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

Accreditation Guide: Southern Association of Schools and Colleges (SACS)
2009 CIRP Surveys

Introduction

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

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

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

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

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

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

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

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

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

CIRP in SACS Timelines

Results from CIRP surveys are well-suited in all parts of the SACS accreditation process, including:
- Compliance Certification
- Quality Enhancement Plan
- Both Off-and On-site Peer Review
- Response to a decision by SACS Review Team

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

QEP Accepted	TFS	Reaffirmation from SACS	YFCY	CSS	Faculty Survey	QEP Impact Report
2010	Fall 2010	2011	Spr 2011	Grad 2014	2013-14	2016
2011	Fall 2011	2012	Spr 2012	Grad 2015	2013-14	2017
2012	Fall 2012	2013	Spr 2013	Grad 2016	2013-14	2018

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

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

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

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

This guide is not a toolkit or a comprehensive codebook for mapping CIRP surveys to SACS Comprehensive Standards and Core Requirements. It is a guide to aid institutions in organizing information they already have, and to facilitate future planning. Looking systematically at CIRP survey results aligned with SACS standards provides an opportunity for discussion about what the results mean on campus, what other evidence can 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.

Core Requirements
There are two Core Requirements where CIRP survey results are relevant. Because Core Requirements are by definition broad-based and foundational, which items or CIRP Constructs an institution uses as evidence will depend on choices made at the institution. What follows is a brief description of how results from CIRP surveys can be used to address those Core Requirements.

SACS 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP): The QEP requires that an institution engage in a broad-based institutional process identifying key issues emerging from institutional assessment. CIRP survey results and CIRP Constructs can be used by an institution as assessment evidence, as well as to determine a focus for the QEP itself. CIRP results and CIRP Constructs can also be used in setting goals in the QEP and as evidence to assess their achievement. Longitudinal use of CIRP surveys allow an institution to effectively and concisely demonstrate both the progress and quality of the institutional programs developed in the QEP.

SACS 2.5: Institution-Wide Research Based Planning and Evaluation Processes: Results from CIRP surveys are relevant to this Core Requirement as evidence that the institution is effectively addressing its mission to demonstrate continued improvement or to show that the institution has conducted a systematic review of mission, goals and outcomes. Because CIRP surveys look comprehensively at the college experience and provide longitudinal information, they are of particular value here as they address both curricular and co-curricular experiences and student learning outcomes over time.

Comprehensive Standards

Comprehensive standards are more specific to the operations of the institution and represent good practice in higher education. Individual survey items can be used as evidence of expected outcomes. Although many Comprehensive Standards have specific CIRP survey items that can be used as evidence, users will notice in the following table that many items correspond to SACS 3.3.1: Institutional Effectiveness. CIRP survey results and CIRP Constructs can be used to demonstrate expected outcomes in all five subcomponents of this standard:

- Educational Programs, including student learning outcomes
- Administrative Support Services
- Educational Support Services
- Research within Educational Mission
- Community/Public Service within Educational Mission

SACS Core Requirements

Core Requirements: Are basic, broad-based, foundational requirements that an institution must meet to be accredited.				
		Question placement on instrument		
Sub-component	Item	TFS	YFCY	CSS
2.9: The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degree offered. Collections, resources, and services are sufficient to support all its educational, research and public service programs (**Learning Resources and Services**)	Laboratory facilities and equipment		6	1
	Availability of internet access		6	1
	Leadership opportunities		6	1
	Academic advising		6	1
	Tutoring or other academic assistance		6	1
	Opportunities for community service		6	1
	Computer facilities/labs		6	
	Library facilities and services		6	
	Orientation for new students		6	
	Computer facilities and services			1
	Library facilities			1
	Job placement services for students			1
	Career counseling and advising			1
Sub-component	Item	TFS	YFCY	CSS
2.10: The institution provides student support programs, services, and activities consistent with its mission that promote student learning, and enhance the development of its students (**Student Support Services**)	Asked a professor (teacher) for advice after class	27	10	5
	Performed community service as part of class	27	10	5
	Tutored another student	27	10	5
	Attended a religious service	27	10	13
	Performed volunteer work	27	10	13
	Studying/homework	37	11	9
	Talking with professors (faculty, teachers) outside of class	37	11	9
	Volunteer work	37	11	9
	Communicate regularly with your professors	41		
	Make at least a "B" average	41		
	Participate in a study abroad program	41		
	Participate in student clubs/groups	41		
	Participate in student government	41		
	Participate in volunteer or community service work	41		
	Work on a professor's research project	41		
	Academic advisors/counselors		2	
	Faculty during office hours		2	
	Faculty outside of class or office hours		2	
	Graduate students/teaching assistants		2	
	Other college personnel		2	
	Psychological counseling services		6	1
	Student health services		6	1
	Orientation for new students		6	
	Adjust to the academic demands of college		8	

Sub-component	Item	TFS	YFCY	CSS
(Continued) **2.10**: The institution provides student support programs, services, and activities consistent with its mission that promote student learning, and enhance the development of its students **(Student Support Services)**	Develop effective study skills		8	
	Manage your time effectively		8	
	Understand what your professors expect of you academically		8	
	Utilize campus services available to students		8	
	Faculty here are interested in students' academic problems		12	11
	Faculty here are interested in students' personal problems		12	11
	Availability of campus social activities		18	12
	Overall quality of instruction		18	12
	Enrolled in an honors or advanced course		20	6
	Failed one or more courses		20	6
	Participated in an academic support program		20	6
	Participated in leadership training		20	6
	Participated in student groups/clubs		20	9
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		20	
	Enrolled in a remedial or developmental course		20	
	Participated in volunteer or community service work		20	
	Sought personal counseling		20	
	Strengthened your religious beliefs/convictions		20	
	Taken a course or first-year seminar designed to help students adjust to college life		20	
	Communicated regularly with your professors		21	5
	Worked on a professor's research project		21	5
	Received from your professor advice or guidance about your educational program		21	18
	Received from your professor emotional support or encouragement		21	18
	Received from your professor negative feedback about your academic work		21	18
	Had difficulty enrolling in the courses you need		21	
	Received advice/counseling from another student		21	
	Received tutoring		21	
	Witnessed academic dishonesty/cheating		21	
	Worked with an academic adviser to select your courses		21	
	Had difficulty getting the courses you needed			5
	Met with an advisor/counselor about your career plans			5
	Participated in an internship program			6
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6
	Participated in student government			6
	Participated in study-abroad			6
	Talking with faculty during office hours			9

		Question placement on instrument		
Sub-component	Item	TFS	YFCY	CSS
(Continued) **2.10**: The institution provides student support programs, services, and activities consistent with its mission that promote student learning, and enhance the development of its students **(Student Support Services)**	Talking with faculty outside of class or office hours			9
	Volunteer work			9
	Participated in volunteer or community service work			13
	Integrating spirituality into my life			16
	Advice or guidance about your educational program			18
	An opportunity to apply classroom learning to "real-life" issues			18
	An opportunity to discuss coursework outside of class			18
	An opportunity to work on a research project			18
	Emotional support and encouragement			18
	Encouragement to pursue graduate/professional study			18
	Feedback on your academic work (outside of grades)			18
	Help in achieving your professional goals			18
	Help to improve your study skills			18
	Honest feedback about your skills and abilities			18
	Negative feedback about your academic work			18
	Discovery/Advancement of knowledge			22
	Leadership potential			22
	Working for social change			22
	2.10 CIRP Constructs: Faculty Interaction			
Sub-component	Item	TFS	YFCY	CSS
2.11.2: The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services **(Physical Resources)**	Laboratory facilities and equipment		6	1
	Student housing facilities (residence halls, etc.)		6	1
	Recreational facilities		6	1
	Classroom facilities		6	
	Computer facilities/labs		6	
	Library facilities and services		6	
	Computer facilities and services			1
	Library facilities			1
2.12: The institution has developed an acceptable Quality Enhancement Plan **(QEP)**	*Varies by institution*			

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

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior

NOTES:

SACS Comprehensive Standard 3.1: Insitutional Mission

SACS Comprehensive Standards: The Comprehensive Standards set forth requirements in the following three areas: institutional mission, governance and effectiveness; programs; and resources. The Comprehensive Standards represent good practices in higher education and establish a level of accomplishment expected of all member institutions.

SACS Comprehensive Standard 3.1: Institutional Mission

		Question placement on instrument		
Sub-component	Item	TFS	YFCY	CSS
3.1.1: The mission statement is current and comprehensive, accurately guides the institutions operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies (**Mission**)	This college has a very good academic reputation	38		
	This college's graduates gain admission to top graduate/professional schools	38		
	This college's graduates get good jobs	38		
	I was attracted by the religious affiliation/orientation of the college	38		
	The admission/recruitment materials portrayed this campus accurately		12	
	3.1.1 CIRP Constructs: College Reputation Orientation			

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

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year.

NOTES:

SACS Comprehensive Standard 3.3: Institutional Effectiveness

		Question placement on instrument		
Sub-component	Item	TFS	YFCY	CSS
3.3.1.1: Educational programs, to include student learning outcomes	Skipped class	27	21	
	Academic ability	28	7	14
	Artistic ability	28	7	14
	Computer skills	28	7	14
	Cooperativeness	28	7	14
	Creativity	28	7	14
	Drive to achieve	28	7	14
	Emotional health	28	7	14
	Leadership ability	28	7	14
	Mathematical ability	28	7	14
	Public speaking ability	28	7	14
	Self-confidence (intellectual)	28	7	14
	Self-confidence (social)	28	7	14
	Self-understanding	28	7	14
	Spirituality	28	7	14
	Understanding of others	28	7	14
	Writing ability	28	7	14
	Ability to see the world from someone else's perspective	29	9	
	Tolerance of others with different beliefs	29	9	
	Openness to having my own views challenged	29	9	
	Ability to discuss and negotiate controversial issues	29	9	
	Ability to work cooperatively with diverse people	29	9	
	Ask questions in class	31	15	
	Support your opinions with a logical argument	31	15	
	Seek solutions to problems and explain them to others	31	15	
	Revise your papers to improve your writing	31	15	
	Evaluate the quality or reliability of information you received	31	15	
	Take a risk because you felt you had more to gain	31	15	
	Seek alternative solutions to a problem	31	15	
	Look up scientific research articles and resources	31	15	
	Explore topics on your own, even though it was not required for class	31	15	
	Accept mistakes as part of the learning process	31	15	
	Seek feedback on your academic work	31	15	
	Take notes during class	31	15	
	Work with other students on class assignments	31		
	This college has a very good academic reputation	38		
	This college's graduates gain admission to top graduate/professional schools	38		
	This college's graduates get good jobs	38		
	I was attracted by the religious affiliation/orientation of the college	38		
	Becoming accomplished in one of the performing arts (acting, dancing, etc.)	40	17	16

SACS Comprehensive Standard 3.3: Institutional Effectiveness

Sub-component	Item	TFS	YFCY	CSS
(Continued) 3.3.1.1: Educational programs, to include student learning outcomes	Obtaining recognition from my colleagues for contributions to my special field	40	17	16
	Raising a family	40	17	16
	Being very well off financially	40	17	16
	Writing original works (poems, novels, etc.)	40	17	16
	Creating artistic works (painting, sculpture, etc.)	40	17	16
	Becoming successful in a business of my own	40	17	16
	Becoming involved in programs to clean up the environment	40	17	16
	Developing a meaningful philosophy of life	40	17	16
	Helping to promote racial understanding	40	17	16
	Adopting "green" practices to protect the environment	40	17	16
	Discuss course content with students outside of class	41		
	Work on a professor's research project	41		
	General knowledge		1	10
	Knowledge of a particular field or discipline		1	10
	Knowledge of people from difference races/cultures		1	10
	Understanding of the problems facing your community		1	10
	Understanding of global issues		1	10
	Analytical/problem-solving skills		1	10
	Understanding of national issues		1	
	Ability to conduct research		1	
	Ability to work as part of a team		1	
	Critical thinking skills		1	
	That your courses inspired you to think in new ways		4	
	Your overall academic experience		6	
	Competitiveness		7	
	Engaging with members of my own racial/ethnic group		17	
	Relevance of coursework to everyday life		18	12
	Relevance of coursework to future career plans		18	12
	Discussed course content with students outside of class		21	5
	Worked on a professor's research project		21	5
	Fell asleep in class		21	5
	Spoke up in class		21	
	Skipped class		21	
	Turned in course assignments that did not reflect your best work		21	
	Fell asleep in class			5
	Challenged a professor's ideas in class			5
	Felt intimidated by your professors			5
	Ability to get along with people of different races/cultures			10
	Understanding of the social problems facing our nation			10
	Interpersonal skills			10
	Ability to think critically			10
	Leadership abilities			10
	Interpersonal skills			10
	Risk-taking			14
	Working for social change			22
	Creativity and initiative			22
	Expression of personal values			22
	Leadership potential			22
	3.3.1.1 CIRP Constructs: Civic Awareness, Pluralistic Orientation, Habits of Mind, Academic Self Concept and Social Self Concept			

SACS Comprehensive Standard 3.3: Institutional Effectiveness

Sub-component	Item	TFS	YFCY	CSS
		Question placement on instrument		
3.3.1.2: Administrative Support Services	Be satisfied with your college	41		
	Seek personal counseling	41		
	Academic advisors/counselors		2	
	Other college personnel		2	
	Student health services		6	1
	Student housing facilities (residence halls, etc.)		6	1
	Psychological counseling services		6	1
	The admission/recruitment materials portrayed this campus accurately		12	
	Staff here are interested in students' academic problems		12	
	Staff here are interested in students' personal problems		12	
	Overall college experience		18	12
	Sought personal counseling		20	
	Had difficulty enrolling in the courses you need		21	
	Had difficulty getting the courses you needed			5
	Courses in your major field			12

Sub-component	Item	TFS	YFCY	CSS
3.3.1.3: Educational Support Services	Studied with other students	27	10	5
	Been a guest in a professor's (teacher's) home	27	10	5
	Asked a professor (teacher) for advice after class	27	10	5
	Socialized with someone of another racial/ethnic group	27	10	
	Ability to see the world from someone else's perspective	29	9	
	Tolerance of others with different beliefs	29	9	
	Openness to having my own views challenged	29	9	
	Ability to discuss and negotiate controversial issues	29	9	
	Ability to work cooperatively with diverse people	29	9	
	Talking with professors (faculty, teachers) outside of class	37	11	9
	Volunteer work	37	11	9
	Communicate regularly with your professors	41		
	Socialize with someone of another racial/ethnic group	41		
	Faculty during office hours		2	
	Faculty outside of class or office hours		2	
	Academic advisors/counselors		2	
	Other college personnel		2	
	I see myself as part of the campus community		12	11
	Faculty here are interested in students' academic problems		12	11
	There is a lot of racial tension on this campus		12	11
	I feel I am a member of this college		12	11
	I feel a sense of belonging with this college		12	11
	I have felt discriminated against based on my race/ethnicity		12	
	I have felt discriminated against based on my socio-economic status		12	
	I have felt discriminated against based on my gender		12	
	I have felt discriminated against based on my religion		12	
	In class, I have heard faculty express stereotypes about racial/ethnic groups		12	
	Most students here are treated like "numbers in a book"		12	

SACS Comprehensive Standard 3.3: Institutional Effectiveness

Sub-component	Item	Question placement on instrument		
		TFS	YFCY	CSS
(Continued) 3.3.1.3: Educational Support Services	My college experiences have exposed me to diverse opinions, cultures, and values		12	
	Dined or shared a meal		13	17
	Had meaningful and honest discussions about race/ethnic relations outside of class		13	17
	Had guarded, cautious interactions		13	17
	Shared personal feelings and problems		13	17
	Had tense, somewhat hostile interactions		13	17
	Had intellectual discussions outside of class		13	17
	Felt insulted or threatened because of your race/ethnicity		13	17
	Studied or prepared for class		13	17
	Socialized or partied		13	
	Amount of contact with faculty		18	12
	Racial/ethnic diversity of student body		18	12
	Class size		18	12
	Interaction with other students		18	12
	Respect for the expression of diverse beliefs		18	12
	Overall sense of community among students		18	12
	Racial/ethnic diversity of faculty		18	
	Enrolled in an honors or advanced course		20	6
	Participated in an academic support program		20	6
	Enrolled in a remedial or developmental course		20	
	Discussed course content with students outside of class		21	5
	Communicated regularly with your professors		21	5
	Received from your professor advice or guidance about your educational program		21	18
	Received from your professor negative feedback about your academic work		21	18
	Worked with an academic adviser to select your courses		21	
	Participated in an ethnic/racial student organization			6
	Talking with faculty during office hours			9
	Talking with faculty outside of class or office hours			9
	Volunteer work			9
	I have been singled out because of my race/ethnicity, gender, religious affiliation, or sexual orientation			11
	I have heard faculty express stereotypes about racial/ethnic groups in class			11
	Ability to find a faculty or staff mentor			12
	Encouragement to pursue graduate/professional study			18
	Advice or guidance about your educational program			18
	Emotional support and encouragement			18
	A letter of recommendation			18
	Negative feedback about your academic work			18
	Help to improve your study skills			18
	Feedback on your academic work (outside of grades)			18
	Intellectual challenge and stimulation			18
	An opportunity to discuss coursework outside of class			18
	Help in achieving your professional goals			18

SACS Comprehensive Standard 3.3: Institutional Effectiveness

Sub-component	Item	Question placement on instrument		
		TFS	YFCY	CSS
	3.3.1.3 CIRP Constructs: Likelihood of College Involement, Negative Cross-Racial Interaction, Pluralistic Orientation, Postive Cross-Racial Interaction and Sense of Belonging			
3.3.1.4: Research within its educational mission, if appropriate	Used the Internet for research or homework	27	10	5
	Support your opinions with a logical argument	31	15	
	Seek solutions to problems and explain them to others	31	15	
	Evaluate the quality or reliability of information you received	31	15	
	Take a risk because you felt you had more to gain	31	15	
	Seek alternative solutions to a problem	31	15	
	Look up scientific research articles and resources	31	15	
	Explore topics on your own, even though it was not required for class	31	15	
	Becoming an authority in my field	40	17	16
	Making a theoretical contribution to science	40	17	16
	Work on a professor's research project	41		
	Analytical/problem-solving skills		1	10
	Ability to conduct research		1	
	Critical thinking skills		1	
	Worked on a professor's research project		21	5
	Worked on independent study projects			5
	Used the library for research or homework			5
	Worked on independent study projects			5
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6
	Ability to think critically			10
	Encouragement to pursue graduate/professional study			18
	An opportunity to work on a research project			18
	An opportunity to publish			18
	Discovery/Advancement of knowledge			22
	Working in a science/math/technology related job			23
	3.3.1.4 CIRP Constructs: Habits of Mind			
Sub-component	Item	TFS	YFCY	CSS
3.3.1.5: Community/public service within its educational mission, if appropriate	Voted in a student election	27	10	5
	Performed volunteer work	27	10	13
	Discussed politics	27	10	13
	Participated in political demonstrations	27	10	
	Understanding of others	28	7	14
	Ability to see the world from someone else's perspective	29	9	
	Openness to having my own views challenged	29	9	
	Ability to discuss and negotiate controversial issues	29	9	
	Ability to work cooperatively with diverse people	29	9	
	Volunteer work	37	11	9
	Influencing the political structure	40	17	16
	Influencing social values	40	17	16
	Helping others who are in difficulty	40	17	16

Sub-component	Item	Question placement on instrument		
		TFS	YFCY	CSS
(Continued) 3.3.1.5: Community/public service within its educational mission, if appropriate	Participating in a community action program	40	17	16
	Keeping up to date with political affairs	40	17	16
	Becoming a community leader	40	17	16
	Improving my understanding of other countries and cultures	40	17	16
	Adopting "green" practices to protect the environment	40	17	16
	Participate in student protests or demonstrations	41		
	Participate in volunteer or community service work	41		
	Understanding of the problems facing your community		1	10
	Understanding of global issues		1	10
	Understanding of national issues		1	
	Opportunities for community service		6	1
	Worked on a local, state, or national political campaign		10	
	I see myself as part of the campus community		12	11
	My college experiences have exposed me to diverse opinions, cultures, and values		12	
	Participated in volunteer or community service work		20	
	Demonstrated for/against a cause			5
	Participated in student government			6
	Volunteer work			9
	Understanding of the social problems facing our nation			10
	Participated in student protests or demonstrations			13
	Participated in volunteer or community service work			13
	An opportunity to apply classroom learning to "real-life" issues			18
	Working for social change			22
	Doing volunteer work			23
	3.3.1.5 CIRP Constructs: Civic Awareness, Pluralistic Orientation and Social Agency			

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

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year.

NOTES:

SACS Comprehensive Standard 3.4: Educational Programs

SACS Comprehensive Standard 3.4: Educational Programs. All Educational Programs (includes all on-campus, off-campus, and distance learning programs and course work)				
		Question placement on instrument		
Sub-component	Item	TFS	YFCY	CSS
3.4.9: The institution provides appropriate academic support services **(Academic Support Services)**	Faculty during office hours		2	
	Faculty outside of class or office hours		2	
	Academic advisors/counselors		2	
	Other college personnel		2	
	Graduate students/teaching assistants		2	
	Academic advising		6	1
	Tutoring or other academic assistance		6	1
	Understand what your professors expect of you academically		8	
	Adjust to the academic demands of college		8	
	Utilize campus services available to students		8	
	Faculty here are interested in students' academic problems		12	11
	Staff here are interested in students' academic problems		12	
	Enrolled in an honors or advanced course		20	6
	Participated in an academic support program		20	6
	Enrolled in a remedial or developmental course		20	
	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	
	Received from your professor advice or guidance about your educational program		21	18
	Received from your professor emotional support or encouragement		21	18
	Received from your professor negative feedback about your academic work		21	18
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			6
	Participated in an internship program			6
	An opportunity to work on a research project			18
	Advice or guidance about your educational program			18
	Emotional support and encouragement			18
	Negative feedback about your academic work			18
	Honest feedback about your skills and abilities			18
	Help to improve your study skills			18
	Feedback on your academic work (outside of grades)			18
	An opportunity to apply classroom learning to "real-life" issues			18
	An opportunity to discuss coursework outside of class			18
	3.4.9 CIRP Constructs: Faculty Interaction			

SACS Comprehensive Standard 3.4: Educational Programs

Sub-component	Item	TFS	YFCY	CSS
3.4.12: The Institutions use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology **(Technology Use)**	Used the Internet for research or homework	27	10	5
	Availability of internet access		6	1
	Computer facilities/labs		6	
	Quality of computer training/assistance		6	
	Computer facilities and services			1
	Used the library for research or homework			5

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

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year.

<u>NOTES:</u>

SACS Comprehensive Standard 3.5: Undergraduate Programs

Sub-component	Item	Question placement on instrument		
		TFS	YFCY	CSS
3.5.1: The institution identifies college-level competencies and the extent to which graduates have attained them **(College Level Competencies)**	Academic ability	28	7	14
	Artistic ability	28	7	14
	Computer skills	28	7	14
	Cooperativeness	28	7	14
	Creativity	28	7	14
	Drive to achieve	28	7	14
	Emotional health	28	7	14
	Leadership ability	28	7	14
	Mathematical ability	28	7	14
	Public speaking ability	28	7	14
	Self-confidence (intellectual)	28	7	14
	Self-confidence (social)	28	7	14
	Self-understanding	28	7	14
	Spirituality	28	7	14
	Understanding of others	28	7	14
	Writing ability	28	7	14
	Ability to see the world from someone else's perspective	29	9	
	Tolerance of others with different beliefs	29	9	
	Openness to having my own views challenged	29	9	
	Ability to discuss and negotiate controversial issues	29	9	
	Ability to work cooperatively with diverse people	29	9	
	Ask questions in class	31	15	
	Support your opinions with a logical argument	31	15	
	Seek solutions to problems and explain them to others	31	15	
	Revise your papers to improve your writing	31	15	
	Evaluate the quality or reliability of information you received	31	15	
	Take a risk because you felt you had more to gain	31	15	
	Seek alternative solutions to a problem	31	15	
	Look up scientific research articles and resources	31	15	
	Explore topics on your own, even though it was not required for class	31	15	
	Accept mistakes as part of the learning process	31	15	
	Seek feedback on your academic work	31	15	
	Take notes during class	31	15	
	To gain a general education and appreciation of ideas	36		
	To be able to get a better job	36		
	This college has a very good academic reputation	38		
	This college's graduates gain admission to top graduate/professional schools	38		
	General knowledge		1	10
	Knowledge of a particular field or discipline		1	10
	Knowledge of people from difference races/cultures		1	10
	Understanding of the problems facing your community		1	10
	Analytical/problem-solving skills		1	10
	Ability to conduct research		1	
	Critical thinking skills		1	
	That your courses inspired you to think in new ways		4	
	Competitiveness		7	

SACS Comprehensive Standard 3.5: Undergraduate Programs

Sub-component	Item	TFS	YFCY	CSS
		Question placement on instrument		
(Continued) 3.5.1: The institution identifies college-level competencies and the extent to which graduates have attained them (College Level Competencies)	Ability to get along with people of different races/cultures			10
	Foreign language ability			10
	Interpersonal skills			10
	Ability to think critically			10
	Foreign language ability			10
	Persistence			14
	Risk-taking			14
	Working for social change			22
	Creativity and initiative			22
	Discovery/Advancement of knowledge			22
	Expression of personal values			22
	Leadership potential			22
	3.5 CIRP Constructs: Academic Self-Concept, College Reputation Orientation, Habits of Mind, Pluralistic Orientation and Social Self-Concept			

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

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year.

NOTES:

SACS Comprehensive Standard 3.8: Library and Other Learning Resources

Sub-component	Item	TFS	YFCY	CSS
		Question placement on instrument		
3.8.1: The institution provides facilities and learning/information resources that are appropriate to support its teaching, research and service mission **(Learning/Information Resources)**	Classroom facilities		6	
	Computer facilities/labs		6	
	Computer facilities and services			1
	Quality of computer training/assistance		6	
	Laboratory facilities and equipment		6	1
	Library facilities and services		6	
	Library facilities			1
	Availability of internet access		6	1
	Tutoring or other academic assistance		6	1
	Job placement services for students			1
	Career counseling and advising			1
Sub-component	**Item**	**TFS**	**YFCY**	**CSS**
3.8.2: The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources **(Instruction of Library Use)**	Quality of computer training/assistance		6	
	Look up scientific research articles and resources	31	15	

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

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year.

NOTES:

SACS Comprehensive Standard 3.11: Physical Resources

Sub-component	Item	TFS	YFCY	CSS
		Question placement on instrument		
3.11.2: The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community **(Institutional Environment)**	Isolated from campus life		4	
	Unsafe on this campus		4	
	Worried about your health		4	
	I have felt discriminated against based on my race/ethnicity		12	
	I have felt discriminated against based on my socio-economic status		12	
	I have felt discriminated against based on my gender		12	
	I have felt discriminated against based on my religion		12	
	I have been singled out because of my race/ethnicity, gender, religious affiliation, or sexual orientation			11
	I have felt discriminated against based on my sexual orientation		12	
	In class, I have heard faculty express stereotypes about racial/ethnic groups		12	
	I have heard faculty express stereotypes about racial/ethnic groups in class			11
	In class, I have heard faculty express stereotypes about women		12	
	In class, I have heard faculty express stereotypes about men		12	
	I see myself as part of the campus community		12	11
	There is a lot of racial tension on this campus		12	11
	Most students here are treated like "numbers in a book"		12	
	I feel I am a member of this college		12	11
	I feel I have a sense of belonging with this college		12	11
	Had tense, somewhat hostile interactions		13	17
	Overall sense of community among students		18	12
	3.11 CIRP Constructs: Positive Cross-Racial Interaction, Negative Cross-Racial Interaction			

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

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year.

NOTES

SACS Master 2009

Instrument Item	SACS Core Requirement/ Comprehensive Standard	Question placement on instrument		
Compared with when you entered this college, how would you now describe your: *(Much Stronger, Stronger, No Change, Weaker, Much Weaker)*		TFS	YFCY	CSS
General knowledge	3.3.1.1, 3.5.1		1	10
Knowledge of a particular field or discipline	3.3.1.1, 3.5.1		1	10
Knowledge of people from difference races/cultures	3.3.1.1, 3.5.1		1	10
Ability to get along with people of different races/cultures	3.3.1.1, 3.5.1			10
Understanding of the problems facing your community	3.3.1.1, 3.3.1.5, 3.5.1		1	10
Understanding of national issues	3.3.1.1, 3.3.1.5		1	
Understanding of the social problems facing our nation	3.3.1.1, 3.3.1.5			10
Understanding of global issues	3.3.1.1, 3.3.1.5		1	10
Ability to conduct research	3.3.1.1, 3.3.1.4, 3.5.1		1	
Ability to work as part of a team	3.3.11		1	
Foreign language ability	3.5.1			10
Interpersonal skills	3.3.11, 3.5.1			10
Critical thinking skills	3.3.1.1, 3.3.1.4, 3.5.1		1	
Ability to think critically	3.3.1.1, 3.3.1.4, 3.5.1			10
Analytical/problem-solving skills	3.3.1.1, 3.3.1.4, 3.5.1		1	10
Leadership abilities	3.3.1.1			10
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person): *(Daily, 2 or 3 times per week, Once a week, 1 or 2 times per month, 1 or 2 times per term, Never)*		TFS	YFCY	CSS
Faculty during office hours	2.10, 3.4.9, 3.3.1.3		2	
Faculty outside of class or office hours	2.10, 3.4.9, 3.3.1.3		2	
Academic advisors/counselors	2.10, 3.4.9, 3.3.1.2, 3.3.1.3		2	
Other college personnel	2.10, 3.3.1.2, 3.3.13		2	
Graduate students/teaching assistants	2.10, 3.4.9		2	
Since entering this college, how often have you felt: *(Frequently, Occasionally, Not at all)*		TFS	YFCY	CSS
Isolated from campus life	3.3.1.3, 3.11.2		4	
Unsafe on this campus	3.3.1.3, 3.11.2		4	
Worried about your health	3.11.2		4	
That your courses inspired you to think in new ways	3.3.1.1, 3.5.1		4	
Please rate your satisfaction with this institution on each of the aspects of college life listed below: *(Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Can't Rate/No Experience)*		TFS	YFCY	CSS
Your overall academic experience	3.3.1.1		6	
Classroom facilities	2.11.2., 3.8.1		6	
Computer facilities/labs	2.90, 2.11.2, 3.4.12, 3.8.1		6	
Computer facilities and services	2.90, 2.11.2, 3.4.12, 3.8.1			1
Quality of computer training/assistance	3.4.12, 3.8.1, 3.8.2		6	
Laboratory facilities and equipment	2.90, 2.11.2, 3.8.1		6	1
Library facilities and services	2.90, 2.11.2, 3.8.1		6	
Library facilities	2.90, 2.11.2, 3.8.1			1
Availability of internet access	2.90, 3.4.12, 3.8.1		6	1
Leadership opportunities	2.90		6	1
Academic advising	2.90, 3.3.1.3, 3.4.9		6	1
Tutoring or other academic assistance	2.900, 3.4.9, 3.8.1		6	1
Job placement services for students	2.900, 3.8.1			1
Career counseling and advising	2.90, 3.81			1
Student health services	2.10, 3.3.1.2		6	1

(Continued) Please rate your satisfaction with this institution on each of the aspects of college life listed below: *(Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Can't Rate/No Experience)*		TFS	YFCY	CSS
Student housing facilities (residence halls, etc.)	2.11.2, 3.3.1.2		6	1
Student housing/office services	3.3.1.2			
Recreational Facilities	2.11.2		6	1
Psychological counseling services	2.10, 3.3.1.2		6	1
Orientation for new students	2.10, 2.9		6	
Opportunities for community service	2.90, 3.3.1.5		6	1
Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself: *(Highest 10%, Above Average, Average, Below Average, Lowest 10%)*		**TFS**	**YFCY**	**CSS**
Academic ability	3.3.1.1, 3.5.1	28	7	14
Artistic ability	3.3.1.1, 3.5.1	28	7	14
Competitiveness	3.3.1.1, 3.5.1		7	
Computer skills	3.3.1.1, 3.5.1	28	7	14
Cooperativeness	3.3.1.1, 3.5.1	28	7	14
Creativity	3.3.1.1, 3.5.1	28	7	14
Drive to achieve	3.3.1.1, 3.5.1	28	7	14
Emotional health	3.3.1.1, 3.5.1	28	7	14
Leadership ability	3.3.1.1, 3.5.1	28	7	14
Mathematical ability	3.3.1.1, 3.5.1	28	7	14
Persistence	3.5.1			14
Public speaking ability	3.3.1.1, 3.5.1	28	7	14
Risk-taking	3.3.1.1, 3.5.1			14
Self-confidence (intellectual)	3.3.1.1, 3.5.1	28	7	14
Self-confidence (social)	3.3.1.1, 3.5.1	28	7	14
Self-understanding	3.3.1.1, 3.5.1	28	7	14
Spirituality	3.3.1.1, 3.5.1	28	7	14
Understanding of others	3.3.1.1, 3.3.1.5, 3.5.1	28	7	14
Writing ability	3.3.1.1, 3.5.1	28	7	14
How has it been to you: *(Very Easy, Somewhat Easy, Somewhat Difficult, Very Difficult)*		**TFS**	**YFCY**	**CSS**
Understand what your professors expect of you academically	2.10, 3.4.9		8	
Develop effective study skills	2.10		8	
Adjust to the academic demands of college	2.10, 3.4.9		8	
Manage your time effectively	2.10		8	
Develop close friendships with male students	3.3.1.3		8	
Develop close friendships with female students	3.3.1.3		8	
Develop close friendships with students of a different racial/ethnic group	3.3.1.3		8	
Utilize campus services available to students	2.10, 3.4.9		8	
Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself: *(Highest 10%, Above Average, Average, Below Average, Lowest 10%)*		**TFS**	**YFCY**	**CSS**
Ability to see the world from someone else's perspective	3.3.1.1, 3.3.1.3, 3.3.1.5, 3.5.1	29	9	
Tolerance of others with different beliefs	3.3.1.1, 3.3.1.3, 3.5.1	29	9	
Openness to having my own views challenged	3.3.1.1, 3.3.1.3, 3.3.1.5, 3.5.1	29	9	
Ability to discuss and negotiate controversial issues	3.3.1.1, 3.3.1.3, 3.3.1.5, 3.5.1	29	9	
Ability to work cooperatively with diverse people	3.3.1.1, 3.3.1.3, 3.3.1.5, 3.5.1	29	9	

SACS Master 2009

How often have you: *(Frequently, Occasionally, Not at all)*		TFS	YFCY	CSS
Attended a religious service	2.10	27	10	13
Fell asleep in class	3.3.11			5
Skipped class	3.3.1.1	27	21	
Participated in political demonstrations	3.3.1.5	27	10	
Participated in student protests or demonstrations	3.3.1.5			13
Tutored another student	2.10	27	10	5
Demonstrated for/against a cause	3.3.1.5			5
Studied with other students	3.3.1.3	27	10	5
Been a guest in a professor's (teacher's) home	3.3.1.3	27	10	5
Performed volunteer work	2.10, 3.3.1.5	27	10	13
Asked a professor (teacher) for advice after class	2.10, 3.3.1.3	27	10	5
Voted in a student election	3.3.1.5	27	10	5
Worked on a local, state, or national political campaign	3.3.1.5		10	
Socialized with someone of another racial/ethnic group	3.3.1.3	27	10	
Worked on independent study projects	3.3.1.4			5
Met with an advisor/counselor about your career plans	2.10			5
Challenged a professor's ideas in class	3.3.1.1			5
Felt intimidated by your professors	3.3.1.1			5
Used the library for research or homework	3.3.1.4, 3.4.1.2			5
Used the Internet for research or homework	3.3.1.4, 3.4.1.2	27	10	5
Performed community service as part of class	2.10, 3.3.1.5	27	10	5
Discussed politics	3.3.1.5	27	10	13
How much time have you spent during a typical week doing the following activities: *(None, Less than 1 hour, 1-2, 3-5, 6-10, 11-15, 16-20, Over 20)*		**TFS**	**YFCY**	**CSS**
Studying/homework	2.10	37	11	9
Talking with professors (faculty, teachers) outside of class	2.10, 3.3.1.3	37	11	9
Talking with faculty during office hours	2.10, 3.3.1.3			9
Volunteer work	2.10, 3.3.1.5	37	11	9
Please indicate the extent to which you agree or disagree with the following statements: *(Strongly Agree, Agree, Disagree, Strongly Disagree)*		**TFS**	**YFCY**	**CSS**
I have felt discriminated against based on my race/ethnicity	3.3.1.3, 3.11.2		12	
I have felt discriminated against based on my socio-economic status	3.3.1.3, 3.11.2		12	
I have felt discriminated against based on my gender	3.3.1.3, 3.11.2		12	
I have felt discriminated against based on my religion	3.3.1.3, 3.11.2		12	
I have been singled out because of my race/ethnicity, gender, religious affiliation, or sexual orientation	3.3.1.3, 3.11.2			11
I have felt discriminated against based on my sexual orientation	3.11.2		12	
In class, I have heard faculty express stereotypes about racial/ethnic groups	3.3.1.3, 3.11.2		12	
I have heard faculty express stereotypes about racial/ethnic groups in class	3.3.1.3, 3.11.2			11
In class, I have heard faculty express stereotypes about women	3.11.2		12	
In class, I have heard faculty express stereotypes about men	3.11.2		12	
The admission/recruitment materials portrayed this campus accurately	3.1.1, 3.3.1.2		12	
I see myself as part of the campus community	3.3.1.3, 3.3.1.5, 3.11.2		12	11
Faculty here are interested in students' academic problems	2.10, 3.3.1.3, 3.49		12	11
Faculty here are interested in students' personal problems	2.10		12	11
Staff here are interested in students' academic problems	3.3.1.2, 3.4.9		12	

(Continued) Please indicate the extent to which you agree or disagree with the following statements: *(Strongly Agree, Agree, Disagree, Strongly Disagree)*		TFS	YFCY	CSS
Staff here are interested in students' personal problems	3.3.1.2		12	
There is a lot of racial tension on this campus	3.3.1.3, 3.11.2		12	11
Most students here are treated like "numbers in a book"	3.3.1.3, 3.11.2		12	
I feel I am a member of this college	3.3.1.3, 3.11.2		12	11
My college experiences have exposed me to diverse opinions, cultures, and values	3.3.1.3, 3.3.1.5		12	
I feel I have a sense of belonging with this college	3.3.1.3, 3.11.2		12	11
To what extent have you experienced the following with students from a racial/ethnic group other than your own: *(Very Often, Often, Sometimes, Seldom, Never)*		**TFS**	**YFCY**	**CSS**
Dined or shared a meal	3.3.1.3		13	17
Had meaningful and honest discussions about race/ethnic relations outside of class	3.3.1.3		13	17
Had guarded, cautious interactions	3.3.1.3		13	17
Shared personal feelings and problems	3.3.1.3		13	17
Had tense, somewhat hostile interactions	3.3.1.3, 3.11.2		13	17
Had intellectual discussions outside of class	3.3.1.3		13	17
Felt insulted or threatened because of your race/ethnicity	3.3.1.3		13	17
Studied or prepared for class	3.3.1.3		13	17
Socialized or partied	3.3.1.3		13	
How often in the past year did you: *(Frequently, Occasionally, Not at all)*		**TFS**	**YFCY**	**CSS**
Ask questions in class	3.3.1.1, 3.5.1	31	15	
Support your opinions with a logical argument	3.3.1.1, 3.3.1.4, 3.5.1	31	15	
Seek solutions to problems and explain them to others	3.3.1.1, 3.3.1.4, 3.5.1	31	15	
Revise your papers to improve your writing	3.3.1.1, 3.5.1	31	15	
Evaluate the quality or reliability of information you received	3.3.1.1, 3.3.1.4, 3.5.1	31	15	
Take a risk because you felt you had more to gain	3.3.1.1, 3.3.1.4, 3.5.1	31	15	
Seek alternative solutions to a problem	3.3.1.1, 3.3.1.4, 3.5.1	31	15	
Look up scientific research articles and resources	3.3.1.1, 3.3.1.4, 3.5.1, 3.82	31	15	
Explore topics on your own, even though it was not required for class	3.3.1.1, 3.3.1.4, 3.5.1	31	15	
Accept mistakes as part of the learning process	3.3.1.1, 3.5.1	31	15	
Seek feedback on your academic work	3.3.1.1, 3.5.1	31	15	
Take notes during class	3.3.1.1, 3.5.1	31	15	
Work with other students on class assignments	3.3.1.1	31		

Indicate the importance to you personally of each of the following: *(Essential, Very Important, Somewhat Important, Not Important)*		TFS	YFCY	CSS
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	3.3.1.1	40	17	16
Becoming an authority in my field	3.3.1.4	40	17	16
Obtaining recognition from my colleagues for contributions to my special field	3.3.1.1	40	17	16
Influencing the political structure	3.3.1.5	40	17	16
Influencing social values	3.3.1.5	40	17	16
Raising a family	3.3.1.1	40	17	16
Being very well off financially	3.3.1.1	40	17	16
Helping others who are in difficulty	3.3.1.5	40	17	16
Making a theoretical contribution to science	3.3.1.4	40	17	16
Writing original works (poems, novels, etc.)	3.3.1.1	40	17	16
Creating artistic works (painting, sculpture, etc.)	3.3.1.1	40	17	16
Becoming successful in a business of my own	3.3.1.1	40	17	16
Becoming involved in programs to clean up the environment	3.3.1.1	40	17	16
Developing a meaningful philosophy of life	3.3.1.1	40	17	16
Participating in a community action program	3.3.1.5	40	17	16
Helping to promote racial understanding	3.3.1.1	40	17	16
Keeping up to date with political affairs	3.3.1.5	40	17	16
Becoming a community leader	3.3.1.5	40	17	16
Improving my understanding of other countries and cultures	3.3.1.5	40	17	16
Engaging with members of my own racial/ethnic group	3.3.1.1		17	
Integrating spirituality into my life	2.10			16
Adopting "green" practices to protect the environment	3.3.1.1, 3.3.15	40	17	16
Please rate your satisfaction with this institution on each of the aspects of college life listed below: *(Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Can't Rate/No Experience)*		TFS	YFCY	CSS
Amount of contact with faculty	3.3.1.3		18	12
Racial/ethnic diversity of faculty	3.3.1.3		18	
Racial/ethnic diversity of student body	3.3.1.3		18	12
Class size	3.3.1.3		18	12
Interaction with other students	3.3.1.3		18	12
Relevance of coursework to everyday life	3.3.1.1		18	12
Relevance of coursework to future career plans	3.3.1.1		18	12
Overall quality of instruction	2.10		18	12
Respect for the expression of diverse beliefs	3.3.1.3		18	12
Availability of campus social activities	2.10		18	12
Overall sense of community among students	3.3.1.3, 3.11.2		18	12
Overall college experience	3.3.1.2		18	12
Courses in your major field	3.3.1.2			12
Ability to find a faculty or staff mentor	3.3.1.3			12

SACS Master 2009

Since entering this college have you: (Yes, No)		TFS	YFCY	CSS
Participated in student government	2.10, 3.3.1.5			6
Participated in volunteer or community service work	2.10, 3.3.1.5		20	
Participated in student groups/clubs	2.10		20	9
Sought personal counseling	2.10, 3.3.1.2		20	
Strengthened your religious beliefs/convictions	2.10		20	
Participated in leadership training	2.10		20	6
Failed one or more courses	2.10		20	6
Enrolled in an honors or advanced course	2.10, 3.3.1.3, 3.49		20	6
Enrolled in a remedial or developmental course	2.10, 3.3.1.3, 3.49		20	
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)	2.10, 3.4.9		20	
Participated in an academic support program	2.10, 3.4.9, 3.3.1.3		20	6
Taken a course or first-year seminar designed to help students adjust to college life	2.10, 3.4.9		20	
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)	2.10, 3.3.1.4, 3.4.9			6
Participated in an internship program	2.10, 3.49			6
Participated in study-abroad	2.10			6
Participated in an ethnic/racial student organization	3.3.1.3			6
Since entering this college, indicate how often you: *(Frequently, Occasionally, Not at all)*		TFS	YFCY	CSS
Spoke up in class	3.3.1.1		21	
Discussed course content with students outside of class	3.3.1.1, 3.3.1.3		21	5
Skipped class	3.3.1.1		21	
Received tutoring	2.10		21	
Worked on a professor's research project	2.10, 3.3.1.1, 3.3.1.4		21	5
Worked on independent study projects	3.3.1.4			5
Turned in course assignments that did not reflect your best work	3.3.1.1		21	
Received from your professor advice or guidance about your educational program	2.10, 3.3.1.3, 3.4.9		21	18
Worked with an academic adviser to select your courses	2.10, 3.3.1.3		21	
Received from your professor emotional support or encouragement	2.10, 3.3.1.3, 3.4.9		21	18
Received advice/counseling from another student	2.10		21	
Received from your professor negative feedback about your academic work	2.10, 3.3.1.3, 3.4.9		21	18
Witnessed academic dishonesty/cheating	2.10		21	
Fell asleep in class	3.3.1.1		21	5
Had difficulty enrolling in the courses you need	2.10, 3.3.1.2		21	
Had difficulty getting the courses you needed	2.10, 3.3.1.2			5
Communicated regularly with your professors	2.10, 3.3.1.3		21	5
Compared with when you entered this college, how would you now describe your: *(Much Stronger, Stronger, No Change, Weaker, Much Weaker)*		TFS	YFCY	CSS
Foreign language ability	3.5.1			10
Interpersonal skills	3.3.1.1			10
During the past year, how much time did you spend during a typical week doing the following activities: *(None, Less than 1 hour, 1-2, 3-5, 6-10, 11-15, 16-20, Over 20)*		TFS	YFCY	CSS
Talking with faculty during office hours	2.10, 3.3.1.3			9
Talking with faculty outside of class or office hours	2.10, 3.3.1.3			9
Volunteer work	2.10, 3.3.1.5			9

SACS Master 2009

		TFS	YFCY	CSS
For the activities listed below, please indicate how often you engaged in each during the past year: (Frequently, Occasionally, Not At All)				
Participated in volunteer or community service work	2.10, 3.3.1.5			13
How often have professors at your college provided you with: *(Frequently, Occasionally, Not At All)*				
Encouragement to pursue graduate/professional study	2.10, 3.3.1.3, 3.3.1.4			18
An opportunity to work on a research project	2.10, 3.4.9, 3.3.1.4			18
Advice or guidance about your educational program	2.10, 3.4.9, 3.3.1.3			18
Emotional support and encouragement	2.10, 3.3.1.3, 3.4.9			18
A letter of recommendation	3.3.1.3			18
Negative feedback about your academic work	2.10, 3.4.9, 3.3.1.3			18
Honest feedback about your skills and abilities	2.10, 3.4.9			18
Help to improve your study skills	2.10, 3.4.9, 3.3.1.3			18
Feedback on your academic work (outside of grades)	2.10, 3.3.1.3, 3.4.9			18
Intellectual challenge and stimulation	3.3.1.3			18
An opportunity to apply classroom learning to "real-life" issues	2.10, 3.4.9, 3.3.1.5			18
An opportunity to publish	3.3.1.4			18
An opportunity to discuss coursework outside of class	2.10, 3.3.1.3, 3.4.9			18
Help in achieving your professional goals	2.10, 3.3.1.3			18
When thinking about your career path after college, how important are the following considerations: *(Essential, Very Important, Somewhat Important, Not Important)*				
Working for social change	2.10, 3.3.1.1, 3.3.1.5, 3.51			22
Creativity and initiative	3.3.1.1, 3.5.1			22
Discovery/Advancement of knowledge	2.10, 3.3.1.4, 3.5.1			22
Expression of personal values	3.3.1.1, 3.5.1			22
Leadership potential	2.10, 3.3.1.1, 3.5.1			22
In deciding to go to college, how important to you was each of the following reasons: *(Very Important, Somewhat Important, Not Important)*				
To gain a general education and appreciation of ideas	3.5.1	36		
To be able to get a better job	3.5.1	36		
Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here: *(Very important, Somewhat Important, Not Important)*				
This college has a very good academic reputation	3.1.1, 3.5.1	38		
This college's graduates gain admission to top graduate/professional schools	3.1.1, 3.5.1	38		
This college's graduates get good jobs	3.1.1	38		
I was attracted by the religious affiliation/orientation of the college	3.1.1	38		
What is your best guess as to the chances that you will: *(Very Good Chance, Some Chance, Very Little Chance, No Chance)*				
Participate in student government	2.10	41		
Participate in student protests or demonstrations	3.3.1.5	41		
Be satisfied with your college	3.3.1.2	41		
Participate in volunteer or community service work	2.10, 3.3.1.5	41		
Seek personal counseling	3.3.1.2	41		
Communicate regularly with your professors	2.10, 3.3.13	41		
Make at least a "B" average	2.10	41		
Socialize with someone of another racial/ethnic group	3.3.1.3	41		
Participate in student clubs/groups	2.10	41		
Participate in a study abroad program	2.10	41		
Discuss course content with students outside of class	3.3.1.1	41		
Work on a professor's research project	2.10, 3.3.1.1, 3.3.1.4	41		

SACS Master 2009

What do you plan to be doing in fall 2009? *(Mark all that apply)*		TFS	YFCY	CSS
Working in a science/math/technology related job	3.3.1.4			23
Doing volunteer work	3.3.1.5			23

List of 2009 CIRP Constructs
Academic Disengagement
Academic Self-Concept
Civic Awareness
College Reputation
Faculty Interaction
Habits of Mind
Likelihood of College Involvement
Negative Cross-Racial Interaction
Pluralistic Orientation
Positive Cross Racial Interaction
Satisfaction with Coursework
Sense of Belonging
Social Agency
Social Self-Concept