



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

Accreditation Guide: Southern Association of Schools and Colleges (SACS) Commission on Colleges

2014 CIRP Surveys

Introduction

Accreditation plays a major role in not only maintaining but also enhancing quality in higher education. It has a long and strong record of rising to the quality challenge. The process played a key role as colleges and universities developed strong academic programs, built international reputations, compiled enviable track records for innovation in research, and undertook major expansion and diversification of our enterprise...Accreditation both sustains and reflects the values that are at the heart of higher education: institutional autonomy and academic freedom.

--Eaton, J. (2010, August 31) .Calls for accountability shine harsh light on accreditation. *The Chronicle of Higher Education*

For nearly 50 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. Our users have shared how valuable CIRP survey results have been in the accreditation process. This accreditation guide offers suggestions on the benefits of using CIRP surveys in this process.

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

How Can CIRP Surveys be Useful in SACS Accreditation?

This guide provides suggestions for utilizing CIRP survey results in the SACS accreditation process to address a variety of topics, including 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 allow for assessment of multiple issues as well as the ability to connect across issues and disaggregate by important demographics, like gender or first-generation status.
- 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 may be contributing to the growth and development of students.
- Institutions have the ability to compare their performance on individual items and relevant CIRP Constructs to that of groups of comparable institutions, in addition to the national normed sample.
- 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 (using multiple surveys) to assess growth and development. The use of CIRP survey results over time demonstrates a commitment to institutional improvement and to meeting accreditation standards.

Using CIRP Surveys as Evidence in SACS Core Requirements and Comprehensive Standards

Every institution approaches accreditation differently, taking into account the mission, goals, programs and policies in place on campus. An important part of the accreditation process is to understand how practices and evidence currently in use on campus can be linked to SACS Core Requirements and Comprehensive Standards.

In preparing this guide, CIRP staff reviewed SACS Core Requirements and Comprehensive Standards 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 SACS Comprehensive Standards and Core Requirements. 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 SACS standards provides an opportunity for discussion about what the results mean on campus, what other evidence can supplement survey data, and what additional information is necessary to further improvement efforts as the institution plans for the future.

Both individual survey items and CIRP Constructs/Factors can be used to demonstrate and document institutional effectiveness efforts on campus. When they are presented in context with additional measures of student learning, such as portfolios, direct assessment, and results from student focus groups or interviews, these results will be most meaningful to your campus improvement efforts and most persuasive to a visiting team in demonstrating a sustained commitment to student learning. Faculty survey data can be used along with institutional data to demonstrate diversity, faculty workload and responsibilities, and the student-faculty relationship.

Core Requirements

There are five Core Requirements for which CIRP survey results are most relevant. Because Core Requirements are by definition broad-based and foundational, which items or CIRP Constructs an institution uses as evidence will depend on choices made at the institution. Both Core Requirements and Comprehensive Standards are included in the guide.

SACS 2.5: Institutional Effectiveness: The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

SACS 2.8: Faculty: The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

SACS 2.9: Learning Resources and Services: The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

SACS 2.10: Student Support Services: The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

SACS 2.11.2: Physical Resources: The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Comprehensive Standards

Comprehensive Standards are more specific to the operations of the institution and represent good practice in higher education. The Comprehensive Standards include requirements in the following four areas: institutional mission, governance, and effectiveness; programs; resources; and institutional responsibility for Commission policies. CIRP survey items can be associated with many of the Comprehensive Standards. The Guide is organized around topic areas, pairing Core Requirements (CR) and Comprehensive Standards (CS) where appropriate:

- CR 2.9 Learning Resources and Services
 - CS 3.8.1 Learning/information resources
- CR 2.10 Student Support Services
 - CS 3.3.1.2 Administrative support services
 - CS 3.3.1.3 Academic and student support services
- CS 3.5.1 General Education Competencies
- CR 2.5 Institutional Effectiveness
 - CS 3.3.1.1 Educational programs, to include student learning outcomes
 - CS 3.3.1.4 Research within its mission

- CS 3.3.1.5 Community/public service within its mission
- CS 3.11.2 Institutional environment
- CR 2.8 Faculty
 - CS 3.7.1 Faculty competence
 - CS 3.7.3 Faculty development
 - CS 3.7.4 Academic freedom
 - CS 3.7.5 Faculty role in governance
- CS 3.4.12 Technology use
- CR 2.11.2 Physical resources

CIRP in SACS Timelines

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

- Compliance Certification
- Quality Enhancement Plan
- Both Off-and On-site Peer Review
- Response to a decision by SACS 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 QEP gives an institution ample time to analyze, interpret and disseminate results for the broad-based institutional process required as part of the QEP. This also allows an institution to follow up at appropriate times to demonstrate whether actions and programs are having their intended impact.

Institutions may have data from multiple CIRP surveys to address issues of impact and change among a particular cohort of students. Further, multiple administrations of the same survey over several years allow for an analysis of trends. Results may also be used as evidence that the institution has set appropriate institutional goals, is carefully monitoring its student learning (and other) outcomes and has integrated data into institutional decision-making.

Each institution will establish their own timeline to meet its 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 SACS accreditation cycle.

QEP Accepted	TFS	Reaffirmation from SACS	YFCY	DLE	CSS	Faculty Survey	QEP Impact Report
2014	Fall 2014	2015	Spr 2015	2016	Grad 2018	2013-14	2020
2015	Fall 2015	2016	Spr 2016	2017	Grad 2019	2016-17	2021
2016	Fall 2016	2017	Spr 2017	2018	Grad 2020	2016-17	2022

For some institutions, a QEP, site review, or response to a decision from SACS 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.

Learning and Information Resources (CR 2.9 and CS 3.8.1)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
2.9: The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research and public service programs (Learning Resources and Services)	Agreement: Part-time faculty: Have access to support services					x
	Agreement: Student services are available for night students			x		
	Ease: Access support services outside of "regular" business hours			x		
	Frequency: Academic advising		x	x		
	Frequency: Accessed your campus' library resources electronically		x		x	
	Frequency: Career Services / Career counseling and advising		x	x		
	Frequency: Disability Resource Center		x	x		
	Frequency: Discussed career and post-graduation goals					x
	Frequency: Informed them of academic support options (e.g., study skills advising, financial aid advising,					x
	Frequency: Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)					x
	Frequency: Reviewed their transcript					x
	Frequency: Study skills advising		x	x		
	Frequency: Took action to help students with academic difficulties					x
	Frequency: Transcript review			x		
3.8.1: The institution provides facilities and learning /information resources that are appropriate to support its teaching, research, and service mission. (Learning/information resources)	Frequency: Tutoring or other academic assistance			x		
	Frequency: Was encouraged by faculty or staff to participate in an academic summer program linked with a four-year institution			x		
	Frequency: Writing Center		x	x		x
	Satisfaction: Academic advising		x		x	
	Satisfaction: Career-related resources and support				x	
	Satisfaction: Computer (computing) assistance		x		x	
	Satisfaction: Laboratory facilities and equipment		x		x	
	Satisfaction: Tutoring or other academic assistance				x	
Yes/No: Academic support services for low-income/first-generation students			x			

TFS = The Freshman Survey; YFCY = Your First College Year; DLE = Diverse Learning Environments Survey; CSS = College Senior Survey; FAC = The 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 DLE is administered during the second and/or third year; The CSS is administered at the end of the senior year. The Faculty Survey is administered every three years.

Administrative, Academic, and Student Support Services (CR 2.10, CS 3.3.1.2, and CS 3.3.1.3)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
2.10: The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students (Student Support Services)	Agreement: This campus has many events/activities to help students choose a major			x		
	Ease: Access support services outside of "regular" business hours			x		
	Ease: Find help when I need it			x		
	Frequency: Academic advising		x	x		
	Frequency: Academic advisors/counselors		x			
	Frequency: Accessed your campus' library resources electronically		x		x	
	Frequency: Asked a professor/teacher for advice after class	x	x		x	
	Frequency: Career counseling and advising/services		x	x		
	Frequency: Disability resource center		x	x		
	Frequency: Financial aid advising		x	x		
	Frequency: Graduate students/teaching assistants		x			
	Frequency: Participated in programs for students who are parents			x		
	Frequency: Participated in transfer-focused programs/activities			x		
	Frequency: Received tutoring or other academic assistance		x	x		
	Frequency: Sought information for prerequisites in my major			x		
	Frequency: Study skills advising		x	x		
	Frequency: Tutored another student/college student	x	x		x	
	Frequency: Writing center		x	x		
	Helpfulness: Declaring major: Talking to a counselor/academic advisor			x		
	Hours per week: Participated in volunteer or community service work	x				
	Satisfaction/Frequency: Student health services		x	x	x	
	Satisfaction/Frequency: Student psychological services		x	x	x	
	Satisfaction: Academic advising		x		x	
	Satisfaction: Availability of campus social activities		x		x	
	Satisfaction: Orientation for new students		x			
	Yes/no: Academic support services for low-income/first-generation students			x		
	Yes/no: Been a leader in an organization		x		x	
	Yes/no: English as a Second Language (ESL) instruction			x		
	Yes/no: Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		x	x		
	Yes/no: Faculty/mentor program			x		
	Yes/no: Freshman orientation			x		
	Yes/no: Honors program			x		
	Yes/no: Participate/participated in a study abroad program	x		x	x	
	Yes/no: Participated in an academic support program		x			
	Yes/no: Participated in an internship program				x	
	Yes/no: Participated in an undergraduate research program (e.g. MARC, MBRS, REU)			x	x	
	Yes/no: Participated in leadership training		x	x	x	
	Yes/no: Participated in student government		x		x	
	Yes/no: Participated in student groups/clubs	x	x		x	
	Yes/no: Re-entry student program			x		
Yes/no: Sought personal counseling	x	x				
Yes/no: Taken a course or first-year seminar designed to: Help students adjust to college-level academics		x				
Yes/no: Transfer orientation			x			

Administrative, Academic, and Student Support Services (CR 2.10, CS 3.3.1.2, and CS 3.3.1.3)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
3.3.1.2: Administrative Support Services AND 3.3.1.3 Academic and Student Support Services	Agreement: Administrators make transfer a priority at this institution			x		
	Agreement: At least one faculty member has taken an interest in my development		x	x	x	
	Agreement: At least one staff member has taken an interest in my development		x	x	x	
	Agreement: Campus administrators care about what happens to transfer students			x		
	Agreement: Counselors make transfer a priority at this institution			x		
	Agreement: Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			x		
	Agreement: Faculty are interested in my development as a student			x		
	Agreement: I have a peer support network among students			x		
	Agreement: I have received helpful advice about how to succeed here as a transfer student			x		
	Agreement: I worked with a transfer specialist/advisor from this institution to apply or choose courses			x		
	Agreement: Part-time instructors at this institution: Have access to support services					x
	Agreement: Staff recognize my achievements		x	x	x	
	Agreement: Student services are available for night students			x		
	Agreement: There was helpful online information available about how to transfer here (e.g. websites)			x		
	Agreement: This campus has many events/activities to help students choose a major			x		
	Ease: Access support services outside of "regular" business hours			x		
	Frequency: Academic advising		x	x		
	Frequency: Academic advisors/counselors		x			
	Frequency: Asked a professor/teacher for advice after class	x	x		x	
	Frequency: Attended professor's office hours			x		
	Frequency: Career counseling and advising/services		x	x	x	
	Frequency: Disability resource center		x	x		
	Frequency: Faculty <u>during</u> office hours		x			
	Frequency: Faculty <u>outside</u> of class or office hours		x			
	Frequency: Felt excluded from campus events because you are a transfer student			x		
	Frequency: Felt that faculty provided me with feedback that helped me assess my progress in class		x	x	x	
	Frequency: Financial aid advising		x	x		
	Frequency: Graduate students/teaching assistants		x			
	Frequency: Help to improve your study skills				x	
	Frequency: Participated in LGBT Center activities			x		
	Frequency: Participated in programs for students who are parents			x		
	Frequency: Participated in Religious/Spiritual clubs/groups			x		
	Frequency: Participated in transfer-focused programs/activities			x		
Frequency: Participated in Women's/Men's Center activities			x			
Frequency: Participated in Disability Center activities			x			
Frequency: Received from your professor: Advice or guidance about your educational program		x		x		

Administrative, Academic, and Student Support Services (CR 2.10, CS 3.3.1.2, and CS 3.3.1.3)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
	Frequency: Received from your professor: Emotional support or encouragement				x	
	Frequency: Received tutoring or other academic assistance		x	x		
	Frequency: Student psychological services			x		
	Frequency: Study skills advising		x	x		
	Frequency: Taken courses that provided transfer, financial aid and study skills information			x		
	Frequency: Transcript review			x		
	Frequency: Unsafe on this campus		x			
	Frequency: Used the transfer course requirements list/transfer plan when registering for classes			x		
	Frequency: Writing center			x		
	Helpfulness: Finding a supportive faculty member in the major			x		
	Helpfulness: Talking to a counselor/academic advisor			x		
	Hours per week: Advising and counseling of students					x
	Likelihood//Yes/no//Frequency: Sought personal counseling	x	x		x	
	Satisfaction: Ability to find a faculty or staff mentor				x	
	Satisfaction: Administrative response to incidents of discrimination			x		
	Satisfaction: Financial aid office		x			
	Satisfaction: Student health services		x		x	
	Satisfaction: Student housing (e.g., res. halls)		x		x	
	Satisfaction: Student psychological services		x		x	
	Self-rating: Perceived growth/current ability: Preparedness for employment after college				x	
	Self-rating: Perceived growth/current ability: Preparedness for graduate or advanced education				x	
	Yes/no: Academic support services for low-income/first generation students			x		
	Yes/no: Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				x	x
	Yes/no: Faculty/mentor program			x		
	Yes/no: Freshman orientation			x		
	Yes/no: Honors program			x		x
	Yes/no: Joined a club or organization related to your major			x		
	Yes/no: Joined a racial/ethnic student organization reflecting a background other than your own			x		
	Yes/no: Joined a racial/ethnic student organization reflecting your own background			x		
	Yes/no: Joined a religious club			x		
	Yes/no: Joined an LGBT student organization			x		
	Yes/no: Participated in an academic support program		x			
	Yes/no: Participated in an undergraduate research program (e.g. MARC, MBRS, REU)			x	x	
	Yes/no: Participated in: An ethnic/racial student organization		x	x	x	
	Yes/no: Re-entry student program			x		
	Yes/no: Transfer orientation			x		

3.3.1.3 CIRP Constructs: Likelihood of College Involvement, Negative Cross-Racial Interaction, Pluralistic Orientation, Positive Cross-Racial Interaction and Sense of Belonging

TFS = The Freshman Survey; YFCY = Your First College Year; DLE = Diverse Learning Environments Survey; CSS = College Senior Survey; FAC = The 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 DLE is administered during the second and/or third year; The CSS is administered at the end of the senior year. The Faculty Survey is administered every three years.

General Education Competencies (CS 3.5.1)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
3.5.1: The institution identifies college-level general education competencies and the extent to which graduates have attained them. (General education competencies)	Agreement: I feel comfortable sharing my own perspectives and experiences in class			x		
	Agreement: I have been able to find a balance between academics and extracurricular activities		x			
	Agreement: I have effectively led a group to a common purpose		x		x	
	Agreement: My college experiences have exposed me to diverse opinions, cultures and values		x			
	Agreement: Regardless of my choice of major, the skills I gain in college will be applicable to any future career			x		
	Agreement: This college: Encourages students to have a public voice and share their ideas openly			x		x
	Agreement: This college: Promotes the appreciation of cultural differences			x		x
	Agreement: This college: Promotes the understanding of gender differences					x
	Ease: Adjust to the academic demands of classes			x		
	Ease: Adjust to the academic demands of college		x	x		
	Ease: Develop effective study skills		x	x		
	Ease: Figure out which requirements I need to graduate			x		
	Ease: Find help when I need it			x		
	Ease: Get to know faculty			x		
	Ease: Get to know my way around campus			x		
	Ease: Manage your time effectively		x	x		
	Ease: Pass basic skills or remedial courses			x		
	Extent: Engage in self-reflection					x
	Frequency: Academic advising		x	x		
	Frequency: Accept mistakes as part of the learning process	x	x	x	x	x
	Frequency: Analyze and interpret data					x
	Frequency: Applied concepts from courses to everyday life		x		x	
	Frequency: Apply concepts from courses to real life situations			x		
	Frequency: Apply learning from both academic and field settings					x
	Frequency: Apply mathematical concepts and computational thinking					x
	Frequency: Avoided using language that reinforces negative stereotypes			x		
	Frequency: Challenge others on issues of discrimination			x		
	Frequency: Challenged others on derogatory comments			x		
	Frequency: Critically evaluated your own position on an issue			x		x
	Frequency: Describe how different perspectives would affect the interpretation of a question or issue in your discipline					x
	Frequency: Discuss issues related to sexism, gender differences, or gender equity			x		
	Frequency: Discuss the ethical or moral implications of a course of action					x
	Frequency: Draw a picture to represent a problem or concept					x
Frequency: Engage deeply with a significant challenge or question within your discipline					x	
Frequency: Evaluate the quality or reliability of information you received	x	x	x	x	x	

General Education Competencies (CS 3.5.1)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
3.5.1: The institution identifies college-level general education competencies and the extent to which graduates have attained them. (General education competencies)	Frequency: Explore topics on your own, even though it was not required for a class	x	x	x	x	x
	Frequency: Feel challenged to think more broadly about an issue			x		x
	Frequency: Honest feedback about their skills and abilities					x
	Frequency: Instructors: Are sensitive to the ability levels of all students			x		
	Frequency: Instructors: Communicate high expectations for students' performance			x		
	Frequency: Instructors: Encourage students from diverse backgrounds to work together			x		
	Frequency: Instructors: Encourage students to contribute different perspectives in class			x		
	Frequency: Instructors: Have open discussions about privilege, power and oppression			x		
	Frequency: Instructors: Help students learn how to bring about positive change in society			x		
	Frequency: Instructors: Include diverse perspectives in class discussions/assignments			x		
	Frequency: Instructors: Motivated me to work harder than I thought I could			x		
	Frequency: Instructors: Teach students tolerance and respect for different beliefs			x		
	Frequency: Instructors: Treat all students in class as though they are capable learners			x		
	Frequency: Instructors: Turn controversial topics into good discussions			x		
	Frequency: Instructors: Value individual differences in the classroom			x		
	Frequency: Integrate/integrated skills and knowledge from different sources and experiences	x	x	x	x	x
	Frequency: Look up scientific research articles and resources	x	x	x	x	x
	Frequency: Made connections between ideas I learned in different courses			x		x
	Frequency: Made efforts to educate myself about other groups			x		
	Frequency: Make an effort to educate others about social issues			x		
	Frequency: Make an effort to get to know people from diverse backgrounds			x		
	Frequency: Participated in a coalition of different groups to address social justice issues			x		
	Frequency: Provide and/or receive feedback to classmates about a draft or work still in progress					x
	Frequency: Received from your professor: An opportunity to apply classroom learning to "real-life" issues				x	
	Frequency: Received from your professor: Feedback on your academic work (outside of grades)				x	
	Frequency: Received from your professor: Help to improve your study skills				x	
	Frequency: Received from your professor: Honest feedback about your skills and abilities				x	
	Frequency: Received from your professor: Intellectual challenge and stimulation				x	
Frequency: Recognize the biases that affect your own thinking			x		x	

General Education Competencies (CS 3.5.1)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
3.5.1: The institution identifies college-level general education competencies and the extent to which graduates have attained them. (General education competencies)	Frequency: Reinforced others for behaviors that support diversity			x		
	Frequency: Seek alternative solutions to a problem	x	x	x	x	x
	Frequency: Seek feedback on your academic work	x	x	x	x	x
	Frequency: Seek solutions to problems and explain them to others	x	x	x	x	x
	Frequency: STEM Courses: Analyze the basic elements of ideas or theories					x
	Frequency: STEM Courses: Conduct an experiment					x
	Frequency: STEM Courses: Identify what is known and not known about a problem					x
	Frequency: STEM Courses: Make connections between different areas of science and mathematics					x
	Frequency: STEM Courses: Make predictions based on existing knowledge					x
	Frequency: STEM Courses: Make sense of scientific/technical concepts					x
	Frequency: STEM Courses: Memorize large quantities of information					x
	Frequency: STEM Courses: Relate scientific concepts to real-world problems					x
	Frequency: STEM Courses: Synthesize several sources of information					x
	Frequency: STEM Courses: Translate scientific concepts or terminology into non-scientific language					x
	Frequency: Study skills advising		x	x		
	Frequency: Support your opinions with a logical argument	x	x	x	x	x
	Frequency: Take a risk because you felt you had more to gain	x	x	x	x	x
	Frequency: Use different points of view to make an argument			x		x
	Frequency: Use research methods from your discipline in field or applied settings					x
	Frequency: Weigh the meaning and significance of evidence					x
	Frequency: Worked with others to challenge discrimination			x		
	Frequency: Write in the specific style or format of your discipline					x
	Frequency: Writing Center		x	x		
	General academic skills					x
	Have had/need remedial work: English	x				
	Have had/need remedial work: Mathematics	x				
	Have had/need remedial work: Reading	x				
	Have had/need remedial work: Writing	x				
	Importance: Develop ability to think critically					x
	Importance: Develop moral character					x
Importance: Encourage students to become agents of social change					x	
Importance: Engage students in civil discourse around controversial issues					x	

General Education Competencies (CS 3.5.1)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
3.5.1: The institution identifies college-level general education competencies and the extent to which graduates have attained them. (General education competencies)	Importance: Enhance students' knowledge of and appreciation for other racial/ethnic groups					x
	Importance: Help students develop personal values					x
	Importance: Instill in students a commitment to community service					x
	Importance: Promote ability to write effectively					x
	Importance: Provide for students' emotional development					x
	Importance: Teach students tolerance and respect for different beliefs					x
	Number of courses: A remedial or developmental focus			x		
	Number of courses: Developmental/remedial courses (not for credit)					x
	Number of courses: General education courses					x
	Number of courses: Opportunities for intensive dialogue between students with different backgrounds and beliefs			x		
	Other subject areas					x
	Priority: Develop a sense of community among students and faculty					x
	Priority: Develop an appreciation for multiculturalism					x
	Priority: Develop leadership ability among students					x
	Priority: Help students learn how to bring about change in society					x
	Priority: Promote the intellectual development of students					x
	Reading					x
	Reason to attend: To gain a general education and appreciation of ideas	x				
	Reason to attend: To learn more about things that interest me	x				
	Reason to attend: To make me a more cultured person	x				
	Reason to attend: To prepare myself for graduate or professional school	x				
	Satisfaction: Classroom facilities		x			
	Satisfaction: Computer facilities/labs		x			
	Satisfaction: General education and core curriculum courses		x		x	
	Satisfaction: Library facilities		x		x	
	Satisfaction: Relevance of coursework to everyday life		x		x	
	Satisfaction: Your overall academic experience		x			
	Self-rating: Ability to discuss and negotiate controversial issues	x	x	x	x	
	Self-rating: Ability to see the world from someone else's perspective	x	x	x	x	
	Self-rating: Ability to work cooperatively with diverse people	x	x	x	x	
	Self-rating: Academic ability	x	x	x	x	
	Self-rating: Artistic ability	x	x		x	
	Self-rating: Cooperativeness	x	x		x	
Self-rating: Creativity	x	x		x		
Self-rating: Drive to achieve	x	x	x	x		
Self-rating: Leadership ability	x	x		x		
Self-rating: Openness to having my own views challenged	x	x	x	x		
Self-rating: Perceived growth/current ability: Ability to conduct research		x		x		
Self-rating: Perceived growth/current ability: Ability to manage your time effectively	x			x		

General Education Competencies (CS 3.5.1)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
3.5.1: The institution identifies college-level general education competencies and the extent to which graduates have attained them. (General education competencies)	Self-rating: Perceived growth/current ability: Ability to work as part of a team		x		x	
	Self-rating: Perceived growth/current ability: Critical thinking skills	x	x		x	
	Self-rating: Perceived growth/current ability: General knowledge	x	x		x	
	Self-rating: Perceived growth/current ability: Interpersonal skills	x			x	
	Self-rating: Perceived growth/current ability: Knowledge of a particular field or discipline	x	x		x	
	Self-rating: Perceived growth/current ability: Knowledge of people from different races/cultures	x	x		x	
	Self-rating: Perceived growth/current ability: Problem-solving skills	x	x		x	
	Self-rating: Perceived growth/current ability: Understanding of global issues	x	x		x	
	Self-rating: Perceived growth/current ability: Understanding of national issues	x	x		x	
	Self-rating: Perceived growth/current ability: Understanding of the problems facing your community	x	x		x	
	Self-rating: Public speaking ability	x	x		x	
	Self-rating: Risk-taking	x	x		x	
	Self-rating: Self-confidence (intellectual)	x	x	x	x	
	Self-rating: Self-confidence (social)	x	x		x	
	Self-rating: Self-understanding	x	x		x	
	Self-rating: Tolerance of others with different beliefs	x	x	x	x	
	Self-rating: Understanding of others	x	x		x	
	Self-rating: Writing ability	x	x		x	
	Writing					x
	Yes/No: Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		x			
	Yes/No: Failed one or more courses		x		x	
	Yes/No: Participated in an academic support program		x			
	Yes/No: Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry		x			
	Yes/No: Taken a course or first-year seminar designed to: Help students adjust to college life		x			
	Yes/No: Taken a course or first-year seminar designed to: Help students adjust to college-level academics		x			
	Yes/No: Taken a remedial or developmental course		x		x	
	Yes/No: Taken an honors course		x			
Yes/No: Taught a course that meets general education requirements					x	
3.5 CIRP Constructs: Academic Self-Concept, College Reputation Orientation, Habits of Mind, Pluralistic Orientation and Social Self-Concept						
TFS = The Freshman Survey; YFCY = Your First College Year; DLE = Diverse Learning Environments Survey; CSS = College Senior Survey; FAC = The 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 DLE is administered during the second and/or third year; The CSS is administered at the end of the senior year. The Faculty Survey is administered every three years.						

Educational Programs (CS 3.3.1.1)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
3.3.1.1: Educational programs, to include student learning outcomes.	Frequency: Accept mistakes as part of the learning process	x	x	x	x	x
	Frequency: Applied concepts from courses to everyday life		x	x	x	x
	Frequency: Ask questions in class	x	x	x	x	x
	Frequency: Been/was bored in class	x	x		x	
	Frequency: Challenged a professor's ideas in class				x	
	Frequency: Contributed to class discussions		x		x	
	Frequency: Critically evaluated your own position on an issue			x		x
	Frequency: Discussed course content with students outside of class	x	x		x	
	Frequency: Evaluate the quality or reliability of information you received	x	x	x	x	x
	Frequency: Explore topics on your own, even though it was not required for a class	x	x	x	x	x
	Frequency: Feel challenged to think more broadly about an issue			x		x
	Frequency: Fell asleep in class	x	x		x	
	Frequency: Help students evaluate the quality and reliability of information					x
	Frequency: Integrate/integrated skills and knowledge from different sources and experience	x	x	x	x	x
	Frequency: Look up scientific research articles and resources	x	x	x	x	x
	Frequency: Made a presentation in class		x		x	
	Frequency: Revise your papers to improve your writing	x	x	x	x	x
	Frequency: Seek alternative solutions to a problem	x	x	x	x	x
	Frequency: Seek feedback on your academic work.	x	x	x	x	x
	Frequency: Seek solutions to problems and explain them to others	x	x	x	x	x
	Frequency: Support your opinions with a logical argument	x	x	x	x	x
	Frequency: Take a risk because you felt you had more to gain	x	x	x	x	x
	Frequency: That your courses inspired you to think in new ways		x			
	Frequency: Use different points of view to make an argument			x		
	Frequency: Work with other students on group projects	x			x	x
	Frequency: Worked on a professor's research project	x	x		x	x
	Frequency: Worked with classmates on group projects during class		x		x	
	Frequency: Worked with classmates on group projects outside of class		x		x	
	Importance: Develop ability to think critically					x
	Importance: Develop moral character					x
	Importance: Developing a meaningful philosophy of life	x	x		x	
	Importance: Encourage students to become agents of social change					x
	Importance: Engage students in civil discourse around controversial issues					x
	Importance: Enhance students' knowledge of and appreciation for other racial/ethnic groups					x
Importance: Help students develop personal values					x	
Importance: Helping to promote racial understanding	x	x	x	x	x	
Importance: Instill in students a commitment to community service					x	
Importance: Participating in a community action program	x	x	x	x	x	
Importance: Prepare students for employment after college					x	
Importance: Prepare students for graduate or advanced education					x	
Importance: Promote ability to write effectively					x	

Educational Programs (CS 3.3.1.1)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
3.3.1.1 Educational programs	Importance: Provide for students' emotional development					x
	Importance: Teach students tolerance and respect for different beliefs					x
	Priority: To develop leadership ability among students					x
	Priority: To promote the intellectual development of students					x
	Satisfaction: Arts and humanities courses				x	
	Satisfaction: First-year programs (e.g., first-year seminar, learning community, linked courses)		x			
	Satisfaction: General education and core curriculum courses		x		x	
	Satisfaction: Relevance of coursework to everyday life		x		x	
	Satisfaction: Relevance of coursework to future career plans		x		x	
	Satisfaction: Science and mathematics courses				x	
	Satisfaction: Social science courses				x	
	Satisfaction: Your overall academic experience		x			
	Self-rating: Ability to discuss and negotiate controversial issues	x	x	x	x	x
	Self-rating: Ability to see the world from someone else's perspective	x	x	x	x	
	Self-rating: Ability to work cooperatively with diverse people	x	x	x	x	
	Self-rating: Academic ability	x	x	x	x	
	Self-rating: Computer skills	x	x		x	
	Self-rating: Cooperativeness	x	x		x	
	Self-rating: Creativity	x	x		x	
	Self-rating: Drive to achieve	x	x	x	x	
	Self-rating: Leadership ability	x	x		x	
	Self-rating: Leadership ability (abilities)	x	x		x	
	Self-rating: Mathematical ability	x	x	x	x	
	Self-rating: Openness to having my own views challenged	x	x	x	x	
	Self-rating: Perceived growth/current ability: Ability to conduct research		x			
	Self-rating: Perceived growth/current ability: Ability to get along with people of different races/cultures					
	Self-rating: Perceived growth/current ability: Ability to manage your time effectively				x	
	Self-rating: Perceived growth/current ability: Ability to work as part of a team		x			
	Self-rating: Perceived growth/current ability: Critical thinking skills	x	x		x	x
	Self-rating: Perceived growth/current ability: General knowledge	x	x		x	
	Self-rating: Perceived growth/current ability: Interpersonal skills				x	
	Self-rating: Perceived growth/current ability: Knowledge of a particular field or discipline	x	x		x	
	Self-rating: Perceived growth/current ability: Knowledge of people from different races/cultures	x	x		x	
	Self-rating: Perceived growth/current ability: Preparedness for employment after college				x	x
Self-rating: Perceived growth/current ability: Preparedness for graduate or advanced education				x	x	
Self-rating: Perceived growth/current ability: Problem-solving skills	x	x		x		
Self-rating: Perceived growth/current ability: Understanding of global issues	x	x		x		
Self-rating: Perceived growth/current ability: Understanding of national issues	x	x		x		

Educational Programs (CS 3.3.1.1)

Core Requirement/ Comprehensive Standard		Item	Question on instrument				
			TFS	YFCY	DLE	CSS	FAC
3.3.1.1 Educational programs	Self-rating: Perceived growth/current ability: Understanding of the problems facing your community	x	x		x		
	Self-rating: Public speaking ability	x	x		x		
	Self-rating: Self-confidence (intellectual)	x	x	x	x		
	Self-rating: Self-confidence (social)	x	x		x		
	Self-rating: Self-understanding	x	x		x		
	Self-rating: Tolerance (and respect) of others with different beliefs	x	x	x	x	x	
	Self-rating: Understanding of others	x	x		x		
	Self-rating: Writing ability	x	x		x		
Yes/no: Taken a course or first-year seminar designed to: connect faculty and students in focused academic inquiry		x					
3.3.1.1 CIRP Constructs: Civic Awareness, Pluralistic Orientation, Habits of Mind, Academic Self Concept and Social Self Concept							
TFS = The Freshman Survey; YFCY = Your First College Year; DLE = Diverse Learning Environments Survey; CSS = College Senior Survey; FAC = The 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 DLE is administered during the second and/or third year; The CSS is administered at the end of the senior year. The Faculty Survey is administered every three years.							

Research and Public Service Within its Mission (CS 3.3.1.4 and CS 3.3.1.5)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
3.3.1.4 Research within its mission, if appropriate	Agreement: My research is valued by faculty in my department					x
	Agreement: Private funding sources often prevent researchers from being completely objective in the conduct of their work					x
	Agreement: Graduate students in this program must compete for research opportunities					x
	Agreement: Graduate students in this program are trained to conduct research responsibly and ethically					x
	Extent: Included graduate students in research grant writing					x
	Extent: Written research grants					x
	Frequency: Accessed your campus' library resources electronically		x		x	
	Frequency: An opportunity to publish				x	
	Frequency: Evaluate the quality or reliability of information you received	x	x	x	x	x
	Frequency: Explore topics on your own, even though it was not required for a class	x	x	x	x	x
	Frequency: Feel challenged to think more broadly about an issue			x		x
	Frequency: Integrate/integrated skills and knowledge from different sources and experience	x	x	x	x	x
	Frequency: Look up scientific research articles and resources	x	x	x	x	x
	Frequency: Seek alternative solutions to a problem	x	x	x	x	x
	Frequency: Seek solutions to problems and explain them to others	x	x	x	x	x
	Frequency: Support your opinions with a logical argument	x	x	x	x	x
	Frequency: Use different points of view to make an argument			x		x
	Frequency: Used the Internet for research or homework	x	x		x	
	Frequency: Used the library for research or homework				x	
	Frequency: Worked on a professor's research project	x	x		x	x
	Frequency: Worked on independent study projects				x	
	Hours per week: Research and scholarly writing					x
	How many of your professional writings have been published or accepted for publication in the <u>last two</u> years					x
	Importance: Making a theoretical contribution to science	x	x		x	
	Number of courses: Evaluation methods: One or more research papers of 10+ pages			x		
	Number of courses: Instructional techniques/methods: Lab work			x		
	Number published: Articles in academic or professional journals					x
	Number published: Books, manuals, or monographs					x
	Number published: Chapters in edited volumes					x
	Number published: Other, such as patents, or computer software products					x
	Number published: Reviews of books, articles, or creative works					x
	Principal activity: Research					x
	Self-rating: Perceived growth/current ability: Ability to conduct research		x		x	
Self-rating: Perceived growth/current ability: Critical thinking skills		x		x		
Self-rating: Perceived growth/current ability: Problem-solving skills		x		x		
Yes/no: Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				x	x	
Yes/no: Conducted research or writing focused on: international/global					x	

Research and Public Service Within its Mission (CS 3.3.1.4 and CS 3.3.1.5)

		Question on instrument				
Core Requirement/ Comprehensive Standard	Item	TFS	YFCY	DLE	CSS	FAC
3.3.1.4 Research within its mission	Yes/no: Conducted research or writing focused on: racial or ethnic minorities					x
	Yes/no: Conducted research or writing focused on: women and gender issues					x
	Yes/no: Engaged in academic research that spans multiple disciplines					x
	Yes/no: Engaged undergraduates on your research project					x
	Yes/no: Internal grants for research					x
	Yes/no: Participated in an undergraduate research program (e.g. MARC, MBRS, REU)				x	
	Yes/no: Received funding for your work from: Business or industry					x
	Yes/no: Received funding for your work from: Foundations					x
	Yes/no: Received funding for your work from: State or federal government					x
	Yes/no: Supervised an undergraduate thesis					x
3.3.1.4 CIRP Constructs: Habits of Mind						
Core Requirement/ Comprehensive Standard	Item	TFS	YFCY	DLE	CSS	FAC
3.3.1.5: Community/public service within its mission, if appropriate	Agreement: Colleges have a responsibility to work with their surrounding communities to address local issues					x
	Frequency: Demonstrated for a cause	x	x	x	x	
	Frequency: Discussed politics	x	x	x	x	
	Frequency: Helped raise money for a cause or campaign			x	x	
	Frequency: Instructors: Help students learn how to bring about positive change in society			x		
	Frequency: Performed community service			x		
	Frequency: Performed community service as part of class	x	x		x	
	Frequency: Performed volunteer work (or community service)	x	x		x	
	Frequency: Publicly communicated your opinion about a cause (e.g., blog, email, petition)			x	x	
	Frequency: Voted in a student election	x	x		x	
	Frequency: Worked on a local, state, or national political campaign	x	x		x	
	Hours per week: Community or public service					x
	Hours per week: Volunteer work	x			x	
	Importance: Adopting "green" practices to protect the environment	x	x		x	
	Importance: Becoming a community leader	x	x	x	x	
	Importance: Encourage students to become agents of social change					x
	Importance: Helping others who are in difficulty	x	x	x	x	
	Importance: Improving my understanding of other countries and cultures	x	x		x	
	Importance: Influencing social values	x	x	x	x	
	Importance: Influencing the political structure	x	x	x	x	
	Importance: Instill in students a commitment to community service					x
	Importance: Keeping up to date with political affairs	x	x	x	x	
	Importance: Participating in a community action program	x	x	x	x	
	Importance: Service					x
	Importance: Working to correct social and economic inequalities			x		
	Likelihood: Participated in student government	x	x			
	Number of courses: Courses that included opportunities to study and serve communities in need				x	

Research and Public Service Within its Mission (CS 3.3.1.4 and CS 3.3.1.5)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
3.3.1.5: Community/public service within its mission	Number of courses: Instructional techniques/methods: Community service as part of coursework					x
	Number of courses: Instructional techniques/methods: Performances/demonstrations					x
	Plans: Doing volunteer work				x	
	Plans: Participating in an organization like the Peace Corps, AmeriCorps/VISTA, and Teach for America				x	
	Priority: Create and sustain partnerships with surrounding communities					x
	Priority: Develop leadership ability among students					x
	Priority: Facilitate student involvement in community service					x
	Priority: Help students learn how to bring about change in society					x
	Priority: Provide resources for faculty to engage in community-based teaching or research					x
	Priority: Provide resources for faculty to engage in community-based teaching or research					x
	Satisfaction: Opportunities for community service		x			
	Self-rating: Ability to discuss and negotiate controversial issues	x	x	x	x	
	Self-rating: Ability to see the world from someone else's perspective	x	x	x	x	
	Self-rating: Ability to work cooperatively with diverse people	x	x	x	x	
	Self-rating: Openness to having my own views challenged	x	x	x	x	
	Self-rating: Perceived growth/current ability: Understanding of the problems facing your community	x	x		x	
	Self-rating: Understanding of others	x	x		x	
	Taught a service learning course					x
	Yes/No: Advised student groups involved in service/volunteer work					x
	Yes/No: Collaborated with the local community in research/teaching					x
	Yes/No: Do you use your scholarship to address local community needs					x
Yes/no: Do you use your scholarship to address local community needs					x	
Yes/no: Engaged in public service/professional consulting without pay					x	
Yes/no: Participated in leadership training		x	x	x		

3.3.1.5 CIRP Constructs: Civic Awareness, Pluralistic Orientation and Social Agency

TFS = The Freshman Survey; YFCY = Your First College Year; DLE = Diverse Learning Environments Survey; CSS = College Senior Survey; FAC = The 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 DLE is administered during the second and/or third year; The CSS is administered at the end of the senior year. The Faculty Survey is administered every three years.

Institutional Environment (CS 3.11.2)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
3.11.2: The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment)	Agreement: At least one faculty member has taken an interest in my development		x	x	x	
	Agreement: Faculty are committed to the welfare of this institution					x
	Agreement: Faculty showed concern about my progress		x	x	x	
	Agreement: I feel a sense of belonging to this campus		x	x	x	
	Agreement: I feel comfortable sharing my own perspectives and experiences in class			x		
	Agreement: I feel that I am a member of this college		x	x	x	
	Agreement: I feel valued at this institution		x		x	
	Agreement: I have been able to find a balance between academics and extracurricular activities		x			
	Agreement: I have been singled out in class because of my race/ethnicity, gender, sexual orientation, or religious affiliation			x		
	Agreement: I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation		x		x	
	Agreement: I see myself as part of the campus community		x	x	x	
	Agreement: In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation		x	x	x	
	Agreement: My college experiences have exposed me to diverse opinions, cultures and values		x			
	Agreement: The faculty and staff demonstrate a strong commitment to diversity			x		
	Agreement: There is a lot of racial tension on this campus		x		x	
	Agreement: This college: Appreciates differences in sexual orientation			x		x
	Agreement: This college: Encourages students to have a public voice and share their ideas openly			x		x
	Agreement: This college: Has a long-standing commitment to diversity			x		x
	Agreement: This college: Has campus administrators who regularly speak about the value of diversity			x		x
	Agreement: This college: Has standard reporting procedures for incidents of harassment or discrimination					x
	Agreement: This college: Promotes the appreciation of cultural differences			x		x
	Agreement: This college: Promotes the understanding of gender differences					x
	Agreement: This college: Rewards staff and faculty for their participation in diversity efforts					x
	Agreement: This college: Treats faculty of color fairly					x
	Agreement: This college: Treats LGBTQ faculty fairly					x
	Agreement: This college: Treats women faculty fairly					x
	Description of institution: Faculty here respect each other					x
	Description of institution: The administration is open about its policies					x
	Description of institution: The faculty are typically at odds with campus administration					x
	Description of institution: There is respect for the expression of diverse values and beliefs					x
Ease: Access support services outside of "regular" business hours			x			
Frequency: Bias/harassment/discrimination: Anonymous phone calls				x	x	
Frequency: Bias/harassment/discrimination: Damage to personal property				x	x	

Institutional Environment (CS 3.11.2)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
3.11.2: The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment)	Frequency: Bias/harassment/discrimination: Exclusion (e.g., from gatherings, events)			x		x
	Frequency: Bias/harassment/discrimination: Offensive visual images or items			x		x
	Frequency: Bias/harassment/discrimination: Physical assaults or injuries			x		x
	Frequency: Bias/harassment/discrimination: Sexual assault or violence					x
	Frequency: Bias/harassment/discrimination: Threats of physical violence			x		x
	Frequency: Bias/harassment/discrimination: Verbal comments			x		x
	Frequency: Bias/harassment/discrimination: Written comments (e.g., emails, texts, writing on walls)			x		x
	Frequency: Disability Resource Center		x	x		
	Frequency: Experienced sexual harassment			x		
	Frequency: Experiences with other racial/ethnic groups: Felt insulted or threatened because of your race/ethnicity		x	x	x	
	Frequency: Heard insensitive or disparaging racial remarks from: Students / Staff / Faculty			x		x
	Frequency: Isolated from campus life		x			
	Frequency: Participated in ongoing campus-organized discussions on racial/ethnic issues (e.g., intergroup dialogue)			x		
	Frequency: Reported an incident of discrimination to a campus authority			x		x
	Frequency: Reported an incident of sexual harassment to a campus authority			x		x
	Frequency: Student health services		x	x		
	Frequency: Student psychological services		x	x		
	Frequency: Unsafe on this campus		x			
	Frequency: Witnessed discrimination			x		x
	Frequency: Worried about your health		x			
	Hours per week: Exercising or sports	x	x		x	
	Importance: Felt like I didn't "fit in" at my college			x		
	Satisfaction: Ability to find a faculty or staff mentor				x	
	Satisfaction: Administrative response to incidents of discrimination			x		x
	Satisfaction: Administrative response to student concerns about exclusion or marginality					x
	Satisfaction: Atmosphere for differences in sexual orientation			x		x
	Satisfaction: Atmosphere for political differences			x		x
	Satisfaction: Atmosphere for religious differences			x		x
	Satisfaction: Interactions among different racial/ethnic groups			x		x
	Satisfaction: Overall sense of community among students		x	x	x	x
	Satisfaction: Respect for the expression of diverse beliefs			x	x	
	Satisfaction: Student health services		x		x	
Satisfaction: Student psychological services		x		x		
Stress: Subtle discrimination (e.g., prejudice, racism, sexism)					x	
Yes/No: Bias/harassment/discrimination based on: Ability/disability status			x			
Yes/No: Bias/harassment/discrimination based on: Age			x			
Yes/No: Bias/harassment/discrimination based on: Citizenship status			x			
Yes/No: Bias/harassment/discrimination based on: Political beliefs			x			
Yes/No: Bias/harassment/discrimination based on: Race/ethnicity			x			

Institutional Environment (CS 3.11.2)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
3.11.2: The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment)	Yes/No: Bias/harassment/discrimination based on: Religious/spiritual beliefs			x		
	Yes/No: Bias/harassment/discrimination based on: Sex			x		
	Yes/No: Bias/harassment/discrimination based on: Sexual orientation			x		
	Yes/No: Bias/harassment/discrimination based on: Socioeconomic status			x		
	Yes/No: Have you been sexually harassed at this institution					x
3.11 CIRP Constructs: Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Sense of Belonging						
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The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The DLE is administered during the second and/or third year; The CSS is administered at the end of the senior year. The Faculty Survey is administered every three years.						

3.7: Faculty (CR 2.7, CS 3.7.1, CS 3.7.3, CS 3.7.4, and CS 3.7.5)

		Question on instrument				
Core Requirement/ Comprehensive Standard	Item	TFS	YFCY	DLE	CSS	FAC
2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. (Faculty)	Hours per week: Advising and counseling of students					x
	Hours per week: Scheduled teaching					x
	Number of courses: At this institution					x
	Number of courses: Courses required for an undergraduate major					x
	Number of courses: Developmental/remedial courses (not for credit)					x
	Number of courses: General education courses					x
	Number of courses: Other undergraduate credit courses					x
	Principal activity: Teaching					x
	Satisfaction: Ability to find a faculty or staff mentor				x	
	Satisfaction: Amount of contact with faculty		x		x	
	Satisfaction: Class size		x		x	
	Tenure status: Tenure status at this institution					x
	Yes/no: Adjunct faculty member at this institution					x
	Yes/no: Considered a full-time employee at this institution for at least nine months of the current academic year					x
2.8 CIRP Constructs: Job Satisfaction: Workplace						
Core Requirement/ Comprehensive Standard	Item	TFS	YFCY	DLE	CSS	FAC
3.7.1: The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See Commission guidelines “Faculty Credentials.”) (Faculty competence)	Academic Credential: Degree Currently Working On					x
	Academic Credential: Highest Degree Earned					x
	Agreement: At least one faculty member has taken an interest in my development		x	x	x	
	Agreement: Faculty are committed to the welfare of this institution					x
	Agreement: Faculty are not prepared to deal with conflict over diversity issues in the classroom					x
	Agreement: Faculty believe in my potential to succeed academically		x	x	x	
	Agreement: Faculty empower me to learn here		x	x	x	
	Agreement: Faculty encourage me to meet with them outside of class		x	x	x	
	Agreement: Faculty here are strongly interested in the academic problems of undergraduates					x
	Agreement: Faculty showed concern about my progress		x	x	x	
	Agreement: Part-time faculty: Are compensated for advising/counseling students					x
	Agreement: This college: Rewards staff and faculty for their participation in diversity efforts					x
	Agreement: This institution has effective hiring practices and policies that increase faculty diversity					x
	Description of institution: Faculty are rewarded for being good teachers					x
	Extent: Feel that the training you received in graduate school prepared you well for your role as a faculty member					x
	Extent: Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar					x
	Frequency: Faculty were able to determine my level of understanding of the course material				x	

3.7: Faculty (CR 2.7, CS 3.7.1, CS 3.7.3, CS 3.7.4, and CS 3.7.5)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
3.7.1 Faculty competence	Frequency: Felt that faculty encouraged me to ask questions and participate in discussions		x	x	x	
	Frequency: Felt that faculty provided me with feedback that helped me assess my progress in class		x	x	x	
	Frequency: Felt that my contributions were valued in class			x	x	
	Frequency: Received from your professor: A letter of recommendation				x	
	Frequency: Received from your professor: Advice and guidance about your educational program				x	
	Frequency: Received from your professor: An opportunity to apply classroom learning to "real-life" issues				x	
	Frequency: Received from your professor: An opportunity to discuss coursework outside of class				x	
	Frequency: Received from your professor: An opportunity to publish				x	
	Frequency: Received from your professor: An opportunity to work on a research project				x	
	Frequency: Received from your professor: Emotional support and encouragement				x	
	Frequency: Received from your professor: Encouragement to pursue graduate/professional study				x	
	Frequency: Received from your professor: Feedback on your academic work (outside of grades)				x	
	Frequency: Received from your professor: Help in achieving your professional goals				x	
	Frequency: Received from your professor: Help to improve your study skills				x	
	Frequency: Received from your professor: Honest feedback about your skills and abilities				x	
	Frequency: Received from your professor: Intellectual challenge and stimulation				x	
	Hours per week: Outside consulting/freelance work					x
	In the past two years, how many exhibitions or performances in the fine or applied arts have you presented?					x
	In the past two years, how many of your professional writings have been published or accepted for publication?					x
	Number published: Articles in academic or professional journals					x
	Number published: Books, manuals, or monographs					x
	Number published: Chapters in edited volumes					x
	Number published: Other, such as patents, or computer software products					x
	Priority: Hire faculty "stars"					x
	Satisfaction: Ability to find a faculty or staff mentor				x	
	Satisfaction: Department: Commitment to hiring women and minorities					x
	Satisfaction: Department: Representation of women and racial/ethnic minorities					x

3.7: Faculty (CR 2.7, CS 3.7.1, CS 3.7.3, CS 3.7.4, and CS 3.7.5)

		Question on instrument				
Core Requirement/ Comprehensive Standard	Item	TFS	YFCY	DLE	CSS	FAC
3.7.1 Faculty competence	Yes/No: Collaborated with the local community in research/teaching					x
	Yes/No: Do you use your scholarship to address local community needs					x
	Yes/No: Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)					x
	Yes/No: Engaged in public service/professional consulting without pay					x
	Yes/No: Have you ever received an award for outstanding teaching					x
	Yes/No: Received funding for your work from: Business or industry					x
	Yes/No: Received funding for your work from: Foundations					x
	Yes/No: Received funding for your work from: State or federal government					x
3.7.1 CIRP Constructs: Civic Engagement, Job Satisfaction: Workplace, Scholarly Productivity, Faculty Interaction: Mentorship						
		Question on instrument				
Core Requirement/ Comprehensive Standard	Item	TFS	YFCY	DLE	CSS	FAC
3.7.3 The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners. (Faculty development)	Agreement: Part-time faculty: Have access to support services					x
	Agreement: Part-time faculty: Have good working relationships with the administration					x
	Agreement: There is adequate support for faculty development					
	Part-time instructors at this institution: Are given specific training before teaching					x
	Yes/No: Incentives to develop new courses					x
	Yes/No: Incentives to integrate technology into your classroom					x
	Yes/No: Internal grants for research					x
	Yes/No: Paid sabbatical leave					x
	Yes/No: Paid workshops outside of the institution focused on teaching					x
	Yes/No: Part-time faculty: Access to professional development funds					x
	Yes/No: Training for administrative leadership					x
	Yes/No: Travel funds paid by the institution					x
Core Requirement/ Comprehensive Standard	Item	TFS	YFCY	DLE	CSS	FAC
3.7.4: The institution ensures adequate procedures for safeguarding and protecting academic freedom. (Academic freedom)	Agreement: Part-time faculty: Have input in course designs					x
	Description of institution: Faculty here respect each other					x
	Description of institution: There is respect for the expression of diverse values and beliefs					x
	Satisfaction: Autonomy and independence					x
	Satisfaction: Competency of colleagues					x
	Satisfaction: Course assignments					x
	Satisfaction: Department: Degree to which the curriculum addresses diversity in content or pedagogy					x

3.7: Faculty (CR 2.7, CS 3.7.1, CS 3.7.3, CS 3.7.4, and CS 3.7.5)

		Question on instrument				
Core Requirement/ Comprehensive Standard	Item	TFS	YFCY	DLE	CSS	FAC
3.7.4 Academic Freedom	Satisfaction: Department: Tolerance of different faculty opinions and beliefs					x
	Satisfaction: Departmental Leadership					x
	Satisfaction: Freedom to determine course content					x
	Satisfaction: Job security					x
	Satisfaction: Opportunity for scholarly pursuits					x

3.7.4 CIRP Constructs: Job Satisfaction: Workplace

		Question on instrument				
Core Requirement/ Comprehensive Standard	Item	TFS	YFCY	DLE	CSS	FAC
3.7.5: The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. (Faculty role in governance)	Agreement: Faculty are sufficiently involved in campus decision making					x
	Agreement: Part-time faculty: Are included in faculty governance					x
	Agreement: The criteria for advancement and promotion decisions are clear					x
	Description of institution: Administrators consider faculty concerns when making policy					x
	Description of institution: The administration is open about its policies					x
	Description of institution: The faculty are typically at odds with campus administration					x

TFS = The Freshman Survey; YFCY = Your First College Year; DLE = Diverse Learning Environments Survey; CSS = College Senior Survey; FAC = The 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 DLE is administered during the second and/or third year; The CSS is administered at the end of the senior year. The Faculty Survey is administered every three years.

Technology Use (CS 3.4.12)

Core Requirement/ Comprehensive Standard	Item	Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
3.4.12 The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. (Technology use)	Agreement: Faculty are rewarded for their efforts to use instructional technology					x
	Frequency: Accessed your campus' library resources electronically		x		x	
	Frequency: How frequently do you incorporate the following forms of technology into your courses					x
	Frequency: Posted on a course-related on-line discussion board		x		x	
	Frequency: Used the Internet for research or homework	x				
	Frequency: Used the library for research or homework				x	
	Number of courses: Instructional techniques/methods: "Learn before lecture" through multimedia tools (e.g., flipping the classroom)					x
	Number of courses: Instructional techniques/methods: Electronic quizzes with immediate feedback in class			x		x
	Satisfaction: Computer (computing) assistance		x		x	
	Satisfaction: Computer facilities/labs		x			
	Self-rating: Computer skills	x	x		x	
	Yes/no: Received incentives to integrate technology into your classroom					x
	Yes/no: Taken a course exclusively online at this institution		x		x	
	Frequency: YouTube or other videos					x
	Frequency: Classroom enhancement technology (e.g., Elmo, tablet PCs)					x
	Frequency: Simulations/animations					x
	Frequency: Podcasts					x
	Frequency: Online homework or virtual labs					x
	Frequency: Online discussion boards					x
	Number of courses: Mostly online instruction			x		
Yes/no: Taught an exclusively web-based course at this institution					x	

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Physical Resources (CR 2.11.2)

		Question on instrument				
		TFS	YFCY	DLE	CSS	FAC
Core Requirement/ Comprehensive Standard	Item					
2.11.2: The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services (Physical Resources)	Satisfaction: Classroom facilities		x			
	Satisfaction: Computer facilities/labs		x		x	
	Satisfaction: Laboratory facilities and equipment		x		x	
	Satisfaction: Library facilities		x		x	
	Satisfaction: Office/lab space					x
	Satisfaction: Student housing (e.g., res. halls)		x		x	
TFS = The Freshman Survey; YFCY = Your First College Year; DLE = Diverse Learning Environments Survey; CSS = College Senior Survey; FAC = The 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 DLE is administered during the second and/or third year; The CSS is administered at the end of the senior year. The Faculty Survey is administered every three years.						