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

Accreditation Guide: Southern Association of Schools and Colleges (SACS)

2011 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*. San Francisco, CA: Jossey-Bass.

For more than 40 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 the benefits of 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 in which students engage, 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), in their sophomore and junior years with the Diverse Learning Environments (DLE) survey, 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 SACS Accreditation?

This guide provides suggestions for utilizing CIRP survey results in the SACS accreditation process to address student learning outcomes and the processes that support them.

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

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

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

Using CIRP Surveys as Evidence in SACS Core Requirements and Comprehensive Standards

Every institution approaches accreditation differently, taking into account the mission, goals, programs and policies in place on campus. An important part of the accreditation process is to understand how practices and evidence currently in use on campus can be linked to SACS Core Requirements and Comprehensive Standards.

In preparing this guide, CIRP staff, working in conjunction with colleges and universities in the SACS region, reviewed SACS Core Requirements and Comprehensive 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 SACS Comprehensive Standards and Core Requirements. 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 SACS 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. When they are presented in context with additional measures of student learning, such as portfolios, direct assessment, and results from student focus groups or interviews, 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>Core Requirements</u>

There are two Core Requirements where CIRP survey results are relevant. Because Core Requirements are by definition broad-based and foundational, which items or CIRP Constructs an institution uses as evidence will depend on choices made at the institution. What follows is a brief description of how results from CIRP surveys can be used to address those Core Requirements.

SACS 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP): The QEP requires that an institution engage in a broad-based institutional process identifying key issues emerging from institutional assessment and focusing on learning outcomes, student learning, and accomplishing the mission of the institution. CIRP survey results can be used by an institution as assessment evidence, as well as to determine a focus for the QEP itself. CIRP results and CIRP Constructs can also be used in setting goals in the QEP and as evidence to assess their achievement. Longitudinal use of CIRP surveys allow an institution to effectively and concisely demonstrate both the progress and quality of the institutional programs developed in the QEP. Starting in 2010, SACS also includes information on the QEP in Comprehensive Standard 3.3.2; please see the following section for additional information on how CIRP data is relevant to the QEP.

SACS 2.5: Institution-Wide Research Based Planning and Evaluation Processes: Results from CIRP surveys are relevant to this Core Requirement as evidence that the institution is effectively addressing its mission to demonstrate continued improvement or to show that the institution has conducted a systematic review of mission, goals and outcomes. Because CIRP surveys look comprehensively at the college experience and provide longitudinal information, they are of particular value here as they address both curricular and co-curricular experiences and student learning outcomes over time.

<u>Comprehensive Standards</u>

Comprehensive Standards are more specific to the operations of the institution and represent good practice in higher education. Individual survey items can be used as evidence of expected outcomes. Although many Comprehensive Standards have specific CIRP survey items that can be used as evidence, users will notice two standards where CIRP results are particularly relevant.

SACS 3.3.1: Institutional Effectiveness. CIRP survey results and CIRP Constructs can be used to demonstrate expected outcomes in all five subcomponents of this standard:

- Educational Programs, including student learning outcomes
- Administrative Support Services
- Educational Support Services
- Research within Educational Mission
- Community/Public Service within Educational Mission

SACS 3.3.2: Quality Enhancement Plan. CIRP results are relevant to the first and third elements of the QEP strategy: 1) that the institution demonstrates institutional capability for the initiation, implementation, and completion of the QEP, and 3) identifies goals and a plan to assess their achievement. Although which specific CIRP items and Constructs are used will necessarily vary depending on the scope and nature of an institution's QEP, participation in a longitudinal program of research documents both that the institution has the ability to document effectiveness in institutional programs and a way to measure progress towards its goals.

CIRP in SACS Timelines

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

- Compliance Certification
- Quality Enhancement Plan
- Both Off-and On-site Peer Review
- Response to a decision by SACS Review Team

When and how often to gather evidence for use in the accreditation process are decisions each institution must make for itself. The answers to these questions will vary depending on the needs of a given institution and how they intend to use the results as evidence. Some institutions will want to use CIRP results to establish a baseline for programs or initiatives on campus. Generally speaking, baseline data from three years preceding a QEP gives an institution ample time to analyze, interpret and disseminate results for the broad-based institutional process required as part of the QEP. 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 its 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 SACS accreditation cycle.

QEP Accepted	TFS	Reaffirmation from SACS	YFCY	DLE	CSS	Faculty Survey	QEP Impact Report
2012	Fall 2012	2013	Spr 2013	2014	Grad 2016	2013-14	2018
2013	Fall 2013	2014	Spr 2014	2015	Grad 2017	2013-14	2019
2014	Fall 2014	2015	Spr 2015	2016	Grad 2018	2013-14	2020

For some institutions, a QEP, site review, or response to a decision from SACS might not allow for a three-year 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. 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.

SACS Core Requirements

Core requirements are basic, broad-based, foundational requirements that an institution must meet to be accredited with the Commission on Colleges.

		Question Placement				
Core Requirement	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.	Faculty are rewarded for being good teachers					26
	Faculty are rewarded for their efforts to use instructional technology					26
Core Requirement	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.9: The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degree offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. (Learning Resources and Services)	Satisfaction: Library facilities		5		13	
	Satisfaction: Laboratory facilities and equipment		5		13	
	Satisfaction: Academic advising		5		13	
	Satisfaction: Tutoring or other academic assistance				13	
	Satisfaction: Computer facilities/labs		5			
	Satisfaction: Orientation for new students		5			
	Satisfaction: Opportunities for community service		5			
	Utilized: Writing center		6	6		
	Utilized: Disability resource center		6	6		
	Utilized: Career counseling and advising/services		6	6		
	Utilized: Financial aid advising		6	6		
	Utilized: Academic advising		6	6		
	Used the institution's website to learn about campus resources		22	6		
	Utilized: Tutoring or other academic assistance			6		
	Utilized: Study skills advising		6	6		
	Participated in programs for students who are parents			6		
	I was not able to take the courses I needed in my previous major			TM		
	Participated in a teaching enhancement workshop					10
	Office/lab space					28
Core Requirement	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.10: The institution provides student support programs, services, and activities consistent with its mission that promote student learning, and enhance the development of its students. (Student Support Services)	Faculty <u>during</u> office hours		2			
	Faculty <u>outside</u> of class or office hours		2			
	Academic advisors/counselors		2			
	Graduate students/teaching assistants		2			
	Felt that faculty provided me with feedback that helped me assess my progress in class		4	20	15	
	Felt that my contributions were valued in class		4	20	15	
	Felt that faculty encouraged me to ask questions and participate in discussions		4	20	15	
	Satisfaction: Orientation for new students		5			
	Satisfaction: Student health services		5		11	
	Satisfaction: Student psychological services		5			
	Utilized: Writing center		6	6		
	Utilized: Disability resource center		6	6		
	Utilized: Career counseling and advising/services		6	6		
	Utilized: Academic advising		6	6		
	Utilized: Financial aid advising		6	6		

SACS Core Requirements

		Question Placement				
Core Requirement	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.10: Student Support Services, cont.	Utilized: Study skills advising		6	6		
	Manage your time effectively		8			
	Understand what your professors expect of you academically		8	TR4		
	Develop effective study skills		8	TR4		
	Adjust to the academic demands of college		8	TR2, TR4		
	Tutored another student/college student	27	11		5	
	Asked a professor/teacher for advice after class	27	11		5	
	Performed community service as part of class	27	11		6	
	Taken an ethnic studies course				7	10
	Taken a women's studies course				7	10
	Performed volunteer work	27	11		13	
	Attended a religious service	27	11			
	Studying/homework	37	20		10	
	Talking with professor/teachers/faculty outside of class	37				
	Volunteer work	37				
	Faculty showed concern about my progress		13		17	29
	Overall quality of instruction		14		14	
	Availability of campus social activities		14		14	
	Participated in student government	42	21		7	
	Participated in student groups/clubs	42	21		7	
	Participated in volunteer or community service work	42				
	Sought personal counseling	42	21			
	Failed one or more courses		21		7	
	Participated in leadership training		21	25	7	
	Taken an honors course		21			
	Taken a remedial or developmental course		21		7	
	Participated in an academic support program		21			
	Been a leader in an organization		21		7	
	Strengthened your religious beliefs/convictions		21			
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		21	16		
	Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry		21			
	Taken a course or first-year seminar designed to: Help students adjust to college-level academics		21			
	Worked on a professor's research project	42	22		6	10
	Communicated regularly with your professors		21		6	
	Had difficulty getting the courses you need		22		6	
	Accessed your campus' library resources electronically		22		6	
	Received from your professor: Advice or guidance about your educational program		22		23	
	Received tutoring or other academic assistance		22	6		
	Witnessed academic dishonesty/cheating		22			
	Received advice/counseling from another student		22			

SACS Core Requirements

		Question Placement				
Core Requirement	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.10: Student Support Services, cont.	Met with an advisor/counselor about your career plans				6	
	Participate/participated in a study abroad program	42		16	7	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				7	10
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			16	7	
	Participated in an internship program				7	
	People at this college are supportive of me		13			
	Faculty encouraged me to meet with them outside of class		13		17	
	Received from your professor: Emotional support or encouragement				23	
	Received from your professor: An opportunity to work on a research project				23	
	Received from your professor: Honest feedback about your skills and abilities				23	
	Received from your professor: Help to improve your study skills				23	
	Received from your professor: Feedback on your academic work				23	
	Received from your professor: An opportunity to discuss coursework outside of class				23	
	Received from your professor: Help in achieving your professional goals				23	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				23	
	Received from your professor: An opportunity to publish				23	
	Work/worked on a professor's research project	42			6	10
	Faculty encourage me to meet with them after or outside of class			4		
	Utilized: Student health services		6	6		
	Utilized: Student psychological services		6	6		
	Attended professor's office hours			6		
	Review of transcript by an official			6		
	Freshman orientation			16		
	Transfer orientation			16		
	Re-entry student program			16		
	Honors program			16		
	Faculty/mentor program			16		
	Academic support services for low-income/first-generation students			16		
	English as a Second Language (ESL) instruction			16		
	Courses that included opportunities to study and serve communities in need			18		
	Courses that included a remedial or developmental focus			18		
	Faculty were able to determine my level of understanding of the course material			20		
	Performed community service			24		
	Access support services outside of "regular" business hours			TR2		
	Schedule classes for the next semester			TR2		
	Pass basic skills or remedial courses			TR2		
	Discussed my academic goals with faculty			TR2		

SACS Core Requirements

		Question Placement				
Core Requirement	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.10: Student Support Services, cont.	Talked to a peer advisor about transferring			TR2		
	Sought information for prerequisites in my major			TR2		
	Talking to a counselor/academic advisor			TM		
	This campus has many events/activities to help students choose a major			TM		
	Faculty are interested in my development as a student			TM		
	Campus administrators care about what happens to transfer students			TR4		
	I have received helpful advice about how to succeed here as a transfer student			TR4		
	Faculty here take an interest in the success of transfer students			TR4		
	Participated in transfer-focused programs/activities			TR4		
	Figure out which requirements I need to graduate			TR4		
	Find help when I need it			TR4		
	Instructors are sensitive to the ability levels of all students			CC		
	Instructors communicate high expectations for students' performance			CC		
	Instructors treat all students in class as though they are capable learners			CC		
	Instructors motivated me to work harder than I thought I could			CC		
	Taught an honors course					10
	Taught an interdisciplinary course					10
	Advised student groups involved in service/volunteer work					10
	Engaged undergraduates on your 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
	Teach remedial class: Reading					12
	Teach remedial class: Writing					12
	Teach remedial class: Mathematics					12
	Teach remedial class: ESL					12
	Teach remedial class: General academic skills					12
	Teach remedial class: Other subject areas					12
	Advising and counseling of students					22
	It is easy for students to see faculty outside of regular office hours					26
	Most students here are treated like "numbers in a book"					26
	Faculty are interested in students' personal problems					29
	This institution takes responsibility for educating underprepared students					29
	This institution should not offer remedial/developmental education					31
2.10 CIRP Construct: Academic Adjustment, Faculty Interaction-Mentorship, Faculty Interaction-Contact and Communication						

SACS Core Requirements

		Question Placement				
Core Requirement	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.11.2: The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. (Physical Resources)	Satisfaction: Library facilities		5		13	
	Satisfaction: Laboratory facilities and equipment		5		13	
	Satisfaction: Computer facilities/labs		5			
	Satisfaction: Student housing (e.g., res. halls)		5		13	
	Satisfaction: Classroom facilities		5			
	Satisfaction: Office/lab space					28

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

The DLE has five modules: TR2 = Climate for Transfer at Two-Year Institutions; TM = Transition to Major; TR4 = Climate for Transfer Students at Four-Year Institutions; IGR = Intergroup Relations; CC = Classroom Climate

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The DLE is administered during the second and/or third years; The CSS is administered at the end of the senior year; The FAC is administered every three years to faculty.

NOTES:

SACS Comprehensive Standard 3.1: Institutional Mission

SACS Comprehensive Standards: The Comprehensive Standards set forth requirements in the following three areas: institutional mission, governance and effectiveness; programs; and resources. The Comprehensive Standards represent good practices in higher education and establish a level of accomplishment expected of all member institutions.

		Question Placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.1.1: The mission statement is current and comprehensive, accurately guides the institutions operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. (Mission)	Preparedness for employment after college				1	21
	Preparedness for graduate or advanced education				1	21
	This college has a very good academic reputation	38				
	This college's graduates gain admission to top graduate/professional schools	38				
	This college's graduates get good jobs	38				
	I was attracted by the religious affiliation/orientation of the college	38				

3.1.1 CIRP Constructs: College Reputation Orientation

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

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NOTES:

SACS Comprehensive Standard 3.3.1 Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

		Question placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3.1.1: Educational programs, to include student learning outcomes.	Perceived growth: Knowledge of a particular field or discipline		1		1	21
	Perceived growth: Critical thinking skills		1		1	21
	Perceived growth: General knowledge		1		1	
	Perceived growth: Knowledge of people from different races/cultures		1		1	
	Perceived growth: Understanding of the problems facing your community		1		1	
	Perceived growth: Understanding of national issues		1		1	
	Perceived growth: Understanding of global issues		1		1	
	Perceived growth: Problem-solving skills		1		1	
	Perceived growth: Leadership ability (abilities)		1		1	
	Perceived growth: Ability to conduct research		1			
	Perceived growth: Ability to work as part of a team		1			
	That your courses inspired you to think in new ways		4			
	Satisfaction: General education and core curriculum courses		5		13	
	Satisfaction: Your overall academic experience		5			
	Satisfaction: First-year programs (e.g., first-year seminar, learning community, linked courses)		5			
	Rate yourself: Creativity	29	7		16	21
	Rate yourself: Emotional health	29	7		16	21
	Rate yourself: Self-understanding	29	7		16	21
	Rate yourself: Writing ability	29	7		16	21
	Rate yourself: Academic ability	29	7	15	16	
	Rate yourself: Artistic ability	29	7		16	
	Rate yourself: Computer skills	29	7		16	
	Rate yourself: Cooperativeness	29	7		16	
	Rate yourself: Drive to achieve	29	7	15	16	
	Rate yourself: Leadership ability	29	7		16	
	Rate yourself: Mathematical ability	29	7	15	16	
	Rate yourself: Physical health	29	7		16	
	Rate yourself: Public speaking ability	29	7		16	
	Rate yourself: Self-confidence (intellectual)	29	7	15	16	
	Rate yourself: Self-confidence (social)	29	7		16	
	Rate yourself: Spirituality	29	7		16	
	Rate yourself: Understanding of others	29	7		16	
	Rate yourself: Competitiveness	29	7			
	Rate yourself: Risk-taking		7		16	
	Tolerance of others with different beliefs	30	9	5	18	21
	Ability to discuss and negotiate controversial issues	30	9	5	18	21
	Ability to see the world from someone else's perspective	30	9	5	18	
	Openness to having my own views challenged	30	9	5	18	
	Ability to work cooperatively with diverse people	30	9	5	18	
	Been/was bored in class	27	11		5	
	I have effectively led a group to a common purpose		13		17	
	Ask questions in class	31	16	17	12	18
	Support your opinions with a logical argument	31	16	17	12	18
	Seek solutions to problems and explain them to others	31	16	17	12	18
	Revise your papers to improve your writing	31	16	17	12	18
	Evaluate the quality or reliability of information you received	31	16	17	12	18
	Take a risk because you felt you had more to gain	31	16	17	12	18
	Seek alternative solutions to a problem	31	16	17	12	18

		Question placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3.1.1 Educational programs, cont.	Look up scientific research articles and resources	31	16	17	12	18
	Explore topics on your own, even though it was not required for a class	31	16	17	12	18
	Accept mistakes as part of the learning process	31	16	17	12	18
	Seek feedback on your academic work	31	16	17	12	18
	Take notes during class	31				18
	Integrate/integrated skills and knowledge from different sources and experience	31	16	17	12	18
	Raising a family	41	18	9	22	20
	Being very well off financially	41	18	9	22	20
	Developing a meaningful philosophy of life	41	18		22	20
	Participating in a community action program	41	19	9	22	20
	Helping to promote racial understanding	41	19	9	22	20
	Keeping up to date with political affairs	41	19	9	22	20
	Becoming a community leader	41	19	9	22	20
	Adopting "green" practices to protect the environment	41	19		22	20
	Becoming accomplished in one of the performing arts (acting, dancing, etc.)	41	19		22	
	Obtaining recognition from my colleagues for contributions to my special field	41	19		22	
	Writing original works (poems, novels, etc.)	41	19		22	
	Creating artistic works (painting, sculpture, etc.)	41	19		22	
	Becoming successful in a business of my own	41	19		22	
	Becoming involved in programs to clean up the environment	41	19		22	
	Relevance of coursework to everyday life		14		14	
	Relevance of coursework to future career plans		14		14	
	Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry		21			
	Fell asleep in class	27	22		6	
	Failed to complete homework on time	27	22		6	
	Skipped school/class		22			
	Worked on a professor's research project	42	22		6	10
	Discussed course content with students outside of class	42	22	6	6	
	Contributed to class discussions		22			
	Worked with classmates on group projects during class		22		6	
	Worked with classmates on group projects outside of class		22		6	
	Made a presentation in class		22		6	
	Turned in course assignment(s) late		22			
	Turned in course assignments that did <u>not</u> reflect your best work		22			
	Applied concepts from courses to everyday life		22	11		
	Work with other students on group projects	32			5	
	Make an effort to get to know people from diverse backgrounds			11		
	Use different points of view to make an argument			11		
	Feel challenged to think more broadly about an issue			11		
	Critically evaluated your own position on an issue			11		
	Preparedness for employment after college				1	21
	Preparedness for graduate or advanced education				1	21
	Ability to get along with people of different races/cultures				1	
	Ability to manage your time effectively				1	
	Interpersonal skills				1	
	Challenged a professor's ideas in class				6	
	Science and mathematics courses				11	
	Humanities courses				11	

		Question placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3.1.1: Educational programs, cont.	Social science courses				11	
	Integrating spirituality into my life				19	20
	An opportunity to work on a research project				20	
	Importance of: Teaching					9
	Taught an interdisciplinary course					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
	Taught an ethnic studies course					10
	Taught a women's studies course					10
	Becoming an authority in my field					20
	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
	My teaching is valued by faculty in my department					29
	To promote the intellectual development of students					30
	To develop leadership ability among students					30
	This institution should not offer remedial/developmental education					31

3.3.1.1 CIRP Constructs: Civic Awareness, Pluralistic Orientation, Habits of Mind, Academic Self Concept, Social Self Concept, Academic Disengagement, and Undergraduate Education Goal-Personal Development

Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3.1.2: Administrative Support Services	Academic advisors/counselors		2			
	Satisfaction: Student housing (e.g., res. halls)				13	
	Satisfaction: Student health services		5		13	
	Satisfaction: Student psychological services		5			
	Satisfaction: Financial aid office		5			
	The admission/recruitment materials portrayed this campus accurately		13			
	Staff recognize my achievements		13	4	17	
	Overall college experience		14		14	
	Sought personal counseling	42	21			
	Had difficulty getting the courses you need		22		5	
	Used the institution's website to learn about campus resources		22	6		
	Participated in programs for students who are parents			6		
	Administrative response to incidents of discrimination			26		

		Question placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3.1.2: Administrative Support Services, cont.	Counselors make transfer a priority at this institution			TR2		
	Student services are available for night students			TR2		
	Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			TR2		
	Administrators make transfer a priority			TR2		
	Students learn about transfer requirements at college entry			TR2		
	Access support services outside of "regular" business hours			TR2		
	Taken courses that provided transfer, financial aid and study skills information			TR2		
	Met with a community college counselor about transferring			TR2		
	Talking to a counselor/academic advisor			TM		
	I received helpful advice about the right courses to complete the requirements to transfer			TR4		
	The guidelines for transferring to this institution were easy to understand			TR4		
	There was helpful information available about how to transfer here (e.g., websites)			TR4		
	I worked with a transfer specialist/advisor from this institution to apply or choose courses			TR4		
	Campus administrators care about what happens to transfer students			TR4		
	Participated in transfer-focused programs/activities			TR4		
	Felt excluded from campus events because I am a transfer student			TR4		
	Part-time instructors at this institution: Have access to support services					2f
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3.1.3: Educational Support Services	Perceived growth: Knowledge of a particular field or discipline		1		1	21
	Perceived growth: Critical thinking skills		1		1	21
	Faculty <u>during</u> office hours		2			
	Faculty <u>outside</u> of class or office hours		2			
	Academic advisors/counselors		2			
	Graduate students/teaching assistants		2			
	Lonely or homesick		4			
	Isolated from campus life		4			
	Unsafe on this campus		4			
	Satisfaction: General education and core curriculum courses		5		13	
	Satisfaction: Academic advising		5	6	13	
	Utilized: Disability resource center		6	6		
	Utilized: Career counseling and advising/services		6	6		
	Utilized: Financial aid advising		6	6		
	Utilized: Study skills advising		6	6		
	Utilized: Academic advising		6	6		
	Utilized: Student health services		6	6		
	Attended professor's office hours			6		
	Utilized: Writing center		6	6		
	Review of transcript by an official			6		
	Utilized: Student psychological services		6	6		
	Received tutoring or other academic assistance		22	6		
	Used the institution's website to learn about campus resources		22	6		
	Rate yourself: Creativity	29	7		14	21
	Rate yourself: Emotional health	29	7		14	21
	Rate yourself: Self-understanding	29	7		14	21

		Question placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3.1.3: Educational Support Services, cont.	Rate yourself: Writing ability	29	7		14	21
	Tolerance of others with different beliefs	30	9	5	18	21
	Ability to discuss and negotiate controversial issues	30	9	5	18	21
	Ability to see the world from someone else's perspective	30	9	5	18	
	Openness to having my own views challenged	30	9	5	18	
	Ability to work cooperatively with diverse people	30	9	5	18	
	Studied with other students	27	11		6	
	Been/was a guest in a professor's/teacher's home	27	11		6	
	Asked a professor/teacher for advice after class	27	11		6	
	Socialized with someone of another racial/ethnic group	27	11		19	
	Talking with professor/teachers/faculty outside of class	37				
	Faculty showed concern about my progress		12		17	29
	There is a lot of racial tension on this campus		13		17	29
	I have been able to find a balance between academics and extracurricular activities		13			
	I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation		13		17	
	In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation		13		17	
	I see myself as part of the campus community		13	4	17	
	I feel I am a member of this college		13	4	17	
	I feel a sense of belonging to this campus		13	4	17	
	At least one staff member has taken an interest in my development		13	4	17	
	At least one faculty member has taken an interest in my development		13	4	17	
	Most students here are treated like "numbers in a book"					26
	My college experiences have exposed me to diverse opinions, cultures, and values		13			
	Socialized or partied	42	19	8	19	
	Dined or shared a meal		19	8	19	
	Had meaningful and honest discussions about race/ethnic relations outside of class		19	8	19	
	Had guarded, cautious interactions		19	8	19	
	Shared personal feelings and problems		19	8	19	
	Had tense, somewhat hostile interactions		19	8	19	
	Had intellectual discussions outside of class		13	8	19	
	Felt insulted or threatened because of your race/ethnicity		13	8	19	
	Studied or prepared for class		13	8	19	
	Respect for the expression of diverse beliefs		14		14	26
	Amount of contact with faculty		14		14	
	Racial/ethnic diversity of student body		14	26	14	
	Class size		14		14	
	Overall sense of community among students		14		14	
	Racial/ethnic diversity of faculty		14	26		
	Interaction with other students		14			
	Taken an honors course		21			
	Taken a remedial or developmental course		21		7	
	Participated in an academic support program		21			
	Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry		21			
	Taken a course or first-year seminar designed to: Help students adjust to college-level academics		21			

		Question placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3.1.3: Educational Support Services, cont.	Discussed course content with students outside of class	42	22	6	6	
	Communicated regularly with your professors		21		6	
	Worked with classmates on group projects during class		22		6	
	Worked with classmates on group projects outside of class		22		6	
	Made a presentation in class		22		6	
	Received from your professor advice or guidance about your educational program		22		23	
	Emotional support and encouragement				23	
	Applied concepts from courses to everyday life		22	11		
	Would you choose this college again: definitely yes, probably yes, probably not, definitely not, not sure yet		22		32	
	Socialize with someone of another racial/ethnic group	42				
	Faculty believe in my potential to succeed academically		13	4	17	
	At least one staff member has taken an interest in my dvelopment		13	4	17	
	At least one faculty member has taken an interst in my dvelopment		12	4	17	
	Faculty encourage me to meet with them outside of class		13	4	17	
	Faculty show concern about my progress		13	4	17	29
	Faculty empower me to learn here		13	4	17	
	This college: Encourages students to have a public voice and share their ideas openly			7		
	This college: Promotes the appreciation of cultural differences			7		
	This college: Has a lot of racial tension			7		
	Interact with someone: From a country other than your own			10		
	Interact with someone: From a religion different from your own			10		
	Interact with someone: From a socioeconomic class different from your own			10		
	Interact with someone: Of a sexual orientation different from your own			10		
	Interact with someone: With a disability			10		
	Use different points of view to make an argument			11		
	Feel challenged to think more broadly about an issue			11		
	Recognize the biases that affect your own thinking			11		
	Critically evaluated your own position on an issue			11		
	Preparedness for employment after college				1	21
	Preparedness for graduate or advanced education				1	21
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				6	10
	Participated in: An ethnic/racial student organization				6	
	Satisfaction: Science and mathematics courses				13	
	Satisfaction: Humanities courses				13	
	Satisfaction: Social science courses				13	
	Ability to find a faculty or staff mentor				12	
	Faculty encouraged me to meet with them outside of class		13		17	
	Freshman orientation			16		
	Transfer orientation			16		
	Re-entry student program			16		
	Honors program			16		
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			16	6	
	Faculty/mentor program			16		
	Academic support services for low-income/first generation students			16		

		Question placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3.1.3: Educational Support Services, cont.	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		21	16		
	Participate/participated in a study abroad program	42		16	7	
	English as a Second Language (ESL) instruction			16		
	Not been able to get into classes you need because they were full			19		
	Not been able to get into classes you need because they were not offered/were cancelled			19		
	Faculty were able to determine my level of understanding of the course material			20		
	Felt that faculty provided me with feedback that helped me assess my progress in class		4	20	15	
	Felt that my contributions were valued in class		4	20	15	
	Felt that faculty encouraged me to ask questions and participate in discussions		4	20	15	
	Attended debates or panels about diversity issues			24		
	Participated in ongoing campus-organized discussins on racial/ethnic issues (e.g., intergroup dialogue)			24		
	Participated in LGBT Center activities			24		
	Participated in Racial/Ethnic or Cultural Center activities			24		
	Participated in Women's/Men's Center activities			24		
	Participated in Religious/Spiritual clubs/groups			24		
	Particpated in Disability Center activities			24		
	Joined a racial/ethnic student organization reflecting your own background			25		
	Joined a club or organization related to your major			25		
	Joined a religious club			25		
	Joined a racial/ethnic student organization reflecting a background other than your own			25		
	Joined an LGBT student organization			25		
	A letter of recommendation				23	
	Help to improve your study skills				23	
	Feedback on your academic work (outside of grades)				23	
	Intellectual challenge and stimulation				23	
	An opportunity to discuss coursework outside of class				23	
	Help in achieving your professional goals				23	
	An opportunity to apply classroom learning to "real-life" issues				23	
	Faculty make transfer a priority at this institution			TR2		
	Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			TR2		
	Discussed my academic goals with faculty			TR2		
	Talked to a peer advisor about transferring			TR2		
	Used the transfer course requirements list/transfer plan when registering for classes			TR2		
	Was encouraged by faculty or staff to participate in an academic summer program linked with a four-year institution			TR2		
	Finding a supportive faculty member in the major			TM		
	This campus has many events/activities to help students choose a major			TM		
	I feel confident I will succeed			TM		
	I have a peer support network among students			TM		
	Faculty are interested in my development as a student			TM		

		Question placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3.1.3: Educational Support Services, cont.	Campus administrators care about what happens to transfer students			TR4		
	I have received helpful advice about how to succeed here as a transfer student			TR4		
	Faculty here take an interest in the success of transfer students			TR4		
	Participated in transfer-focused programs/activities			TR4		
	Felt overwhelmed by academic expectations			TR4		
	Get to know faculty			TR4		
	I feel comfortable sharing my own perspectives and experiences in class			CC		
	I am able to explore my own background through class projects/assignments			CC		
	I have been singled out in class because of my race/ethnicity, gender, sexual orientation, or religious affiliation			CC		
	I feel I have to work harder than other students to be perceived as a good student			CC		
	In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation			CC		
	I don't feel comfortable contributing to class discussions			CC		
	Are sensitive to the ability levels of all students			CC		
	Communicate high expectations for students' performance			CC		
	Turn controversial topics into good discussions			CC		
	Encourage students to contribute different perspectives in class			CC		
	I treat all students in class as though they are capable learners			CC		
	Motivated me to work harder than I thought I could			CC		
	Teach students tolerance and respect for different beliefs			CC		
	Taught an honors course					10
	Taught an exclusively web-based course at this institution					10
	Teach remedial class: Reading					12
	Teach remedial class: Writing					12
	Teach remedial class: Mathematics					12
	Teach remedial class: ESL					12
	Teach remedial class: General academic skills					12
	Teach remedial class: 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

		Question placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3.1.3: Educational Support Services, cont.	Teach students tolerance and respect for different beliefs					21
	Encourage students to become agents of social change					21
	Advising and counseling of students					22
	It is easy for students to see faculty outside of regular office hours					26
	Faculty are rewarded for their efforts to use instructional technology					26
	Faculty are interested in students' personal problems					29
	This institution should hire more faculty of color					29
	This institution should hire more women faculty					29
	There is a lot of campus racial conflict here					29
	Faculty of color are treated fairly here					29
	Women faculty are treated fairly here					29
	Gay and lesbian faculty are treated fairly here					29
	Promoting diversity leads to the admission of too many underprepared students					31
	A racially/ethnically diverse student body enhances the educational experience of all students					31
	Colleges should be concerned with facilitating undergraduate students' spiritual development					31
	Colleges should prohibit racist/sexist speech on campus					31
3.3.1.3 CIRP Constructs: Likelihood of College Involvement, Negative Cross-Racial Interaction, Pluralistic Orientation, Positive Cross-Racial Interaction and Sense of Belonging						
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3.1.4 Research within its educational mission, if appropriate	Perceived growth: Critical thinking skills		1		1	21
	Perceived growth: Problem-solving skills		1		1	
	Perceived growth: Ability to conduct research		1			
	Used the Internet for research or homework	27	11		6	
	Support your opinions with a logical argument	31	16	17	12	18
	Seek solutions to problems and explain them to others	31	16	17	12	18
	Evaluate the quality or reliability of information you received	31	16	17	12	18
	Take a risk because you felt you had more to gain	31	16	17	12	18
	Seek alternative solutions to a problem	31	16	17	12	18
	Look up scientific research articles and resources	31	16	17	12	18
	Explore topics on your own, even though it was not required for a class	31	16	17	12	18
	Integrate/integrated skills and knowledge from different sources and experience	31	16	17	12	18
	Becoming an authority in my field	41	18		22	20
	Making a theoretical contribution to science	41	18		22	20
	Worked on a professor's research project	42	22		6	
	Accessed your campus' library resources electronically		22		6	
	Use different points of view to make an argument			11		
	Feel challenged to think more broadly about an issue			11		
	One or more research papers of 10+ pages			CC		
	Lab work			CC		
	Worked on independent study projects				6	
	Used the library for research or homework				6	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				7	10
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			16	7	
	An opportunity to publish				23	

		Question placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3.1.4 Research within its educational mission, if appropriate, cont.	Importance: Research					9
	Engaged undergraduates on your research project					10
	Supervised an undergraduate thesis					10
	Conducted research or writing focused on: international/global issues					10
	Conducted research or writing focused on: racial or ethnic minorities					10
	Conducted research or writing focused on: women and gender issues					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					10
	Received funding for your work from: Business or industry					10
	Internal grants for research					13
	Articles in academic or professional journals					14
	Chapters in edited volumes					14
	Books, manuals, or monographs					14
	Reviews of books, articles, or creative works					14
	Other, such as patents, or computer software products					14
	How many of your professional writings have been published or accepted for publication in the last two years					16
	Research and scholarly writing					22
	My research is valued by faculty in my department					29
	Private funding sources often prevent researchers from being completely objective in the conduct of their work					31
3.3.1.4 CIRP Constructs: Habits of Mind						
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3.1.5: Community/public service within its educational mission, if appropriate	Ability to see the world from someone else's perspective	29	10	5	18	
	Openness to having my own views challenged	29	10	5	18	
	Ability to discuss and negotiate controversial issues	29	10	5	18	21
	Ability to work cooperatively with diverse people	29	10	5	18	
	Perceived growth: Understanding of the problems facing your community		1		1	
	Rate yourself: Understanding of others	28	7		14	
	Participating in a community action program	42	17	9	19	20
	Keeping up to date with political affairs	42	17	9	19	20
	Becoming a community leader	42	17	9	19	20
	Adopting "green" practices to protect the environment	42	17		19	20
	Performed volunteer work	28	10		13	
	Performed community service as part of class	27	11		6	
	Volunteer work	37				
	Participated in student government	42	21		7	
	Participated in volunteer or community service work	42				
	Opportunities for community service		5			
	Demonstrated for a cause	27	11	24	6	
	Voted in a student election	27	11		6	
	Worked on a local, state, or national political campaign	27	11		15	
	Discussed politics	27	11	24	15	
	Influencing the political structure	41	18	9	22	20
	Influencing social values	41	18	9	22	20
	Helping others who are in difficulty	41	18	9	22	20
	Improving my understanding of other countries and cultures	41	18		22	20

		Question placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3.1.5: Community/public service within its educational mission, if appropriate, cont.	Realistically, an individual can do little to bring about changes in our society				21	31
	Participating in an organization like the Peace Corps, AmeriCorps/VISTA, and Teach for America				28	
	Doing volunteer work				28	
	I plan to work alongside underserved communities			4		
	Working to correct social and economic inequalities			9		
	Applied concepts from courses to everyday life		22	11		
	Courses that included opportunities to study and serve communities in need			18		
	Performed community service			24		
	Helped raise money for a cause or campaign			24		
	Publicly communicated your opinion about a cause (e.g., blog, email, petition)			24		
	Participated in leadership training		21	25	7	
	Help students learn how to bring about positive change in society			CC		
	Importance to you: Service					9
	Taught a service learning course					10
	Collaborated with the local community in research/teaching					10
	Advised student groups involved in service/volunteer work					10
	Recitals/demonstrations					19
	Community service as part of coursework					19
	Encourage students to become agents of social change					21
	Community or public service					22
	Use your scholarship to address local community needs					23
	Engaged in public service/professional consulting without pay					24
	To facilitate student involvement in community service					30
	To help students learn how to bring about change in society					30
	To provide resources for faculty to engage in community-based teaching or research					30
	To create and sustain partnerships with surrounding communities					30
	To develop leadership ability among students					30
	Colleges should be actively involved in solving social problems					31
	Colleges should encourage students to be involved in community service activities					31
	Colleges have a responsibility to work with their surrounding communities to address local issues					31

3.3.1.5 CIRP Constructs: Civic Awareness, Pluralistic Orientation, Social Agency, Civic Engagement, Institutional Priority-Civic Engagement

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

The DLE has five modules: TR2 = Climate for Transfer at Two-Year Institutions; TM = Transition to Major; TR4 = Climate for Transfer Students at Four-Year Institutions; IGR = Intergroup Relations; CC = Classroom Climate

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The DLE is administered during the second and/or third years; The CSS is administered at the end of the senior year; The FAC is administered every three years to faculty.

NOTES:

SACS Comprehensive Standard 3.4 Educational Programs:

All Educational Programs (includes all on-campus, off-campus, and distance learning programs and course work)

		Question placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.4.9: The institution provides appropriate academic support services. (Academic support services)	Academic advisors/counselors		2			
	Faculty during office hours		2			
	Faculty outside of class or office hours		2			
	Graduate students/teaching assistants		2			
	Satisfaction: Academic advising		5		13	
	Satisfaction: Tutoring or other academic assistance				13	
	Understand what your professors expect of you academically		8	TR4		
	Adjust to the academic demands of college		8	TR2, TR4		
	Develop effective study skills		8	TR4		
	Faculty showed concern about my progress		13		17	29
	I am interested in seeking information about current social and political issues		13		17	
	Taken an honors course		21		6	
	Taken a remedial or developmental course		21		6	
	Taken an ethnic studies course				7	10
	Taken a women's studies course				7	10
	Participated in an academic support program		21			
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		21	16		
	Received from your professor advice or guidance about your educational program		22		23	
	Participate/participated in study-abroad	42		16	7	
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			16	7	
	Participated in an internship program				7	
	Faculty empower me to learn here		13	4	17	
	Faculty believe in my potential to succeed academically		13	4	17	
	Faculty encourage me to meet with them outside of class		13	4	17	
	Attended professor's office hours			6		
	Used the institution's website to learn about campus resources		22	6		
	Re-entry student program			16		
	Honors program			16		
	Faculty/mentor program			16		
	Academic support services for low-income/first-generation students			16		
	English as a Second Language (ESL) instruction			16		
	Courses that included a remedial or developmental focus			18		
	Faculty were able to determine my level of understanding of the course material			20		
	Felt that faculty provided me with feedback that helped me assess my progress in class		4	20	15	
	Felt that my contributions were valued in class		4	20	15	
	Felt that faculty encouraged me to ask questions and participate in discussions		4	20	15	
	Received from your professor emotional support and encouragement				23	
	An opportunity to publish				23	
	Help to improve your study skills				23	
	Feedback on your academic work (outside of grades)				23	
	An opportunity to discuss coursework outside of class				23	
	An opportunity to apply classroom learning to "real-life" issues				23	
	Honest feedback about your skills and abilities				23	
	Access support services outside of "regular" business hours			TR2		

SACS Comprehensive Standard 3.4 Educational Programs:

		Question placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.4.9: The institution provides appropriate academic support services. (Academic support services), cont.	Finding a supportive faculty member in the major			TM		
	Talking to a counselor/academic advisor			TM		
	This campus has many events/activities to help students choose a major			TM		
	I have received helpful advice about how to succeed here as a transfer student			TR4		
	Participated in transfer-focused programs/activities			TR4		
	Find help when I need it			TR4		
	Taught an honors course					10
	Taught an exclusively web-based course at this institution					10
	Taught a seminar for first-year students					10
	Taught in a learning community (e.g., FIG, linked courses)					10
	Does this course have a teaching/lab assistant or reader/grader assigned					11
	Teach remedial class: Reading					12
	Teach remedial class: Writing					12
	Teach remedial class: Mathematics					12
	Teach remedial class: ESL					12
	Teach remedial class: General academic skills					12
	Teach remedial class: Other subject areas					12
	Advising and counseling of students					22
	It is easy for students to see faculty outside of regular office hours					26
	Faculty are interested in students' personal problems					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
	This institution should not offer remedial/developmental education					31

3.4.9 CIRP Constructs: Academic Adjustment, Faculty Interaction-Mentorship, Faculty Interaction-Contact and Communication

Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.4.12: The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. (Technology use)	Accessed your campus' library resources electronically		22		6	
	Come/came late to class	27	11		6	
	Used the Internet for research or homework	27	11		6	
	Satisfaction: Library facilities		5		13	
	Satisfaction: Computer facilities/labs		5			
	Satisfaction: Computer (computing) assistance		5		13	
	Taught an exclusively web-based course at this institution					10
	Received incentives to integrate technology into your classroom					13
	Faculty are rewarded for their efforts to use instructional technology					26
	Keeping up with information technology					27

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NOTES:

SACS Comprehensive Standard 3.5 Educational Programs: Undergraduate Programs

		Question Placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.5.1: The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)	Perceived growth: Critical thinking skills		1		1	21
	Perceived growth: Knowledge of a particular field or discipline		1		1	21
	Perceived growth: Understanding of the problems facing your community		1		1	
	Perceived growth: Problem-solving skills		1		1	
	Perceived growth: General knowledge		1		1	
	Perceived growth: Knowledge of people from different races/cultures		1		1	
	Perceived growth: Understanding of national issues		1		1	
	Perceived growth: Understanding of global issues		1		1	
	Perceived growth: Ability to conduct research		1			
	That your courses inspired you to think in new ways		4			
	Rate yourself: Creativity	29	7		14	21
	Rate yourself: Emotional health	29	7		14	21
	Rate yourself: Self-understanding	29	7		14	21
	Rate yourself: Writing ability	29	7		14	21
	Rate yourself: Understanding of others	29	7		14	
	Rate yourself: Academic ability	29	7	15	14	
	Rate yourself: Artistic ability	29	7		14	
	Rate yourself: Computer skills	29	7		14	
	Rate yourself: Cooperativeness	29	7		14	
	Rate yourself: Drive to achieve	29	7	15	14	
	Rate yourself: Leadership ability	29	7		14	
	Rate yourself: Mathematical ability	29	7	15	14	
	Rate yourself: Physical health	29	7		14	
	Rate yourself: Public speaking ability	29	7		14	
	Rate yourself: Self-confidence (intellectual)	29	7	15	14	
	Rate yourself: Self-confidence (social)	29	7		14	
	Rate yourself: Spirituality	29	7		14	
	Rate yourself: Competitiveness	29	7			
	Rate yourself: Risk-taking		7		14	
	Ability to discuss and negotiate controversial issues	29	10	5	18	21
	Tolerance of others with different beliefs	29	10	5	18	21
	Ability to see the world from someone else's perspective	29	10	5	18	
	Openness to having my own views challenged	29	10	5	18	
	Ability to work cooperatively with diverse people	29	10	5	18	
	Support your opinions with a logical argument	31	16	17	12	18
	Seek solutions to problems and explain them to others	31	16	17	12	18
	Evaluate the quality or reliability of information you received	31	16	17	12	18
	Take a risk because you felt you had more to gain	31	16	17	12	18
	Seek alternative solutions to a problem	31	16	17	12	18
	Look up scientific research articles and resources	31	16	17	12	18
	Explore topics on your own, even though it was not required for a class	31	16	17	12	18

SACS Comprehensive Standard 3.5 Educational Programs: Undergraduate Programs

		Question Placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.5.1: The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies), cont.	Integrate/integrated skills and knowledge from different sources and experience	31	16	17	12	18
	Ask questions in class	31	16	17	12	18
	Revise your papers to improve your writing	31	16	17	12	18
	Accept mistakes as part of the learning process	31	16	17	12	18
	Seek feedback on your academic work	31	16	17	12	18
	Take notes during class	31				18
	Applied concepts from courses to everyday life		22	11		
	Work with other students on group projects	31			6	
	To prepare myself for graduate or professional school	38				21
	To be able to get a better job	38				
	To gain a general education and appreciation of ideas	38				
	This college has a very good academic reputation	38				
	This college's graduates gain admission to top graduate/professional schools	38				
	This college's graduates get good jobs	38				
	Work/worked on a professor's research project	43			23	10
	Preparedness for employment after college				1	21
	Preparedness for graduate or advanced education				1	21
	Ability to get along with people of different races/cultures				1	
	Ability to manage your time effectively				1	
	Interpersonal skills				1	
	Foreign language ability				1	
	An opportunity to work on a research project				23	
	Encourage students to become agents of social change					21
	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					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
	To develop leadership ability among students					30
	To facilitate student involvement in community service					30
	To help students learn how to bring about change in society					30
	To promote the intellectual development of students					30

		Question Placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.5.1: The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies), cont.	To enhance the institution's national image					30
	To develop an appreciation for multiculturalism					30

3.5.1 CIRP Constructs: Academic Self-Concept, College Reputation Orientation, Habits of Mind, Pluralistic Orientation, Social Self-Concept, and Undergraduate Education Goal-Personal Development

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NOTES:

SACS Comprehensive Standard 3.7: Faculty

		Question Placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.7.1: The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See Commission guidelines "Faculty Credentials.") (Faculty competence)	Collaborated with the local community in research/teaching					10
	Articles in academic or professional journals					14
	Chapters in edited volumes					14
	Books, manuals, or monographs					14
	Reviews of books, articles, or creative works					14
	Other, such as patents, or computer software products					14
	How many exhibitions or performances in the fine or applied arts have you presented in the last two years					15
	How many of your professional writings have been published or accepted for publication in the last two years					16
	Do you use your scholarship to address local community needs					23
	Have you ever received an award for outstanding teaching					23
	Engaged in public service/professional consulting without pay					24
	Engaged in paid consulting outside of your institution					24
3.7.1 CIRP Constructs: Scholarly Productivity, Civic Minded Values						
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.7.3 The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners. (Faculty development)	Part-time instructors at this institution: Are given specific training before teaching					2f
	Participated in a teaching enhancement workshop					10
	Received incentives to integrate technology into your classroom					13
	Internal grants for research					13
	Training for administrative leadership					13
	Received incentives to develop new courses					13
	Paid workshops outside of the institution focused on teaching					13
	Paid sabbatical leave					13
	Travel funds paid by the institution					13
	There is adequate support for faculty development					29
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.7.4: The institution ensures adequate procedures for safeguarding and protecting academic freedom. (Academic freedom)	Faculty here respect each other					26
	Opportunity for scholarly pursuits					28
	Autonomy and independence					28
	Competency of colleagues					28
	Job security					28
	Departmental Leadership					28
	Course assignments					28
	Freedom to determine course content					28

SACS Comprehensive Standard 3.7: Faculty

		Question Placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.7.5: The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. (Faculty role in governance)	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
	The criteria for advancement and promotion decisions are clear					29

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NOTES:

SACS Comprehensive Standard 3.8: Library and Other Learning Resources

		Question Placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.8.1: The institution provides facilities and learning /information resources that are appropriate to support its teaching, research, and service mission. **(Learning/information resources)**	Satisfaction: Library facilities		5		13	
	Satisfaction: Computer (computing) assistance		5		13	
	Satisfaction: Tutoring or other academic assistance				13	
	Satisfaction: Laboratory facilities and equipment		5		13	
	Satisfaction: Computer facilities/labs		5			
	Satisfaction: Classroom facilities		5			
	Look up scientific research articles and resources	31	16	17	12	18
	Accessed your campus' library resources electronically		22		6	
	Mark all institutional resources available to you in your last term as part-time faculty					2e
	Use of a private office					2e
	Shared office space					2e
	A personal computer					2e
	An email account					2e
	A phone/voicemail					2e
	Part-time instructors at this institution: Have access to support services					2f
	Does this course have a teaching/lab assistant or reader/grader assigned					11
	Teach remedial class: Reading					12
	Teach remedial class: Writing					12
	Teach remedial class: Mathematics					12
	Teach remedial class: ESL					12
	Teach remedial class: General academic skills					12
	Teach remedial class: Other subject areas					12
	Office/lab space					28

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NOTES:

SACS Comprehensive Standard 3.9: Student Affairs and Services

		Question Placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.9.3: The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs. (Qualified staff)	Student Affairs staff have the support and respect of faculty					29
	Staff encourage me to get involved in campus activities		13	4	17	
	Staff recognize my achievements		13	4	17	

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NOTES:

SACS Comprehensive Standard 3.11 Physical Resources

		Question Placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.11.2: The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment)	Lonely or homesick		4			
	Isolated from campus life		4			
	Unsafe on this campus		4			
	Worried about your health		4			
	Smoked cigarettes	27	11		15	
	Drank beer	27	11		15	
	Drank wine or liquor	27	11		15	
	Felt overwhelmed by all you/I had to do	27	11		15	
	Felt depressed	27	11		15	
	Maintained a healthy diet		11			
	Had adequate sleep		11			
	Faculty showed concern about my progress		13		17	29
	There is a lot of racial tension on this campus		13		17	29
	I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation		13		17	
	I see myself as part of the campus community		13	4	17	
	I feel I am a member of this college		13		17	
	I feel a sense of belonging to this campus		13	4	17	
	In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation		13		17	
	I have effectively led a group to a common purpose		13		17	
	Most students here are treated like "numbers in a book"					26
	My college experiences have exposed me to diverse opinions, cultures, and values		13			
	In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation		12			
	I have been able to find a balance between academics and extracurricular activities		13			
	Had tense, somewhat hostile interactions		19	8	19	
	Respect for the expression of diverse beliefs		14	26	14	26
	Overall sense of community among students		14	26	14	
	I feel valued at this institution				17	
	People at this college are supportive of me		13			
	Has a long-standing commitment to diversity			6		
	Accurately reflects the diversity of its student body in publications (e.g., brochures, website)			6		
	Appreciates differences in sexual orientation			6		
	Promotes the appreciation of cultural differences			6		
	Has campus administrators who regularly speak about the value of diversity			6		
	Felt insulted or threatened because of your race/ethnicity		19	8	19	
	Experienced harassment or discrimination based on ability/disability status			12		
	Experienced harassment or discrimination based on age			12		
	Experienced harassment or discrimination based on citizenship status			12		
	Experienced harassment or discrimination based on political beliefs			12		
	Experienced harassment or discrimination based on race/ethnicity			12		

SACS Comprehensive Standard 3.11 Physical Resources

		Question Placement				
Comprehensive Standard	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.11.2: The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment), cont.	Experienced harassment or discrimination based on religious/spiritual beliefs			12		
	Experienced harassment or discrimination based on sex			12		
	Experienced harassment or discrimination based on sexual orientation			12		
	Experienced harasssment or discrimination based on socioeconomic status			12		
	Witnessed discrimination			13		
	Reported an incident of discrimination to a campus authority			13		
	Experienced sexual harassment			13		
	Reported an incident of sexual harassment to a campus authority			13		
	Heard insensitive or disparaging remarks from students, faculty, staff			13		
	Experienced b/h/d by verbal comments			14		
	Experienced b/h/d by written comments			14		
	Experienced b/h/d by exclusion			14		
	Experienced b/h/d by offensive visual images or items			14		
	Experienced b/h/d by threats of physical violence			14		
	Experienced b/h/d by physical assaults or injuries			14		
	Experienced b/h/d by anonymous phone calls			14		
	Experienced b/h/d by damage to personal property			14		
	Courses that include opportunities for intensive dialogue between students with different backgrounds and beliefs			18		
	Felt like I didn't "fit in" at my college			23		
	Had medical issues			23		
	Satisfaction: Racial/ethnic diversity of the faculty		14	26		
	Satisfaction: Racial/ethnic diversity of the student body		14	26	14	
	Satisfaction: Racial/ethnic diversity of the staff			26		
	Satisfaction: Interactions among different racial/ethnic groups			26		
	Satisfaction: Atmosphere for political differences			26		
	Satisfaction: Atmosphere for religious differences			26		
	Satisfaction: Atmosphere for differences in sexual orientation			26		
	Satisfaction: Administrative response to incidents of discrimination			26		
	The faculty and staff demonstrate a strong commitment to diversity			TM		
	Made efforts to educate myself about other groups			IGR		
	Have you been sexually harassed at this institution					23
	Faculty here respect each other					26
	Subtle discrimination (e.g., prejudice, racism, sexism)					27
	Professional relationships with other faculty					28
	Social relationships with other faculty					28
	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 develop a sense of community among students and faculty					30
	Colleges should prohibit racist/sexist speech on campus					31
3.11 CIRP Constructs: Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Sense of Belonging, Academic Adjustment, and Institutional Priority-Commitment to Diversity						

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