



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

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

2010 CIRP Surveys

Introduction

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

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

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

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

How Can CIRP Surveys be Useful in MSCHE Accreditation?

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

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

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

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

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

CIRP in MSCHE Timelines

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

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

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

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

Each institution will establish their own timeline to meet their own accreditation needs. Some schools administer CIRP surveys in a rotation with other institutional or other types of measures. A planned and intentional administration of surveys maximizes the utility of the results for accreditation. The table below provides a sample of how CIRP surveys fit in a typical MSCHE accreditation cycle.

Self-Study Submitted	TFS	Approval and Visit	YFCY	CSS	Faculty Survey	Self Study Report and Peer Review
2011	Fall 2011	2012	Spr 2012	Grad 2015	2013-14	2014
2012	Fall 2012	2013	Spr 2013	Grad 2016	2013-14	2015
2013	Fall 2013	2014	Spr 2014	Grad 2017	2013-14	2016

For some institutions, a self-study, peer review, or follow up activities (e.g., progress letters or monitoring reports) might not allow for a three-year planning cycle. Results from CIRP surveys can still provide valuable information. Registration and participation in CIRP surveys are flexible and institutional results are available quickly and can be used to demonstrate educational outcomes and supplement institutional evidence. Subsequent administrations of CIRP surveys can be used to establish a longitudinal approach, which will provide the most meaningful evidence of the impact of institutional efforts and strengthen the institution’s ability to provide reliable and valid information upon which to make decisions that improve the student experience.

Using CIRP Surveys as Evidence in MSCHE Standards

Every institution approaches accreditation differently, taking into account the mission, goals, programs and policies in place on 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 MSCHE Standards. This document is intended as a guide for aligning CIRP survey results with MSCHE Standards.

In preparing this guide, CIRP staff, working in conjunction with colleges and universities in the Middle States region, reviewed MSCHE's *Characteristics of Excellence in Higher Education* and aligned CIRP survey items that closely corresponded. The goal is to facilitate the use of data and CIRP survey results not only as evidence for accreditation processes, but as one element in systematic assessment activities that promote institutional improvement and decision making.

This guide is not a toolkit or a comprehensive codebook for mapping CIRP surveys to MSCHE Standards. It is a guide to aid institutions in organizing information they already have, and to facilitate future planning. Looking systematically at CIRP survey results aligned with Middle States Standards provides an opportunity for discussion about what the results mean on campus, what other evidence can be brought to bear, and what additional information is necessary to further improvement efforts as the institution plans for the future. Both individual survey items and CIRP Constructs can be used to demonstrate and document institutional effectiveness efforts on campus, 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.

Specific Middle States Standards

Middle States has fourteen individual Standards, which “should be viewed as an interrelated whole.” Because of this inherent interrelatedness, many institutions find CIRP results may be applicable in multiple standards. For example, participation in CIRP surveys can be used as evidence of a “planned,

organized, systematized and sustained” assessment process to support Standards 7, 11, 12, 13 and 14, all of which have as their defining characteristic the assessment of student learning.

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

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

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

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

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

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

Standard 1: Mission and Goals

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

Criteria	Question placement on survey			
	TFS	YFCY	CSS	FAC
Item description				
That your courses inspired you to think in new ways		4		
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		
The admission/recruitment materials portrayed this campus accurately		12		
My college experiences have exposed me to diverse opinions, cultures, and values		12		
If asked, I would recommend this college to others		12	15	
Relevance of coursework to everyday life		18	12	
Relevance of coursework to future career plans		18	12	
Respect for the expression of diverse beliefs		18	12	
Overall sense of community among students		18	12	
Ability to manage your time effectively			1	
I was attracted by the religious affiliation/orientation of the college	39			
Prepare students for employment after college				21
Prepare students for graduate or advanced education				21
Provide for students' emotional development				21
Help students develop personal values				21
Enhance students' self-understanding				21
Instill a basic appreciation of the liberal arts				21
There is respect for the expression of diverse values and beliefs				26
To promote the intellectual development of students				30

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:

Standard 2: Planning, Resource Allocation, and Institutional Renewal

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

Criteria	Question placement on survey			
	TFS	YFCY	CSS	FAC
Item description				
Used the Internet for research or homework	28	10	5	
Computer facilities/labs		6		
Library facilities		6	11	
Laboratory facilities and equipment		6	11	
Computing assistance		6	11	
Academic advising		6	11	
Tutoring or other academic assistance		6	11	
Used the library for research or homework		10	5	
Faculty here are interested in students' academic problems		12	15	
Worked on a professor's research project		21	5	
Received from your professor: Advice or guidance about your educational program		21	20	
Met with academic advisors to select courses		21		
Had difficulty getting the courses you need		21	5	
Accessed your campus' library resources electronically		21	5	
Career counseling and advising			11	
Advice and guidance about your educational program			20	
Resources available to part-time faculty: A personal computer				2e
Resources available to part-time faculty: An email account				2e
Part-time instructors: Have access to support services				2f
Most students are treated like "numbers in a book"				26
Teaching load				28
Office/lab space				28
Faculty here are strongly interested in the academic problems of undergraduates				29

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Standard 3: Institutional Resources

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

Criteria	Question placement on survey			
	TFS	YFCY	CSS	FAC
Item description				
Tutored another student	28	10	5	
Used the Internet for research or homework	28	10	5	
Participate in a study abroad program	43			
Faculty during office hours		2		
Faculty outside of class or office hours		2		
Academic advisors/counselors		2		
Other college personnel		2		
Classroom facilities		6		
Computer facilities/labs		6		
Library facilities		6	11	
Laboratory facilities and equipment		6	11	
Computer assistance		6	11	
Tutoring or other academic assistance		6	11	
Student housing (e.g., res. halls)		6	11	
Student housing office		6		
Financial aid office		6		
Student health services		6	11	
Psychological counseling services		6	11	
Orientation for new students		6		
Registrar's office		6		
First-year programs (e.g., first-year seminar, learning community, linked courses)		6		
Utilize campus services available to students		8		
Enrolled in an honors or advanced course		20	6	
Enrolled in a remedial or developmental course		20	6	
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		20		
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		21	5	
Received from your professor: Advice or guidance about your educational program		21	20	
Had difficulty getting the courses you need		21	5	
Accessed your campus' library resources electronically		21	5	
Used the library for research or homework			5	
Met with an advisor/counselor about your career plans			5	
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6	
Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6	
Participated in: An internship program			6	
Participated in: Study-abroad			6	
Resources available to part-time faculty: Use of private office				2e
Resources available to part-time faculty: Shared office space				2e
Resources available to part-time faculty: A personal computer				2e
Resources available to part-time faculty: An email account				2e
Resources available to part-time faculty: A phone/voicemail				2e
Part-time instructors: Have access to support services				2f
Taught an honors course				10
Taught an interdisciplinary course				10
Participated in a teaching enhancement workshop				10

Standard 3: Institutional Resources

Engaged undergraduates on your research project				10
Worked with undergraduates on a research project				10
Taught a seminar for first-year students				10
Taught a capstone course				10
Taught in a learning community (e.g., FIG, linked courses)				10
Paid workshops outside the institution focused on teaching				13
Paid sabbatical leave				13
Travel funds paid by the institution				13
Internal grants for research				13
Training for administrative leadership				13
Received incentives to develop new courses				13
Received incentives to integrate new technology into your classroom				13
Keeping up with information technology				27
Institutional budget cuts				27
Salary				28
Health benefits				28
Retirement benefits				28
Office/lab space				28
Availability of child care at this institution				28
Clerical/administrative support				28

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Standard 4: Leadership and Governance

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

Criteria	Question placement on survey			
	TFS	YFCY	CSS	FAC
Item description				
Part-time instructors: Have good working relationships with the administration				2f
The faculty are typically at odds with campus administration				26
Administrators consider faculty concerns when making policy				26
The administration is open about its policies				26
Faculty are sufficiently involved in campus decision making				29

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Standard 5: Administration

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

Criteria	Question placement on survey			
	TFS	YFCY	CSS	FAC
Other college personnel		2		
Graduate students/teaching assistants		2		
Student housing office		6	11	
Financial aid office		6		
Utilize campus services available to students		8		
Faculty here are interested in students' academic problems		12	15	
Received from your professor: Advice or guidance about your educational program		21	20	
Received from your professor: Emotional support or encouragement		21		
Ability to find a faculty or staff mentor			12	
Emotional support and encouragement		21	20	
Intellectual challenge and stimulation			20	
Other administration				22
The faculty are typically at odds with campus administration				26
Administrators consider faculty concerns when making policy				26
The administration is open about its policies				26
Student Affairs staff have the support and respect of faculty				29
Faculty are sufficiently involved in campus decision making				29
To increase the representation of minorities in the faculty and administration				30
To increase the representation of women in the faculty and administration				30

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Standard 6: Integrity

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

Criteria	Question placement on survey			
	TFS	YFCY	CSS	FAC
Item description				
Performed volunteer work	28	10	13	
Voted in a student election	28	10	5	
Socialized with someone of another racial/ethnic group	28	10		
Performed community service as part of a class	28	10	5	
Worked on a local, state, or national political campaign	28	10	13	
Helped raise money for a cause or campaign	28	10	5	
Self-understanding	29	7	14	
Understanding of others	29	7	14	
Ability to see the world from someone else's perspective	30	9	16	
Tolerance of others with different beliefs	30	9	16	
Openness to having my own views challenged	30	9	16	
Ability to discuss and negotiate controversial issues	30	9	16	
Ability to work cooperatively with diverse people	30	9	16	
Evaluate the quality or reliability of information you received	32	15	10	
Volunteer work	38	11		
Developing a meaningful philosophy of life	42	17	19	20
Helping to promote racial understanding	42	17	19	20
Becoming a community leader	42	17	19	20
Improving my understanding of other countries and cultures	42	17	19	
Participate in volunteer or community service work	43			
Communicate regularly with your professors	43			
Socialize with someone of another racial/ethnic group	43			
Have a roommate of a different race/ethnicity	43			
Knowledge of people from different races/cultures		1	1	
Understanding of the problems facing your community		1	1	
Felt discrimination based on my: Race/ethnicity		12		
Felt discrimination based on my: Socio-economic status		12		
Felt discrimination based on my: Gender		12		
Felt discrimination based on my: Religion		12		
Felt discrimination based on my: Sexual Orientation		12		
In class, I have heard faculty express stereotypes about racial/ethnic groups		12	15	
The admission/recruitment materials portrayed this campus accurately		12		
There is a lot of racial tension on this campus		12	15	
In class, I have heard faculty express gender stereotypes		12		
Most students here are treated like "numbers in a book"		12		
Dined or shared a meal		13	18	
Had meaningful and honest discussions about race/ethnic relations outside of class		13	18	
Had guarded, cautious interactions		13	18	
Shared personal feelings and problems		13	18	
Had tense, somewhat hostile interactions		13	18	
Had intellectual discussions outside of class		13	18	
Felt insulted or threatened because of your race/ethnicity		13	18	
Studied or prepared for class		13	18	
Socialized or partied		13	18	
Racial/ethnic diversity of the faculty		18		
Racial/ethnic diversity of the student body		18	12	
Respect for the expression of diverse beliefs		18	12	
Participated in volunteer or community service work		20		
Strengthened your religious beliefs/convictions		20		
Had a roommate of a different race/ethnicity		20		
Witnessed academic dishonesty/cheating		21		
Communicated regularly with your professors		21	5	

Standard 6: Integrity

Ability to get along with people of different races/cultures			1	
Challenged a professor's ideas in class			5	
I have been singled out because of my race/ethnicity, gender, religious affiliation, or sexual orientation			15	
Honest feedback about your skills and abilities			20	
Help to improve your study skills			20	
An opportunity to discuss coursework outside of class			20	
Expression of personal values			24	
Taught a service learning course				10
Advised student groups involved in service/volunteer work				10
Collaborated with the local community in research/teaching				10
Mentoring the next generation of scholars				20
Develop moral character				21
Help students develop personal values				21
Enhance students' self-understanding				21
Instill in students a commitment to community service				21
Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
Engage students in civil discourse around controversial issues				21
Teach students tolerance and respect for different beliefs				21
Autonomy and independence				28
Professional relationships with other faculty				28
Freedom to determine course content				28
Racial and ethnic diversity should be more strongly reflected in the curriculum				29
This institution should hire more faculty of color				29
This institution should hire more women faculty				29
Student Affairs staff have the support and respect of faculty				29
Faculty are committed to the welfare of this institution				29
There is a lot of campus racial conflict here				29
My research is valued by faculty in my department				29
My teaching is valued by faculty in my department				29
Faculty of color are treated fairly here				29
Women faculty are treated fairly here				29
Gay and lesbian faculty are treated fairly here				29
Faculty are sufficiently involved in campus decision making				29
My values are congruent with the dominant institutional values				29
To develop a sense of community among students and faculty				30
To facilitate student involvement in community service				30
To recruit more minority students				30
To create a diverse multi-cultural campus environment				30
To promote gender equity among faculty				30
To provide resources for faculty to engage in community-based teaching or research				30
To create and sustain partnerships with surrounding communities				30
To increase the representation of minorities in the faculty and administration				30
To increase the representation of women in the faculty and administration				30
To develop an appreciation for multiculturalism				30
Colleges should be actively involved in solving social problems				31
Colleges should encourage students to be involved in community service activities				31
A racially/ethnically diverse student body enhances the educational experience of all students				31
Colleges have a responsibility to work with their surrounding communities to address local issues				31

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Standard 7: Institutional Assessment

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

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

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Standard 8: Student Admissions and Retention

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

Criteria	Question placement on survey			
	TFS	YFCY	CSS	FAC
College choice: First, second, or third choice college	15			
Highest intended academic degree	21			
To be able to get a better job	37			
To gain a general education and appreciation of ideas	37			
To make me a more cultured person	37			
To be able to make more money	37			
To learn more about things that interest me	37			
To get training for a specific career	37			
To prepare myself for graduate or professional school	37			
My parents wanted me to come here	39			
My relatives wanted me to come	39			
My teacher advised me	39			
This college has a very good academic reputation	39			
This college has a good reputation for its social activities	39			
I was offered financial assistance	39			
The cost of attending this college	39			
High school counselor advised me	39			
Private college counselor advised me	39			
I wanted to live near home	39			
Not offered aid by first choice	39			
Could not afford first choice	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 wanted to go to a school about the size of this college	39			
Rankings in national magazines	39			
Information from a website	39			
I was admitted through an Early Action or Early Decision program	39			
The athletic department recruited me	39			
A visit to the campus	39			
Ability to take online courses	39			
Need extra time to complete degree requirements	43			
Transfer to another college before graduating	43			
Get tutoring help in specific courses	43			
Tutoring or other academic assistance		6	11	
Tutored another (college) student		10	5	
The admission/recruitment materials portrayed this campus accurately		12		
Enrolled in honors or advanced courses		20	6	
Enrolled in a remedial or developmental course		20	6	
Participated in an academic support program		20	6	
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		
Type of course: developmental/remedial course (not for credit)				11
Number of students enrolled in developmental/remedial course				11
Teaching/lab assistant or reader/grader assigned				11
Teach remedial/developmental skills in: Reading				12
Teach remedial/developmental skills in: Writing				12
Teach remedial/developmental skills in: Mathematics				12
Teach remedial/developmental skills in: ESL				12
Teach remedial/developmental skills in: General academic skills				12

Standard 8: Student Admissions and Retention

Teach remedial/developmental skills in: Other subject areas				12
Working with underprepared students				27
This institution takes responsibility for educating underprepared students				29
Most of the students I teach lack the basic skills for college level work				29
Promoting diversity leads to the admission of too many underprepared students				31
This institution should not offer remedial/developmental education				31

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Standard 9: Student Support Services

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

Criteria	Question placement on survey			
	TFS	YFCY	CSS	FAC
Tutored another student	28	10	5	
Smoked cigarettes	28	10	13	
Drank beer	28	10	13	
Drank wine or liquor	28	10	13	
Felt overwhelmed by all I had to do	28	10	13	
Felt depressed	28	10	13	
Used the Internet for research or homework	28	10	5	
Performed community service as part of a class	28	10	5	
Emotional health	29	7	14	
Physical health	29	7	14	
Self-confidence (intellectual)	29	7	14	
Self-confidence (social)	29	7	14	
Self-understanding	29	7	14	
Spirituality	29	7	14	
To be able to get a job	37			
To make me a more cultured person	37			
To get training for a specific career	37			
To prepare myself for graduate or professional school	37			
Studying/homework	38	11	9	
Exercise or sports	38	11	9	
Partying	38	11	9	
Working for pay on campus		11	9	
Student clubs/groups	38	11	9	
Household/childcare duties	38	11	9	
Playing video/computer games	38			
Online social networks (Myspace, Facebook, etc.)	38	11	9	
This college's graduates gain admission to top graduate/professional schools	39			
This college's graduates get good jobs	39			
The athletic department recruited me	39			
Join a social fraternity or sorority	43			
Play club, intramural, or recreational sports	43			
Play intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	43			
Need extra time to complete your degree requirements	43			
Participate in volunteer or community service work	43			
Participate in student clubs/groups	43			
Work on a professor's research project	43			
Get tutoring help in specific courses	43			
Faculty outside of class or office hours		2		
Academic advisors/counselors		2		
Other college personnel		2		
Graduate students/teaching assistants		2		
Lonely or homesick		4		
Isolated from campus life		4		
Unsafe on this campus		4		
Worried about your health		4		
Computer assistance		6	11	
Academic advising		6	11	
Tutoring or other academic assistance		6	11	
Student housing (e.g., res. halls)		6	11	
Student housing office		6		
Financial aid office		6		
Student health services		6	11	
Psychological counseling services		6	11	

Standard 9: Student Support Services

Orientation for new students		6		
Opportunities for community service		6		
Registrar's office		6		
First-year programs (e.g., first-year seminar, learning community, linked courses)		6		
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		
Performed volunteer work		10	13	
Maintained a healthy diet		10		
Had adequate sleep		10		
Commuting		11	9	
The admission/recruitment materials portrayed this campus accurately		12		
Most students here are treated like "numbers in a book"		12		
I have been able to find a balance between academics and extracurricular activities		12		
Past two weeks: Number of alcoholic drinks		14	28	
Availability of campus social activities		18	12	
Your social life		18		
Joined a social fraternity or sorority		20	6	
Played club, intramural, or recreational sports		20	6	
Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)		20	6	
Participated in volunteer or community service work		20		
Participated in student groups/clubs		20	6	
Sought personal counseling		20	13	
Strengthened your religious beliefs/convictions		20		
Participated in an academic support program		20	6	
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		21	5	
Received from your professor: Advice or guidance about your educational program		21		
Witnessed academic dishonesty/cheating		21		
Met with academic advisors to select courses		21		
Received advice/counseling from another student		21		
Had difficulty getting the courses you need		21	5	
Accessed your campus' library resources electronically		21	5	
Ability to manage your time effectively			1	
Used the library for research or homework			5	
Met with an advisor/counselor about your career plans			5	
Attended a racial/cultural awareness workshop			6	
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6	
Participated in an internship program			6	
Participated in: An ethnic/racial student organization			6	
Prayer/meditation			9	
Career counseling and advising			11	
Job placement services for students			11	
Ability to find a faculty or staff mentor			12	
An opportunity to work on a research project			20	
Advice and guidance about your educational program			20	
Help to improve your study skills			20	
Doing volunteer work			25	
Taught a service learning course				10
Advised student groups involved in service/volunteer work				10
Engaged undergraduates on your research project				10
Worked with undergraduates on a research project				10
Taught in a learning community (e.g., FIG, linked courses)				10
Instructional Techniques/Methods: Community service as part of coursework				19
Prepare students for employment after college				21

Standard 9: Student Support Services

Prepare students for graduate or advanced education				21
Provide for students' emotional development				21
It is easy for students to see faculty outside of regular office hours				26
Student Affairs staff have the support and respect of faculty				29
This institution takes responsibility for educating underprepared students				29

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NOTES:

Standard 10: Faculty

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

Criteria	Question placement on survey			
	TFS	YFCY	CSS	FAC
Item description				
Communicate regularly with your professors	43			
Work on a professor's research project	43			
Faculty during office hours		2	9	
Faculty outside of class or office hours		2	9	
Academic advising		6		
Understand what your professors expect of you academically		8		
Been a guest in a professor's home		10	5	
Asked a professor for advice after class		10	5	
Talking with professors outside of class		11		
In class, I have heard faculty express stereotypes about racial/ethnic groups		12	15	
Faculty here are interested in students' academic problems		12	15	
In class, I have heard faculty express gender stereotypes		12		
Amount of contact with faculty		18	12	
Racial/ethnic diversity of faculty		18		
Overall quality of instruction		18	12	
Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry		20		
Worked on a professor's research project		21	5	
Advice or guidance about your educational program		21	20	
Emotional support or encouragement		21	20	
Negative feedback about your academic work		21	20	
Met with academic advisors to select courses		21		
Communicated regularly with your professors		21	5	
Challenged a professor's ideas in class			5	
Felt intimidated by your professors			5	
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6	
Ability to find a faculty or staff mentor			12	
Encouragement to pursue graduate/professional study			20	
An opportunity to work on a research project			20	
A letter of recommendation			20	
Honest feedback about your skills and abilities			20	
Help to improve your study skills			20	
Feedback on your academic work (outside of grades)			20	
Intellectual challenge and stimulation			20	
An opportunity to discuss coursework outside of class			20	
Help in achieving your professional goals			20	
An opportunity to apply classroom learning to "real-life" issues			20	
An opportunity to publish			20	
Part-time instructors: Are respected by full-time faculty				2f
Research				9
Teaching				9
Service				9
Taught an honors course				10
Taught an interdisciplinary course				10
Taught an ethnic studies course				10
Taught a women's studies course				10
Taught a service learning course				10
Taught an exclusively web-based course at this institution				10
Participated in a teaching enhancement workshop				10
Advised student groups involved in service/volunteer work				10
Collaborated with the local community in research/teaching				10
Conducted research or writing focused on: International/global issues				10
Conducted research or writing focused on: Racial or ethnic minorities				10

Standard 10: Faculty

Conducted research or writing focused on: Women and gender issues				10
Engaged undergraduates on your research project				10
Worked with undergraduates on a research project				10
Engaged in academic research that spans multiple disciplines				10
Taught a seminar for first-year students				10
Taught a capstone course				10
Taught in a learning community (e.g., FIG, linked courses)				10
Supervised an undergraduate thesis				10
Published op-ed pieces or editorials				10
Received funding for your work from: Foundations				10
Received funding for your work from: State or federal government				10
Received funding for your work from: Business or industry				10
Teach remedial/developmental skills in: Reading				12
Teach remedial/developmental skills in: Writing				12
Teach remedial/developmental skills in: Mathematics				12
Teach remedial/developmental skills in: ESL				12
Teach remedial/developmental skills in: General academic skills				12
Teach remedial/developmental skills in: Other subject areas				12
Training for administrative leadership				13
Mentoring the next generation of scholars				20
Scheduled teaching				22
Preparing for teaching (including reading student papers and grading)				22
Advising and counseling of students				22
Committee work and meetings				22
Other administration				22
Research and scholarly writing				22
Other creative products/performances				22
Consultation with clients/patients				22
Community or public service				22
It is easy for students to see faculty outside of regular office hours				26
The faculty are typically at odds with campus administration				26
Faculty here respect each other				26
Most students are treated like "numbers in a book"				26
Faculty are rewarded for being good teachers				26
There is respect for the expression of diverse values and beliefs				26
Faculty are rewarded for their efforts to use instructional technology				26
Administrators consider faculty concerns when making policy				26
The administration is open about its policies				26
Opportunity for scholarly pursuits				28
Teaching load				28
Quality of students				28
Office/lab space				28
Autonomy and independence				28
Professional relationships with other faculty				28
Competency of colleagues				28
Departmental leadership				28
Course assignments				28
Freedom to determine course content				28
Prospects for career advancement				28
Faculty are interested in students' personal problems				29
Faculty feel that most students are well-prepared academically				29
Student Affairs staff have the support and respect of faculty				29
Faculty are committed to the welfare of this institution				29
Faculty here are strongly interested in the academic problems of undergraduates				29
My research is valued by faculty in my department				29
My teaching is valued by faculty in my department				29
Faculty are sufficiently involved in campus decision making				29
My values are congruent with the dominant institutional values				29

Standard 10: Faculty

This institution takes responsibility for educating underprepared students				29
There is adequate support for faculty development				29
To promote the intellectual development of students				30
To develop a sense of community among students and faculty				30
To create a diverse multi-cultural campus environment				30
To provide resources for faculty to engage in community-based teaching or research				30
To create and sustain partnerships with surrounding communities				30
To increase the representation of minorities in the faculty and administration				30
To increase the representation of women in the faculty and administration				30
The chief benefit of a college education is that it increases one's earning power				31
Promoting diversity leads to the admission of too many underprepared students				31
Colleges should be actively involved in solving social problems				31
Colleges should encourage students to be involved in community service activities				31
A racially/ethnically diverse student body enhances the educational experience of all students				31
Colleges should be concerned with facilitating undergraduate students' spiritual development				31
Colleges have a responsibility to work with their surrounding communities to address local issues				31
Private funding sources often prevent researchers from being completely objective in the conduct of their work				31

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NOTES:

Standard 11: Educational Offerings

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

Criteria Item description	Question placement on survey			
	TFS	YFCY	CSS	FAC
Socialized with someone of another racial/ethnic group	28	10		
Ask questions in class	32	15	10	18
Support your opinions with a logical argument	32	15	10	18
Seek solutions to problems and explain them to others	32	15	10	18
Revise your papers to improve your writing	32	15	10	18
Evaluate the quality or reliability of information you receive	32	15	10	18
Take a risk because you feel you have 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 is not required for a class	32	15	10	18
Accept mistakes as part of the learning process	32	15	10	18
Seek feedback on your academic work	32	15	10	18
Take notes during class	32	15	10	
Work with other students on group projects	32			
Integrate skills and knowledge from different sources and experiences	32	15	10	18
To gain a general education and appreciation of ideas	37			
To learn more about things that interest me	37			
Watching TV	38	11		
Participate in student government	43			
Socialize with someone of another racial/ethnic group	43			
Participate in student clubs/groups	43			
General knowledge		1	1	
Knowledge of a particular field or discipline		1	1	
Understanding of the problems facing your community		1	1	
Understanding of national issues		1	1	
Understanding of global issues		1	1	
Ability to conduct research		1		
Critical thinking skills		1	1	
Problem-solving skills		1	1	
Studied with other students		10	5	
Partying		11		
Dined or shared a meal		13	18	
Had meaningful and honest discussions about race/ethnic relations outside of class		13	18	
Had guarded, cautious interactions		13	18	
Shared personal feelings and problems		13	18	
Had tense, somewhat hostile interactions		13	18	
Had intellectual discussions outside of class		13	18	
Felt insulted or threatened because of your race/ethnicity		13	18	
Studied or prepared for class		13	18	
Socialized or partied		13	18	
Participated in student government		20	6	
Participated in leadership training		20	6	
Contributed to class discussions		21	5	
Received from your professor: Advice or guidance about your educational program		21	20	
Worked with classmates on group projects: during class		21	5	
Worked with classmates on group projects: outside of class		21	5	
Made a presentation in class		21	5	
Applied concepts from courses to everyday life		21	13	
Interpersonal skills			1	
Preparedness for employment after college			1	
Preparedness for graduate or advanced education			1	
Took a class that required: One or more 10+ page papers			5	

Standard 11: Educational Offerings

Took a class that required: Multiple short papers			5
Participated in: An internship program			6
Attending undergraduate college full-time			25
Attending undergraduate college part-time			25
Attending graduate/professional school			25
Working full-time			25
Working part-time			25
Participating in a post-baccalaureate program			25
Participating in an organization like the Peace Corps, AmeriCorps/VISTA, or Teach for America			25
Participating in a community service organization			25
Serving in the Armed Forces			25
Attending a vocational training program			25
Traveling			25
Doing volunteer work			25
Staying at home to be with or start a family			25
No current plans			25
Taught a seminar for first-year students			10
Taught in a learning community (e.g., FIG, linked courses)			10
Evaluation Methods: Multiple-choice exams			19
Evaluation Methods: Essay exams			19
Evaluation Methods: Short-answer exams			19
Evaluation Methods: Quizzes			19
Evaluation Methods: Weekly essay assignments			19
Evaluation Methods: Student presentations			19
Evaluation Methods: Term/research papers			19
Evaluation Methods: Student evaluations of each others' work			19
Evaluation Methods: Grading on a curve			19
Evaluation Methods: Competency-based grading			19
Instructional Techniques/Methods: Class discussions			19
Instructional Techniques/Methods: Cooperative learning (small groups)			19
Instructional Techniques/Methods: Experiential learning/field studies			19
Instructional Techniques/Methods: Teaching assistants			19
Instructional Techniques/Methods: Recitals/demonstrations			19
Instructional Techniques/Methods: Group projects			19
Instructional Techniques/Methods: Extensive lecturing			19
Instructional Techniques/Methods: Multiple drafts of written work			19
Instructional Techniques/Methods: Student-selected topics for course content			19
Instructional Techniques/Methods: Reflective writing/journaling			19
Instructional Techniques/Methods: Community service as part of coursework			19
Instructional Techniques/Methods: Electronic quizzes with immediate feedback in class			19
Instructional Techniques/Methods: Using real-life problems			19
Instructional Techniques/Methods: Using student inquiry to drive learning			19
Develop ability to think critically			21
Teach students the classic works of Western civilization			21
Help master knowledge in a discipline			21
Develop creative capacities			21
Instill a basic appreciation of the liberal arts			21
Promote ability to write effectively			21
Help students evaluate the quality and reliability of information			21

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NOTES:

Standard 12: General Education

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

Criteria	Question placement on survey			
	TFS	YFCY	CSS	FAC
Socialized with someone of another racial/ethnic group	28	10		
Academic ability	29	7	14	
Artistic ability	29	7	14	
Competitiveness	29	7		
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	
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	
Ask questions in class	32	15	10	
Support your opinions with a logical argument	32	15	10	
Seek solutions to problems and explain them to others	32	15	10	
Revise your papers to improve your writing	32	15	10	
Evaluate the quality or reliability of information you receive	32	15	10	
Take a risk because you feel you have more to gain	32	15	10	
Seek alternative solutions to a problem	32	15	10	
Look up scientific research articles and resources	32	15	10	
Explore topics on your own, even though it is not required for a class	32	15	10	
Accept mistakes as part of the learning process	32	15	10	
Seek feedback on your academic work	32	15	10	
Take notes during class	32	15	10	
Work with other students on group projects	32			
Integrate skills and knowledge from different sources and experiences	32	15	10	
To gain a general education and appreciation of ideas	37			
Developing a meaningful philosophy of life	42	17	19	20
Socialize with someone of another racial/ethnic group	43			
General knowledge		1	1	
Knowledge of a particular field or discipline		1	1	
Knowledge of people from different races/cultures		1	1	
Understanding of the problems facing your community		1	1	
Understanding of national issues		1	1	
Understanding of global issues		1	1	
Ability to conduct research		1		
Ability to work as part of a team		1		
Critical thinking skills		1	1	
Problem-solving skills		1	1	
Leadership ability		1	1	

Standard 12: General Education

Risk-taking		7	14
Studied with other students		10	5
Dined or shared a meal		13	18
Had meaningful and honest discussions about race/ethnic relations outside of class		13	18
Had guarded, cautious interactions		13	18
Shared personal feelings and problems		13	18
Had tense, somewhat hostile interactions		13	18
Had intellectual discussions outside of class		13	18
Felt insulted or threatened because of your race/ethnicity		13	18
Studied or prepared for class		13	18
Socialized or partied		13	18
Relevance of coursework to everyday life		18	12
Relevance of coursework to future career plans		18	12
Contributed to class discussions		21	5
Worked with classmates on group projects: during class		21	5
Worked with classmates on group projects: outside of class		21	5
Made a presentation in class		21	5
Applied concepts from courses to everyday life		21	13
Ability to get along with people of different races/cultures			1
Interpersonal skills			1
Preparedness for employment after college			1
Preparedness for graduate or advanced education			1
Took a class that required: One or more 10+ page papers			5
Took a class that required: Multiple short papers			5
Attending undergraduate college full-time			25
Attending undergraduate college part-time			25
Attending graduate/professional school			25
Working full-time			25
Working part-time			25
Participating in a post-baccalaureate program			25
Participating in an organization like the Peace Corps, AmeriCorps/VISTA, or Teach for America			25
Participating in a community service organization			25
Serving in the Armed Forces			25
Attending a vocational training program			25
Traveling			25
Doing volunteer work			25
Staying at home to be with or start a family			25
No current plans			25
Taught a seminar for first-year students			10
Taught in a learning community (e.g., FIG, linked courses)			10
Ask questions in class			18
Support their opinions with a logical argument			18
Seek solutions to problems and explain them to others			18
Revise their papers to improve their writing			18
Evaluate the quality or reliability of information they receive			18
Take risks for potential gains			18
Seek alternative solutions to a problem			18
Look up scientific research articles and resources			18
Explore topics on their own, even though it was not required for a class			18
Accept mistakes as part of the learning process			18
Seek feedback on their academic work			18
Integrate skills and knowledge from different sources and experiences			18
Evaluation Methods: Multiple-choice exams			19
Evaluation Methods: Essay exams			19
Evaluation Methods: Short-answer exams			19
Evaluation Methods: Quizzes			19
Evaluation Methods: Weekly essay assignments			19

Standard 12: General Education

Evaluation Methods: Student presentations				19
Evaluation Methods: Term/research papers				19
Evaluation Methods: Student evaluations of each others' work				19
Evaluation Methods: Grading on a curve				19
Evaluation Methods: Competency-based grading				19
Instructional Techniques/Methods: Class discussions				19
Instructional Techniques/Methods: Cooperative learning (small groups)				19
Instructional Techniques/Methods: Experiential learning/field studies				19
Instructional Techniques/Methods: Teaching assistants				19
Instructional Techniques/Methods: Recitals/demonstrations				19
Instructional Techniques/Methods: Group projects				19
Instructional Techniques/Methods: Extensive lecturing				19
Instructional Techniques/Methods: Multiple drafts of written work				19
Instructional Techniques/Methods: Student-selected topics for course content				19
Instructional Techniques/Methods: Reflective writing/journaling				19
Instructional Techniques/Methods: Community service as part of coursework				19
Instructional Techniques/Methods: Electronic quizzes with immediate feedback in class				19
Instructional Techniques/Methods: Using real-life problems				19
Instructional Techniques/Methods: Using student inquiry to drive learning				19
Develop ability to think critically				21
Prepare students for employment after college				21
Prepare students for graduate or advanced education				21
Develop moral character				21
Teach students the classic works of Western civilization				21
Help students develop personal values				21
Enhance students' self-understanding				21
Enhance students' knowledge of and appreciation for other racial/ethnic groups				21
Help master knowledge in a discipline				21
Develop creative capacities				21
Instill a basic appreciation of the liberal arts				21
Promote ability to write effectively				21
Help students evaluate the quality and reliability of information				21
Engage students in civil discourse around controversial issues				21
Teach students tolerance and respect for different beliefs				21
Encourage students to become agents of social change				21

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NOTES:

Standard 13: Related Educational Activities

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

Criteria	Question placement on survey			
	TFS	YFCY	CSS	FAC
Performed volunteer work	28	10	13	
Performed community service as part of a class	28	10	5	
Worked on a local, state, or national political campaign	28	10	13	
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	28	10	5	
Helped raise money for a cause or campaign	28	10	5	
Volunteer work	38	11		
Work on a professor's research project	43	21	5	
Participated in volunteer or community service work		20		
Enrolled in an honors or advanced course		20	6	
Enrolled in a remedial or developmental course		20	6	
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		20		
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		
Worked on independent study projects			5	
Joined a social fraternity or sorority			6	
Attended a racial/cultural awareness workshop			6	
Played club, intramural, or recreational sports			6	
Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)			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			6	
Participated in: Leadership training			6	
Participated in: Student government			6	
Participated in: Student clubs/groups			6	
Participated in: An ethnic/racial student organization			6	
Taught a service learning course				10
Advised student groups involved in service/volunteer work				10
Taught in a learning community (e.g., FIG, linked courses)				10
Teach remedial/developmental skills in: Reading				12
Teach remedial/developmental skills in: Writing				12
Teach remedial/developmental skills in: Mathematics				12
Teach remedial/developmental skills in: ESL				12
Teach remedial/developmental skills in: General academic skills				12
Teach remedial/developmental skills in: Other subject areas				12
Instructional Techniques/Methods: Community service as part of coursework				19
Instill in students a commitment to community service				21
This institution takes responsibility for educating underprepared students				29
Most of the students I teach lack the basic skills for college level work				29
To facilitate student involvement in community service				30
To provide resources for faculty to engage in community-based teaching or research				30
To create and sustain partnerships with surrounding communities				30
Colleges should encourage students to be involved in community service activities				31
Colleges have a responsibility to work with their surrounding communities to address local issues				31
This institution should not offer remedial/developmental education				31

Standard 13: Related Educational Activities

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:

Standard 14: Assessment of Student Learning

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

Criteria	Question placement on survey			
	TFS	YFCY	CSS	FAC
Tutored another student	28	10		
Studied with other students	28	10	5	
Performed volunteer work	28	10	13	
Socialized with someone of another racial/ethnic group	28	10		
Came late to class	28	10		
Performed community service as part of a class	28	10	5	
Worked on a local, state, or national political campaign	28	10	13	
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	28	10	5	
Helped raise money for a cause or campaign	28	10	5	
Academic ability	29	7	14	
Artistic ability	29	7	14	
Competitiveness	29	7		
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	4	
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	
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	
Ask questions in class	32	15	10	
Support your opinions with a logical argument	32	15	10	
Seek solutions to problems and explain them to others	32	15	10	
Revise your papers to improve your writing	32	15	10	
Evaluate the quality or reliability of information you receive	32	15	10	
Take a risk because you feel you have more to gain	32	15	10	
Seek alternative solutions to a problem	32	15	10	
Look up scientific research articles and resources	32	15	10	
Explore topics on your own, even though it is not required for a class	32	15	10	
Accept mistakes as part of the learning process	32	15	10	
Seek feedback on your academic work	32	15	10	
Take notes during class	32	15	10	
Work with other students on group projects	32			
Integrate skills and knowledge from different sources and experiences	32	15	10	
To be able to get a job	37			
To gain a general education and appreciation of ideas	37			
To make me a more cultured person	37			
To learn more about things that interest me	37			
To get training for a specific career	37			

Standard 14: Assessment of Student Learning

To prepare myself for graduate or professional school	37		
Studying/homework	38	11	9
Volunteer work	38	11	
Reading for pleasure	38		
This college's graduates gain admission to top graduate/professional schools	39		
This college's graduates get good jobs	39		
Socialize with someone of another racial/ethnic group	43		
Work on a professor's research project	43		
Get tutoring help in specific courses	43		
General knowledge		1	1
Knowledge of a particular field or discipline		1	1
Understanding of the problems facing your community		1	1
Understanding of national issues		1	1
Understanding of global issues		1	1
Ability to conduct research		1	
Ability to work as part of a team		1	
Critical thinking skills		1	1
Problem-solving skills		1	1
Leadership ability		1	1
General education and core curriculum courses		6	
Your overall academic experience		6	
Risk-taking		7	14
Dined or shared a meal		13	18
Had meaningful and honest discussions about race/ethnic relations outside of class		13	18
Had guarded, cautious interactions		13	18
Shared personal feelings and problems		13	18
Had tense, somewhat hostile interactions		13	18
Had intellectual discussions outside of class		13	18
Felt insulted or threatened because of your race/ethnicity		13	18
Studied or prepared for class		13	18
Socialized or partied		13	18
Relevance of coursework to everyday life		18	12
Relevance of coursework to future career plans		18	12
Overall college experience		18	12
Participated in volunteer or community service work		20	
Enrolled in an honors or advanced course		20	6
Enrolled in a remedial or developmental course		20	6
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		20	
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	
Turned in course assignment(s) late		21	
Contributed to class discussions		21	5
Discussed course content with students outside of class		21	5
Skipped class		21	
Received tutoring		21	
Worked on a professor's research project		21	5
Turned in course assignments that did not reflect your best work		21	
Received from your professor: Advice or guidance about your educational program		21	20
Worked with classmates on group projects: during class		21	5
Worked with classmates on group projects: outside of class		21	5
Made a presentation in class		21	5
Applied concepts from courses to everyday life		21	13
Foreign language ability			1
Interpersonal skills			1
Preparedness for employment after college			1

Standard 14: Assessment of Student Learning

Preparedness for graduate or advanced education			1	
Worked on independent study projects			5	
Failed to complete homework on time			5	
Took a class that required: One or more 10+ page papers			5	
Took a class that required: Multiple short papers			5	
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6	
Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6	
Participated in: An internship program			6	
Participated in: Study-abroad			6	
Taught a service learning course				10
Advised student groups involved in service/volunteer work				10
Taught in a learning community (e.g., FIG, linked courses)				10
Ask questions in class				18
Support their opinions with a logical argument				18
Seek solutions to problems and explain them to others				18
Revise their papers to improve their writing				18
Evaluate the quality or reliability of information they receive				18
Take risks for potential gains				18
Seek alternative solutions to a problem				18
Look up scientific research articles and resources				18
Explore topics on their own, even though it was not required for a class				18
Accept mistakes as part of the learning process				18
Seek feedback on their academic work				18
Integrate skills and knowledge from different sources and experiences				18
Evaluation Methods: Multiple-choice exams				19
Evaluation Methods: Essay exams				19
Evaluation Methods: Short-answer exams				19
Evaluation Methods: Quizzes				19
Evaluation Methods: Weekly essay assignments				19
Evaluation Methods: Student presentations				19
Evaluation Methods: Term/research papers				19
Evaluation Methods: Student evaluations of each others' work				19
Evaluation Methods: Grading on a curve				19
Evaluation Methods: Competency-based grading				19
Instructional Techniques/Methods: Class discussions				19
Instructional Techniques/Methods: Cooperative learning (small groups)				19
Instructional Techniques/Methods: Experiential learning/field studies				19
Instructional Techniques/Methods: Teaching assistants				19
Instructional Techniques/Methods: Recitals/demonstrations				19
Instructional Techniques/Methods: Group projects				19
Instructional Techniques/Methods: Extensive lecturing				19
Instructional Techniques/Methods: Multiple drafts of written work				19
Instructional Techniques/Methods: Student-selected topics for course content				19
Instructional Techniques/Methods: Reflective writing/journaling				19
Instructional Techniques/Methods: Community service as part of coursework				19
Instructional Techniques/Methods: Electronic quizzes with immediate feedback in class				19
Instructional Techniques/Methods: Using real-life problems				19
Instructional Techniques/Methods: Using student inquiry to drive learning				19
Develop ability to think critically				21
Prepare students for employment after college				21
Prepare students for graduate or advanced education				21
Develop moral character				21
Teach students the classic works of Western civilization				21
Help students develop personal values				21
Help master knowledge in a discipline				21
Develop creative capacities				21
Instill a basic appreciation of the liberal arts				21

Standard 14: Assessment of Student Learning

Promote ability to write effectively				21
Help students evaluate the quality and reliability of information				21
Engage students in civil discourse around controversial issues				21
To facilitate student involvement in community service				30
To create and sustain partnerships with surrounding communities				30
Colleges should encourage students to be involved in community service activities				31
Colleges have a responsibility to work with their surrounding communities to address local issues				31

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																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Compared with when you entered this college, how would you now describe your:																		
General knowledge		1	1												11	12		14
Knowledge of a particular field or discipline		1	1												11	12		14
Knowledge of people from different races/cultures		1	1							6						12		
Understanding of the problems facing your community		1	1							6					11	12		14
Understanding of national issues		1	1												11	12		14
Understanding of global issues		1	1												11	12		14
Ability to conduct research		1													11	12		14
Ability to work as part of a team		1														12		14
Critical thinking skills		1	1												11	12		14
Problem-solving skills		1	1												11	12		14
Leadership ability		1	1													12		14
Ability to get along with people of different races/cultures			1							6						12		
Ability to manage your time effectively			1		1								9					
Foreign language ability			1															14
Interpersonal skills			1												11	12		14
Preparedness for employment after college			1												11	12		14
Preparedness for graduate or advanced education			1												11	12		14
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):																		
Faculty during office hours		2					3							10				
Faculty outside of class or office hours		2					3						9	10				
Academic advisors/counselors		2					3						9					
Other college personnel		2					3		5				9					
Graduate students/teaching assistants		2							5				9					

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Since entering this college, how often have you felt:																		
Lonely or homesick		4											9					
Isolated from campus life		4											9					
Unsafe on this campus		4											9					
Worried about your health		4											9					
That your courses inspired you to think in new ways		4			1													
Please rate your satisfaction...																		
General education and core curriculum courses		6																14
Your overall academic experience		6																14
Classroom facilities		6						3										
Computer facilities/labs		6				2	3											
Library facilities		6	11			2	3											
Laboratory facilities and equipment		6	11			2	3											
Computer/ing assistance		6	11			2	3						9					
Academic advising		6	11			2							9	10				
Tutoring or other academic assistance		6	11			2	3					8	9					
Student housing (e.g., res. halls)		6	11				3						9					
Student housing office		6	11				3		5				9					
Financial aid office		6					3		5				9					
Student health services		6	11				3						9					
Psychological counseling services		6	11				3						9					
Orientation for new students		6					3						9					
Opportunities for community service		6											9					
Registrar's office		6					3						9					
First-year programs (e.g., first-year seminar, learning community, linked courses)		6					3						9					
Career counseling and advising			11															
Job placement services for students			11															

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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:																		
Academic ability	29	7	14													12		14
Artistic ability	29	7	14													12		14
Competitiveness	29	7														12		14
Computer skills	29	7	14													12		14
Cooperativeness	29	7	14													12		14
Creativity	29	7	14													12		14
Drive to achieve	29	7	14													12		14
Emotional health	29	7	14										9			12		14
Leadership ability	29	7	14													12		14
Mathematical ability	29	7	14													12		14
Physical health	29	7	14										9			12		14
Public speaking ability	29	7	14													12		14
Risk-taking		7	14													12		14
Self-confidence (intellectual)	29	7	14										9			12		14
Self-confidence (social)	29	7	14										9			12		14
Self-understanding	29	7	14							6			9			12		14
Spirituality	29	7	14										9			12		14
Understanding of others	29	7	14							6						12		14
Writing ability	29	7	14													12		14
Since entering this college, how has it been to:																		
Understand what your professors expect of you academically		8			1									10				
Develop effective study skills		8			1								9					
Adjust to the academic demands of college		8			1								9					
Manage your time effectively		8			1								9					
Utilize campus services available to students		8					3		5				9					

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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 see the world from someone else's perspective	30	9	16							6						12		14
Tolerance of others with different beliefs	30	9	16							6						12		14
Openness to having my own views challenged	30	9	16							6						12		14
Ability to discuss and negotiate controversial issues	30	9	16							6						12		14
Ability to work cooperatively with diverse people	30	9	16							6						12		14
Since entering this college, how often have you:																		
Tutored another (college) student		10	5				3					8	9					14
Studied with other students		10	5												11	12		14
Been a guest in a professor's home		10	5											10				
Smoked cigarettes		10	13										9					
Drank beer		10	13										9					
Drank wine or liquor		10	13										9					
Felt overwhelmed by all you had to do		10	13										9					
Felt depressed		10	13										9					
Performed volunteer work		10	13							6							13	14
Asked a professor for advice after class		10	5											10				
Voted in a student election		10	5							6								
Worked on a local, state, or national campaign		10	13							6							13	14
Socialized with someone of another racial/ethnic group		10								6					11	12		14
Come late to class		10																14
Used the Internet for research or homework		10	5			2	3						9					
Performed community service as part of class		10	5							6			9				13	14
Maintained a healthy diet		10											9					
Had adequate sleep		10											9					
Helped raise money for a cause or campaign		10	5							6							13	14

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Publicly communicated your opinion about a cause (e.g., blog, email, petition)		10	5														13	14
Worked on independent study projects			5														13	14
Failed to complete homework on time			5															14
Used the library for research or homework			5			2	3						9					
Met with an advisor/counselor about your career plans			5				3						9					
Challenged a professor's ideas in class			5							6				10				
Felt intimidated by your professors			5										10					
Took a class that required: One or more 10+ page papers			5												11	12		14
Took a class that required multiple short papers			5												11	12		14
Since entering this college, how much time have you spent during a typical week doing the following activities?																		
Studying/homework		11	9										9					14
Talking with professors outside of class		11												10				
Exercising or sports		11	9										9					
Partying		11	9										9		11			
Working for pay on campus		11	9										9					
Volunteer work		11								6							13	14
Student clubs and groups		11	9										9					
Watching TV		11													11			
Household/childcare duties		11	9										9					
Commuting		11	9										9					
Online social networks (MySpace, Facebook, etc.)		11	9										9					
Prayer/meditation			9										9					

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Please indicate the extent to which you agree or disagree with the following statements:																		
I have felt discriminated against based on my: Race/ethnicity		12								6								
I have felt discriminated against based on my: Socio-economic class		12								6								
I have felt discriminated against based on my: Gender		12								6								
I have felt discriminated against based on my: Religion		12								6								
I have felt discriminated against based on my: Sexual orientation		12								6								
In class, I have heard faculty express stereotypes about racial/ethnic groups		12	15							6				10				
The admission/recruitment materials portrayed this campus accurately		12			1					6		8	9					
Faculty here are interested in students' academic problems		12	15			2			5					10				
There is a lot of racial tension on this campus		12	15							6								
In class, I have heard faculty express gender stereotypes		12								6				10				
Most students here are treated like "numbers in a book"		12								6			9					
I have been able to find a balance between academics and extracurricular activities		12											9					
My college experiences have exposed me to diverse opinions, cultures, and values		12			1													
If asked, I would recommend this college to others		12	15		1													
I have been singled out because of my race/ethnicity, gender, religious affiliation, or sexual orientation			15							6								

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
To what extent have you experienced the following from students from a racial/ethnic group other than your own?																		
Dined or shared a meal		13	18							6					11	12		14
Had meaningful and honest discussions about race/ethnic relations outside of class		13	18							6					11	12		14
Had guarded, cautious interactions		13	18							6					11	12		14
Shared personal feelings and problems		13	18							6					11	12		14
Had tense, somewhat hostile interactions		13	18							6					11	12		14
Had intellectual discussions outside of class		13	18							6					11	12		14
Felt insulted or threatened because of your race/ethnicity		13	18							6					11	12		14
Studied or prepared for class		13	18							6					11	12		14
Socialized or partied		13	18							6					11	12		14
Think back over the past two weeks. How many times in the past two weeks, if any, have you had five or more alcoholic drinks in a row?																		
None		14	28										9					
Once		14	28										9					
Twice		14	28										9					
3-5 times		14	28										9					
6-9 times		14	28										9					
10 or more times		14	28										9					
How often in the past year did you:																		
Ask questions in class	32	15	10												11	12		14
Support your opinions with a logical argument	32	15	10												11	12		14
Seek solutions to problems and explain them to others	32	15	10												11	12		14
Revise your papers to improve your writing	32	15	10												11	12		14
Evaluate the quality or reliability of information you received	32	15	10							6					11	12		14
Take a risk because you felt you had more to gain	32	15	10												11	12		14

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Seek alternative solutions to a problem	32	15	10												11	12		14
Look up scientific research articles and resources	32	15	10												11	12		14
Explore topics on your own, even though it was not required for a class	32	15	10												11	12		14
Accept mistakes as part of the learning process	32	15	10												11	12		14
Seek feedback on your academic work.	32	15	10												11	12		14
Take notes during class	32	15	10												11	12		14
Integrate/integrated skills and knowledge from different sources and experience	32	15	10												11	12		14
Work with other students on group projects	32														11	12		14
Indicate the importance to you personally of each of the following:	42																	
Developing a meaningful philosophy of lifes	42	17	19						6							12		
Helping to promote racial understanding	42	17	19						6									
Becoming a community leader	42	17	19						6									
Improving my understanding of other countries and cultures	42	17	19						6									
Please rate your satisfaction with this institution on each of the aspects of college life listed below.																		
Amount of contact with faculty		18	12											10				
Racial/ethnic diversity of faculty		18							6					10				
Racial/ethnic diversity of student body		18	12						6									
Relevance of coursework to everyday life		18	12		1											12		14
Relevance of coursework to future career plans		18	12		1											12		14
Overall quality of instruction		18	12										10					
Respect for the expression of diverse beliefs		18	12		1				6									
Availability of campus social activities		18	12										9					
Your social life		18											9					
Overall sense of community among students		18	12		1													
Overall college experience		18	12															14
Ability to find a faculty or staff mentor			12						5				9	10				

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Since entering this college have you:																		
Participated in student government		20	6												11		13	
Joined a social fraternity or sorority		20	6										9				13	
Played club, intramural, or recreational sports		20	6										9				13	
Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)		20	6										9				13	
Participated in volunteer or community service work		20							6			9					13	14
Participated in student groups/clubs		20	6									9					13	
Sought personal counseling		20	13									9						
Strengthened your religious beliefs/convictions		20							6			9						
Participated in leadership training		20	6												11		13	
Enrolled in an honors or advanced course		20	6				3					8					13	14
Enrolled in a remedial or developmental course		20	6				3					8					13	14
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		20					3										13	14
Participated in an academic support program		20	6				3					8	9				13	
Had a roommate of a different race/ethnicity		20								6								
Taken a course or first-year seminar designed to: connect faculty and students in focused academic inquiry		20					3								10		13	14
Taken a course or first-year seminar designed to: help students adjust to college-level academics		20					3					8	9				13	14
Taken a course or first-year seminar designed to: help students adjust to college life		20					3					8	9				13	14
Attended a racial/cultural awareness workshop			6										9				13	
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6				3						9	10			13	14
Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6				3										13	14
Participated in an internship program			6				3						9		11		13	14

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Participated in study-abroad			6				3										13	14
Participated in an ethnic/racial student organization			6										9				13	
Since entering this college, indicate how often you:																		
Turned in course assignment(s) late		21																14
Contributed to class discussions		21	5												11	12		14
Discussed course content with students outside of class		21	5															14
Skipped class																		14
Received tutoring		21					3					8	9					14
Worked on a professor's research project		21	5			2	3						9	10			13	14
Turned in course assignments that did not reflect your best work		21																14
Received from your professor: advice or guidance about your educational program		21				2	3		5				9	10	11			14
Received from your professor: emotional support or encouragement		21							5					10				
Received from your professor: negative feedback about your academic work		21												10				
Witnessed academic dishonesty/cheating		21								6			9					
Met with academic advisors to select courses		21				2							9	10				
Received advice/counseling from another student		21											9					
Had difficulty getting the courses you need		21	5			2	3						9					
Communicated regularly with your professors		21	5							6				10				
Worked with classmates on group projects during class		21	5												11	12		14
Worked with classmates on group projects outside of class		21	5												11	12		14
Accessed your campus' library resources electronically		21	5			2	3						9					
Made a presentation in class		21	5												11	12		14
Applied concepts from courses to everyday life		21	13												11	12		14

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
How often have professors at your college provided you with:																		
Encouragement to pursue graduate/ professional study			20											10				
An opportunity to work on a research project			20										9	10				
Advice and guidance about your educational program			20			2	3		5				9	10	11			14
Emotional support and encouragement			20					5						10				
A letter of recommendation			20											10				
Honest feedback about your skills and abilities			20							6				10				
Help to improve your study skills			20							6			9	10				
Feedback on your academic work (outside of grades)			20											10				
Intellectual challenge and stimulation			20					5						10				
An opportunity to discuss coursework outside of class			20							6				10				
Help in achieving your professional goals			20											10				
An opportunity to apply classroom learning to "real-life" issues			20											10				
An opportunity to publish			20											10				
Negative feedback about your academic work			20											10				
What do you plan to be doing in fall 2011?																		
Attending undergraduate college full-time			25												11	12		
Attending undergraduate college part-time			25												11	12		
Attending graduate/professional school			25												11	12		
Working full-time			25												11	12		
Working part-time			25												11	12		
Participating in a post-baccalaureate program			25												11	12		
Participating in an organization like the Peace Corps, AmeriCorps/VISTA, or Teach for America			25												11	12		

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Participating in a community service organization			25												11	12		
Serving in the Armed Forces			25												11	12		
Attending a vocational training program			25												11	12		
Traveling			25												11	12		
Doing volunteer work			25										9		11	12		
Staying at home to be with or start a family			25												11	12		
No current plans			25												11	12		
Is this college your:																		
First choice	15											8						
Second choice	15											8						
Third choice	15											8						
Less than third choice	15											8						
What is the highest academic degree that you intend to obtain?																		
None	21											8						
Vocational certificate	21											8						
Associate (A.A. or equivalent)	21											8						
Bachelor's degree (B.A., B.S., etc.)	21											8						
Master's degree (M.A., M.S., etc.)	21											8						
Ph.D. or Ed.D.	21											8						
M.D., D.O., D.D.S., or D.V.M.	21											8						
J.D. (Law)	21											8						
B.D. or M.DIV. (Divinity)	21											8						
Other	21											8						

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
For the activities listed below, indicate which ones you did during the past year.																		
Tutored another student	28						3						9					14
Studied with other students	28																	14
Smoked cigarettes	28												9					
Drank beer	28												9					
Drank wine or liquor	28												9					
Felt overwhelmed by all I had to do	28												9					
Felt depressed	28												9					
Performed volunteer work	28									6							13	14
Voted in a student election	28									6								
Socialized with someone of another racial/ethnic	28									6					11	12		14
Came late to class	28																	14
Used the Internet for research or homework	28					2	3						9					
Performed community service as part of class	28									6			9				13	14
Worked on a local, state, or national campaign	28									6							13	14
Publicly communicated your opinion about a cause	28																13	14
Helped raise money for a cause or campaign	28									6							13	14
In deciding to go to college, how important to you was each of the following reasons?																		
To be able to get a better job	37											8	9			12		14
To gain a general education and appreciation of ideas	37											8			11	12		14
To make me a more cultured person	37											8	9			12		14
To be able to make more money	37											8						
To learn more about things that interest me	37											8			11	12		14
To get training for a specific career	37											8	9			12		14
To prepare myself for graduate or professional school	37											8	9			12		14

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
During your last year of high school, how much time did you spend during a typical week doing the following activities?																		
Studying/homework	38												9					14
Exercise or sports	38												9					
Partying	38												9					
Volunteer work	38									6							13	14
Student clubs/groups	38												9					
Watching TV	38														11			
Household/childcare duties	38												9					
Reading for pleasure	38																	14
Playing video/computer games	38												9					
Online social networks (MySpace, Facebook, etc.)	38												9					
How important was each reason in your decision to come here?																		
My parents wanted me to come here	39											8						
My relatives wanted me to come here	39											8						
My teacher advised me	39											8						
This college has a very good academic reputation	39											8						
This college has a good reputation for its social activities	39											8						
I was offered financial assistance	39											8						
The cost of attending this college	39											8						
High school counselor advised me	39											8						
Private college counselor advised me	39											8						
I wanted to live near home	39											8						
Not offered aid by first choice	39											8						
Could not afford first choice	39											8						
This college's graduates gain admission to top graduate/professional schools	39											8	9			12		14
This college's graduates get good jobs	39											8	9			12		14

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
I was attracted by the religious affiliation/orientation of the college	39				1							8						
I wanted to go to a school about the size of this college	39											8						
Rankings in national magazines	39											8						
Information from a website	39											8						
I was admitted through an Early Action or Early Decision program	39											8						
The athletic department recruited me	39											8	9					
A visit to the campus	39											8						
Ability to take online courses	39											8						
What is your best guess as to the chances that you will:																		
Participate in student government	43														11			
Join a social fraternity or sorority	43												9					
Play club, intramural, or recreational sports	43												9					
Play intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	43												9					
Need extra time to complete your degree requirements	43											8	9					
Transfer to another college before graduating	43											8						
Participate in volunteer or community service work	43									6			9					
Communicate regularly with your professors	43									6				10				
Socialize with someone of another racial/ethnic group	43									6					11	12		14
Participate in student clubs/groups	43												9		11			
Participate in a study abroad program	43						3											
Have a roommate of a different race/ethnicity	43									6								
Work on a professor's research project	43												9	10			13	14
Get tutoring help in specific courses	43											8	9					14

Item on Instrument	Question Placement on Instrument																		
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Mark all institutional resources available to you in your last term as <u>part-time</u> faculty:																			
Use of a private office				2e			3												
Shared office space				2e			3												
A personal computer				2e		2	3												
An email account				2e		2	3												
A phone/voicemail				2e			3												
Please indicate your agreement with the following statements:																			
Part-time instructors at this institution: Have access to support services				2f		2	3												
Part-time instructors at this institution: Have good working relationships with the administration				2f				4											
Part-time instructors at this institution: Are respected by full-time faculty				2f										10					
Personally, how important to you is:																			
Research				9										10					
Teaching				9										10					
Service				9										10					
During the past two years, have you engaged in any of the following activities?																			
Taught an honors course				10			3							10					
Taught an interdisciplinary course				10			3							10					
Taught an ethnic studies course				10										10					
Taught a women's studies course				10										10					
Taught a service learning course				10						6			9	10			13	14	
Taught an exclusively web-based course at this institution				10										10					
Participated in a teaching enhancement workshop				10			3							10					
Advised student groups involved in service/volunteer work				10						6			9	10				13	14

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Collaborated with the local community in research/teaching				10						6				10				
Conducted research or writing focused on: International/global issues				10										10				
Conducted research or writing focused on: Racial or ethnic minorities				10										10				
Conducted research or writing focused on: Women and gender issues				10										10				
Engaged undergraduates on <u>your</u> research project				10			3						9	10				
Worked with undergraduates on a research project				10			3						9	10				
Engaged in academic research that spans multiple disciplines				10										10				
Taught a seminar for first-year students				10			3							10	11	12		
Taught a capstone course				10			3							10				
Taught in a learning community (e.g. FIG, linked courses)				10			3						9	10	11	12	13	14
Supervised an undergraduate thesis				10										10				
Published op-ed pieces or editorials				10										10				
Received funding for your work from: Foundations				10										10				
Received funding for your work from: State or federal government				10										10				
Received funding for your work from: Business or industry				10										10				
How many courses are you teaching this term (include all institutions at which you teach)?																		
Type of course: Developmental/remedial course (not for credit)				11									8					
How many students enrolled in this course				11									8					
Does this course have a teaching/lab assistant or reader/grader assigned				11									8					

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Do you teach remedial/developmental skills in any of the following areas?																		
Reading				12								8		10				13
Writing				12								8		10				13
Mathematics				12								8		10				13
ESL				12								8		10				13
General academic skills				12								8		10				13
Other subject areas				12								8		10				13
Have you engaged in any of the following preprofessional development opportunities at your institution?																		
Paid workshops outside the institution focused on teaching																		
Paid sabbatical leave																		
Travel funds paid by the institution																		
Internal grants for research																		
Training for administrative leadership				13										10				
Received incentives to develop new courses																		
Received incentives to integrate new technology into your classroom																		
In your interactions with undergraduates, how often do you encourage them to:																		
Ask questions in class				18												11	12	14
Support their opinions with a logical argument				18												11	12	14
Seek solutions to problems and explain them to others				18												11	12	14
Revise their papers to improve their writing				18												11	12	14
Evaluate the quality or reliability of information they receive				18												11	12	14
Take risks for potential gains				18												11	12	14
Seek alternative solutions to a problem				18												11	12	14
Look up scientific research articles and resources				18												11	12	14

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Explore topics on their own, even though it was not required for a class				18											11	12		14
Accept mistakes as part of the learning process				18											11	12		14
Seek feedback on their academic work.				18											11	12		14
Integrate skills and knowledge from different sources and experience				18											11	12		14
In how many of the courses that you teach do you use each of the following?																		
Evaluation Methods: Multiple-choice exams				19											11	12		14
Evaluation Methods: Essay exams				19											11	12		14
Evaluation Methods: Short-answer exams				19											11	12		14
Evaluation Methods: Quizzes				19											11	12		14
Evaluation Methods: Weekly essay assignments				19											11	12		14
Evaluation Methods: Student presentations				19											11	12		14
Evaluation Methods: Term/research papers				19											11	12		14
Evaluation Methods: Student evaluations of each others' work				19											11	12		14
Evaluation Methods: Grading on a curve				19											11	12		14
Evaluation Methods: Competency-based grading				19											11	12		14
Instructional Techniques/Methods: Class discussions				19											11	12		14
Instructional Techniques/Methods: Cooperative learning (small groups)				19											11	12		14
Instructional Techniques/Methods: Experiential learning/field studies				19											11	12		14
Instructional Techniques/Methods: Teaching assistants				19											11	12		14
Instructional Techniques/Methods: Recitals/demonstrations				19											11	12		14
Instructional Techniques/Methods: Group projects				19											11	12		14
Instructional Techniques/Methods: Extensive lecturing				19											11	12		14
Instructional Techniques/Methods: Multiple drafts of written work				19											11	12		14

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Instructional Techniques/Methods: Student-selected topics for course content				19											11	12		14
Instructional Techniques/Methods: Reflective writing/journaling				19											11	12		14
Instructional Techniques/Methods: Community service as part of coursework				19									9		11	12	13	14
Instructional Techniques/Methods: Electronic quizzes with immediate feedback in class				19											11	12		14
Instructional Techniques/Methods: Using real-life problems				19											11	12		14
Instructional Techniques/Methods: Using student inquiry to drive learning				19											11	12		14
Indicate the importance to you personally of each of the following:																		
Developing a meaningful philosophy of life				20						6						12		
Helping to promote racial understanding				20						6								
Becoming a community leader				20						6								
Mentoring the next generation of scholars				20						6				10				
Indicate the importance to you of each of the following education goals for under-graduate students:																		
Develop ability to think critically				21											11	12		14
Prepare students for employment after college				21	1								9			12		14
Prepare students for graduate or advanced education				21									9			12		14
Develop moral character				21						6						12		14
Provide for students' emotional development				21	1								9					
Teach students the classic works of Western civilization				21											11	12		14
Help students develop personal values				21	1					6						12		14

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enhance students' self-understanding				21	1					6						12		
Instill in students a commitment to community service				21						6							13	
Enhance students' knowledge of and appreciation for other racial/ethnic groups				21						6						12		
Help master knowledge in a discipline				21											11	12		14
Develop creative capacities				21											11	12		14
Instill a basic appreciation of the liberal arts				21	1										11	12		14
Promote ability to write effectively				21											11	12		14
Help students evaluate the quality and reliability of information				21											11	12		14
Engage students in civil discourse around controversial issues				21						6						12		14
Teach students tolerance and respect for different beliefs				21						6						12		
Encourage students to become agents of social change				21												12		
During the present term, how many hours per week on average do you actually spend on each of the following activities?																		
Scheduled teaching (give actual, not credit hours)				22										10				
Preparing for teaching (including reading student papers and grading)				22										10				
Advising and counseling of students				22										10				
Committee work and meetings				22										10				
Other administration				22					5					10				
Research and scholarly writing				22										10				
Other creative products/performances				22										10				
Consultation with clients/patients				22										10				
Community or public service				22										10				

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Indicate how well each of the following describes your college or university:																		
It is easy for students to see faculty outside of regular office hours				26									9	10				
The faculty are typically at odds with campus administration				26				4	5					10				
Faculty here respect each other				26										10				
Most students are treated like "numbers in a book"				26		2								10				
Faculty are rewarded for being good teachers				26										10				
There is respect for the expression of diverse values and beliefs				26	1									10				
Faculty are rewarded for their efforts to use instructional technology				26										10				
Administrators consider faculty concerns when making policy				26				4	5					10				
The administration is open about its policies				26				4	5					10				
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:																		
Keeping up with information technology				27			3											
Working with underprepared students				27								8						
Institutional budget cuts				27			3											
How satisfied are you with the following aspects of your job?																		
Salary				28			3											
Health benefits				28			3											
Retirement benefits				28			3											
Opportunity for scholarly pursuits				28										10				
Teaching load				28		2								10				
Quality of students				28										10				
Office/lab space				28		2	3							10				
Autonomy and independence				28						6				10				
Professional relationships with other faculty				28						6				10				

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Competency of colleagues				28										10				
Departmental leadership				28										10				
Course assignments				28										10				
Freedom to determine course content				28						6				10				
Availability of child care at this institution				28			3											
Prospects for career advancement				28										10				
Clerical/administrative support				28			3											
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:																		
Faculty are interested in students' personal problems				29										10				
Racial and ethnic diversity should be more strongly reflected in the curriculum				29						6								
Faculty feel that mst students are well-prepared academically				29										10				
This institution should hire more faculty of color				29						6								
This institution should hire more women faculty				29						6								
Student Affairs staff have the support and respect of faculty				29					5	6			9	10				
Faculty are committed to the welfare of this institution				29						6				10				
Faculty here are strongly interested in the academic problems of undergraduates				29		2								10				
There is a lot of campus racial conflict here				29						6								
My research is valued by faculty in my department				29						6				10				
My teaching is valued by faculty in my department				29						6				10				
Faculty of color are treated fairly here				29						6								
Women faculty are treated fairly here				29						6								
Gay and lesbian faculty are treated fairly here				29						6								

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Faculty are sufficiently involved in campus decision making				29				4	5	6				10				
My values are congruent with the dominant institutional values				29						6				10				
This institution takes responsibility for educating underprepared students				29								8	9	10			13	
The criteria for advancement and promotion decisions are clear				29										10				
Most of the students I teach lack the basic skills for college level work				29								8					13	
There is adequate support for faculty development				29										10				
Indicate how important you believe each priority listed below is at your college or university																		
To promote the intellectual development of students				30	1									10				
To develop a sense of community among students and faculty				30						6				10				
To facilitate student involvement in community service				30						6							13	14
To recruit more minority students				30						6								
To create a diverse multi-cultural campus environment				30						6				10				
To promote gender equity among faculty				30						6								
To provide resources for faculty to engage in community-based teaching or research				30						6				10			13	
To create and sustain partnerships with surrounding communities				30						6				10			13	14
To increase the representation of minorities in the faculty and administration				30					5	6				10				
To increase the representation of women in the faculty and administration				30					5	6				10				
To develop an appreciation for multiculturalism				30						6								

Item on Instrument	Question Placement on Instrument																	
	TFS	YFCY	CSS	FAC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Please indicate your agreement with each of the following statements:																		
The chief benefit of a college education is that it increases one's earning power				31										10				
Promoting diversity leads to the admission of too many underprepared students				31								8		10				
Colleges should be actively involved in solving social problems				31						6				10				
Colleges should encourage students to be involved in community service activities				31						6				10			13	14
A racially/ethnically diverse student body enhances the educational experience of all students				31					5					10				
Colleges should be concerned with facilitating undergraduate students' spiritual development				31										10				
Colleges have a responsibility to work with their surrounding communities to address local issues				31						6				10			13	14
Private funding sources often prevent researchers from being completely objective in the conduct of their work				31										10				
This institution should not offer remedial/developmental education				31								8					13	