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

Accreditation Guide: Middle States Commission on Higher Education (MSCHE)

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 how 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 MSCHE Accreditation?

This guide provides suggestions for utilizing CIRP survey results in the MSCHE 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 MSCHE 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 MSCHE Standards.

In preparing this guide, CIRP staff, working in conjunction with colleges and universities in the Middle States region, reviewed MSCHE's *Characteristics of Excellence in Higher Education* 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 MSCHE 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 Middle States 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 of student work 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.

Specific Middle States Standards

Middle States has fourteen individual Standards, which "should be viewed as an interrelated whole." Because of this inherent interrelatedness, many institutions find CIRP results may be applicable in multiple standards. For example, participation in CIRP surveys can be used as evidence of a "planned, organized, systematized and sustained" assessment process to support Standards 7, 11, 12, 13 and 14, all of which have as their defining characteristic the assessment of student learning.

Standard 2: Planning, Resource Allocation, and Institutional Renewal. "An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation for the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality"

Standard 7: Institutional Assessment. "The institution has developed and implemented an assessment process that evaluates overall effectiveness in achieving its mission and goals and compliance with accreditation standards." CIRP results can be used as evidence of "an effective planning process" which includes "review of relevant qualitative and quantitative information to determine if institutional and unit level mission and goals are being achieved, to understand why they have or have not been achieved…"

Standard 11: Educational Offerings. "The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission."

Standard 12: General Education. "The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency."

Standard 13: Related Educational Activities. "The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards."

Standard 14: Assessment of Student Learning. "Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals."

CIRP in MSCHE Timelines

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

- Self-Study
- Peer Review
- Periodic Review Report
- Follow up Activities for the Commission

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 accreditation. 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 MSCHE accreditation cycle.

Self-Study Submitted	**TFS**	**Approval and Visit**	**YFCY**	**DLE**	**CSS**	**Faculty Survey**	**Self Study Report and Peer Review**
2012	Fall 2012	2013	Spr 2013	2014	Grad 2016	2013-14	2015
2013	Fall 2013	2014	Spr 2014	2015	Grad 2017	2013-14	2016
2014	Fall 2014	2015	Spr 2015	2016	Grad 2018	2013-14	2017

For some institutions, a self-study, peer review, or follow up activities (e.g., progress letters or monitoring reports) 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.

MSCHE Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
I was attracted by the religious affiliation/orientation of the college	38				
That your courses inspired you to think in new ways		4			
Understand what your professors expect of you academically		8	TR4		
Develop effective study skills		8	TR4		
Adjust to the academic demands of college/classes		8	TR2		
Manage your time effectively		8	TR4		
The admission/recruitment materials portrayed this campus accurately		13			
My college experiences have exposed me to diverse opinions, cultures, and values		13			
If asked, I would recommend this college to others		13	4	17	
Faculty empower me to learn here		13	4	17	
Satisfaction: Relevance of coursework to everyday life		14		14	
Satisfaction: Relevance of coursework to future career plans		14		14	
Satisfaction: Respect for the expression of diverse beliefs		14	26	14	26
Satisfaction: Overall sense of community among students		14		14	
This college has a long-standing commitment to diversity			7		
This college accurately reflects the diversity of its student body in publications (e.g., brochures, website)			7		
Counselors make transfer a priority at this institution			TR2		
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		
Administrators make transfer a priority at this institution			TR2		
Discussed my academic goals with faculty			TR2		
There is high quality teaching			TM		
Instructors: Communicate high expectations for students' performance			CC		
Prepare students for employment after college					21
Prepare students for graduate or advanced education					21
Provide for students' emotional development					21
Help students develop personal values					21
Enhance students' self-understanding					21
Instill a basic appreciation of the liberal arts					21
To promote the intellectual development of students					30

CIRP Constructs: Academic Adjustment, Undergraduate Education Goal: Personal Development

TFS = The Freshman Survey; YFCY = Your First College Year Survey; 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

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MSCHE Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Used the Internet for research or homework	27	11		6	
Satisfaction: Computer facilities/labs		5			
Satisfaction: Library facilities		5		13	
Satisfaction: Laboratory facilities and equipment		5		13	
Satisfaction: Computing assistance		5		13	
Satisfaction: Academic advising		5	6	13	
Utilized: Writing center		6	6		
Utilized: Disability resource center		6	6		
Utilized: Career counseling and advising/career services		6	6	13	
Utilized: Financial aid advising		6	6		
Utilized: Study skills advising		6	6		
Utilized: Student health services		6	6		
Utilized: Student psychological services		6	6	13	
Used the library for research or homework		11		6	
Faculty believe in my potential to succeed academically		13	4	17	
Faculty show concern about my progress		13	4	17	
Taken a remedial or developmental course		21	18	7	
Worked on a professor's research project		22		6	
Received from your professor: Advice or guidance about your educational program		22		23	
Had difficulty getting the courses you need		22		6	
Accessed your campus' library resoures electronically		22		6	
Used the college's website to learn about campus resources		22	6		
Used this institution's course catalog (paper or online)		22	6		
Participated in programs for students who are parents			6		
Tutoring or other academic assistance			6	13	
Review of transcript by an official			6		
Mostly online instruction			18		
Not been able to get into the classes you needed because they were full			19		
Importance: Courses I needed to take were not offered at this college			22a		
Access support services outside of "regular" business hours			TR2		
Figure out which courses count towards your goals			TR2		
Find parking			TR2		
Find child care			TR2		
Complete course pre-requisites for an intended major			TR2		
Pass basic skills or remedial courses			TR2		
Met with a community college counselor about transferring			TR2		
Used the transfer course requirements list/transfer plan when registering for classes			TR2		
Talking to a counselor/academic advisor			TM		
There are too many steps to declare a major here			TM		
I will be/was unable to get into my first-choice major			TM		
Information distrubuted on majors is useful			TM		
This campus has many events/activities to help students choose a major			TM		
I was not able to take the courses I needed in my previous majors			TM		
Course materials were too expensive in my previous major			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		

MSCHE Standard 2: Planning, Resource Allocation, and Institutional Renewal

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
There was helpful online 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		
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		
Sought information specific to transfer students			TR4		
Figure out which requirements I need to graduate			TR4		
Resources available to part-time faculty: A personal computer					2e
Resources available to part-time faculty: An email account					2e
Part-time instructors: Have access to support services					2f
Most students are treated like "numbers in a book"					26
Satisfaction: Teaching load					28
Satisfaction: Office/lab space					28
Faculty here are strongly interested in the academic problems of undergraduates					29

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MSCHE Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Tutored another student	27	11		6	
Used the Internet for research or homework	27	11		6	
Participate/d in a study abroad program	42			7	
Faculty during office hours		2			
Faculty outside of class or office hours		2			
Academic advisors/counselors		2			
Satisfaction: Classroom facilities		5			
Satisfaction: Computer facilities/labs		5			
Satisfaction: Library facilities		5		13	
Satisfaction: Laboratory facilities and equipment		5		13	
Satisfaction: Computing assitance		5		13	
Satisfaction: Student housing (e.g., res. halls)		5		13	
Satisfaction: Financial aid office		5			
Satisfaction: Student health services		5	6	13	
Satisfaction: Student psychological services		5	6	13	
Satisfaction: Orientation for new students		5			
Satisfaction: First-year programs (e.g., first-year seminar, learning community, linked courses)		5			
Utilized: Writing center		6	6		
Utilized: Disability resource center		6	6		
Utilized: Career counseling and advising/Career services		6	6	13	
Utilized: Academic advising		6	6	13	
Utilized: Financial aid advising		6	6		
Utilized: Study skills advising		6	6		
Utilized: Student health services		6	6	13	
Taken an honors course		21		7	
Taken a remedial or developmental course		21	18	7	
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		
Participated in an academic support program		21			
Taken a course or first-year seminar designed to: Connect faculty and sudents in focused academic inquiry		21			
Taken a course or first-year seminar designed to: Help students adjust to college-level academics		21			
Taken a course or first-year seminar designed to: Help students adjust to college life		21			
Received tutoring		22			
Worked on a professor's research project		22		6	
Received from your professor: Advice or guidance about your educational program		22		23	
Had difficulty getting the courses you need		22		6	
Accessed your campus' library resoures electronically		22		6	
Used the college's website to learn about campus resources		22	6		
Read this college's catalog (paper or online)		22	6		
Used the library for research or homework				6	
Met with an advisor/counselor about your career plans				6	
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)				7	
Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				7	
Participated in: An internship program				7	
Satisfaction: Tutoring or other academic assistance				13	
It will take me longer to graduate than I had planned			4		
I may have to choose between financially supporting my family and going to college			4		
Review of transcript by an official			6		

MSCHE Standard 3: Institutional Resources

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Attended professor's office hours			6		
Participated in programs for students who are parents			6		
This college provides the financial support I need to stay enrolled			7		
Freshman orientation			16		
Transfer orientation			16		
Re-entry student program			16		
Honors program			16		
Undergraduate research program			16		
Faculty/mentor program			16		
Academic support services for low-income/first generation students			16		
Participated in: Study abroad program			16	7	
English as a Second Language (ESL) instruction			16		
Not been able to get into the classes you need because they were full			19		
Not been able to take the classes you need because they were not offered/were cancelled			19		
Felt that faculty provided me with feedback that helped me assess my progress in class			20		
Taken a summer course at this college			21		
Importance: Courses I needed to take were not offered at this college			22a		
Importance: To earn a degree or certificate that is not offered at this college			22a		
Class sections are available in the evening			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		
Access support services outside of "regular" business hours			TR2		
Figure out which courses count towards your goals			TR2		
Find child care			TR2		
Complete course pre-requiresites for an intended major			TR2		
Pass basic skills or remedial courses			TR2		
Met with a community college counselor about transferring			TR2		
Used the transfer course requirements list/transfer plan when registering for classes			TR2		
Talking to a counselor/academic advisor			TM		
There are too many steps to declare a major here			TM		
I will be/was unable to get into my first-choice major			TM		
This campus has many events/activities to help students choose a major			TM		
Faculty are interested in my development as a student			TM		
I was not able to take the courses I needed in my previous major			TM		
Participated in transfer preparation program before enrolling here			TR4		
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 online information available about how to transfer here (e.g., websites)			TR4		
I worked with a transfer advisor from this institution to apply or choose courses			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		
Figure out which requirements I need to graduate			TR4		
Resources available to part-time faculty: Use of private office					2e
Resources available to part-time faculty: Shared office space					2e
Resources available to part-time faculty: A personal computer					2e
Resources available to part-time faculty: An email account					2e
Resources available to part-time faculty: A phone/voicemail					2e
Part-time instructors: Have access to support services					2f
Taught an honors course					10
Taught an interdisciplinary course					10

MSCHE Standard 3: Institutional Resources

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Participated in a teaching enhancement workshop					10
Engaged undergraduates on your research project					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
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
Source of stress: Keeping up with information technology					27
Source of stress: Institutional budget cuts					27
Satisfaction: Salary					28
Satisfaction: Health benefits					28
Satisfaction: Retirement benefits					28
Satisfaction: Office/lab space					28
Satisfaction: Availability of child care at this institution					28
Satisfaction: Clerical/administrative support					28
CIRP Constructs: Academic Adjustment, Overall Satisfaction, Satisfaction with Coursework					

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MSCHE Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Part-time instructors: Have good working relationships with the administration					2f
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

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MSCHE Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Graduate students/teaching assistants		2			
Satisfaction: Financial aid office		5			
Received from your professor: Advice or guidance about your educational program		22		23	
At least one staff member has taken an interest in my development		13	4	17	
Faculty believe in my potential to succeed academically		13	4	17	
Staff encourage me to get involved in campus activities		13	4	17	
Staff recognize my achievements		13	4	17	
At least one faculty member has taken an interest in my development		13	4	17	
Utilized: Review of transcript by an official			6		
Utilized: Financial aid advising			6		
Campus administrators care about what happens to transfer students			TR4		
Faculty here take an interest in the success of transfer students			TR4		
Ability to find a faculty or staff mentor				14	
Received from your professor: Emotional support and encouragement				23	
Received from your professor: Intellectual challenge and stimulation				23	
Other administration					22
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
Student Affairs staff have the support and respect of faculty					29
Faculty are sufficiently involved in campus decision making					29
To increase the representation of minorities in the faculty and administration					30
To increase the representation of women in the faculty and administration					30
CIRP Construct: Faculty Interaction: Mentorship					

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MSCHE Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Perform/ed volunteer or community service work	27, 42	11	24	15	
Vote/d in a student election	27, 42	11		6	
Socialize/d with someone of another racial/ethnic group	27, 42	11			
Performed community service as part of a class	27	11		6	
Worked on a local, state, or national political campaign	27	11		15	
Helped raise money for a cause or campaign	27	11	24	6	
Publicly communicated your opinion about a cause (e.g., blog, email, petition)	27	11	24	6	
Rate yourself: Self-understanding	28	7		16	
Rate yourself: Understanding of others	28	7		16	
Ability to see the world from someone else's perspective	29	10	5	18	
Tolerance of others with different beliefs	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	
Ability to work cooperatively with diverse people	29	10	5	18	
Evaluate the quality or reliability of information you received	31	16	17	12	
Developing a meaningful philosophy of life	41	18		22	20
Helping to promote racial understanding	41	18	9	22	20
Becoming a community leader	41	18	9	22	20
Improving my understanding of other countries and cultures	41	18		22	
Helping others who are in difficulty	41	18	9	22	
Participating in a community action program	41	18	9	22	
Communicate/d regularly with your professors	42	21		6	
Have/had a roommate of a different race/ethnicity	42	21			
Perceived growth: Knowledge of people from different races/cultures		1		1	
Perceived growth: Understanding of the problems facing your community		1		1	
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	CC	17	
The admission/recruitment materials portrayed this campus accurately		13			
There is a lot of racial tension on this campus		13	7	17	
I am interested in seeking information about current social and political issues		13	4	17	
Faculty encourage me to meet with them after or outside of class		13	4	17	
Racial/ethnic diversity of the faculty		14			
Racial/ethnic diversity of the student body		14		14	
Respect for the expression of diverse beliefs		14	24	14	
Dined or shared a meal		19	7	19	
Had meaningful and honest discussions about race/ethnic relations outside of class		19	7	19	
Had guarded, cautious interactions		19	7	19	
Shared personal feelings and problems		19	7	19	
Had tense, somewhat hostile interactions		19	7	19	
Had intellectual discussions outside of class		19	7	19	
Felt insulted or threatened because of your race/ethnicity		19	7	19	
Studied or prepared for class		19	7	19	
Socialized or partied		19	7	19	
Strengthened your religious beliefs/convictions		21			
Witnessed academic dishonesty/cheating		22			
Perceived growth: Ability to get along with people of different races/cultures				1	

MSCHE Standard 6: Integrity

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Challenged a professor's ideas in class				6	
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: An opportunity to discuss coursework outside of class				23	
Expression of personal values				27	
People in my community are counting on me to do well in college			4		
I plan to work alongside underserved communities			4		
Encourages students to have a public voice and share their ideas openly			7		
Has a long-standing commitment to diversity			7		
Accurately reflects the diversity of its student body in publications (e.g., brochures, website)			7		
Promotes the appreciation of cultural differences			7		
Working to correct social and economic inequalities			9		
Make an effort to get to know people from diverse backgrounds			11		
Feel challeneged to think more broadly about an issues			11		
Challenge others on issues of discrimination			11		
Recognize the biases that affect your own thinking			11		
Make an effort to educate others about social issues			11		
Critically evaluated your own position on an issue			11		
Discuss issues related to sexism, gender differences, or gender equity			11		
Discrimination based on: Ability/disability status			12		
Discrimination based on: Age			12		
Discrimination based on: Citizenship status			12		
Discrimination based on: Political beliefs			12		
Discrimination based on: Race/ethnicity			12		
Discrimination based on: Religious/spiritual beliefs			12		
Discrimination based on: Sex			12		
Discrimination based on: Sexual orientation			12		
Discrimination based on: Socioeconomic status			12		
How often: Witnessed discrimination			13		
How often: Reported an incident of discrimination to a campus authority			13		
How often: Experienced sexual harassment			13		
How often: Reported an incident of sexual harassment to a campus authority			13		
How often: Heard insensitive or disparaging racial remarks from: Students			13		
How often: Heard insensitive or disparaging racial remarks from: Faculty			13		
How often: Heard insensitive or disparaging racial remarks from: Staff			13		
How often: Verbal comments			14		
How often: Written comments (e.g., emails, texts, writing on walls)			14		
How often: Exclusion (e.g., from gatherings, events)			14		
How often: Offensive visual images or items			14		
How often: Threats of physical violence			14		
How often: Physical assaults or injuries			14		
How often: Anonymous phone calls			14		
How often: Damage to personal property			14		
Opportunities to study and serve communities in need (e.g., service learning)			18		
Opportunities for intensive dialogue between students with different backgrounds and beliefs			18		
Participated in ongoing campus-organized discussions on racial/ethnic issues (e.g., intergroup dialogue)			24		
Finding a supportive faculty member in the major			TM		
Finding a major that has a welcoming environment			TM		
Faculty are approachable			TM		
The faculty and staff demonstrate a strong commitment to diversity			TM		
Faculty are interested in my development as a student			TM		

MSCHE Standard 6: Integrity

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Students here are willing to talk about equity, injustice, and group differences			IGR		
There is at least one staff or faculty member here that I can talk to about difficult social justice issues			IGR		
Avoided using language that reinforces negative stereotypes			IGR		
Participated in a coalition of different groups to address social justice issues			IGR		
Challenged others on derogatory comments			IGR		
Reinforced others for behaviors that support diversity			IGR		
Made efforts to educate myself about other groups			IGR		
Worked with others to challenge discrimination			IGR		
I feel comfortable sharing my own perspectives and experiences in class			CC		
ave been singled out in class because of my race/ethnicity, gender, sexual orientation, or religious affiliation			CC		
Instructors: Value individual differences in the classroom			CC		
Instructors: Are sensitive to the ability levels of all students			CC		
Instructors: Help students learn how to bring about positive change in society			CC		
Instructors: Encourage students from diverse backgrounds to work together			CC		
Instructors: Encourage students to contribute different perspectives in class			CC		
Instructors: Share their own experiences and background in class			CC		
Instructors: Have open discussions about privilege, power and oppression			CC		
Instructors: Treat all students in class as though they are capable learners			CC		
Instructors: Include diverse perspectives in class discussions/assignments			CC		
Instructors: Teach students tolerance and respect for different beliefs			CC		
Taught a service learning course					10
Advised student groups involved in service/volunteer work					10
Collaborated with the local community in research/teaching					10
Mentoring the next generation of scholars					20
Develop moral character					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
Engage students in civil discourse around controversial issues					21
Teach students tolerance and respect for different beliefs					21
Satisfaction: Autonomy and independence					28
Satisfaction: Professional relationships with other faculty					28
Satisfaction: Freedom to determine course content					28
Racial and ethnic diversity should be more strongly reflected in the curriculum					29
This institution should hire more faculty of color					29
This institution should hire more women faculty					29
Student Affairs staff have the support and respect of faculty					29
Faculty are committed to the welfare of this institution					29
There is a lot of campus racial conflict here					29
My research is valued by faculty in my department					29
My teaching is valued by faculty in my department					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
Faculty are sufficiently involved in campus decision making					29
My values are congruent with the dominant institutional values					29
To develop a sense of community among students and faculty					30
To facilitate student involvement in community service					30
To recruit more minority students					30
To create a diverse multi-cultural campus environment					30

MSCHE Standard 6: Integrity

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
To promote gender equity among faculty					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 increase the representation of minorities in the faculty and administration					30
To increase the representation of women in the faculty and administration					30
To develop an appreciation for multiculturalism					30
Colleges should be actively involved in solving social problems					31
Colleges should encourage students to be involved in community service activities					31
A racially/ethnically diverse student body enhances the educational experience of all students					31
Colleges have a responsibility to work with their surrounding communities to address local issues					31

CIRP Constructs: Civic Awareness, Civic Minded Practice, Civic Minded Values, Faculty Interaction: Mentorship, Institutional Priority: Commitment to Diversity, Job Satisfaction: Workplace, Negative Cross-Racial Interaction, Pluralistic Orientation, Positive Cross-Racial Interaction, Undergraduate Education Goal: Personal Development

TFS = The Freshman Survey; YFCY = Your First College Year Survey; 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:

MSCHE Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

CIRP results can be used as evidence of an effective planning process which includes review of relevant qualitative and quantitative information to determine if institutional and unit level mission and goals are being achieved, and to demonstrate a commitment to institutional improvement and to meeting accreditation standards.
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MSCHE Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with the mission and seeks to retain them through the pursuit of the student's educational goals.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Utilized: Study skills advising		6	6		
Tutored another (college) student		11		6	
The admission/recruitment materials portrayed this campus accurately		13			
Faculty show concern about my progress		13	4	17	
Taken an honors course		21		7	
Taken a remedial or developmental course		21		7	
Participated in an academic support program		21			
Taken a course or first-year seminar designed to: Help students adjust to college-level academics		21			
Taken a course or first-year seminar designed to: Help students adjust to college life		21			
A formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		21	16		
It will take me longer to graduate than I had planned			4		
I may have to choose between financially supporting my family and going to college			4		
People in my community are counting on me to do well in college			4		
Utilized: Tutoring or other academic assistance			6		
Freshman orientation			16		
Transfer orientation			16		
Re-entry student program			16		
Honors program			16		
Undergraduate research program			16	7	
Faculty/mentor program			16		
Academic support services for low-income/first generation students			16		
English as a Second Language (ESL) instruction			16		
Taken classes when most campus services were closed			19		
Taken a leave of absence from this college temporarily			21		
Taken a course from another institution while taking classes here			21		
Taken a summer course at this college			21		
Considered transferring to another college			21		
Importance: Courses I needed to take were not offered at this college			22a		
Participated in a transfer preparation program before enrolling here			TR4		
College choice: First, second, or third choice college	15				
Highest intended academic degree	21				
To be able to get a better job	36				
To gain a general education and appreciation of ideas	36				
To make me a more cultured person	36				
To be able to make more money	36				
To learn more about things that interest me	36				
To get training for a specific career	36				
To prepare myself for graduate or professional school	36				
My parents wanted me to come here	38				
My relatives wanted me to come	38				
My teacher advised me	38				
This college has a very good academic reputation	38				
This college has a good reputation for its social activities	38				
I was offered financial assistance	38				
The cost of attending this college	38				
High school counselor advised me	38				
Private college counselor advised me	38				

MSCHE Standard 8: Student Admissions and Retention

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
I wanted to live near home	38				
Not offered aid by first choice	38				
Could not afford first choice	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				
I wanted to go to a school about the size of this college	38				
Rankings in national magazines	38				
Information from a website	38				
I was admitted through an Early Action or Early Decision program	38				
The athletic department recruited me	38				
A visit to the campus	38				
Ability to take online courses	38				
Need extra time to complete degree requirements	42				
Transfer to another college before graduating	42				
Get tutoring help in specific courses	42				
Type of course: Developmental/remedial course (not for credit)					11
Number of students enrolled in developmental/remedial course					11
Teaching/lab assistant or reader/grader assigned					11
Teach remedial/developmental skills in: Reading					12
Teach remedial/developmental skills in: Writing					12
Teach remedial/developmental skills in: Mathematics					12
Teach remedial/developmental skills in: ESL					12
Teach remedial/developmental skills in: General academic skills					12
Teach remedial/developmental skills in: Other subject areas					12
Source of stress: Working with underprepared students					27
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
CIRP Constructs: Academic Adjustment, College Reputation Orientation, Sense of Belonging					

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NOTES:

MSCHE Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Faculty outside 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			
Worried about your health		4			
Satisfaction: Computer assistance		5		13	
Satisfaction: Academic advising		5		13	
Satisfaction: Student housing (e.g., res. halls)		5		13	
Satisfaction: Financial aid office		5			
Satisfaction: Student health services		5	6	13	
Satisfaction: Student psychological services		5		13	
Satisfaction: Orientation for new students		5			
Satisfaction: Opportunities for community service		5			
Satisfaction: First-year programs (e.g., first-year seminar, learning community, linked courses)		5			
Utilized: Writing center		6	6		
Utilized: Disability resource center		6	6		
Utilized: Career counseling and advising		6	6	13	
Utilized: Academic advising		6	6	13	
Utilized: Financial aid advising		6	6		
Utilized: Study skills advising		6	6		
Utilized: Student psychological services		6	6	13	
Develop effective study skills		8	TR4		
Adjust to the academic demands of college/classes		8	TR2 TR4		
Manage your time effectively		8	TR4		
Utilize campus services available to students		8			
Performed volunteer or community service work		11		15	
Maintained a healthy diet		11			
Had adequate sleep		11			
Past two weeks: Number of alcoholic drinks		12			
The admission/recruitment materials portrayed this campus accurately		13			
I have been able to find a balance between academics and extracurricular activities		13			
Faculty encourage me to meet with them after or outside of class		13	4	17	
Satisfaction: Availability of campus social activities		14		14	
Satisfaction: Your social life		14			
Commuting		20		10	
Sought personal counseling		21		15	
Strengthened your religious beliefs/convictions		21			
Participated in an academic support program		21			
Taken a course or first-year seminar designed to: Help students adjust to college-level academics		21			
Taken a course or first-year seminar designed to: Help students adjust to college life		21			
Received from your professor: Advice or guidance about your educational program		22		23	
Witnessed academic dishonesty/cheating		22			
Received advice/counseling from another student		22			
Had difficulty getting the courses you need		22		6	
Accessed your campus' library resoures electronically		22		6	
Tutored another (college) student	27	11		6	

MSCHE Standard 9: Student Support Services

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Smoked cigarettes	27	11		15	
Drank beer	27	11		15	
Drank wine or liquor	27	11		15	
Felt overwhelmed by all I had to do	27	11		15	
Felt depressed	27	11		15	
Used the Internet for research or homework	27	11		6	
Performed community service as part of a class	27	11		6	
Rate yourself: Emotional health	28	7		16	
Rate yourself: Physical health	28	7		16	
Rate yourself: Self-confidence (intellectual)	28	7		16	
Rate yourself: Self-confidence (social)	28	7		16	
Rate yourself: Self-understanding	28	7		16	
Rate yourself: Spirituality	28	7		16	
To be able to get a job	36				
To make me a more cultured person	36				
To get training for a specific career	36				
To prepare myself for graduate or professional school	36				
Studying/homework	37	20		10	
Exercise or sports	37	20		10	
Partying	37	20		10	
Working for pay on campus	37	20		10	
Student clubs/groups	37	20		10	
Household/childcare duties	37	20		10	
Playing video/computer games	37				
Online social networks (Myspace, Facebook, etc.)	37	20		10	
This college's graduates gain admission to top graduate/professional schools	38				
This college's graduates get good jobs	38				
The athletic department recruited me	38				
Join/ed a social fraternity or sorority	42	21	25	7	
Play/ed club, intramural, or recreational sports	42	21		7	
Play/ed intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	42	21	25	7	
Need extra time to complete your degree requirements	42				
Participate/d in volunteer or community service work	42		24		
Participate/d in student clubs/groups	42	21		7	
Work/ed on a professor's research project	42	22		6	
Get tutoring help in specific courses	42				
Perceived growth: Ability to manage your time effectively				1	
Used the library for research or homework				6	
Met with an advisor/counselor about your career plans				6	
Attended a racial/cultural awareness workshop				7	
Participated in: An internship program				7	
Participated in: An ethnic/racial student organization				7	
Prayer/meditation				10	
Satisfaction: Career counseling and advising				13	
Satisfaction: Job placement services for students				13	
Ability to find a faculty or staff mentor				14	
Received from your professor: An opportunity to work on a research project				23	
Received from your professor: Help to improve your study skills				23	
Doing volunteer work				28	
It will take me longer to graduate than I had planned			4		
Utilized: Tutoring or other academic assistance			6		

MSCHE Standard 9: Student Support Services

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Creating a plan to achieve my career goals			9		
Participated in an undergraduate research program			16	7	
Opportunities for intensive dialogue between students with different backgrounds and beliefs			18		
Attended presentations, performances, or art exhibits on diversity			24		
Attended debates or panels about diversity issues			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		
Participated in Disability Center activities			24		
Joined an ethnic or culturally-based fraternity or sorority			25		
Joined a racial/ethnic student organization reflecting your own background			25		
Participated in leadership training			25	7	
Joined a club or organization related to your major			25		
Joined a religious club (e.g., Christian Fellowships, Hillel, Baha'i Club)			25		
Joined an LGBT student organization			25		
Joined a student-run political club			25		
Access support services outside of "regular" business hours			TR2		
Figure out which courses count towards your goals			TR2		
Schedule classes for the next semester			TR2		
Improve my English reading, writing, or speaking skills			TR2		
Pass basic skills or remedial courses			TR2		
Met with a community college counselor about transferring			TR2		
Discussed my academic goals with faculty			TR2		
Talked to a peer advisor about transferring			TR2		
Finding a supportive faculty member in the major			TM		
Talking to a counselor/academic advisor			TM		
The campus has many events/activities to help students choose a major			TM		
I have a peer support network among students			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		
Felt overwhelmed by academic expectations			TR4		
Get to know faculty			TR4		
Figure out which requirements I need to graduate			TR4		
Become involved in campus activities			TR4		
Instructors: Communicate high expectations for students' performance			CC		
Instructors: Treat all students in class as though they are capable learners			CC		
Taught a service learning course					10
Advised student groups involved in service/volunteer work					10
Engaged undergraduates on your research project					10
Worked with undergraduates on a research project					10
Taught in a learning community (e.g., FIG, linked courses)					10
Instructional Techniques/Methods: Community service as part of coursework					19
Prepare students for employment after college					21
Prepare students for graduate or advanced education					21
Provide for students' emotional development					21
It is easy for students to see faculty outside of regular office hours					26
Student Affairs staff have the support and respect of faculty					29

MSCHE Standard 9: Student Support Services

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
This institution takes responsibility for educating underprepared students					29
CIRP Constructs: Academic Adjustment, Academic Self-Concept, Faculty Interaction: Mentorship, Social Self-Concept					

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NOTES:

MSCHE Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Communicate/d regularly with your professors	42	21		6	
Work on a professor's research project	42				
Utilized: Faculty during office hours		2	6		
Faculty outside of class or office hours		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: Academic advising		5			
Understand what your professors expect of you academically		8	TR4		
Been a guest in a professor's home		11		6	
Asked a professor for advice after class		11		6	
In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation		13		17	
Faculty believe in my potential to succeed academically		13	4	17	
At least one faculty member has taken an interest in my development		13	4	17	
Faculty encourage me to meet with them after or outside of class		13	4	17	
Faculty show concern about my progress		13	4	17	
Satisfaction: Amount of contact with faculty		14		14	
Satisfaction: Racial/ethnic diversity of faculty		14	26		
Satisfaction: Overall quality of instruction		14		14	
Talking with professors outside of class		20			
Taken a course or first-year seminar designed to: Connect faculty and sudents in focused academic inquiry		21			
Worked on a professor's research project		22		6	
Received from your professor: Advice or guidance about your educational program		22		23	
How often: Heard insensitive or disparaging remarks from: Faculty			13		
Faculty/mentor program			16		
Participated in an undergraduate research program			16	7	
Faculty were able to determine my level of understanding of the course material			20		
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		
Finding a supportive faculty member in the major			TM		
Faculty are approachable			TM		
The faculty and staff demonstrate a strong commitment to diversity			TM		
There is high quality teaching			TM		
Faculty are interested in my development as a student			TM		
Faculty here take an interest in the success of transfer students			TR4		
Get to know faculty			TR4		
There is at least one staff or faculty member here that I can talk to about difficult social justice issues			IGR		
In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation			CC		
Instructors: Know students' names			CC		
Instructors: Value individual differences in the classroom			CC		
Instructors: Are sensitive to the ability levels of all students			CC		
Instructors: Help students learn how to bring about positive change in society			CC		
Instructors: Encourage students from diverse backgrounds to work together			CC		
Instructors: Communicate high expectations for students' performance			CC		
Instructors: Turn controversial topics into good discussions			CC		
Instructors: Encourage students to contribute different perspectives in class			CC		

MSCHE Standard 10: Faculty

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Instructors: Share their own experiences and background in class			CC		
Instructors: Have open discussions about privilege, power and oppression			CC		
Instructors: Treat all students in class as though they are capable learners			CC		
Instructors: Include diverse perspectives in class discussions/assignments			CC		
Instructors: Motivated me to work harder than I thought I could			CC		
Instructors: Are passionate about what they teach			CC		
Instructors: Teach students tolerance and respect for different beliefs			CC		
Challenged a professor's ideas in class				6	
Satisfaction: Ability to find a faculty or staff mentor				14	
Receive from your professor: Encouragement to pursue graduate/professional study				23	
Receive from your professor: An opportunity to work on a research project				23	
Receive from your professor: Emotional support or encouragement				23	
Receive from your professor: A letter of recommendation				23	
Receive from your professor: Honest feedback about your skills and abilities				23	
Receive from your professor: Help to improve your study skills				23	
Receive from your professor: Feedback on your academic work (outside of grades)				23	
Receive from your professor: Intellectual challenge and stimulation				23	
Receive from your professor: An opportunity to discuss coursework outside of class				23	
Receive from your professor: Help in achieving your professional goals				23	
Receive from your professor: An opportunity to apply classroom learning to "real-life" issues				23	
Receive from your professor: An opportunity to publish				23	
Part-time instructors: Are respected by full-time faculty					2f
Importance: Research					9
Importance: Teaching					9
Importance: Service					9
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
Participated in a teaching enhancement workshop					10
Advised student groups involved in service/volunteer work					10
Collaborated with the local community in research/teaching					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 undergraduates on your research project					10
Worked with undergraduates on a research project					10
Engaged in academic research that spans multiple disciplines					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
Published op-ed pieces or editorials					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
Teach remedial/developmental skills in: Reading					12
Teach remedial/developmental skills in: Writing					12
Teach remedial/developmental skills in: Mathematics					12

MSCHE Standard 10: Faculty

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Teach remedial/developmental skills in: ESL					12
Teach remedial/developmental skills in: General academic skills					12
Teach remedial/developmental skills in: Other subject areas					12
Training for administrative leadership					13
Mentoring the next generation of scholars					20
Scheduled teaching					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
It is easy for students to see faculty outside of regular office hours					26
The faculty are typically at odds with campus administration					26
Faculty here respect each other					26
Most students are treated like "numbers in a book"					26
Faculty are rewarded for being good teachers					26
There is respect for the expression of diverse values and beliefs					26
Faculty are rewarded for their efforts to use instructional technology					26
Administrators consider faculty concerns when making policy					26
The administration is open about its policies					26
Satisfaction: Opportunity for scholarly pursuits					28
Satisfaction: Teaching load					28
Satisfaction: Quality of students					28
Satisfaction: Office/lab space					28
Satisfaction: Autonomy and independence					28
Satisfaction: Professional relationships with other faculty					28
Satisfaction: Competency of colleagues					28
Satisfaction: Departmental leadership					28
Satisfaction: Course assignments					28
Satisfaction: Freedom to determine course content					28
Satisfaction: Prospects for career advancement					28
Faculty are interested in students' personal problems					29
Faculty feel that most students are well-prepared academically					29
Student Affairs staff have the support and respect of faculty					29
Faculty are committed to the welfare of this institution					29
Faculty here are strongly interested in the academic problems of undergraduates					29
My research is valued by faculty in my department					29
My teaching is valued by faculty in my department					29
Faculty are sufficiently involved in campus decision making					29
My values are congruent with the dominant institutional values					29
This institution takes responsibility for educating underprepared students					29
There is adequate support for faculty development					29
To promote the intellectual development of students					30
To develop a sense of community among students and faculty					30
To create a diverse multi-cultural campus environment					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 increase the representation of minorities in the faculty and administration					30

MSCHE Standard 10: Faculty

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
To increase the representation of women in the faculty and administration					30
The chief benefit of a college education is that it increases one's earning power					31
Promoting diversity leads to the admission of too many underprepared students					31
Colleges should be actively involved in solving social problems					31
Colleges should encourage students to be involved in community service activities					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 have a responsibility to work with their surrounding communities to address local issues					31
Private funding sources often prevent researchers from being completely objective in the conduct of their work					31

CIRP Constructs: Faculty Interaction: Mentorship, Institutional Priority: Commitment to Diversity, Undergraduate Education Goal: Personal Development

TFS = The Freshman Survey; YFCY = Your First College Year Survey; 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:

MSCHE Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Socialize/d with someone of another racial/ethnic group	27, 42	11			
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 receive	31	16	17	12	18
Take a risk because you feel you have 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 is 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				
Work with other students on group projects	31				
Integrate skills and knowledge from different sources and experiences	31	16	17	12	18
To gain a general education and appreciation of ideas	36				
To learn more about things that interest me	36				
Watching TV	37	20			
Participate/d in student government	42	21		7	
Participate in student clubs/groups	42				
Perceived growth: General knowledge		1		1	
Perceived growth: Knowledge of a particular field or discipline		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: Ability to conduct research		1			
Perceived growth: Critical thinking skills		1		1	
Perceived growth: Problem-solving skills		1		1	
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	
Studied with other students		11		6	
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		19	8	19	
Felt insulted or threatened because of your race/ethnicity		19	8	19	
Studied or prepared for class		19	8	19	
Socialized or partied		19	8	19	
Partying		20			
Participated in student government		21		7	
Participated in leadership training		21		7	
Contributed to class discussions		22		6	
Received from your professor: Advice or guidance about your educational program		22		23	
Worked with classmates on group projects: During class		22		6	

MSCHE Standard 11: Educational Offerings

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Worked with classmates on group projects: Outside of class		22		6	
Made a presentation in class		22		6	
Applied concepts from courses to everyday life		22		15	
From a country other than your own			10		
From a religion different from your own			10		
From a socioeconomic class different from your own			10		
Of a sexual orientation different from your own			10		
With a disability			10		
Use different points of view to make an argument			11		
Feel challenged to think more broadly about an issue			11		
Apply concepts from courses to real life situations			11		
Recognize the biases that affect your own thinking			11		
Critically evaluated your own position on an issue			11		
Mostly online instruction			18		
Materials/readings about gender			18		
Opportunities to study and serve communities in need (e.g., service learning)			18		
Materials/readings about race/ethnicity			18		
Materials/readings about socioeconomic class differences			18		
A remedial or developmental focus			18		
Materials/readings about privilege			18		
Opportunities for intensive dialogue between students with different backgrounds and beliefs			18		
Materials/readings about sexual orientation			18		
Materials/readings about disability			18		
Joined a club or organization related to your major			25		
Regardless of my choice of major, the skills I gain in college will be applicable to any future career			TM		
I feel confident I will succeed			TM		
I have a peer support network among students			TM		
The faculty and staff demonstrate a strong commitment to diversity			TM		
There is high quality teaching			TM		
Faculty are interested in my development as a student			TM		
Instructors: Value individual differences in the classroom			CC		
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		
Lectures (exclusively or almost exlusively)			CC		
Class discussions			CC		19
Student presentations			CC		
Multiple short papers			CC		
One or more research papers of 10+ pages			CC		
Multiple drafts of written work			CC		19
Group projects			CC		19
Lab work			CC		
Cooperative learning (small groups)			CC		19
Reflective writing/journaling			CC		19
Electronic quizzes with immediate feedback in class (e.g., clickers)			CC		19
Perceived growth: Interpersonal skills				1	
Perceived growth: Preparedness for employment after college				1	
Perceived growth: Preparedness for graduate or advanced education				1	
Took a class that required: One or more 10+ page papers				6	
Took a class that required: Multiple short papers				6	

MSCHE Standard 11: Educational Offerings

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Participated in: An internship program				7	
Attending undergraduate college full-time				28	
Attending undergraduate college part-time				28	
Attending graduate/professional school				28	
Working full-time				28	
Working part-time				28	
Participating in a post-baccalaureate program				28	
Participating in an organization like the Peace Corps, AmeriCorps/VISTA, or Teach for America				28	
Participating in a community service organization				28	
Serving in the Armed Forces				28	
Attending a vocational training program				28	
Traveling				28	
Doing volunteer work				28	
Staying at home to be with or start a family				28	
No current plans				28	
Taught a seminar for first-year students					10
Taught in a learning community (e.g., FIG, linked courses)					10
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: Experiential learning/field studies					19
Instructional Techniques/Methods: Teaching assistants					19
Instructional Techniques/Methods: Recitals/demonstrations					19
Instructional Techniques/Methods: Extensive lecturing					19
Instructional Techniques/Methods: Student-selected topics for course content					19
Instructional Techniques/Methods: Community service as part of coursework					19
Instructional Techniques/Methods: Using real-life problems					19
Instructional Techniques/Methods: Using student inquiry to drive learning					19
Develop ability to think critically					21
Teach students the classic works of Western civilization					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

CIRP Constructs: Civic Awareness, Habits of Mind, Negative Cross-Racial Interaction, Positive Cross-Racial Interaction, Student Centered Pedagogy

TFS = The Freshman Survey; YFCY = Your First College Year Survey; 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:

MSCHE Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Socialize/d with someone of another racial/ethnic group	27, 42	11			
Rate yourself: Academic ability	28	7	15	16	
Rate yourself: Artistic ability	28	7		16	
Rate yourself: Competitiveness	28	7			
Rate yourself: Computer skills	28	7		16	
Rate yourself: Cooperativeness	28	7		16	
Rate yourself: Creativity	28	7		16	
Rate yourself: Drive to achieve	28	7	15	16	
Rate yourself: Emotional health	28	7		16	
Rate yourself: Leadership ability	28	7		16	
Rate yourself: Mathematical ability	28	7	15	16	
Rate yourself: Physical health	28	7		16	
Rate yourself: Public speaking ability	28	7		16	
Rate yourself: Self-confidence (intellectual)	28	7	15	16	
Rate yourself: Self-confidence (social)	28	7		16	
Rate yourself: Self-understanding	28	7		16	
Rate yourself: Spirituality	28	7		16	
Rate yourself: Understanding of others	28	7		16	
Rate yourself: Writing ability	28	7		16	
Ability to see the world from someone else's perspective	29	10	5	18	
Tolerance of others with different beliefs	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	
Ability to work cooperatively with diverse people	29	10	5	18	
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 receive	31	16	17	12	18
Take a risk because you feel you have 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 is 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				
Work with other students on group projects	31				
Integrate skills and knowledge from different sources and experiences	31	16	17	12	18
To gain a general education and appreciation of ideas	36				
Developing a meaningful philosophy of life	41	18		22	20
Perceived growth: General knowledge		1		1	
Perceived growth: Knowledge of a particular field or discipline		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: Ability to conduct research		1			
Perceived growth: Ability to work as part of a team		1			

MSCHE Standard 12: General Education

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Perceived growth: Critical thinking skills		1		1	
Perceived growth: Problem-solving skills		1		1	
Perceived growth: Leadership ability		1		1	
Risk-taking		7		16	
Studied with other students		11		6	
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		19	8	19	
Felt insulted or threatened because of your race/ethnicity		19	8	19	
Studied or prepared for class		19	8	19	
Socialized or partied		19	8	19	
Relevance of coursework to everyday life		14		14	
Relevance of coursework to future career plans		14		14	
Contributed to class discussions		22		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	
Applied concepts from courses to everyday life		22		15	
Use different points of view to make an argument			11		
Feel challenged to think more broadly about an issue			11		
Apply concepts from courses to real life situations			11		
Recognize the biases that affect your own thinking			11		
Critically evaluated your own position on an issue			11		
A remedial or developmental focus			18		
Opportunities for intensive dialogue between students with different backgrounds and beliefs			18		
Instructors: Communicate high expectations for students' performance			CC		
Lectures (exclusively or almost exlusively)			CC		
Class discussions			CC		19
Student presentations			CC		
Multiple short papers			CC		
One or more research papers of 10+ pages			CC		
Multiple drafts of written work			CC		19
Group projects			CC		19
Lab work			CC		
Cooperative learning (small groups)			CC		19
Reflective writing/journaling			CC		19
Electronic quizzes with immediate feedback in class (e.g., clickers)			CC		19
Perceived growth: Ability to get along with people of different races/cultures				1	
Perceived growth: Interpersonal skills				1	
Perceived growth: Preparedness for employment after college				1	
Perceived growth: Preparedness for graduate or advanced education				1	
Took a class that required: One or more 10+ page papers				6	
Took a class that required: Multiple short papers				6	
Attending undergraduate college full-time				28	
Attending undergraduate college part-time				28	
Attending graduate/professional school				28	
Working full-time				28	
Working part-time				28	

MSCHE Standard 12: General Education

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Participating in a post-baccalaureate program				28	
Participating in an organization like the Peace Corps, AmeriCorps/VISTA, or Teach for America				28	
Participating in a community service organization				28	
Serving in the Armed Forces				28	
Attending a vocational training program				28	
Traveling				28	
Doing volunteer work				28	
Staying at home to be with or start a family				28	
No current plans				28	
Taught a seminar for first-year students					10
Taught in a learning community (e.g., FIG, linked courses)					10
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: Experiential learning/field studies					19
Instructional Techniques/Methods: Teaching assistants					19
Instructional Techniques/Methods: Recitals/demonstrations					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: Community service as part of coursework					19
Instructional Techniques/Methods: Using real-life problems					19
Instructional Techniques/Methods: Using student inquiry to drive learning					19
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
Teach students the classic works of Western civilization					21
Help students develop personal values					21
Enhance students' self-understanding					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
CIRP Constructs: Academic Self-Concept, Civic Awareness, Habits of Mind, Negative Cross-Racial Interaction, Positive Cross-Racial Interaction, Social Self-Concept					

MSCHE Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Performed community service or volunteer work	27	11	24	15	
Performed community service as part of a class	27	11		6	
Worked on a local, state, or national political campaign	27	11		15	
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	27	11		6	
Helped raise money for a cause or campaign	27	11		6	
Join/ed a social fraternity or sorority	42		25	7	
Work/ed on a professor's research project	42	22		6	
Play/ed club, intramural, or recreational sports	42			7	
Play/ed intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	42			7	
Taken an honors course		21		7	
Taken a remedial or developmental course		21		7	
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		
Participated in: An academic support program		21			
Taken a course or first-year seminar designed to: Connect faculty and sudents in focused academic inquiry		21			
Taken a course or first-year seminar designed to: Help students adjust to college-level academics		21			
Taken a course or first-year seminar designed to: Help students adjust to college life		21			
Honors program			16		
Undergraduate research program			16	7	
Faculty/mentor program			16		
Academic support services for low-income/first generation students			16		
Study abroad program			16	7	
English as a Second Language (ESL) instruction			16		
Attended presentations, performances, or art exhibits on diversity			24		
Attended debates or panels about diversity issues			24		
Participated in ongoing campus-organized discussions 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		
Participated in Disability Center activities			24		
Joined an ethnic or culturally-based fraternity or sorority			25		
Joined a racial/ethnic student organization reflecting your own background			25		
Participated in leadership training			25	7	
Joined a club or organization related to your major			25		
Joined a religious club (e.g., Christian Fellowships, Hillel, Baha'i Club)			25		
Joined an LGBT student organization			25		
Joined a student-run political club			25		
Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			TR2		
Participated in a coalition of different groups to address social justice issues			IGR		
Made efforts to educate myself about other groups			IGR		
Worked on independent study projects				6	
Attended a racial/cultural awareness workshop				7	
Completed a culminating experience for your degree (e.g. capstone course/project, thesis, comp exam)				7	
Participated in: An internship program				7	
Participated in: Student government				7	
Participated in: Student clubs/groups				7	
Participated in: An ethnic/racial student organization				7	

MSCHE Standard 13: Related Educational Activities

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Taught a service learning course					10
Advised student groups involved in service/volunteer work					10
Taught in a learning community (e.g., FIG, linked courses)					10
Teach remedial/developmental skills in: Reading					12
Teach remedial/developmental skills in: Writing					12
Teach remedial/developmental skills in: Mathematics					12
Teach remedial/developmental skills in: ESL					12
Teach remedial/developmental skills in: General academic skills					12
Teach remedial/developmental skills in: Other subject areas					12
Instructional Techniques/Methods: Community service as part of coursework					19
Instill in students a commitment to community service					21
This institution takes responsibility for educating underprepared students					29
Most of the students I teach lack the basic skills for college level work					29
To facilitate student involvement in community service					30
To provide resources for faculty to engage in community-based teaching or research					30
To create and sustain partnerships with surrounding communities					30
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
This institution should not offer remedial/developmental education					31

CIRP Constructs: Academic Adjustment, Civic Engagement, Likelihood of College Involvement

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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

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NOTES:

MSCHE Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Tutored another student	27	11			
Studied with other students	27	11		6	
Performed community service or volunteer work	27	11	24	15	
Socialize/d with someone of another racial/ethnic group	27, 42	11			
Came late to class	27	11			
Performed community service as part of a class	27	11		6	
Worked on a local, state, or national political campaign	27	11		15	
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	27	11		6	
Helped raise money for a cause or campaign	27	11		6	
Rate yourself: Academic ability	28	7	15	16	
Rate yourself: Artistic ability	28	7		16	
Rate yourself: Competitiveness	28	7			
Rate yourself: Computer skills	28	7		16	
Rate yourself: Cooperativeness	28	7		16	
Rate yourself: Creativity	28	7		16	
Rate yourself: Drive to achieve	28	7	15	16	
Rate yourself: Emotional health	28	7		16	
Rate yourself: Leadership ability	28	7		16	
Rate yourself: Mathematical ability	28	7	15	16	
Rate yourself: Physical health	28	7		16	
Rate yourself: Public speaking ability	28	7		16	
Rate yourself: Self-confidence (intellectual)	28	7	15	16	
Rate yourself: Self-confidence (social)	28	7		16	
Rate yourself: Self-understanding	28	7		16	
Rate yourself: Spirituality	28	7		16	
Rate yourself: Understanding of others	28	7		16	
Rate yourself: Writing ability	28	7		16	
Ability to see the world from someone else's perspective	29	10	5	18	
Tolerance of others with different beliefs	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	
Ability to work cooperatively with diverse people	29	10	5	18	
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 receive	31	16	17	12	18
Take a risk because you feel you have 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 is 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				
Work with other students on group projects	31				
Integrate skills and knowledge from different sources and experiences	31	16	17	12	18
To be able to get a job	36				
To gain a general education and appreciation of ideas	36				

MSCHE Standard 14: Assessment of Student Learning

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
To make me a more cultured person	36				
To learn more about things that interest me	36				
To get training for a specific career	36				
To prepare myself for graduate or professional school	36				
Studying/homework	37	20		10	
Reading for pleasure	37				
This college's graduates gain admission to top graduate/professional schools	38				
This college's graduates get good jobs	38				
Work/ed on a professor's research project	42	22		6	
Get tutoring help in specific courses	42				
Perceived growth: General knowledge		1		1	
Perceived growth: Knowledge of a particular field or discipline		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: Ability to conduct research		1			
Perceived growth: Ability to work as part of a team		1			
Perceived growth: Critical thinking skills		1		1	
Perceived growth: Problem-solving skills		1		1	
Perceived growth: Leadership ability		1		1	
Satisfaction: General education and core curriculum courses		5			
Satisfaction: Your overall academic experience		5			
Risk-taking		7		16	
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		19	8	19	
Felt insulted or threatened because of your race/ethnicity		19	8	19	
Studied or prepared for class		19	8	19	
Socialized or partied		19	8	19	
Satisfaction: Relevance of coursework to everyday life		14		14	
Satisfaction: Relevance of coursework to future career plans		14		14	
Satisfaction: Overall college experience		14		14	
Taken an honors course		21		7	
Taken a remedial or developmental course		21		7	
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 sudents in focused academic inquiry		21			
Taken a course or first-year seminar designed to: Help students adjust to college-level academics		21			
Taken a course or first-year seminar designed to: Help students adjust to college life		21			
Turned in course assignment(s) late		22			
Contributed to class discussions		22		6	
Discussed course content with students outside of class		22	6	6	
Skipped class		22			
Received tutoring		22			
Turned in course assignments that did not reflect your best work		22			
Received from your professor: Advice or guidance about your educational program		22		23	
Worked with classmates on group projects: During class		22		6	
Worked with classmates on group projects: Outside of class		22		6	

MSCHE Standard 14: Assessment of Student Learning

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Made a presentation in class		22		6	
Applied concepts from courses to everyday life		22		15	
Perceived growth: Foreign language ability				1	
Perceived growth: Interpersonal skills				1	
Perceived growth: Preparedness for employment after college				1	
Perceived growth: Preparedness for graduate or advanced education				1	
Worked on independent study projects				6	
Failed to complete homework on time				6	
Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				7	
Participated in: An internship program				7	
Use different points of view to make an argument			11		
Feel challenged to think more broadly about an issue			11		
Apply concepts from courses to real life situations			11		
Recognize the biases that affect your own thinking			11		
Critically evaluated your own position on an issue			11		
Honors program			16		
Undergraduate research program			16	7	
Faculty/mentor program			16		
Academic support services for low-income/first generation students			16		
Study abroad program			16	7	
English as a Second Language (ESL) instruction			16		
Mostly online instruction			18		
Materials/readings about gender			18		
Opportunities to study and serve communities in need (e.g., service learning)			18		
Materials/readings about race/ethnicity			18		
Materials/readings about socioeconomic class differences			18		
A remedial or developmental focus			18		
Materials/readings about privilege			18		
Opportunities for intensive dialogue between students with different backgrounds and beliefs			18		
Materials/readings about sexual orientation			18		
Materials/readings about disability			18		
I feel comfortable sharing my own perspectives and experiences in class			CC		
Lectures (exclusively or almost exlusively)			CC		
Class discussions			CC		19
Student presentations			CC		19
Multiple short papers			CC	6	
One or more research papers of 10+ pages			CC	6	
Multiple drafts of written work			CC		19
Group projects			CC		19
Lab work			CC		
Cooperative learning (small groups)			CC		19
Reflective writing/journaling			CC		19
Electronic quizzes with immediate feedback in class (e.g., clickers)			CC		19
Taught a service learning course					10
Advised student groups involved in service/volunteer work					10
Taught in a learning community (e.g., FIG, linked courses)					10
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

MSCHE Standard 14: Assessment of Student Learning

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
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: Experiential learning/field studies					19
Instructional Techniques/Methods: Teaching assistants					19
Instructional Techniques/Methods: Recitals/demonstrations					19
Instructional Techniques/Methods: Extensive lecturing					19
Instructional Techniques/Methods: Student-selected topics for course content					19
Instructional Techniques/Methods: Community service as part of coursework					19
Instructional Techniques/Methods: Using real-life problems					19
Instructional Techniques/Methods: Using student inquiry to drive learning					19
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
Teach students the classic works of Western civilization					21
Help students develop personal values					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
To facilitate student involvement in community service					30
To create and sustain partnerships with surrounding communities					30
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
CIRP Constructs: Academic Self-Concept, Habits of Mind, Leadership, Negative Cross-Racial Interaction, Overall Satisfaction, Pluralistic Orientation, Positive Cross-Racial Interaction, Satisfaction with Coursework, Social Self-Concept, Student Centered Pedagogy, Undergraduate Goal: Personal Development					

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