



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

## **Accreditation Guide: Northwest Commission on Colleges and Universities (NWCCU)**

### **2010 CIRP Surveys**

#### **Introduction**

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

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

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

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

CIRP survey results can be used in several ways in the NWCCU 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 NWCCU accreditation processes and products. A detailed table aligning CIRP survey results with NWCCU standards, elements, and criteria for evaluation and examples of how to use CIRP survey results in NWCCU accreditation processes are provided.

### **CIRP in NWCCU Timelines**

Results from CIRP surveys are well-suited to the iterative cycle of the NWCCU accreditation process, including:

- Self-Evaluation Report
- Both Off-and On-Site Review by peers/commission staff
- Response to a decision by NWCCU Review Team

When and how often to gather evidence for use in accreditation 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 in their accreditation cycle. 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 visit gives an institution ample time to analyze, interpret and disseminate results for the broad-based institutional process required as part of the self-evaluation. 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 its own timeline to meet its own accreditation needs. Some schools administer CIRP surveys in a rotation with other institutional or authentic measures of student learning. 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 NWCCU accreditation cycle addressing Standard One in year one, Standard Two in year three, Standards Three & Four in year five,

and Standard Five in year seven. This cycle ensures that the institution has data in which to continue to integrate information and analysis relevant to previously addressed standards, and update, modify, or expand as necessary to contribute to a holistic examination of the institution.

<b>Standard 1</b>	<b>TFS</b>	<b>YFCY</b>	<b>Standard 2</b>	<b>CSS</b>	<b>Standards 3 &amp; 4</b>	<b>HERI Faculty</b>	<b>Standard 5</b>
2011	Fall 2011	Spring 2012	2013	Grad 2015	2015	2013-14	2017
2012	Fall 2012	Spring 2013	2014	Grad 2016	2016	2013-14	2018
2013	Fall 2013	Spring 2014	2015	Grad 2017	2017	2013-14	2019
2014	Fall 2014	Spring 2015	2016	Grad 2018	2018	2014-14	2020

For some institutions, an upcoming focus on a particular standard, peer review, or response to a decision from NWCCU might not allow for a seven-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.

**Using CIRP Surveys as Evidence for NWCCU Standards, Elements, and 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 NWCCU standards and the elements and criteria that undergird them. This document is intended as a guide for aligning CIRP survey results with NWCCU Accreditation Standards.

In preparing this guide, CIRP staff, working in conjunction with colleges and universities in the NWCCU region, reviewed NWCCU standards, elements, and 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 component 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 NWCCU Accreditation 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 NWCCU standards, elements, and 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.

### NWCCU Standards

NWCCU completed a major revision of its standards in 2010. Many items from CIRP surveys offer data supporting criteria undergirding Elements A-“Assessment” and B-“Improvement” in Standard 4-Effectiveness and Improvement, and these data apply across multiple accreditation standards.

Standard 2, Element C: Education Resources-Participation in CIRP surveys and analysis of institutional results may offer evidence of support for several criteria under 2.C that focus on the development of course and program content to support student learning outcomes. Criteria 2.C.9-11“Undergraduate Programs” for example, outlines the criteria for general education.

Standard 4-Effectiveness and Improvement-Participation in CIRP surveys is evidence that “the institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data...as appropriate to its indicators of achievement-as the basis for evaluating the accomplishment of its core theme objectives” (Criteria 4.A.1). Other CIRP items and constructs may offer data relevant to a multiple criteria under elements 4.A- “Assessment” and 4.B- “Improvement”.

## NWCCU Standard 1: Mission, Core Themes, and Expectations

*The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.*

Element 1.A - Mission		Question placement			
Criteria	Item	TFS	YFCY	CSS	FAC
<b>1.A.1: The institution has a widely published mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.</b>	The admission/recruitment materials portrayed this campus accurately		12		
	To gain a general education and appreciation of ideas	37			
	I was attracted by the religious affiliation/orientation of the college	39			
	Developing a meaningful philosophy of life	42			

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

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**NOTES:**

## NWCCU Standard 2: Resources and Capacity

*By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.*

Element 2.A - Governance		Question placement			
Criteria	Item	TFS	YFCY	CSS	FAC
<b>2.A.1: The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have direct and reasonable interest.</b>	Part-time instructors at this institution: Have good working relationships with the administration				2
	Part-time instructors at this institution: Are respected by full-time faculty				2
	Administrators consider faculty concerns when making policy				26
	The administration is open about its policies				26
	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
<b>2.A.11: The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.</b>	The faculty are typically at odds with campus administration				26
	Student Affairs staff have the support and respect of faculty				29
<b>2.A.19: Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.</b>	The criteria for advancement and promotion decisions are clear				29

NWCCU Standard 2: Resources and Capacity

Element 2.A - Governance (continued)		Question placement			
Criteria	Item	TFS	YFCY	CSS	FAC
2.A.21: The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.	The admission/recruitment materials portrayed this campus accurately		12		
Criteria	Item	TFS	YFCY	CSS	FAC
2.A.28: Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.	Autonomy and independence				28
	Freedom to determine course content				28
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## NWCCU Standard 2: Resources and Capacity

Element 2.B - Human Resources		Question placement			
Criteria	Item	TFS	YFCY	CSS	FAC
<b>2.B.3: The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.</b>	Part-time instructors at this institution: Are given specific training before teaching				2
	Participated in a teaching enhancement workshop				10
	Paid workshops outside the institution focused on teaching				13
	Paid sabbatical leave				13
	Travel funds paid by the institution				13
	Internal grants for research				13
	Training for administrative leadership				13
	Received incentives to develop new courses				13
	Received incentives to integrate new technology into your classroom				13
	Have you ever received an award for outstanding teaching				23
	Faculty are rewarded for being good teachers				26
	There is adequate support for faculty development				29
Criteria	Item	TFS	YFCY	CSS	FAC
<b>2.B.5: Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.</b>	Important to you: Research				9
	Important to you: Teaching				9
	Important to you: Service				9
	Scheduled teaching (give actual, not credit hours)				22
	Preparing for teaching (including reading student papers and grading)				22
	Advising and counseling of students				22
	Committee work and meetings				22
	Other administration				22
	Research and scholarly writing				22
	Other creative products/performances				22
	Consultation with clients/patients				22
Community or public service				22	

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NWCCU Standard 2: Resources and Capacity

Element 2.C - Education Resources		Question placement				
Criteria	Item	TFS	YFCY	CSS	FAC	
<b>2.C.5: Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly indentified learning outcomes.</b>	Amount of contact with faculty		18			
	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 work		21	20		
	Honest feedback about your skills and abilities			20		
	Feedback on your academic work (outside of grades)			20		
	Intellectual challenge and stimulation			20		
Criteria	Item	TFS	YFCY	CSS	FAC	
<b>2.C.9: The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, methematcial and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.</b>	General knowledge		1	1		
	Knowledge of people from different races/cultures		1	1		
	Understanding of the problems facing your community		1	1		
	Understanding of national issues		1	1		
	Understanding of global issues		1	1		
	Ability to conduct research		1	1		
	Ability to work as part of a team		1	1		
	Critical thinking skills		1	1		
	Problem-solving skills		1	1		
	Leadership ability		1	1		
	That your courses inspired you to think in new ways			4		
	General education and core curriculum courses			6	11	
	Opportunities for community service			6		
	Rate yourself: Academic ability	29	7	14		
	Rate yourself: Artistic ability	29	7	14		
	Rate yourself: Cooperativeness	29	7	14		
	Rate yourself: Creativity	29	7	14		
	Rate yourself: Leadership ability	29	7	14		
	Rate yourself: Mathematical ability	29	7	14		
	Rate yourself: Public speaking ability	29	7	14		
	Rate yourself: Self-confidence (intellectual)	29	7	14		
	Rate yourself: Self-understanding	29	7	14		
	Rate yourself: Understanding of others	29	7	14		
	Rate yourself: Writing ability	29	7	14		
	Ability to see the world from someone else's perspective	30	9	16		
	Tolerance of others with different beliefs	30	9	16		
	Openness to having my own views challenged	30	9	16		
	Ability to discuss and negotiate controversial issues	30	9	16		
	Ability to work cooperatively with diverse people	30	9	16		
	Performed volunteer work	28	10			
Performed community service as part of class	28	10	5			
Volunteer work	38	11	9			
My college experiences have exposed me to diverse opinions, cultures, and values			12			

NWCCU Standard 2: Resources and Capacity

Element 2.C - Education Resources (continued)		Question placement				
Criteria	Item	TFS	YFCY	CSS	FAC	
2.C.9: General Education (continued)	Support your opinions with a logical argument	32	15	10	18	
	Seek solutions to problems and explain them to others	32	15	10	18	
	Revise your papers to improve your writing	32	15	10	18	
	Evaluate the quality or reliability of information you received	32	15	10	18	
	Take a risk because you felt you had more to gain	32	15	10	18	
	Seek alternative solutions to a problem	32	15	10	18	
	Look up scientific research articles and resources	32	15	10	18	
	Explore topics on your own, even though it was not required for a class	32	15	10	18	
	Accept mistakes as part of the learning process	32	15	10	18	
	Seek feedback on your academic work.	32	15	10	18	
	Integrate/integrated skills and knowledge from different sources and experience	32	15	10	18	
	Interaction with other students			18		
	Relevance of coursework to everyday life			18	12	
	Relevance of coursework to future career plans			18	12	
	Overall quality of instruction			18	12	
	Overall sense of community among students			18	12	
	Overall college experience			18	12	
	Participated in volunteer or community service work		43	20		
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)			20		
	Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry			20		
	Taken a course or first-year seminar designed to: Help students adjust to college-level academics			20		
	Taken a course or first-year seminar designed to: Help students adjust to college life			20		
	Discussed course content with students outside of class			21	5	
	Worked with classmates on group projects during class			21	5	
	Worked with classmates on group projects outside of class			21	5	
	Made a presentation in class			21	5	
	Applied concepts from courses to everyday life			21		
	Ability to get along with people of different races/cultures				1	
	Foreign language ability				1	
	Worked on independent study projects				5	
	Science and mathematics courses				11	
	Humanities courses				11	
	Social science courses				11	
	An opportunity to apply classroom learning to "real-life" issues				20	
	Work with other students on group projects		32			
	Discuss course content with students outside of class		43			
	Develop ability to think critically					21
	Prepare students for employment after college					21
	Prepare students for graduate or advanced education					21
	Teach students the classic works of Western civilization					21
Instill in students a commitment to community service					21	
Enhance students' knowledge of and appreciation for other racial/ethnic groups					21	

## NWCCU Standard 2: Resources and Capacity

Element 2.C - Education Resources (continued)		Question placement			
Criteria	Item	TFS	YFCY	CSS	FAC
2.C.9: General Education (continued)	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

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NWCCU Standard 2: Resources and Capacity

Element 2.D - Student Support Resources		Question placement			
Criteria	Item	TFS	YFCY	CSS	FAC
2.D.1: Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.	General knowledge		1	1	
	Knowledge of a particular field or discipline		1	1	
	Graduate students/teaching assistants		2		
	Computer/ing assistance		6	11	
	Tutoring or other academic assistance		6	11	
	First-year programs (e.g., first-year seminar, learning community, linked courses)		6		
	Computer skills	29	7	14	
	Understand what your professors expect of you academically		8		
	Develop effective study skills		8		
	Adjust to the academic demands of college		8		
	Manage your time effectively		8		
	Utilize campus services available to students		8		
	Tutored another student	28	10	5	
	Asked a professor for advice after class		10	5	
	Used the Internet for research or homework	28	10	5	
	I have been able to find a balance between academics and extracurricular activities		12		
	Overall college experience		18	12	
	Enrolled in an honors or advanced course		20		
	Enrolled in a remedial or developmental course		20		
	Participated in an academic support program		20	6	
	Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry		20		
	Taken a course or first-year seminar designed to: Help students adjust to college-level academics		20		
	Taken a course or first-year seminar designed to: Help students adjust to college life		20		
	Received tutoring		21		
	Worked on a professor's research project	43	21	5	
	Received from your professor: advice or guidance about your educational program		21	20	
	Accessed your campus' library resources electronically		21	5	
	Worked on independent study projects			5	
	Used the library for research or homework			5	
	Met with an advisor/counselor about your career plans			5	
	Taken a remedial course			6	
	Taken an ethnic studies course			6	
	Taken a women's studies course			6	
Enrolled in honors or advanced courses			6		
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6		
Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6		
Participated in an internship program			6		
Participated in study-abroad	43		6		
Career counseling and advising			11		
An opportunity to work on a research project			20		
Honest feedback about your skills and abilities			20		
Help to improve your study skills			20		

NWCCU Standard 2: Resources and Capacity

Element 2.D - Student Support Resources (continued)		Question placement			
Criteria	Item	TFS	YFCY	CSS	FAC
<b>2.D.1: Effective learning environments (continued)</b>	To gain a general education and appreciation of ideas	37			
	To make me a more cultured person	37			
	To learn more about things that interest me	37			
	Need extra time to complete your degree requirements	43			
	Get tutoring help in specific courses	43			
	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
	Engaged undergraduates on <u>your</u> 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
	Supervised an undergraduate thesis				10
	Teach remedial/developmental: Reading				12
	Teach remedial/developmental: Writing				12
	Teach remedial/developmental: Mathematics				12
	Teach remedial/developmental: ESL				12
Teach remedial/developmental: General academic skills				12	
Teach remedial/developmental: Other subject areas				12	
This institution takes responsibility for educating underprepared students				29	
Criteria	Item	TFS	YFCY	CSS	FAC
<b>2.D.2: The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.</b>	Unsafe on this campus		2		

NWCCU Standard 2: Resources and Capacity

Element 2.D - Student Support Resources (continued)		Question placement			
Criteria	Item	TFS	YFCY	CSS	FAC
2.D.3: Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.	Preparedness for employment after college			1	
	Preparedness for graduate or advanced education			1	
	Academic advisors/counselors		2		
	Academic advising		6	11	
	Orientation for new students		6		
	Career counseling and advising			11	
	Faculty here are interested in students' academic problems			12	
	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 work			21	20
	Met with academic advisors to select courses			21	
	Encouragement to pursue graduate/professional study				20
<b>Criteria</b>	<b>Item</b>	<b>TFS</b>	<b>YFCY</b>	<b>CSS</b>	<b>FAC</b>
2.D.6: Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.	Relevance of coursework to future career plans		18	12	
	Prepare students for employment after college			21	
	Prepare students for graduate or advanced education			21	
	To be able to get a better job	37			
	To get training for a specific career	37			
<b>Criteria</b>	<b>Item</b>	<b>TFS</b>	<b>YFCY</b>	<b>CSS</b>	<b>FAC</b>
2.D.8: The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.	Do you have any concern about your ability to finance your college education?	25	3		
	Financial aid package		6	11	
	If you borrowed money...			22	
	Aid which need <u>not</u> to be repaid (grants, scholarships, military, etc.)	23		23	
	Aid which must be repaid (loans, etc.)	23		23	

NWCCU Standard 2: Resources and Capacity

Element 2.D - Student Support Resources (continued)		Question placement			
Criteria	Item	TFS	YFCY	CSS	FAC
<b>2.D.10: The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.</b>	Academic advisors/counselors		2		
	Other college personnel		2		
	Academic advising		6	11	
	Student housing office		6		
	Financial aid office		6		
	Registrar's office		6		
	Adjust to the academic demands of college		8		
	Most students here are treated like "numbers in a book"		12		26
	Received from your professor: advice or guidance about your educational program		21	20	
	Received from your professor: emotional support or encouragement		21	20	
	Met with academic advisors to select courses		21		
	Had difficulty getting the courses you need		21	5	
	Met with an advisor/counselor about your career plans			5	
	Part-time instructors at this institution: Are compensated for advising/counseling students				2
Advising and counseling of students				22	
Criteria	Item	TFS	YFCY	CSS	FAC
<b>2.D.11: Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.</b>	Student housing (e.g., res. halls)		6	11	
	Opportunities for community service		6		
	Performed volunteer work	28	10		
	Volunteer work	38	11	9	
	Participated in volunteer or community service work	43	20		
	Participated in leadership training		20	6	
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		20		
	Job placement services for students			11	
	Advised student groups involved in service/volunteer work				10
	Community service as part of coursework				19
	Community or public service				22
	Do you use your scholarship to address local community needs				23
	Colleges should be actively involved in solving social problems				31
	Colleges should encourage students to be involved in community service activities				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	

## NWCCU Standard 2: Resources and Capacity

Element 2.D - Student Support Resources (continued)		Question placement			
Criteria	Item	TFS	YFCY	CSS	FAC
<b>2.D.13: Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.</b>	Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)		20	6	
	The athletic department recruited me	39			

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

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year; The FAC is administered every three years to faculty.

**NOTES:**



## NWCCU Standard 2: Resources and Capacity

Element 2.E - Library and Information Resources		Question placement			
Criteria	Item	TFS	YFCY	CSS	FAC
2.E.1: Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.	A personal computer				2
	An email account				2
	Part-time instructors at this institution: Have access to support services				2
2.E.3: Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.	Computer facilities/labs		6		
	Library facilities		6	11	
	Used the Internet for research or homework	28	10	5	
	Accessed your campus' library resources electronically		21	5	
	Used the library for research or homework			5	
	Faculty are rewarded for their efforts to use instructional technology				26

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**NOTES:**

NWCCU Standard 2: Resources and Capacity

Element 2.G - Physical and Technological Infrastructure		Question placement			
Criteria	Item	TFS	YFCY	CSS	FAC
2.G.1: Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healful learning and working environments that support the institution's mission, programs, and services.	Student housing (e.g., res. halls)		6	11	
	Use of a private office				2
	Shared office space				2
	Office/lab space				28
2.G.4: Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.	Classroom facilities		6		
	Computer facilities/labs		6		
	Library facilities		6	11	
	Laboratory facilities and equipment		6	11	
2.G.5: Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.	Computer skills	29	7	14	
	Used the Internet for research or homework	28	10	5	
	Accessed your campus' library resources electronically		21	5	
2.G.6: The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.	Computer skills	29	7	14	
	Used the Internet for research or homework	28	10	5	
	Accessed your campus' library resources electronically		21	5	
	Received incentives to integrate new technology into your classroom				13
	Faculty are rewarded for their efforts to use instructional technology				26
	Keeping up with information technology				27

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**NOTES:**

### NWCCU Standard 3: Planning and Implementation

*The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.*

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

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year; The FAC is administered every three years to faculty.

**NOTES:**

## NWCCU Standard 4: Effectiveness and Improvement

*The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.*

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

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year; The FAC is administered every three years to faculty.

### **NOTES:**

## NWCCU Standard 5: Mission Fulfillment, Adaptation, and Sustainability

*Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.*

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

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year; The FAC is administered every three years to faculty.

### **NOTES:**

Item on Instrument	Question Placement on Instrument				NWCCU Standard/Element/Criteria																									
	TFS	YFCY	CSS	FAC	1.A.1	2.A.1	2.A.11	2.A.19	2.A.21	2.A.28	2.B.3	2.B.5	2.C.5	2.C.9	2.D.1	2.D.2	2.D.3	2.D.6	2.D.8	2.D.10	2.D.11	2.D.13	2.E.1	2.E.3	2.G.1	2.G.4	2.G.5	2.G.6		
<b>Compared with when you entered this college, how would you now describe your:</b>																														
General knowledge		1	1											2.C.9	2.D.1															
Knowledge of a particular field or discipline		1	1												2.D.1															
Knowledge of people from different races/cultures		1	1											2.C.9																
Understanding of the problems facing your community		1	1											2.C.9																
Understanding of national issues		1	1											2.C.9																
Understanding of global issues		1	1											2.C.9																
Ability to conduct research		1												2.C.9																
Ability to work as part of a team		1												2.C.9																
Critical thinking skills		1	1											2.C.9																
Problem-solving skills		1	1											2.C.9																
Leadership ability		1	1											2.C.9																
Ability to get along with people of different races/cultures			1											2.C.9																
Foreign language ability			1											2.C.9																
Preparedness for employment after college			1																	2.D.3										
Preparedness for graduate or advanced education			1																	2.D.3										
<b>Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):</b>																														
Academic advisors/counselors		2																		2.D.3						2.D.10				
Other college personnel		2																								2.D.10				
Graduate students/teaching assistants		2													2.D.1															
<b>Do you have any concern about your ability to finance your college education?</b>	25	3																		2.D.8										
<b>Since entering this college, how often have you felt:</b>																														
Unsafe on this campus		4														2.D.2														
That your courses inspired you to think in new ways		4												2.C.9																
<b>Please rate your satisfaction...</b>																														
General education and core curriculum courses		6	11											2.C.9																
Classroom facilities		6																											2.G.4	
Computer facilities/labs		6																						2.E.3				2.G.4		
Library facilities		6	11																					2.E.3				2.G.4		
Laboratory facilities and equipment		6	11																									2.G.4		
Computer/ing assistance		6	11												2.D.1															
Academic advising		6	11														2.D.3				2.D.10									
Tutoring or other academic assistance		6	11												2.D.1															
Student housing (e.g., res. halls)		6	11																			2.D.11						2.G.1		
Student housing office		6																			2.D.10									
Financial aid office		6																			2.D.10									
Financial aid package		6	11																										2.D.8	
Orientation for new students		6												2.C.9							2.D.3									
Opportunities for community service		6												2.C.9															2.D.11	
Registrar's office		6																				2.D.10								

Item on Instrument	Question Placement on Instrument				NWCCU Standard/Element/Criteria																								
	TFS	YFCY	CSS	FAC	1.A.1	2.A.1	2.A.11	2.A.19	2.A.21	2.A.28	2.B.3	2.B.5	2.C.5	2.C.9	2.D.1	2.D.2	2.D.3	2.D.6	2.D.8	2.D.10	2.D.11	2.D.13	2.E.1	2.E.3	2.G.1	2.G.4	2.G.5	2.G.6	
First-year programs (e.g., first-year seminar, learning community, linked courses)		6													2.D.1														
Science and mathematics courses			11											2.C.9															
Humanities courses			11											2.C.9															
Social science courses			11											2.C.9															
Career counseling and advising			11												2.D.1		2.D.3												
Job placement services for students			11																			2.D.11							
<b>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:</b>																													
Academic ability	29	7	14											2.C.9															
Artistic ability	29	7	14											2.C.9															
Computer skills	29	7	14												2.D.1												2.G.5	2.G.6	
Cooperativeness	29	7	14											2.C.9															
Creativity	29	7	14											2.C.9															
Leadership ability	29	7	14											2.C.9															
Mathematical ability	29	7	14											2.C.9															
Public speaking ability	29	7	14											2.C.9															
Self-confidence (intellectual)	29	7	14											2.C.9															
Self-understanding	29	7	14											2.C.9															
Understanding of others	29	7	14											2.C.9															
Writing ability	29	7	14											2.C.9															
<b>Since entering this college, how has it been to:</b>																													
Understand what your professors expect of you academically		8													2.D.1														
Develop effective study skills		8													2.D.1														
Adjust to the academic demands of college		8													2.D.1						2.D.10								
Manage your time effectively		8													2.D.1														
Utilize campus services available to students		8													2.D.1														
<b>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:</b>																													
Ability to see the world from someone else's perspective	30	9	16											2.C.9															
Tolerance of others with different beliefs	30	9	16											2.C.9															
Openness to having my own views challenged	30	9	16											2.C.9															
Ability to discuss and negotiate controversial issues	30	9	16											2.C.9															
Ability to work cooperatively with diverse people	30	9	16											2.C.9															

Item on Instrument	Question Placement on Instrument				NWCCU Standard/Element/Criteria																								
	TFS	YFCY	CSS	FAC	1.A.1	2.A.1	2.A.11	2.A.19	2.A.21	2.A.28	2.B.3	2.B.5	2.C.5	2.C.9	2.D.1	2.D.2	2.D.3	2.D.6	2.D.8	2.D.10	2.D.11	2.D.13	2.E.1	2.E.3	2.G.1	2.G.4	2.G.5	2.G.6	
<b>Since entering this college, how often have you:</b>																													
Tutored another (college) student		10	5												2.D.1														
Performed volunteer work		10												2.C.9								2.D.11							
Asked a professor for advice after class		10	5												2.D.1														
Used the Internet for research or homework		10	5												2.D.1									2.E.3			2.G.5	2.G.6	
Performed community service as part of class		10	5											2.C.9															
Worked on independent study projects			5											2.C.9	2.D.1														
Used the library for research or homework			5												2.D.1										2.E.3				
Met with an advisor/counselor about your career plans			5												2.D.1						2.D.10								
<b>Since entering this college, how much time have you spent during a typical week doing the following activities?</b>																													
Volunteer work		11												2.C.9									2.D.11						
<b>Please indicate the extent to which you agree or disagree with the following statements:</b>																													
The admission/recruitment materials portrayed this campus accurately		12			1.A.1				2.A.21																				
Faculty here are interested in students' academic problems		12															2.D.3												
Most students here are treated like "numbers in a book"		12																			2.D.10								
I have been able to find a balance between academics and extracurricular activities		12													2.D.1														
My college experiences have exposed me to diverse opinions, cultures, and values		12												2.C.9															
<b>How often in the past year did you:</b>																													
Support your opinions with a logical argument	32	15	10											2.C.9															
Seek solutions to problems and explain them to others	32	15	10											2.C.9															
Revise your papers to improve your writing	32	15	10											2.C.9															
Evaluate the quality or reliability of information you received	32	15	10											2.C.9															
Take a risk because you felt you had more to gain	32	15	10											2.C.9															
Seek alternative solutions to a problem	32	15	10											2.C.9															
Look up scientific research articles and resources	32	15	10											2.C.9															
Explore topics on your own, even though it was not required for a class	32	15	10											2.C.9															
Accept mistakes as part of the learning process	32	15	10											2.C.9															
Seek feedback on your academic work.	32	15	10											2.C.9															
Integrate/integrated skills and knowledge from different sources and experience	32	15	10											2.C.9															
Work with other students on group projects	32													2.C.9															
<b>Please rate your satisfaction with this institution on each of the aspects of college life listed below.</b>																													
Amount of contact with faculty		18												2.C.5															
Interaction with other students		18												2.C.9															



Item on Instrument	Question Placement on Instrument				NWCCU Standard/Element/Criteria																								
	TFS	YFCY	CSS	FAC	1.A.1	2.A.1	2.A.11	2.A.19	2.A.21	2.A.28	2.B.3	2.B.5	2.C.5	2.C.9	2.D.1	2.D.2	2.D.3	2.D.6	2.D.8	2.D.10	2.D.11	2.D.13	2.E.1	2.E.3	2.G.1	2.G.4	2.G.5	2.G.6	
Relevance of coursework to everyday life		18	12											2.C.9															
Relevance of coursework to future career plans		18	12											2.C.9			2.D.6												
Overall quality of instruction		18	12											2.C.9															
Overall sense of community among students		18	12											2.C.9															
Overall college experience		18	12											2.C.9	2.D.1														
<b>Since entering this college have you:</b>																													
Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)		20	6																			2.D.13							
Participated in volunteer or community service work		20												2.C.9								2.D.11							
Participated in leadership training		20	6																			2.D.11							
Enrolled in an honors or advanced course		20													2.D.1														
Enrolled in a remedial or developmental course		20													2.D.1														
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		20												2.C.9								2.D.11							
Participated in an academic support program		20	6												2.D.1														
Taken a course or first-year seminar designed to: connect faculty and students in focused academic inquiry		20												2.C.9	2.D.1														
Taken a course or first-year seminar designed to: help students adjust to college-level academics		20												2.C.9	2.D.1														
Taken a course or first-year seminar designed to: help students adjust to college life		20												2.C.9	2.D.1														
Taken a remedial course			6													2.D.1													
Taken an ethnic studies course			6													2.D.1													
Taken a women's studies course			6													2.D.1													
Enrolled in honors or advanced courses			6													2.D.1													
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6													2.D.1													
Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6													2.D.1													
Participated in an internship program			6													2.D.1													
Participated in study-abroad			6													2.D.1													

Item on Instrument	Question Placement on Instrument				NWCCU Standard/Element/Criteria																								
	TFS	YFCY	CSS	FAC	1.A.1	2.A.1	2.A.11	2.A.19	2.A.21	2.A.28	2.B.3	2.B.5	2.C.5	2.C.9	2.D.1	2.D.2	2.D.3	2.D.6	2.D.8	2.D.10	2.D.11	2.D.13	2.E.1	2.E.3	2.G.1	2.G.4	2.G.5	2.G.6	
<b>Since entering this college, indicate how often you:</b>																													
Discussed course content with students outside of class		21	5											2.C.9															
Received tutoring		21													2.D.1														
Worked on a professor's research project		21	5												2.D.1														
Received from your professor: advice or guidance about your educational program		21	20										2.C.5		2.D.1		2.D.3			2.D.10									
Received from your professor: emotional support or encouragement		21	20										2.C.5				2.D.3			2.D.10									
Received from your professor: negative feedback about your academic work		21	20										2.C.5				2.D.3												
Met with academic advisors to select courses		21															2.D.3			2.D.10									
Had difficulty getting the courses you need		21	5																	2.D.10									
Worked with classmates on group projects during class		21	5											2.C.9															
Worked with classmates on group projects outside of class		21	5											2.C.9															
Accessed your campus' library resources electronically		21	5												2.D.1									2.E.3			2.G.5	2.G.6	
Made a presentation in class		21	5											2.C.9															
Applied concepts from courses to everyday life		21												2.C.9															
<b>During the past year, how much time did you spend during a typical week doing the following activities?</b>																													
Volunteer work			9											2.C.9							2.D.11								
<b>How often have professors at your college provided you with:</b>																													
Encouragement to pursue graduate/ professional study			20														2.D.3												
An opportunity to work on a research project			20												2.D.1														
Honest feedback about your skills and abilities			20										2.C.5		2.D.1														
Help to improve your study skills			20												2.D.1														
Feedback on your academic work (outside of grades)			20										2.C.5																
Intellectual challenge and stimulation			20										2.C.5																
An opportunity to apply classroom learning to "real-life" issues			20											2.C.9															
<b>If you borrowed money...</b>			22																2.D.8										
<b>How much of the past year's educational expenses (room, board, tuition, and fees) were covered from each of the following sources?</b>																													
Aid which need not to be repaid (grants, scholarships, military, etc.)			23																2.D.8										
Aid which must be repaid (loans, etc.)			23																2.D.8										
<b>How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources below?</b>																													

Item on Instrument	Question Placement on Instrument				NWCCU Standard/Element/Criteria																								
	TFS	YFCY	CSS	FAC	1.A.1	2.A.1	2.A.11	2.A.19	2.A.21	2.A.28	2.B.3	2.B.5	2.C.5	2.C.9	2.D.1	2.D.2	2.D.3	2.D.6	2.D.8	2.D.10	2.D.11	2.D.13	2.E.1	2.E.3	2.G.1	2.G.4	2.G.5	2.G.6	
Aid which need <u>not</u> to be repaid (grants, scholarships, military, etc.)	23																		2.D.8										
Aid which <u>must</u> be repaid (loans, etc.)	23																		2.D.8										
<b>For the activities listed below, indicate which ones you did during the past year.</b>																													
Tutored another student	28														2.D.1														
Performed volunteer work	28													2.C.9							2.D.11								
Used the Internet for research or homework	28														2.D.1									2.E.3			2.G.5	2.G.6	
Performed community service as part of class	28													2.C.9															
<b>In deciding to go to college, how important to you was each of the following reasons?</b>																													
To be able to get a better job	37																		2.D.6										
To gain a general education and appreciation of ideas	37				1.A.1										2.D.1														
To make me a more cultured person	37														2.D.1														
To learn more about things that interest me	37														2.D.1														
To get training for a specific career	37																		2.D.6										
<b>During your last year of high school, how much time did you spend during a typical week doing the following activities?</b>																													
Volunteer work	38																												
<b>How important was each reason in your decision to come here?</b>																													
I was attracted by the religious affiliation/orientation of the college	39				1.A.1																								
The athletic department recruited me	39																							2.D.13					
<b>Indicate the importance to you personally of each of the following:</b>																													
Developing a meaningful philosophy of life	42				1.A.1																								
<b>What is your best guess as to the chances that you will:</b>																													
Need extra time to complete your degree requirements	43														2.D.1														
Participate in volunteer or community service work	43																												
Participate in a study abroad program	43														2.D.1														
Discuss course content with students outside of class	43														2.C.9														
Work on a professor's research project	43																												
Get tutoring help in specific courses	43														2.D.1														

Item on Instrument	Question Placement on Instrument				NWCCU Standard/Element/Criteria																									
	TFS	YFCY	CSS	FAC	1.A.1	2.A.1	2.A.11	2.A.19	2.A.21	2.A.28	2.B.3	2.B.5	2.C.5	2.C.9	2.D.1	2.D.2	2.D.3	2.D.6	2.D.8	2.D.10	2.D.11	2.D.13	2.E.1	2.E.3	2.G.1	2.G.4	2.G.5	2.G.6		
<b>Mark all institutional resources available to you in your last term as <u>part-time</u> faculty:</b>																														
Use of a private office				2																										
Shared office space				2																										
A personal computer				2																					2.E.1					
An email account				2																					2.E.1					
<b>Please indicate your agreement with the following statements:</b>																														
Part-time instructors at this institution: Are given specific training before teaching				2							2.B.3																			
Part-time instructors at this institution: Have access to support services				2																					2.E.1					
Part-time instructors at this institution: Are compensated for advising/counseling students				2																	2.D.10									
Part-time instructors at this institution: Have good working relationships with the administration				2		2.A.1																								
Part-time instructors at this institution: Are respected by full-time faculty				2		2.A.1																								
<b>Personally, how important to you is:</b>																														
Research				9								2.B.5																		
Teaching				9								2.B.5																		
Service				9								2.B.5																		
<b>During the past two years, have you engaged in any of the following activities?</b>																														
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																										
Participated in a teaching enhancement workshop				10								2.B.3																		
Advised student groups involved in service/volunteer work				10																										
Engaged undergraduates on <u>your</u> 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																										
Supervised an undergraduate thesis				10																										
<b>Do you teach remedial/developmental skills in any of the following areas?</b>																														
Reading				12																										
Writing				12																										
Mathematics				12																										
ESL				12																										
General academic skills				12																										
Other subject areas				12																										

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	TFS	YFCY	CSS	FAC	1.A.1	2.A.1	2.A.11	2.A.19	2.A.21	2.A.28	2.B.3	2.B.5	2.C.5	2.C.9	2.D.1	2.D.2	2.D.3	2.D.6	2.D.8	2.D.10	2.D.11	2.D.13	2.E.1	2.E.3	2.G.1	2.G.4	2.G.5	2.G.6	
<b>Have you engaged in any of the following professional development opportunities at your institution?</b>																													
Paid workshops outside the institution focused on teaching				13							2.B.3																		
Paid sabbatical leave				13							2.B.3																		
Travel funds paid by the institution				13							2.B.3																		
Internal grants for research				13							2.B.3																		
Training for administrative leadership				13							2.B.3																		
Received incentives to develop new courses				13							2.B.3																		
Received incentives to integrate new technology into your classroom				13							2.B.3																		2.G.6
<b>In your interactions with undergraduates, how often do you encourage them to:</b>																													
Ask questions in class				18										2.C.9															
Support their opinions with a logical argument				18										2.C.9															
Seek solutions to problems and explain them to others				18										2.C.9															
Revise their papers to improve their writing				18										2.C.9															
Evaluate the quality or reliability of information they receive				18										2.C.9															
Take risks for potential gains				18										2.C.9															
Seek alternative solutions to a problem				18										2.C.9															
Look up scientific research articles and resources				18										2.C.9															
Explore topics on their own, even though it was not required for a class				18										2.C.9															
Accept mistakes as part of the learning process				18										2.C.9															
Seek feedback on their academic work.				18										2.C.9															
Integrate/integrated skills and knowledge from different sources and experience				18										2.C.9															
<b>In how many of the courses that you teach do you use each of the following?</b>																													
Community service as part of coursework				19																	2.D.11								
<b>Indicate the importance to you of each of the following education goals for under-graduate students:</b>																													
Develop ability to think critically				21										2.C.9															
Prepare students for employment after college				21										2.C.9			2.D.6												
Prepare students for graduate or advanced education				21										2.C.9			2.D.6												
Teach students the classic works of Western civilization				21										2.C.9															
Instill in students a commitment to community service				21										2.C.9															
Enhance students' knowledge of and appreciation for other racial/ethnic groups				21										2.C.9															
Help master knowledge in a discipline				21										2.C.9															
Develop creative capacities				21										2.C.9															
Instill a basic appreciation of the liberal arts				21										2.C.9															
Promote ability to write effectively				21										2.C.9															

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	TFS	YFCY	CSS	FAC	1.A.1	2.A.1	2.A.11	2.A.19	2.A.21	2.A.28	2.B.3	2.B.5	2.C.5	2.C.9	2.D.1	2.D.2	2.D.3	2.D.6	2.D.8	2.D.10	2.D.11	2.D.13	2.E.1	2.E.3	2.G.1	2.G.4	2.G.5	2.G.6	
Help students evaluate the quality and reliability of information				21										2.C.9															
Engage students in civil discourse around controversial issues				21										2.C.9															
Teach students tolerance and respect for different beliefs				21										2.C.9															
<b>During the present term, how many hours per week on average do you actually spend on each of the following activities?</b>																													
Scheduled teaching (give actual, not credit hours)				22								2.B.5																	
Preparing for teaching (including reading student papers and grading)				22								2.B.5																	
Advising and counseling of students				22								2.B.5								2.D.10									
Committee work and meetings				22								2.B.5																	
Other administration				22								2.B.5																	
Research and scholarly writing				22								2.B.5																	
Other creative products/performances				22								2.B.5																	
Consultation with clients/patients				22								2.B.5																	
Community or public service				22								2.B.5										2.D.11							
<b>For each of the following items:</b>																													
Do you use your scholarship to address local community needs				23																	2.D.11								
Have you ever received an award for outstanding teaching				23							2.B.3																		
<b>Indicate how well each of the following describes your college or university:</b>																													
The faculty are typically at odds with campus administration				26			2.A.11																						
Most students are treated like "numbers in a book"				26																2.D.10									
Faculty are rewarded for being good teachers				26							2.B.3																		
Faculty are rewarded for their efforts to use instructional technology				26																			2.E.3					2.G.6	
Administrators consider faculty concerns when making policy				26		2.A.1																							
The administration is open about its policies				26		2.A.1																							
<b>Please indicate the extent to which each of the following has been a source of stress for you during the last two years:</b>																													
Keeping up with information technology				27																									2.G.6
<b>How satisfied are you with the following aspects of your job?</b>																													
Office/lab space				28																						2.G.1			
Autonomy and independence				28						2.A.28																			
Freedom to determine course content				28						2.A.28																			

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<b>Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:</b>																													
Student Affairs staff have the support and respect of faculty				29			2.A.11																						
Faculty are committed to the welfare of this institution				29		2.A.1																							
Faculty are sufficiently involved in campus decision making				29		2.A.1																							
This institution takes responsibility for educating underprepared students				29											2.D.1														
The criteria for advancement and promotion decisions are clear				29		2.A.1	2.A.19																						
There is adequate support for faculty development				29							2.B.3																		
<b>Please indicate your agreement with each of the following statements:</b>																													
Colleges should be actively involved in solving social problems				31																		2.D.11							
Colleges should encourage students to be involved in community service activities				31																		2.D.11							
Colleges should be concerned with facilitating undergraduate students' spiritual development				31																		2.D.11							
Colleges have a responsibility to work with their surrounding communities to address local issues				31																		2.D.11							