



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

## **Accreditation Guide: Western Association of Schools and Colleges (WASC)**

### **2010 CIRP Surveys**

#### **Introduction**

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

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

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

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

#### **How Can CIRP Surveys be Useful in WASC Accreditation?**

CIRP survey results can be used in several ways in the WASC 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 and disaggregate by important demographics, like race 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 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 WASC accreditation processes and products. A detailed table aligning CIRP survey results with WASC Standards, including specific Criteria for Review and examples of how to use CIRP survey results in WASC accreditation processes are provided.

### **CIRP in WASC Timelines**

Results from CIRP surveys are well-suited to both the Capacity and Preparatory Review (CPR) and Educational Effectiveness Review (EER), including:

- CPR Report and Data Portfolio
- Thematic or standards-based inquiry for EER
- Both off-site review and site visit.
- Response to a decision by WASC 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 two years preceding a proposal for CPR gives an institution ample time to analyze, interpret and disseminate results for the broad-based institutional process required as part of the CPR and subsequent EER. This also allows an institution to follow up at appropriate times to demonstrate whether actions and programs are having their intended effect.

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

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

| <b>CPR Proposal Accepted</b> | <b>TFS</b> | <b>Preparatory Review (CPR)</b> | <b>YFCY</b> | <b>CSS</b> | <b>HERI Faculty Survey</b> | <b>Educational Effectiveness Review (EER)</b> |
|------------------------------|------------|---------------------------------|-------------|------------|----------------------------|---|
| 2011                         | Fall 2011  | 2013                            | Spr 2012    | Grad 2015  | 2013-14                    | 2015  |
| 2012                         | Fall 2012  | 2014                            | Spr 2013    | Grad 2016  | 2013-14                    | 2016  |
| 2013                         | Fall 2013  | 2015                            | Spr 2014    | Grad 2017  | 2013-14                    | 2017  |

For some institutions, a CPR, site visit, or response to a decision from WASC might not allow for a lengthy planning cycle. Results from CIRP surveys can still provide valuable information. Registration and participation in CIRP surveys are flexible and institutional results are available quickly and can be used to demonstrate educational outcomes and supplement institutional evidence. Subsequent administrations of CIRP surveys can be used to establish a longitudinal approach, which will provide the most meaningful evidence of the impact of institutional efforts and strengthen the institution’s ability to provide reliable and valid information upon which to make decisions that improve the student experience.

### **Using CIRP Surveys as Evidence in WASC Standards**

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

In preparing this guide, CIRP staff, working in conjunction with colleges and universities in the WASC region, reviewed WASC Standards and aligned CIRP survey items that closely corresponded with each CFR. 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 WASC Standards and CFRs. 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 WASC Standards and CFRs 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.

### WASC Standards

CIRP Survey results support multiple CFRs within the four main WASC Standards. Because the Standards are set forth in broad, holistic term that are applicable to all institutions, which items or CIRP Constructs an institution chooses to use 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 the WASC Standards.

*Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives:* Participation in CIRP surveys and analyses of survey results can be used to support CFR 1.2, “Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning...”

*Standard 2: Achieving Educational Objectives through Core Functions:* This standard focuses on the extent to which an institution achieves its institutional purposes and educational objectives through its core functions of 1) teaching and learning, 2) scholarship and creative activity, and 3) support for student learning and success. The standard emphasizes both that these functions are performed effectively, and supporting one another in the ongoing pursuit of educational effectiveness. Because CIRP surveys look comprehensively at the college experience and provide longitudinal information, they are of particular value here as they address both curricular (CFRs 2.2-2.6) and co-curricular experiences (CFRs 2.11-2.13) and student learning outcomes over time.

*Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability.* “The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning. CIRP results align broadly with this standard, particularly, CFRs 3.1, 3.5-3.7 the HERI Faculty Survey, addresses CFRs 3.1-3.7 from the faculty perspective.

*Standard 4: Creating an Organization Committed to Learning Improvement.* This standard establishes that an institution “Conducts sustained, evidence-based and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution and to revise institutional purpose, structures, and approaches to teaching, learning and scholarly work.” CIRP survey results are particularly appropriate to CFRs 4.3, 4.5 and 4.7.

## WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

*The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.*

| CFR   | ITEM   | TFS | YFCY | CSS | FAC |
|---|--|-----|------|-----|-----|
| 1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning. The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution. | General knowledge  |     | 1    | 1   |     |
|   | Your overall academic experience   |     | 6    |     |     |
|   | Manage your time effectively   |     | 8    | 8   |     |
|   | Understand what your professors expect of you academically                       |     | 8    |     |     |
|   | Develop effective study skills   |     | 8    |     |     |
|   | Adjust to the academic demands of college  |     | 8    |     |     |
|   | Faculty here are interested/strongly interested in students' academic problems   |     | 12   | 15  | 29  |
|   | Respect for the expression of diverse beliefs                                    |     | 18   | 12  | 26  |
|   | Overall college experience   |     | 18   | 12  |     |
|   | Relevance of coursework to everyday life   |     | 18   | 12  |     |
|   | Relevance of coursework to future career plans                                   |     | 18   | 12  |     |
|   | Overall quality of instruction   |     | 18   | 12  |     |
|   | Be satisfied with your college   | 43  |      |     |     |
| <i>CIRP Constructs: College Reputation Orientation</i>  |  |     |      |     |     |
| CFR   | ITEM   | TFS | YFCY | CSS | FAC |
| 1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.   | Academic advising  |     | 6    | 11  |     |
|   | Financial aid office   |     | 6    |     |     |
|   | My college experiences have exposed me to diverse opinions, cultures, and values |     | 12   |     |     |
|   | Had intellectual discussions outside of class                                    |     | 13   | 18  |     |
|   | Respect for the expression of diverse beliefs                                    |     | 18   | 12  | 26  |
|   | Faculty here respect each other  |     |      |     | 26  |
|   | Autonomy and independence  |     |      |     | 28  |
|   | Freedom to determine course content  |     |      |     | 28  |
| CFR   | ITEM   | TFS | YFCY | CSS | FAC |
| 1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.  | Knowledge of people from different races/cultures                                |     | 1    | 1   |     |
|   | Understanding of the problems facing your community                              |     | 1    | 1   |     |
|   | Understanding of national issues   |     | 1    | 1   |     |
|   | Understanding of global issues   |     | 1    | 1   |     |
|   | Develop close friendships with: students of a different racial/ethnic group      |     | 8    |     |     |
|   | Tolerance of others with different beliefs                                       | 30  | 9    | 16  | 21  |
|   | Ability to discuss and negotiate controversial issues                            | 30  | 9    | 16  | 21  |
|   | Ability to see the world from someone else's perspective                         | 30  | 9    | 16  |     |
|   | Openness to having my own views challenged                                       | 30  | 9    | 16  |     |
|   | Ability to work cooperatively with diverse people                                | 30  | 9    | 16  |     |
|   | Socialize/socialized with someone of another racial/ethnic group                 | 28  | 10   | 18  |     |
|   | There is a lot of racial tension on this campus                                  |     | 12   | 15  | 29  |
|   | I have felt discriminated against based on my: race/ethnicity                    |     | 12   | 15  |     |
|   | I have felt discriminated against based on my: socio-economic status             |     | 12   | 15  |     |
|   | I have felt discriminated against based on my: gender                            |     | 12   | 15  |     |
|   | I have felt discriminated against based on my: religion                          |     | 12   | 15  |     |
|   | I have felt discriminated against based on my: sexual orientation                |     | 12   | 15  |     |
|   | In class, I have heard faculty express stereotypes about racial/ethnic groups    |     | 12   | 15  |     |
|   | I see myself as part of the campus community                                     |     | 12   | 15  |     |
| I feel I am a member of this college  |  | 12  | 15   |     |     |

**WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives**

| CFR   | ITEM   | TFS | YFCY | CSS | FAC |
|---|--|-----|------|-----|-----|
| (Continued) 1.5 Diverse society   | I feel a sense of belonging to this campus   |     | 12   | 15  |     |
|   | My college experiences have exposed me to diverse opinions, cultures, and values                         |     | 12   |     |     |
|   | In class, I have heard faculty express gender stereotypes  |     | 12   |     |     |
|   | Socialized or partied  | 43  | 13   | 18  |     |
|   | Had intellectual discussions outside of class  |     | 13   | 18  |     |
|   | Dined or shared a meal   |     | 13   | 18  |     |
|   | Had meaningful and honest discussions about race/ethnic relations outside of class                       |     | 13   | 18  |     |
|   | Had guarded, cautious interactions   |     | 13   | 18  |     |
|   | Shared personal feelings and problems  |     | 13   | 18  |     |
|   | Had tense, somewhat hostile interactions   |     | 13   | 18  |     |
|   | Felt insulted or threatened because of your race/ethnicity   |     | 13   | 18  |     |
|   | Studied or prepared for class  |     | 13   | 18  |     |
|   | Racial/ethnic diversity of student body  |     | 18   | 12  |     |
|   | Racial/ethnic diversity of faculty   |     | 18   |     |     |
|   | Had a roommate of a different race/ethnicity   | 43  | 20   | 6   |     |
|   | Enrolled in an honors or advanced course   |     | 20   | 6   |     |
|   | Enrolled in a remedial or developmental course   |     | 20   | 6   |     |
|   | I have been singled out because of my race/ethnicity   |     |      | 15  |     |
|   | Taught an honors course  |     |      |     | 10  |
|   | Taught an interdisciplinary course   |     |      |     | 10  |
|   | Taught an ethnic studies course  |     |      |     | 10  |
|   | Taught a women's studies course  |     |      |     | 10  |
|   | Taught a service learning course   |     |      |     | 10  |
|   | Taught an exclusively web-based course at this institution   |     |      |     | 10  |
|   | Advised student groups involved in service/volunteer work  |     |      |     | 10  |
|   | Collaborated with the local community in research/teaching   |     |      |     | 10  |
|   | Engaged in academic research that spans multiple disciplines   |     |      |     | 10  |
|   | Taught a seminar for first-year students   |     |      |     | 10  |
|   | Taught a capstone course   |     |      |     | 10  |
|   | Taught in a learning community (e.g. FIG, linked courses)  |     |      |     | 10  |
|   | Supervised an undergraduate thesis   |     |      |     | 10  |
|   | Including all institutions at which you teach, how many undergraduate courses are you teaching this term |     |      |     | 11  |
|   | Teach remedial reading   |     |      |     | 12  |
|   | Teach remedial writing   |     |      |     | 12  |
|   | Teach remedial mathematics   |     |      |     | 12  |
|   | Teach remedial ESL   |     |      |     | 12  |
|   | Teach remedial general academic skills   |     |      |     | 12  |
|   | Teach remedial other subject areas   |     |      |     | 12  |
|   | Have you been sexually harassed at this institution  |     |      |     | 23  |
|   | Review/promotion process   |     |      |     | 27  |
| Racial and ethnic diversity should be more strongly reflected in the curriculum |  |     |      | 29  |     |
| Faculty feel that most students are well-prepared academically                  |  |     |      | 29  |     |
| This institution should hire more faculty of color                              |  |     |      | 29  |     |
| This institution should hire more women faculty                                 |  |     |      | 29  |     |
| There is a lot of campus racial conflict here                                   |  |     |      | 29  |     |
| Faculty of color are treated fairly here  |  |     |      | 29  |     |
| Women faculty are treated fairly here   |  |     |      | 29  |     |
| Gay and lesbian faculty are treated fairly here                                 |  |     |      | 29  |     |
| Most of the students I teach lack the basic skills for college level work       |  |     |      | 29  |     |
| To hire faculty "stars"   |  |     |      | 30  |     |

**WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives**

| CFR                             | ITEM   | TFS | YFCY | CSS | FAC |
|---------------------------------|--|-----|------|-----|-----|
| (Continued) 1.5 Diverse society | To recruit more minority students  |     |      |     | 30  |
|                                 | To create a diverse multi-cultural campus environment  |     |      |     | 30  |
|                                 | To promote gender equity among faculty   |     |      |     | 30  |
|                                 | To create and sustain partnerships with surrounding communities                                |     |      |     | 30  |
|                                 | To increase the representation of minorities in the faculty and                                |     |      |     | 30  |
|                                 | To strengthen links with the for-profit, corporate sector                                      |     |      |     | 30  |
|                                 | To increase the representation of women in the faculty and administration                      |     |      |     | 30  |
|                                 | To develop an appreciation for multiculturalism  |     |      |     | 30  |
|                                 | Promoting diversity leads to the admission of too many underprepared students                  |     |      |     | 31  |
|                                 | A racially/ethnically diverse student body enhances the educational experience of all students |     |      |     | 31  |
|                                 | Colleges should prohibit racist/sexist speech on campus  |     |      |     | 31  |
|                                 | This institution should not offer remedial/developmental education                             |     |      |     | 31  |

*CIRP Constructs: Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Pluralistic Orientation and Sense of Belonging*

| CFR  | ITEM   | TFS | YFCY | CSS | FAC |
|--|--|-----|------|-----|-----|
| 1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds. | The admission/recruitment materials portrayed this campus accurately |     | 12   |     |     |
|  | Had difficulty getting the courses you need                          |     | 21   | 5   |     |
|  | Need extra time to complete your degree requirements                 | 43  |      |     |     |

TFS = The Freshman Survey; YFCY = Your First College Year; 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 CSS is administered at the end of the senior year.

**NOTES:**

## WASC Standard 2: Achieving Educational Objectives Through Core Functions

*The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.*

| CFR   | ITEM  | TFS | YFCY | CSS | FAC |
|---|---|-----|------|-----|-----|
| <p>2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.</p> <p>2.2a. Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication, college-level quantitative skills, information literacy, and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity, civic responsibility, the ability to work with others, and the capability to engage in lifelong learning. Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.</p> | Knowledge of a particular field or discipline                               |     | 1    | 1   | 21  |
|   | Critical thinking skills  |     | 1    | 1   | 21  |
|   | Knowledge of people from different races/cultures                           |     | 1    | 1   |     |
|   | Understanding of the problems facing your community                         |     | 1    | 1   |     |
|   | Understanding of national issues  |     | 1    | 1   |     |
|   | Understanding of global issues  |     | 1    | 1   |     |
|   | General knowledge   |     | 1    | 1   |     |
|   | Problem-solving skills  |     | 1    | 1   |     |
|   | Leadership ability (abilities)  |     | 1    | 1   |     |
|   | Ability to conduct research   |     | 1    |     |     |
|   | Ability to work as part of a team   |     | 1    |     |     |
|   | Faculty <u>during</u> office hours  |     | 2    |     |     |
|   | Faculty <u>outside</u> of class or office hours                             |     | 2    |     |     |
|   | Academic advisors/counselors  |     | 2    |     |     |
|   | Other college personnel   |     | 2    |     |     |
|   | Graduate students/teaching assistants                                       |     | 2    |     |     |
|   | That your courses inspired you to think in new ways                         |     | 4    |     |     |
|   | Academic advising   |     | 6    | 11  |     |
|   | Tutoring or other academic assistance                                       |     | 6    | 11  |     |
|   | Your overall academic experience  |     | 6    |     |     |
|   | Creativity  | 29  | 7    | 14  | 21  |
|   | Self-understanding  | 29  | 7    | 14  | 21  |
|   | Writing ability   | 29  | 7    | 14  | 21  |
|   | Academic ability  | 29  | 7    | 14  |     |
|   | Artistic ability  | 29  | 7    | 14  |     |
|   | Computer skills   | 29  | 7    | 14  |     |
|   | Drive to achieve  | 29  | 7    | 14  |     |
|   | Leadership ability  | 29  | 7    | 14  |     |
|   | Mathematical ability  | 29  | 7    | 14  |     |
|   | Public speaking ability   | 29  | 7    | 14  |     |
|   | Self-confidence (intellectual)  | 29  | 7    | 14  |     |
|   | Self-confidence (social)  | 29  | 7    | 14  |     |
|   | Spirituality  | 29  | 7    | 14  |     |
|   | Understanding of others   | 29  | 7    | 14  |     |
|   | Risk-taking   |     | 7    | 14  |     |
|   | Manage your time effectively  |     | 8    | 8   |     |
|   | Develop close friendships with: students of a different racial/ethnic group |     | 8    |     |     |
|   | Understand what your professors expect of you academically                  |     | 8    |     |     |
|   | Develop effective study skills  |     | 8    |     |     |
|   | Tolerance of others with different beliefs                                  | 30  | 9    | 16  | 21  |
|   | Ability to discuss and negotiate controversial issues                       | 30  | 9    | 16  | 21  |
|   | Ability to see the world from someone else's perspective                    | 30  | 9    | 16  |     |
| Openness to having my own views challenged  | 30  | 9   | 16   |     |     |
| Ability to work cooperatively with diverse people   | 30  | 9   | 16   |     |     |
| Been/was bored in class   | 28  | 10  | 5    |     |     |
| Demonstrated for/against a cause  | 28  | 10  | 5    |     |     |
| Tutored another student/college student   | 28  | 10  | 5    |     |     |
| Studied with other students   | 28  | 10  | 5    |     |     |
| Been /was a guest in a professor's/teacher's home   | 28  | 10  | 5    |     |     |



WASC Standard 2: Achieving Educational Objectives Through Core Functions

| CFR  | ITEM   | TFS | YFCY | CSS | FAC |
|--|--|-----|------|-----|-----|
| (Continued) 2.2 All degrees—undergraduate and graduate | Asked a teacher/professor for advice after class                                   | 28  | 10   | 5   |     |
|  | Voted in a student election  | 28  | 10   | 5   |     |
|  | Used the Internet for research or homework   | 28  | 10   | 5   |     |
|  | Performed community service as part of class                                       | 28  | 10   | 5   |     |
|  | Performed volunteer work   | 28  | 10   | 13  |     |
|  | Worked on a local, state, or national political campaign                           | 28  | 10   | 13  |     |
|  | Socialize/socialized with someone of another racial/ethnic group                   | 28  | 10   | 18  |     |
|  | Attending classes/labs   | 38  | 11   | 9   |     |
|  | Working (for pay) <u>off</u> campus  | 38  | 11   | 9   |     |
|  | Student clubs and groups   | 38  | 11   | 9   |     |
|  | Working (for pay) <u>on</u> campus   |     | 11   | 9   |     |
|  | My college experiences have exposed me to diverse opinions, cultures, and values   |     | 12   |     |     |
|  | Had intellectual discussions outside of class                                      |     | 13   | 18  |     |
|  | Had meaningful and honest discussions about race/ethnic relations outside of class |     | 13   | 18  |     |
|  | Studied or prepared for class  |     | 13   | 18  |     |
|  | Ask questions in class   | 32  | 15   | 10  | 18  |
|  | Support your opinions with a logical argument                                      | 32  | 15   | 10  | 18  |
|  | Seek solutions to problems and explain them to others                              | 32  | 15   | 10  | 18  |
|  | Revise your papers to improve your writing   | 32  | 15   | 10  | 18  |
|  | Evaluate the quality or reliability of information you received                    | 32  | 15   | 10  | 18  |
|  | Take a risk because you felt you had more to gain                                  | 32  | 15   | 10  | 18  |
|  | Seek alternative solutions to a problem  | 32  | 15   | 10  | 18  |
|  | Look up scientific research articles and resources                                 | 32  | 15   | 10  | 18  |
|  | Explore topics on your own, even though it was not required for a class            | 32  | 15   | 10  | 18  |
|  | Accept mistakes as part of the learning process                                    | 32  | 15   | 10  | 18  |
|  | Seek feedback on your academic work  | 32  | 15   | 10  | 18  |
|  | Take notes during class  | 32  | 15   | 10  | 18  |
|  | Integrate/integrated skills and knowledge from different sources and experience    | 32  | 15   | 10  | 18  |
|  | Becoming an authority in my field  | 42  | 17   | 19  | 20  |
|  | Influencing the political structure  | 42  | 17   | 19  | 20  |
|  | Influencing social values  | 42  | 17   | 19  | 20  |
|  | Helping others who are in difficulty   | 42  | 17   | 19  | 20  |
|  | Making a theoretical contribution to science                                       | 42  | 17   | 19  | 20  |
|  | Developing a meaningful philosophy of life   | 42  | 17   | 19  | 20  |
|  | Participating in a community action program  | 42  | 17   | 19  | 20  |
|  | Helping to promote racial understanding  | 42  | 17   | 19  | 20  |
|  | Keeping up to date with political affairs  | 42  | 17   | 19  | 20  |
|  | Becoming a community leader  | 42  | 17   | 19  | 20  |
|  | Improving my understanding of other countries and cultures                         | 42  | 17   | 19  | 20  |
|  | Adopting "green" practices to protect the environment                              | 42  | 17   | 19  | 20  |
|  | Becoming accomplished in one of the performing arts (acting, dancing, etc.)        | 42  | 17   | 19  |     |
|  | Obtaining recognition from my colleagues for contributions to my special field     | 42  | 17   | 19  |     |
|  | Writing original works (poems, novels, etc.)                                       | 42  | 17   | 19  |     |
|  | Creating artistic works (painting, sculpture, etc)                                 | 42  | 17   | 19  |     |
|  | Becoming successful in a business of my own  | 42  | 17   | 19  |     |
|  | Becoming involved in programs to clean up the environment                          | 42  | 17   | 19  |     |
|  | Overall quality of instruction   |     | 18   | 12  |     |

**WASC Standard 2: Achieving Educational Objectives Through Core Functions**

| CFR  | ITEM   | TFS | YFCY | CSS | FAC |
|--|--|-----|------|-----|-----|
| (Continued) 2.2 All degrees—undergraduate and graduate | Participated in student government   | 43  | 20   | 6   |     |
|  | Participated in student groups/clubs   | 43  | 20   | 6   |     |
|  | Had a roommate of a different race/ethnicity   | 43  | 20   | 6   |     |
|  | Participated in volunteer or community service work  | 43  | 20   |     |     |
|  | Enrolled in an honors or advanced course   |     | 20   | 6   |     |
|  | Enrolled in a remedial or developmental course   |     | 20   | 6   |     |
|  | Participated in leadership training  |     | 20   | 6   |     |
|  | Participated in an academic support program  |     | 20   | 6   |     |
|  | Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses) |     | 20   |     |     |
|  | Taken a course or first-year seminar designed to: connect faculty and students in focused academic inquiry                               |     | 20   |     |     |
|  | Taken a course or first-year seminar designed to: help students adjust to college life   |     | 20   |     |     |
|  | Taken a course or first-year seminar designed to: help students adjust to college-level academics  |     | 20   |     |     |
|  | Worked on a professor's research project   | 43  | 21   | 5   | 10  |
|  | Discussed course content with students outside of class  | 43  | 21   | 5   |     |
|  | Communicated regularly with your professors  |     | 21   | 5   |     |
|  | Worked with classmates on group projects: during class   |     | 21   | 5   |     |
|  | Worked with classmates on group projects: outside of class   |     | 21   | 5   |     |
|  | Made a presentation in class   |     | 21   | 5   |     |
|  | Contributed to class discussions   |     | 21   | 5   |     |
|  | Received from your professor: negative feedback about your academic work   |     | 21   | 20  |     |
|  | Received from your professor: advice or guidance about your educational program  |     | 21   | 20  |     |
|  | Received from your professor: emotional support or encouragement   |     | 21   | 20  |     |
|  | Met with academic advisors to select courses   |     | 21   |     |     |
|  | Received advice/counseling from another student  |     | 21   |     |     |
|  | Applied concepts from courses to everyday life   |     | 21   |     |     |
|  | Turned in course assignment(s) late  |     | 21   |     |     |
|  | Received tutoring  |     | 21   |     |     |
|  | Work with other students on group projects   | 32  |      | 5   |     |
|  | To gain a general education and appreciation of ideas  | 37  |      |     |     |
|  | To make me a more cultured person  | 37  |      |     |     |
|  | To learn more about things that interest me  | 37  |      |     |     |
|  | This college has a very good academic reputation   | 39  |      |     |     |
|  | This college has a good reputation for its social activities   | 39  |      |     |     |
|  | This college's graduates gain admission to top graduate/professional schools   | 39  |      |     |     |
|  | This college's graduates get good jobs   | 39  |      |     |     |
|  | Preparedness for employment after college  |     |      | 1   | 21  |
|  | Preparedness for graduate or advanced education  |     |      | 1   | 21  |
|  | Ability to get along with people of different races/cultures   |     |      | 1   |     |
|  | Ability to manage your time effectively  |     |      | 1   |     |
|  | Foreign language ability   |     |      | 1   |     |
|  | Interpersonal skills   |     |      | 1   |     |
|  | Took a class that required: One or more 10+ page papers  |     |      | 5   |     |
|  | Took a class that required: Multiple short papers  |     |      | 5   |     |
|  | Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)                                    |     |      | 6   | 10  |

**WASC Standard 2: Achieving Educational Objectives Through Core Functions**

| CFR  | ITEM   | TFS | YFCY | CSS | FAC |
|--|--|-----|------|-----|-----|
| (Continued) 2.2 All degrees—undergraduate and graduate         | Integrating spirituality into my life  |     |      | 19  | 20  |
|  | Feedback on your academic work (outside of grades)   |     |      | 20  |     |
|  | Help in achieving your professional goals  |     |      | 20  |     |
|  | An opportunity to apply classroom learning to "real-life" issues                               |     |      | 20  |     |
|  | An opportunity to publish  |     |      | 20  |     |
|  | Attending graduate/professional school   |     |      | 25  |     |
|  | Participating in a post-baccalaureate program  |     |      | 25  |     |
|  | Participating in an organization like the Peace Corps, AmeriCorps/VISTA, and Teach for America |     |      | 25  |     |
|  | Worked with undergraduates on a research project   |     |      |     | 10  |
|  | Multiple-choice exams  |     |      |     | 19  |
|  | Essay exams  |     |      |     | 19  |
|  | Short-answer exams   |     |      |     | 19  |
|  | Quizzes  |     |      |     | 19  |
|  | Weekly essay assignments   |     |      |     | 19  |
|  | Student presentations  |     |      |     | 19  |
|  | Term/research papers   |     |      |     | 19  |
|  | Student evaluations of each others' work   |     |      |     | 19  |
|  | Grading on a curve   |     |      |     | 19  |
|  | Competency-based grading   |     |      |     | 19  |
|  | Class discussions  |     |      |     | 19  |
|  | Cooperative learning (small groups)  |     |      |     | 19  |
|  | Experiential learning/field studies  |     |      |     | 19  |
|  | Recitals/demonstrations  |     |      |     | 19  |
|  | Group projects   |     |      |     | 19  |
|  | Extensive lecturing  |     |      |     | 19  |
|  | Multiple drafts of written work  |     |      |     | 19  |
|  | Student-selected topics for course content   |     |      |     | 19  |
|  | Reflective writing/journaling  |     |      |     | 19  |
|  | Community service as part of coursework  |     |      |     | 19  |
|  | Electronic quizzes with immediate feedback in class  |     |      |     | 19  |
|  | Using real-life problems   |     |      |     | 19  |
|  | Using student inquiry to drive learning  |     |      |     | 19  |
|  | Develop ability to think critically  |     |      |     | 21  |
|  | Prepare students for employment after college  |     |      |     | 21  |
|  | Prepare students for graduate or advanced education  |     |      |     | 21  |
|  | Develop moral character  |     |      |     | 21  |
|  | Provide for students' emotional development  |     |      |     | 21  |
|  | Teach students the classic works of Western civilization                                       |     |      |     | 21  |
|  | Help students develop personal values  |     |      |     | 21  |
|  | Enhance students' self-understanding   |     |      |     | 21  |
|  | Instill in students a commitment to community service  |     |      |     | 21  |
|  | Enhance students' knowledge of and appreciation for other racial/ethnic groups                 |     |      |     | 21  |
|  | Help master knowledge in a discipline  |     |      |     | 21  |
|  | Develop creative capacities  |     |      |     | 21  |
|  | Instill a basic appreciation of the liberal arts   |     |      |     | 21  |
|  | Promote ability to write effectively   |     |      |     | 21  |
|  | Help students evaluate the quality and reliability of information                              |     |      |     | 21  |
| Engage students in civil discourse around controversial issues |  |     |      | 21  |     |
| Teach students tolerance and respect for different beliefs     |  |     |      | 21  |     |
| Encourage students to become agents of social change           |  |     |      | 21  |     |
| Advising and counseling of students                            |  |     |      | 22  |     |

**WASC Standard 2: Achieving Educational Objectives Through Core Functions**

| CFR   | ITEM  | TFS | YFCY | CSS | FAC |
|---|---|-----|------|-----|-----|
| (Continued) 2.2 All degrees—undergraduate and graduate  | It is easy for students to see faculty outside of regular office                                  |     |      |     | 26  |
|   | To promote the intellectual development of students   |     |      |     | 30  |
|   | To facilitate student involvement in community service  |     |      |     | 30  |
|   | To help students learn how to bring about change in society                                       |     |      |     | 30  |
|   | Colleges should be actively involved in solving social problems                                   |     |      |     | 31  |
|   | Realistically, an individual can do little to bring about changes in society                      |     |      |     | 31  |
|   | Colleges should be concerned with facilitating undergraduate students' spiritual development      |     |      |     | 31  |
|   | Colleges have a responsibility to work with their surrounding communities to address local issues |     |      |     | 31  |
| <i>CIRP Constructs: Habits of Mind, Academic Self-Concept, Social Self-Concept, Pluralistic Orientation, Civic Awareness and Social Agency</i>  |   |     |      |     |     |
| CFR   | ITEM  | TFS | YFCY | CSS | FAC |
| 2.3 The institution's student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies, curriculum, advisement, library and information resources, and the wider learning environment. | Knowledge of people from different races/cultures   |     | 1    | 1   |     |
|   | Understanding of the problems facing your community   |     | 1    | 1   |     |
|   | Understanding of national issues  |     | 1    | 1   |     |
|   | Understanding of global issues  |     | 1    | 1   |     |
|   | General knowledge   |     | 1    | 1   |     |
|   | Ability to work as part of a team   |     | 1    |     |     |
|   | Faculty <u>outside</u> of class or office hours   |     | 2    |     |     |
|   | That your courses inspired you to think in new ways   |     | 4    |     |     |
|   | Computer (computing) assistance   |     | 6    | 11  |     |
|   | Library facilities  |     | 6    | 11  |     |
|   | Classroom facilities  |     | 6    |     |     |
|   | Computer facilities/labs  |     | 6    |     |     |
|   | Self-understanding  | 29  | 7    | 14  | 21  |
|   | Emotional health  | 29  | 7    | 14  | 21  |
|   | Spirituality  | 29  | 7    | 14  |     |
|   | Understanding of others   | 29  | 7    | 14  |     |
|   | Cooperativeness   | 29  | 7    | 14  |     |
|   | Physical health   | 29  | 7    | 14  |     |
|   | Utilize campus services available to students   |     | 8    |     |     |
|   | Been/was bored in class   | 28  | 10   | 5   |     |
|   | Studied with other students   | 28  | 10   | 5   |     |
|   | Used the Internet for research or homework  | 28  | 10   | 5   |     |
|   | Performed community service as part of class  | 28  | 10   | 5   |     |
|   | Come/came late to class   | 28  | 10   | 5   |     |
|   | Tutored another student/college student   | 28  | 10   | 5   |     |
|   | Performed volunteer work  | 28  | 10   | 13  |     |
|   | Studying/homework   | 38  | 11   | 9   |     |
|   | Talking with professor/teachers/faculty outside of class  | 38  | 11   | 9   |     |
|   | Volunteer work  | 38  | 11   | 9   |     |
|   | My college experiences have exposed me to diverse opinions, cultures, and values                  |     | 12   |     |     |
|   | Ask questions in class  | 32  | 15   | 10  | 18  |
|   | Support your opinions with a logical argument   | 32  | 15   | 10  | 18  |
|   | Seek solutions to problems and explain them to others   | 32  | 15   | 10  | 18  |
|   | Revise your papers to improve your writing  | 32  | 15   | 10  | 18  |
| Evaluate the quality or reliability of information you received   | 32  | 15  | 10   | 18  |     |
| Take a risk because you felt you had more to gain   | 32  | 15  | 10   | 18  |     |
| Seek alternative solutions to a problem   | 32  | 15  | 10   | 18  |     |

WASC Standard 2: Achieving Educational Objectives Through Core Functions

| CFR  | ITEM   | TFS | YFCY | CSS | FAC |
|--|--|-----|------|-----|-----|
| (Continued) 2.3 Learning Outcomes                  | Look up scientific research articles and resources   | 32  | 15   | 10  | 18  |
|  | Explore topics on your own, even though it was not required for a class  | 32  | 15   | 10  | 18  |
|  | Accept mistakes as part of the learning process  | 32  | 15   | 10  | 18  |
|  | Seek feedback on your academic work.   | 32  | 15   | 10  | 18  |
|  | Take notes during class  | 32  | 15   | 10  | 18  |
|  | Integrate/integrated skills and knowledge from different sources and experience  | 32  | 15   | 10  | 18  |
|  | Becoming an authority in my field  | 42  | 17   | 19  | 20  |
|  | Helping to promote racial understanding  | 42  | 17   | 19  | 20  |
|  | Overall quality of instruction   |     | 18   | 12  |     |
|  | Overall college experience   |     | 18   | 12  |     |
|  | Participated in student government   | 43  | 20   | 6   |     |
|  | Played club, intramural, or recreational sports  | 43  | 20   | 6   |     |
|  | Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)  | 43  | 20   | 6   |     |
|  | Participated in volunteer or community service work  | 43  | 20   |     |     |
|  | Enrolled in an honors or advanced course   |     | 20   | 6   |     |
|  | Enrolled in a remedial or developmental course   |     | 20   | 6   |     |
|  | Participated in leadership training  |     | 20   | 6   |     |
|  | Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses) |     | 20   |     |     |
|  | Taken a course or first-year seminar designed to: Help students adjust to college life   |     | 20   |     |     |
|  | Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry                               |     | 20   |     |     |
|  | Taken a course or first-year seminar designed to: Help students adjust to college-level academics  |     | 20   |     |     |
|  | Strengthened your religious beliefs/convictions  |     | 20   |     |     |
|  | Worked on a professor's research project   | 43  | 21   | 5   | 10  |
|  | Communicated regularly with your professors  |     | 21   | 5   |     |
|  | Made a presentation in class   |     | 21   | 5   |     |
|  | Received from your professor: advice or guidance about your educational program  |     | 21   | 20  |     |
|  | Turned in course assignment(s) late  |     | 21   |     |     |
|  | Applied concepts from courses to everyday life   |     | 21   |     |     |
|  | Skipped class  |     | 21   |     |     |
|  | Work with other students on group projects   | 32  |      | 5   |     |
|  | To gain a general education and appreciation of ideas  | 37  |      |     |     |
|  | To make me a more cultured person  | 37  |      |     |     |
|  | To learn more about things that interest me  | 37  |      |     |     |
|  | This college has a very good academic reputation   | 39  |      |     |     |
|  | This college's graduates gain admission to top graduate/professional schools   | 39  |      |     |     |
|  | This college's graduates get good jobs   | 39  |      |     |     |
|  | Ability to get along with people of different races/cultures   |     |      | 1   |     |
|  | Ability to manage your time effectively  |     |      | 1   |     |
|  | Foreign language ability   |     |      | 1   |     |
|  | Took a class that required: One or more 10+ page papers  |     |      | 5   |     |
|  | Took a class that required: Multiple short papers  |     |      | 5   |     |
|  | Used the library for research or homework  |     |      | 5   |     |
| Integrating spirituality into my life              |  |     | 19   | 20  |     |
| Feedback on your academic work (outside of grades) |  |     | 20   |     |     |

**WASC Standard 2: Achieving Educational Objectives Through Core Functions**

| CFR  | ITEM   | TFS | YFCY | CSS | FAC |
|--|--|-----|------|-----|-----|
| (Continued) 2.3 Learning Outcomes                          | Help in achieving your professional goals                                      |     |      | 20  |     |
|  | An opportunity to apply classroom learning to "real-life" issues               |     |      | 20  |     |
|  | An opportunity to work on a research project                                   |     |      | 20  |     |
|  | A letter of recommendation   |     |      | 20  |     |
|  | Develop ability to think critically  |     |      |     | 21  |
|  | Prepare students for employment after college                                  |     |      |     | 21  |
|  | Prepare students for graduate or advanced education                            |     |      |     | 21  |
|  | Develop moral character  |     |      |     | 21  |
|  | Provide for students' emotional development                                    |     |      |     | 21  |
|  | Teach students the classic works of Western civilization                       |     |      |     | 21  |
|  | Help students develop personal values  |     |      |     | 21  |
|  | Enhance students' self-understanding   |     |      |     | 21  |
|  | Instill in students a commitment to community service                          |     |      |     | 21  |
|  | Enhance students' knowledge of and appreciation for other racial/ethnic groups |     |      |     | 21  |
|  | Help master knowledge in a discipline  |     |      |     | 21  |
|  | Develop creative capacities  |     |      |     | 21  |
|  | Instill a basic appreciation of the liberal arts                               |     |      |     | 21  |
|  | Promote ability to write effectively   |     |      |     | 21  |
|  | Help students evaluate the quality and reliability of information              |     |      |     | 21  |
|  | Engage students in civil discourse around controversial issues                 |     |      |     | 21  |
| Teach students tolerance and respect for different beliefs |  |     |      | 21  |     |
| Encourage students to become agents of social change       |  |     |      | 21  |     |
| Advising and counseling of students                        |  |     |      | 22  |     |

*CIRP Constructs: Habits of Mind, Academic Self-Concept, Pluralistic Orientation and Civic Awareness*

| CFR   | ITEM  | TFS | YFCY | CSS | FAC |
|---|---|-----|------|-----|-----|
| 2.4 The institution's expectations for learning and student attainment are developed and widely shared among its members, including faculty, students, staff, and where appropriate, external stakeholders. The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations. | Faculty <u>outside</u> of class or office hours                                     |     | 2    |     |     |
|   | Faculty <u>during</u> office hours  |     | 2    |     |     |
|   | Academic advisors/counselors  |     | 2    |     |     |
|   | That your courses inspired you to think in new ways                                 |     | 4    |     |     |
|   | That your job responsibilities interfered with your schoolwork                      |     | 4    |     |     |
|   | That your schoolwork interfered with your job responsibilities                      |     | 4    |     |     |
|   | That your family responsibilities interfered with your                              |     | 4    |     |     |
|   | That your social life interfered with your schoolwork                               |     | 4    |     |     |
|   | Academic advising   |     | 6    | 11  |     |
|   | Been/was bored in class   | 28  | 10   | 5   |     |
|   | Studied with other students   | 28  | 10   | 5   |     |
|   | Come/came late to class   | 28  | 10   | 5   |     |
|   | Asked a teacher/professor for advice after class                                    | 28  | 10   | 5   |     |
|   | Most students here are treated like "numbers in a book"                             |     | 12   |     | 26  |
|   | My college experiences have exposed me to diverse opinions, cultures, and values    |     | 12   |     |     |
|   | The admission/recruitment materials portrayed this campus accurately                |     | 12   |     |     |
|   | I have been able to find a balance between academics and extracurricular activities |     | 12   |     |     |
|   | Ask questions in class  | 32  | 15   | 10  | 18  |
|   | Support your opinions with a logical argument                                       | 32  | 15   | 10  | 18  |
|   | Seek solutions to problems and explain them to others                               | 32  | 15   | 10  | 18  |
|   | Revise your papers to improve your writing  | 32  | 15   | 10  | 18  |
|   | Evaluate the quality or reliability of information you received                     | 32  | 15   | 10  | 18  |
|   | Take a risk because you felt you had more to gain                                   | 32  | 15   | 10  | 18  |
| Seek alternative solutions to a problem   | 32  | 15  | 10   | 18  |     |

**WASC Standard 2: Achieving Educational Objectives Through Core Functions**

| CFR  | ITEM  | TFS | YFCY | CSS | FAC |
|--|---|-----|------|-----|-----|
| (Continued) 2.4 Learning and student attainment          | Look up scientific research articles and resources  | 32  | 15   | 10  | 18  |
|  | Explore topics on your own, even though it was not required for a class   | 32  | 15   | 10  | 18  |
|  | Accept mistakes as part of the learning process   | 32  | 15   | 10  | 18  |
|  | Seek feedback on your academic work.  | 32  | 15   | 10  | 18  |
|  | Take notes during class   | 32  | 15   | 10  | 18  |
|  | Integrate/integrated skills and knowledge from different sources and experience                                   | 32  | 15   | 10  | 18  |
|  | What is your overall grade average (as of your most recently completed academic term)? /Overall College and Major | 7   | 19   | 31  |     |
|  | Fell asleep in class  | 28  | 21   | 5   |     |
|  | Worked on a professor's research project  | 43  | 21   | 5   | 10  |
|  | Discussed course content with students outside of class   | 43  | 21   | 5   |     |
|  | Communicated regularly with your professors   |     | 21   | 5   |     |
|  | Made a presentation in class  |     | 21   | 5   |     |
|  | Worked with classmates on group projects: during class  |     | 21   | 5   |     |
|  | Worked with classmates on group projects: outside of class  |     | 21   | 5   |     |
|  | Contributed to class discussions  |     | 21   | 5   |     |
|  | Received from your professor: advice or guidance about your educational program                                   |     | 21   | 20  |     |
|  | Turned in course assignment(s) late   |     | 21   |     |     |
|  | During high school (grades 9-12) how many years did you study each of the following subjects                      | 19  |      |     |     |
|  | English   | 19  |      |     |     |
|  | Mathematics   | 19  |      |     |     |
|  | Foreign Language  | 19  |      |     |     |
|  | Physical Science  | 19  |      |     |     |
|  | Biological Science  | 19  |      |     |     |
|  | History/Am. Gov't.  | 19  |      |     |     |
|  | Computer Science  | 19  |      |     |     |
|  | Arts and/or Music   | 19  |      |     |     |
|  | Work with other students on group projects  | 32  |      | 5   |     |
|  | Took a class that required: One or more 10+ page papers   |     |      | 5   |     |
|  | Took a class that required: Multiple short papers   |     |      | 5   |     |
|  | Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)             |     |      | 6   | 10  |
|  | Ability to find a faculty or staff mentor   |     |      | 12  |     |
|  | Feedback on your academic work (outside of grades)  |     |      | 20  |     |
|  | Help in achieving your professional goals   |     |      | 20  |     |
|  | An opportunity to apply classroom learning to "real-life" issues  |     |      | 20  |     |
|  | An opportunity to publish   |     |      | 20  |     |
|  | Attending graduate/professional school  |     |      | 25  |     |
|  | Participating in a post-baccalaureate program   |     |      | 25  |     |
|  | Participating in an organization like the Peace Corps, AmeriCorps/VISTA, and Teach for America                    |     |      | 25  |     |
|  | Develop ability to think critically   |     |      |     | 21  |
|  | Prepare students for employment after college   |     |      |     | 21  |
|  | Prepare students for graduate or advanced education   |     |      |     | 21  |
|  | Develop moral character   |     |      |     | 21  |
| Provide for students' emotional development              |   |     |      | 21  |     |
| Teach students the classic works of Western civilization |   |     |      | 21  |     |
| Help students develop personal values                    |   |     |      | 21  |     |
| Enhance students' self-understanding                     |   |     |      | 21  |     |
| Instill in students a commitment to community service    |   |     |      | 21  |     |

**WASC Standard 2: Achieving Educational Objectives Through Core Functions**

| CFR   | ITEM   | TFS | YFCY | CSS | FAC |
|---|--|-----|------|-----|-----|
| (Continued) 2.4 Learning and student attainment   | Enhance students' knowledge of and appreciation for other racial/ethnic groups |     |      |     | 21  |
|   | Help master knowledge in a discipline  |     |      |     | 21  |
|   | Develop creative capacities  |     |      |     | 21  |
|   | Instill a basic appreciation of the liberal arts                               |     |      |     | 21  |
|   | Promote ability to write effectively   |     |      |     | 21  |
|   | Help students evaluate the quality and reliability of information              |     |      |     | 21  |
|   | Engage students in civil discourse around controversial issues                 |     |      |     | 21  |
|   | Teach students tolerance and respect for different beliefs                     |     |      |     | 21  |
|   | Encourage students to become agents of social change                           |     |      |     | 21  |
|   | It is easy for students to see faculty outside of regular office hours         |     |      |     | 26  |
|   | Faculty are interested in students' personal problems                          |     |      |     | 29  |
|   | Student Affairs staff have the support and respect of faculty                  |     |      |     | 29  |
| <i>CIRP Constructs: Habits of Mind, Academic Self-Concept, Faculty Interaction and Civic Awareness</i>  |  |     |      |     |     |
| CFR   | ITEM   | TFS | YFCY | CSS | FAC |
| 2.5 The institution's academic programs actively involve students in learning, challenge them to meet high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved. | Knowledge of a particular field or discipline                                  |     | 1    | 1   | 21  |
|   | Critical thinking skills   |     | 1    | 1   | 21  |
|   | Knowledge of people from different races/cultures                              |     | 1    | 1   |     |
|   | Understanding of the problems facing your community                            |     | 1    | 1   |     |
|   | Understanding of national issues   |     | 1    | 1   |     |
|   | Understanding of global issues   |     | 1    | 1   |     |
|   | General knowledge  |     | 1    | 1   |     |
|   | Problem-solving skills   |     | 1    | 1   |     |
|   | Leadership ability (abilities)   |     | 1    | 1   |     |
|   | Ability to work as part of a team  |     |      | 1   |     |
|   | Ability to conduct research  |     |      | 1   |     |
|   | Faculty <u>outside</u> of class or office hours                                |     |      | 2   |     |
|   | Faculty <u>during</u> office hours   |     |      | 2   |     |
|   | Academic advisors/counselors   |     |      | 2   |     |
|   | Other college personnel  |     |      | 2   |     |
|   | Graduate students/teaching assistants  |     |      | 2   |     |
|   | That your courses inspired you to think in new ways                            |     |      | 4   |     |
|   | That your job responsibilities interfered with your schoolwork                 |     |      | 4   |     |
|   | That your schoolwork interfered with your job responsibilities                 |     |      | 4   |     |
|   | That your family responsibilities interfered with your                         |     |      | 4   |     |
|   | That your social life interfered with your schoolwork                          |     |      | 4   |     |
|   | Lonely or homesick   |     |      | 4   |     |
|   | Isolated from campus life  |     |      | 4   |     |
|   | Unsafe on this campus  |     |      | 4   |     |
|   | Worried about your health  |     |      | 4   |     |
|   | Academic advising  |     |      | 6   | 11  |
|   | General education and core curriculum courses                                  |     |      | 6   | 11  |
|   | Laboratory facilities and equipment  |     |      | 6   | 11  |
|   | Your overall academic experience   |     |      | 6   |     |
|   | Manage your time effectively   |     |      | 8   | 8   |
|   | Understand what your professors expect of you academically                     |     |      | 8   |     |
|   | Develop effective study skills   |     |      | 8   |     |
|   | Adjust to the academic demands of college                                      |     |      | 8   |     |
| Studied with other students   | 28   | 10  | 5    |     |     |
| Come/came late to class   | 28   | 10  | 5    |     |     |
| Asked a teacher/professor for advice after class  | 28   | 10  | 5    |     |     |
| Used the Internet for research or homework  | 28   | 10  | 5    |     |     |



WASC Standard 2: Achieving Educational Objectives Through Core Functions

| CFR                               | ITEM   | TFS | YFCY | CSS | FAC |
|-----------------------------------|--|-----|------|-----|-----|
| (Continued) 2.5 Academic Programs | Performed community service as part of class   | 28  | 10   | 5   |     |
|                                   | Performed volunteer work   | 28  | 10   | 13  |     |
|                                   | Maintained a healthy diet  |     | 10   |     |     |
|                                   | Had adequate sleep   |     | 10   |     |     |
|                                   | Attending classes/labs   | 38  | 11   | 9   |     |
|                                   | Socializing with friends   | 38  | 11   | 9   |     |
|                                   | Partying   | 38  | 11   | 9   |     |
|                                   | Watching TV  | 38  | 11   | 9   |     |
|                                   | Household/Housework childcare duties   | 38  | 11   | 9   |     |
|                                   | Commuting  | 38  | 11   | 9   |     |
|                                   | Online social networks (MySpace, Facebook, etc.)   | 38  | 11   | 9   |     |
|                                   | Most students here are treated like "numbers in a book"  |     | 12   |     | 26  |
|                                   | Ask questions in class   | 32  | 15   | 10  | 18  |
|                                   | Support your opinions with a logical argument  | 32  | 15   | 10  | 18  |
|                                   | Seek solutions to problems and explain them to others  | 32  | 15   | 10  | 18  |
|                                   | Revise your papers to improve your writing   | 32  | 15   | 10  | 18  |
|                                   | Evaluate the quality or reliability of information you received  | 32  | 15   | 10  | 18  |
|                                   | Take a risk because you felt you had more to gain  | 32  | 15   | 10  | 18  |
|                                   | Seek alternative solutions to a problem  | 32  | 15   | 10  | 18  |
|                                   | Look up scientific research articles and resources   | 32  | 15   | 10  | 18  |
|                                   | Explore topics on your own, even though it was not required for a class  | 32  | 15   | 10  | 18  |
|                                   | Accept mistakes as part of the learning process  | 32  | 15   | 10  | 18  |
|                                   | Seek feedback on your academic work.   | 32  | 15   | 10  | 18  |
|                                   | Take notes during class  | 32  | 15   | 10  | 18  |
|                                   | Integrate/integrated skills and knowledge from different sources and experience  | 32  | 15   | 10  | 18  |
|                                   | Overall college experience   |     | 18   | 12  |     |
|                                   | What is your overall grade average (as of your most recently completed academic term)? /Overall College and Major                        | 7   | 19   | 31  |     |
|                                   | Held a full-time job during an academic term   | 43  | 20   | 6   |     |
|                                   | Joined a social fraternity or sorority   | 43  | 20   | 6   |     |
|                                   | Decided to pursue a different major  | 43  | 20   |     |     |
|                                   | Changed your career choice   | 43  | 20   |     |     |
|                                   | Enrolled in an honors or advanced course   |     | 20   | 6   |     |
|                                   | Enrolled in a remedial or developmental course   |     | 20   | 6   |     |
|                                   | Participated in an academic support program  |     | 20   | 6   |     |
|                                   | Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses) |     | 20   |     |     |
|                                   | Taken a course or first-year seminar designed to: connect faculty and students in focused academic inquiry                               |     | 20   |     |     |
|                                   | Taken a course or first-year seminar designed to: help students adjust to college-level academics  |     | 20   |     |     |
|                                   | Remained undecided about a major   |     | 20   |     |     |
|                                   | Fell asleep in class   | 28  | 21   | 5   |     |
|                                   | Failed to complete homework on time  | 28  | 21   | 5   |     |
|                                   | Communicated regularly with your professors  |     | 21   | 5   |     |
|                                   | Made a presentation in class   |     | 21   | 5   |     |
|                                   | Worked with classmates on group projects: during class   |     | 21   | 5   |     |
|                                   | Worked with classmates on group projects: outside of class   |     | 21   | 5   |     |
|                                   | Contributed to class discussions   |     | 21   | 5   |     |
|                                   | Received from your professor: negative feedback about your academic work   |     | 21   | 20  |     |

WASC Standard 2: Achieving Educational Objectives Through Core Functions

| CFR                                      | ITEM  | TFS | YFCY | CSS | FAC |
|--|---|-----|------|-----|-----|
| (Continued) 2.5 Academic Programs        | Turned in course assignment(s) late   |     | 21   |     |     |
|  | Applied concepts from courses to everyday life  |     | 21   |     |     |
|  | Received tutoring   |     | 21   |     |     |
|  | Met with academic advisors to select courses  |     | 21   |     |     |
|  | Received advice/counseling from another student   |     | 21   |     |     |
|  | Went home for the weekend   |     | 21   |     |     |
|  | Skipped class   |     | 21   |     |     |
|  | English   | 19  |      |     |     |
|  | Mathematics   | 19  |      |     |     |
|  | Foreign Language  | 19  |      |     |     |
|  | Physical Science  | 19  |      |     |     |
|  | Biological Science  | 19  |      |     |     |
|  | History/Am. Gov't.  | 19  |      |     |     |
|  | Computer Science  | 19  |      |     |     |
|  | Arts and/or Music   | 19  |      |     |     |
|  | None  | 21  |      | 17  |     |
|  | Vocational certificate  | 21  |      | 17  |     |
|  | Associate (A.A. or equivalent)  | 21  |      | 17  |     |
|  | Bachelor's degree (B.A., B.S., etc.)  | 21  |      | 17  |     |
|  | Master's degree (M.A., M.S., etc.)  | 21  |      | 17  |     |
|  | Ph.D. or Ed.D.  | 21  |      | 17  |     |
|  | M.D., D.O., D.D.S., or D.V.M.   | 21  |      | 17  |     |
|  | J.D. (Law)  | 21  |      | 17  |     |
|  | B.D. or M.DIV. (Divinity)   | 21  |      | 17  |     |
|  | Other   | 21  |      | 17  |     |
|  | What is your best estimate of your parents' total income last year                                    | 24  |      |     |     |
|  | Work with other students on group projects  | 32  |      | 5   |     |
|  | To gain a general education and appreciation of ideas   | 37  |      |     |     |
|  | Playing video/computer games  | 38  |      |     |     |
|  | Preparedness for employment after college   |     |      | 1   | 21  |
|  | Preparedness for graduate or advanced education   |     |      | 1   | 21  |
|  | Ability to get along with people of different races/cultures  |     |      | 1   |     |
|  | Ability to manage your time effectively   |     |      | 1   |     |
|  | Interpersonal skills  |     |      | 1   |     |
|  | Took a class that required: One or more 10+ page papers   |     |      | 5   |     |
|  | Took a class that required: Multiple short papers   |     |      | 5   |     |
|  | Used the library for research or homework   |     |      | 5   |     |
|  | Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam) |     |      | 6   | 10  |
|  | Humanities courses  |     |      | 11  |     |
|  | Science and mathematics courses   |     |      | 11  |     |
|  | Social science courses  |     |      | 11  |     |
|  | Feedback on your academic work (outside of grades)  |     |      | 20  |     |
|  | An opportunity to publish   |     |      | 20  |     |
|  | Multiple-choice exams   |     |      |     | 19  |
|  | Essay exams   |     |      |     | 19  |
|  | Short-answer exams  |     |      |     | 19  |
|  | Quizzes   |     |      |     | 19  |
|  | Weekly essay assignments  |     |      |     | 19  |
|  | Student presentations   |     |      |     | 19  |
|  | Term/research papers  |     |      |     | 19  |
| Student evaluations of each others' work |   |     |      | 19  |     |
| Grading on a curve                       |   |     |      | 19  |     |
| Competency-based grading                 |   |     |      | 19  |     |

**WASC Standard 2: Achieving Educational Objectives Through Core Functions**

| CFR  | ITEM   | TFS | YFCY | CSS | FAC |
|--|--|-----|------|-----|-----|
| (Continued) 2.5 Academic Programs  | Class discussions  |     |      |     | 19  |
|  | Cooperative learning (small groups)  |     |      |     | 19  |
|  | Experiential learning/field studies  |     |      |     | 19  |
|  | Recitals/demonstrations  |     |      |     | 19  |
|  | Group projects   |     |      |     | 19  |
|  | Extensive lecturing  |     |      |     | 19  |
|  | Multiple drafts of written work  |     |      |     | 19  |
|  | Student-selected topics for course content                                     |     |      |     | 19  |
|  | Reflective writing/journaling  |     |      |     | 19  |
|  | Community service as part of coursework  |     |      |     | 19  |
|  | Electronic quizzes with immediate feedback in class                            |     |      |     | 19  |
|  | Using real-life problems   |     |      |     | 19  |
|  | Using student inquiry to drive learning  |     |      |     | 19  |
|  | Develop ability to think critically  |     |      |     | 21  |
|  | Prepare students for employment after college                                  |     |      |     | 21  |
|  | Prepare students for graduate or advanced education                            |     |      |     | 21  |
|  | Develop moral character  |     |      |     | 21  |
|  | Provide for students' emotional development                                    |     |      |     | 21  |
|  | Teach students the classic works of Western civilization                       |     |      |     | 21  |
|  | Help students develop personal values  |     |      |     | 21  |
|  | Enhance students' self-understanding   |     |      |     | 21  |
|  | Instill in students a commitment to community service                          |     |      |     | 21  |
|  | Enhance students' knowledge of and appreciation for other racial/ethnic groups |     |      |     | 21  |
|  | Help master knowledge in a discipline  |     |      |     | 21  |
|  | Develop creative capacities  |     |      |     | 21  |
|  | Instill a basic appreciation of the liberal arts                               |     |      |     | 21  |
|  | Promote ability to write effectively   |     |      |     | 21  |
|  | Help students evaluate the quality and reliability of information              |     |      |     | 21  |
|  | Engage students in civil discourse around controversial issues                 |     |      |     | 21  |
|  | Teach students tolerance and respect for different beliefs                     |     |      |     | 21  |
| Encourage students to become agents of social change                                   |  |     |      | 21  |     |
| It is easy for students to see faculty outside of regular office                       |  |     |      | 26  |     |
| Taken a course or first-year seminar designed to: help students adjust to college life |  |     |      |     |     |

*CIRP Constructs: Habits of Mind, Academic Disengagement, Faculty Interaction, Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Pluralistic Orientation, Academic Self-Concept and Social Self-Concept*

| CFR  | ITEM  | TFS | YFCY | CSS | FAC |
|--|---|-----|------|-----|-----|
| 2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work. | Student health services   |     | 6    | 11  |     |
|  | Studied with other students   | 28  | 10   | 5   |     |
|  | Come/came late to class   | 28  | 10   | 5   |     |
|  | Ask questions in class  | 32  | 15   | 10  | 18  |
|  | Support your opinions with a logical argument                           | 32  | 15   | 10  | 18  |
|  | Seek solutions to problems and explain them to others                   | 32  | 15   | 10  | 18  |
|  | Revise your papers to improve your writing                              | 32  | 15   | 10  | 18  |
|  | Evaluate the quality or reliability of information you received         | 32  | 15   | 10  | 18  |
|  | Take a risk because you felt you had more to gain                       | 32  | 15   | 10  | 18  |
|  | Seek alternative solutions to a problem                                 | 32  | 15   | 10  | 18  |
|  | Look up scientific research articles and resources                      | 32  | 15   | 10  | 18  |
|  | Explore topics on your own, even though it was not required for a class | 32  | 15   | 10  | 18  |
|  | Accept mistakes as part of the learning process                         | 32  | 15   | 10  | 18  |

**WASC Standard 2: Achieving Educational Objectives Through Core Functions**

| CFR  | ITEM  | TFS | YFCY | CSS | FAC |
|--|---|-----|------|-----|-----|
| (Continued) 2.6 Graduate attainment                            | Seek feedback on your academic work.  | 32  | 15   | 10  | 18  |
|  | Take notes during class   | 32  | 15   | 10  | 18  |
|  | Integrate/integrated skills and knowledge from different sources and experience | 32  | 15   | 10  | 18  |
|  | Fell asleep in class  | 28  | 21   | 5   |     |
|  | Applied concepts from courses to everyday life                                  |     | 21   |     |     |
|  | Work with other students on group projects                                      | 32  |      | 5   |     |
|  | Feedback on your academic work (outside of grades)                              |     |      | 20  |     |
|  | Multiple-choice exams   |     |      |     | 19  |
|  | Essay exams   |     |      |     | 19  |
|  | Short-answer exams  |     |      |     | 19  |
|  | Quizzes   |     |      |     | 19  |
|  | Weekly essay assignments  |     |      |     | 19  |
|  | Student presentations   |     |      |     | 19  |
|  | Term/research papers  |     |      |     | 19  |
|  | Student evaluations of each others' work  |     |      |     | 19  |
|  | Grading on a curve  |     |      |     | 19  |
|  | Competency-based grading  |     |      |     | 19  |
|  | Class discussions   |     |      |     | 19  |
|  | Cooperative learning (small groups)   |     |      |     | 19  |
|  | Experiential learning/field studies   |     |      |     | 19  |
|  | Recitals/demonstrations   |     |      |     | 19  |
|  | Group projects  |     |      |     | 19  |
|  | Extensive lecturing   |     |      |     | 19  |
|  | Multiple drafts of written work   |     |      |     | 19  |
|  | Student-selected topics for course content                                      |     |      |     | 19  |
|  | Reflective writing/journaling   |     |      |     | 19  |
|  | Community service as part of coursework   |     |      |     | 19  |
|  | Electronic quizzes with immediate feedback in class                             |     |      |     | 19  |
|  | Using real-life problems  |     |      |     | 19  |
|  | Using student inquiry to drive learning   |     |      |     | 19  |
|  | Develop ability to think critically   |     |      |     | 21  |
|  | Prepare students for employment after college                                   |     |      |     | 21  |
|  | Prepare students for graduate or advanced education                             |     |      |     | 21  |
|  | Develop moral character   |     |      |     | 21  |
|  | Provide for students' emotional development                                     |     |      |     | 21  |
|  | Teach students the classic works of Western civilization                        |     |      |     | 21  |
|  | Help students develop personal values   |     |      |     | 21  |
|  | Enhance students' self-understanding  |     |      |     | 21  |
|  | Instill in students a commitment to community service                           |     |      |     | 21  |
|  | Enhance students' knowledge of and appreciation for other racial/ethnic groups  |     |      |     | 21  |
|  | Help master knowledge in a discipline   |     |      |     | 21  |
|  | Develop creative capacities   |     |      |     | 21  |
|  | Instill a basic appreciation of the liberal arts                                |     |      |     | 21  |
|  | Promote ability to write effectively  |     |      |     | 21  |
|  | Help students evaluate the quality and reliability of information               |     |      |     | 21  |
| Engage students in civil discourse around controversial issues |   |     |      | 21  |     |
| Teach students tolerance and respect for different beliefs     |   |     |      | 21  |     |
| Encourage students to become agents of social change           |   |     |      | 21  |     |

*CIRP Constructs: Habits of Mind, Academic Disengagement and Academic Self-Concept*

**WASC Standard 2: Achieving Educational Objectives Through Core Functions**

| CFR   | ITEM   | TFS | YFCY | CSS | FAC |
|---|--|-----|------|-----|-----|
| 2.8 The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.  | Research   |     |      |     | 9   |
|   | Teaching   |     |      |     | 9   |
|   | Service  |     |      |     | 9   |
|   | Articles in academic or professional journals  |     |      |     | 14  |
|   | Chapters in edited volumes   |     |      |     | 14  |
|   | Books, manuals, or monographs  |     |      |     | 14  |
|   | Reviews of books, articles, or creative works  |     |      |     | 14  |
|   | Other, such as patents, or computer software products  |     |      |     | 14  |
|   | How many exhibitions or performances in the fine or applied arts have you presented in the last two years    |     |      |     | 15  |
|   | How many of your professional writings have been published or accepted for publication in the last two years |     |      |     | 16  |
|   | Making a theoretical contribution to science   |     |      |     |     |
|   | Research and scholarly writing   |     |      |     | 22  |
|   | Other creative products/performances   |     |      |     | 22  |
|   | Have you ever received an award for outstanding teaching   |     |      |     | 23  |
| Faculty are rewarded for their efforts to use instructional technology  |  |     |      | 26  |     |
| CFR   | ITEM   | TFS | YFCY | CSS | FAC |
| 2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.   | That your courses inspired you to think in new ways  |     | 4    |     |     |
|   | Tolerance of others with different beliefs   | 30  | 9    | 16  | 21  |
|   | Ability to discuss and negotiate controversial issues  | 30  | 9    | 16  | 21  |
|   | Ability to see the world from someone else's perspective   | 30  | 9    | 16  |     |
|   | Openness to having my own views challenged   | 30  | 9    | 16  |     |
|   | Ability to work cooperatively with diverse people  | 30  | 9    | 16  |     |
|   | Performed community service as part of class   | 28  | 10   | 5   |     |
|   | Tutored another student/college student  | 28  | 10   | 5   |     |
|   | Support your opinions with a logical argument  | 32  | 15   | 10  | 18  |
|   | Seek solutions to problems and explain them to others  | 32  | 15   | 10  | 18  |
|   | Revise your papers to improve your writing   | 32  | 15   | 10  | 18  |
|   | Evaluate the quality or reliability of information you received  | 32  | 15   | 10  | 18  |
|   | Take a risk because you felt you had more to gain  | 32  | 15   | 10  | 18  |
|   | Seek alternative solutions to a problem  | 32  | 15   | 10  | 18  |
|   | Look up scientific research articles and resources   | 32  | 15   | 10  | 18  |
|   | Explore topics on your own, even though it was not required for a class                                      | 32  | 15   | 10  | 18  |
|   | Accept mistakes as part of the learning process  | 32  | 15   | 10  | 18  |
|   | Integrate/integrated skills and knowledge from different sources and experience                              | 32  | 15   | 10  | 18  |
|   | Worked on a professor's research project   | 43  | 21   | 5   | 10  |
|   | Applied concepts from courses to everyday life   |     | 21   |     |     |
| Do you use your scholarship to address local community needs  |  |     |      | 23  |     |
| CFR   | ITEM   | TFS | YFCY | CSS | FAC |
| 2.10 The institution collects and analyzes student data, disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences. | Far left   | 36  | 5    | 30  | 38  |
|   | Liberal  | 36  | 5    | 30  | 38  |
|   | Middle-of-the-road   | 36  | 5    | 30  | 38  |
|   | Conservative   | 36  | 5    | 30  | 38  |
|   | Far right  | 36  | 5    | 30  | 38  |
|   | Where did you primarily live while attending college this past year?/Where do you plan to live               | 12  | 16   |     |     |
|   | What is your overall grade average (as of your most recently completed academic term)                        | 7   | 19   | 31  |     |

WASC Standard 2: Achieving Educational Objectives Through Core Functions

| CFR                            | ITEM   | TFS | YFCY | CSS | FAC |
|--------------------------------|--|-----|------|-----|-----|
| (Continued) 2.10 Collects data | Held a full-time job during an academic term   | 43  | 20   | 6   |     |
|                                | Participated in volunteer or community service work  | 43  | 20   |     |     |
|                                | Enrolled in an honors or advanced course   |     | 20   | 6   |     |
|                                | Enrolled in a remedial or developmental course   |     | 20   | 6   |     |
|                                | What do you think you will be doing in Fall 2010   |     | 23   | 25  |     |
|                                | Attending your current (or most recent) institution  |     | 23   | 25  |     |
|                                | Attending another institution  |     | 23   | 25  |     |
|                                | Don't know/have not decided yet  |     | 23   |     |     |
|                                | Not attending any institution  |     | 23   |     |     |
|                                | Are you currently a full-time or part-time student   | 5   | 24   | 3   |     |
|                                | Full-time  | 5   | 24   | 3   |     |
|                                | Part-time  | 5   | 24   | 3   |     |
|                                | Not enrolled   |     | 24   | 3   |     |
|                                | Did you transfer into this institution from another college/university   |     | 25   | 6   |     |
|                                | What year did you first enter: [this college, your 1st college]  |     | 26   | 2   |     |
|                                | Your sex   | 1   | 27   | 34  | 40  |
|                                | Is English your native language  | 3   | 28   |     | 41  |
|                                | White/Caucasian  | 34  | 29   | 33  | 42  |
|                                | African American/Black   | 34  | 29   | 33  | 42  |
|                                | American Indian/Alaska Native  | 34  | 29   | 33  | 42  |
|                                | Asian American/Asian   | 34  | 29   | 33  | 42  |
|                                | Native Hawaiian/Pacific Islander   | 34  | 29   | 33  | 42  |
|                                | Mexican American/Chicano   | 34  | 29   | 33  | 42  |
|                                | Puerto Rican   | 34  | 29   | 33  | 42  |
|                                | Other Latino   | 34  | 29   | 33  | 42  |
|                                | Other  | 34  | 29   | 33  | 42  |
|                                | How old will you be on December 31 of this year  | 2   |      |     |     |
|                                | In what year did you graduate from high school   | 4   |      |     |     |
|                                | How many miles is this college from your permanent home  | 6   |      |     |     |
|                                | What were your scores on the SAT I and/or ACT  | 8   |      |     |     |
|                                | From what kind of high school did you graduate   | 9   |      |     |     |
|                                | Prior to this term, have you ever taken courses for credit at this institution   | 10  |      |     |     |
|                                | Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution | 11  |      |     |     |
|                                | To how many colleges other than this one did you apply for admission this year   | 13  |      |     |     |
|                                | Were you accepted by your first choice college   | 14  |      |     |     |
|                                | Is this college your: (first, second, third, fourth choice)  | 15  |      |     |     |
|                                | Citizenship status   | 16  |      |     | 23  |
|                                | Do you currently have veteran status with the US Armed Forces, Military Reserves or National Guard                     | 17  |      | 35  |     |
|                                | Are your parents: both alive and living with each other  | 18  |      |     |     |
|                                | Are your parents: both alive, divorced or living apart   | 18  |      |     |     |
|                                | Are your parents: One or both deceased   | 18  |      |     |     |
|                                | During high school (grades 9-12) how many years did you study each of the following subjects                           | 19  |      |     |     |
|                                | English  | 19  |      |     |     |
| Mathematics                    | 19   |     |      |     |     |
| Foreign Language               | 19   |     |      |     |     |
| Physical Science               | 19   |     |      |     |     |
| Biological Science             | 19   |     |      |     |     |

WASC Standard 2: Achieving Educational Objectives Through Core Functions

| CFR                            | ITEM  | TFS | YFCY | CSS | FAC |
|--------------------------------|---|-----|------|-----|-----|
| (Continued) 2.10 Collects data | History/Am. Gov't.  | 19  |      |     |     |
|                                | Computer Science  | 19  |      |     |     |
|                                | Arts and/or Music   | 19  |      |     |     |
|                                | Do you have any of the following disabilities or medical conditions   | 20  |      |     |     |
|                                | Learning disability (dyslexia, etc.)  | 20  |      |     |     |
|                                | Attention-deficit/hyperactivity disorder (ADHD)   | 20  |      |     |     |
|                                | Physical disability (speech, sight, mobility, hearing, etc.)  | 20  |      |     |     |
|                                | Chronic illness (cancer, diabetes, autoimmune disorders, etc.)  | 20  |      |     |     |
|                                | Psychological disorder (depression, etc.)   | 20  |      |     |     |
|                                | Other   | 20  |      |     |     |
|                                | What is the highest academic degree that you intend to obtain   | 21  |      | 17  |     |
|                                | None  | 21  |      | 17  |     |
|                                | Vocational certificate  | 21  |      | 17  |     |
|                                | Associate (A.A. or equivalent)  | 21  |      | 17  |     |
|                                | Bachelor's degree (B.A., B.S., etc.)  | 21  |      | 17  |     |
|                                | Master's degree (M.A., M.S., etc.)  | 21  |      | 17  |     |
|                                | Ph.D. or Ed.D.  | 21  |      | 17  |     |
|                                | M.D., D.O., D.D.S., or D.V.M.   | 21  |      | 17  |     |
|                                | J.D. (Law)  | 21  |      | 17  |     |
|                                | B.D. or M.DIV. (Divinity)   | 21  |      | 17  |     |
|                                | Other   | 21  |      | 17  |     |
|                                | High school I last attended   | 22  |      |     |     |
|                                | Neighborhood where I grew up  | 22  |      |     |     |
|                                | What is your best estimate of your parents' total income last year? Consider income from all sources before taxes | 24  |      |     |     |
|                                | Current religious preference  | 26  |      | 32  |     |
|                                | Born-Again Christian  | 27  |      |     |     |
|                                | Evangelical   | 27  |      |     |     |
|                                | I was admitted through an Early Action or Early Decision program  | 39  |      |     |     |
|                                | Please indicate your enrollment status below  |     |      | 3   |     |
|                                | Expected Graduation Date  |     |      | 4   |     |
|                                | Mark your undergraduate and graduate major  |     |      | 7   |     |
|                                | Undergraduate primary major   |     |      | 7   |     |
|                                | Undergraduate secondary major (omit if you do not have a secondary major)   |     |      | 7   |     |
|                                | Graduate major (omit if you do not plan to go to graduate   |     |      | 7   |     |
|                                | Attending graduate/professional school  |     |      | 25  |     |
|                                | Participating in a post-baccalaureate program   |     |      | 25  |     |
|                                | Participating in an organization like the Peace Corps, AmeriCorps/VISTA, and Teach for America                    |     |      | 25  |     |
|                                | Attending undergraduate college full-time   |     |      | 25  |     |
|                                | Attending undergraduate college part-time   |     |      | 25  |     |
|                                | Working full-time   |     |      | 25  |     |
|                                | Working part-time   |     |      | 25  |     |
|                                | Participating in a community service organization   |     |      | 25  |     |
|                                | Serving in the Armed Forces   |     |      | 25  |     |
|                                | Attending a vocational training program   |     |      | 25  |     |
|                                | Traveling   |     |      | 25  |     |
|                                | Doing volunteer work  |     |      | 25  |     |
|                                | Staying at home to be with or start a family  |     |      | 25  |     |
|                                | No current plans  |     |      | 25  |     |
|                                | Not actively looking for a position   |     |      | 26  |     |

**WASC Standard 2: Achieving Educational Objectives Through Core Functions**

| CFR  | ITEM   | TFS  | YFCY | CSS  | FAC |
|--|--|------|------|------|-----|
| (Continued) 2.10 Collects data   | Looking, but no offers yet   |      |      | 26   |     |
|  | Received an offer for a position, but declined                                     |      |      | 26   |     |
|  | Currently considering an offer   |      |      | 26   |     |
|  | Accepted an offer of employment  |      |      | 26   |     |
|  | Not planning on employment this fall   |      |      | 26   |     |
|  | Accepted and will be attending in the fall   |      |      | 27   |     |
|  | Accepted and deferred admission until a later date                                 |      |      | 27   |     |
|  | Placed on waiting list, no acceptances   |      |      | 27   |     |
|  | Still awaiting responses, no acceptances   |      |      | 27   |     |
|  | Will be applying this coming fall  |      |      | 27   |     |
|  | Not applying this fall, but might apply at a future date                           |      |      | 27   |     |
|  | No plans to apply to school now or in the future                                   |      |      | 27   |     |
|  | CFR  | ITEM | TFS  | YFCY | CSS |
| 2.11 Consistent with its purposes, the institution develops and assesses its co-curricular programs. | Knowledge of people from different races/cultures                                  |      | 1    | 1    |     |
|  | Understanding of the problems facing your community                                |      | 1    | 1    |     |
|  | Ability to work as part of a team  |      | 1    |      |     |
|  | Close friends at this institution  |      | 2    |      |     |
|  | That your job responsibilities interfered with your schoolwork                     |      | 4    |      |     |
|  | That your social life interfered with your schoolwork                              |      | 4    |      |     |
|  | Lonely or homesick   |      | 4    |      |     |
|  | Isolated from campus life  |      | 4    |      |     |
|  | Unsafe on this campus  |      | 4    |      |     |
|  | Worried about your health  |      | 4    |      |     |
|  | Laboratory facilities and equipment  |      | 6    | 11   |     |
|  | First-year programs (e.g., first-year seminar, learning community, linked courses) |      | 6    |      |     |
|  | Registrar's office   |      | 6    |      |     |
|  | Understanding of others  | 29   | 7    | 14   |     |
|  | Leadership ability   | 29   | 7    | 14   |     |
|  | Tolerance of others with different beliefs   | 30   | 9    | 16   | 21  |
|  | Ability to discuss and negotiate controversial issues                              | 30   | 9    | 16   | 21  |
|  | Ability to see the world from someone else's perspective                           | 30   | 9    | 16   |     |
|  | Openness to having my own views challenged   | 30   | 9    | 16   |     |
|  | Ability to work cooperatively with diverse people                                  | 30   | 9    | 16   |     |
|  | Tutored another student/college student  | 28   | 10   | 5    |     |
|  | Asked a teacher/professor for advice after class                                   | 28   | 10   | 5    |     |
|  | Voted in a student election  | 28   | 10   | 5    |     |
|  | Smoked cigarettes  | 28   | 10   | 13   |     |
|  | Drank beer   | 28   | 10   | 13   |     |
|  | Drank wine or liquor   | 28   | 10   | 13   |     |
|  | Felt overwhelmed by all you/I had to do  | 28   | 10   | 13   |     |
|  | Felt depressed   | 28   | 10   | 13   |     |
|  | Socialize/socialized with someone of another racial/ethnic                         | 28   | 10   | 18   |     |
|  | Attended a religious service   | 28   | 10   |      |     |
|  | Maintained a healthy diet  |      | 10   |      |     |
|  | Had adequate sleep   |      | 10   |      |     |
|  | Exercising or sports   | 38   | 11   | 9    |     |
|  | There is a lot of racial tension on this campus                                    |      | 12   | 15   | 29  |
|  | I have felt discriminated against based on my: socio-economic status               |      | 12   | 15   |     |
|  | I have felt discriminated against based on my: religion                            |      | 12   | 15   |     |
|  | I have felt discriminated against based on my: sexual orientation                  |      | 12   | 15   |     |
|  | I see myself as part of the campus community                                       |      | 12   | 15   |     |



WASC Standard 2: Achieving Educational Objectives Through Core Functions

| CFR  | ITEM   | TFS | YFCY | CSS | FAC |
|--|--|-----|------|-----|-----|
| (Continued) 2.11 Co-curricular programs                                | Most students here are treated like "numbers in a book"  |     | 12   |     | 26  |
|  | My college experiences have exposed me to diverse opinions, cultures, and values   |     | 12   |     |     |
|  | The admission/recruitment materials portrayed this campus  |     | 12   |     |     |
|  | Socialized or partied  | 43  | 13   | 18  |     |
|  | Had meaningful and honest discussions about race/ethnic relations outside of class   |     | 13   | 18  |     |
|  | Dined or shared a meal   |     | 13   | 18  |     |
|  | Had guarded, cautious interactions   |     | 13   | 18  |     |
|  | Had tense, somewhat hostile interactions   |     | 13   | 18  |     |
|  | Felt insulted or threatened because of your race/ethnicity   |     | 13   | 18  |     |
|  | Helping to promote racial understanding  | 42  | 17   | 19  | 20  |
|  | Developing a meaningful philosophy of life   | 42  | 17   | 19  | 20  |
|  | Participating in a community action program  | 42  | 17   | 19  | 20  |
|  | Keeping up to date with political affairs  | 42  | 17   | 19  | 20  |
|  | Becoming a community leader  | 42  | 17   | 19  | 20  |
|  | Improving my understanding of other countries and cultures   | 42  | 17   | 19  | 20  |
|  | Adopting "green" practices to protect the environment  | 42  | 17   | 19  | 20  |
|  | Engaging with members of my own racial/ethnic group  |     | 17   |     |     |
|  | Respect for the expression of diverse beliefs  |     | 18   | 12  | 26  |
|  | Availability of campus social activities   |     | 18   | 12  |     |
|  | Overall sense of community among students  |     | 18   | 12  |     |
|  | Interaction with other students  |     | 18   |     |     |
|  | Your social life   |     | 18   |     |     |
|  | Joined a social fraternity or sorority   | 43  | 20   | 6   |     |
|  | Participated in student government   | 43  | 20   | 6   |     |
|  | Played club, intramural, or recreational sports  | 43  | 20   | 6   |     |
|  | Played intercollegiate athletics (e.g., NCAA or NAIA-  | 43  | 20   | 6   |     |
|  | Had a roommate of a different race/ethnicity   | 43  | 20   | 6   |     |
|  | Participated in volunteer or community service work  | 43  | 20   |     |     |
|  | Sought personal counseling   | 43  | 20   |     |     |
|  | Participated in an academic support program  |     | 20   | 6   |     |
|  | Participated in leadership training  |     | 20   | 6   |     |
|  | Failed one or more courses   |     | 20   | 6   |     |
|  | Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses) |     | 20   |     |     |
|  | Worked on a professor's research project   | 43  | 21   | 5   | 10  |
|  | Went home for the weekend  |     | 21   |     |     |
|  | Skipped class  |     | 21   |     |     |
|  | Had difficulty getting along with your   |     | 21   |     |     |
|  | Socialize with someone of another racial/ethnic group  | 43  |      |     |     |
|  | Ability to get along with people of different races/cultures   |     |      | 1   |     |
|  | Ability to manage your time effectively  |     |      | 1   |     |
|  | I have been singled out because of my race/ethnicity   |     |      | 15  |     |
| Integrating spirituality into my life                                  |  |     | 19   | 20  |     |
| Help in achieving your professional goals                              |  |     | 20   |     |     |
| It is easy for students to see faculty outside of regular office hours |  |     |      | 26  |     |

*CIRP Constructs: Sense of Belonging, Positive Cross-Racial Interaction, Negative Cross-Racial, Civic Awareness and Social Self-Concept*

**WASC Standard 2: Achieving Educational Objectives Through Core Functions**

| CFR   | ITEM  | TFS | YFCY | CSS | FAC |
|---|---|-----|------|-----|-----|
| 2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.  | Faculty <u>during</u> office hours  |     | 2    |     |     |
|   | Academic advisors/counselors  |     | 2    |     |     |
|   | Laboratory facilities and equipment   |     | 6    | 11  |     |
|   | Academic advising   |     | 6    | 11  |     |
|   | Financial aid package   |     | 6    | 11  |     |
|   | Had difficulty getting along with your                                      |     | 21   |     |     |
|   | It is easy for students to see faculty outside of regular office            |     |      |     |     |
| CFR   | ITEM  | TFS | YFCY | CSS | FAC |
| 2.13 Student support services, including financial aid, registration, advising, career counseling, computer labs, and library and information services, are designed to meet the needs of the specific types of students that the institution serves and the curricula it offers. | Academic advising   |     | 6    | 11  |     |
|   | Student health services   |     | 6    | 11  |     |
|   | Computer (computing) assistance   |     | 6    | 11  |     |
|   | Library facilities  |     | 6    | 11  |     |
|   | Tutoring or other academic assistance                                       |     | 6    | 11  |     |
|   | Psychological counseling services   |     | 6    | 11  |     |
|   | Student housing (e.g., res. halls)  |     | 6    | 11  |     |
|   | First-year programs (e.g., first-year seminar, learning                     |     | 6    |     |     |
|   | Registrar's office  |     | 6    |     |     |
|   | Classroom facilities  |     | 6    |     |     |
|   | Computer facilities/labs  |     | 6    |     |     |
|   | Financial aid office  |     | 6    |     |     |
|   | Opportunities for community service   |     | 6    |     |     |
|   | Orientation for new students  |     | 6    |     |     |
|   | Student housing office  |     | 6    |     |     |
|   | Self-understanding  | 29  | 7    | 14  | 21  |
|   | Emotional health  | 29  | 7    | 14  | 21  |
|   | Spirituality  | 29  | 7    | 14  |     |
|   | Self-confidence (social)  | 29  | 7    | 14  |     |
|   | Utilize campus services available to students                               |     | 8    |     |     |
|   | Develop close friendships with: students of a different racial/ethnic group |     | 8    |     |     |
|   | Develop close friendships with: male students                               |     | 8    |     |     |
|   | Develop close friendships with: female students                             |     | 8    |     |     |
|   | Tutored another student/college student                                     | 28  | 10   | 5   |     |
|   | Asked a teacher/professor for advice after class                            | 28  | 10   | 5   |     |
|   | Attended a religious service  | 28  | 10   |     |     |
|   | Most students here are treated like "numbers in a book"                     |     | 12   |     | 26  |
|   | Overall sense of community among students                                   |     | 18   | 12  |     |
|   | Class size  |     | 18   | 12  |     |
|   | Your social life  |     | 18   |     |     |
|   | Joined a social fraternity or sorority                                      | 43  | 20   | 6   |     |
|   | Participated in student government  | 43  | 20   | 6   |     |
|   | Played club, intramural, or recreational sports                             | 43  | 20   | 6   |     |
|   | Played intercollegiate athletics (e.g., NCAA or NAIA-                       | 43  | 20   | 6   |     |
|   | Had a roommate of a different race/ethnicity                                | 43  | 20   | 6   |     |
|   | Participated in student groups/clubs  | 43  | 20   | 6   |     |
|   | Participated in volunteer or community service work                         | 43  | 20   |     |     |
|   | Sought personal counseling  | 43  | 20   |     |     |
|   | Failed one or more courses  |     | 20   | 6   |     |
|   | Strengthened your religious beliefs/convictions                             |     | 20   |     |     |
| Made a presentation in class  |   | 21  | 5    |     |     |
| Had difficulty getting the courses you need   |   | 21  | 5    |     |     |
| Accessed your campus' library resources electronically  |   | 21  | 5    |     |     |
| Went home for the weekend   |   | 21  |      |     |     |
| Met with academic advisors to select courses  |   | 21  |      |     |     |

**WASC Standard 2: Achieving Educational Objectives Through Core Functions**

| CFR   | ITEM  | TFS  | YFCY | CSS  | FAC |
|---|---|------|------|------|-----|
| (Continued) 2.13 Student support services   | Received advice/counseling from another student           |      | 21   |      |     |
|   | Preparedness for employment after college                 |      |      | 1    | 21  |
|   | Ability to manage your time effectively                   |      |      | 1    |     |
|   | Used the library for research or homework                 |      |      | 5    |     |
|   | Help in achieving your professional goals                 |      |      | 20   |     |
|   | Teach remedial reading                                    |      |      |      | 12  |
|   | Teach remedial writing                                    |      |      |      | 12  |
|   | Teach remedial mathematics                                |      |      |      | 12  |
|   | Teach remedial ESL  |      |      |      | 12  |
|   | Teach remedial general academic skills                    |      |      |      | 12  |
|   | Teach remedial other subject areas                        |      |      |      | 12  |
|   | CFR   | ITEM | TFS  | YFCY | CSS |
| 2.14 Institutions that serve transfer students provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements. | The admission/recruitment materials portrayed this campus |      | 20   |      |     |
|   | Had difficulty getting the courses you need               |      |      | 6    |     |
|   | Need extra time to complete your degree requirements      |      |      | 6    |     |

TFS = The Freshman Survey; YFCY = Your First College Year; 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 CSS is administered at the end of the senior year.

**NOTES:**

### WASC Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.

| CFR  | ITEM  | TFS | YFCY | CSS | FAC |
|--|---|-----|------|-----|-----|
| 3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and support its academic programs, consistent with its institutional and educational objectives. | Faculty <u>during</u> office hours  |     | 2    |     |     |
|  | Academic advisors/counselors  |     | 2    |     |     |
|  | Faculty <u>outside</u> of class or office hours   |     | 2    |     |     |
|  | Other college personnel   |     | 2    |     |     |
|  | Graduate students/teaching assistants   |     | 2    |     |     |
|  | Asked a teacher/professor for advice after class  | 28  | 10   | 5   |     |
|  | Faculty here are interested/strongly interested in students' academic problems                                    |     | 12   | 15  | 29  |
|  | Amount of contact with faculty  |     | 18   | 12  |     |
|  | Had difficulty getting the courses you need   |     | 21   | 5   |     |
|  | Received from your professor: advice or guidance about your educational program                                   |     | 21   | 20  |     |
|  | Met with academic advisors to select courses  |     | 21   |     |     |
|  | Received advice/counseling from another student   |     | 21   |     |     |
|  | Help in achieving your professional goals   |     |      | 20  |     |
|  | Feedback on your academic work (outside of grades)  |     |      | 20  |     |
|  | Administration  |     |      |     | 1   |
|  | Teaching  |     |      |     | 1   |
|  | Research  |     |      |     | 1   |
|  | Services to clients and patients  |     |      |     | 1   |
|  | Other   |     |      |     | 1   |
|  | Are you considered a full-time employee of your institution for at least nine months of the current academic year |     |      |     | 2   |
|  | My full-time professional career is outside academia  |     |      |     | 2.d |
|  | Professor   |     |      |     | 3   |
|  | Associate Professor   |     |      |     | 3   |
|  | Assistant Professor   |     |      |     | 3   |
|  | Lecturer  |     |      |     | 3   |
|  | Instructor  |     |      |     | 3   |
|  | Other   |     |      |     | 3   |
|  | What is your tenure status at this institution?   |     |      |     | 4   |
|  | Tenured   |     |      |     | 4   |
|  | On tenure track, but not tenured  |     |      |     | 4   |
|  | Not on tenure track, but institution has tenure system  |     |      |     | 4   |
|  | Institution has no tenure system  |     |      |     | 4   |
|  | Department chair  |     |      |     | 5   |
|  | Dean (Associate or Assistant)   |     |      |     | 5   |
|  | President   |     |      |     | 5   |
|  | Vice-President  |     |      |     | 5   |
|  | Provost   |     |      |     | 5   |
|  | Other   |     |      |     | 5   |
|  | Not applicable  |     |      |     | 5   |
|  | Highest Degree Earned   |     |      |     | 6   |
| Degree Currently Working On  |   |     |      | 6   |     |
| Published op-ed pieces or editorials   |   |     |      | 10  |     |
| Received funding for your work from: foundations   |   |     |      | 10  |     |
| Received funding for your work from: state or federal government   |   |     |      | 10  |     |
| Received funding for your work from: business or industry  |   |     |      | 10  |     |
| Including all institutions at which you teach, how many undergraduate courses are you teaching this term   |   |     |      | 11  |     |

WASC Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

| CFR  | ITEM   | TFS | YFCY | CSS | FAC |
|--|--|-----|------|-----|-----|
| (Continued) 3.1 Personnel  | How many students are enrolled in these courses  |     |      |     | 11  |
|  | Does this course have a teaching/lab assistant or reader/grader assigned   |     |      |     | 11  |
|  | Articles in academic or professional journals  |     |      |     | 14  |
|  | Chapters in edited volumes   |     |      |     | 14  |
|  | Books, manuals, or monographs  |     |      |     | 14  |
|  | Reviews of books, articles, or creative works  |     |      |     | 14  |
|  | Other, such as patents, or computer software products  |     |      |     | 14  |
|  | How many exhibitions or performances in the fine or applied arts have you presented in the last <u>two years</u>               |     |      |     | 15  |
|  | How many of your professional writings have been published or accepted for publication in the <u>last two years</u>            |     |      |     | 16  |
|  | Please use the drop down menus to select the most appropriate general area and specific field for the following                |     |      |     | 36  |
|  | Major of highest degree held   |     |      |     | 36  |
|  | Department of current faculty appointment  |     |      |     | 36  |
| <i>CIRP Constructs: Faculty Interaction</i>  |  |     |      |     |     |
| CFR  | ITEM   | TFS | YFCY | CSS | FAC |
| 3.2 The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution. The faculty is sufficient in number, professional qualifications, and diversity to achieve the institution's educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered. | If given a choice I would prefer to work full time at this institution   |     |      |     | 2.a |
|  | Have you ever sought a full-time teaching position at this or another institution  |     |      |     | 2.b |
|  | Mark all institutional resources available to you in your last term as <u>part-time</u> faculty                                |     |      |     | 2.e |
|  | Use of a private office  |     |      |     | 2.e |
|  | Shared office space  |     |      |     | 2.e |
|  | A personal computer  |     |      |     | 2.e |
|  | An email account   |     |      |     | 2.e |
|  | A phone/voicemail  |     |      |     | 2.e |
|  | Part-time instructors at this institution: have good working relationships with the administration                             |     |      |     | 2.f |
|  | Part-time instructors at this institution: are respected by full-time faculty  |     |      |     | 2.f |
|  | Published op-ed pieces or editorials   |     |      |     | 10  |
|  | Received funding for your work from: foundations   |     |      |     | 10  |
|  | Received funding for your work from: state or federal government   |     |      |     | 10  |
|  | Received funding for your work from: business or industry  |     |      |     | 10  |
|  | During the past two years, have you engaged in any of the following professional development opportunities at your institution |     |      |     | 13  |
|  | Paid workshops outside of the institution focused on teaching  |     |      |     | 13  |
|  | Paid sabbatical leave  |     |      |     | 13  |
|  | Travel funds paid by the institution   |     |      |     | 13  |
|  | Internal grants for research   |     |      |     | 13  |
|  | Training for administrative leadership   |     |      |     | 13  |
|  | Received incentives to develop new courses   |     |      |     | 13  |
|  | Received incentives to integrate technology into your classroom  |     |      |     | 13  |
|  | Articles in academic or professional journals  |     |      |     | 14  |
|  | Chapters in edited volumes   |     |      |     | 14  |
|  | Books, manuals, or monographs  |     |      |     | 14  |
|  | Reviews of books, articles, or creative works  |     |      |     | 14  |
|  | Other, such as patents, or computer software products  |     |      |     | 14  |
|  | How many exhibitions or performances in the fine or applied arts have you presented in the last <u>two years</u>               |     |      |     | 15  |

**WASC Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability**

| CFR   | ITEM   | TFS | YFCY | CSS | FAC |
|---|--|-----|------|-----|-----|
| (Continued) 3.2 Faculty commitment  | How many of your professional writings have been published or accepted for publication in the last two years |     |      |     | 16  |
|   | Racial and ethnic diversity should be more strongly reflected in the curriculum                              |     |      |     | 29  |
|   | This institution should hire more faculty of color   |     |      |     | 29  |
|   | This institution should hire more women faculty  |     |      |     | 29  |
|   | Most of the students I teach lack the basic skills for college level work                                    |     |      |     | 29  |
|   | Faculty are committed to the welfare of this institution   |     |      |     | 29  |
|   | To create a diverse multi-cultural campus environment  |     |      |     | 30  |
|   | To increase the representation of minorities in the faculty and administration                               |     |      |     | 30  |
|   | To increase the representation of women in the faculty and administration                                    |     |      |     | 30  |
|   | To develop an appreciation for multiculturalism  |     |      |     | 30  |
| CFR   | ITEM   | TFS | YFCY | CSS | FAC |
| 3.3 Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction. | Research   |     |      |     | 9   |
|   | Teaching   |     |      |     | 9   |
|   | Service  |     |      |     | 9   |
|   | Worked with undergraduates on a research project   |     |      |     | 10  |
|   | Taught an honors course  |     |      |     | 10  |
|   | Conducted research or writing focused on: international/global issues  |     |      |     | 10  |
|   | Conducted research or writing focused on: racial or ethnic minorities  |     |      |     | 10  |
|   | Conducted research or writing focused on: women and gender issues  |     |      |     | 10  |
|   | Engaged undergraduates on your research project  |     |      |     | 10  |
|   | Teach remedial reading   |     |      |     | 12  |
|   | Teach remedial writing   |     |      |     | 12  |
|   | Teach remedial mathematics   |     |      |     | 12  |
|   | Teach remedial ESL   |     |      |     | 12  |
|   | Teach remedial general academic skills   |     |      |     | 12  |
|   | Teach remedial other subject areas   |     |      |     | 12  |
|   | Research and scholarly writing   |     |      |     | 22  |
|   | Other creative products/performances   |     |      |     | 22  |
|   | Requested/sought an early promotion  |     |      |     | 24  |
|   | Teaching load  |     |      |     | 28  |
|   | Professional relationships with other faculty  |     |      |     | 28  |
|   | Competency of colleagues   |     |      |     | 28  |
|   | My research is valued by faculty in my department  |     |      |     | 29  |
|   | My teaching is valued by faculty in my department  |     |      |     | 29  |
| This institution takes responsibility for educating underprepared students  |  |     |      | 29  |     |
| The criteria for advancement and promotion decisions are clear  |  |     |      | 29  |     |
| CFR   | ITEM   | TFS | YFCY | CSS | FAC |
| 3.4 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning, consistent with its institutional objectives.  | Please indicate your agreement with the following statements:  |     |      |     | 2.f |
|   | Part-time instructors at this institution: are given specific training before teaching                       |     |      |     | 2.f |
|   | Part-time instructors at this institution: receive respect from students                                     |     |      |     | 2.f |
|   | Part-time instructors at this institution: Have access to support services                                   |     |      |     | 2.f |

**WASC Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability**

| CFR   | ITEM   | TFS | YFCY | CSS | FAC |
|---|--|-----|------|-----|-----|
| (Continued) 3.4 Faculty development   | Taught an exclusively web-based course at this institution   |     |      |     | 10  |
|   | Participated in a teaching enhancement workshop  |     |      |     | 10  |
|   | During the past two years, have you engaged in any of the following professional development opportunities at your |     |      |     | 13  |
|   | Paid workshops outside of the institution focused on teaching  |     |      |     | 13  |
|   | Paid sabbatical leave  |     |      |     | 13  |
|   | Travel funds paid by the institution   |     |      |     | 13  |
|   | Internal grants for research   |     |      |     | 13  |
|   | Training for administrative leadership   |     |      |     | 13  |
|   | Received incentives to develop new courses   |     |      |     | 13  |
|   | Received incentives to integrate technology into your classroom  |     |      |     | 13  |
|   | Mentor new faculty   |     |      |     | 17  |
|   | Have you ever received an award for outstanding teaching   |     |      |     | 23  |
|   | Faculty are rewarded for their efforts to use instructional technology   |     |      |     | 26  |
| There is adequate support for faculty development   |  |     |      | 29  |     |
| CFR   | ITEM   | TFS | YFCY | CSS | FAC |
| 3.5 The institution has a history of financial stability, unqualified independent financial audits and resources sufficient to ensure long-term viability. Resources are aligned with educational purposes and objectives. If an institution has an accumulated deficit, it has realistic plans to eliminate that deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.  | Utilize campus services available to students  |     | 8    |     |     |
|   | Used the Internet for research or homework   | 28  | 10   | 5   |     |
|   | Overall college experience   |     | 18   | 12  |     |
|   | Joined a social fraternity or sorority   | 43  | 20   | 6   |     |
|   | Participated in student government   | 43  | 20   | 6   |     |
|   | Played club, intramural, or recreational sports  | 43  | 20   | 6   |     |
|   | Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)  | 43  | 20   | 6   |     |
|   | Participated in volunteer or community service work  | 43  | 20   |     |     |
| Worked on a professor's research project  | 43   | 21  | 5    | 10  |     |
| CFR   | ITEM   | TFS | YFCY | CSS | FAC |
| 3.6 The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. These information resources, services and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. For both on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered. | Academic advising  |     | 6    | 11  |     |
|   | Student health services  |     | 6    | 11  |     |
|   | Computer (computing) assistance  |     | 6    | 11  |     |
|   | Library facilities   |     | 6    | 11  |     |
|   | Tutoring or other academic assistance  |     | 6    | 11  |     |
|   | Psychological counseling services  |     | 6    | 11  |     |
|   | Student housing (e.g., res. halls)   |     | 6    | 11  |     |
|   | Registrar's office   |     | 6    |     |     |
|   | Computer facilities/labs   |     | 6    |     |     |
|   | Financial aid office   |     | 6    |     |     |
|   | Orientation for new students   |     | 6    |     |     |
|   | Student housing office   |     | 6    |     |     |
|   | Computer skills  | 29  | 7    | 14  |     |
|   | Utilize campus services available to students  |     | 8    |     |     |
|   | Used the Internet for research or homework   | 28  | 10   | 5   |     |
|   | Amount of contact with faculty   |     | 18   | 12  |     |
|   | Overall sense of community among students  |     | 18   | 12  |     |
|   | Class size   |     | 18   | 12  |     |
|   | Availability of campus social activities   |     | 18   | 12  |     |
|   | Interaction with other students  |     | 18   |     |     |
| Made a presentation in class  |  | 21  | 5    |     |     |
| Accessed your campus' library resources electronically  |  | 21  | 5    |     |     |
| Used the library for research or homework   |  |     | 5    |     |     |

**WASC Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability**

| CFR   | ITEM  | TFS | YFCY | CSS | FAC |
|---|---|-----|------|-----|-----|
| 3.7 The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.                       | Computer facilities/labs  |     | 6    |     |     |
|   | Computer (computing) assistance                                 |     | 6    | 11  |     |
|   | Used the Internet for research or homework                      | 28  | 10   | 5   |     |
| CFR   | ITEM  | TFS | YFCY | CSS | FAC |
| 3.11 The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character. | Paid workshops outside of the institution focused on teaching   |     |      |     | 13  |
|   | Paid sabbatical leave   |     |      |     | 13  |
|   | Travel funds paid by the institution                            |     |      |     | 13  |
|   | Internal grants for research                                    |     |      |     | 13  |
|   | Training for administrative leadership                          |     |      |     | 13  |
|   | Received incentives to develop new courses                      |     |      |     | 13  |
|   | Received incentives to integrate technology into your classroom |     |      |     | 13  |
|   | Autonomy and independence                                       |     |      |     | 28  |
|   | Freedom to determine course content                             |     |      |     | 28  |
|   | The faculty are typically at odds with campus administration    |     |      |     | 26  |
|   | Administrators consider faculty concerns when making policy     |     |      |     | 26  |
|   | The administration is open about its policies                   |     |      |     | 26  |
| Faculty are sufficiently involved in campus decision making   |   |     |      | 29  |     |

TFS = The Freshman Survey; YFCY = Your First College Year; 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 CSS is administered at the end of the senior year.

**NOTES:**



## WASC Standard 4: Creating an Organization Committed to Learning and Improvement

The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

| CFR   | ITEM  | TFS | YFCY | CSS | FAC |
|---|---|-----|------|-----|-----|
| 4.2 Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.   | Utilize campus services available to students                                   |     | 8    |     |     |
|   | Used the Internet for research or homework                                      | 28  | 10   | 5   |     |
|   | Received from your professor: advice or guidance about your educational program |     | 21   | 20  |     |
|   | Faculty are interested in students' personal problems                           |     |      |     | 29  |
| CFR   | ITEM  | TFS | YFCY | CSS | FAC |
| 4.7 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology. | That your job responsibilities interfered with your schoolwork                  |     | 4    |     |     |
|   | That your social life interfered with your schoolwork                           |     | 4    |     |     |
|   | That your courses inspired you to think in new ways                             |     | 4    |     |     |
|   | That your schoolwork interfered with your job responsibilities                  |     | 4    |     |     |
|   | That your family responsibilities interfered with your schoolwork               |     | 4    |     |     |
|   | Manage your time effectively  |     | 8    | 8   |     |
|   | Understand what your professors expect of you academically                      |     | 8    |     |     |
|   | Adjust to the academic demands of college                                       |     | 8    |     |     |
|   | Most students here are treated like "numbers in a book"                         |     | 12   |     | 26  |
|   | Support your opinions with a logical argument                                   | 32  | 15   | 10  | 18  |
|   | Seek solutions to problems and explain them to others                           | 32  | 15   | 10  | 18  |
|   | Revise your papers to improve your writing                                      | 32  | 15   | 10  | 18  |
|   | Evaluate the quality or reliability of information you received                 | 32  | 15   | 10  | 18  |
|   | Take a risk because you felt you had more to gain                               | 32  | 15   | 10  | 18  |
|   | Seek alternative solutions to a problem   | 32  | 15   | 10  | 18  |
|   | Look up scientific research articles and resources                              | 32  | 15   | 10  | 18  |
|   | Explore topics on your own, even though it was not required for a class         | 32  | 15   | 10  | 18  |
|   | Accept mistakes as part of the learning process                                 | 32  | 15   | 10  | 18  |
|   | Integrate/integrated skills and knowledge from different sources and experience | 32  | 15   | 10  | 18  |
|   | Ask questions in class  | 32  | 15   | 10  | 18  |
|   | Seek feedback on your academic work   | 32  | 15   | 10  | 18  |
|   | Take notes during class   | 32  | 15   | 10  | 18  |
|   | Amount of contact with faculty  |     | 18   | 12  |     |
|   | Work with other students on group projects                                      | 32  |      | 5   |     |
|   | Ability to find a faculty or staff mentor                                       |     |      | 12  |     |
|   | Feedback on your academic work (outside of grades)                              |     |      | 20  |     |
|   | An opportunity to publish   |     |      | 20  |     |
|   | An opportunity to apply classroom learning to "real-life" issues                |     |      | 20  |     |
|   | An opportunity to work on a research project                                    |     |      | 20  |     |
|   | Multiple-choice exams   |     |      |     | 19  |
|   | Essay exams   |     |      |     | 19  |
|   | Short-answer exams  |     |      |     | 19  |
|   | Quizzes   |     |      |     | 19  |
|   | Weekly essay assignments  |     |      |     | 19  |
| Student presentations   |   |     |      | 19  |     |
| Term/research papers  |   |     |      | 19  |     |
| Student evaluations of each others' work  |   |     |      | 19  |     |
| Grading on a curve  |   |     |      | 19  |     |
| Competency-based grading  |   |     |      | 19  |     |
| Class discussions   |   |     |      | 19  |     |
| Cooperative learning (small groups)   |   |     |      | 19  |     |
| Experiential learning/field studies   |   |     |      | 19  |     |

**WASC Standard 4: Creating an Organization Committed to Learning and Improvement**

| CFR                                 | ITEM  | TFS | YFCY | CSS | FAC |
|-------------------------------------|---|-----|------|-----|-----|
| (Continued) 4.7 Faculty Involvement | Recitals/demonstrations                               |     |      |     | 19  |
|                                     | Group projects  |     |      |     | 19  |
|                                     | Extensive lecturing                                   |     |      |     | 19  |
|                                     | Multiple drafts of written work                       |     |      |     | 19  |
|                                     | Student-selected topics for course content            |     |      |     | 19  |
|                                     | Reflective writing/journaling                         |     |      |     | 19  |
|                                     | Community service as part of coursework               |     |      |     | 19  |
|                                     | Electronic quizzes with immediate feedback in class   |     |      |     | 19  |
|                                     | Using real-life problems                              |     |      |     | 19  |
|                                     | Using student inquiry to drive learning               |     |      |     | 19  |
|                                     | Advising and counseling of students                   |     |      |     | 22  |
|                                     | Faculty are interested in students' personal problems |     |      |     | 29  |

*CIRP Constructs: Faculty Interaction and Habits of Mind*

| CFR  | ITEM   | TFS | YFCY | CSS | FAC |
|--|--|-----|------|-----|-----|
| 4.8 Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are regularly involved in the assessment of educational programs. | Your overall academic experience               |     | 6    |     |     |
|  | Amount of contact with faculty                 |     | 18   | 12  |     |
|  | Overall college experience                     |     | 18   | 12  |     |
|  | Overall quality of instruction                 |     | 18   | 12  |     |
|  | Relevance of coursework to everyday life       |     | 18   | 12  |     |
|  | Relevance of coursework to future career plans |     | 18   | 12  |     |

*CIRP Constructs: Overall Satisfaction*

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**NOTES:**

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| ITEM  | TFS | YFCY | CSS | FAC | 1.2 | 1.4 | 1.5 | 1.7 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.11 | 4.2 | 4.7 | 4.8 |
|---|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|
| <b>Compared with when you entered this college, how would you</b>         |     | 1    | 1   |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Knowledge of a particular field or discipline                             |     | 1    | 1   | 21  |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Critical thinking skills  |     | 1    | 1   | 21  |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Knowledge of people from different races/cultures                         |     | 1    | 1   |     |     |     | 1.5 |     | 2.2 | 2.3 |     | 2.5 |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Understanding of the problems facing your community                       |     | 1    | 1   |     |     |     | 1.5 |     | 2.2 | 2.3 |     | 2.5 |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Understanding of national issues  |     | 1    | 1   |     |     |     | 1.5 |     | 2.2 | 2.3 |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Understanding of global issues  |     | 1    | 1   |     |     |     | 1.5 |     | 2.2 | 2.3 |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| General knowledge   |     | 1    | 1   |     | 1.2 |     |     |     | 2.2 | 2.3 |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Problem-solving skills  |     | 1    | 1   |     |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Leadership ability (abilities)  |     | 1    | 1   |     |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Ability to work as part of a team   |     | 1    |     |     |     |     |     |     | 2.2 | 2.3 |     | 2.5 |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Ability to conduct research   |     | 1    |     |     |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Since entering this college, how often have you interacted with</b>    |     | 2    |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Faculty <u>during</u> office hours  |     | 2    |     |     |     |     |     |     | 2.2 |     | 2.4 | 2.5 |     |     |     |      |      | 2.12 |      | 3.1 |     |     |     |     |     |     |      |     |     |     |
| Academic advisors/counselors  |     | 2    |     |     |     |     |     |     | 2.2 |     | 2.4 | 2.5 |     |     |     |      |      | 2.12 |      | 3.1 |     |     |     |     |     |     |      |     |     |     |
| Faculty <u>outside</u> of class or office hours                           |     | 2    |     |     |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 |     |     |     |      |      |      |      | 3.1 |     |     |     |     |     |     |      |     |     |     |
| Other college personnel   |     | 2    |     |     |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      | 3.1 |     |     |     |     |     |     |      |     |     |     |
| Graduate students/teaching assistants                                     |     | 2    |     |     |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      | 3.1 |     |     |     |     |     |     |      |     |     |     |
| Close friends at this institution   |     | 2    |     |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Since entering this college, how often have you felt:</b>              |     | 4    |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| That your job responsibilities interfered with your schoolwork            |     | 4    |     |     |     |     |     |     |     |     | 2.4 | 2.5 |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |
| That your social life interfered with your schoolwork                     |     | 4    |     |     |     |     |     |     |     |     | 2.4 | 2.5 |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |
| That your courses inspired you to think in new ways                       |     | 4    |     |     |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 |     |     | 2.9 |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |
| That your schoolwork interfered with your job responsibilities            |     | 4    |     |     |     |     |     |     |     |     | 2.4 | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |
| That your family responsibilities interfered with your schoolwork         |     | 4    |     |     |     |     |     |     |     |     | 2.4 | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |
| Lonely or homesick  |     | 4    |     |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      | 2.11 |      |     |     |     |     |     |     |     |      |     |     |     |
| Isolated from campus life   |     | 4    |     |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      | 2.11 |      |     |     |     |     |     |     |     |      |     |     |     |
| Unsafe on this campus   |     | 4    |     |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      | 2.11 |      |     |     |     |     |     |     |     |      |     |     |     |
| Worried about your health   |     | 4    |     |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      | 2.11 |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>How would you characterize your political views?</b>                   | 36  | 5    | 30  | 38  |     |     |     |     |     |     |     |     |     |     |     |      | 2.10 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Far left  | 36  | 5    | 30  | 38  |     |     |     |     |     |     |     |     |     |     |     |      | 2.10 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Liberal   | 36  | 5    | 30  | 38  |     |     |     |     |     |     |     |     |     |     |     |      | 2.10 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Middle-of-the-road  | 36  | 5    | 30  | 38  |     |     |     |     |     |     |     |     |     |     |     |      | 2.10 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Conservative  | 36  | 5    | 30  | 38  |     |     |     |     |     |     |     |     |     |     |     |      | 2.10 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Far right   | 36  | 5    | 30  | 38  |     |     |     |     |     |     |     |     |     |     |     |      | 2.10 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Please rate your satisfaction with this institution on each of the</b> |     | 6    | 11  |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Computer (computing) assistance   |     | 6    | 11  |     |     |     |     |     |     | 2.3 |     |     |     |     |     |      |      |      | 2.13 |     |     |     |     |     | 3.6 | 3.7 |      |     |     |     |
| Academic advising   |     | 6    | 11  |     | 1.4 |     |     |     | 2.2 |     | 2.4 | 2.5 |     |     |     |      |      | 2.12 | 2.13 |     |     |     |     |     | 3.6 |     |      |     |     |     |
| Student health services   |     | 6    | 11  |     |     |     |     |     |     |     |     |     | 2.6 |     |     |      |      |      | 2.13 |     |     |     |     |     | 3.6 |     |      |     |     |     |
| Library facilities  |     | 6    | 11  |     |     |     |     |     |     | 2.3 |     |     |     |     |     |      |      |      | 2.13 |     |     |     |     |     | 3.6 |     |      |     |     |     |
| Tutoring or other academic assistance                                     |     | 6    | 11  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      | 2.13 |     |     |     |     |     | 3.6 |     |      |     |     |     |
| Psychological counseling services   |     | 6    | 11  |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      | 2.13 |     |     |     |     |     | 3.6 |     |      |     |     |     |

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| ITEM  | TFS | YFCY | CSS | FAC | 1.2 | 1.4 | 1.5 | 1.7 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 3.1  | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.11 | 4.2 | 4.7 | 4.8 |     |
|---|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|
| Student housing (e.g., res. halls)                                    |     | 6    | 11  |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      | 2.13 |      |     |     |     |     | 3.6 |     |      |     |     |     |     |
| Laboratory facilities and equipment                                   |     | 6    | 11  |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      | 2.11 | 2.12 |      |     |     |     |     |     |     |      |     |     |     |     |
| Financial aid package   |     | 6    | 11  |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      | 2.12 |      |     |     |     |     |     |     |      |     |     |     |     |
| General education and core curriculum courses                         |     | 6    | 11  |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Your overall academic experience                                      |     | 6    |     |     | 1.2 |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     | 4.8 |     |
| Computer facilities/labs  |     | 6    |     |     |     |     |     | 1.7 |     | 2.3 |     |     |     |     |     |      |      |      |      | 2.13 |     |     |     |     |     | 3.6 | 3.7  |     |     |     |     |
| Registrar's office  |     | 6    |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      | 2.11 | 2.13 |      |     |     |     |     |     | 3.6 |      |     |     |     |     |
| Financial aid office  |     | 6    |     |     |     | 1.4 |     |     |     |     |     |     |     |     |     |      |      |      |      | 2.13 |     |     |     |     |     | 3.6 |      |     |     |     |     |
| Orientation for new students  |     | 6    |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      | 2.13 |     |     |     |     |     | 3.6 |      |     |     |     |     |
| Student housing office  |     | 6    |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      | 2.13 |     |     |     |     |     | 3.6 |      |     |     |     |     |
| First-year programs (e.g., first-year seminar, learning community)    |     | 6    |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      | 2.11 | 2.13 |      |     |     |     |     |     |     |      |     |     |     |     |
| Classroom facilities  |     | 6    |     |     |     |     |     | 1.7 |     | 2.3 |     |     |     |     |     |      |      |      |      | 2.13 |     |     |     |     |     |     |      |     |     |     |     |
| Opportunities for community service                                   |     | 6    |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      | 2.13 |     |     |     |     |     |     |      |     |     |     |     |
| <b>Rate yourself on each of the following traits as compared with</b> | 29  | 7    | 14  |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Emotional health  | 29  | 7    | 14  | 21  |     |     |     |     |     | 2.3 |     |     |     |     |     |      |      |      |      | 2.13 |     |     |     |     |     |     |      |     |     |     |     |
| Creativity  | 29  | 7    | 14  | 21  |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Writing ability   | 29  | 7    | 14  | 21  |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Computer skills   | 29  | 7    | 14  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |      |     |     |     |     |     | 3.6 |      |     |     |     |     |
| Spirituality  | 29  | 7    | 14  |     |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      |      |      |      | 2.13 |     |     |     |     |     |     |      |     |     |     |     |
| Self-confidence (social)  | 29  | 7    | 14  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      | 2.13 |     |     |     |     |     |     |      |     |     |     |     |
| Understanding of others   | 29  | 7    | 14  |     |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      |      | 2.11 |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Leadership ability  | 29  | 7    | 14  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      | 2.11 |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Cooperativeness   | 29  | 7    | 14  |     |     |     |     |     |     | 2.3 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Physical health   | 29  | 7    | 14  |     |     |     |     |     |     | 2.3 |     |     |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Academic ability  | 29  | 7    | 14  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Artistic ability  | 29  | 7    | 14  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Drive to achieve  | 29  | 7    | 14  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Mathematical ability  | 29  | 7    | 14  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Public speaking ability   | 29  | 7    | 14  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Self-confidence (intellectual)  | 29  | 7    | 14  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Self-understanding  | 29  | 7    | 14  | 21  |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      |      |      |      | 2.13 |     |     |     |     |     |     |      |     |     |     |     |
| Risk-taking   |     | 7    | 14  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |
| <b>Since entering this college, how has it been to:</b>               |     | 8    |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Understand what your professors expect of you academically            |     | 8    |     |     | 1.2 |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     | 4.7 |
| Adjust to the academic demands of college                             |     | 8    |     |     | 1.2 |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     | 4.7 |
| Utilize campus services available to students                         |     | 8    |     |     |     |     |     |     |     | 2.3 |     |     |     |     |     |      |      |      |      | 2.13 |     |     |     |     | 3.5 | 3.6 |      |     | 4.2 |     |     |
| Develop close friendships with: students of a different racial/ethnic |     | 8    |     |     |     |     | 1.5 |     | 2.2 |     |     |     |     |     |     |      |      |      |      | 2.13 |     |     |     |     |     |     |      |     |     |     |     |
| Develop close friendships with: male students                         |     | 8    |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      | 2.13 |     |     |     |     |     |     |      |     |     |     |     |
| Develop close friendships with: female students                       |     | 8    |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      | 2.13 |     |     |     |     |     |     |      |     |     |     |     |
| Develop effective study skills  |     | 8    |     |     | 1.2 |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |
| Manage your time effectively  |     | 8    | 8   |     | 1.2 |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     | 4.7 |
| <b>Rate yourself on each of the following traits as compared with</b> | 30  | 9    | 16  |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |      |     |     |     |     |     |     |      |     |     |     |     |

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| ITEM   | TFS | YFCY | CSS | FAC | 1.2 | 1.4 | 1.5 | 1.7 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.11 | 4.2 | 4.7 | 4.8 |  |
|--|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|--|
| Ability to discuss and negotiate controversial issues            | 30  | 9    | 16  | 21  |     |     | 1.5 |     | 2.2 |     |     |     |     |     | 2.9 |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Ability to see the world from someone else's perspective         | 30  | 9    | 16  |     |     |     | 1.5 |     | 2.2 |     |     |     |     |     | 2.9 |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Openness to having my own views challenged                       | 30  | 9    | 16  |     |     |     | 1.5 |     | 2.2 |     |     |     |     |     | 2.9 |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Ability to work cooperatively with diverse people                | 30  | 9    | 16  |     |     |     | 1.5 |     | 2.2 |     |     |     |     |     | 2.9 |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Tolerance of others with different beliefs                       | 30  | 9    | 16  | 21  |     |     | 1.5 |     | 2.2 |     |     |     |     |     | 2.9 |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| <b>Since entering this college, how often have you:</b>          | 28  | 10   | 5   |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Asked a teacher/professor for advice after class                 | 28  | 10   | 5   |     |     |     |     |     | 2.2 |     | 2.4 | 2.5 |     |     |     |      | 2.11 |      | 2.13 | 3.1 |     |     |     |     |     |     |      |     |     |     |  |
| Tutored another student/college student                          | 28  | 10   | 5   |     |     |     |     |     | 2.2 | 2.5 |     |     |     |     | 2.9 |      | 2.11 |      | 2.13 |     |     |     |     |     |     |     |      |     |     |     |  |
| Voted in a student election                                      | 28  | 10   | 5   |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Performed community service as part of class                     | 28  | 10   | 5   |     |     |     |     |     | 2.2 | 2.3 |     | 2.5 |     |     | 2.9 |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Studied with other students                                      | 28  | 10   | 5   |     |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Come/came late to class  | 28  | 10   | 5   |     |     |     |     |     |     | 2.3 | 2.4 | 2.5 | 2.6 |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Been/was bored in class  | 28  | 10   | 5   |     |     |     |     |     | 2.2 | 2.3 | 2.4 |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Demonstrated for/against a cause                                 | 28  | 10   | 5   |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Been /was a guest in a professor's/teacher's home                | 28  | 10   | 5   |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Used the Internet for research or homework                       | 28  | 10   | 5   |     |     |     |     |     | 2.2 | 2.3 |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     | 3.5 | 3.6 | 3.7 | 4.2  |     |     |     |  |
| Smoked cigarettes  | 28  | 10   | 13  |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Drank beer   | 28  | 10   | 13  |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Drank wine or liquor   | 28  | 10   | 13  |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Felt overwhelmed by all you/I had to do                          | 28  | 10   | 13  |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Felt depressed   | 28  | 10   | 13  |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Performed volunteer work   | 28  | 10   | 13  |     |     |     |     |     | 2.2 | 2.3 |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Worked on a local, state, or national political campaign         | 28  | 10   | 13  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Socialize/socialized with someone of another racial/ethnic group | 28  | 10   | 18  |     |     |     | 1.5 |     | 2.2 |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Attended a religious service                                     | 28  | 10   |     |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      | 2.13 |     |     |     |     |     |     |     |      |     |     |     |  |
| Maintained a healthy diet  |     | 10   |     |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Had adequate sleep   |     | 10   |     |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| <b>Since entering this college, how much time have you spent</b> | 38  | 11   | 9   |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Attending classes/labs   | 38  | 11   | 9   |     |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Socializing with friends   | 38  | 11   | 9   |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Partying   | 38  | 11   | 9   |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Watching TV  | 38  | 11   | 9   |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Household/Housework childcare duties                             | 38  | 11   | 9   |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Commuting  | 38  | 11   | 9   |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Online social networks (MySpace, Facebook, etc.)                 | 38  | 11   | 9   |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Studying/homework  | 38  | 11   | 9   |     |     |     |     |     |     | 2.3 |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Talking with professor/teachers/faculty outside of class         | 38  | 11   | 9   |     |     |     |     |     |     | 2.3 |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Volunteer work   | 38  | 11   | 9   |     |     |     |     |     |     | 2.3 |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Working (for pay) off campus                                     | 38  | 11   | 9   |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Student clubs and groups   | 38  | 11   | 9   |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Exercising or sports   | 38  | 11   | 9   |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Playing video/computer games                                     | 38  |      |     |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |

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| ITEM   | TFS | YFCY | CSS | FAC | 1.2 | 1.4 | 1.5 | 1.7 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.11 | 4.2 | 4.7 | 4.8 |  |
|--|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|--|
| Working (for pay) on campus  |     | 11   | 9   |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| <b>Please indicate the extent to which you agree or disagree with</b>  |     | 12   | 15  |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| There is a lot of racial tension on this campus                        |     | 12   | 15  | 29  |     |     | 1.5 |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| I have felt discriminated against based on my: socio-economic status   |     | 12   | 15  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| I have felt discriminated against based on my: religion                |     | 12   | 15  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| I have felt discriminated against based on my: sexual orientation      |     | 12   | 15  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| I see myself as part of the campus community                           |     | 12   | 15  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| I have felt discriminated against based on my: race/ethnicity          |     | 12   | 15  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| I have felt discriminated against based on my: gender                  |     | 12   | 15  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| In class, I have heard faculty express stereotypes about racial/ethnic |     | 12   | 15  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| I feel I am a member of this college                                   |     | 12   | 15  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| I feel a sense of belonging to this campus                             |     | 12   | 15  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Faculty here are interested/strongly interested in students' academic  |     | 12   | 15  | 29  | 1.2 |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |  |
| Most students here are treated like "numbers in a book"                |     | 12   |     | 26  |     |     |     |     |     |     | 2.4 | 2.5 |     |     |     |      | 2.11 |      | 2.13 |     |     |     |     |     |     |     |      |     | 4.7 |     |  |
| My college experiences have exposed me to diverse opinions,            |     | 12   |     |     |     | 1.4 | 1.5 |     | 2.2 | 2.3 | 2.4 |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| The admission/recruitment materials portrayed this campus              |     | 12   |     |     |     |     |     | 1.7 |     |     | 2.4 |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| I have been able to find a balance between academics and               |     | 12   |     |     |     |     |     |     |     |     | 2.4 |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| In class, I have heard faculty express gender stereotypes              |     | 12   |     |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| <b>To what extent have you experienced the following with</b>          |     | 13   | 18  |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Had meaningful and honest discussions about race/ethnic relations      |     | 13   | 18  |     |     |     | 1.5 |     | 2.2 |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Dined or shared a meal   |     | 13   | 18  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Had guarded, cautious interactions                                     |     | 13   | 18  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Had tense, somewhat hostile interactions                               |     | 13   | 18  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Felt insulted or threatened because of your race/ethnicity             |     | 13   | 18  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Had intellectual discussions outside of class                          |     | 13   | 18  |     |     | 1.4 | 1.5 |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Studied or prepared for class  |     | 13   | 18  |     |     |     | 1.5 |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Shared personal feelings and problems                                  |     | 13   | 18  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Socialized or partied  | 43  | 13   | 18  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| <b>How often in the past year did you:</b>                             |     | 32   | 15  | 10  | 18  |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Seek solutions to problems and explain them to others                  |     | 32   | 15  | 10  | 18  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     | 2.9 |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |  |
| Revise your papers to improve your writing                             |     | 32   | 15  | 10  | 18  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     | 2.9 |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |  |
| Evaluate the quality or reliability of information you received        |     | 32   | 15  | 10  | 18  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     | 2.9 |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |  |
| Take a risk because you felt you had more to gain                      |     | 32   | 15  | 10  | 18  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     | 2.9 |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |  |
| Seek alternative solutions to a problem                                |     | 32   | 15  | 10  | 18  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     | 2.9 |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |  |
| Look up scientific research articles and resources                     |     | 32   | 15  | 10  | 18  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     | 2.9 |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |  |
| Explore topics on your own, even though it was not required for a      |     | 32   | 15  | 10  | 18  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     | 2.9 |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |  |
| Accept mistakes as part of the learning process                        |     | 32   | 15  | 10  | 18  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     | 2.9 |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |  |
| Integrate/integrated skills and knowledge from different sources       |     | 32   | 15  | 10  | 18  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     | 2.9 |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |  |
| Ask questions in class   |     | 32   | 15  | 10  | 18  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |  |
| Seek feedback on your academic work.                                   |     | 32   | 15  | 10  | 18  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |  |
| Take notes during class  |     | 32   | 15  | 10  | 18  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |  |
| Work with other students on group projects                             |     | 32   |     | 5   |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |  |

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| ITEM  | TFS | YFCY | CSS | FAC | 1.2 | 1.4 | 1.5 | 1.7 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.11 | 4.2 | 4.7 | 4.8 |
|---|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|
| Support your opinions with a logical argument                             | 32  | 15   | 10  | 18  |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     | 2.9 |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |
| <b>Where did you primarily live while attending college this past</b>     | 12  | 16   |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Residence hall  | 12  | 16   |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Indicate the importance to you personally of each of the</b>           | 42  | 17   | 19  | 20  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Developing a meaningful philosophy of life                                | 42  | 17   | 19  | 20  |     |     |     |     | 2.2 |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Participating in a community action program                               | 42  | 17   | 19  | 20  |     |     |     |     | 2.2 |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Keeping up to date with political affairs                                 | 42  | 17   | 19  | 20  |     |     |     |     | 2.2 |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Becoming a community leader   | 42  | 17   | 19  | 20  |     |     |     |     | 2.2 |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Improving my understanding of other countries and cultures                | 42  | 17   | 19  | 20  |     |     |     |     | 2.2 |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Adopting "green" practices to protect the environment                     | 42  | 17   | 19  | 20  |     |     |     |     | 2.2 |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Becoming an authority in my field   | 42  | 17   | 19  | 20  |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Influencing the political structure                                       | 42  | 17   | 19  | 20  |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Influencing social values   | 42  | 17   | 19  | 20  |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Helping others who are in difficulty                                      | 42  | 17   | 19  | 20  |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Making a theoretical contribution to science                              | 42  | 17   | 19  | 20  |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Helping to promote racial understanding                                   | 42  | 17   | 19  | 20  |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Becoming accomplished in one of the performing arts (acting,              | 42  | 17   | 19  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Obtaining recognition from my colleagues for contributions to my          | 42  | 17   | 19  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Writing original works (poems, novels, etc.)                              | 42  | 17   | 19  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Creating artistic works (painting, sculpture, etc)                        | 42  | 17   | 19  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Becoming successful in a business of my own                               | 42  | 17   | 19  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Becoming involved in programs to clean up the environment                 | 42  | 17   | 19  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Engaging with members of my own racial/ethnic group                       |     | 17   |     |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Please rate your satisfaction with this institution on each of the</b> |     | 18   | 12  |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Amount of contact with faculty  |     | 18   | 12  |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     | 3.6 |      |     | 4.7 | 4.8 |
| Overall college experience  |     | 18   | 12  |     | 1.2 |     |     |     |     | 2.3 |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     | 3.5 |     |      |     |     | 4.8 |
| Overall quality of instruction  |     | 18   | 12  |     | 1.2 |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.8 |
| Relevance of coursework to everyday life                                  |     | 18   | 12  |     | 1.2 |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.8 |
| Relevance of coursework to future career plans                            |     | 18   | 12  |     | 1.2 |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.8 |
| Overall sense of community among students                                 |     | 18   | 12  |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      | 2.13 |     |     |     |     |     |     | 3.6 |      |     |     |     |
| Class size  |     | 18   | 12  |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     | 3.6  |     |     |     |
| Availability of campus social activities                                  |     | 18   | 12  |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     | 3.6  |     |     |     |
| Racial/ethnic diversity of student body                                   |     | 18   | 12  |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Respect for the expression of diverse beliefs                             |     | 18   | 12  | 26  | 1.2 |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Interaction with other students   |     | 18   |     |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     | 3.6  |     |     |     |
| Your social life  |     | 18   |     |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      | 2.13 |     |     |     |     |     |     |     |      |     |     |     |
| Racial/ethnic diversity of faculty  |     | 18   |     |     |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>What is your overall grade average (as of your most recently</b>       | 7   | 19   | 31  |     |     |     |     |     |     |     | 2.4 | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Since entering this college have you:</b>                              |     | 20   | 5   |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Participated in student government  | 43  | 20   | 6   |     |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      | 2.11 |      | 2.13 |     |     |     |     |     |     |     |      |     |     | 3.5 |
| Played club, intramural, or recreational sports                           | 43  | 20   | 6   |     |     |     |     |     |     | 2.3 |     |     |     |     |     |      | 2.11 |      | 2.13 |     |     |     |     |     |     |     |      |     |     | 3.5 |
| Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)           | 43  | 20   | 6   |     |     |     |     |     |     | 2.3 |     |     |     |     |     |      | 2.11 |      | 2.13 |     |     |     |     |     |     |     |      |     |     | 3.5 |

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| ITEM   | TFS | YFCY | CSS | FAC | 1.2 | 1.4 | 1.5 | 1.7 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.11 | 4.2 | 4.7 | 4.8 |
|--|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|
| Had a roommate of a different race/ethnicity                       | 43  | 20   | 6   |     |     |     | 1.5 |     | 2.2 |     |     |     |     |     |     |      | 2.11 |      | 2.13 |     |     |     |     |     |     |     |      |     |     |     |
| Participated in student groups/clubs                               | 43  | 20   | 6   |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      | 2.13 |     |     |     |     |     |     |     |      |     |     |     |
| Held a full-time job during an academic term                       | 43  | 20   | 6   |     |     |     |     |     |     |     |     | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Participated in volunteer or community service work                | 43  | 20   |     |     |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     | 2.10 | 2.11 |      | 2.13 |     |     |     |     | 3.5 |     |     |      |     |     |     |
| Sought personal counseling   | 43  | 20   |     |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      | 2.13 |     |     |     |     |     |     |     |      |     |     |     |
| Decided to pursue a different major                                | 43  | 20   |     |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Changed your career choice   | 43  | 20   |     |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Joined a social fraternity or sorority                             | 43  | 20   | 6   |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      | 2.11 |      | 2.13 |     |     |     |     | 3.5 |     |     |      |     |     |     |
| Failed one or more courses   |     | 20   | 6   |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      | 2.13 |     |     |     |     |     |     |     |      |     |     |     |
| Participated in an academic support program                        |     | 20   | 6   |     |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Participated in leadership training                                |     | 20   | 6   |     |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Enrolled in an honors or advanced course                           |     | 20   | 6   |     |     |     | 1.5 |     | 2.2 | 2.3 | 2.5 |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Enrolled in a remedial or developmental course                     |     | 20   | 6   |     |     |     | 1.5 |     | 2.2 | 2.3 | 2.5 |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Strengthened your religious beliefs/convictions                    |     | 20   |     |     |     |     |     |     |     | 2.3 |     |     |     |     |     |      |      |      | 2.13 |     |     |     |     |     |     |     |      |     |     |     |
| Enrolled in a formal program where a group of students take two or |     | 20   |     |     |     |     |     |     | 2.2 | 2.3 | 2.5 |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Taken a course or first-year seminar designed to: Help students    |     | 20   |     |     |     |     |     |     | 2.2 | 2.3 | 2.5 |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Taken a course or first-year seminar designed to: Connect faculty  |     | 20   |     |     |     |     |     |     | 2.2 | 2.3 | 2.5 |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Taken a course or first-year seminar designed to: Help students    |     | 20   |     |     |     |     |     |     | 2.2 | 2.3 | 2.5 |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Remained undecided about a major                                   |     | 20   |     |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Since entering this college, indicate how often you:</b>        |     | 21   | 5   |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Fell asleep in class   | 28  | 21   | 5   |     |     |     |     |     |     |     |     |     | 2.6 |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Failed to complete homework on time                                | 28  | 21   | 5   |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Skipped school/class   | 28  | 21   |     |     |     |     |     |     |     | 2.3 | 2.5 |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Worked on a professor's research project                           | 43  | 21   | 5   | 10  |     |     |     |     | 2.2 | 2.3 | 2.4 |     |     |     | 2.9 |      | 2.11 |      |      |     |     |     |     | 3.5 |     |     |      |     |     |     |
| Discussed course content with students outside of class            | 43  | 21   | 5   |     |     |     |     |     | 2.2 | 2.4 |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Made a presentation in class                                       |     | 21   | 5   |     |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 |     |     |     |      |      |      | 2.13 |     |     |     |     |     |     | 3.6 |      |     |     |     |
| Accessed your campus' library resources electronically             |     | 21   | 5   |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      | 2.13 |     |     |     |     |     |     | 3.6 |      |     |     |     |
| Had difficulty getting the courses you need                        |     | 21   | 5   |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      | 2.13 | 3.1 |     |     |     |     |     |     |      |     |     |     |
| Communicated regularly with your professors                        |     | 21   | 5   |     |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Worked with classmates on group projects: during class             |     | 21   | 5   |     |     |     |     |     | 2.2 |     | 2.4 | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Worked with classmates on group projects: outside of class         |     | 21   | 5   |     |     |     |     |     | 2.2 |     | 2.4 | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Contributed to class discussions                                   |     | 21   | 5   |     |     |     |     |     | 2.2 |     | 2.4 | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Fell asleep in class   | 28  | 21   | 5   |     |     |     |     |     |     |     | 2.4 | 2.5 | 2.6 |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Used the library for research or homework                          |     |      | 5   |     |     |     |     |     |     | 2.3 | 2.5 |     |     |     |     |      |      |      | 2.13 |     |     |     |     |     |     | 3.6 |      |     |     |     |
| Took a class that required: One or more 10+ page papers            |     |      | 5   |     |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Took a class that required: Multiple short papers                  |     |      | 5   |     |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Completed a culminating experience for your degree (e.g., capstone |     |      | 6   | 10  |     |     |     |     | 2.2 |     | 2.4 | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Received from your professor: advice or guidance about your        |     | 21   | 20  |     |     |     |     |     | 2.2 | 2.3 | 2.4 |     |     |     |     |      |      |      |      | 3.1 |     |     |     |     |     |     |      | 4.2 |     |     |
| Received from your professor: negative feedback about your         |     | 21   | 20  |     |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Received from your professor: emotional support or encouragement   |     | 21   | 20  |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Met with academic advisors to select courses                       |     | 21   |     |     |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      | 2.13 | 3.1 |     |     |     |     |     |     |      |     |     |     |
| Received advice/counseling from another student                    |     | 21   |     |     |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      | 2.13 | 3.1 |     |     |     |     |     |     |      |     |     |     |



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| ITEM   | TFS | YFCY | CSS | FAC | 1.2 | 1.4 | 1.5 | 1.7 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.11 | 4.2 | 4.7 | 4.8 |
|--|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|
| Went home for the weekend  |     | 21   |     |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      | 2.11 |      | 2.13 |     |     |     |     |     |     |     |      |     |     |     |
| Had difficulty getting along with your roommate(s)/housemate(s)        |     | 21   |     |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 | 2.12 |      |     |     |     |     |     |     |     |      |     |     |     |
| Applied concepts from courses to everyday life                         |     | 21   |     |     |     |     |     |     | 2.2 | 2.3 |     | 2.5 | 2.6 |     | 2.9 |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Turned in course assignment(s) late                                    |     | 21   |     |     |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Received tutoring  |     | 21   |     |     |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>If you could make your college choice over, would you still</b>     |     | 22   | 29  | 25  | 1.2 |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Definitely yes   |     | 22   | 29  |     | 1.2 |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Probably yes   |     | 22   | 29  |     | 1.2 |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Probably not   |     | 22   | 29  |     | 1.2 |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Definitely not   |     | 22   | 29  |     | 1.2 |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Not sure yet   |     | 22   | 29  |     | 1.2 |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>What do you think you will be doing in Fall 2010?</b>               |     | 23   | 25  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Attending your current (or most recent) institution                    |     | 23   | 25  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Attending another institution  |     | 23   | 25  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Don't know/have not decided yet  |     | 23   |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Not attending any institution  |     | 23   |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Are you currently a full-time or part-time student?</b>             | 5   | 24   | 3   |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Full-time  | 5   | 24   | 3   |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Part-time  | 5   | 24   | 3   |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Not enrolled   |     | 24   | 3   |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Did you transfer into this institution from another</b>             |     | 25   | 6   |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>What year did you first enter: [Response Choices: This college,</b> |     | 26   | 2   |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Your sex:</b>   | 1   | 27   | 34  | 40  |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Is English your native language?</b>                                | 3   | 28   |     | 41  |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Are you:</b>  | 34  | 29   | 33  | 42  |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| White/Caucasian  | 34  | 29   | 33  | 42  |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| African American/Black   | 34  | 29   | 33  | 42  |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| American Indian/Alaska Native  | 34  | 29   | 33  | 42  |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Asian American/Asian   | 34  | 29   | 33  | 42  |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Native Hawaiian/Pacific Islander                                       | 34  | 29   | 33  | 42  |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Mexican American/Chicano   | 34  | 29   | 33  | 42  |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Puerto Rican   | 34  | 29   | 33  | 42  |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Other Latino   | 34  | 29   | 33  | 42  |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Other  | 34  | 29   | 33  | 42  |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>How old will you be on December 31 of this year?</b>                | 2   |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>In what year did you graduate from high school?</b>                 | 4   |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>How many miles is this college from your permanent home?</b>        | 6   |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>What were your scores on the SAT I and/or ACT?</b>                  | 8   |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>From what kind of high school did you graduate?</b>                 | 9   |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Public school (not charter or magnet)                                  | 9   |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Public charter school  | 9   |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Public magnet school   | 9   |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |

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| ITEM  | TFS | YFCY | CSS | FAC | 1.2 | 1.4 | 1.5 | 1.7 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.11 | 4.2 | 4.7 | 4.8 |
|---|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|
| Private religious/parochial school  | 9   |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Private independent college-prep school                                   | 9   |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Home school   | 9   |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Prior to this term, have you ever taken courses for credit at this</b> | 10  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Since leaving high school, have you ever taken courses,</b>            | 11  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Yes   | 11  |      |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>To how many colleges other than this one did you apply for</b>         | 13  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Were you accepted by your first choice college?</b>                    | 14  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Is this college your:</b>  | 15  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| First choice?   | 15  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Second choice?  | 15  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Third choice?   | 15  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Less than third choice?   | 15  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Citizenship status:</b>  | 16  |      |     | 23  |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| U.S. citizen  | 16  |      |     | 23  |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Permanent resident (green card)   | 16  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Neither   | 16  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Do you currently have veteran status with the US Armed</b>             | 17  |      | 35  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Are your parents:</b>  | 18  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Both alive and living with each other?                                    | 18  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Both alive, divorced or living apart?                                     | 18  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| One or both deceased?   | 18  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>During high school (grades 9-12) how many years did you</b>            | 19  |      |     |     |     |     |     |     |     |     | 2.4 | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| English   | 19  |      |     |     |     |     |     |     |     |     | 2.4 | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Mathematics   | 19  |      |     |     |     |     |     |     |     |     | 2.4 | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Foreign Language  | 19  |      |     |     |     |     |     |     |     |     | 2.4 | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Physical Science  | 19  |      |     |     |     |     |     |     |     |     | 2.4 | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Biological Science  | 19  |      |     |     |     |     |     |     |     |     | 2.4 | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| History/Am. Gov't.  | 19  |      |     |     |     |     |     |     |     |     | 2.4 | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Computer Science  | 19  |      |     |     |     |     |     |     |     |     | 2.4 | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Arts and/or Music   | 19  |      |     |     |     |     |     |     |     |     | 2.4 | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Do you have any of the following disabilities or medical</b>           | 20  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Learning disability (dyslexia, etc.)                                      | 20  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Attention-deficit/hyperactivity disorder (ADHD)                           | 20  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Physical disability (speech, sight, mobility, hearing, etc.)              | 20  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Chronic illness (cancer, diabetes, autoimmune disorders, etc.)            | 20  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Psychological disorder (depression, etc.)                                 | 20  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Other   | 20  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>What is the highest academic degree that you intend to obtain?</b>     | 21  |      | 17  |     |     |     |     |     |     |     |     | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| None  | 21  |      | 17  |     |     |     |     |     |     |     |     | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Vocational certificate  | 21  |      | 17  |     |     |     |     |     |     |     |     | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Associate (A.A. or equivalent)  | 21  |      | 17  |     |     |     |     |     |     |     |     | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |

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| ITEM  | TFS | YFCY | CSS | FAC | 1.2 | 1.4 | 1.5 | 1.7 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.11 | 4.2 | 4.7 | 4.8 |
|---|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|
| Bachelor's degree (B.A., B.S., etc.)                                  | 21  |      | 17  |     |     |     |     |     |     |     |     | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Master's degree (M.A., M.S., etc.)                                    | 21  |      | 17  |     |     |     |     |     |     |     |     | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Ph.D. or Ed.D.  | 21  |      | 17  |     |     |     |     |     |     |     |     | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| M.D., D.O., D.D.S., or D.V.M.   | 21  |      | 17  |     |     |     |     |     |     |     |     | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| J.D. (Law)  | 21  |      | 17  |     |     |     |     |     |     |     |     | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| B.D. or M.DIV. (Divinity)   | 21  |      | 17  |     |     |     |     |     |     |     |     | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Other   | 21  |      | 17  |     |     |     |     |     |     |     |     | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>How would you describe the racial composition of the high</b>      | 22  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| High school I last attended   | 22  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Neighborhood where I grew up  | 22  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>What is your best estimate of your parents' total income last</b>  | 24  |      |     |     |     |     |     |     |     |     |     | 2.5 |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Current religious preference:</b>                                  | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Response categories: Yours, Father's, Mother's                        | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Baptist   | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Buddhist  | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Church of Christ  | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Eastern Orthodox  | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Episcopalian  | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Hindu   | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Jewish  | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| LDS (Mormon)  | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Lutheran  | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Methodist   | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Muslim  | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Presbyterian  | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Quaker  | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Roman Catholic  | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Seventh Day Adventist   | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| United Church of Christ/Congregational                                | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Other Christian   | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Other Religion  | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| None  | 26  |      | 32  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Do you consider yourself:</b>                                      | 27  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Response categories: Yes, No  | 27  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Born-Again Christian  | 27  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Evangelical   | 27  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>In deciding to go to college, how important to you was each of</b> | 37  |      |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| To gain a general education and appreciation of ideas                 | 37  |      |     |     |     |     |     |     | 2.2 | 2.3 |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| To make me a more cultured person                                     | 37  |      |     |     |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| To learn more about things that interest me                           | 37  |      |     |     |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| To prepare myself for graduate or professional school                 | 37  |      |     | 21  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Playing video/computer games  | 38  |      |     |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |

WASC Accreditation Guide: CIRP Master 2010

| ITEM   | TFS | YFCY | CSS | FAC | 1.2 | 1.4 | 1.5 | 1.7 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.11 | 4.2 | 4.7 | 4.8 |
|--|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|
| <b>Below are some reasons that might have influenced your</b>        | 39  |      |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| This college has a very good academic reputation                     | 39  |      |     |     |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| This college's graduates gain admission to top graduate/professional | 39  |      |     |     |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| This college's graduates get good jobs                               | 39  |      |     |     |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| This college has a good reputation for its social activities         | 39  |      |     |     |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| I was admitted through an Early Action or Early Decision program     | 39  |      |     |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>What is your best guess as to the chances that you will:</b>      | 43  |      |     |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Socialize with someone of another racial/ethnic group                | 43  |      |     |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Preparedness for employment after college                            |     |      | 1   | 21  |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      | 2.13 |     |     |     |     |     |     |     |      |     |     |     |
| Preparedness for graduate or advanced education                      |     |      | 1   | 21  |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Ability to manage your time effectively                              |     |      | 1   |     |     |     |     |     | 2.2 | 2.3 |     | 2.5 |     |     |     |      | 2.11 |      | 2.13 |     |     |     |     |     |     |     |      |     |     |     |
| Ability to get along with people of different races/cultures         |     |      | 1   |     |     |     |     |     | 2.2 | 2.3 |     | 2.5 |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Interpersonal skills   |     |      | 1   |     |     |     |     |     | 2.2 |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Foreign language ability   |     |      | 1   |     |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Please indicate your enrollment status below:</b>                 |     |      | 3   |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Full-time undergraduate  |     |      | 3   |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Part-time undergraduate  |     |      | 3   |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Not enrolled   |     |      | 3   |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Expected Graduation Date:</b>                                     |     |      | 4   |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Mark your undergraduate and graduate major:</b>                   |     |      | 7   |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Undergraduate primary major  |     |      | 7   |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Undergraduate secondary major (omit if you do not have a             |     |      | 7   |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Graduate major (omit if you do not plan to go to graduate school)    |     |      | 7   |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Humanities courses   |     |      | 11  |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Science and mathematics courses                                      |     |      | 11  |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Social science courses   |     |      | 11  |     |     |     |     |     |     |     |     | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Ability to find a faculty or staff mentor                            |     |      | 12  |     |     |     |     |     |     |     | 2.4 |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| I have been singled out because of my race/ethnicity                 |     |      | 15  |     |     | 1.5 |     |     |     |     |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Integrating spirituality into my life                                |     |      | 19  | 20  |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      | 2.11 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>How often have professors at your college provided you with:</b>  |     |      | 20  |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| An opportunity to publish  |     |      | 20  |     |     |     |     |     | 2.2 |     | 2.4 | 2.5 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |
| An opportunity to apply classroom learning to "real-life" issues     |     |      | 20  |     |     |     |     |     | 2.2 | 2.3 | 2.4 |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |
| An opportunity to work on a research project                         |     |      | 20  |     |     |     |     |     |     | 2.3 |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     | 4.7 |
| Help in achieving your professional goals                            |     |      | 20  |     |     |     |     |     | 2.2 | 2.3 | 2.4 |     |     |     |     |      | 2.11 |      | 2.13 | 3.1 |     |     |     |     |     |     |      |     |     |     |
| A letter of recommendation   |     |      | 20  |     |     |     |     |     |     | 2.3 |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Feedback on your academic work (outside of grades)                   |     |      | 20  |     |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     | 4.7 |
| <b>What do you plan to be doing in fall 2010?</b>                    |     |      | 25  |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Participating in an organization like the Peace Corps,               |     |      | 25  |     |     |     |     |     | 2.2 |     | 2.4 |     |     |     |     |      | 2.10 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Attending undergraduate college full-time                            |     |      | 25  |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.10 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Attending undergraduate college part-time                            |     |      | 25  |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.10 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Working full-time  |     |      | 25  |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.10 |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Working part-time  |     |      | 25  |     |     |     |     |     |     |     |     |     |     |     |     |      | 2.10 |      |      |     |     |     |     |     |     |     |      |     |     |     |

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| ITEM  | TFS | YFCY | CSS | FAC | 1.2 | 1.4 | 1.5 | 1.7 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.11 | 4.2 | 4.7 | 4.8 |
|---|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|
| Participating in a community service organization                       |     |      | 25  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Participating in a post-baccalaureate program                           |     |      | 25  |     |     |     |     |     | 2.2 |     | 2.4 |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Serving in the Armed Forces   |     |      | 25  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Attending a vocational training program                                 |     |      | 25  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Traveling   |     |      | 25  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Doing volunteer work  |     |      | 25  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Staying at home to be with or start a family                            |     |      | 25  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| No current plans  |     |      | 25  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Attending graduate/professional school                                  |     |      | 25  |     |     |     |     |     | 2.2 |     | 2.4 |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>If you are planning on being employed after graduation, which</b>    |     |      | 26  |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Looking, but no offers yet  |     |      | 26  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Received an offer for a position, but declined                          |     |      | 26  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Currently considering an offer  |     |      | 26  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Accepted an offer of employment   |     |      | 26  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Not planning on employment this fall                                    |     |      | 26  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Not actively looking for a position                                     |     |      | 26  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>If you are planning to attend graduate or professional school,</b>   |     |      | 27  |     |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Accepted and deferred admission until a later date                      |     |      | 27  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Placed on waiting list, no acceptances                                  |     |      | 27  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Still awaiting responses, no acceptances                                |     |      | 27  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Will be applying this coming fall                                       |     |      | 27  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Not applying this fall, but might apply at a future date                |     |      | 27  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| No plans to apply to school now or in the future                        |     |      | 27  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Accepted and will be attending in the fall                              |     |      | 27  |     |     |     |     |     |     |     |     |     |     |     |     | 2.10 |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>What is your principal activity in your current position at this</b> |     |      |     | 1   |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Administration  |     |      |     | 1   |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      | 3.1 |     |     |     |     |     |     |      |     |     |     |
| Teaching  |     |      |     | 1   |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      | 3.1 |     |     |     |     |     |     |      |     |     |     |
| Research  |     |      |     | 1   |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      | 3.1 |     |     |     |     |     |     |      |     |     |     |
| Services to clients and patients  |     |      |     | 1   |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      | 3.1 |     |     |     |     |     |     |      |     |     |     |
| Other   |     |      |     | 1   |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      | 3.1 |     |     |     |     |     |     |      |     |     |     |
| <b>Are you considered a full-time employee of your institution for</b>  |     |      |     | 2   |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      | 3.1 |     |     |     |     |     |     |      |     |     |     |
| <b>If given a choice I would prefer to work full time at this</b>       |     |      |     | 2.a |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |
| <b>Have you ever sought a full-time teaching position at this or</b>    |     |      |     | 2.b |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |
| <b>My full-time professional career is outside academia</b>             |     |      |     | 2.d |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      | 3.1 |     |     |     |     |     |     |      |     |     |     |
| <b>Mark all institutional resources available to you in your last</b>   |     |      |     | 2.e |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |
| Use of a private office   |     |      |     | 2.e |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |
| Shared office space   |     |      |     | 2.e |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |
| A personal computer   |     |      |     | 2.e |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |
| An email account  |     |      |     | 2.e |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |
| A phone/voicemail   |     |      |     | 2.e |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |
| <b>Please indicate your agreement with the following statements:</b>    |     |      |     | 2.f |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     | 3.4 |     |     |      |     |     |     |
| Part-time instructors at this institution: Are given specific training  |     |      |     | 2.f |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     | 3.4 |     |     |      |     |     |     |

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| ITEM  | TFS | YFCY | CSS | FAC       | 1.2 | 1.4 | 1.5 | 1.7 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.11 | 4.2 | 4.7 | 4.8 |
|---|-----|------|-----|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|
| Part-time instructors at this institution: Receive respect from       |     |      |     | 2.f       |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     | 3.4 |     |     |     |      |     |     |     |
| Part-time instructors at this institution: Have access to support     |     |      |     | 2.f       |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     | 3.4 |     |     |     |      |     |     |     |
| Part-time instructors at this institution: Have good working          |     |      |     | 2.f       |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |
| Part-time instructors at this institution: Are respected by full-time |     |      |     | 2.f       |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |
| <b>What is your present academic rank?</b>                            |     |      |     | <b>3</b>  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Professor   |     |      |     | 3         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Associate Professor   |     |      |     | 3         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Assistant Professor   |     |      |     | 3         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Lecturer  |     |      |     | 3         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Instructor  |     |      |     | 3         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Other   |     |      |     | 3         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| <b>What is your tenure status at this institution?</b>                |     |      |     | <b>4</b>  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Tenured   |     |      |     | 4         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| On tenure track, but not tenured                                      |     |      |     | 4         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Not on tenure track, but institution has tenure system                |     |      |     | 4         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Institution has no tenure system                                      |     |      |     | 4         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| <b>Are you currently serving in an administrative position as:</b>    |     |      |     | <b>5</b>  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Department chair  |     |      |     | 5         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Dean (Associate or Assistant)   |     |      |     | 5         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| President   |     |      |     | 5         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Vice-President  |     |      |     | 5         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Provost   |     |      |     | 5         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Other   |     |      |     | 5         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Not applicable  |     |      |     | 5         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| <b>On the following list, please mark one in each column.</b>         |     |      |     | <b>6</b>  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Highest Degree Earned   |     |      |     | 6         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| Degree Currently Working On   |     |      |     | 6         |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |
| <b>Personally, how important to you is:</b>                           |     |      |     | <b>9</b>  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Teaching  |     |      |     | 9         |     |     |     |     |     |     |     |     |     | 2.8 |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| Service   |     |      |     | 9         |     |     |     |     |     |     |     |     |     | 2.8 |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| Research  |     |      |     | 9         |     |     |     |     |     |     |     |     |     | 2.8 |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| <b>During the past two years, have you engaged in any of the</b>      |     |      |     | <b>10</b> |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Participated in a teaching enhancement workshop                       |     |      |     | 10        |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     | 3.4 |     |     |     |      |     |     |     |
| Worked with undergraduates on a research project                      |     |      |     | 10        |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| Taught an honors course   |     |      |     | 10        |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| Conducted research or writing focused on: international/global        |     |      |     | 10        |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| Conducted research or writing focused on: racial or ethnic            |     |      |     | 10        |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| Conducted research or writing focused on: women and gender            |     |      |     | 10        |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| Engaged undergraduates on your research project                       |     |      |     | 10        |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| Published op-ed pieces or editorials                                  |     |      |     | 10        |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 | 3.2 |     |     |     |     |      |     |     |     |
| Received funding for your work from: foundations                      |     |      |     | 10        |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 | 3.2 |     |     |     |     |      |     |     |     |
| Received funding for your work from: state or federal government      |     |      |     | 10        |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 | 3.2 |     |     |     |     |      |     |     |     |

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| ITEM   | TFS | YFCY | CSS | FAC | 1.2 | 1.4 | 1.5 | 1.7 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.11 | 4.2  | 4.7 | 4.8 |
|--|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|
| Received funding for your work from: business or industry          |     |      |     | 10  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      | 3.1 | 3.2 |     |     |     |     |     |      |      |     |     |
| Taught an interdisciplinary course                                 |     |      |     | 10  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |      |     |     |
| Taught an ethnic studies course                                    |     |      |     | 10  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |      |     |     |
| Taught a women's studies course                                    |     |      |     | 10  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |      |     |     |
| Taught a service learning course                                   |     |      |     | 10  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |      |     |     |
| Advised student groups involved in service/volunteer work          |     |      |     | 10  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |      |     |     |
| Collaborated with the local community in research/teaching         |     |      |     | 10  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |      |     |     |
| Engaged in academic research that spans multiple disciplines       |     |      |     | 10  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |      |     |     |
| Taught a seminar for first-year students                           |     |      |     | 10  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |      |     |     |
| Taught a capstone course   |     |      |     | 10  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |      |     |     |
| Taught in a learning community (e.g. FIG, linked courses)          |     |      |     | 10  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |      |     |     |
| Supervised an undergraduate thesis                                 |     |      |     | 10  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |      |     |     |
| Taught an exclusively web-based course at this institution         |     |      |     | 10  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     | 3.4 |     |     |     |      |      |     |     |
| <b>Including all institutions at which you teach, how many</b>     |     |      |     | 11  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |      |     |     |
| How many students are enrolled in these courses? (Nested)          |     |      |     | 11  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |      |     |     |
| Course 1:  |     |      |     | 11  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |      |     |     |
| Course 2:  |     |      |     | 11  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |      |     |     |
| Etc. (depending on answer given in #)                              |     |      |     | 11  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |      |     |     |
| <b>Does this course have a teaching/lab assistant or</b>           |     |      |     | 11b |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |      |     |     |
| <b>Do you teach remedial/developmental skills in any of the</b>    |     |      |     | 12  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      | 2.13 |     |     | 3.3 |     |     |     |     |      |      |     |     |
| Teach remedial reading   |     |      |     | 12  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      | 2.13 |     |     | 3.3 |     |     |     |     |      |      |     |     |
| Teach remedial writing   |     |      |     | 12  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      | 2.13 |     |     | 3.3 |     |     |     |     |      |      |     |     |
| Teach remedial mathematics   |     |      |     | 12  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      | 2.13 |     |     | 3.3 |     |     |     |     |      |      |     |     |
| Teach remedial ESL   |     |      |     | 12  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      | 2.13 |     |     | 3.3 |     |     |     |     |      |      |     |     |
| Teach remedial general academic skills                             |     |      |     | 12  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      | 2.13 |     |     | 3.3 |     |     |     |     |      |      |     |     |
| Teach remedial other subject areas                                 |     |      |     | 12  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      | 2.13 |     |     | 3.3 |     |     |     |     |      |      |     |     |
| <b>During the past two years, have you engaged in any of the</b>   |     |      |     | 13  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     | 3.4 |     |     |     |      | 3.11 |     |     |
| Paid workshops outside of the institution focused on teaching      |     |      |     | 13  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     | 3.4 |     |     |     |      | 3.11 |     |     |
| Paid sabbatical leave  |     |      |     | 13  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     | 3.4 |     |     |     |      | 3.11 |     |     |
| Travel funds paid by the institution                               |     |      |     | 13  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     | 3.4 |     |     |     |      | 3.11 |     |     |
| Internal grants for research                                       |     |      |     | 13  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     | 3.4 |     |     |     |      | 3.11 |     |     |
| Training for administrative leadership                             |     |      |     | 13  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     | 3.4 |     |     |     |      | 3.11 |     |     |
| Received incentives to develop new courses                         |     |      |     | 13  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     | 3.4 |     |     |     |      | 3.11 |     |     |
| Received incentives to integrate technology into your classroom    |     |      |     | 13  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     | 3.4 |     |     |     |      | 3.11 |     |     |
| <b>How many of the following have you published?</b>               |     |      |     | 14  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |      |     |     |
| Chapters in edited volumes   |     |      |     | 14  |     |     |     |     |     |     |     |     |     | 2.8 |     |      |      |      |      |     | 3.1 | 3.2 |     |     |     |     |      |      |     |     |
| Books, manuals, or monographs                                      |     |      |     | 14  |     |     |     |     |     |     |     |     |     | 2.8 |     |      |      |      |      |     | 3.1 | 3.2 |     |     |     |     |      |      |     |     |
| Reviews of books, articles, or creative works                      |     |      |     | 14  |     |     |     |     |     |     |     |     |     | 2.8 |     |      |      |      |      |     | 3.1 | 3.2 |     |     |     |     |      |      |     |     |
| Other, such as patents, or computer software products              |     |      |     | 14  |     |     |     |     |     |     |     |     |     | 2.8 |     |      |      |      |      |     | 3.1 | 3.2 |     |     |     |     |      |      |     |     |
| Articles in academic or professional journals                      |     |      |     | 14  |     |     |     |     |     |     |     |     |     | 2.8 |     |      |      |      |      |     | 3.1 | 3.2 |     |     |     |     |      |      |     |     |
| <b>How many exhibitions or performances in the fine or applied</b> |     |      |     | 15  |     |     |     |     |     |     |     |     |     | 2.8 |     |      |      |      |      |     | 3.1 | 3.2 |     |     |     |     |      |      |     |     |
| <b>How many of your professional writings have been published</b>  |     |      |     | 16  |     |     |     |     |     |     |     |     |     | 2.8 |     |      |      |      |      |     | 3.1 | 3.2 |     |     |     |     |      |      |     |     |

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| ITEM  | TFS | YFCY | CSS | FAC | 1.2 | 1.4 | 1.5 | 1.7 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.11 | 4.2 | 4.7 | 4.8 |
|---|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|
| <b>Please indicate the extent to which you:</b>                     |     |      |     | 17  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Mentor new faculty  |     |      |     | 17  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     | 3.4 |     |     |     |      |     |     |     |
| <b>In how many of the courses that you teach do you use each of</b> |     |      |     | 19  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Essay exams   |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Short-answer exams  |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Quizzes   |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Weekly essay assignments  |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Student presentations   |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Term/research papers  |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Student evaluations of each others' work                            |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Grading on a curve  |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Competency-based grading  |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Class discussions   |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Cooperative learning (small groups)                                 |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Experiential learning/field studies                                 |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Recitals/demonstrations   |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Group projects  |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Extensive lecturing   |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Multiple drafts of written work                                     |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Student-selected topics for course content                          |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Reflective writing/journaling                                       |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Community service as part of coursework                             |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Electronic quizzes with immediate feedback in class                 |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Using real-life problems  |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Using student inquiry to drive learning                             |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| Multiple-choice exams   |     |      |     | 19  |     |     |     | 2.2 |     |     | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     | 4.7 |     |
| <b>Indicate the importance to you personally of each of the</b>     |     |      |     | 20  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Develop ability to think critically                                 |     |      |     | 20  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Mentoring the next generation of scholars                           |     |      |     | 20  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>Indicate the importance to you of each of the following</b>      |     |      |     | 21  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Prepare students for employment after college                       |     |      |     | 21  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Prepare students for graduate or advanced education                 |     |      |     | 21  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Develop moral character   |     |      |     | 21  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Provide for students' emotional development                         |     |      |     | 21  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Teach students the classic works of Western civilization            |     |      |     | 21  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Help students develop personal values                               |     |      |     | 21  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Enhance students' self-understanding                                |     |      |     | 21  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Instill in students a commitment to community service               |     |      |     | 21  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Enhance students' knowledge of and appreciation for other           |     |      |     | 21  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Help master knowledge in a discipline                               |     |      |     | 21  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Develop creative capacities   |     |      |     | 21  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Instill a basic appreciation of the liberal arts                    |     |      |     | 21  |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |



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|--|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|
| Promote ability to write effectively                                   |     |      |     | 21  |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Help students evaluate the quality and reliability of information      |     |      |     | 21  |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Engage students in civil discourse around controversial issues         |     |      |     | 21  |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Teach students tolerance and respect for different beliefs             |     |      |     | 21  |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Encourage students to become agents of social change                   |     |      |     | 21  |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Develop ability to think critically                                    |     |      |     | 21  |     |     |     |     | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>During the present term, how many hours per week on</b>             |     |      |     | 22  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Research and scholarly writing   |     |      |     | 22  |     |     |     |     |     |     |     |     |     | 2.8 |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| Other creative products/performances                                   |     |      |     | 22  |     |     |     |     |     |     |     |     |     | 2.8 |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| Advising and counseling of students                                    |     |      |     | 22  |     |     |     |     | 2.2 | 2.3 |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      | 4.7 |     |     |
| <b>For each of the following items, please mark either Yes or No:</b>  |     |      |     | 23  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Do you use your scholarship to address local community needs           |     |      |     | 23  |     |     |     |     |     |     |     |     |     |     | 2.9 |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Have you been sexually harassed at this institution                    |     |      |     | 23  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Have you ever received an award for outstanding teaching               |     |      |     | 23  |     |     |     |     |     |     |     |     |     | 2.8 |     |      |      |      |      |     |     |     | 3.4 |     |     |     |      |     |     |     |
| <b>During the past two years, have you?</b>                            |     |      |     | 24  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Requested/sought an early promotion                                    |     |      |     | 24  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| <b>Indicate how well each of the following describes your college</b>  |     |      |     | 26  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Administrators consider faculty concerns when making policy            |     |      |     | 26  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     | 3.11 |     |     |     |
| The administration is open about its policies                          |     |      |     | 26  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     | 3.11 |     |     |     |
| Faculty are rewarded for their efforts to use instructional technology |     |      |     | 26  |     |     |     |     |     |     |     |     |     | 2.8 |     |      |      |      |      |     |     |     | 3.4 |     |     |     |      |     |     |     |
| It is easy for students to see faculty outside of regular office hours |     |      |     | 26  |     |     |     |     | 2.2 |     | 2.4 | 2.5 |     |     |     |      | 2.11 | 2.12 |      |     |     |     |     |     |     |     |      |     |     |     |
| Faculty here respect each other  |     |      |     | 26  |     | 1.4 |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| The faculty are typically at odds with campus administration           |     |      |     | 26  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     | 3.11 |     |     |     |
| <b>Please indicate the extent to which each of the following has</b>   |     |      |     | 27  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| Review/promotion process   |     |      |     | 27  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| <b>How satisfied are you with the following aspects of your job?</b>   |     |      |     | 28  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Freedom to determine course content                                    |     |      |     | 28  |     | 1.4 |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     | 3.11 |     |     |     |
| Teaching load  |     |      |     | 28  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| Professional relationships with other faculty                          |     |      |     | 28  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| Competency of colleagues   |     |      |     | 28  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| Autonomy and independence  |     |      |     | 28  |     | 1.4 |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     | 3.11 |     |     |     |
| <b>Below are some statements about your college or university.</b>     |     |      |     | 29  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |
| Faculty are sufficiently involved in campus decision making            |     |      |     | 29  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     | 3.11 |     |     |     |
| There is adequate support for faculty development                      |     |      |     | 29  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     | 3.4 |     |     |     |      |     |     |     |
| My research is valued by faculty in my department                      |     |      |     | 29  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| My teaching is valued by faculty in my department                      |     |      |     | 29  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| This institution takes responsibility for educating underprepared      |     |      |     | 29  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| The criteria for advancement and promotion decisions are clear         |     |      |     | 29  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     | 3.3 |     |     |     |     |      |     |     |     |
| Racial and ethnic diversity should be more strongly reflected in the   |     |      |     | 29  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |
| This institution should hire more faculty of color                     |     |      |     | 29  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |
| This institution should hire more women faculty                        |     |      |     | 29  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |
| Most of the students I teach lack the basic skills for college level   |     |      |     | 29  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |

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| ITEM   | TFS | YFCY | CSS | FAC | 1.2 | 1.4 | 1.5 | 1.7 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.11 | 4.2 | 4.7 | 4.8 |  |
|--|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|--|
| Faculty are committed to the welfare of this institution             |     |      |     | 29  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |  |
| Student Affairs staff have the support and respect of faculty        |     |      |     | 29  |     |     |     |     |     |     | 2.4 |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Faculty feel that most students are well-prepared academically       |     |      |     | 29  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| There is a lot of campus racial conflict here                        |     |      |     | 29  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Faculty of color are treated fairly here                             |     |      |     | 29  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Women faculty are treated fairly here                                |     |      |     | 29  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Gay and lesbian faculty are treated fairly here                      |     |      |     | 29  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Faculty are interested in students' personal problems                |     |      |     | 29  |     |     |     |     |     |     | 2.4 |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      | 4.2 | 4.7 |     |  |
| To create a diverse multi-cultural campus environment                |     |      |     | 30  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |  |
| To increase the representation of minorities in the faculty and      |     |      |     | 30  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |  |
| To increase the representation of women in the faculty and           |     |      |     | 30  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |  |
| To develop an appreciation for multiculturalism                      |     |      |     | 30  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.2 |     |     |     |     |     |      |     |     |     |  |
| To promote the intellectual development of students                  |     |      |     | 30  |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| To facilitate student involvement in community service               |     |      |     | 30  |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| To help students learn how to bring about change in society          |     |      |     | 30  |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| To hire faculty "stars"  |     |      |     | 30  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| To recruit more minority students                                    |     |      |     | 30  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| To promote gender equity among faculty                               |     |      |     | 30  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| To create and sustain partnerships with surrounding communities      |     |      |     | 30  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| To strengthen links with the for-profit, corporate sector            |     |      |     | 30  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| <b>Please indicate your agreement with each of the following</b>     |     |      |     | 31  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Realistically, an individual can do little to bring about changes in |     |      |     | 31  |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Colleges should be concerned with facilitating undergraduate         |     |      |     | 31  |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Colleges have a responsibility to work with their surrounding        |     |      |     | 31  |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Promoting diversity leads to the admission of too many               |     |      |     | 31  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| A racially/ethnically diverse student body enhances the educational  |     |      |     | 31  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Colleges should prohibit racist/sexist speech on campus              |     |      |     | 31  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| This institution should not offer remedial/developmental education   |     |      |     | 31  |     |     | 1.5 |     |     |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| Colleges should be actively involved in solving social problems      |     |      |     | 31  |     |     |     |     | 2.2 |     |     |     |     |     |     |      |      |      |      |     |     |     |     |     |     |     |      |     |     |     |  |
| <b>Please use the drop down menus to select the most</b>             |     |      |     | 36  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |  |
| Major of highest degree held   |     |      |     | 36  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |  |
| Department of current faculty appointment                            |     |      |     | 36  |     |     |     |     |     |     |     |     |     |     |     |      |      |      |      |     | 3.1 |     |     |     |     |     |      |     |     |     |  |