



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.

		Question placement on instrument		
CFR	Item	TFS	YFCY	CSS
1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning. The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.	General knowledge		1	10
	Your overall academic experience		6	
	Understand what your professors expect of you academically		8	
	Develop effective study skills		8	
	Adjust to the academic demands of college		8	
	Manage your time effectively		8	
	Faculty here are interested in: Students' academic problems		12	11
	Staff here are interested in: Students' academic problems		12	
	Relevance of coursework to everyday life		18	12
	Relevance of coursework to future career plans		18	12
	Overall quality of instruction		18	12
	Respect for the expression of diverse beliefs		18	12
	Overall college experience		18	12
	Been satisfied with this college overall		20	
	If you could make your college choice over, would you still choose to enroll at this college		22	27
Be satisfied with your college	41			
General education or core curriculum courses			1	
CIRP Constructs: College Reputation Orientation				
CFR	Item	TFS	YFCY	CSS
1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.	My college experiences have exposed me to diverse opinions, cultures, and values		12	
	Had intellectual conversations outside of class		13	17

WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

CFR	Item	Question placement on instrument		
		TFS	YFCY	CSS
1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.	Knowledge of people from difference races/cultures		1	10
	Understanding of the problems facing your community		1	10
	Understanding of global issues		1	10
	Understanding of national issues		1	
	Develop close friendships with students of a different racial/ethnic group		8	
	Ability to see the world from someone else's perspective	29	9	
	Tolerance of others with different beliefs	29	9	
	Openness to having my own views challenged	29	9	
	Ability to discuss and negotiate controversial issues	29	9	
	Ability to work cooperatively with diverse people	29	9	
	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 placement on instrument		
CFR	Item	TFS	YFCY	CSS
(Continued) 1.5 Education and co-curricular	Taken a women's studies course			6
	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 affiliation sexual orientation			11
	Faculty feel that most students here are well-prepared academically			11
	CIRP Constructs: Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Pluralistic Orientation and Sense of Belonging			
CFR	Item	TFS	YFCY	CSS
1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds.	The admission/recruitment materials portrayed this campus accurately		12	

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 2: Achieving Educational Objectives Through Core Functions

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

CFR	Item	Question placement on instrument		
		TFS	YFCY	CSS
<p>2.2 All degrees, undergraduate and graduate, awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.</p> <p>2.2a Baccalaureate program engage students in an integrated course of study of sufficient breadth and depth to prepare them for work citizenship, and a fulfilling life. These program also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication, college-level quantitative skills, information literacy, and the habit of critical analysis of data and argument. In addition, baccalaureate program actively foster an understanding of diversity, civic responsibility, the ability to work with others, and the capability to engage in lifelong learning. Baccalaureate program also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate program.</p>	Analytical/problem-solving skills		1	10
	General knowledge		1	10
	Knowledge of a particular field or discipline		1	10
	Knowledge of people from difference races/cultures		1	10
	Understanding of global issues		1	10
	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	
	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	
	Other college personnel		2	
	That your courses inspired you to think in new ways		4	
	Academic advising		6	1
	Tutoring or other academic assistance		6	1
	Your overall academic experience		6	
	Academic ability	28	7	14
	Artistic ability	28	7	14
	Computer skills	28	7	14
	Creativity	28	7	14
	Drive to achieve	28	7	14
	Leadership ability	28	7	14
	Mathematical ability	28	7	14
	Public speaking ability	28	7	14
	Self-confidence (intellectual)	28	7	14
	Self-confidence (social)	28	7	14
	Self-understanding	28	7	14
	Spirituality	28	7	14
	Understanding of others	28	7	14
	Writing ability	28	7	14
	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	29	9		
Ability to see the world from someone else's perspective	29	9		
Ability to work co-operatively with diverse people	29	9		

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
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	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	
	Adopting "green" practices to protect the environment	40	17	16
	Becoming a community leader	40	17	16
	Becoming accomplished in one of the performing arts (acting, dancing, etc.)	40	17	16
	Becoming an authority in my field	40	17	16
	Becoming involved in program to clean up the environment	40	17	16
	Becoming successful in a business of my own	40	17	16
Creating artistic work (painting, sculpture, etc.)	40	17	16	

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
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	19		
	Work with other students on class assignments	31		
	To gain a general education and appreciation of ideas	36		
	To learn more about things that interest me	36		
	To make me a more cultured person	36		
	Reading for pleasure	37		9

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
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	38		
	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, 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	

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
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-Concept, Pluralistic Orientation, Civic Awareness and Social Agency			
CFR	Item	TFS	YFCY	CSS
2.3 The institution's student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are reflected in academic program and policies, curriculum, advisement, library and information resources, and the wider learning environment.	General knowledge		1	10
	Knowledge of a particular field or discipline		1	10
	Knowledge of people from difference races/cultures		1	10
	Understanding of global issues		1	10
	Understanding of the problems facing your community		1	10
	Ability to works part of a team		1	
	Understanding of national issues		1	
	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	28	7	14
	Self-understanding	28	7	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	27	10	5
	Performed community service as part of class	27	10	5
	Studied with other students	27	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	31	15		
Evaluate the quality or reliability of information you received	31	15		

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
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	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	
	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	
	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	41	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	31		5
	To gain a general education and appreciation of ideas	36		
	To learn more about things that interest me	36		
	To make me a more cultured person	36		
	Reading for pleasure	37		9
	This college has a very good academic reputation	38		
	This college's graduates gain admission to top graduate/professional schools	38		
	This college's graduates get good jobs	38		

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
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 Orientation and Civic Awareness				

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
CFR	Item	TFS	YFCY	CSS
2.4 The institution's expectations for learning and student attainment are developed and widely shared among its members, including faculty, students, staff, and where appropriate, external stakeholders. The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.	Academic advisors/counselors		2	
	Faculty during office hours		2	
	Faculty outside of class or office hours		2	
	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	
	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	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	
	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	

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
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	19		
	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	
CIRP Constructs: Habits of Mind, Academic Self-Concept, Faculty Interaction and Civic Awareness				

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
CFR	Item	TFS	YFCY	CSS
2.5 The institution's academic program actively involve students in learning, challenge them to meet high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.	Analytical/problem-solving skills		1	10
	General knowledge		1	10
	Knowledge of a particular field or discipline		1	10
	Knowledge of people from difference races/cultures		1	10
	Understanding of global issues		1	10
	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	
	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	
	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	

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument			
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	

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
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 <u>not</u> 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	

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
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 Interaction, Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Pluralistic Orientation, Academic Self-Concept and Social Self-Concept			
CFR	Item	TFS	YFCY	CSS
2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work	Failed to complete homework on time		5	
	Studied with other students	27	10	5
	Come late to class	27	10	5
	Fell asleep in class		10	5
	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 Academic Self-Concept				

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
CFR	Item	TFS	YFCY	CSS
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.	That your courses inspired you to think in new ways		4	
	Ability to discuss and negotiate controversial issues	29	9	
	Ability to see the world from someone else's perspective	29	9	
	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	31	15	
	Work on a professor's research project		21	5
	Received tutoring		21	
	Work with other students on class assignments	31		
An opportunity to discuss course work outside of class			18	
CIRP Constructs: Habits of Mind, Pluralistic Orientation and Social Agency				
CFR	Item	TFS	YFCY	CSS
2.10 The institution collects and analyzes student data, disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences.	Close friends at this institution		2	
	Close friends not at this institution		2	
	How would you characterize your political views	35	5	28
	Adjust to the academic demands of college		8	
	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	
	Develop effective study skills		8	
	Get to know faculty		8	
	Manage your time effectively		8	
	Understand what your professors expect of you academically		8	
	Utilize campus services available to students		8	
	Performed community service	27	10	5
	My college experiences have exposed me to diverse opinions, cultures, and values		12	
	Had guarded, cautious interactions		13	17
	Had intellectual discussions outside of class		13	17
	Had meaningful and honest discussions about race/ethnic relations outside of class		13	17
	Had tense, somewhat hostile interactions		13	17

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
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	41	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	5	24	
	This college		25	
	Your first college		25	
	Your sex	1	26	32
	Is English your native language	3	27	
	Are you (mark all races that apply)	33	28	
	How many miles is this college from your permanent home	6		
	What were your scores on the SAT I and/or ACT	8		
	From what kind of high school did you graduate	9		
	Where do you plan to live during the fall term	12		
	Were you accepted by your first choice college	14		
	Is this college your: first, second choice	15		
	Citizenship status	16		
	Are you a veteran	17		
	Are your parents	18		
	During high school (grades 9-12) how many years did you study each of the following subjects (Mark one for each item)	19		
	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	22		
	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	

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
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 institution develops and assesses its co-curricular program.	Knowledge of people from difference races/cultures		1	10
	Understanding of the problems facing your community		1	10
	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		6	1
	Leadership ability	28	7	14
	Understanding of others	28	7	14
	Ability to discuss and negotiate controversial issues	29	9	
	Ability to see the world from someone else's perspective	29	9	
	Ability to work co-operatively with diverse people	29	9	
Openness to having my own views challenged	29	9		

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
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	27	10	
	Drank wine or liquor	27	10	
	Felt depressed	27	10	
	Felt overwhelmed by all you had to do	27	10	
	Smoked cigarettes	27	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	

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
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

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
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, Negative Cross-Racial Interaction, Civic Awareness and Social Self-Concept			
CFR	Item	TFS	YFCY	CSS
2.12 The institution ensures that all students understand the requirements of their academic program and receive timely, useful, and regular information and advising about relevant academic requirements.	Academic advisors/counselors		2	
	Academic advising		6	1
	Availability of Internet access		6	1
	Computer facilities and services		6	1
	Financial aid office		6	1
	Financial aid package		6	1
	Laboratory facilities and equipment		6	1
CFR	Item	TFS	YFCY	CSS
2.13 Student support services, including financial aid, registration, advising, career counseling, computer labs, and library and information services, are designed to meet the needs of the specific types of students that the institution serves and the curricula it offers.	Leadership opportunities		6	1
	Opportunities for community service		6	1
	Psychological counseling services		6	1
	Quality of computer training/assistance		6	1
	Recreational facilities		6	1
	Student health services		6	1
	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
	Self-confidence (social)	28	7	14
	Self-understanding	28	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		

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question placement on instrument		
CFR	Item	TFS	YFCY	CSS
(Continued) 2.13 Student Support Services	Most students here are treated like "numbers in a book"		12	
	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	41	20	
	Played club, intramural, or recreational sports	41	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 students provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.	Transferred from another institution		20	
	Transferred from a community college			6
	Transferred from a 4-year college			6

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NOTES:

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

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

CFR	Item	Question placement on instrument		
		TFS	YFCY	CSS
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 during office hours		2	
	Faculty outside of class or office hours		2	
	Academic advisors/counselors		2	
	Other college personnel		2	
	Graduate students/teaching assistants		2	
	Get to know faculty		8	
	Asked a professor for advice after class		10	5
	Most students here are treated like "numbers in a book"		12	
	Faculty here are interested in: Students' academic problems		12	11
	Staff here are interested in: Students' academic problems		12	11
	Amount of contact with faculty		18	12
	Been satisfied with this college overall	41	20	
	Had difficulty enrolling/getting in the courses you need		21	5
	Communicated regularly with your professors	41	21	5
	Received advice or guidance about your educational program		21	18
	Worked with an academic advisor to select your courses		21	
	Help in achieving your professional goals			18
	An opportunity to discuss coursework outside of class			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	
Encouragement to pursue graduate/professional study			18	
CIRP Constructs: Faculty Interaction				
3.5 The institution has a history of financial stability, unqualified independent financial audits and resources sufficient to ensure long-term viability. Resources are aligned with educational purposes and objectives. If an institution has an accumulated deficit, it has realistic plans to eliminate that deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.	Recreational facilities		6	1
	Utilize campus services available to students		8	
	Used the Internet: For research or homework	27	10	5
	Exercising or sports	37	11	9
	Overall college experience		18	12
	Played club, intramural, or recreational sports	41	20	6
	Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	41	20	6
	Participate/participated in student government?	41	20	6
	Join a social fraternity or sorority?	41	20	6
	Participate/participated in volunteer or community service work?	41	20	13
	Participate/participated in student clubs/groups?	41	20	
	Work on a professor's research project?	41	21	5
	Participate/participated in a study abroad program?	41		6

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

CFR	Item	Question placement on instrument		
		TFS	YFCY	CSS
3.6 The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. These information resources, services and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. For both on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered.	Quality of computer training/assistance		6	1
	Academic advising		6	1
	Tutoring or other academic assistance		6	1
	Student housing office/services		6	1
	Financial aid office		6	1
	Student health services		6	1
	Computer facilities/labs		6	1
	Library facilities and services		6	
	Orientation for new students		6	
	Computer skills	28	7	14
	Utilize campus services available to students		8	
	Used the Internet: For research or homework	27	10	5
	Used the Internet: To read news sites		10	
	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 technology resources	Computer facilities/labs		6	1
	Quality of computer training/assistance		6	1
	Availability of Internet access		6	
	Used the Internet: For research or homework	27	10	5
	To read news sites		10	

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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.

		Question placement on instrument		
CFR	Item	TFS	YFCY	CSS
4.2 Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.	Utilize campus services available to students		8	
	Used the Internet: For research or homework	27	10	5
	Faculty here are interested in: Students' academic problems		12	11
	Faculty here are interested in: Students' personal problems		12	11
	Staff here are interested in: Students' academic problems		12	
	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 faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.	That your 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	
	Adjust to the academic demands of college		8	
	Manage your time effectively		8	
	Understand what your professors expect of you academically		8	
	Used the Internet: For research or homework	27	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
	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	
	Revise your papers to improve your writing	31	15	
	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

		Question placement on instrument		
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			18
CIRP Constructs: Faculty Interaction, Habits of Mind				
CFR	Item	TFS	YFCY	CSS
4.8 Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are regularly involved in the assessment of educational programs.	Your overall academic experience		6	
	Amount of contact with faculty		18	12
	Overall college experience		18	12
	Overall quality of instruction		18	12
	Relevance of coursework to everyday life		18	12
	Relevance of coursework to future career plans		18	12
	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				

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NOTES:

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Compared with when you entered this college, how would you now describe your: <i>(Much Stronger, Stronger, No Change, Weaker, Much Weaker)</i>										
	WASC Standard					TFS	YFCY	CSS		
General knowledge	1.2	2.2	2.3	2.5			1	10		
Ability to conduct research	2.2	2.5					1			
Ability to work as part of a team	2.2	2.3	2.5	2.11			1			
Analytical/problem-solving skills	2.2	2.5					1	10		
Critical thinking skills	2.2	2.5					1			
Knowledge of a particular field or discipline	2.2	2.5					1	10		
Knowledge of people from difference races/cultures	2.2	2.3	2.5	1.5	2.11		1	10		
Understanding of global issues	2.2	2.3	2.5	1.5			1	10		
Understanding of national issues	2.2	2.3	2.5	1.5			1			
Understanding of the problems facing your community	2.2	2.3	2.5	1.5	2.11		1	10		
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person): <i>(Daily, 2 or 3 times per week, Once a week, 1 or 2 times per month, 1 or 2 times per term, Never)</i>										
	WASC Standard					TFS	YFCY	CSS		
Close friends at this institution	2.10	2.11					2			
Close friends not at this institution	2.10						2			
Academic advisors/counselors	2.2	2.4	2.5	2.12	3.1		2			
Faculty during office hours	2.2	2.4	2.5	3.1			2			
Faculty outside of class or office hours	2.2	2.3	2.4	2.5	3.1		2			
Graduate students/teaching assistants	2.2	2.5	3.1				2			
Other college personnel	2.2	2.5	3.1				2			
Since entering this college, how often have you felt: <i>(Frequently, Occasionally, Not at all)</i>										
	WASC Standard					TFS	YFCY	CSS		
That your courses inspired you to think in new ways	2.2	2.3	2.4	2.5	2.9	4.7		4		
That your family responsibilities interfered with your schoolwork	2.4	2.5	4.7					4		
That your job responsibilities interfered with your schoolwork	2.4	2.5	2.11	4.7				4		
That your schoolwork interfered with your job responsibilities	2.4	2.5	4.7					4		
That your social life interfered with your schoolwork	2.4	2.5	2.11	4.7				4		
Isolated from campus life	2.5	2.11						4		
Lonely or homesick	2.5	2.11						4		
Unsafe on this campus	2.5	2.11						4		
Worried about your health	2.5	2.11						4		
How would you characterize your political views?	2.10					35	5	28		
Please rate your satisfaction with this institution on each of the aspects of college life listed below: <i>(Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Can't Rate/No Experience)</i>										
	WASC Standard					TFS	YFCY	CSS		
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						6	1	
Classroom facilities	1.7	2.3	2.13				6			
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		
Opportunities for community service	2.13							6	1	

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(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%)*

	WASC Standard					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	2.13				28	7	14
Self-understanding	2.2	2.3	2.13			28	7	14
Spirituality	2.2	2.3	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	2.5	2.10	4.7			8	
Develop effective study skills	1.2	2.2	2.5	2.10			8	
Manage your time effectively	1.2	2.2	2.5	2.10	4.7		8	
Understand what your professors expect of you academically	1.2	2.2	2.5	2.10	4.7		8	
Develop close friendships with female students	2.10	2.13					8	
Develop close friendships with male students	2.10	2.13					8	

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How has it been to you: <i>(Very Easy, Somewhat Easy, Somewhat Difficult, Very Difficult)</i>	WASC Standard								TFS	YFCY	CSS
Develop close friendships with students of a different racial/ethnic group	2.2	1.5	2.10	2.13						8	
Utilize campus services available to students	2.3	2.10	2.13	3.5	3.6	4.2				8	
Get to know faculty	2.5	2.10	3.1							8	
Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself: <i>(Highest 10%, Above Average, Average, Below Average, Lowest 10%)</i>											
	WASC Standard								TFS	YFCY	CSS
Ability to discuss and negotiate controversial issues	2.2	2.9	1.5	2.11					29	9	
Ability to see the world from someone else's perspective	2.2	2.9	1.5	2.11					29	9	
Ability to work cooperatively with diverse people	2.2	2.9	1.5	2.11					29	9	
Openness to having my own views challenged	2.2	2.9	1.5	2.11					29	9	
Tolerance of others with different beliefs	2.2	2.9	1.5	2.11					29	9	
How often have you: <i>(Frequently, Occasionally, Not at all)</i>											
	WASC Standard								TFS	YFCY	CSS
Performed community service	2.10								27	10	5
Attended a religious service	2.11	2.13							27	10	13
Drank beer	2.11								27	10	
Drank wine or liquor	2.11								27	10	
Felt depressed	2.11								27	10	
Felt overwhelmed by all you had to do	2.11								27	10	
Smoked cigarettes	2.11								27	10	
Asked a professor (teacher) for advice after class	2.2	2.4	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	2.11						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	2.11							27	10	5
Worked on a local, state, or national political campaign	2.2									10	
Come late to class	2.3	2.4	2.5	2.6					27	10	5
Had adequate sleep	2.5	2.11								10	
Maintained a healthy diet	2.5	2.11								10	
Fell asleep in class	2.6									10	5
Used the Internet: To read news sites	3.6									10	
To read news sites	3.7									10	

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How much time have you spent during a typical week doing the following activities: <i>(None, Less than 1 hour, 1-2, 3-5, 6-10, 11-15, 16-20, Over 20)</i>	WASC Standard	TFS	YFCY	CSS
Exercising or sports	2.11	37	11	9
Attending classes/labs	2.2 2.5		11	9
Student clubs and groups	2.2	37	11	9
Working (for pay) off campus	2.2		11	9
Working (for pay) on campus	2.2		11	9
Studying/homework	2.3	37	11	9
Talking with professors (faculty, teachers) outside of class	2.3	37	11	9
Volunteer work	2.3	37	11	9
Commuting	2.5		11	9
Household/childcare duties	2.5	37	11	
Online social networks (MySpace, Facebook, etc.)	2.5	37	11	9
Partying	2.5	37	11	9
Socializing with friends	2.5	37	11	9
Video/computer games	2.5	37	11	9
Watching TV	2.5	37	11	9
Please indicate the extent to which you agree or disagree with the following statements: <i>(Strongly Agree, Agree, Disagree, Strongly Disagree)</i>	WASC Standard	TFS	YFCY	CSS
I feel a sense of belonging with this college	1.5		12	11
I feel I am a member of this college	1.5		12	11
I have felt discriminated against based on my: Socio-economic status	1.5		12	
I have felt discriminated against based on my: Gender	1.5		12	
I have felt discriminated against based on my: Race/ethnicity	1.5		12	
I have felt discriminated against based on my: Religion	1.5 2.11		12	
I have felt discriminated against based on my: Sexual orientation	1.5 2.11		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	1.5		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	1.5		12	
There is a lot of racial tension on this campus	1.5 2.11		12	11
I have felt discriminated against based on my: Socio-economic status	2.11		12	
My college experiences have exposed me to diverse opinions, cultures, and values	2.2 2.3 2.4 1.5 2.10 2.11 1.4		12	
Faculty here are interested in: Students' personal problems	2.4		12	11
I have been able to find a balance between academics and extracurricular activities	2.4		12	
Most students here are treated like "numbers in a book"	2.4 2.5 2.11 2.13 4.2		12	
Staff here are interested in: Students' personal problems	2.4 4.2		12	
The admission/recruitment materials portrayed this campus accurately	2.4 1.7 2.11		12	
Faculty here are interested in: Students' academic problems	3.1 1.2		12	11
Staff here are interested in: Students' academic problems	3.1 1.2 2.3 2.5 4.2		12	11

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To what extent have you experienced the following with students from a racial/ethnic group other than your own: (<i>Very Often, Often, Sometimes, Seldom, Never</i>)	WASC Standard							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							13	17
Had guarded, cautious interactions	1.5	2.10	2.11						13	17
Had tense, somewhat hostile interactions	1.5	2.10	2.11						13	17
Shared personal feelings and problems	1.5	2.10							13	17
Socialized or partied	1.5	2.11							13	
Had meaningful and honest discussions about race/ethnic relations outside of class	2.2	1.5	2.10	2.11					13	17
Studied or prepared for class	2.2	1.5							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	
How often in the past year did you: (<i>Frequently, Occasionally, Not at all</i>)	WASC Standard							TFS	YFCY	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	2.3	2.4	2.5	2.6	2.9	4.7	31	15	
Seek feedback on your academic work	2.2	2.3	2.4	2.5	2.6	4.7		31	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: (<i>Essential, Very Important, Somewhat Important, Not Important</i>)	WASC Standard							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
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							40	17	16
Influencing the political structure	2.2							40	17	16

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(Continued) Indicate the importance	WASC Standard						TFS	YFCY	CSS		
Keeping up to date with political affairs	2.2	2.11					40	17	16		
Making a theoretical contribution to science	2.2						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	2.11					40	17	16		
Writing original works (poems, novels, etc.)	2.2						40	17	16		
Please rate your satisfaction with this institution on each of the aspects of college life listed below: <i>(Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Can't Rate/No Experience)</i>											
	WASC Standard						TFS	YFCY	CSS		
Overall college experience	1.2	2.3	2.5	2.10	3.5	4.8		18	12		
Overall quality of instruction	1.2	2.2	2.3	4.8				18	12		
Relevance of coursework to everyday life	1.2	4.8						18	12		
Relevance of coursework to future career plans	1.2	4.8						18	12		
Respect for the expression of diverse beliefs	1.2	2.10	2.11					18	12		
Racial/ethnic diversity of faculty	1.5							18			
Racial/ethnic diversity of student body	1.5							18	12		
Availability of campus social activities	2.11	3.6						18	12		
Interaction with other students	2.11	3.6						18	12		
Overall sense of community among students	2.11	2.13	3.6					18	12		
Your social life	2.11	2.13						18			
Class size	2.13	3.6						18	12		
Amount of contact with faculty	3.1	3.6	4.7	4.8				18	12		
What is your overall grade average?	2.4	2.5	2.10					19			
Since entering this college have you: <i>(Yes, No)</i>	WASC Standard						TFS	YFCY	CSS		
Transferred from another institution	1.5	2.10	2.14					20			
Failed one or more courses	2.11	2.13						20			
Participate/participated in student government	2.11	3.5	2.3	2.13	2.2		41	20	6		
Socialize with someone of another racial/ethnic group	2.11						41	20			
Sought personal counseling	2.11	2.13						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	2.5	2.11				20			
Enrolled in a remedial or developmental course	2.2	2.3	2.5	1.5	2.10			20	6		
Enrolled in an honors or advanced course	2.2	2.3	2.5	1.5	2.10			20	6		
Had a roommate of a different race/ethnicity	2.2	1.5	2.13	2.11			41	20	6		
Participated in an academic support program	2.2	2.11	2.5				41	20	6		
Participated in leadership training	2.2	2.3	2.11					20	6		
Participated in student groups/clubs	2.2	2.13					41	20	6		
Taken a course or first-year seminar designed to help first-year students adjust to college	2.2	2.3	2.5					20			
Voted in the 2008 presidential election	2.2							20	6		
Been/be satisfied with this college overall	2.3	1.2	2.10	3.1	4.8	2.5	2.11	41	20	12	
Play/played club, intramural, or recreational sports	2.3	2.11	3.5	2.13				41	20	6	
Play/played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	2.3	2.11	3.5	2.13	2.3			20	6		
Strengthened your religious beliefs/convictions	2.3	2.13						20			
Participate in volunteer or community service work	2.4	3.5	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	2.5							20			
Needed extra time to complete your degree requirements	2.5	2.13						41	20		
Remained undecided about a major	2.5							20			

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Since entering this college have you: <i>(Yes, No)</i>	WASC Standard					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: <i>(Frequently, Occasionally, Not at all)</i>	WASC Standard					TFS	YFCY	CSS
Had difficulty getting along with your roommate(s)/housemate(s)	2.11	2.13					21	
Went home for the weekend	2.11	2.5	2.13			21	5	
Communicated regularly with your professors	2.2	2.3	2.4	2.5	3.1	41	21	5
Negative feedback about your academic work	2.2	2.5					21	18
Received advice/counseling from another student	2.2						21	
Received from your professor: Negative feedback about your academic work	2.2	2.5					21	18
Received tutoring	2.2	2.5	2.9				21	
Spoke up in class	2.2	2.4	2.5				21	
Turned in course assignment(s) late	2.2	2.3	2.4	2.5			21	
Received from your professor: Advice or guidance about your educational program	2.3	2.4	2.5	4.2			21	18
Received from your professor: Emotional support or encouragement	2.3						21	18
Respect (treated you like a colleague/peer)	2.3						21	18
Skipped class	2.3	2.5				27	21	
Discuss/discussed course content with students outside of class	2.4	2.11	2.2			41	21	5
Fell asleep in class	2.4	2.5	2.6				21	5
Had difficulty enrolling in the courses you need	2.4	2.13	3.1				21	
Turned in course assignments that did not reflect your best work	2.4	2.5	2.6				21	
Instant messaged/texted during class	2.5						21	
Witnessed academic dishonesty/cheating	2.5	2.11					21	
Received advice or guidance about your educational program	3.1						21	18
Worked with an academic advisor to select your	3.1	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 at this college?	1.2						22	27
Are you currently a full-time or part time student?	2.10						5	24
What year did you first enter?	WASC Standard					TFS	YFCY	CSS
This college	2.10						25	
Your first college	2.10						25	
Your sex	2.10						1	26 32
Is English your native language?	2.10						3	27
Are you (mark all races that apply)	2.10						33	28
How many miles is this college from your permanent home?	2.10						6	
What were your scores on the SAT I and/or ACT?	2.10						8	
From what kind of high school did you graduate?	2.10						9	
Where do you plan to live during the fall term?	2.10						12	
Were you accepted by your first choice college?	2.10						14	
Is this college your:	2.10						15	
Citizenship status:	2.10						16	
Are you a veteran?	2.10						17	
Are your parents:	2.10						18	
During high school (grades 9-12) how many years did you study each of the following subjects?	2.2	2.4	2.5	2.10			19	
What is your overall grade average?	2.5						19	

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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 assignments	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: (<i>Very Important, Somewhat Important, Not Important</i>)	WASC Standard						TFS	YFCY	CSS	
To gain a general education and appreciation of ideas	2.2	2.3	2.5					36		
To learn more about things that interest me	2.2	2.3						36		
To make me a more cultured person	2.2	2.3						36		
How much time have you spent during a typical week doing the following activities: (<i>None, Less than 1 hour, 1-2, 3-5, 6-10, 11-15, 16-20, Over 20</i>)	WASC Standard						TFS	YFCY	CSS	
Reading for pleasure	2.2	2.3	2.11					37		9
Working for pay	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: (<i>Very important, Somewhat Important, Not Important</i>)	WASC Standard						TFS	YFCY	CSS	
A visit to the campus	2.11							38		
I was admitted through an Early Action or Early Decision program	2.10	2.11						38		
I was attracted by the religious affiliation/orientation of the college	2.11							38		
The athletic department recruited me	2.11							38		
The college has a good reputation for its social activities	2.11							38		
This college has a very good academic reputation	2.2	2.3						38		
This college's graduates gain admission to top graduate/professional schools	2.2	2.3						38		
This college's graduates get good jobs	2.2	2.3						38		

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What is your best guess as to the chances that you will: (<i>Very Good Chance, Some Chance, Very Little Chance, No Chance</i>)	WASC Standard	TFS	YFCY	CSS
Seek personal counseling	2.11	41		
Make at least a "B" average	2.2 2.5	41		
Discuss course content with students outside of class	2.3	41		6
Have/had a roommate of different race/ethnicity	2.3	41		6
Join/joined a social fraternity or sorority	2.3 2.2 2.5 2.11	41		6
Participate/participated in a study abroad program	2.3 3.5 2.11	41		6
Participate/participated in student clubs/groups	2.3	41		6
Participate/participated in student protests or demonstrations	2.3	41		13
Socialize with someone of another racial/ethnic group	2.3	41		
Change major field	2.5	41		
Get a job to help pay for college expenses	2.5	41		
Work full-time while attending college	2.5	41		
Please rate your satisfaction with this institution on each of the aspects of college life listed below: (<i>Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Can't Rate/No Experience</i>)	WASC Standard	TFS	YFCY	CSS
General education or core curriculum courses	1.2 2.2 4.8			1
Library facilities	2.13 3.6			1
Student housing facilities (residence halls, etc.)	2.13			1
Career counseling and advising	2.2 2.11 2.13 3.6			1
Humanities courses	2.2			1
Job placement for students	2.2 2.13 3.6			1
Science and mathematics courses	2.2			1
Social science courses	2.2			1
Computer facilities and services	3.6			1
What year did you first enter	2.10			2
Please indicate your enrollment status below:	2.10			3
Expected Graduation Date:	2.10			4
How often have you: (<i>Frequently, Occasionally, Not at all</i>)	WASC Standard	TFS	YFCY	CSS
Challenged a professor's ideas in class	4.7			5
Failed to complete homework on time	2.3 2.6			5
Felt intimidated by your professors	4.7			5
Studied with other students	4.7			5
Had difficulty getting the courses you need	2.4			5
Worked on independent study projects	2.2 2.3 2.5			5
Since entering this college have you: (<i>Yes, No</i>)	WASC Standard	TFS	YFCY	CSS
Transferred from a 4-year college	1.5 2.10 2.14			6
Transferred from a community college	1.5 2.14			6
Taken courses for credit at another institution	2.10			6
Transferred from a community college	2.10			6
Withdrawn from school temporarily	2.11			6
Participated in an internship program	2.2 2.3 2.5 2.11			6
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)	2.2 2.10			6
Taken a women's studies course	2.2 1.5			6
Taken an ethnic studies course	2.2 1.5			6
Attended a racial/cultural awareness workshop	2.3 2.4 1.5			6
Participated in an ethnic/racial student organization	2.3 1.5 2.11			6
Undergraduate primary major	2.10			7
Please mark your probable career/occupation.	2.10			8

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How much time have you spent during a typical week doing the following activities: <i>(None, Less than 1 hour, 1-2, 3-5, 6-10, 11-15, 16-20, Over 20)</i>	WASC Standard	TFS	YFCY	CSS
Career planning	2.3			9
Housework/childcare	2.5			9
Talking with faculty during office hours	4.7			9
Compared with when you entered this college, how would you now describe your: <i>(Much Stronger, Stronger, No Change, Weaker, Much Weaker)</i>	WASC Standard	TFS	YFCY	CSS
Ability to get along with people of different races/cultures	2.2 2.3 2.5 2.11			10
Ability to manage your time effectively	2.2 2.3 2.5 2.11 2.13			10
Ability to think critically	2.2 2.4 2.5			10
Foreign language ability	2.2 2.3			10
Interpersonal skills	2.2 2.5			10
Preparedness for employment after college	2.2 2.5 2.13			10
Preparedness for graduate or advanced education	2.2 2.5			10
Understanding of the social problems facing our nation	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: <i>(Strongly Agree, Agree, Disagree, Strongly Disagree)</i>	WASC Standard	TFS	YFCY	CSS
Faculty feel that most students here are well-prepared academically	1.5			11
I have been singled out because of my race/ethnicity, gender, religious affiliation sexual orientation	1.5			11
Please rate your satisfaction with this institution on each of the aspects of college life listed below: <i>(Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Can't Rate/No Experience)</i>	WASC Standard	TFS	YFCY	CSS
Ability to find a faculty or staff mentor	2.4 4.7			12
Courses in your major field	3.6 4.8			12
Size of student population	3.6			12
How often have you: <i>(Frequently, Occasionally, Not at all)</i>	WASC Standard	TFS	YFCY	CSS
Participated in student protests or demonstrations	2.2 2.3			13
Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself: <i>(Highest 10%, Above Average, Average, Below Average, Lowest 10%)</i>	WASC Standard	TFS	YFCY	CSS
Persistence	2.2			14
Risk-taking	2.2			14
Indicate the importance to you personally of each of the following: <i>(Essential, Very Important, Somewhat Important, Not Important)</i>	WASC Standard	TFS	YFCY	CSS
Integrating spirituality into my life	2.2 2.3 2.11			16

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How often have professors at your college provided you with: (<i>Frequently, Occasionally, Not At All</i>)	WASC Standard	TFS	YFCY	CSS
A letter of recommendation	2.3			18
Advice or guidance about your educational program	2.3 2.4			18
An opportunity to apply classroom learning to "real-life" issues	2.2 2.3 2.4 4.7			18
An opportunity to discuss coursework outside of class	2.2 2.3 2.4 2.5 2.9 2.11 3.1			18
An opportunity to publish	2.2 2.4 2.5 4.7			18
An opportunity to work on a research project	2.3 4.7			18
Emotional support and encouragement	2.3 4.6			18
Encouragement to pursue graduate/professional study	2.3 2.4 3.1			18
Feedback on your academic work (outside of grades)	2.2 2.3 2.4 2.5 2.6 3.1 4.7			18
Help in achieving your professional goals	2.2 2.3 2.4 2.10 2.11 2.13 3.1			18
(Continued) How often have professors...	WASC Standard	TFS	YFCY	CSS
Help to improve your study skills	2.2 2.5 3.1 4.7			18
Honest feedback about your skills and abilities	2.2 2.3 2.4 2.5 2.6 3.1 4.7			18
Intellectual challenge and stimulation	2.2 2.3 2.4 2.6 4.7 4.8			18
Negative feedback about your academic work	2.2 2.5			18
Received from your professor: Emotional support or encouragement	2.3			18
Respect (treated you like a colleague/peer)	2.3			18
When thinking about your career path after college, how important are the following considerations: (<i>Essential, Very Important, Somewhat Important, Not Important</i>)	WASC Standard	TFS	YFCY	CSS
Creativity and initiative	2.2 2.4			22
Discovery/advancement of knowledge	2.2 2.4			22
Expression of personal values	2.2 2.4			22
Leadership potential	2.2 2.4			22
Working for social change	2.2 2.4 2.11			22
What do you plan to be doing in fall 2009? (<i>Mark all that apply</i>)	WASC Standard	TFS	YFCY	CSS
Attending a vocational training program	2.10			23
Attending undergraduate college full-time	2.10			23
Attending undergraduate college part-time	2.10			23
Doing volunteer work	2.10			23
No current plans	2.10			23
Serving in the Armed Forces	2.10			23
Staying at home to be with or start a family	2.10			23
Working full-time	2.10			23
Working part-time	2.10			23
Attending graduate/professional school	2.2 2.4 2.10			23
Participating in a post-baccalaureate program	2.2 2.4 2.10			23
Working in a humanities/social science related job	2.2 2.4 2.10			23
Working in a science/math/technology related job	2.2 2.4 2.10			23
Traveling	2.4 2.10			23
If you are planning on being employed after graduation, which best describes the current state of your employment plans?	2.10			24
What year did you first enter this college?	2.10			25
Overall GPA	2.10			29
Primary GPA	2.10			29
Your current religious preference:	2.10			30
Please indicate your racial/ethnic background	2.10			31