



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

Accreditation Guide: North Central Higher Learning Commission-North Central Association (HLC-NCA) 2009 CIRP Surveys

Introduction

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

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

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

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

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

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

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

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

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

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

CIRP in HLC-NCA Timelines

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

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

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

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

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

In a longer accreditation cycle, it may be wise to administer CIRP surveys more than once. In the first years of a self-study, CIRP Surveys can help an institution determine where to focus attention. After examining results and implementing campus improvement plans, longitudinal follow-up with relevant

CIRP surveys will allow the institution to determine the impact of changes. This allows the institution enough time for additional evidence gathering, linking of survey results with direct measures of assessment, and perhaps additional adjustments to institutional priorities.

Using CIRP Surveys as Evidence in HLC-NCA Criteria

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

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

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

HLC-NCA Standards for Accreditation

The Program to Evaluate and Advance Quality (PEAQ) is HLC's formal accreditation process. It is comprised of a self-study, peer review, and assessment of institutional effectiveness. The Academic Quality Improvement Program (AQIP) is a process for institutions already accredited. Both PEAQ and AQIP rely on the same set of standards. There are three Criteria where CIRP survey results are most relevant. Because Criteria are broad-based, which items or CIRP constructs an institution uses as evidence will depend on choices made at the institution. What follows is a brief description of how results from CIRP surveys can be used to address those Criteria.

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

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

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

Academic Quality Improvement Program (AQIP)

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

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

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

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

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

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

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

HLC Criterion One: Mission and Integrity

Criteria Sub-component	Item description	Question placement on survey		
		TFS	YFCY	CSS
1A: The organization's mission documents are clear and articulate publicly the organization's commitments	The admission/recruitment materials portrayed this campus accurately		12	
	This college has a very good academic reputation			38
	This college's graduates gain admission to top graduate/professional schools			38
	This college's graduates get good jobs			38
	I was attracted by the religious affiliation/orientation of the college			38
<i>1A CIRP Constructs: College Reputation Orientation</i>				
Criteria Sub-component	Item description	TFS	YFCY	CSS
1B: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves				
Criteria Sub-component	Item description	TFS	YFCY	CSS
1C: Understanding of and support for the mission pervade the organization				
Criteria Sub-component	Item description	TFS	YFCY	CSS
1D: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission				
Criteria Sub-component	Item description	TFS	YFCY	CSS
1E: The organization upholds and protects its integrity				

TFS = The Freshman Survey; YFCY = Your First College Year; CSS = College Senior 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.

NOTES:

HLC Criterion Two: Preparing for the Future

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

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NOTES:

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item description	Question placement on survey		
		TFS	YFCY	CSS
3A: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible	Academic ability	28	7	14
	Artistic ability	28	7	14
	Computer skills	28	7	14
	Cooperativeness	28	7	14
	Creativity	28	7	14
	Drive to achieve	28	7	14
	Emotional health	28	7	14
	Leadership ability	28	7	14
	Mathematical ability	28	7	14
	Public speaking ability	28	7	14
	Self-confidence (intellectual)	28	7	14
	Self-confidence (social)	28	7	14
	Self-understanding	28	7	14
	Spirituality	28	7	14
	Understanding of others	28	7	14
	Writing ability	28	7	14
	Ability to see the world from someone else's perspective	29	9	
	Tolerance of others with different beliefs	29	9	
	Openness to having my own views challenged	29	9	
	Ability to discuss and negotiate controversial issues	29	9	
	Ability to work cooperatively with diverse people	29	9	
	Ask questions in class	31	15	
	Support your opinions with a logical argument	31	15	
	Seek solutions to problems and explain them to others	31	15	
	Revise your papers to improve your writing	31	15	
	Evaluate the quality or reliability of information you received	31	15	
	Take a risk because you felt you had more to gain	31	15	
	Seek alternative solutions to a problem	31	15	
	Look up scientific research articles and resources	31	15	
	Explore topics on your own, even though it was not required for class	31	15	
	Accept mistakes as part of the learning process	31	15	
	Seek feedback on your academic work	31	15	
	Take notes during class	31	15	
	Worked with other students on class assignments	31		
	Discussed course content with students outside of class	41	21	5
	General knowledge		1	10
	Knowledge of a particular field or discipline		1	10
	Knowledge of people from difference races/cultures		1	10
	Understanding of the problems facing your community		1	10
	Understanding of global issues		1	10
	Analytical/problem-solving skills		1	10
	Understanding of national issues		1	
Ability to conduct research		1		
Ability to work as part of a team		1		
Critical thinking skills		1		

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item description	Question placement on survey		
		TFS	YFCY	CSS
(Continued) 3A: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible	That your courses inspired you to think in new ways		4	
	Competitiveness		7	
	Worked on a professor's research project		21	5
	Understanding of the social problems facing our nation			10
	Ability to think critically			10
	Leadership abilities			10
	Ability to get along with people of different races/cultures			10
	Interpersonal skills			10
	Persistence			14
	Risk-taking			14
	An opportunity to apply classroom learning to "real-life" issues			18
	Working for social change			22
	Creativity and initiative			22
	Expression of personal values			22
	Leadership potential			22
<i>3A CIRP Constructs: Habits of Mind, Academic Self-Concept, Social Self-Concept, Pluralistic Orientation, Civic Awareness</i>				
Criteria Sub-component	Item description	TFS	YFCY	CSS
3B: The organization values and supports effective teaching	That your courses inspired you to think in new ways		4	
	Overall quality of instruction		18	12
<i>3B CIRP Constructs: Faculty Interaction</i>				
Criteria Sub-component	Item description	TFS	YFCY	CSS
3C: The organization creates effective learning environments	Studied with other students	27	10	5
	Been a guest in a professor's (teacher's) home	27	10	5
	Asked a professor (teacher) for advice after class	27	10	5
	Socialized with someone of another racial/ethnic group	27	10	
	Ability to see the world from someone else's perspective	29	9	
	Tolerance of others with different beliefs	29	9	
	Openness to having my own views challenged	29	9	
	Ability to discuss and negotiate controversial issues	29	9	
	Ability to work cooperatively with diverse people	29	9	
	Talking with professors (faculty, teachers) outside of class	37	11	9
	Communicate regularly with your professors	41		
	Socialize with someone of another racial/ethnic group	41		
	Discuss course content with students outside of class	41		
	Faculty during office hours		2	
	Faculty outside of class or office hours		2	
	Academic advisors/counselors		2	
	Other college personnel		2	
	Graduate students/teaching assistants		2	
	Isolated from campus life		4	
	Unsafe on this campus		4	
	Academic advising		6	1
	Develop close friendships with male students		8	
	Develop close friendships with female students		8	

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item description	Question placement on survey		
		TFS	YFCY	CSS
(Continued) 3C: The organization creates effective learning environments	Develop close friendships with students of a different racial/ethnic group		8	
	I see myself as part of the campus community		12	11
	Faculty here are interested in students' academic problems		12	11
	There is a lot of racial tension on this campus		12	11
	I feel I am a member of this college		12	11
	I feel a sense of belonging with this college		12	11
	I have felt discriminated against based on my race/ethnicity		12	
	I have felt discriminated against based on my socio-economic status		12	
	I have felt discriminated against based on my gender		12	
	I have felt discriminated against based on my religion		12	
	I have felt discriminated against based on my sexual orientation		12	
	In class, I have heard faculty express stereotypes about racial/ethnic groups		12	
	In class, I have heard faculty express stereotypes about women		12	
	In class, I have heard faculty express stereotypes about men		12	
	Most students here are treated like "numbers in a book"		12	
	My college experiences have exposed me to diverse opinions, cultures, and values		12	
	Dined or shared a meal		13	17
	Had meaningful and honest discussions about race/ethnic relations outside of class		13	17
	Had guarded, cautious interactions		13	17
	Shared personal feelings and problems		13	17
	Had tense, somewhat hostile interactions		13	17
	Had intellectual discussions outside of class		13	17
	Felt insulted or threatened because of your race/ethnicity		13	17
	Studied or prepared for class		13	17
	Socialized or partied		13	17
	Amount of contact with faculty		18	12
	Racial/ethnic diversity of student body		18	12
	Class size		18	12
	Interaction with other students		18	12
	Respect for the expression of diverse beliefs		18	12
	Overall sense of community among students		18	12
	Racial/ethnic diversity of faculty		18	
	Enrolled in an honors or advanced course		20	6
Participated in an academic support program		20	6	
Enrolled in a remedial or developmental course		20		
Discussed course content with students outside of class		21	5	

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item description	Question placement on survey		
		TFS	YFCY	CSS
(Continued) 3C: The organization creates effective learning environments	Communicated regularly with your professors		21	5
	Received from your professor advice or guidance about your educational program		21	18
	Received from your professor emotional support or encouragement		21	18
	Received from your professor negative feedback about your academic work		21	18
	Met with an advisor/counselor about your career plans			5
	Felt intimidated by your professors			5
	Talking with faculty during office hours			9
	I have been singled out because of my race/ethnicity, gender, religious affiliation, or sexual orientation			11
	I have heard faculty express stereotypes about racial/ethnic groups in class			11
	Ability to find a faculty or staff mentor			12
	Encouragement to pursue graduate/professional study			18
	A letter of recommendation			18
	Honest feedback about your skills and abilities			18
	Help to improve your study skills			18
	Feedback on your academic work (outside of grades)			18
	Intellectual challenge and stimulation			18
An opportunity to discuss coursework outside of class			18	
Help in achieving your professional goals			18	
<i>3C CIRP Constructs: Pluralistic Orientation, Academic Disengagement, Positive Cross Racial Interaction, Negative Cross Racial Interaction, Faculty Interaction, Sense of Belonging</i>				
Criteria Sub-component	Item description	TFS	YFCY	CSS
3D: The organization's learning resources support student learning and effective teaching	Classroom facilities		6	
	Computer facilities/labs		6	
	Computer facilities and services			1
	Quality of computer training/assistance		6	
	Laboratory facilities and equipment		6	1
	Library facilities and services		6	
	Library facilities			1
	Used the Internet for research or homework	27	10	5
<i>3D CIRP Constructs: CSS, Satisfaction with Coursework</i>				
<p>TFS = The Freshman Survey; YFCY = Your First College Year; CSS = College Senior Survey</p> <p>The TFS is administered at the beginning of the</p> <p>NOTES:</p>				

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

Criteria Sub-component	Item description	Question placement on survey		
		TFS	YFCY	CSS
4A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning	To gain a general education and appreciation of ideas	36		
	To make me a more cultured person	36		
	To learn more about things that interest me	36		
	Becoming accomplished in one of the performing arts (acting, dancing, etc.)	40	17	16
	Becoming an authority in my field	40	17	16
	Writing original works (poems, novels, etc.)	40	17	16
	Creating artistic works (painting, sculpture, etc.)	40	17	16
	Keeping up to date with political affairs	40	17	16
	Improving my understanding of other countries and cultures	40	17	16
	Work on a professor's research project	41		
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6
	An opportunity to apply classroom learning to "real-life" issues			18
	An opportunity to work on a research project			18
An opportunity to publish			18	
<i>4A CIRP Constructs: Habits of Mind</i>				
Criteria Sub-component	Item description	TFS	YFCY	CSS
4B: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs	Been bored in class	27	10	5
	Come late to class	27	10	5
	Performed community service as part of class	27	10	5
	Studied with other students	27	10	5
	Attended a religious service	27	10	
	Performed volunteer work	27	10	
	Skipped class	27	21	
	Academic ability	28	7	14
	Artistic ability	28	7	14
	Computer skills	28	7	14
	Cooperativeness	28	7	14
	Creativity	28	7	14
	Drive to achieve	28	7	14
	Emotional health	28	7	14
	Leadership ability	28	7	14
	Mathematical ability	28	7	14
	Public speaking ability	28	7	14
	Self-confidence (intellectual)	28	7	14
	Self-confidence (social)	28	7	14
	Self-understanding	28	7	14
	Spirituality	28	7	14
	Understanding of others	28	7	14
	Writing ability	28	7	14
Ability to discuss and negotiate controversial issues	29	9		
Ability to see the world from someone else's perspective	29	9		

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

Criteria Sub-component	Item description	Question placement on survey		
		TFS	YFCY	CSS
(Continued) 4B The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational	Ability to work cooperatively with diverse people	29	9	
	Openness to having my own views challenged	29	9	
	Tolerance of others with different beliefs	29	9	
	Ask questions in class	31	15	
	Evaluate the quality or reliability of information you received	31	15	
	Explore topics on your own, even though it was not required for class	31	15	
	Look up scientific research articles and resources	31	15	
	Revise your papers to improve your writing	31	15	
	Seek alternative solutions to a problem	31	15	
	Seek feedback on your academic work	31	15	
	Seek solutions to problems and explain them to others	31	15	
	Support your opinions with a logical argument	31	15	
	Take a risk because you felt you had more to gain	31	15	
	Take notes during class	31	15	
	Studying/homework	37	11	9
	Volunteer work	37	11	9
	Adopting "green" practices to protect the environment	40	17	16
	Becoming a community leader	40	17	16
	Becoming accomplished in one of the performing arts (acting, dancing, etc.)	40	17	16
	Becoming an authority in my field	40	17	16
	Becoming involved in programs to clean up the environment	40	17	16
	Becoming successful in a business of my own	40	17	16
	Being very well off financially	40	17	16
	Creating artistic works (painting, sculpture, etc.)	40	17	16
	Developing a meaningful philosophy of life	40	17	16
	Helping others who are in difficulty	40	17	16
	Helping to promote racial understanding	40	17	16
	Improving my understanding of other countries and cultures	40	17	16
	Influencing social values	40	17	16
	Influencing the political structure	40	17	16
	Keeping up to date with political affairs	40	17	16
	Making a theoretical contribution to science	40	17	16
	Obtaining recognition from my colleagues for contributions to my special field	40	17	16

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

Criteria Sub-component	Item description	Question placement on survey			
		TFS	YFCY	CSS	
(Continued) 4B: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs	Participating in a community action program	40	17	16	
	Raising a family	40	17	16	
	Writing original works (poems, novels, etc.)	40	17	16	
	Analytical/problem-solving skills		1	10	
	General knowledge		1	10	
	Knowledge of a particular field or discipline		1	10	
	Understanding of global issues		1	10	
	Understanding of the problems facing your community		1	10	
	Ability to conduct research		1		
	Ability to work as part of a team		1		
	Critical thinking skills		1		
	Understanding of national issues		1		
	That your courses inspired you to think in new ways			4	
	Your overall academic experience			6	
	Competitiveness			7	
	Develop effective study skills			8	
	Understand what your professors expect of you academically			8	
	Engaging with members of my own racial/ethnic group			17	
	Participated in leadership training			20	6
	Participated in volunteer or community service work			20	
	Strengthened your religious beliefs/convictions			20	
	Discussed course content with students outside of class			21	5
	Fell asleep in class			21	5
	Worked on a professor's research project			21	5
	Turned in course assignments that did not reflect your best work			21	
	General education and core curriculum courses				1
	Challenged a professor's ideas in class				5
	Failed to complete homework on time				5
	Worked on independent study projects				5
	Participated in an ethnic/racial student organization				6
	Participated in an internship program				6
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)				6
	Participated in study-abroad				6
	Taken a women's studies course				6
	Taken an ethnic studies course				6
	Ability to get along with people of different races/cultures				10
	Ability to manage your time effectively				10
	Ability to think critically				10

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

Criteria Sub-component	Item description	Question placement on survey		
		TFS	YFCY	CSS
(Continued) 4B: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs	Foreign language ability			10
	Interpersonal skills			10
	Leadership abilities			10
	Understanding of the social problems facing out nation			10
	Persistence			14
	Risk-taking			14
	An opportunity to apply classroom learning to "real-life" issues			18
	Creativity and initiative			22
	Expression of personal values			22
	Leadership potential			22
	Working for social change			22
	Writing ability			22
	Writing original works (poems, novels, etc.)			22
	Your overall academic experience			22
<i>4B CIRP Constructs: Civic Awareness, Social Self Concept, Academic Self Concept, Pluralistic Orientation, Social Agency, Academic Disengagement</i>				
Criteria Sub-component	Item description	TFS	YFCY	CSS
4C: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society	Socialized with someone of another racial/ethnic group	27	10	
	Ability to discuss and negotiate controversial issues	29	9	
	Ability to see the world from someone else's perspective	29	9	
	Ability to work cooperatively with diverse people	29	9	
	Openness to having my own views challenged	29	9	
	Tolerance of others with different beliefs	29	9	
	Be satisfied with your college	41		
	Participate in a study abroad program	41		
	Socialize with someone of another racial/ethnic group	41		
	Knowledge of people from difference races/cultures		1	10
	Understanding of global issues		1	10
	Understanding of the problems facing your community		1	10
	Understanding of national issues		1	
	Opportunities for community service		6	1
	Your overall academic experience		6	
	My college experiences have exposed me to diverse opinions, cultures, and values		12	
	Had meaningful and honest discussions about race/ethnic relations outside of class		13	17
	Studied or prepared for class		13	17
	Overall college experience		18	12
	Relevance of coursework to everyday life		18	12
Relevance of coursework to future career plans		18	12	

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

Criteria Sub-component	Item description	Question placement on survey		
		TFS	YFCY	CSS
(Continued) 4C: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society	Respect for the expression of diverse beliefs		18	12
	Participated in leadership training		20	6
	Attended a racial/cultural awareness workshop			6
	Participated in an ethnic/racial student organization			6
	Participated in an internship program			6
	Participated in study-abroad			6
	Foreign language ability			10
	Interpersonal skills			10
	Preparedness for employment after college			10
	Preparedness for graduate or advanced education			10
	Understanding of the social problems facing out nation			10
	Courses in your major field			12
	An opportunity to publish			18
	<i>4C CIRP Constructs: Civic Awareness, Pluralistic Orientation</i>			
Criteria Sub-component	Item description	TFS	YFCY	CSS
4D: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly	Voted in a student election	27	10	5
	Participated in political demonstrations	27	10	
	Participate in student clubs/groups	41		
	Participate in student government	41		
	Work on a professor's research project	41		
	Psychological counseling services		6	1
	Student health services		6	1
	Tutoring or other academic assistance		6	1
	Orientation for new students		6	
	Quality of computer training/assistance		6	
	Adjust to the academic demands of college		8	
	Develop effective study skills		8	
	Manage your time effectively		8	
	Utilize campus services available to students		8	
	Worked on a local, state, or national political campaign			10
	Availability of campus social activities			18
	Enrolled in an honors or advanced course			20
	Participated in an academic support program			20
	Participated in leadership training			20
	Participated in student government			20
	Participated in student groups/clubs			20
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)			20
	Enrolled in a remedial or developmental course			20
	Participated in volunteer or community service work			20

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

Criteria Sub-component	Item description	Question placement on survey		
		TFS	YFCY	CSS
(Continued) 4D: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly	Sought personal counseling		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 life		20	
	Worked on a professor's research project		21	5
	Received from your professor advice or guidance about your educational program		21	18
	Received from your professor emotional support or encouragement		21	18
	Received from your professor negative feedback about your academic work		21	18
	Received tutoring		21	
	Witnessed academic dishonesty/cheating		21	
	Demonstrated for/against a cause			5
	Participated in an internship program			6
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6
	Career planning (job searches, internships, etc.)			9
	Ability to manage your time effectively			10
	An opportunity to apply classroom learning to "real-life" issues			18
	An opportunity to discuss coursework outside of class			18
	An opportunity to work on a research project			18
	Encouragement to pursue graduate/professional study			18
	Feedback on your academic work (outside of grades)			18
	Help in achieving your professional goals			18
	Help to improve your study skills			18
	Honest feedback about your skills and abilities			18
	Leadership potential			22
Working for social change			22	
<i>4D CIRP Constructs: Faculty Interaction, Likelihood of College Involvement, Satisfaction with Coursework</i>				
TFS = The Freshman Survey; YFCY = Your First College Year; CSS = College Senior 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				
NOTES:				

HLC Criterion Five: Engagement and Service

Criteria Sub-component	Item description	Question placement on survey		
		TFS	YFCY	CSS
5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations				
5B: The organization has the capacity and the commitment to engage with its identified constituencies and communities				
	Performed community service as part of class	27	10	5
	Performed volunteer work	27	10	
	Volunteer work	37	11	9
	Becoming a community leader	40	17	16
	Participating in a community action program	40	17	16
	Participate in a study abroad program	41		
	Participate in volunteer or community service work	41		
	Opportunities for community service		6	1
	Participated in volunteer or community service work		20	
	Leadership potential			22
	Participated in an internship program			6
	Participated in study-abroad			6
	Participated in volunteer or community service work			13
	Working for social change			22
<i>5B CIRP Constructs: Civic Awareness, Social Agency, Pluralistic Orientation</i>				
5C: The organization demonstrates its responsiveness to those constituencies that depend on it for service				
5D: Internal and external constituencies value the services the organization provides				
<p>TFS = The Freshman Survey; YFCY = Your First College Year; CSS = College Senior Survey</p> <p>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.</p> <p>NOTES:</p>				

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Item	Criteria	Question placement on survey		
		TFS	YFCY	CSS
Compared with when you entered this college, how would you now describe your: <i>(Much Stronger, Stronger, No Change, Weaker, Much Weaker)</i>				
General knowledge	3A, 4B		1	10
Knowledge of a particular field or discipline	3A, 4B		1	10
Knowledge of people from difference races/cultures	3A, 4B, 4C		1	10
Understanding of the problems facing your community	3A, 4B, 4C		1	10
Understanding of national issues	3A, 4B, 4C		1	
Understanding of the social problems facing out nation	3A, 4B, 4C			10
Understanding of global issues	3A, 4B, 4C		1	10
Ability to conduct research	3A, 4B		1	
Ability to work as part of a team	3A, 4B		1	
Critical thinking skills	3A, 4B		1	
Ability to think critically	3A, 4B			10
Analytical/problem-solving skills	3A, 4B		1	10
Leadership abilities	3A, 4B			10
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person): <i>(Daily, 2 or 3 times per week, Once a week, 1 or 2 times per month, 1 or 2 times per term, Never)</i>				
Faculty during office hours	3C		2	
Faculty outside of class or office hours	3C		2	
Academic advisors/counselors	3C		2	
Other college personnel	3C		2	
Graduate students/teaching assistants	3C		2	
Since entering this college, how often have you felt: <i>(Frequently, Occasionally, Not at all)</i>				
Isolated from campus life	3C		4	
Unsafe on this campus	3C		4	
That your courses inspired you to think in new ways	3A, 3B, 4B		4	
Please rate your satisfaction with this institution on each of the aspects of college life listed below: <i>(Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Can't Rate/No Experience)</i>				
General education and core curriculum courses	4B			1
Your overall academic experience	4B, 4C		6	
Classroom facilities	3D		6	
Computer facilities/labs	3D		6	
Computer facilities and services	3D			1
Quality of computer training/assistance	3D, 4D		6	
Laboratory facilities and equipment	3D		6	1
Library facilities and services	3D		6	
Library facilities	3D			1
Academic advising	3C		6	1
Tutoring or other academic assistance	4D		6	1
Student health services	4D		6	1
Psychological counseling services	4D		6	1
Orientation for new students	4D		6	
Opportunities for community service	4C, 5B		6	1
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: <i>(Highest 10%, Above Average, Average, Below Average, Lowest 10%)</i>				
Academic ability	3A, 4B	28	7	14
Artistic ability	3A, 4B	28	7	14
Competitiveness	3A, 4B		7	
Computer skills	3A, 4B	28	7	14

HLC Criteria Master 2009

Item	Criteria	Question placement on survey		
		TFS	YFCY	CSS
(Continued) 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: (Highest 10%, Above Average, Average, Below Average, Lowest 10%)				
Cooperativeness	3A, 4B	28	7	14
Creativity	3A, 4B	28	7	14
Drive to achieve	3A, 4B	28	7	14
Emotional health	3A, 4B	28	7	14
Leadership ability	3A, 4B	28	7	14
Mathematical ability	3A, 4B	28	7	14
Persistence	3A, 4B			14
Public speaking ability	3A, 4B	28	7	14
Risk-taking	3A, 4B			14
Self-confidence (intellectual)	3A, 4B	28	7	14
Self-confidence (social)	3A, 4B	28	7	14
Self-understanding	3A, 4B	28	7	14
Spirituality	3A, 4B	28	7	14
Understanding of others	3A, 4B	28	7	14
Writing ability	3A, 4B	28	7	14
How has it been to you: (Very Easy, Somewhat Easy, Somewhat Difficult, Very Difficult)				
Understand what your professors expect of you academically	4B		8	
Develop effective study skills	4B, 4D		8	
Adjust to the academic demands of college	4D		8	
Manage your time effectively	4D		8	
Develop close friendships with male students	3C		8	
Develop close friendships with female students	3C		8	
Develop close friendships with students of a different racial/ethnic group	3C		8	
Utilize campus services available to students	4D		8	
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: (Highest 10%, Above Average, Average, Below Average, Lowest 10%)				
Ability to see the world from someone else's perspective	3A, 3C, 4B, 4C	29	9	
Tolerance of others with different beliefs	3A, 3C, 4B, 4C	29	9	
Openness to having my own views challenged	3A, 3C, 4B, 4C	29	9	
Ability to discuss and negotiate controversial issues	3A, 3C, 4B, 4C	29	9	
Ability to work cooperatively with diverse people	3A, 3C, 4B, 4C	29	9	
How often have you: (Frequently, Occasionally, Not at all)				
Attended a religious service	4B	27	10	
Been bored in class	4B	27	10	5
Participated in political demonstrations	4D	27	10	
Demonstrated for/against a cause	4D			5
Studied with other students	3C, 4B	27	10	5
Been a guest in a professor's (teacher's) home	3C	27	10	5
Performed volunteer work	4B, 5B	27	10	
Asked a professor (teacher) for advice after class	3C	27	10	5
Voted in a student election	4D	27	10	5
Worked on a local, state, or national political campaign	4D		10	
Socialized with someone of another racial/ethnic group	3C, 4C	27	10	
Come late to class	4B	27	10	5
Worked on independent study projects	4B			5
Failed to complete homework on time	4B			5
Used the library for research or homework	3D			5

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Item	Criteria	Question placement on survey		
		TFS	YFCY	CSS
(Continued) How often have you: (Frequently, Occasionally, Not at all)				
Met with an advisor/counselor about your career plans	3C			5
Challenged a professor's ideas in class	4B			5
Felt intimidated by your professors	3C			5
Used the Internet for research or homework	3D	27	10	5
Performed community service as part of class	4B, 5B	27	10	5
How much time have you spent during a typical week doing the following activities: (None, Less than 1 hour, 1-2, 3-5, 6-10, 11-15, 16-20, Over 20)				
		TFS	YFCY	CSS
Studying/homework	4B	37	11	9
Talking with professors (faculty, teachers) outside of class	3C	37	11	9
Volunteer work	4B, 5B	37	11	9
Please indicate the extent to which you agree or disagree with the following statements: (Strongly Agree, Agree, Disagree, Strongly Disagree)				
		TFS	YFCY	CSS
I have felt discriminated against based on my race/ethnicity	3C		12	
I have felt discriminated against based on my socio-economic status	3C		12	
I have felt discriminated against based on my gender	3C		12	
I have felt discriminated against based on my religion	3C		12	
I have been singled out because of my race/ethnicity, gender, religious affiliation, or sexual orientation	3C			11
I have felt discriminated against based on my sexual orientation	3C		12	
In class, I have heard faculty express stereotypes about racial/ethnic groups	3C		12	
I have heard faculty express stereotypes about racial/ethnic groups in class	3C			11
In class, I have heard faculty express stereotypes about women	3C		12	
In class, I have heard faculty express stereotypes about men	3C		12	
The admission/recruitment materials portrayed this campus accurately	1A		12	
I see myself as part of the campus community	3C		12	11
Faculty here are interested in students' academic problems	3C		12	11
There is a lot of racial tension on this campus	3C		12	11
Most students here are treated like "numbers in a book"	3C		12	
I feel I am a member of this college	3C		12	11
My college experiences have exposed me to diverse opinions, cultures, and values	3C, 4C		12	
I feel a sense of belonging with this college	3C		12	11
To what extent have you experienced the following with students from a racial/ethnic group other than your own: (Very Often, Often, Sometimes, Seldom, Never)				
		TFS	YFCY	CSS
Dined or shared a meal	3C		13	17
Had meaningful and honest discussions about race/ethnic relations outside of class	3C, 4C		13	17
Had guarded, cautious interactions	3C		13	17
Shared personal feelings and problems	3C		13	17
Had tense, somewhat hostile interactions	3C		13	17
Had intellectual discussions outside of class	3C		13	17
Felt insulted or threatened because of your race/ethnicity	3C		13	17
Studied or prepared for class	3C, 4C		13	17
Socialized or partied	3C		13	17
How often in the past year did you: (Frequently, Occasionally, Not at all)				
		TFS	YFCY	CSS
Ask questions in class	3A, 4B	31	15	
Support your opinions with a logical argument	3A, 4B	31	15	
Seek solutions to problems and explain them to others	3A, 4B	31	15	
Revise your papers to improve your writing	3A, 4B	31	15	
Evaluate the quality or reliability of information you received	3A, 4B	31	15	
Take a risk because you felt you had more to gain	3A, 4B	31	15	
Seek alternative solutions to a problem	3A, 4B	31	15	

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Item	Criteria	Question placement on survey		
		TFS	YFCY	CSS
(Continued) How often in the past year did you: (<i>Frequently, Occasionally, Not at all</i>)				
Look up scientific research articles and resources	3A, 4B	31	15	
Explore topics on your own, even though it was not required for class	3A, 4B	31	15	
Accept mistakes as part of the learning process	3A, 4B	31	15	
Seek feedback on your academic work	3A, 4B	31	15	
Take notes during class	3A, 4B	31	15	
Worked with other students on class assignments	3A	31		
Indicate the importance to you personally of each of the following: (<i>Essential, Very Important, Somewhat Important, Not Important</i>)				
		TFS	YFCY	CSS
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	4A, 4B	40	17	16
Becoming an authority in my field	4A, 4B	40	17	16
Obtaining recognition from my colleagues for contributions to my special field	4B	40	17	16
Influencing the political structure	4B	40	17	16
Influencing social values	4B	40	17	16
Raising a family	4B	40	17	16
Being very well off financially	4B	40	17	16
Helping others who are in difficulty	4B	40	17	16
Making a theoretical contribution to science	4B	40	17	16
Writing original works (poems, novels, etc.)	4A, 4B	40	17	16
Creating artistic works (painting, sculpture, etc.)	4A, 4B	40	17	16
Becoming successful in a business of my own	4B	40	17	16
Becoming involved in programs to clean up the environment	4B	40	17	16
Developing a meaningful philosophy of life	4B	40	17	16
Participating in a community action program	4A, 4B	40	17	16
Helping to promote racial understanding	4B	40	17	16
Keeping up to date with political affairs	4A, 4B	40	17	16
Becoming a community leader	4B, 5B	40	17	16
Improving my understanding of other countries and cultures	4A, 4B	40	17	16
Engaging with members of my own racial/ethnic group	4B		17	
Adopting "green" practices to protect the environment	4B	40	17	16
Please rate your satisfaction with this institution on each of the aspects of college life listed below: (<i>Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Can't Rate/No Experience</i>)				
		TFS	YFCY	CSS
Amount of contact with faculty	3C		18	12
Racial/ethnic diversity of faculty	3C		18	
Racial/ethnic diversity of student body	3C		18	12
Class size	3C		18	12
Interaction with other students	3C		18	12
Relevance of coursework to everyday life	4C		18	12
Relevance of coursework to future career plans	4C		18	12
Overall quality of instruction	3B		18	12
Respect for the expression of diverse beliefs	3C, 4C		18	12
Availability of campus social activities	4D		18	12
Overall sense of community among students	3C		18	12
Overall college experience	4C		18	12
Courses in your major field	4C			12
Ability to find a faculty or staff mentor	3C			12

HLC Criteria Master 2009

Item	Criteria	Question placement on survey		
		TFS	YFCY	CSS
Since entering this college have you: (Yes, No)				
Participated in student government	4D		20	6
Participated in volunteer or community service work	4B, 5B		20	
Participated in student groups/clubs	4D		20	9
Sought personal counseling	4D		20	
Strengthened your religious beliefs/convictions	4B		20	
Participated in leadership training	4B, 4C, 4D		20	6
Enrolled in an honors or advanced course	3C, 4D		20	6
Enrolled in a remedial or developmental course	3C, 4D		20	
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)	4D		20	
(Continued) Since entering this college have you: (Yes, No)				
Participated in an academic support program	3C, 4D		20	6
Taken a course or first-year seminar designed to connect faculty and students in focused academic inquiry	4D		20	
Taken a course or first-year seminar designed to help students adjust to college life	4D		20	
Taken an ethnic studies course	4B			6
Taken a women's studies course	4B			6
Attended a racial/cultural awareness workshop	4C			6
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)	4A, 4B, 4D			6
Participated in an internship program	4B, 4C, 4D, 5B			6
Participated in study-abroad	4B, 4C, 5B			6
Participated in an ethnic/racial student organization	4B, 4C			6
Since entering this college, indicate how often you: (Frequently, Occasionally, Not at all)				
		TFS	YFCY	CSS
Discussed course content with students outside of class	3A, 3C, 4B		21	5
Skipped class	4B	27	21	
Received tutoring	4D		21	
Worked on a professor's research project	3A, 4A, 4B, 4D		21	5
Turned in course assignments that did not reflect your best work	4B		21	
Received from your professor advice or guidance about your educational program	3C, 4D		21	18
Received from your professor emotional support or encouragement	3C, 4D		21	18
Received from your professor negative feedback about your academic work	3C, 4D		21	18
Witnessed academic dishonesty/cheating	4D		21	
Fell asleep in class	4B		21	5
Had difficulty getting the courses you need	3D		21	5
Communicated regularly with your professors	3C		21	5
Compared with when you entered this college, how would you now describe your: (Much Stronger, Stronger, No Change, Weaker, Much Weaker)				
		TFS	YFCY	CSS
Ability to get along with people of different races/cultures	3A, 4B			10
Ability to manage your time effectively	4D			10
Foreign language ability	4B, 4C			10
Interpersonal skills	3A, 4B, 4C			10
Preparedness for employment after college	4C			10
Preparedness for graduate or advanced education	4C			10

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Item	Criteria	Question placement on survey		
		TFS	YFCY	CSS
During the past year, how much time did you spend during a typical week doing the following activities: (<i>None, Less than 1 hour, 1-2, 3-5, 6-10, 11-15, 16-20, Over 20</i>)				
Talking with faculty during office hours	3C			9
Career planning (job searches, internships, etc.)	4D			9
For the activities listed below, please indicate how often you engaged in each during the past year: (Frequently, Occasionally, Not At All)				
Participated in volunteer or community service work	5B			13
How often have professors at your college provided you with: (<i>Frequently, Occasionally, Not At All</i>)				
		TFS	YFCY	CSS
Encouragement to pursue graduate/professional study	3C, 4D			18
An opportunity to work on a research project	4A, 4B, 4D			18
A letter of recommendation	3C, 4D			18
Honest feedback about your skills and abilities	3C, 4D			18
Help to improve your study skills	3C, 4D			18
Feedback on your academic work (outside of grades)	3C, 4D			18
Intellectual challenge and stimulation	3C			18
An opportunity to apply classroom learning to "real-life" issues	3A, 4A, 4B, 4D			18
An opportunity to publish	4A, 4C			18
An opportunity to discuss coursework outside of class	3C, 4D			18
Help in achieving your professional goals	3C, 4D			18
When thinking about your career path after college, how important are the following considerations: (<i>Essential, Very Important, Somewhat Important, Not Important</i>)				
		TFS	YFCY	CSS
Working for social change	3A, 4B, 4D, 5B			22
Creativity and initiative	3A, 4B			22
Expression of personal values	3A, 4B			22
Leadership potential	3A, 4B, 4D, 5B			22
In deciding to go to college, how important to you was each of the following reasons: (<i>Very Important, Somewhat Important, Not Important</i>)				
		TFS	YFCY	CSS
To gain a general education and appreciation of ideas	4A	36		
To make me a more cultured person	4A	36		
To learn more about things that interest me	4A	36		
Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here: (<i>Very important, Somewhat Important, Not Important</i>)				
		TFS	YFCY	CSS
This college has a very good academic reputation	1A	38		
This college's graduates gain admission to top graduate/professional schools	1A	38		
This college's graduates get good jobs	1A	38		
I was attracted by the religious affiliation/orientation of the college	1A	38		

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Item	Criteria	Question placement on survey		
		TFS	YFCY	CSS
What is your best guess as to the chances that you will: <i>(Very Good Chance, Some Chance, Very Little Chance, No Chance)</i>				
Participate in student government	4D	41		
Participate in student protests or demonstrations	4D	41		
Be satisfied with your college	4C	41		
Participate in volunteer or community service work	4B, 5B	41		
Communicate regularly with your professors	3C	41		
Socialize with someone of another racial/ethnic group	3C, 4C	41		
Participate in student clubs/groups	4D	41		
Participate in a study abroad program	4B, 4C, 5B	41		
Discuss course content with students outside of class	3A, 3C, 4B	41		
Work on a professor's research project	3A, 4A, 4B, 4D	41		
2009 Constructs				
Academic Disengagement				
Academic Self-Concept				
Civic Awareness				
College Reputation				
Faculty Interaction				
Habits of Mind				
Likelihood of College Involvement				
Negative CRI				
Pluralistic Orientation				
Positive CRI				
Satisfaction with Coursework				
Sense of Belonging				
Social Agency				
Social Self-Concept				