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

Accreditation Guide: Northwest Commission on Colleges and Universities (NWCCU)

2012 CIRP Surveys

Introduction

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

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

For more than 45 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 the benefits of using CIRP surveys in this process.

CIRP surveys are comprehensive in that they cover a wide variety of topic areas that are related to student growth and development. Used together, CIRP surveys measure outcomes, and tie those outcomes to activities in which students engage, 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 (YFCY) survey, in their sophomore and junior years with the Diverse Learning Environments (DLE) survey, and at the end of their senior year in the College Senior Survey (CSS). Faculty are asked for their perspective on many of the same outcomes every three years in the HERI Faculty Survey.

How Can CIRP Surveys be Useful in NWCCU Accreditation?

This guide provides suggestions for utilizing CIRP survey results in the NWCCU accreditation process to address student learning outcomes and the processes that support them.

- CIRP surveys are comprehensive instruments that provide information on aspects of a broad range of curricular and co-curricular experiences that may be of interest for accreditation purposes. They do not just focus on one topic, but allow for assessment of multiple issues as well as the ability to connect across issues.
- Used longitudinally, CIRP survey results illustrate that an institution has a well-integrated plan for demonstrating the extent to which it is meeting its goals, and the extent to which various aspects of the college experience are contributing to the growth and development of students.
- Institutions have the ability to compare their performance with comparison groups and national norms on individual items and relevant CIRP Constructs.
- Results from CIRP surveys can be used to examine assumptions about the student experience and how students use the institution's resources for learning, growth and development.
- Institutions can benchmark against themselves over time to examine trends or longitudinally to assess growth and development.
- The use of CIRP survey results over time demonstrates a commitment to institutional improvement and to meeting accreditation standards.

Using CIRP Surveys as Evidence for NWCCU Standards, Elements, and Criteria

Every institution approaches accreditation differently, taking into account the mission, goals, programs and policies in place on campus. An important part of the accreditation process is to understand how practices and evidence currently in use on campus can be linked to NWCCU standards and the elements and criteria that undergird them.

In preparing this guide, CIRP staff, working in conjunction with colleges and universities in the NWCCU region, reviewed NWCCU standards, elements, and criteria and aligned CIRP survey items that closely corresponded. The goal is to facilitate the use of data and CIRP survey results not only as evidence for accreditation processes, but as one component 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 NWCCU Accreditation Standards. 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 NWCCU standards, elements, and criteria 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. When they are presented in context with additional measures of student learning, such as portfolios of students work and results from student focus groups or interviews, these results will be most meaningful to your campus improvement efforts and most persuasive to a visiting team in demonstrating a sustained commitment to student learning.

NWCCU Standards

NWCCU completed a major revision of its standards in 2010. Many items from CIRP surveys offer data supporting criteria undergirding Elements A-"Assessment" and B-"Improvement" in Standard 4-Effectiveness and Improvement, and these data apply across multiple accreditation standards.

Standard 2, Element C: Education Resources-Participation in CIRP surveys and analysis of institutional results may offer evidence of support for several criteria under 2.C that focus on the development of course and program content to support student learning outcomes. Criteria 2.C.9-11 "Undergraduate Programs" for example, outlines the criteria for general education.

Standard 4-Effectiveness and Improvement-Participation in CIRP surveys is evidence that "the institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data…as appropriate to its indicators of achievement-as the basis for evaluating the accomplishment of its core theme objectives" (Criteria 4.A.1). Other CIRP items and constructs may offer data relevant to a multiple criteria under elements 4.A- "Assessment" and 4.B- "Improvement".

CIRP in NWCCU Timelines

Results from CIRP surveys are well-suited to the iterative cycle of the NWCCU accreditation process, including:

- Self-Evaluation Report
- Both Off-and On-Site Review by peers/commission staff
- Response to a decision by NWCCU Review Team

When and how often to gather evidence for use in accreditation 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 in their accreditation cycle. Some institutions will want to use CIRP results to establish a baseline for programs or initiatives on campus. Generally speaking, baseline data from three years preceding a visit gives an institution ample time to analyze, interpret and disseminate results for the broad-based institutional process required as part of the self-evaluation. 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 its own timeline to meet its own accreditation needs. Some schools administer CIRP surveys in a rotation with other institutional or authentic measures of student learning. 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 NWCCU accreditation cycle addressing Standard One in year one, Standard Two in year three, Standards Three & Four in year five,

and Standard Five in year seven. This cycle ensures that the institution has data in which to continue to integrate information and analysis relevant to previously addressed standards, and update, modify, or expand as necessary to contribute to a holistic examination of the institution.

Standard 1	**TFS**	**YFCY**	**Standard 2**	**DLE**	**CSS**	**Standards 3 & 4**	**HERI Faculty**	**Standard 5**
2012	Fall 2012	Spring 2013	2014	2014	Grad 2016	2016	2013-14	2018
2013	Fall 2013	Spring 2014	2015	2015	Grad 2017	2017	2013-14	2019
2014	Fall 2014	Spring 2015	2016	2016	Grad 2018	2018	2013-14	2020
2015	Fall 2015	Spring 2016	2017	2017	Grad 2019	2019	2013-14	2021
2016	Fall 2016	Spring 2017	2018	2018	Grad 2020	2020	2016-17	2022

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

NWCCU Standard 1: Mission, Core Themes, and Expectations

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Element 1.A - Mission		**Question Placement**				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
1.A.1: The institution has a widely published mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.	The admission/recruitment materials portrayed this campus accurately		14			
	To gain a general education and appreciation of ideas	38				
	I was attracted by the religious affiliation/orientation of this college	40				
	Developing a meaningful philosophy of life	45				
	This college accurately reflects the diversity of its student body in publications (e.g., brochures, website)			8		

TFS = The Freshman Survey; YFCY = Your First College Year Survey; DLE = Diverse Learning Environments Survey; CSS = College Senior Survey; FAC = The HERI Faculty Survey

The DLE has five modules: TR2 = Climate for Transfer at Two-Year Institutions; TM = Transition to Major; TR4 = Climate for Transfer Students at Four-Year Institutions; IGR = Intergroup Relations; CC = Classroom Climate

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The DLE is administered during the second and/or third years; The CSS is administered at the end of the senior year; The FAC is administered every three years to faculty.

NOTES:

NWCCU Standard 2: Resources and Capacity

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

Element 2.A - Governance		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.A.1: The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have direct and reasonable interest.	Part-time instructors: Have good working relationships with the administration					2f
	Part-time instructors: Are respected by full-time faculty					2f
	Administrators consider faculty concerns when making policy					26
	The administration is open about its policies					26
	Faculty are sufficiently involved in campus decision making					29
	The criteria for advancement and promotion decisions are clear					29
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.A.11: The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.	The faculty are typically at odds with campus administration					26
	Student Affairs staff have the support and respect of faculty					29
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.A.19: Employees are apprised of their conditions of employment, work assignments, rights and responsiblities, and criteria and procedures for evaluation, retention, promotion, and termination.	The criteria for advancement and promotion decisions are clear					29
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.A.21: The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.	The admission/recruitment materials portrayed this campus accurately		14			
	This college accurately reflects the diversity of its student body in publications (e.g., brochures, website)			8		

Element 2.A - Governance (continued)		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.A.28: Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.	Autonomy and independence					28
	Freedom to determine course content					28
	This college encourages students to have a public voice and share their ideas openly			8		
	Respect for the expression of diverse beliefs			27		

Element 2.B - Human Resources		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.B.3: The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.	Part-time instructors: Are given specific training before teaching					2f
	Participated in a teaching enhancement workshop					10
	Paid workshops outside the institution focused on teaching					13
	Paid sabbatical leave					13
	Travel funds paid by the institution					13
	Internal grants for research					13
	Training for administrative leadership					13
	Received incentives to develop new courses					13
	Received incentives to integrate new technology into your classroom					13
	Have you ever received an award for outstanding teaching					23
	Faculty are rewarded for being good teachers					26
	There is adequate support for faculty development					29
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.B.5: Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.	Importance: Research					9
	Importance: Teaching					9
	Importance: Service					9
	Scheduled teaching (give actual, not credit hours)					22
	Preparing for teaching (including reading student papers and grading)					22
	Advising and counseling of students					22
	Committee work and meetings					22
	Other administration					22
	Research and scholarly writing					22
	Other creative products/performances					22
	Consultation with clients/patients					22
	Community or public service					22
	CIRP Constructs: Scholarly Productivity, Civic Minded Practice					

Element 2.C - Education Resources		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.C.5: Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly indentified learning outcomes.	Amount of contact with faculty		15			
	Received from your professor: An opportunity to work on a research project		23		24	
	Received from your professor: Advice or guidance about your educational program		23		24	
	Received from your professor: Emotional support or encouragement				24	
	Received from your professor: Honest feedback about your skills and abilities				24	
	Received from your professor: Feedback on your academic work (outside of grades)				24	
	Received from your professor: Intellectual challenge and stimulation				24	
	Felt that faculty provided me with feedback that helped me assess my progress in class			21		
	Instructors: Communicate high expectations for students' performance			CC		
	Instructors: Treat all students in class as though they are capable learners			CC		
	Instructors: Motivated me to work harder than I thought I could			CC		
	Instructors: Are passionate about what they teach			CC		
	CIRP Construct: Faculty Interaction: Mentorship					
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.C.9: The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and	Perceived growth: General knowledge		2		2	
	Perceived growth: Knowledge of people from different races/cultures		2		2	
	Perceived growth: Understanding of the problems facing your community		2		2	
	Perceived growth: Understanding of national issues		2		2	
	Perceived growth: Understanding of global issues		2		2	
	Perceived growth: Ability to conduct research		2			
	Perceived growth: Ability to work as part of a team		2			
	Perceived growth: Critical thinking skills		2		2	
	Perceived growth: Problem-solving skills		2		2	
	Perceived growth: Leadership ability		2		2	
	Perceived growth: Ability to get along with people of different races/cultures				2	
	Perceived growth: Foreign language ability				2	
	That your courses inspired you to think in new ways		5			
	Satisfaction: Orientation for new students		6			
	Satisfaction: Opportunities for community service		6			
	Satisfaction: General education and core curriculum courses		6		14	
	Satisfaction: Science and mathematics courses				14	
	Satisfaction: Humanities courses				14	
	Satisfaction: Social science courses				14	
	Rate yourself: Academic ability	41	8	16	17	
	Rate yourself: Artistic ability	41	8		17	
	Rate yourself: Cooperativeness	41	8		17	
	Rate yourself: Creativity	41	8		17	
	Rate yourself: Leadership ability	41	8		17	
	Rate yourself: Mathematical ability	41	8	16	17	
	Rate yourself: Public speaking ability	41	8		17	
	Rate yourself: Self-confidence (intellectual)	41	8	16	17	
	Rate yourself: Self-understanding	41	8		17	

Element 2.C - Education Resources (continued)		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.C.9: General Education (continued)	Rate yourself: Understanding of others	41	8		17	
	Rate yourself: Writing ability	41	8		17	
	Ability to see the world from someone else's perspective	31	11	6	19	
	Tolerance of others with different beliefs	31	11	6	19	
	Openness to having my own views challenged	31	11	6	19	
	Ability to discuss and negotiate controversial issues	31	11	6	19	
	Ability to work cooperatively with diverse people	31	11	6	19	
	Performed volunteer work	30	12			
	Performed community service as part of class	30	12		7	
	My college experiences have exposed me to diverse opinions, cultures, and values		14			
	Satisfaction: Interaction with other students		15			
	Satisfaction: Relevance of coursework to everyday life		15		15	
	Satisfaction: Relevance of coursework to future career plans		15		15	
	Satisfaction: Overall quality of instruction		15		15	
	Satisfaction: Overall sense of community among students		15	27	15	
	Satisfaction: Overall college experience		15		15	
	Support your opinions with a logical argument	33	17	18	13	18
	Seek solutions to problems and explain them to others	33	17	18	13	18
	Revise your papers to improve your writing	33	17	18	13	18
	Evaluate the quality or reliability of information you received	33	17	18	13	18
	Take a risk because you felt you had more to gain	33	17	18	13	18
	Seek alternative solutions to a problem	33	17	18	13	18
	Look up scientific research articles and resources	33	17	18	13	18
	Explore topics on your own, even though it was not required for a class	33	17	18	13	18
	Accept mistakes as part of the learning process	33	17	18	13	18
	Seek feedback on your academic work	33	17	18	13	18
	Integrate skills and knowledge from different sources and experiences	33	17	18	13	18
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		22			
	Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry		22			
	Taken a course or first-year seminar designed to: Help students adjust to college-level academics		22			
	Taken a course or first-year seminar designed to: Help students adjust to college life		22			
	Discuss/discussed course content with students outside of class	46	23	7	7	
	Worked with classmates on group projects during class		23		7	
	Worked with classmates on group projects outside of class		23		7	
	Made a presentation in class		23		7	
	Applied concepts from courses to everyday life		23			
	Worked on independent study projects				7	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				24	
	Work with other students on group projects	33				
	Participate in volunteer or community service work	46				
	Develop ability to think critically					21
	Prepare students for employment after college					21

Element 2.C - Education Resources (continued)		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.C.9: General Education (continued)	Prepare students for graduate or advanced education					21
	Teach students the classic works of Western civilization					21
	Instill in students a commitment to community service					21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups					21
	Help master knowledge in a discipline					21
	Develop creative capacities					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	Help students evaluate the quality and reliability of information					21
	Engage students in civil discourse around controversial issues					21
	Teach students tolerance and respect for different beliefs					21
	Make an effort to get to know people from diverse backgrounds			12		
	Use different points of view to make an argument			12		
	Feel challenged to think more broadly about an issue			12		
	Challenge others on issues of discrimination			12		
	Apply concepts from courses to real life situations			12		
	Recognize the biases that affect your own thinking			12		
	Make an effort to educate others about social issues			12		
	Critically evaluate your own position on an issue			12		
	Discuss issues related to sexism, gender differences, or gender equity			12		
	Participated: Freshman orientation			17		
	Participated: Transfer orientation			17		
	Participated: Re-entry student programs			17		
	Opportunities to study and serve communities in need (e.g., service learning)			19		
	Performed community service			25		
	Regardless of my choice of major, the skills I gain in college will be applicable to any future career			TM		
CIRP Constructs: Habits of Mind, Pluralistic Orientation, Academic Self-Concept, Social Self-Concept, Civic Practice, Civic Awareness, Civic Engagement, Leadership, Satisfaction with Coursework, Social Agency						

Element 2.D - Student Support Resources		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.D.1: Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.	Perceived growth: General knowledge		2		2	
	Perceived growth: Knowledge of a particular field or discipline		2		2	
	Interaction: Graduate students/teaching assistants		3			
	Satisfaction: Computing assistance		6		14	
	Satisfaction: Academic advising		6		14	
	Satisfaction: Student health services		6		14	
	Satisfaction: Student psychological services		6		14	
	Satisfaction: Tutoring or other academic assistance				14	
	Satisfaction: Orientation for new students		6			
	Satisfaction: First-year programs (e.g., first-year seminar, learning community, linked courses)		6			
	Rate yourself: Computer skills	41	8		17	
	Understand what your professors expect of you academically		9	TR4		
	Develop effective study skills		9	TR4		

Element 2.D - Student Support Resources (continued)		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.D.1: Effective Learning Environments (continued)	Adjust to the academic demands of college		9	TR2 TR4		
	Manage your time effectively		9	TR4		
	Tutored another student	30	12		7	
	Asked a professor for advice after class		12		7	
	Used the Internet for research or homework	30	12		7	
	I have been able to find a balance between academics and extracurricular activities		14			
	Overall college experience		15		15	
	Taken an honors course		22		8	
	Participated: Honors program			17		
	Taken a remedial or developmental course		22		8	
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		22	17		
	Participated in an academic support program		22			
	Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry		22			
	Taken a course or first-year seminar designed to: Help students adjust to college-level academics		22			
	Taken a course or first-year seminar designed to: Help students adjust to college life		22			
	Received tutoring		23			
	Received from your professor: Advice or guidance about your educational program		23		24	
	Work/worked on a professor's research project	46	23		7	
	Accessed your campus' library resources electronically		23		7	
	Used the library for research or homework				7	
	Worked on independent study projects				7	
	Met with an advisor/counselor about your career plans				7	
	Taken an ethnic studies course			26	8	
	Taken a women's studies course			26	8	
	Taken an LGBT studies course			26		
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)				8	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				8	
	Participated in an internship program				8	
	Participated in a study abroad program	46		17	8	
	Satisfaction: Career counseling and advising				14	
	Received from your professor: An opportunity to work on a research project				24	
	Received from your professor: Honest feedback about your skills and abilities				24	
	Received from your professor: Help to improve your study skills				24	
	To gain a general education and appreciation of ideas	38				
	To make me a more cultured person	38				
	To learn more about things that interest me	38				
	Need extra time to complete your degree requirements	46				
	Get tutoring help in specific courses	46				
	Taught an honors course					10

Element 2.D - Student Support Resources (continued)		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.D.1: Effective Learning Environments (continued)	Taught an interdisciplinary course					10
	Taught an ethnic studies course					10
	Taught a women's studies course					10
	Taught a service learning course					10
	Engaged undergraduates on your research project					10
	Worked with undergraduates on a research project					10
	Taught a seminar for first-year students					10
	Taught a capstone course					10
	Taught in a learning community (e.g., FIG, linked courses)					10
	Supervised an undergraduate thesis					10
	Teach remedial/developmental: Reading					12
	Teach remedial/developmental: Writing					12
	Teach remedial/developmental: Mathematics					12
	Teach remedial/developmental: ESL					12
	Teach remedial/developmental: General academic skills					12
	Teach remedial/developmental: Other subject areas					12
	This institution takes responsibility for educating underprepared students					29
	Utilized: Academic advising			7		
	Utilized: Career counseling and advising			7		
	Utilized: Student health services			7		
	Utilized: Student psychological services			7		
	Utilized: Tutoring or other academic assistance			7		
	Utilized: Writing center			7		
	Utilized: Disability resource center			7		
	Utilized: Study skills advising			7		
	How often: Attended professor's office hours			7		
	How often: Participated in study groups			7		
	How often: Participated in programs for students who are parents			7		
	Participated: Freshman orientation			17		
	Participated: Transfer orientation			17		
	Participated: Re-entry student program			17		
	Participated: Undergraduate research program			17		
	Participated: Faculty/mentor program			17		
	Participated: English as a Second Language (ESL) instruction			17		
	Mostly online instruction			19		
	Materials/readings about gender			19		
	Opportunities to study and serve communities in need (e.g., service learning)			19		
	Materials/readings about race/ethnicity			19		
	Materials/readings about socioeconomic class differences			19		
	Materials/readings about privilege			19		
	Opportunities for intensive dialogue between students with different backgrounds and beliefs			19		
	Materials/readings about sexual orientation			19		
	Materials/readings about disability			19		
	Faculty were able to determine my level of understanding of the course material			21		

Element 2.D - Student Support Resources (continued)		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.D.1: Effective Learning Environments (continued)	Felt that faculty provided me with feedback that helped me assess my progress in class			21		
	Felt that my contributions were valued in class			21		
	Felt that faculty encouraged me to ask questions and participate in discussions			21		
	Attended presentations, performances, or art exhibits on diversity			25		
	Attended debates or panels about diversity issues			25		
	Joined a club or organization related to your major			26		
	Class sections are available in the evening			TR2		
	Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			TR2		
	Access support services outside of "regular" business hours			TR2		
	Finding a supportive faculty member in the major			TM		
	Finding a major that has a welcoming environment			TM		
	The courses I took prepared me for the academic demands here			TR4		
	I worked with a transfer specialist/advisor from this institution to apply or choose courses			TR4		
	Felt overwhelmed by academic expectations			TR4		
	I am able to explore my own background through class projects/assignments			CC		
	Instructors: Value individual differences in the classroom			CC		
	Instructors: Are sensitive to the ability levels of all students			CC		
	Instructors: Encourage students from diverse backgrounds to work together			CC		
	Instructors: Communicate high expectations for students' performance			CC		
	Instructors: Encourage students to contribute different perspectives in class			CC		
	Instructors: Treat all students in class as though they are capable learners			CC		
	Instructors: Include diverse perspectives in class			CC		
	Instructors: Motivated me to work harder than I thought I could			CC		
	Instructors: Are passionate about what they teach			CC		
	Instructors: Teach students tolerance and respect for different beliefs			CC		
CIRP Constucts: Academic Adjustment, Faculty Interaction: Contact and Communication, Faculty Interaction: Mentorship, Sense of Belonging						
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.D.2: The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.	How often: Unsafe on this campus		5			
	How often: Witnessed discrimination			14		
	How often: Reported an incident of discrimination to a campus			14		
	How often: Experienced sexual harassment			14		
	How often: Reported an incident of sexual harassment to a campus authority			14		
	How often: Verbal comments			15		
	How often: Written comments (e.g., emails, texts, writing on walls)			15		
	How often: Exclusion (e.g., from gatherings, events)			15		
	How often: Offensive visual images or items			15		
	How often: Threats of physical violence			15		
	How often: Physical assualts or injuries			15		
	How often: Anonymous phone calls			15		
	How often: Damage to personal property			15		

Element 2.D - Student Support Resources (continued)		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.D.3: Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.	Interaction: Academic advisors/counselors		3			
	Satisfaction: Academic advising		6		14	
	Satisfaction: Orientation for new students		6			
	Faculty showed concern about my progress		14			
	Received from your professor: Advice or guidance about your educational program		23		24	
	Perceived growth: Preparedness for employment after college				2	
	Perceived growth: Preparedness for graduate or advanced education				2	
	Satisfaction: Career counseling and advising				14	
	Received from your professor: Emotional support and encouragement				24	
	Received from your professor: Encouragement to pursue graduate/professional study				24	
	Utilized: Transcript review			7		
	Utilized: Academic advising			7		
	Participated: Freshman orientation			17		
	Participated: Transfer orientation			17		
	Participated: Re-entry student program			17		
	Participated: Academic support services for low-income/first generation students			17		
	This campus proactively distributes transfer information to students			TR2		
	It's easy to find help for applying to colleges/universities here			TR2		
	Counselors make transfer a priority at this institution			TR2		
	Faculty make transfer a priority at this institution			TR2		
	Administrators make transfer a priority at this institution			TR2		
	Students learn about transfer requirements at college entry			TR2		
	Talking to a counselor/academic advisor			TM		
	Regardless of my choice of major, the skills I gain in college will be applicable to any future career			TM		
	I think my major should be closely linked to my intended career			TM		
	This campus has many events/activities to help students choose a major			TM		
	I received helpful advice about the right courses to complete the requirements to transfer			TR4		
	The guidelines for transferring to this institution were easy to understand			TR4		
	There was helpful online information available about how to transfer here (e.g., websites)			TR4		
	Campus administrators care about what happens to transfer students			TR4		
	I have received helpful advice about how to succeed here as a transfer student			TR4		
	Faculty here take an interest in the success of transfer students			TR4		
	Figure out which requirements I need to graduate			TR4		

Element 2.D - Student Support Resources (continued)		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.D.6: Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.	Relevance of coursework to future career plans		15		15	
	To be able to get a better job	38				
	To get training for a specific career	38				
	Prepare students for employment after college					21
	Prepare students for graduate or advanced education					21
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.D.8: The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.	Do you have any concern about your ability to finance your college education?	26	4	28		
	Satisfaction: Financial aid package		6		14	
	Aid which need not to be repaid (grants, scholarships, military, etc.)	24			27	
	Aid which must be repaid (loans, etc.)	24			27	
	I may have to choose between financially supporting my family and going to college			5		
	Utilized: Financial aid advising			7		
	This college provides the financial support I need to stay enrolled			8		
	Academic support services for low-income/first generation students			17		
	Importance: Tuition was less expensive			23a		
	Had money problems and could no longer afford to attend college			24a		
	This campus actively helps students/parents apply for financial aid			TR2		
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.D.10: The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.	Interaction: Academic advisors/counselors		3			
	Satisfaction: Academic advising		6		14	
	Satisfaction: Financial aid office		6			
	Adjust to the academic demands of college		9	TR2 TR4		
	Faculty showed concern about my progress		14			
	Received from your professor: Advice or guidance about your educational program		23		24	
	Had difficulty getting the courses you need		23		7	
	Met with an advisor/counselor about your career plans				7	
	Received from your professor: Emotional support and encouragement				24	
	Part-time instructors: Are compensated for advising/counseling students					2f
	Advising and counseling of students					22
	Most students are treated like "numbers in a book"					26
	Utilized: Transcript review			7		
	Utilized: Academic advising			7		
	Academic support for low-income/first generation students			17		
	A formal program where a group of students take two or more courses			17		
	Not been able to get into the classes you need because they were full			19		
	Not been able to take the classes you need because they were not offered/were cancelled			19		
	Courses I needed to take were not offered at this college			23a		
	Figure out which courses count towards your goals			TR2		

Element 2.D - Student Support Resources (continued)		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.D.10: Program Evaluation and Support (continued)	Taken courses that provided transfer, financial aid and study skills			TR2		
	Met with a community college counselor about transferring			TR2		
	Discussed my academic goals with faculty			TR2		
	Talked with a transfer admissions counselor from a four-year institution			TR2		
	Talking to a counselor/academic advisor			TM		
	Faculty are interested in my development as a student			TM		
	The courses I took prepared me for the academic demands here			TR4		
	Felt overwhelmed by academic expectations			TR4		
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.D.11: Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.	Satisfaction: Student housing (e.g., res. halls)		6		14	
	Satisfaction: Opportunities for community service		6			
	Performed volunteer work	30	12			
	At least one staff member has taken an interest in my development		14	5	18	
	Staff encouraged me to get involved in campus activities		14	5	18	
	Staff recognize my achievements		14	5	18	
	Participated in leadership training		22	26	8	
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		22			
	Participated in an internship program				8	
	Participated in study-abroad				8	
	Satisfaction: Job placement services for students				14	
	Participate in or performed volunteer or community service work	46		25		
	Advised student groups involved in service/volunteer work					10
	Community service as part of coursework					19
	Community or public service					22
	Do you use your scholarship to address local community needs					23
	Colleges should be actively involved in solving social problems					31
	Colleges should encourage students to be involved in community service					31
	Colleges should be concerned with facilitating undergraduate students' spiritual development					31
	Colleges have a responsibility to work with their surrounding communities to address local issues					31
	Attended presentations, performances, or art exhibits on diversity			25		
	Participated in LGBT Center activities			25		
	Participated in Racial/Ethnic or Cultural Center activities			25		
	Participated in Women's/Men's Center activities			25		
	Participated in Religious/Spiritual clubs/groups			25		
	Participated in Disability Center activities			25		
	Student services are available for night students			TR2		
CIRP Constructs: Civic Engagement, Social Agency						

Element 2.D - Student Support Resources (continued)		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.D.13: Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.	Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)		22	26	8	
	The athletic department recruited me	40				

Element 2.E - Library and Information Resources		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.E.1: Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.	Part-time instructors: A personal computer					2e
	Part-time instructors: An email account					2e
	Part-time instructors: Have access to support services					2f
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.E.3: Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.	Satisfaction: Computer facilities/labs		6			
	Satisfaction: Library facilities		6		14	
	Used the Internet for research or homework	30	12		7	
	Accessed your campus' library resources electronically		23		7	
	Used the library for research or homework				7	
	Faculty are rewarded for their efforts to use instructional technology					26

Element 2.G - Physical and Technological Infrastructure		Question Placement				
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.G.1: Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.	Satisfaction: Student housing (e.g., res. halls)		6		14	
	Part-time instructors: Use of a private office					2e
	Part-time instructors: Shared office space					2e
	Satisfaction: Office/lab space					28
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.G.4: Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.	Satisfaction: Classroom facilities		6			
	Satisfaction: Computer facilities/labs		6			
	Satisfaction: Library facilities		6		14	
	Satisfaction: Laboratory facilities and equipment		6		14	
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.G.5: Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.	Rate yourself: Computer skills	41	8		17	
	Used the Internet for research or homework	30	12		7	
	Accessed your campus' library resources electronically		23		7	
Criteria	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.G.6: The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.	Rate yourself: Computer skills	41	8		17	
	Used the Internet for research or homework	30	12		7	
	Accessed your campus' library resources electronically		23		7	
	Received incentives to integrate new technology into your classroom					13
	Faculty are rewarded for their efforts to use instructional technology					26
	Source of stress: Keeping up with information technology					27

TFS = The Freshman Survey; YFCY = Your First College Year Survey; DLE = Diverse Learning Environments Survey; CSS = College Senior Survey; FAC = The HERI Faculty Survey

The DLE has five modules: TR2 = Climate for Transfer at Two-Year Institutions; TM = Transition to Major; TR4 = Climate for Transfer Students at Four-Year Institutions; IGR = Intergroup Relations; CC = Classroom Climate

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The DLE is administered during the second and/or third years; The CSS is administered at the end of the senior year; The FAC is administered every three years to faculty.

NOTES:

NWCCU Standard 3: Planning and Implementation

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

TFS = The Freshman Survey; YFCY = Your First College Year Survey; DLE = Diverse Learning Environments; CSS = College Senior Survey; FAC = The HERI Faculty Survey

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NOTES:

NWCCU Standard 4: Effectiveness and Improvement

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

TFS = The Freshman Survey; YFCY = Your First College Year Survey; DLE = Diverse Learning Environments Survey; CSS = College Senior Survey; FAC = The HERI Faculty Survey

The DLE has five modules: TR2 = Climate for Transfer at Two-Year Institutions; TM = Transition to Major; TR4 = Climate for Transfer Students at Four-Year Institutions; IGR = Intergroup Relations; CC = Classroom Climate

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NOTES:

NWCCU Standard 5: Mission Fulfillment, Adaptation, and Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

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The DLE has five modules: TR2 = Climate for Transfer at Two-Year Institutions; TM = Transition to Major; TR4 = Climate for Transfer Students at Four-Year Institutions; IGR = Intergroup Relations; CC = Classroom Climate

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NOTES: