

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

Accreditation Guide: Western Association of Schools and Colleges (WASC) 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 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 (CFR) 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.

CPR Proposal Accepted	TFS	Preparatory Review (CPR)	YFCY	CSS	HERI Faculty Survey	Educational Effectiveness Review (EER)
2010	Fall 2010	2012	Spr 2011	Grad 2014	2010-11	2014
2011	Fall 2011	2013	Spr 2012	Grad 2015	2013-14	2015
2012	Fall 2012	2014	Spr 2013	Grad 2016	2013-14	2016

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, 3.1, 3.5-3.7 the HERI Faculty Survey, administered every three years, addresses CFRs 3.1-3.7 from the faculty perspective. For more detailed information about the HERI Faculty Survey, please see the 2010 WASC accreditation guide, which includes an alignment for the Faculty Survey.

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.

		-	on placer rument	ment
CFR	Item	TFS	YFCY	CSS
1.2 Educational objectives are clearly	General knowledge		1	10
recognized throughout the	Your overall academic experience		6	
institution and are consistent with	Understand what your professors expect of you academically		8	
stated purposes. The institution	Develop effective study skills		8	
develops indicators for the			8	1
achievement of its purposes and educational objectives at the	Adjust to the academic demands of college		-	
institutional, program, and course	Manage your time effectively		8	
levels. The institution has a system	Faculty here are interested in: Students' academic problems		12	11
of measuring student achievement,	Staff here are interested in: Students' academic problems		12	
in terms of retention, completion,	Relevance of coursework to everyday life		18	12
and student learning. The institution	Relevance of coursework to future career plans		18	12
makes public data on student	Overall quality of instruction		18	12
achievement at the institutional and	Respect for the expression of diverse beliefs		18	12
degree level, in a manner determined	Overall college experience		18	12
by the institution.	Been satisfied with this college overall		20	
	If you could make your college choice over, would you still choose to enroll at		20	
	this college		22	27
	Be satisfied with your college			
	General education or core curriculum courses			1
	CIRP Constructs: College Reputation Orientation			<u>.</u>
CFR	Item	TFS	YFCY	CSS
1.4 The institution publicly states its	My college experiences have exposed me to diverse opinions, cultures, and		12	
commitment to academic freedom	values		12	
for faculty, staff, and students, and	Had intellectual conversations outside of class		13	17
acts accordingly. This commitment				1
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.				

WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

		-	on placer rument	ment
CFR	Item	TFS	YFCY	CSS
1.5 Consistent with its purposes and	Knowledge of people from difference races/cultures		1	10
character, the institution	Understanding of the problems facing your community		1	10
demonstrates an appropriate response to the increasing diversity	Understanding of global issues		1	10
in society through its policies, its	Understanding of national issues		1	
educational and co-curricular	Develop close friendships with students of a different racial/ethnic group		8	
programs, and its administrative and	Ability to see the world from someone else's perspective	29	9	
organizational practices.	Tolerance of others with different beliefs	29	9	
	Openness to having my own views challenged		9	
	Ability to discuss and negotiate controversial issues		9	
	Ability to work cooperatively with diverse people		9	
	Socialized with someone of another racial/ethnic group	27	10	
	In class, I have heard faculty express stereotypes about: Racial/ethnic groups		12	11
	I see myself as part of the campus community		12	11
	There is a lot of racial tension on this campus		12	11
	I feel I am a member of this college		12	11
	I feel a sense of belonging with this college		12	11
	I have felt discriminated against based on my: Race/ethnicity		12	
	I have felt discriminated against based on my: Socio-economic status		12	
	I have felt discriminated against based on my: Gender		12	
	I have felt discriminated against based on my: Religion		12	
	I have felt discriminated against based on my: Sexual orientation		12	
	In class, I have heard faculty express stereotypes about: Women		12	
	In class, I have heard faculty express stereotypes about: Men		12	
	My college experiences have exposed me to diverse opinions, cultures, and values		12	
	Had meaningful and honest discussions about race/ethnic relations outside of class		13	17
	Dined or shared a meal		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
	Attended events sponsored by other racial/ethnic groups		13	17
	Socialized or partied		13	
	Racial/ethnic diversity of student body		18	12
	Racial/ethnic diversity of faculty		18	
	Enrolled in an honors or advanced course		20	
	Enrolled in a remedial or developmental course		20	
	Transferred from another institution		20	
	Had a roommate of a different race/ethnicity		20	
	Taken a remedial course			6

WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

		Question placemer on instrument		
CFR	Item	TFS	YFCY	CSS
(Continued) 1.5 Education and	Taken a women's studies course			6
co-curricular	Taken an ethnic studies course			6
	Attended a racial/cultural awareness workshop			6
	Participated in an ethnic/racial student organization			6
	Transferred from a community college			6
	Transferred from a 4-year college			6
	Understanding of the social problems facing our nation			10
	I have been singled out because of my race/ethnicity, gender, religious			11
	affiliation sexual orientation			11
	Faculty feel that most students here are well-prepared academically			11
CFR	Orientation and Sense of Belonging Item	TFS	YFCY	CSS
1.7 The institution truthfully	The admission/recruitment materials portrayed this campus accurately		12	
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 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:

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.

		Questic on instr	on placem rument	ent
CFR	Item	TFS	YFCY	CSS
2.2 All degrees, undergraduate and	Analytical/problem-solving skills		1	10
graduate, awarded by the institution are	General knowledge		1	10
clearly defined in terms of entry-level	Knowledge of a particular field or discipline		1	10
requirements and levels of student	Knowledge of people from difference races/cultures		1	10
achievement necessary for graduation	Understanding of global issues		1	10
that represent more than simply an accumulation of courses or credits.	0 0			-
accumulation of courses of credits.	Understanding of the problems facing your community		1	10
	Ability to conduct research		1	
	Ability to works part of a team		1	
	Critical thinking skills		1	
2.2a Baccalaureate program engage	Understanding of national issues		1	
students in an integrated course of	Academic advisors/counselors		2	
study of sufficient breadth and depth to	Faculty during office hours		2	
prepare them for work citizenship, and	Faculty outside of class or office hours		2	
a fulfilling life. These program also ensure the development of core	Graduate students/teaching assistants		2	
learning abilities and competencies	Other college personnel		2	
including, but not limited to, college-	That your courses inspired you to think in new ways		4	
level written and oral communication,				1
college-level quantitative skills,	Academic advising		6	1
information literacy, and the habit of	Tutoring or other academic assistance		6	1
critical analysis of data and argument.	Your overall academic experience		6	
In addition, baccalaureate program	Academic ability	28	7	14
actively foster an understanding of	Artistic ability	28	7	14
diversity, civic responsibility, the ability	Computer skills	28	7	14
to work with others, and the capability	Creativity	28	7	14
to engage in lifelong learning. Baccalaureate program also ensure	Drive to achieve	28	7	14
breadth for all students in the areas of	Leadership ability	28	7	14
cultural and aesthetic, social and	Mathematical ability		7	14
political, as well as scientific and	Public speaking ability	28	7	14
technical knowledge expected of	1 0 ,		7	
educated persons in this society.	Self-confidence (intellectual)		/	14
Finally, students are required to engage	Self-confidence (social)		7	14
in an in-depth, focused, and sustained	Self-understanding	28	7	14
program of study as part of their	Spirituality	28	7	14
baccalaureate program.	Understanding of others	28	7	14
	Writing ability	28	7	14
	Develop close friendships with students of a different racial/ethnic group		8	
	Develop effective study skills		8	
	Manage your time effectively		8	
	Understand what your professors expect of you academically		8	
	Ability to discuss and negotiate controversial issues	20	9	
	Ability to see the world from someone else's perspective		9	
	Ability to work co-operatively with diverse people	29	9	

		Questic on instr	on placem rument	ent
CFR	Item	TFS	YFCY	CSS
(Continued) 2.2 Degrees and program	Openness to having my own views challenged	29	9	
	Tolerance of others with different beliefs	29	9	
	Asked a professor (teacher) for advice after class	27	10	5
	Been a guest in a professor's (teacher's) home	27	10	5
	Performed community service as part of class	27	10	5
	Studied with other students	27	10	5
	Tutored another student	27	10	5
	Used the Internet: For research or homework	27	10	5
	Voted in a student election	27	10	5
	Participated in political demonstrations protests	27	10	13
	Performed volunteer work	27	10	13
	Socialized with someone of another racial/ethnic group	27	10	
	Been bored in class		10	5
	Work on a local, state, or national political campaign		10	
	Student clubs and groups	37	11	9
	Attending class/labs		11	9
	Working (for pay) off campus		11	9
	Working (for pay) on campus		11	9
	My college experiences have exposed me to diverse opinions, cultures, and values		12	
	Had intellectual discussions outside of class		13	17
	Had meaningful and honest discussions about race/ethnic relations outside of class		13	17
	Studied or prepared for class		13	17
	Accept mistakes as part of the learning process	31	15	
	Ask questions in class		15	
	Evaluate the quality or reliability of information you received		15	
	Explore topics on your own, even though it was not required for class		15	
	Look up scientific research articles and resources		15	
	Revise your papers to improve your writing		15	
	Seek alternative solutions to a problem		15	
	Seek feedback on your academic work		15	
	Seek solutions to problems and explain them to others		15	
	Support your opinions with a logical argument	31	15	
	Take a risk because you felt you had more to gain		15	
	Take notes during class		15	
	Adopting "green" practices to protect the environment	40	17	16
	Becoming a community leader		17	16
	Becoming accomplished in one of the performing arts (acting, dancing, etc.)	40	17	16
	Becoming an authority in my field	40	17	16
	Becoming involved in program to clean up the environment	40	17	16
	Becoming successful in a business of my own		17	16
	Creating artistic work(painting, sculpture, etc.)		17	16

		Questic on instr	on placem rument	ent
CFR	Item	TFS	YFCY	CSS
(Continued) 2.2 Degrees and program	Developing a meaningful philosophy of life	40	17	16
	Helping others who are in difficulty	40	17	16
	Helping to promote racial understanding	40	17	16
	Improving my understanding of other countries and cultures	40	17	16
	Influencing social values	40	17	16
	Influencing the political structure	40	17	16
	Keeping up to date with political affairs	40	17	16
	Making a theoretical contribution to science	40	17	16
	Obtaining recognition from my colleagues for contributions to my special field	40	17	16
	Participating in a community action program	40	17	16
	Writing original work(poems, novels, etc.)	40	17	16
	Overall quality of instruction		18	12
	Participated/participate in student groups clubs	41	20	6
	Participated/participate in student government	41	20	6
	Participated in volunteer or community service work	41	20	13
	Enrolled in a remedial or developmental course		20	6
	Enrolled in an honors or advanced course		20	6
	Had a roommate of a different race/ethnicity		20	6
	Participated in an academic support program		20	6
	Participated in leadership training		20	6
	Voted in the 2008 presidential election		20	6
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)		20	
	Taken a course or first-year seminar designed to help first-year students adjust to college		20	
	Communicated regularly with your professors	41	21	5
	Discussed/discuss course content with students outside of class	41	21	5
	Work on a professor's research project		21	5
	Received from your professor: Negative feedback about your academic work		21	18
	Received advice/counseling from another student		21	
	Received tutoring		21	
	Spoke up in class		21	
	Turned in course assignment(s) late		21	
	Work with an academic advisor to select your courses		21	
	During high school (grades 9-12) how many years did you study each of the following subjects			
	Work with other students on class assignments			
	To gain a general education and appreciation of ideas			
	To learn more about things that interest me	36		
	To make me a more cultured person	36		
	Reading for pleasure	37		9

		Question placement		ent
CFR	Item	TFS	YFCY	CSS
(Continued) 2.2 Degrees and program	This college has a very good academic reputation	38		
	This college's graduates gain admission to top graduate/professional schools	58		
	This college's graduates get good jobs	38		
	Make at least a "B" average	41		
	Career counseling and advising			1
	General education or core curriculum courses			1
	Humanities courses			1
	Job placement for students			1
	Science and mathematics courses			1
	Social science courses			1
	Work on independent study project			5
	Participated in an internship program			6
	Participated in an undergraduate research program(e.g., MARC, MBRS,			6
	REU)			6
	Taken a remedial course			6
	Taken a women's studies course			6
	Taken an ethnic studies course			6
	Ability to get along with people of different races/cultures			10
	Ability to manage your time effectively			10
	Ability to think critically			10
	Foreign language ability			10
	Interpersonal skills			10
	Leadership abilities			10
	Preparedness for employment after college			10
	Preparedness for graduate or advanced education			10
	Understanding of the social problems facing our nation			10
	Persistence			14
	Risk-taking			14
	Integrating spirituality into my life			16
	An opportunity to apply classroom learning to "real-life" issues			18
	An opportunity to discuss course work outside of class			18
	An opportunity to publish			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
	Intellectual challenge and stimulation			18
	Creativity and initiative			22
	Discovery/advancement of knowledge			22
	Expression of personal values			22
	Leadership potential			22
	Working for social change			22
	Attending graduate/professional school			23

		Questio on instr	on placem rument	lent
CFR	Item	TFS	YFCY	CSS
(Continued) 2.2 Degrees and program	Participating in a community service organization			23
	Participating in a post-baccalaureate program			23
	Working in a humanities/social science related job			23
	Working in a science/math/technology related job			23
	CIRP Constructs: Habits of Mind, Academic Self-Concept, Social Self-Con Orientation, Civic Awareness and Social Agency	icept, Plu	ralistic	
CFR	Item	TFS	YFCY	CSS
2.3 The institution's student learning	General knowledge		1	10
outcomes and expectations for student	Knowledge of a particular field or discipline		1	10
attainment are clearly stated at the	Knowledge of people from difference races/cultures		1	10
course, program and, as appropriate, institutional level. These outcomes and	Understanding of global issues		1	10
expectations are reflected in academic	Understanding of the problems facing your community		1	10
program and policies, curriculum,	Ability to works part of a team		1	
advisement, library and information	Understanding of national issues		1	
resources, and the wider learning environment.	Faculty outside of class or office hours		2	
	That your courses inspired you to think in new ways		4	
	Availability of Internet access		6	1
	Quality of computer training/assistance		6	1
	Computer facilities and services		6	1
	Library facilities		6	1
	Cooperativeness	28	7	14
	Emotional health		7	14
			7	
	Self-understanding	28		14
	Spirituality	28	7	14
	Understanding of others	28	7	14
	Physical health		7	
	Religiousness		7	
	Utilize campus services available to students		8	
	Come late to class		10	5
	Performed community service as part of class		10	5
	Studied with other students		10	5
	Used the Internet: For research or homework	27	10	5
	Performed volunteer work	27	10	13
	Been bored in class		10	5
	Studying/homework	37	11	9
	Talking with professors (faculty, teachers) outside of class	37	11	9
	Volunteer work	37	11	9
	Faculty here are interested in: Students' academic problems		12	11
	My college experiences have exposed me to diverse opinions, cultures, and values		12	
	Staff here are interested in: Students' academic problems		12	
	Accept mistakes as part of the learning process	31	15	
	Ask questions in class		15	
	Evaluate the quality or reliability of information you received		15	

		Questic on instr	on placem rument	ent
CFR	Item	TFS	YFCY	CSS
(Continued) 2.3 Student Learning	Explore topics on your own, even though it was not required for class	31	15	
	Look up scientific research articles and resources	31	15	
	Revise your papers to improve your writing	31	15	
	Seek alternative solutions to a problem	31	15	
	Seek feedback on your academic work		15	
	Seek solutions to problems and explain them to others		15	
	Support your opinions with a logical argument		15	
	Take a risk because you felt you had more to gain		15	
	Take notes during class		15	
	Becoming an authority in my field	40	17	16
	Helping to promote racial understanding	40	17	16
	Overall college experience		18	12
	Overall quality of instruction		18	12
	Play/played club, intramural, or recreational sports?	41	20	6
	Be satisfied with your college?	41	20	12
	Participated in volunteer or community service work		20	5
	Enrolled in a remedial or developmental course		20	6
	Enrolled in an honors or advanced course		20	6
	Participated in leadership training		20	6
	Participated in student government		20	6
	Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)		20	6
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)		20	1
	Strengthened your religious beliefs/convictions		20	
	Taken a course or first-year seminar designed to help first-year students adjust to college		20	
	Skipped class	27	21	
	Communicated regularly with your professors		21	5
	Work 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
	Respect (treated you like a colleague/peer)		21	18
	Turned in course assignment(s) late		21	
	Work with other students on class assignments			5
	To gain a general education and appreciation of ideas			
	To learn more about things that interest me			
	To make me a more cultured person			
	Reading for pleasure			9
	This college has a very good academic reputation This college's graduates gain admission to top graduate/professional	38		
	schools			
	This college's graduates get good jobs	38		

		Questio on instr	n placem ument	ient
CFR	Item	TFS	YFCY	CSS
Continued) 2.3 Student Learning	Work/worked on a professor's research project	41		5
	Discuss course content with students outside of class	41		6
	Have/had a roommate of different race/ethnicity	41		6
	Join/joined a social fraternity or sorority	41		6
	Participate/part in student government	41		6
	Participate/participated in a study abroad program	41		6
	Participate/participated in student clubs/groups	41		6
	Play/played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	41		6
	Participate/participated in student protests or demonstrations	41		13
	Socialize with someone of another racial/ethnic group?	41		
	Failed to complete homework on time			5
	Work on independent study project			5
	Attended a racial/cultural awareness workshop			6
	Participated in an ethnic/racial student organization			6
	Participated in an internship program			6
	Career planning			9
	Ability to get along with people of different races/cultures			10
	Ability to manage your time effectively			10
	Foreign language ability			10
	Understanding of the social problems facing our nation			10
	Participated in student protests or demonstrations			13
	Integrating spirituality into my life			16
	A letter of recommendation			18
	Advice or guidance about your educational program			18
	An opportunity to apply classroom learning to "real-life" issues			18
	An opportunity to discuss course work outside of class			18
	An opportunity to work on a research project			18
	Encouragement to pursue graduate/professional study			18
	Feedback on your academic work outside of grades)			18
	Help in achieving your professional goals			18
	Honest feedback about your skills and abilities			18
	Intellectual challenge and stimulation			18
	CIRP Constructs: Habits of Mind, Academic Self-Concept, Pluralistic Orio Awareness		nd Civic	

		Questio on instr	n placem ument	ient
CFR	Item	TFS	YFCY	CSS
2.4 The institution's expectations for	Academic advisors/counselors		2	
learning and student attainment are	Faculty during office hours		2	
developed and widely shared among its members, including faculty, students,	Faculty outside of class or office hours		2	
staff, and where appropriate, external	That your courses inspired you to think in new ways		4	
stakeholders. The institution's faculty	That your family responsibilities interfered with your schoolwork		4	
takes collective responsibility for	That your job responsibilities interfered with your schoolwork		4	
establishing, reviewing, fostering, and	That your schoolwork interfered with your job responsibilities		4	
demonstrating the attainment of these	That your social life interfered with your schoolwork		4	
expectations.	Failed to complete homework on time		5	5
	Academic advising		6	1
	Asked a professor (teacher) for advice after class	27	10	5
	Come late to class	27	10	5
	Studied with other students	27	10	5
	Been bored in class		10	5
	Talking with professors (faculty, teachers) outside of class	37	11	9
	Faculty here are interested in: Students' academic problems		12	11
	Faculty here are interested in: Students' personal problems		12	11
	I have been able to find a balance between academics and extracurricular activities		12	
	Most students here are treated like "numbers in a book"		12	
	My college experiences have exposed me to diverse opinions, cultures, and values		12	
	Staff here are interested in: Students' personal problems		12	
	The admission/recruitment materials portrayed this campus accurately		12	
	Accept mistakes as part of the learning process	31	15	
	Ask questions in class		15	
	Evaluate the quality or reliability of information you received	31	15	
	Explore topics on your own, even though it was not required for class	31	15	
	Look up scientific research articles and resources	31	15	
	Revise your papers to improve your writing	31	15	
	Seek alternative solutions to a problem		15	
	Seek feedback on your academic work	31	15	
	Seek solutions to problems and explain them to others	31	15	
	Support your opinions with a logical argument	31	15	
	Take a risk because you felt you had more to gain	31	15	
	Take notes during class	31	15	
	What is your overall grade average		19	
	Participate in volunteer or community service work	41	20	5
	Communicated regularly with your professors	41	21	5
	Discuss/discussed course content with students outside of class	41	21	5
	Fell asleep in class		21	5
	Had difficulty enrolling in the courses you need		21	
	Had difficulty getting the courses you need			5

		Questio on instr	n placem ument	ent
CFR	Item	TFS	YFCY	CSS
Continued) 2.4 Expectations	Received from your professor: Advice or guidance about your educational program		21	18
	Spoke up in class		21	
	Turned in course assignment(s) late		21	
	Turned in course assignments that did <u>not</u> reflect your best work		21	
	During high school (grades 9-12) how many years did you study each of the following subjects			
	Work with other students on class assignments	31		
	Attended a racial/cultural awareness workshop			6
	Ability to think critically			10
	Ability to find a faculty or staff mentor			12
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues			18
	Received from your professor: An opportunity to discuss course work outside of class			18
	Received from your professor: An opportunity to publish			18
	Received from your professor: Encouragement to pursue graduate/professional study			18
	Received from your professor: Feedback on your academic work outside of grades)			18
	Received from your professor: Help in achieving your professional goals			18
	Received from your professor: Honest feedback about your skills and abilities			18
	Received from your professor: Intellectual challenge and stimulation			18
	Creativity and initiative			22
	Discovery/Advancement of knowledge			22
	Expression of personal values			22
	Leadership potential			22
	Working for social change			22
	Attending graduate/professional school			23
	Participating in a community service organization			23
	Participating in a post-baccalaureate program			23
	Traveling			23
	Working in a humanities/social science related job			23
	Working in a science/math/technology related job			23

		Questio on instr	on placem rument	lent
CFR	Item	TFS	YFCY	CSS
2.5 The institution's academic program	Analytical/problem-solving skills		1	10
actively involve	General knowledge		1	10
students in learning, challenge them to	Knowledge of a particular field or discipline		1	10
meet high expectations, and provide them with	Knowledge of people from difference races/cultures		1	10
appropriate and	Understanding of global issues		1	10
ongoing feedback about their	Understanding of the problems facing your community		1	10
performance and how it can be	Ability to conduct research		1	
improved.	Ability to works part of a team		1	
	Critical thinking skills		1	
	Understanding of national issues		1	
	Academic advisors/counselors		2	
	Faculty during office hours		2	
	Faculty outside of class or office hours		2	
	Graduate students/teaching assistants		2	
	Ofactuate students/ teaching assistants Other college personnel		2	
	Isolated from campus life		4	
	Lonely or homesick			
			4	
	That your courses inspired you to think in new ways		4	
	That your family responsibilities interfered with your schoolwork		4	
	That your job responsibilities interfered with your schoolwork		4	
	That your schoolwork interfered with your job responsibilities		4	
	That your social life interfered with your schoolwork		4	
	Unsafe on this campus		4	
	Worried about your health		4	
	Failed to complete homework on time		5	5
	Academic advising		6	1
	Your overall academic experience		6	
	Adjust to the academic demands of college		8	
	Develop effective study skills		8	
	Get to know faculty		8	
	Manage your time effectively		8	
	Understand what your professors expect of you academically		8	
	Asked a professor (teacher) for advice after class	27	10	5
	Come late to class	27	10	5
	Performed community service as part of class	27	10	5
	Studied with other students	27	10	5
	Tutored another student	27	10	5
	Used the Internet: For research or homework	27	10	5
	Performed volunteer work	27	10	13
	Had adequate sleep		10	
	Maintained a healthy diet		10	
	Online social network (MySpace, Facebook, etc.)	37	11	9
	Simile social network (myspace, 1 accook, etc.)	51	**	1

		Questic on instr	on placem rument	ent
CFR	Item	TFS	YFCY	CSS
Continued) 2.5 Academic program	Partying	37	11	9
	Socializing with friends	37	11	9
	Studying/homework	37	11	9
	Video/computer games	37	11	9
	Watching TV	37	11	9
	Household/childcare duties	37	11	
	Attending class/labs		11	9
	Commuting		11	9
	Working (for pay) off campus		11	9
	Working (for pay) on campus		11	9
	Faculty here are interested in: Students' academic problems		12	11
	I have been able to find a balance between academics and extracurricular activities		12	
	Most students here are treated like "numbers in a book"		12	
	Staff here are interested in: Students' academic problems		12	
	Accept mistakes as part of the learning process	31	15	
	Ask questions in class	31	15	
	Evaluate the quality or reliability of information you received	31	15	
	Explore topics on your own, even though it was not required for class	31	15	
	Look up scientific research articles and resources	31	15	
	Revise your papers to improve your writing	31	15	
	Seek alternative solutions to a problem	31	15	
	Seek feedback on your academic work	31	15	
	Seek solutions to problems and explain them to others	31	15	
	Support your opinions with a logical argument	31	15	
	Take a risk because you felt you had more to gain	31	15	
	Take notes during class	31	15	
	Overall college experience		18	12
	What is your overall grade average		19	
	Joined a social fraternity or sorority	41	20	6
	Participated in volunteer or community service work	41	20	13
	Been/be satisfied with this college overall	41	20	
	Change career choice	41	20	
	Needed extra time to complete your degree requirements	41	20	
	work full-time while attending school		20	6
	Decided to pursue a different major		20	
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)		20	
	Enrolled in a remedial or developmental course		20	6
	Enrolled in an honors or advanced course		20	6
	Participated in an academic support program		20	
	Remained undecided about a major		20	
	Taken a course or first-year seminar designed to help first-year students adjust to college		20	

		Questic on instr	on placem rument	lent
CFR	Item	TFS	YFCY	CSS
(Continued) 2.5 Academic program	Skipped class	27	21	
	Communicated regularly with your professors	41	21	5
	Fell asleep in class		21	5
	Work on a professor's research project		21	5
	Negative feedback about your academic work		21	18
	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
	Instant messaged/texted during class		21	
	Received tutoring		21	
	Spoke up in class		21	
	Turned in course assignment(s) late		21	
	Turned in course assignments that did not reflect your best work		21	
	Went home for the weekend		21	
	Witnessed academic dishonesty/cheating		21	
	work with an academic advisor to select your courses		21	
	During high school (grades 9-12) how many years did you study each of the following subjects (Mark one for each item)	19		
	What is the highest academic degree that you intend to obtain? (Mark one in each column)	21		15
	Work with other students on class assignments	31		
	To gain a general education and appreciation of ideas	36		
	working for pay	37		
	Change major field	41		
	Get a job to help pay for college expenses	41		
	Make at least a "B" average	41		
	Work full-time while attending college	41		
	Work on a professor's research project	41		
	Participated in an internship program			6
	Taken a remedial course			6
	Housework/childcare			9
	Ability to get along with people of different races/cultures			10
	Ability to manage your time effectively			10
	Ability to think critically			10
	Interpersonal skills			10
	Leadership abilities			10
	Preparedness for employment after college			10
	Preparedness for graduate or advanced education			10
	Understanding of the social problems facing our nation			10
	An opportunity to discuss course work outside of class			18

		Questio on instr	n placem ument	ient
CFR	Item	TFS	YFCY	CSS
(Continued) 2.5 Academic program	An opportunity to publish			18
	Feedback on your academic work outside of grades)			18
	Help to improve your study skills			18
	Honest feedback about your skills and abilities			18
	CIRP Constructs: Habits of Mind, Academic Disengagement, Faculty Inte Racial Interaction, Negative Cross-Racial Interaction, Pluralistic Orientation and Social Self-Concept	n, Acader	nic Self-C	Concept
CFR	Item	TFS	YFCY	CSS
2.6 The institution demonstrates that its	Failed to complete homework on time		5	
graduates consistently achieve its stated	Studied with other students	27	10	5
levels of attainment and ensures that its expectations for student learning are	Come late to class	27	10	5
embedded in the standards that faculty	Fell asleep in class		10	5
use to evaluate student work	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	
	Fell asleep in class		21	5
	Turned in course assignments that did <u>not</u> reflect your best work		21	
	Work with other students on class assignments	31		
	Failed to complete homework on time			5
	Received from your professor: Honest feedback about your skills and abilities			18
	Received from your professor: Feedback on your academic work outside of grades)			18
	Received from your professor: Intellectual challenge and stimulation			18
	CIRP Constructs: Habits of Mind, Academic Disengagement and Academi	c Self-Co	ncept	

		Questio on instr	on placem rument	ent
CFR	Item	TFS	YFCY	CSS
2.9 The institution recognizes and	That your courses inspired you to think in new ways		4	
promotes appropriate	Ability to discuss and negotiate controversial issues	29	9	
linkages among scholarship, teaching,	Ability to see the world from someone else's perspective	29	9	
student learning and service.	Ability to work co-operatively with diverse people	29	9	
	Openness to having my own views challenged	29	9	
	Tolerance of others with different beliefs	29	9	
	Performed community service as part of class	27	10	5
	Tutored another student	27	10	5
	Accept mistakes as part of the learning process	31	15	
	Evaluate the quality or reliability of information you received	31	15	
	Explore topics on your own, even though it was not required for class	31	15	
	Look up scientific research articles and resources	31	15	
	Revise your papers to improve your writing	31	15	
	Seek alternative solutions to a problem	31	15	
	Seek solutions to problems and explain them to others	31	15	
	Support your opinions with a logical argument	31	15	
	Take a risk because you felt you had more to gain		15	
	Work on a professor's research project	51	21	5
	Received tutoring		21	5
	0		21	
	Work with other students on class assignments	31		18
	An opportunity to discuss course work outside of class CIRP Constructs: Habits of Mind, Pluralistic Orientation and Social Agenc	v		10
CFR	Item	TFS	YFCY	CSS
2.10 The institution collects and	Close friends at this institution	115	2	033
analyzes student data, disaggregated by	Close friends not at this institution		2	
demographic categories and areas of	How would you characterize your political views	35	5	28
study. It tracks achievement,	Adjust to the academic demands of college	55		20
satisfaction, and campus climate to	,		8	
support student success. The	Develop close friendships with female students		8	
institution regularly identifies the characteristics of its students and	Develop close friendships with male students Develop close friendships with students of a different racial/ethnic group		8	
			8	
			0	
assesses their preparation, needs, and experiences.	Develop effective study skills		8	
assesses their preparation, needs, and	Develop effective study skills Get to know faculty		8	
assesses their preparation, needs, and	Develop effective study skills Get to know faculty Manage your time effectively		8 8	
assesses their preparation, needs, and	Develop effective study skills Get to know faculty Manage your time effectively Understand what your professors expect of you academically		8 8 8	
assesses their preparation, needs, and	Develop effective study skills Get to know faculty Manage your time effectively Understand what your professors expect of you academically Utilize campus services available to students		8 8 8 8	_
assesses their preparation, needs, and	Develop effective study skills Get to know faculty Manage your time effectively Understand what your professors expect of you academically Utilize campus services available to students Performed community service		8 8 8	5
assesses their preparation, needs, and	Develop effective study skills Get to know faculty Manage your time effectively Understand what your professors expect of you academically Utilize campus services available to students		8 8 8 8	5
assesses their preparation, needs, and	Develop effective study skills Get to know faculty Manage your time effectively Understand what your professors expect of you academically Utilize campus services available to students Performed community service My college experiences have exposed me to diverse opinions, cultures,		8 8 8 8 10	5
assesses their preparation, needs, and	Develop effective study skills Get to know faculty Manage your time effectively Understand what your professors expect of you academically Utilize campus services available to students Performed community service My college experiences have exposed me to diverse opinions, cultures, and values		8 8 8 10 12	
assesses their preparation, needs, and	Develop effective study skills Get to know faculty Manage your time effectively Understand what your professors expect of you academically Utilize campus services available to students Performed community service My college experiences have exposed me to diverse opinions, cultures, and values Had guarded, cautious interactions		8 8 8 10 12 13	17

		Questic on instr	on placem rument	ent
CFR	Item	TFS	YFCY	CSS
(Continued) 2.10 Collects Data	Shared personal feelings and problems		13	17
	Where did you primarily live while attending college this past year		16	
	Overall college experience		18	12
	Respect for the expression of diverse beliefs		18	12
	What is your overall grade average		19	
	Been satisfied with this college overall		20	
	work full-time while attending school		20	6
	Enrolled in a remedial or developmental course		20	
	Enrolled in an honors or advanced course		20	
	Participated in volunteer or community service work		20	
	Transferred from another institution		20	
	Are you currently a full-time or part time student		24	
	This college		25	
	Your first college		25	20
	Your sex		26	32
	Is English your native language		27	
	Are you (mark all races that apply)		28	
	How many miles is this college from your permanent home			
	What were your scores on the SAT I and/or ACT From what kind of high school did you graduate			
	Where do you plan to live during the fall term			
	Were you accepted by your first choice college			
	Is this college your: first, second choice			
	Citizenship status			
	Are you a veteran			
	Are your parents			
	During high school (grades 9-12) how many years did you study each of the following subjects (Mark one for each item)			
	How many Advanced Placement courses or exams did you take in high school	20		
	What is the highest academic degree that you intend to obtain	21		
	How would you describe the racial composition of the high school you last attended	22		
	How would you describe the racial composition of the neighborhood where you grew up			
	What is your best estimate of your parents' total income last year	24		
	I was admitted through an Early Action or Early Decision program	38		
	What year did you first enter			2
	Please indicate your enrollment status below:			3
	Expected Graduation Date			4
	Participated in an undergraduate research program(e.g., MARC, MBRS, REU)			6
	Taken courses for credit at another institution			6
	Transferred from a 4-year college			6
	Transferred from a community college			6

		Questic on instr	on placem rument	ient
CFR	Item	TFS	YFCY	CSS
(Continued) 2.10 Collects Data	Undergraduate primary major			7
	Please mark your probable career/occupation.			8
	Help in achieving your professional goals			18
	Attending a vocational training program			23
	Attending graduate/professional school			23
	Attending undergraduate college full-time			23
	Attending undergraduate college part-time			23
	Doing volunteer work			23
	No current plans			23
	Participating in a community service organization			23
	Participating in a post-baccalaureate program			23
	Serving in the Armed Forces			23
	Staying at home to be with or start a family			23
	Traveling			23
	Working full-time			23
	Working in a humanities/social science related job			23
	Working in a science/math/technology related job			23
	Working part-time			23
	If you are planning on being employed after graduation, which best describes the current state of your employment plans			24
	If you are planning to attend graduate or professional school, which of the following best estimates the current state of your educational plans			25
	Overall GPA			29
	Primary GPA			29
	Your current religious preference			30
	Please indicate your racial/ethnic background			31
CFR	Item	TFS	YFCY	CSS
2.11 Consistent with its purposes, the	Knowledge of people from difference races/cultures		1	10
institution develops and assesses its	Understanding of the problems facing your community		1	10
co-curricular program.	Ability to works part of a team		1	
	Close friends at this institution		2	
	Isolated from campus life		4	
	Lonely or homesick		4	
	That your job responsibilities interfered with your schoolwork		4	
	That your social life interfered with your schoolwork		4	
	Unsafe on this campus		4	
	Worried about your health		4	
	Laboratory facilities and equipment		1 1 1 2 4 4 4 4 4 4 4 4 4	1
	Leadership ability			14
	Understanding of others			14
	Ability to discuss and negotiate controversial issues			
	Ability to see the world from someone else's perspective			
	Ability to work co-operatively with diverse people			
	Openness to having my own views challenged	29	9	

		Questic on instr	on placem rument	ent
CFR	Item	TFS	YFCY	CSS
(Continued) 2.11 Co-curricular program	Tolerance of others with different beliefs	29	9	
	Asked a professor (teacher) for advice after class	27	10	5
	Tutored another student	27	10	5
	Voted in a student election	27	10	5
	Attended a religious service	27	10	13
	Drank beer		10	
	Drank wine or liquor	27	10	
	Felt depressed		10	
	Felt overwhelmed by all you had to do		10	
	Smoked cigarettes		10	
	Socialized with someone of another racial/ethnic group	27	10	
	Had adequate sleep		10	
	Maintained a healthy diet		10	
	Exercising or sports	37	11	9
	Partying	37	11	9
	Student clubs and groups	37	11	9
	Volunteer work	37	11	9
	I feel I am a member of this college		12	11
	I see myself as part of the campus community		12	11
	There is a lot of racial tension on this campus		12	11
	I have been able to find a balance between academics and extracurricular activities		12	
	I have felt discriminated against based on my: Gender		12	
	I have felt discriminated against based on my: Race/ethnicity		12	
	I have felt discriminated against based on my: Religion		12	
	I have felt discriminated against based on my: Sexual orientation		12	
	I have felt discriminated against based on my: Socio-economic status		12	
	Most students here are treated like "numbers in a book"		12	
	My college experiences have exposed me to diverse opinions, cultures, and values		12	
	The admission/recruitment materials portrayed this campus accurately		12	
	Attended events sponsored by other racial/ethnic groups		13	17
	Dined or shared a meal		13	17
	Felt insulted or threatened because of your race/ethnicity		13	17
	Had guarded, cautious interactions		13	17
	Had meaningful and honest discussions about race/ethnic relations outside of class		13	17
	Had tense, somewhat hostile interactions		13	17
	Socialized or partied		13	
	Adopting "green" practices to protect the environment	40	17	16
	Becoming a community leader	40	17	16
	Developing a meaningful philosophy of life	40	17	16
	Helping to promote racial understanding	40	17	16
	Improving my understanding of other countries and cultures	40	17	16

		Questic on instr	on placem rument	ent
CFR	Item	TFS	YFCY	CSS
Continued) 2.11 Co-curricular program	Keeping up to date with political affairs	40	17	16
	Participating in a community action program	40	17	16
	Engaging with members of my own racial/ethnic group		17	
	Availability of campus social activities		18	12
	Interaction with other students		18	12
	Overall sense of community among students		18	12
	Respect for the expression of diverse beliefs		18	12
	Your social life		18	
	Participate/participated in student government	41	20	6
	Participated in an academic support program	41	20	6
	Participated in volunteer or community service work	41	20	13
	Been/be satisfied with this college overall	41	20	
	Have a roommate of different race/ethnicity	41	20	
	Join a social fraternity or sorority	41	20	
	Play club, intramural, or recreational sports	41	20	
	Play intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	41	20	
	Socialize with someone of another racial/ethnic group	41	20	
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)		20	
	Failed one or more courses		20	
	Participated in leadership training		20	
	Sought personal counseling		20	
	Taken a course or first-year seminar designed to help first-year students adjust to college		20	
	Discussed course content with students outside of class	41	21	5
	Went home for the weekend		21	5
	Work on a professor's research project		21	5
	Had difficulty getting along with your roommate(s)/housemate(s)		21	
	Witnessed academic dishonesty/cheating		21	
	Reading for pleasure	37		9
	A visit to the campus	38		
	I was admitted through an Early Action or Early Decision program	38		
	I was attracted by the religious affiliation/orientation of the college	38		
	The athletic department recruited me	38		
	The college has a good reputation for its social activities	38		
	Participated in a study-abroad program	41		6
	Seek personal counseling	41		
	Career counseling and advising			1
	Participated in an ethnic/racial student organization			6
	Participated in an internship program			6
	Withdrawn from school temporarily			6
	Ability to get along with people of different races/cultures			10
	Ability to manage your time effectively			10

		Questio on instr	n placem ument	ent
CFR	Item	TFS	YFCY	CSS
(Continued) 2.11 Co-curricular program	Leadership abilities			10
	Understanding of the social problems facing our nation			10
	Integrating spirituality into my life			16
	An opportunity to discuss course work outside of class			18
	Help in achieving your professional goals			18
	Working for social change			22
	CIRP Constructs: Sense of Belonging, Positive Cross-Racial Interaction, N Interaction, Civic Awareness and Social Self-Concept	egative C	ross-Racia	.1
CFR	Item	TFS	YFCY	CSS
2.12 The institution ensures that all	Academic advisors/counselors		2	
students understand the requirements	Academic advising		6	1
of their academic program and receive	Availability of Internet access		6	1
timely, useful, and regular information	Computer facilities and services		6	1
and advising about relevant academic	Financial aid office		6	1
requirements.			-	
	Financial aid package Laboratory facilities and equipment		6 6	1
CED		TEC		
CFR	Item	TFS	YFCY	CSS
2.13 Student support services, including financial aid, registration, advising,	Leadership opportunities		6	1
career counseling, computer labs, and	Opportunities for community service		6	1
library and information services, are	Psychological counseling services		6	1
designed to meet the needs of the	Quality of computer training/assistance		6	1
specific types of students that the	Recreational facilities		6	1
institution serves and the curricula it	Student health services		6	1
offers.	Student housing office/services		6	1
	Tutoring or other academic assistance		6	1
	classroom facilities		6	
	Library facilities and services		6	
	Orientation for new students		6	
	Emotional health	28	7	14
			7	
	Self-confidence (social)			14
	Self-understanding		7	14
	Spirituality	28	7	14
	Physical health		7	
	Religiousness		7	
	Develop close friendships with female students		8	
	Develop close friendships with male students		8	
	Develop close friendships with students of a different racial/ethnic group		8	
	Utilize campus services available to students		8	
	Asked a professor (teacher) for advice after class	27	10	5
	Tutored another student	27	10	5
	Attended a religious service	27	10	13
	I have been able to find a balance between academics and extracurricular activities		12	

		Questio on instr	n placem ument	ent
CFR	Item	TFS	YFCY	CSS
(Continued) 2.13 Student Support	Most students here are treated like "numbers in a book"		12	
Services	class size		18	12
	Overall sense of community among students		18	12
	Your social life		18	
	Joined a social fraternity or sorority	41	20	6
	Participated in student government	41	20	6
	Participated in volunteer or community service work	41	20	13
	Participated in student groups clubs		20	
	Played club, intramural, or recreational sports		20	
	Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	41	20	
	Failed one or more courses		20	
	Had a roommate of a different race/ethnicity		20	
	Needed extra time to complete your degree requirements		20	
	Sought personal counseling		20	
	Strengthened your religious beliefs/convictions		20	
	Had difficulty enrolling in the courses you need		21	5
	Had difficulty getting along with your roommate(s)/housemate(s)		21	
	Went home for the weekend		21	
	work with an academic advisor to select your courses		21	
	Career counseling and advising			1
	Job placement for students			1
	Library facilities			1
	Student housing facilities (residence halls, etc.)			1
	Ability to manage your time effectively			10
	Preparedness for employment after college			10
	Help in achieving your professional goals			18
CFR	Item	TFS	YFCY	CSS
2.14 Institutions that serve transfer	Transferred from another institution		20	
students provide clear and accurate	Transferred from a community college			6
information about transfer	Transferred from a 4-year college			6
requirements, ensure equitable	, 0			
treatment for such students with respect to academic policies, and				
ensure that such students are not				
unduly disadvantaged by transfer				
requirements.				

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:

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.

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 outside of class or office hours 2 consistent with its institutional and educational objectives. Graduate students/teaching assistants 2 consistent with its institutional and educational objectives. Get to know faculty 8 consistent with its institutional and educational objectives. Get to know faculty 8 12 State a professor for advice after class 10 5 Most students here are treared like "numbers in a book" 12 11 Staff here are interested in: Students' academic problems 12 11 Staff here are interested in: Students' academic problems 12 12 Had difficulty enrolling/getting in the courses you need 21 15 Received advice or guidance about your solutation of program 21 18 Worked with an academic advisor to select your courses 21 18 Received advice or guidance about your skills and abilities 18 18 An opportunity to discuss coursework outside of class 18 18 An opportunity to discuss courset of manecial stability, unqualified			Questio on inst	on placem rument	ent
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Participate/participated in student clubs/groups? 41 20		· · · ·			13
	diversification of revenue sources.				
		Work on a professor's research project?		21	5
Participate/participated in a study abroad program? 41 6					

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

		Questic on instr	on placem rument	ent
CFR	Item	TFS	YFCY	CSS
3.6 The institution holds, or provides	Quality of computer training/assistance		6	1
access to, information resources	Academic advising		6	1
sufficient in scope, quality, currency, and	Tutoring or other academic assistance		6	1
kind to support its academic offerings	Student housing office/services		6	1
and the scholarship of its members. These information resources, services	Financial aid office		6	1
and facilities are consistent with the	Student health services		6	1
institution's educational objectives and	Computer facilities/labs		6	1
are aligned with student learning	Library facilities and services		_	1
outcomes. For both on-campus students	Orientation for new students		6	
and students enrolled at a distance,		20	6	
physical and information resources,	Computer skills		7	14
services, and information technology	Utilize campus services available to students		8	
facilities are sufficient in scope and kind	Used the Internet: For research or homework		10	5
to support and maintain the level and kind of education offered.	Used the Internet: To read news sites		10	
kind of education offered.	Amount of contact with faculty		18	12
	Class size		18	12
	Interaction with other students		18	12
	Availability of campus social activities		18	12
	Overall sense of community among students		18	12
	Computer facilities and services			1
	Library facilities			1
	Job placement for students			1
	Career counseling and advising			1
	Courses in your major field			12
	Size of student population			12
CFR	Item	TFS	YFCY	CSS
3.7 The institution's information	Computer facilities/labs		6	1
technology resources	Quality of computer training/assistance		6	1
	Availability of Internet access		6	
	Used the Internet: For research or homework		10	5
	To read news sites		10	-

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:

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.

		-	on place rument	ment
CFR	Item	TFS	YFCY	CSS
4.2 Planning processes at the institution	Utilize campus services available to students		8	
define and, to the extent possible, align	Used the Internet: For research or homework	27	10	5
academic, personnel, fiscal, physical,	Faculty here are interested in: Students' academic problems		12	11
and technological needs with the strategic objectives and priorities of the	Faculty here are interested in: Students' personal problems		12	11
institution.	Staff here are interested in: Students' academic problems		12	
institution.	Staff here are interested in: Students' personal problems		12	
	Most students here are treated like "numbers in a book"		12	
	I have been able to find a balance between academics and extracurricular			
	activities		12	
	Received from your professor: Advice or guidance about your educational		21	18
	Received from your professor: Emotional support and encouragement			18
CFR	Item	TFS	YFCY	CSS
4.7 The institution, with significant	That your courses inspired you to think in new ways		4	
faculty involvement, engages in	That your family responsibilities interfered with your schoolwork		4	
ongoing inquiry into the processes of	That your job responsibilities interfered with your schoolwork		4	
teaching and learning, as well as the conditions and practices that promote	That your schoolwork interfered with your job responsibilities		4	
the kinds and levels of learning	That your social life interfered with your schoolwork		4	
intended by the institution. The	Adjust to the academic demands of college		8	
outcomes of such inquiries are applied	Manage your time effectively		8	
to the design of curricula, the design	Understand what your professors expect of you academically		8	
and practice of pedagogy, and to the	Used the Internet: For research or homework		10	5
improvement of evaluation means and	Talking with professors (faculty, teachers) outside of class		11	9
methodology.	Faculty here are interested in: Students' academic problems		12	11
	Faculty here are interested in: Students' personal problems		12	11
	Accept mistakes as part of the learning process		15	
	Ask questions in class		15	
	Evaluate the quality or reliability of information you received		15	
	Explore topics on your own, even though it was not required for class		15	
	Look up scientific research articles and resources		15	
	Revise your papers to improve your writing		15	
	Seek alternative solutions to a problem		15	
	Seek feedback on your academic work		15	
	Seek solutions to problems and explain them to others		15	
	Support your opinions with a logical argument	31	15	
	Take a risk because you felt you had more to gain		15	
	Take a fisk because you left you had more to gain Take notes during class		15	
	Revise your papers to improve your writing	31	15	10
	Amount of contact with faculty		18	12
	Challenged a professor's ideas in class			5
	Studied with other students			5
	Felt intimidated by your professors			5

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

		-	on placer rument	ment					
CFR	Item	TFS	YFCY	CSS					
(Continued) 4.7 Faculty involvement	Talking with faculty during office hours			9					
	Ability to find a faculty or staff mentor			12					
	An opportunity to discuss coursework outside of class			18					
	An opportunity to apply classroom learning to "real-life" issues			18					
	An opportunity to work on a research project			18					
	An opportunity to publish			18					
	Honest feedback about your skills and abilities			18					
	Feedback on your academic work (outside of grades)			18					
	Help to improve your study skills			18					
	Intellectual challenge and stimulation CIRP Constructs: Faculty Interaction, Habits of Mind								
CFR	Item	TFS	YFCY	CSS					
4.8 Appropriate stakeholders, including	Your overall academic experience		6						
alumni, employers, practitioners, and	Amount of contact with faculty		18	12					
others defined by the institution, are regularly involved in the assessment of	Overall college experience		18	12					
educational programs.	Overall quality of instruction		18	12					
I S .	Relevance of coursework to everyday life		18	12					
	Relevance of coursework to future career plans		18	12					
	Been satisfied with this college overall		20						
	Be satisfied with your college	41							
	General education or core curriculum courses			1					
	Courses in your major field			12					
	Intellectual challenge and stimulation			18					
	CIRP Constructs: Overall Satisfaction								

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:

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Worried about your health 2.52.114How would you characterize your political views?2.1035528Please rate your satisfaction with this institution on each of the aspects of college life listed below: (Very Satisfied, Neutral, Dissatisfied, VeryWASC StandardTFSYFCYCSSDissatisfied, Can't Rate/No Experience)WASC StandardTFSYFCYCSSAcademic advising 2.22.42.52.122.133.63.1261Classroom facilities1.72.32.136161Classroom facilities1.72.32.133.761Laboratory facilities and equipment2.112.12611Library facilities and services2.133.661			2.11							4	
Please rate your satisfaction with this institution on each of the aspects of college life listed below: (Very Satisfied, Neutral, Dissatisfied, VeryWASC standardTFSYFCYCSSDissatisfied, Can't Rate/No Experience)Academic advising 2.22.42.52.122.133.63.1261Academic advising 2.22.42.52.32.133.63.1261Academic advising 2.22.42.32.32.133.661Academic advising 2.22.42.32.133.761Classroom facilities 1.72.32.133.761Computer facilities/labs 1.72.32.133.761Indextra advising 2.13.6Indextra advising 2.133.761Academic advising 2.23.6Indextra advising 2.133.761Academic advising 2.22.42.32.133.761Academic advising 2.23.6Indextra advising 2.261Academic advising 2.22.32.133.7Indextra advising 2.261Academic advising 2.23.6Indextra advising 2.23.6Indextra advising 2.261Academic advising 2.22.32.3Indextra advising 2.2Indextra advising 2.2 <td></td> <td></td> <td>2.11</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>4</td> <td></td>			2.11							4	
college life listed below: (Very Satisfied, Satisfied, Neutral, Dissatisfied, VeryDissatisfied, Can't Rate/No Experience)WASC StandardTFSYFCYCSSAcademic advising 2.22.42.52.122.133.63.1261Availability of Internet access 1.72.32.361Classroom facilities 1.72.32.133.761Computer facilities/labs 1.72.32.133.761Laboratory facilities and equipment 2.112.12611Library facilities and services 2.133.6611Library facilities and services 2.133.6611	How would you characterize your political views? 2	2.10							35	5	28
Academic advising 2.2 2.4 2.5 2.12 2.13 3.6 3.12 6 1 Availability of Internet access 1.7 2.3 2.3 6 1 Classroom facilities 1.7 2.3 2.13 6 1 Computer facilities/labs 1.7 2.3 2.13 3.7 6 Financial aid office 2.13 3.6 6 1 Laboratory facilities and equipment 2.11 2.12 6 1 Leadership opportunities 2.13 2.3 6 1 Library facilities and services 2.13 3.6 6 1	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)	WASC	C Sta	nda r d					TFS	YFCY	CSS
Availability of Internet access 1.72.361Classroom facilities 1.72.32.136Computer facilities/labs 1.72.32.133.76Financial aid office 2.133.661Laboratory facilities and equipment 2.112.1261Leadership opportunities 2.132.361Library facilities and services 2.133.661					2.12	2,13	3.6	3.12			
Classroom facilities 1.72.32.136Computer facilities/labs 1.72.32.133.76Financial aid office 2.133.661Laboratory facilities and equipment 2.112.1261Leadership opportunities 2.132.361Library facilities and services 2.133.661	0			2.5	<u> </u>	2.15	5.0				
Computer facilities/labs 1.72.32.133.76Financial aid office 2.133.661Laboratory facilities and equipment 2.112.1261Leadership opportunities 2.132.361Library facilities and services 2.133.661				2.13							1
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Laboratory facilities and equipment 2.112.1261Leadership opportunities 2.132.361Library facilities and services 2.133.661											1
Leadership opportunities 2.132.361Library facilities and services 2.133.66											
Library facilities and services 2.13 3.6 6											
	1 11										
										6	1

(Continued) Please rate your satisfaction WASC Standard	TFS	YFCY	CSS
Your overall academic experience 1.2 2.2 2.5 4.8		6	
Laboratory facilities and equipment 2.11 2.12		6	1
Financial aid office 2.12 3.6		6	1
Financial aid package 2.12		6	1
Classroom facilities 2.13 2.3 2.12		6	
Leadership opportunities 2.13		6	1
Library facilities and services 2.13 3.6		6	
Opportunities for community service 2.13		6	1
Orientation for new students 2.13 3.6		6	
Psychological counseling services 2.13		6	1
Recreational facilities 2.13 3.5		6	1
Student health services 2.13 3.6		6	1
Student housing office/services 2.13 3.6		6	1
Academic advising 2.2 2.4 2.5 2.12 3.6		6	1
Tutoring or other academic assistance 2.2 2.13 3.6		6	1
Availability of Internet access 2.3 2.12 3.7		6	1
Library facilities 2.3		6	1
Quality of computer training/assistance 2.3 2.13 3.6 3.7		6	1
Computer facilities and services 3.6 3.7		6	1
Computer facilities/labs 3.6 3.7		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%) WA	SC Sta	ındard			TFS	YFCY	CSS
Academic ability 2.2					28	7	14
Artistic ability 2.2					28	7	14
Computer skills 2.2	3.6				28	7	14
Creativity 2.2					28	7	14
Drive to achieve 2.2					28	7	14
Leadership ability 2.2	2.11				28	7	14
Mathematical ability 2.2					28	7	14
Public speaking ability 2.2					28	7	14
Self-confidence (intellectual) 2.2					28	7	14
Self-confidence (social) 2.2					28	7	14
Self-understanding 2.2	2.3	2.13			28	7	14
Spirituality 2.2		2.13			28	7	14
Understanding of others 2.2	2.3	2.11			28	7	14
Writing ability 2.2					28	7	14
Cooperativeness 2.3					28	7	14
Emotional health 2.3	2.13				28	7	14
Physical health 2.3						7	
Religiousness 2.3						7	
Adjust to the academic demands of college 1.2						8	
Develop effective study skills 1.2		2.5	2.10			8	
Manage your time effectively 1.2						8	
Understand what your professors expect of you academically 1.2			2.10	4.7		8	
Develop close friendships with female students 2.1						8	
Develop close friendships with male students 2.1) 2.13					8	

How has it been to you: (Very Easy, Somewhat Easy, Somewhat Difficult, Very Difficult)	VASC S	tanda	:d					TFS	YFCY	CSS
Develop close friendships with students of a different racial/ethnic group 2	0 15	21	0 2 1 3						8	
Utilize campus services available to students 2		0 2.1	02.13 335	3.6	4.2				8	
Get to know faculty 2		0 3.1	5 5.5	5.0	7.2				8	
		0 5.1							0	
ate yourself on each of the following traits as compared with the average										
erson your age. We want the most accurate estimate of how you see										
	VASC S	tanda	·d					TFS	YFCY	CSS
Ability to discuss and negotiate controversial issues 2								29	9	
Ability to see the world from someone else's perspective 2			2.11					29	9	
Ability to work cooperatively with diverse people 2			2.11					29	9	
Openness to having my own views challenged 2			2.11					29	9	
Tolerance of others with different beliefs 2.								29	9	
	VASC S	tanda						TFS	YFCY	CS
Performed community service 2								27	10	5
Attended a religious service 2		3						27	10	13
Drank beer 2		-						27	10	_
Drank wine or liquor 2	.11							27	10	
Felt depressed 2								27	10	
Felt overwhelmed by all you had to do 2.								27	10	
Smoked cigarettes 2								27	10	
Asked a professor (teacher) for advice after class 2		2.5	2.11	2.13	3.1			27	10	5
Been a guest in a professor's (teacher's) home 2	.2							27	10	5
Been bored in class 2	.2 2.3	2.4							10	5
Participated in political demonstrations/protests 2	.2							27	10	13
Performed community service as part of class 2	.2 2.3	2.5	2.9					27	10	5
Performed volunteer work 2	.2 2.3	2.5						27	10	13
Socialized with someone of another racial/ethnic group 2	.2 1.5	2.1	1					27	10	
Studied with other students 2	.2 2.3	2.4	2.5	2.6				27	10	5
Tutored another student 2	.2 2.5	2.9	2.11	2.13				27	10	5
Used the Internet for: Research or homework 2	.2 2.3	2.5	3.5	4.2	4.7	3.6	3.7	27	10	5
Voted in a student election 2	.2 2.1	1						27	10	5
Worked on a local, state, or national political campaign 2									10	
Come late to class 2		2.5	2.6					27	10	5
Had adequate sleep 2									10	
Maintained a healthy diet 2		1							10	
Fell asleep in class 2									10	5
Used the Internet: To read news sites 3.									10	
To read news sites 3.	.7								10	

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)	WASC Sta	andard					TFS	YFCY	CSS
Exercising or sports 2							37	11	9
Attending classes/labs 2								11	9
Student clubs and groups 2	2.2						37	11	9
Working (for pay) off campus 2	2.2							11	9
Working (for pay) on campus 2	2.2							11	9
Studying/homework 2	2.3						37	11	9
Talking with professors (faculty, teachers) outside of class 2	2.3						37	11	9
Volunteer work 2							37	11	9
Commuting 2	2.5							11	9
Household/childcare duties 2							37	11	
Online social networks (MySpace, Facebook, etc.) 2	2.5						37	11	9
Partying 2							37	11	9
Socializing with friends 2							37	11	9
Video/computer games 2							37	11	9
Watching TV 2	2.5						37	11	9
Please indicate the extent to which you agree or disagree with the following							mpa		
	WASC Sta	andard					TFS	YFCY	CSS
I feel a sense of belonging with this college 1								12	11
I feel I am a member of this college 1								12	11
I have felt discriminated against based on my: Socio-economic status 1								12	
I have felt discriminated against based on my: Gender 1								12	
I have felt discriminated against based on my: Race/ethnicity 1								12	
I have felt discriminated against based on my: Religion 1								12	
I have felt discriminated against based on my: Sexual orientation 1								12	
I see myself as part of the campus community 1	.5 2.11							12	11
In class, I have heard faculty express stereotypes about: Racial/ethnic									
groups 1								12	11
In class, I have heard faculty express stereotypes about: Men 1	5							12	
In class, I have heard faculty express stereotypes about: Women 1								12	
There is a lot of racial tension on this campus 1								12	11
I have felt discriminated against based on my: Socio-economic status 2	2.11							12	
My college experiences have exposed me to diverse opinions, cultures, and									
values 2		2.4	1.5	2.10	2.11	1.4		12	
Faculty here are interested in: Students' personal problems 2	2.4							12	11
I have been able to find a balance between academics and extracurricular									
activities 2								12	
Most stadouts hours for the toll [] - University of 1 1 1 0		2.11	2.13	4.2				12	
Most students here are treated like "numbers in a book" 2								12	
Staff here are interested in: Students' personal problems 2		0.1.1							
Staff here are interested in: Students' personal problems 2 The admission/recruitment materials portrayed this campus accurately 2	2.4 1.7	2.11						12	14
Staff here are interested in: Students' personal problems 2	2.41.73.11.2	2.11 2.3	2.5	4.2					11 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,									
	SC Sta	ndard					TFS	YFCY	CSS
Had intellectual conversations outside of class 1.4	2.2	1.5	2.10					13	17
Attended events sponsored by other racial/ethnic groups 1.5	2.11							13	17
Dined or shared a meal 1.5	2.11							13	17
Felt insulted or threatened because of your race/ethnicity 1.5	2.11	0.1.1						13	17
Had guarded, cautious interactions 1.5		2.11						13	17
Had tense, somewhat hostile interactions 1.5	2.10	2.11						13 13	17 17
Shared personal feelings and problems 1.5 Socialized or partied 1.5	2.10							13	1 /
Had meaningful and honest discussions about race/ethnic relations outside	2.11							15	
of class 2.2	1.5	2.10	2.11					13	17
Studied or prepared for class 2.2	1.5		2.111					13	17
Accept mistakes as part of the learning process 2.2	2.3	2.4	2.5	2.6	2.9	4.7	31	15	
Ask questions in class 2.2	2.3	2.4	2.5	2.6	4.7		31	15	
Evaluate the quality or reliability of information you received 2.2	2.3	2.4	2.5	2.6	2.9	4.7	31	15	
Explore topics on your own, even though it was not required for class 2.2	2.3	2.4	2.5	2.6	2.9	4.7	31	15	
Look up scientific research articles and resources 2.2	2.3	2.4	2.5	2.6	2.9	4.7	31	15	
		1 1					TEC	VECV	CSS
	SC Sta			2.6	2.0	4.7	TFS		CSS
Revise your papers to improve your writing 2.2	2.3	2.4	2.5	2.6	2.9	4.7	31	15	
Seek alternative solutions to a problem 2.2 Seek feedback on your academic work 2.2	2.3 2.3	2.4 2.4	2.5 2.5	2.6 2.6	2.9 4.7	4.7	31 31	15 15	
Seek solutions to problems and explain them to others 2.2	2.3	2.4	2.5	2.6	2.9	4.7	31	15	
Support your opinions with a logical argument 2.2	2.3	2.4	2.5	2.6	2.9	4.7	31	15	
Take a risk because you felt you had more to gain 2.2	2.3	2.4	2.5	2.6	2.9	4.7	31	15	
Take notes during class 2.2	2.3	2.4	2.5	2.6	4.7		31	15	
Where did you primarily live while attending college this past year? 2.1								16	
Indicate the importance to you personally of each of the following: (Essential,									
	SC Sta	ndard					TFS	YFCY	CSS
Engaging with members of my own racial/ethnic group 2.11								17	
Adopting "green" practices to protect the environment 2.2	2.11						40	17	16
Becoming a community leader 2.2	2.11						40	17	16
							10	47	17
Becoming accomplished in one of the performing arts (acting, dancing, etc.) 2.2							40	17	16
Becoming an authority in my field 2.2	2.3						40	17	16
Becoming involved in programs to clean up the environment 2.2							40	17	16
Becoming successful in a business of my own 2.2							40	17	16
Creating artistic works (painting, sculpture, etc.) 2.2							40	17	16
Developing a meaningful philosophy of life 2.2	2.11						40	17	16
Helping others who are in difficulty 2.2							40	17	16
Helping to promote racial understanding 2.2	2.3	2.11					40	17	16
Improving my understanding of other countries and cultures 2.2	2.11						40	17	16
Influencing social values 2.2	<u>، ۱۱</u>						40 40	17	16
<u> </u>									
Influencing the political structure 2.2							40	17	16

(Continued) Indicate the importance W	VASC S	Stanc	dard						TFS	YFCY	CSS
Keeping up to date with political affairs 2.	.2 2.1	1							40	17	16
Making a theoretical contribution to science 2.									40	17	16
Obtaining recognition from my colleagues for contributions to my special											
field 2.	.2								40	17	16
Participating in a community action program 2.	.2 2.1	1							40	17	16
Writing original works (poems, novels, etc.) 2.									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											
	ASC S	Stand	dard						TFS	YFCY	CSS
Overall college experience 1.			2.5	2.10	3.5	4.8				18	12
Overall quality of instruction 1.				4.8	0.0					18	12
Relevance of coursework to everyday life 1.										18	12
Relevance of coursework to future career plans 1.										18	12
Respect for the expression of diverse beliefs 1.		0 2	2.11							18	12
Racial/ethnic diversity of faculty 1.										18	
Racial/ethnic diversity of student body 1.										18	12
Availability of campus social activities 2.		ó								18	12
Interaction with other students 2.										18	12
Overall sense of community among students 2.			3.6							18	12
Your social life 2.										18	
Class size 2.										18	12
Amount of contact with faculty 3.	.1 3.0	54	4.7	4.8						18	12
What is your overall grade average? 2.			2.10							19	
. 0 0	ZASC S								TFS	YFCY	CSS
Transferred from another institution 1.		0 2								20	
Failed one or more courses 2.										20	
Participate/participated in student government 2.			2.3	2.13	2.2				41	20	6
Socialize with someone of another racial/ethnic group 2.									41	20	
Sought personal counseling 2.		3								20	
Enrolled in a formal program where a group of students take two or more											
courses together (e.g., FIG, learning cluster, learning community, linked											
courses) 2.	.2 2.3	3 2	2.5	2.11						20	
Enrolled in a remedial or developmental course 2.	.2 2.3	3 2	2.5	1.5	2.10					20	6
Enrolled in an honors or advanced course 2.		3 2	2.5	1.5	2.10					20	6
Had a roommate of a different race/ethnicity 2.	.2 1.5	5 2	2.13	2.11					41	20	6
Participated in an academic support program 2.		1 2	2.5						41	20	6
Participated in leadership training 2.		3 2	2.11							20	6
Participated in student groups/clubs 2.	.2 2.1	3							41	20	6
Taken a course or first-year seminar designed to help first-year students											
adjust to college 2.	.2 2.3	3 2	2.5							20	
Voted in the 2008 presidential election 2.	.2									20	6
Been/be satisfied with this college overall 2.	.3 1.2	2 2	2.10	3.1	4.8	2.5	2.11		41	20	12
Play/played club, intramural, or recreational sports 2.	.3 2.1	1 3	3.5	2.13					41	20	6
Play/played intercollegiate athletics (e.g., NCAA or NAIA-sponsored) 2.	.3 2.1	1 3	3.5	2.13	2.3					20	6
Strengthened your religious beliefs/convictions 2.	.3 2.1	3								20	
Participate in volunteer or community service work 2.	.4 3.5	5 2	2.3	2.2	2.5	2.11	2.13	2.10	41	20	5
Change career choice 2.	.5								41	20	
Decided to pursue a different major 2.										20	
Needed extra time to complete your degree requirements 2.		3							41	20	
Remained undecided about a major 2.	.5									20	

Since entering this college have you: (Yes, No)	WAS	C Sta	ndard	l			TFS	YFCY	CSS
Worked full-time while attending school	2.5	2.10						20	6
Join/joined a social fraternity or sorority	3.5	2.11	2.5	2.13			41	20	6
Since entering this college, indicate how often you: (Frequently, Occasionally,									
·		C Sta	ndard	l			TFS	YFCY	CSS
Had difficulty getting along with your roommate(s)/housemate(s)								21	
Went home for the weekend		2.5	2.13					21	5
Communicated regularly with your professors		2.3	2.4	2.5	3.1		41	21	5
Negative feedback about your academic work		2.5						21	18
Received advice/counseling from another student	2.2							21	
Received from your professor: Negative feedback about your academic work	っ っ	2.5						21	18
Received from your professor. Negative reedback about your academic work.		2.5	2.9					21	10
Spoke up in class		2.3	2.5					21	
Turned in course assignment(s) late		2.4	2.3	2.5				21	
Received from your professor: Advice or guidance about your educational	<i></i>	2.5	2.1	2.5				21	
program.	23	2.4	2.5	4.2				21	18
Received from your professor: Emotional support or encouragement		2.1	2.0	1.2				21	18
Respect (treated you like a colleague/peer)								21	18
Skipped class		2.5					27	21	
Discuss/discussed course content with students outside of class		2.11	22				41	21	5
Fell asleep in class		2.5	2.6				11	21	5
Had difficulty enrolling in the courses you need		2.13						21	U
Turned in course assignments that did not reflect your best work		2.5	2.6					21	
Instant messaged/texted during class								21	
Witnessed academic dishonesty/cheating		2.11						21	
Received advice or guidance about your educational program								21	18
Worked with an academic advisor to select your		2.2	2.5	2.13				21	
Work/worked on a professor's research project	3.5	2.2	2.3	2.5	2.9	2.11	41	21	5
If you could make your college choice over, would you still choose to enroll									
8	1.2							22	27
- j - n - n - j n	2.10						5	24	
What year did you first enter?	WAS	C Sta	ndard				TFS	YFCY	CSS
This college								25	
Your first college	2.10							25	
	2.10						1	26	32
0.5	2.10						3	27	
	2.10						33	28	
, , , , ,	2.10						6		
	2.10						8		
	2.10						9		
	2.10						12		
	2.10						14		
0,	2.10						15		
1	2.10						16		
	2.10						17		
	2.10						18		
During high school (grades 9-12) how many years did you study each of the									
Č,		2.4	2.5	2.10			19		
What is your overall grade average?	2.5						19		

How many Advanced Placement courses or exams did you take in high									
school?	2.10						20		
What is the highest academic degree that you intend to obtain?	2.5	2.10					21		
How would you describe the racial composition of the high school you last									
attended?	2.10						22		
How would you describe the racial composition of the neighborhood where									
you grew up?	2.10						22		
What is your best estimate of your parents' total income last year? Consider									
income from all sources before taxes.	2.5	2.10					24		
Work with other students on class assignment	s 2.3	2.2	2.4	2.5	2.6	2.9	31		5
In deciding to go to college, how important to you was each of the following	;								
reasons: (Very Important, Somewhat Important, Not Important)	WA	SC Sta	Indarc	l			TFS	YFCY	CSS
To gain a general education and appreciation of idea	s 2.2	2.3	2.5				36		
To learn more about things that interest me	e 2.2	2.3					36		
To make me a more cultured person	n 2.2	2.3					36		
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)			Indarc	l			TFS	YFCY	CSS
Reading for pleasur		2.3	2.11				37		9
Working for pa	y 2.5						37		
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)	WA	SC Sta	ındarc	l			TFS	YFCY	CSS
A visit to the campu	s 2.11						38		
I was admitted through an Early Action or Early Decision program	n 2.10	2.11					38		
I was attracted by the religious affiliation/orientation of the colleg	e 2.11						38		
The athletic department recruited me	e 2.11						38		
The college has a good reputation for its social activitie	s 2.11						38		
This college has a very good academic reputation	n 2.2	2.3					38		
This college's graduates gain admission to top graduate/professional school		2.3					38		
This college's graduates get good job	s 2.2	2.3					38		

What is your best guess as to the chances that you will: (Very Good Chance,							
Some Chance, Very Little Chance, No Chance)		SC Sta	ndard	l	TFS	YFCY	CSS
Seek personal counselin					41		
Make at least a "B" averag		2.5			41		
Discuss course content with students outside of clas					41		6
Have/had a roommate of different race/ethnicit			<u> </u>		41		6
Join/joined a social fraternity or sororit		2.2	2.5	2.11	41		6
Participate/participated in a study abroad program		3.5	2.11		41		6
Participate/participated in student clubs/group					41		6
Participate/participated in student protests or demonstration					41		13
Socialize with someone of another racial/ethnic group					41		
Change major fiel					41		
Get a job to help pay for college expense					41		
Work full-time while attending colleg	e 2.5				41		
Please rate your satisfaction with this institution on each of the aspects of							
college life listed below: (Very Satisfied, Satisfied, Neutral, Dissatisfied, Very	XX 77 A 4		, ,		TTO	VECN	CSS
Dissatisfied, Can't Rate/No Experience)		SC Sta			1F5	YFCY	CSS
General education or core curriculum course			4.8				1
Library facilitie		3.6					1
Student housing facilities (residence halls, etc.		0.11	0.12	2.6			1
Career counseling and advisin		2.11	2.13	3.6			1
Humanities course		0.12	2.6				1
Job placement for student Science and mathematics course		2.13	5.0				1
Science and mathematics course Social science course							1
Computer facilities and service							1
							1
What year did you first enter	2.10						2
What year did you first enter Please indicate your enrollment status below:							2 3
What year did you first enter Please indicate your enrollment status below: Expected Graduation Date:	2.10 2.10 2.10	SC Sta	ndard		TFS	YFCY	2 3 4
What year did you first enter Please indicate your enrollment status below: Expected Graduation Date: How often have you: <i>(Frequently, Occasionally, Not at all)</i>	2.10 2.10 2.10 WAS	SC Sta	ndard	l	TFS	YFCY	2 3 4 CSS
What year did you first enter Please indicate your enrollment status below: Expected Graduation Date: How often have you: <i>(Frequently, Occasionally, Not at all)</i> Challenged a professor's ideas in class	2.10 2.10 2.10 WAS s 4.7		ndard	1	TFS	YFCY	2 3 4 CSS 5
What year did you first enter Please indicate your enrollment status below: Expected Graduation Date: How often have you: <i>(Frequently, Occasionally, Not at all)</i> Challenged a professor's ideas in class Failed to complete homework on time	2.10 2.10 2.10 WAS s 4.7 e 2.3	SC Sta 2.6	ndard	1	TFS	YFCY	2 3 4 CSS 5 5
What year did you first enter Please indicate your enrollment status below: Expected Graduation Date: How often have you: <i>(Frequently, Occasionally, Not at all)</i> Challenged a professor's ideas in class	2.10 2.10 2.10 WAS s 4.7 e 2.3 s 4.7		ndard	1	TFS	YFCY	2 3 4 CSS 5
What year did you first enter Please indicate your enrollment status below: Expected Graduation Date: How often have you: <i>(Frequently, Occasionally, Not at all)</i> Challenged a professor's ideas in class Failed to complete homework on tim Felt intimidated by your professor	2.10 2.10 2.10 WAS s 4.7 e 2.3 s 4.7 s 4.7		ndard		TFS	YFCY	2 3 4 CSS 5 5 5 5
What year did you first enter Please indicate your enrollment status below: Expected Graduation Date: How often have you: <i>(Frequently, Occasionally, Not at all)</i> Challenged a professor's ideas in class Failed to complete homework on tim Felt intimidated by your professor Studied with other student	2.10 2.10 2.10 WAS \$ 4.7 \$ 4.7 \$ 4.7 \$ 4.7 \$ 2.4	2.6			TFS	YFCY	2 3 4 CSS 5 5 5 5 5 5
What year did you first enter Please indicate your enrollment status below: Expected Graduation Date: How often have you: <i>(Frequently, Occasionally, Not at all)</i> Challenged a professor's ideas in class Failed to complete homework on tim Felt intimidated by your professor Studied with other student Had difficulty getting the courses you need	2.10 2.10 2.10 WAS \$ 4.7 \$ 4.7 \$ 4.7 \$ 4.7 \$ 2.4 \$ 2.2	2.6	2.5			YFCY	2 3 4 CSS 5 5 5 5 5 5
What year did you first enter Please indicate your enrollment status below: Expected Graduation Date: How often have you: (Frequently, Occasionally, Not at all) Challenged a professor's ideas in class Failed to complete homework on tim Felt intimidated by your professor Studied with other student Had difficulty getting the courses you need Worked on independent study project	2.10 2.10 2.10 WAS \$ 4.7 \$ 4.7 \$ 4.7 \$ 4.7 \$ 4.7 \$ 2.4 \$ 2.2 WAS	2.6 2.3 SC Sta	2.5				2 3 4 CSS 5 5 5 5 5 5 5 5 5 5
What year did you first enter Please indicate your enrollment status below: Expected Graduation Date: How often have you: (Frequently, Occasionally, Not at all) Challenged a professor's ideas in class Failed to complete homework on tim Felt intimidated by your professor Studied with other student Had difficulty getting the courses you need Worked on independent study project Since entering this college have you: (Yes, No)	2.10 2.10 2.10 WAS \$ 4.7 \$ 4.7 \$ 4.7 \$ 4.7 \$ 2.2 WAS \$ 1.5	2.6 2.3 SC Sta	2.5 .ndard				2 3 4 CSS 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
What year did you first enter Please indicate your enrollment status below: Expected Graduation Date: How often have you: (Frequently, Occasionally, Not at all) Challenged a professor's ideas in class Failed to complete homework on tim Felt intimidated by your professor Studied with other student Had difficulty getting the courses you need Worked on independent study project Since entering this college have you: (Yes, No) Transferred from a 4-year college	2.10 2.10 2.10 WAS s 4.7 e 2.3 s 4.7 d 2.4 s 4.7 d 2.4 s 2.2 WAS e 1.5 e 1.5	2.6 2.3 SC Sta 2.10	2.5 .ndard				2 3 4 CSS 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 6 6
What year did you first enter Please indicate your enrollment status below: Expected Graduation Date: How often have you: (Frequently, Occasionally, Not at all) Challenged a professor's ideas in class Failed to complete homework on tim Felt intimidated by your professor Studied with other student Had difficulty getting the courses you need Worked on independent study project Since entering this college have you: (Yes, No) Transferred from a 4-year colleg Transferred from a community colleg	2.10 2.10 2.10 WAS s 4.7 e 2.3 s 4.7 s 4.7 d 2.4 s 2.2 WAS e 1.5 e 1.5 n 2.10	2.6 2.3 SC Sta 2.10	2.5 .ndard				2 3 4 CSS 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 6 6 6
What year did you first enter Please indicate your enrollment status below: Expected Graduation Date: How often have you: (Frequently, Occasionally, Not at all) Challenged a professor's ideas in class Failed to complete homework on tim Felt intimidated by your professor Studied with other student Had difficulty getting the courses you need Worked on independent study project Since entering this college have you: (Yes, No) Transferred from a 4-year colleg Taken courses for credit at another institution Transferred from a community colleg Withdrawn from school temporaril	2.10 2.10 2.10 WAS s 4.7 e 2.3 s 4.7 s 4.7 d 2.4 s 2.2 WAS e 1.5 e 1.5 e 1.5 e 1.5 e 2.10 e 2.10 y 2.11	2.6 2.3 SC Sta 2.10 2.14	2.5 .ndard				2 3 4 CSS 5 5 5 5 5 5 5 5 5 5 5 5 5 5 6 6 6 6
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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)	WASC Standard TFS	YFCY	CSS
Career planni	ng 2.3		9
Housework/childca			9
Talking with faculty during office how	nrs 4.7		9
Compared with when you entered this college, how would you now descril	e		
your: (Much Stronger, Stronger, No Change, Weaker, Much Weaker)	WASC Standard TFS	YFCY	CSS
Ability to get along with people of different races/cultur	es 2.2 2.3 2.5 2.11		10
Ability to manage your time effective	ely 2.2 2.3 2.5 2.11 2.13		10
Ability to think critica	lly 2.2 2.4 2.5		10
Foreign language abil	ty 2.2 2.3		10
Interpersonal sk	lls 2.2 2.5		10
Preparedness for employment after colle	ge 2.2 2.5 2.13		10
Preparedness for graduate or advanced educati	on 2.2 2.5		10
Understanding of the social problems facing our nati	on 2.2 2.3 2.5 1.5 2.11		10
Please indicate the extent to which you agree or disagree with the following			
statements: (Strongly Agree, Agree, Disagree, Strongly Disagree)	WASC Standard TFS	YFCY	CSS
Faculty feel that most students here are well-prepared academica	lly 1 5		11
I have been singled out because of my race/ethnicity, gender, religio			11
affiliation sexual orientati			11
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)	WASC Standard TFS	YFCY	CSS
Ability to find a faculty or staff men		11.01	12
Courses in your major fie			12
Size of student populati			12
How often have you: (Frequently, Occasionally, Not at all)	WASC Standard TFS	YFCY	CSS
		IFCI	13
Participated in student protests or demonstration	118 2.2 2.3		15
Pate nonrealf on each of the following traits as some and with the			
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	WASC Standard TES	VECV	C 99)
yourself: (Highest 10%, Above Average, Average, Below Average, Lowest 10%)		YFCY	CSS
Persister			14
Risk-taki	0		14
Indicate the importance to you personally of each of the following: (Essenti		VECN	000
Very Important, Somewhat Important, Not Important)	WASC Standard TFS	YFCY	CSS
Integrating spirituality into my l	fe 2.2 2.3 2.11		16

A letter of recommendation 2.3 18 Advice or guidance about your educational program 2.5 2.4 18 An opportunity to phych charsome draming 0st "enable" issues 2.2 2.3 2.4 4.7 18 An opportunity to scass coursevork outside of class 2.2 2.3 2.4 2.5 2.9 2.11 3.1 18 An opportunity to work on a research project 2.3 4.7 18	How often have professors at your college provided you with: (Frequently,										
Advice or guidance about your educational program 2.3 2.4 4.7 18 An opportunity to apply classoom learning to "ral-life" issues 22 2.5 2.4 4.7 18 An opportunity to ownork on a research projet 2.3 4.7 1 18 An opportunity to ownork on a research projet 2.3 4.7 1 18 Encotoragement to prosse graduate/professional study 2.3 2.4 5.1 3.1 4.7 18 Feedback on your academic work (outside of grades) 2.2 2.3 2.4 3.1 4.7 18 (Continued) How othen have professional goals 2.2 2.3 2.4 2.5 5.1 4.7 18 (Continued) How othen have professional about your skild and abbites 2.2 2.3 2.4 2.6 5.1 4.7 18 (Continued) How othen have professional about your skild and abbites 2.2 2.3 2.4 2.6 5.1 4.7 8 (Continued) How othen have professional about your skild and abbites 2.2 2.3 2.4 2.6 5.1 4.7 4.8 18 (Received from your professional about your skild and abbites 2.2 2.3 2.4 2.6 5.1 4.7 1	Occasionally, Not At All)	VASC	Star	ndard					TFS	YFCY	CSS
An opportunity to apply classroom learning to "real-life" issues 22 2.3 2.4 4.7 18 An opportunity to affolds 22 2.5 2.4 2.5 2.9 2.11 3.1 18 An opportunity to work on a research projet 2.5 4.7 18	A letter of recommendation 2.	.3									18
An opportanity to discuss coursework outside of Class 2.2 2.3 2.4 2.5 2.9 2.11 3.1 IPPENDENDENDENDENDENDENDENDENDENDENDENDENDE	Advice or guidance about your educational program 2.	.3 2	.4								18
An opportunity to discuss coursework outside of lass 2.2 2.3 2.4 2.5 2.9 2.11 3.1 IS An opportunity to work on a research project 2.3 4.7 IS Innotional support and encouragement 2.3 4.7 ISS Innotional support and encouragement 2.3 4.7 ISS Innotional support and encouragement 2.3 4.7 ISS Freedback on your academic work (outside of grades) 2.2 2.3 2.4 2.10 2.11 2.13 3.1 ISS (Continued) How often have professions. WASC Standard ISS 2.6 3.1 4.7 ISS Help in achieving your professional subply 2.3 2.4 2.3 2.4 2.10 2.11 2.13 3.1 ISS (Continued) How often have professions. WASC Standard ISS 2.6 3.1 4.7 ISS Help in chieving your professional subport and and bitics 2.2 2.5 2.4 2.5 2.6 3.1 4.7 ISS Hender feedback about your satus and abilities 2.2 2.5 2.4 2.5 2.6 3.1 4.7 ISS Hender feedback about your satus and abilities 2.2 2.5 2.6 3.1 4.7 ISS Hender feedback about your satus and abilities 2.2 2.5 2.4 2.5 2.6 3.1 4.7 ISS Hender feedback about your sature and and bities 2.2 2.5 ISS 2.6 3.1 4.7 ISS Hender feedback about your academic work 2.2 2.5 ISS 2.6 3.1 4.7 ISS Reserved from your professore. Emotional support or encouragement 2.3 Reserved from your professore. Emotional support or encouragement 2.3 Reserved from your professore. Emotional support or encouragement 2.3 Reserved from your professore. Emotional support and are the following considerations: (Eisential, Very Important, Somerbatt Important, So	An opportunity to apply classroom learning to "real-life" issues 2.	.2 2	.3	2.4	4.7						18
An opportunity to work on a research projet 2.3 4.6 18 Envoitional support and encouragement 2.3 4.6 18 Incouragement to pursue graduate/ professional study 2.3 2.4 2.1 2.1 2.1 2.1 1.1 18 Peedback on your academic work (outside of grades) 2.2 2.3 2.4 2.0 2.1 2.1 2.1 1.1 18 (Continued) How often have professors. WASC Standard TPS VFCV CSS Illelp to improve your study skills 2.2 2.3 2.4 2.6 3.1 4.7 18 Illonest feedback about your academic work 2.2 2.5 2.6 3.1 4.7 18 Received from your professor. WASC Standard TPS VFCV CSS Received from your professor. Environal support or encouragement 2.3 4.6 4.7 4.8 18 Men thinking about your career path after college, how important are the following considerning: 2.2 2.4 2.4 2.4 2.2 2.4 2.2 Ment uhiking about your career path after college, how important are the following coll change 2.2 2.4 2.2 2.4 2.2 2.4			.3	2.4	2.5	2.9	2.11	3.1			18
Impoinned support and encouragement 2.3 4.6 18 Bincouragement to pursue graduatc/professional suby 2.3 2.4 2.5 2.6 3.1 4.7 18 Ifediback on your academic work (outside of grads 2.2 2.3 2.4 2.10 2.11 2.13 3.1 18 (Continued) How often have professors WASC Standard TIS VFCV CSS Help to improve your study skills 2.2 2.3 2.4 2.5 3.1 4.7 18 If continued / How often have professors WASC Standard TIS VFCV CSS Meet thinking about your carcer path after college, how important are the following considerations: (Eisentid, V ey Important. Nat 18 18 Ment thinking about your carcer path after college, how important are the following considerations: (Eisentid, V ey Important. Somewhat Important are the following considerations: (Eisentid, V ey Important Careativity and initiative 2.2 2.4 22 24 22 Ment thinking about your carcer path after college, how important are the following considerations: (Eisentid, V ey Important. Nat TTS YFCY CSS 100work considerations: (Eisentid, V ey Important are the following considerations: (Eisentid, V ey Important. Nat TTS YFCY CSS	An opportunity to publish 2.	.2 2	.4	2.5	4.7						18
Hacouragement to pursue graduate/professional study 2.3 2.4 2.1 2.4 2.1 2.4 2.1 2.4 2.1 2.4 2.1 2.1 1.1 <td></td> <td></td> <td>.7</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>18</td>			.7								18
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