



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

Accreditation Guide: North Central Higher Learning Commission-North Central Association (HLC-NCA) 2010 CIRP Surveys

Introduction

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

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

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

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

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

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

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

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

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

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

CIRP in HLC-NCA Timelines

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

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

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

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

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

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

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

Looking Ahead: CIRP Surveys and the Pathways Project

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

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

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

Using CIRP Surveys as Evidence in HLC-NCA Criteria

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

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

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

HLC-NCA Standards for Accreditation

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

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

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

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

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

Academic Quality Improvement Program (AQIP)

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

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

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

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

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

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

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

HLC Criterion One: Mission and Integrity

Criterion One: Mission and Integrity: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.					
Item	Criteria	Question placement on survey			
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
1A: The organization's mission documents are clear and articulate publicly the organization's commitments	The admission/recruitment materials portrayed this campus accurately		12		
	This college has a very good academic reputation	39			
	This college's graduates gain admission to top graduate/professional schools	39			
	This college's graduates get good jobs	39			
	I was attracted by the religious affiliation/orientation of the college	39			
<i>1A CIRP Constructs: College Reputation Orientation</i>					
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
1B: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves					
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
1C: Understanding of and support for the mission pervade the organization					
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
1D: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission	The faculty are typically at odds with campus administration				26
	Faculty here respect each other				26
	Administrators consider faculty concerns when making policy				26
	The administration is open about its policies				26
	Departmental leadership				28
	Student Affairs staff have the support and respect of faculty				29
	Faculty are committed to the welfare of this institution				29
	Faculty are sufficiently involved in campus decision making				29
The criteria for advancement and promotion decisions are clear				29	
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
1E: The organization upholds and protects its integrity					
TFS = The Freshman Survey; YFCY = Your First College Year; CSS = College Senior Survey; FAC= The HERI Faculty Survey The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year; The HERI Faculty Survey is administered every three years.					
<u>NOTES:</u>					

HLC Criterion Two: Preparing for the Future

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

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

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NOTES:

HLC Criterion Three: Student Learning and Effective Teaching

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

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

HLC Criterion Three: Student Learning and Effective Teaching

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

HLC Criterion Three: Student Learning and Effective Teaching

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

HLC Criterion Three: Student Learning and Effective Teaching

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

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
(Continued) 3C: Learning environments	Faculty are interested in students' personal problems				29
	Faculty feel that most students are well-prepared academically				29
	Faculty of color are treated fairly here				29
	Gay and lesbian faculty are treated fairly here				29
	Racial and ethnic diversity should be more strongly reflected in the curriculum				29
	There is a lot of campus racial conflict here				29
	This institution should hire more faculty of color				29
	This institution should hire more women faculty				29
	Women faculty are treated fairly here				29
	This institution takes responsibility for educating underprepared students				29
	To increase the representation of minorities in the faculty and administration				30
	To promote the intellectual development of students				30
	A racially/ethnically diverse student body enhances the educational experience of all students				31
	This institution should not offer remedial/developmental education				31

3C CIRP Constructs: Pluralistic Orientation, Academic Disengagement, Positive Cross Racial Interaction, Negative Cross Racial Interaction, Faculty Interaction, Sense

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
3D: The organization's learning resources support student learning and effective teaching.	Library facilities		6	11	
	Laboratory facilities and equipment		6	11	
	Computer (computing) assistance		6	11	
	Tutoring or other academic assistance		6	11	
	Classroom facilities		6		
	Computer facilities/labs		6		
	Used the Internet for: Research or homework	28	10	5	
	Accessed your campus' library resources electronically		21	5	
	Had difficulty getting along with your roommate(s)/housemate(s)		21		
	Paid workshops outside of the institution focused on teaching				13
	Received incentives to develop new courses				13
	Training for administrative leadership				13
	Received incentives to integrate technology into your classroom				13
	Office/lab space				28
	Clerical/administrative support				28
	Most of the students I teach lack the basic skills for college level work				29
There is adequate support for faculty development				29	

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The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year; The HERI Faculty Survey is administered every three years.

NOTES:

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

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

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

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

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

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

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

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

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
(Continued) 4B: Breadth of knowledge	Worked with undergraduates on a research project				10
	Advised student groups involved in service/volunteer work				10
	Develop ability to think critically				21
	Develop creative capacities				21
	Develop moral character				21
	Encourage students to become agents of social change				21
	Engage students in civil discourse around controversial issues				21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Teach students tolerance and respect for different beliefs				21
	Help master knowledge in a discipline				21
	Help students develop personal values				21
	Help students evaluate the quality and reliability of information				21
	Instill a basic appreciation of the liberal arts				21
	Promote ability to write effectively				21
	To promote the intellectual development of students				30
	To develop leadership ability among students				30
	To help students learn how to bring about change in society				30
Colleges should be actively involved in solving social problems				31	
<i>4B CIRP Constructs: Civic Awareness, Social Self Concept, Academic Self Concept, Pluralistic Orientation, Social Agency, Academic Disengagement, Leadership</i>					
Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
4C: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society	Knowledge of people from difference races/cultures		1	1	
	Understanding of global issues		1	1	
	Understanding of the problems facing your community		1	1	
	Understanding of national issues		1	1	
	Opportunities for community service		6		
	Your overall academic experience		6		
	Ability to see the world from someone else's perspective	30	9	16	
	Tolerance of others with different beliefs	30	9	16	
	Openness to having my own views challenged	30	9	16	
	Ability to discuss and negotiate controversial issues	30	9	16	
	Ability to work cooperatively with diverse people	30	9	16	
	Socialized with someone of another racial/ethnic group	28	10		
	If asked, I would recommend this college to others		12	15	
	My college experiences have exposed me to diverse opinions, cultures, and		12		
	Had meaningful and honest discussions about race/ethnic relations outside of		13	18	
	Studied or prepared for class		13	18	
	Respect for the expression of diverse beliefs		18	12	
	Be/been satisfied with this college overall	43	20	12	
	Socialize with someone of another racial/ethnic group	43	20		
	Participated in leadership training		20	6	
	Been a leader in an organization		20	6	
	Worked with classmates on group projects: during class		21	5	
	Worked with classmates on group projects: outside of class		21	5	
Applied concepts from courses to everyday life		21			
Interpersonal skills				1	
Foreign language ability				1	
Preparedness for employment after college				1	

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

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

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

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

4D CIRP Constructs: Student-Faculty Interaction, Likelihood of College Involvement, Satisfaction with Coursework, Overall Satisfaction, Leadership, Academic Adjustment

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

Criteria Sub-component	Item description	TFS	YFCY	CSS	FAC
TFS = The Freshman Survey; YFCY = Your First College Year; CSS = College Senior Survey; FAC= The HERI Faculty Survey The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at					
<u>NOTES:</u>					

HLC Criterion Five: Engagement and Service

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

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

5B CIRP Constructs: Civic Awareness, Social Agency, Pluralistic Orientation

HLC Criterion Five: Engagement and Service

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

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

NOTES:

HLC CIRP Item Master

ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
Compared with when you entered this college, how would you now describe your:															
Knowledge of people from difference races/cultures		1	1				3A					4B	4C		
Understanding of global issues		1	1				3A					4B	4C		
Understanding of national issues		1	1				3A					4B	4C		
Understanding of the problems facing your community		1	1				3A					4B	4C		
Critical thinking skills		1	1				3A					4B			
General knowledge		1	1				3A					4B			
Knowledge of a particular field or discipline		1	1				3A					4B			
Leadership ability (abilities)		1	1				3A					4B			
Problem-solving skills		1	1				3A					4B			
Ability to conduct research		1					3A					4B			
Ability to work as part of a team		1					3A					4B			
Foreign language ability			1				3A					4B	4C		
Interpersonal skills			1				3A					4B	4C		
Preparedness for employment after college			1				3A						4C		
Preparedness for graduate or advanced education			1				3A						4C		
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):															
Academic advisors/counselors		2							3C						
Close friends at this institution		2							3C						
Close friends not at this institution		2							3C						
Faculty during office hours		2							3C						
Faculty outside of class or office hours		2							3C						
Graduate students/teaching assistants		2							3C						
Other college personnel		2							3C						
Since entering this college, how often have you felt:															
That your courses inspired you to think in new ways		4						3B				4B			

HLC CIRP Item Master

ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
Isolated from campus life		4							3C						
Unsafe on this campus		4							3C						
Please rate your satisfaction with this institution on each of the aspects of college life listed below.															
Academic advising		6	11						3C						
General education and core curriculum courses		6	11						3C						
Computer (computing) assistance		6	11							3D				4D	
Tutoring or other academic assistance		6	11							3D				4D	
Laboratory facilities and equipment		6	11							3D					
Library facilities		6	11							3D					
Orientation for new students		6							3C						
Classroom facilities		6								3D					
Computer facilities/labs		6								3D					
Your overall academic experience		6										4B	4C		
Opportunities for community service		6											4C		5B
Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.															
Artistic ability	29	7	14				3A					4B			
Computer skills	29	7	14				3A					4B			
Cooperativeness	29	7	14				3A					4B			
Creativity	29	7	14				3A					4B			
Drive to achieve	29	7	14				3A					4B			
Emotional health	29	7	14				3A					4B			
Leadership ability	29	7	14				3A					4B			
Mathematical ability	29	7	14				3A					4B			
Physical health	29	7	14				3A					4B			
Public speaking ability	29	7	14				3A					4B			
Self-confidence (intellectual)	29	7	14				3A					4B			

HLC CIRP Item Master

ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
Self-confidence (social)	29	7	14				3A					4B			
Self-understanding	29	7	14				3A					4B			
Spirituality	29	7	14				3A					4B			
Understanding of others	29	7	14				3A					4B			
Writing ability	29	7	14				3A					4B			
Academic ability	29	7	14				3A					4B			
Competitiveness	29	7					3A					4B			
Risk-taking		7	14				3A					4B			
Popularity	29						3A					4B			
Since entering this college, how has it been to:															
Develop close friendships with students of a different racial/ethnic group		8							3C			4B			
Develop close friendships with female students		8							3C						
Develop close friendships with male students		8							3C						
Develop effective study skills		8										4B		4D	
Understand what your professors expect of you academically		8										4B			
Adjust to the academic demands of college		8												4D	
Manage your time effectively		8												4D	
Utilize campus services available to students		8												4D	
Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.															
Ability to discuss and negotiate controversial issues	30	9	16				3A		3C			4B	4C		
Ability to see the world from someone else's perspective	30	9	16				3A		3C			4B	4C		
Openness to having my own views challenged	30	9	16				3A		3C			4B	4C		
Tolerance of others with different beliefs	30	9	16				3A		3C			4B	4C		
Ability to work cooperatively with diverse people	30	9	16				3A		3C			4B	4C		
Since entering this college, how often have you:															
Studied with other students	28	10	5						3C			4B			

HLC CIRP Item Master

ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
Asked a professor/teacher for advice after class	28	10	5						3C						
Been a guest in a professor's (teacher's) home	28	10	5						3C						
Used the Internet for: Research or homework	28	10	5							3D					
Performed community service as part of class	28	10	5									4B			5B
Come late to class	28	10	5									4B			
Demonstrated for/against a cause	28	10	5											4D	
Voted in a student election	28	10	5											4D	
Performed volunteer work	28	10	13									4B			5B
Attended a religious service	28	10	13									4B			
Worked on a local, state, or national political campaign	28	10	13											4D	
Socialized with someone of another racial/ethnic group	28	10	18						3C				4C		
Since entering this college, how much time have you spent during a typical week doing the following activities?															
Talking with professors (faculty, teachers) outside of class	38	11	9						3C						
Volunteer work	38	11	9									4B			5B
Studying/homework	38	11	9									4B			
Career planning			9											4D	
Please indicate the extent to which you agree or disagree with the following statements: (Mark <u>one</u> for each item)															
If asked, I would recommend this college to others		12	15						3C				4C		
Faculty here are strongly interested in the academic problems of undergraduates		12	15	29					3C						
There is a lot of racial tension on this campus		12	15	29					3C						
I am enthusiastic about this college		12	15						3C						
I feel a sense of belonging to this campus		12	15						3C						
I feel I am a member of this college		12	15						3C						
I have felt discriminated against based on my: Gender		12	15						3C						
I have felt discriminated against based on my: Race/ethnicity		12	15						3C						
I have felt discriminated against based on my: Religion		12	15						3C						

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ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
I have felt discriminated against based on my: Sexual orientation		12	15						3C						
I have felt discriminated against based on my: Socio-economic status		12	15						3C						
I see myself as part of the campus community		12	15						3C						
In class, I have heard faculty express stereotypes about racial/ethnic groups		12	15						3C						
The admission/recruitment materials portrayed this campus accurately		12			1A				3C						
My college experiences have exposed me to diverse opinions, cultures, and values		12							3C				4C		
Most students here are treated like "numbers in a book"		12		26					3C						
I have been able to find a balance between academics and extracurricular activities		12							3C						
In class, I have heard faculty express gender stereotypes		12							3C						
To what extent have you experienced the following with students from a racial/ethnic group other than your own?															
Socialized or partied	43	13	18						3C						
Had meaningful and honest discussions about race/ethnic relations outside of class		13	18						3C				4C		
Studied or prepared for class		13	18						3C				4C		
Dined or shared a meal		13	18						3C						
Felt insulted or threatened because of your race/ethnicity		13	18						3C						
Had guarded, cautious interactions		13	18						3C						
Had intellectual discussions outside of class		13	18						3C						
Had tense, somewhat hostile interactions		13	18						3C						
Shared personal feelings and problems		13	18						3C						
How often in the past year did you?															
Ask questions in class	32	15	10	18			3A					4B			
Evaluate the quality or reliability of information you received	32	15	10	18			3A					4B			
Explore topics on your own, even though it was not required for a class	32	15	10	18			3A					4B			
Integrate/integrated skills and knowledge from different sources and experience	32	15	10	18			3A					4B			
Look up scientific research articles and resources	32	15	10	18			3A					4B			
Revise your papers to improve your writing	32	15	10	18			3A					4B			

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ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
Seek alternative solutions to a problem	32	15	10	18			3A					4B			
Seek feedback on your academic work	32	15	10	18			3A					4B			
Seek solutions to problems and explain them to others	32	15	10	18			3A					4B			
Support your opinions with a logical argument	32	15	10	18			3A					4B			
Take a risk because you felt you had more to gain	32	15	10	18			3A					4B			
Take notes during class	32	15	10	18			3A					4B			
Accept mistakes as part of the learning process	32	15	10	18			3A					4B			
Ability to get along with people of different races/cultures			10				3A					4B			
Ability to manage your time effectively			10				3A							4D	
Indicate the importance to you personally of each of the following:															
Participating in a community action program	42	17	19	20							4A	4B			5B
Becoming an authority in my field	42	17	19	20							4A	4B			
Creating artistic works (painting, sculpture, etc.)	42	17	19	20							4A	4B			
Keeping up to date with political affairs	42	17	19	20							4A	4B			
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	42	17	19								4A	4B			
Improving my understanding of other countries and cultures	42	17	19								4A	4B			
Writing original works (poems, novels, etc.)	42	17	19								4A	4B			
Becoming a community leader	42	17	19	20								4B			5B
Adopting "green" practices to protect the environment	42	17	19	20								4B			
Becoming involved in programs to clean up the environment	42	17	19	20								4B			
Becoming successful in a business of my own	42	17	19	20								4B			
Being very well off financially	42	17	19	20								4B			
Developing a meaningful philosophy of life	42	17	19	20								4B			
Helping others who are in difficulty	42	17	19	20								4B			
Helping to promote racial understanding	42	17	19	20								4B			
Influencing social values	42	17	19	20								4B			

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ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
Influencing the political structure	42	17	19	20								4B			
Making a theoretical contribution to science	42	17	19	20								4B			
Obtaining recognition from my colleagues for contributions to my special field	42	17	19	20								4B			
Raising a family	42	17	19	20								4B			
Engaging with members of my own racial/ethnic group		17										4B			
Integrating spirituality into my life			19	20								4B			
Please rate your satisfaction with this institution on each of the aspects of college life listed below:															
Overall quality of instruction		18	12					3B	3C						
Relevance of coursework to everyday life		18	12						3C		4A				5B
Respect for the expression of diverse beliefs		18	12						3C				4C		
Amount of contact with faculty		18	12						3C						
Availability of campus social activities		18	12						3C						
Class size		18	12						3C						
Overall college experience		18	12						3C						
Overall sense of community among students		18	12						3C						
Racial/ethnic diversity of student body		18	12						3C						
Relevance of coursework to future career plans		18	12						3C						
Interaction with other students		18							3C						
Racial/ethnic diversity of faculty		18							3C						
Your social life		18							3C						
Since entering this college have you:															
Participate in volunteer or community service work	43	20	5									4B			5B
Had a roommate of a different race/ethnicity	43	20	6											4D	
Participate/participated in student government	43	20	6											4D	
Participated in an academic support program	43	20	6											4D	
Participated in student groups/clubs	43	20	6											4D	

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ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
Participate/participated in a study abroad program	43		6												5B
Be/been satisfied with this college overall	43	20	12										4C	4D	
Socialize with someone of another racial/ethnic group	43	20											4C		
Needed extra time to complete your degree requirements	43	20												4D	
Enrolled in a remedial or developmental course		20	6						3C					4D	
Enrolled in an honors or advanced course		20	6						3C					4D	
Participated in leadership training		20	6									4B	4C	4D	
Been a leader in an organization		20	6										4C	4D	
Strengthened your religious beliefs/convictions		20										4B			
Taken a course or first-year seminar designed to help first-year students adjust to college		20		10										4D	
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning cluster, learning community,		20		12										4D	
Sought personal counseling		20												4D	
Taken a course or first-year seminar designed to: connect faculty and students in focused academic inquiry		20												4D	
Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6	10			3A				4A			4D	
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6								4A				
Participated in an internship program			6												5B
Since entering this college, indicate how often you:															
Applied concepts from courses to everyday life		21					3A	3B			4A	4B	4C	4D	5B
Helped raise money for a cause or campaign	28	21	5												5B
Publicly communicated your opinion about a cause (e.g., blog, email, petition)	28	21	5												5B
Skipped class	28	21										4B			
Discuss/discussed course content with students outside of class	43	21	5				3A		3C			4B			
Work/worked on a professor's research project	43	21	5				3A					4B		4D	
Discussed course content with students outside of class	43	21	5						3C						
Worked with classmates on group projects: during class		21	5				3A						4C		
Worked with classmates on group projects: outside of class		21	5				3A						4C		

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ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
Contributed to class discussions		21	5				3A								
Work with other students on group projects		21	5				3A								
Accessed your campus' library resources electronically		21	5							3D					
Made a presentation in class		21	5								4A			4D	
Fell asleep in class		21	5									4B			
Received from your professor: Advice or guidance about your educational program		21	20						3C					4D	
Received from your professor: Emotional support or encouragement		21	20						3C					4D	
Received from your professor: Negative feedback about your academic work		21	20						3C						
Had difficulty getting along with your roommate(s)/housemate(s)		21								3D					
Turned in course assignments that did not reflect your best work		21										4B			
Received tutoring		21												4D	
Witnessed academic dishonesty/cheating		21												4D	
Multiple short papers			5								4A				
One or more 10+ page papers			5								4A				
Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here:															
To gain a general education and appreciation of ideas	39										4A				
To learn more about things that interest me	39										4A				
To make me a more cultured person	39										4A				
I was attracted by the religious affiliation/orientation of the college	39				1A										
This college has a very good academic reputation	39				1A										
This college's graduates gain admission to top graduate/professional schools	39				1A										
This college's graduates get good jobs	39				1A										
How often have professors at your college provided you with:															
An opportunity to apply classroom learning to "real-life" issues			20	19			3A		3C		4A	4B		4D	5B
An opportunity to work on a research project			20	10					3C		4A	4B		4D	
An opportunity to publish			20						3C		4A		4C	4D	

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ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
A letter of recommendation			20						3C					4D	
An opportunity to discuss coursework outside of class			20						3C					4D	
Feedback on your academic work (outside of grades)			20						3C					4D	
Help in achieving your professional goals			20						3C					4D	
Help to improve your study skills			20						3C					4D	
Intellectual challenge and stimulation			20						3C					4D	
Advice and guidance about your educational program			20						3C					4D	
Honest feedback about your skills and abilities			20						3C					4D	
When thinking about your career path after college, how important are the following considerations:															
Leadership potential			24				3A							4D	5B
Working for social change			24				3A							4D	5B
Creativity and initiative			24				3A								
Expression of personal values			24				3A								
What do you plan to be doing in fall 2010?															
Doing volunteer work			25												5B
Participating in a community service organization			25												5B
Participating in an organization like the Peace Corps, AmeriCorps/VISTA, and Teach for America			25												5B
Serving in the Armed Forces			25												5B
Personally, how important to you is: (Responses: Essential, Very Important, Somewhat Important, Not Important)															
How important to you is? Service				9					3C						5B
How important to you is? Research				9					3C						
How important to you is? Teaching				9					3C						
Engaged undergraduates on <u>your</u> research project				10			3A				4A	4B		4D	
During the past two years, have you engaged in any of the following activities? (Responses: Yes, No, Not eligible, Not available)															
Supervised an undergraduate thesis				10			3A				4A	4B		4D	
Taught an exclusively web-based course at this institution				10			3A								

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ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
Participated in a teaching enhancement workshop				10				3B							
Taught an honors course				10					3C					4D	
Collaborated with the local community in research/teaching				10							4A	4B		4D	5B
International/global issues				10							4A				
Published op-ed pieces or editorials				10							4A				
Racial or ethnic minorities				10							4A				
Women and gender issues				10							4A				
Taught a women's studies course				10								4B	4C		
Taught an ethnic studies course				10								4B	4C		
Taught an interdisciplinary course				10								4B	4C		
Taught a service learning course				10								4B		4D	5B
Worked with undergraduates on a research project				10								4B		4D	
Advised student groups involved in service/volunteer work				10								4B			
Taught a capstone course				10										4D	
Taught a seminar for first-year students				10										4D	
Taught in a learning community (e.g. FIG, linked courses)				10										4D	
Advised student groups involved in service/volunteer work				10											5B
Have you engaged in any of the following professional development opportunities at your institution? (Responses: Yes, No, Not eligible, Not available)															
Received incentives to develop new courses				13				3B		3D	4A			4D	
Training for administrative leadership				13						3D	4A			4D	
Received incentives to integrate technology into your classroom				13						3D			4C	4D	
Internal grants for research				13							4A			4D	
Paid sabbatical leave				13							4A			4D	
Paid workshops outside of the institution focused on teaching				13				3B		3D				4D	
Travel funds paid by the institution				13							4A				
How many of the following have you published?															

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ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
Chapters in edited volumes				14							4A				
Reviews of books, articles, or creative works				14							4A				
Articles in academic or professional journals				14							4A				
Books, manuals, or monographs				14							4A				
Other, such as patents, or computer software products				14							4A				
How many exhibitions or performances in the fine or applied arts have you presented in the last <u>two</u> years?				15							4A				
How many of your professional writings have been published or accepted for publication in the <u>last two</u> years				16							4A				
Please indicate the extent to which you: (<i>Mark <u>one</u> for each item</i>)															
Mentor new faculty				17							4A				
In how many of the courses that you teach do you use each of the following? (<i>Mark <u>one</u> for each item</i>)															
Using real-life problems				19							4A			4D	5B
Experiential learning/field studies				19										4D	
Reflective writing/journaling				19										4D	
Student-selected topics for course content				19										4D	
Using student inquiry to drive learning				19										4D	
Community service as part of coursework				19											5B
Indicate the importance to you personally of each of the following:															
Mentoring the next generation of scholars				20				3B							
Indicate the importance to you of each of the following education goals for undergraduate students: (<i>Mark <u>one</u> for each item</i>)															
Develop ability to think critically				21			3A					4B			
Develop creative capacities				21			3A					4B			
Develop moral character				21			3A					4B			
Encourage students to become agents of social change				21			3A					4B			
Engage students in civil discourse around controversial issues				21			3A					4B			
Enhance students' knowledge of and appreciation for other racial/ethnic groups				21			3A					4B			
Enhance students' self-understanding				21			3A					4B			

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ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
Instill in students a commitment to community service				21			3A					4B			
Prepare students for employment after college				21			3A					4B			
Prepare students for graduate or advanced education				21			3A					4B			
Provide for students' emotional development				21			3A					4B			
Teach students the classic works of Western civilization				21			3A					4B			
Teach students tolerance and respect for different beliefs				21			3A					4B			
Help master knowledge in a discipline				21			3A								
Help students develop personal values				21			3A								
Help students evaluate the quality and reliability of information				21			3A								
Instill a basic appreciation of the liberal arts				21			3A								
Help master knowledge in a discipline				21								4B			
Help students develop personal values				21								4B			
Help students evaluate the quality and reliability of information				21								4B			
Instill a basic appreciation of the liberal arts				21								4B			
Promote ability to write effectively				21								4B			
During the present term, how many hours per week on average do you actually spend on each of the following activities? (Mark <u>one</u> for each activity)															
Other creative products/performances				22								4A			
Preparing for teaching (including reading student papers and grading)				22								4A			
Research and scholarly writing				22								4A			
Community or public service				22											5B
For each of the following items, please mark either Yes or No:															
Have you ever received an award for outstanding teaching				23				3B							
Have you been sexually harassed at this institution?				23					3C						
Do you use your scholarship to address local community needs				23											5B
During the <u>past two</u> years, have you? (Yes or No)															
Engaged in public service/professional consulting without pay				24											5B

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ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
Indicate how well each of the following describes your college or university: (Mark <u>one</u> for each item)															
Faculty here respect each other				26		1D			3C						
The administration is open about its policies				26		1D			3C						
The faculty are typically at odds with campus administration				26		1D			3C						
Administrators consider faculty concerns when making policy				26		1D									
Faculty are rewarded for their efforts to use instructional technology				26					3C					4D	
There is respect for the expression of diverse values and beliefs				26					3C					4D	
Administrators consider faculty concerns when making policy				26					3C						
Faculty are rewarded for being good teachers				26					3C						
It is easy for students to see faculty outside of regular office hours				26					3C						
Please indicate the extent to which each of the following has been a source of stress for you during the last two years: (Mark <u>one</u> for															
Keeping up with technology				27									4C		
Review/promotion process				27									4C		
How satisfied are you with the following aspects of your job? (Mark <u>one</u> for each item)															
Departmental leadership				28		1D			3C					4D	
Office/lab space				28					3C	3D					
Opportunity for scholarly pursuits				28					3C		4A				
Autonomy and independence				28					3C						
Competency of colleagues				28					3C						
Freedom to determine course content				28					3C						
Professional relationships with other faculty				28					3C						
Teaching load				28					3C						
Clerical/administrative support				28						3D					
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following: (Mark <u>one</u> for each item)															
Student Affairs staff have the support and respect of faculty				29		1D			3C						
Faculty are committed to the welfare of this institution				29		1D									

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ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
Faculty are sufficiently involved in campus decision making				29		1D									
The criteria for advancement and promotion decisions are clear				29		1D									
My teaching is valued by faculty in my department				29				3B							
Faculty are interested in students' personal problems				29					3C						
Faculty feel that most students are well-prepared academically				29					3C						
Faculty of color are treated fairly here				29					3C						
Gay and lesbian faculty are treated fairly here				29					3C						
Racial and ethnic diversity should be more strongly reflected in the curriculum				29					3C						
There is a lot of campus racial conflict here				29					3C						
This institution should hire more faculty of color				29					3C						
This institution should hire more women faculty				29					3C						
Women faculty are treated fairly here				29					3C						
This institution takes responsibility for educating underprepared students				29					3C						
Most of the students I teach lack the basic skills for college level work				29						3D					
There is adequate support for faculty development				29						3D					
My research is valued by faculty in my department				29							4A				
Racial and ethnic diversity should be more strongly reflected in the curriculum				29									4C		
This institution should hire more faculty of color				29									4C		
This institution should hire more women faculty				29									4C		
There is a lot of campus racial conflict here				29									4C		
Faculty of color are treated fairly here				29									4C		
Women faculty are treated fairly here				29									4C		
Gay and lesbian faculty are treated fairly here				29									4C		
My research is valued by faculty in my department				29										4D	
My teaching is valued by faculty in my department				29										4D	
Indicate how important you believe each priority listed below is at your college or university: (Mark <u>one</u> for each activity)															

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ITEM	TFS	YFCY	CSS	FAC	1A	1D	3A	3B	3C	3D	4A	4B	4C	4D	5B
To create a diverse multi-cultural campus environment				30									4C		
To create and sustain partnerships with surrounding communities				30											5B
To develop an appreciation for multiculturalism				30									4C		
To develop leadership ability among students				30								4B			
To facilitate student involvement in community service				30											5B
To help students learn how to bring about change in society				30								4B			5B
To increase the representation of minorities in the faculty and administration				30					3C				4C		
To increase the representation of women in the faculty and administration				30									4C		
To promote gender equity among faculty				30									4C		
To promote the intellectual development of students				30					3C		4A	4B			
To provide resources for faculty to engage in community-based teaching or research				30										4D	5B
Please indicate your agreement with each of the following statements: (<i>Mark one for each item</i>)															
A racially/ethnically diverse student body enhances the educational experience of all students				31					3C				4C		
This institution should not offer remedial/developmental education				31					3C						
Colleges should be actively involved in solving social problems				31								4B	4C		5B
Promoting diversity leads to the admission of too many underprepared students				31									4C		
Colleges should encourage students to be involved in community service activities				31											5B
Colleges have a responsibility to work with their surrounding communities to address local issues				31											5B