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

Accreditation Guide: New England Association of Schools and Colleges (NEASC)

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 Survey (YFCY), 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 NEASC Accreditation?

NEASC values a culture of independence in its membership and stresses a commitment to helping institutions refine their own philosophy towards accreditation, rather than imposing a single approach or

set of practices. As a result, this guide provides suggestions for utilizing CIRP survey results in the NEASC 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 related 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 its 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 in NEASC Standards

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 NEASC standards.

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

This guide is not a toolkit or a comprehensive codebook for mapping CIRP surveys to NEASC 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 NEASC standards provides an opportunity for discussion about what the results mean on campus, what other evidence can be brought to bear, and what additional information is necessary to further improvement efforts as the institution plans for the future. Both individual survey items and CIRP Constructs can be used to demonstrate and document institutional effectiveness efforts on campus. When they are presented in context with additional measures of student learning, such as portfolios of student work and results of 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.

<u>Specific NEASC Standards</u>

Each of NEASC's eleven standards articulates a dimension of institutional quality. Within each standard, considerations in determining the fulfillment of the standard are numbered and articulated. The final consideration within each standard relates specifically to Institutional Effectiveness providing "a basis for

institutions to undertake self-study as well as a basis for institutional evaluation by visiting teams and the Commission". Because the standards are by design interrelated, institutions may find that CIRP results that apply to one consideration may also be applied in another. For example, while there is a standard on evaluation (Standard 2), considerations related to evaluation may also be found in several other standards, and CIRP results may be applied there as well. CIRP results are particularly applicable within the following three standards.

Standard 2-Planning and Evaluation- CIRP survey participation and results can be used as evidence of systematic evaluation and assessment in Consideration 2.2 "" the institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness." Results from CIRP surveys also map to considerations 2.5 and 2.7 pertaining to evaluation.

Standard 4-The Academic Program- CIRP surveys pay considerable attention to student learning outcomes and the overall learning environment. There are many individual survey items as well as CIRP Constructs (e.g., Habits of Mind, Academic Self-Concept, Interaction with Faculty) that provide evidence to support Considerations 4.48-4.55 depending on the specific mission and purposes of the institution.

Standard 6-Students- CIRP Surveys can provide considerable evidence regarding the admission, enrollment and retention of students. In particular, the CIRP graduation rate calculator that is now a part of CIRP Freshman Survey reporting is particularly relevant and useful as evidence for considerations 6.5-6.9. (For more information see http://heri.ucla.edu/GradRateCalculator.php). CIRP surveys also have extensive information about the use of student services, which maps on to Considerations 6.11-6.17.

CIRP in NEASC Timelines

Results from CIRP surveys are well-suited in all parts of the NEASC accreditation process, including:

- Comprehensive Self-Study
- On-site Peer Evaluation
- Response to a review/decision by NEASC
- Interim (fifth year) Report
- Annual Report

When and how often to gather evidence for use in the accreditation processes are decisions each institution must make for itself. The answers to these questions will vary depending on the needs of a given institution and how they intend to use the results as evidence. Some institutions will want to use CIRP results to establish a baseline for programs or initiatives on campus. Generally speaking, baseline data from three years preceding a self-study gives an institution ample time to analyze, interpret and disseminate results for the broad-based institutional process required as part of the self-study. 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 its 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 NEASC accreditation cycle.

Reaffirmation From NEASC	**TFS**	**YFCY**	**DLE**	**FAC**	**CSS**	**Interim (Fifth year) Report**	**Self Study Due**
2013	Fall 2013	Spring 2014	2015	2013-14	Grad 2017	2018	2023
2014	Fall 2014	Spring 2015	2016	2013-14	Grad 2018	2019	2024
2015	Fall 2015	Spring 2016	2016	2013-14	Grad 2019	2020	2025

For some institutions an on-site evaluation or response to a decision from NEASC 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 for Progress/Monitoring Reports or at the time of an Interim Report. 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.

NEASC Standard 1: Mission and Purposes

The instiutition's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
1.1: The mission of the institution defines its distinctive character, addresses the needs of society and identifies the students the institution seeks to serve, and reflects both the institution's traditions and its vision for the future. The institution's mission provides the basis upon which the institution identifies its priorities, plans its future and evaluates its endeavors; it provides a basis for the evaluation of the institution against the Commission's Standards.	The admission/recruitment materials portrayed this campus accurately		14			
	This college has a very good academic reputation	40				
	This college's graduates gain admission to top graduate/professsional schools	40				
	This college's graduates get good jobs	40				
	I was attracted by the religious affiliation/orientation of the college	40				
	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; 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:

NEASC Standard 2: Planning and Evaluation

The institution undertakes planning and evaluation appropriate to accomplish and improve the achievement of its mission and purposes. It indentifies its planning and evaluation priorities and pursues them effectively.

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.5: The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.	Perceived growth: General knowledge		2		2	
	Perceived growth: Knowledge of a particular field or discipline		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	
	That your courses inspired you to think in new ways		5			
	Satisfaction: General education and core curriculum courses		6		14	
	Satisfaction: Your overall academic experience		6			
	Satisfaction: Academic advising		6		14	
	Satisfaction: Opportunities for community service		6			
	Satisfaction: First-year programs (e.g., first-year seminar, learning community, linked courses)		6			
	Rate yourself: Academic ability	41	8	16	17	
	Rate yourself: Artistic ability	41	8		17	
	Rate yourself: Creativity	41	8		17	
	Rate yourself: Drive to achieve	41	8	16	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-confidence (social)	41	8		17	
	Rate yourself: Self-understanding	41	8		17	
	Rate yourself: Spirituality	41	8		17	
	Rate yourself: Understanding of others	41	8		17	
	Rate yourself: Writing ability	41	8		17	
	Understand what your professors expect of you academically		9	TR4		
	Develop effective study skills		9	TR4		
	Adjust to the academic demands of college		9	TR4		
	Manage your time effectively		9	TR4		
	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	
	Studied with other students	30	12		7	
	Asked a professor for advice after class		12		7	

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.5: Evaluation of mission and purposes (continued)	Worked on a local, state, or national campaign	30	12		16	
	Used the Internet for research or homework	30	12		7	
	Performed community service as part of class	30	12		7	
	Publicly communicated your opinion about a cause (e.g., blog, email, petition)	30	12	25	7	
	If asked, I would recommend this college to others		14	5	18	
	Faculty empower me to learn here		14	5	18	
	Satisfaction: Amount of contact with faculty		15		15	
	Satisfaction: Racial/ethnic diversity of student body		15		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: Respect for the expression of diverse beliefs		15	27	15	
	Satisfaction: Overall college experience		15		15	
	Ask questions in class	33	17	18	13	18
	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
	Studying/homework	39	21		11	
	Participated in leadership training		22	26	8	
	Taken an honors course		22		8	10
	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		10
	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			
	Been a leader in an organization		22		8	
	Contributed to class discussions		23		7	
	Discuss/ed course content with students outside of class	46	23	7	7	
	Work/ed on a professor's research project	46	23		7	10
	Received from your professor: Advice or guidance about your educational program		23		24	
	Communicate/d regularly with your professors	46	23		7	
	Worked with classmates on group projects during class		23		7	
	Worked with classmates on group projects outside of class		23		7	

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.5: Evaluation of mission and purposes (continued)	Made a presentation in class		23		7	
	Applied concepts from courses to everyday life		23		16	
	If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?		25		34	
	Perceived growth: Ability to get along with people of different races/cultures				2	
	Perceived growth: Foreign language ability				2	
	Perceived growth: Interpersonal skills				2	
	Perceived growth: Preparedness for employment after college				2	
	Perceived growth: Preparedness for graduate or advanced education				2	
	Worked on independent study projects				7	
	Failed to complete homework on time				7	
	Met with an advisor/counselor about your career plans				7	
	Challenged a professor's ideas in class				7	
	Took a class that required: One or more 10+ page papers			CC	7	
	Took a class that required: Multiple short papers			CC	7	
	Taken an ethnic studies course			26	8	10
	Taken a women's studies course			26	8	10
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			17	8	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				8	
	Participated in an internship program				8	
	Participate/d in study-abroad	46		17	8	
	Utilized/Satisfaction: Tutoring or other academic assistance			7	13	
	Satisfaction: Science and mathematics courses				13	
	Satisfaction: Humanities courses				13	
	Satisfaction: Social science courses				13	
	Satisfaction: Courses in your major field				15	
	Satisfaction: Ability to find a faculty or staff mentor				15	
	Received from your professor: Encouragement to pursue graduate/professional study				24	
	Received from your professor: An opportunity to work on a research project				24	
	Received from your professor: A letter of recommendation				24	
	Received from your professor: Honest feedback about your skills and abilities				24	
	Received from your professor: Help to improve your study skills				24	
	Received from your professor: Feedback on your academic work (outside of grades)				24	
	Received from your professor: Intellectual challenge and stimulation				24	
	Received from your professor: An opportunity to discuss course content outside of class				24	
	Received from your professor: Help in achieving your professional goals				24	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				24	
	Received from your professor: An opportunity to publish				24	
	Work with other students on group projects	33				
	To be able to get a better job	38				
	To gain a general education and appreciation of ideas	38				

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.5: Evaluation of mission and purposes (continued)	To make me a more cultured person	38				
	To learn more about things that interest me	38				
	To prepare myself for graduate or professional school	38				
	This college has a very good academic reputation	40				
	This college's graduates gain admission to top graduate/professional schools	40				
	This college's graduates get good jobs	40				
	Faculty believe in my potential to succeed academically			5		
	Utilized: Study skills advising			7		
	Attended professor's office hours			7		
	Participated in study groups			7		
	This college: Encourages students to have a public voice and share their ideas openly			8		
	This college: Has a long-standing commitment to diversity			8		
	This college: Promotes the appreciation of cultural differences			8		
	How often: Use different points of view to make an argument			12		
	How often: Feel challenged to think more broadly about an issue			12		
	How often: Apply concepts from courses to real life situations			12		
	How often: Recognize the biases that affect your own thinking			12		
	How often: Critically evaluated your own position on an issue			12		
	Freshman orientation			17		
	Transfer orientation			17		
	Re-entry student program			17		
	Honors program			17		
	Faculty/mentor program			17		
	Academic support services for low-income/first generation students			17		
	How many courses: Opportunities to study and serve communities in need (e.g., service learning)			19		
	How many courses: A remedial or developmental focus			19		
	Was bored with my coursework			24a		
	Performed community service			25		
	Taken an LGBT studies course			25		
	Adjust to the academic demands of classes			TR2		
	Discussed my academic goals with faculty			TR2		
	Before transferring: The courses I took prepared me for the academic demands here			TR4		
	At this college: Campus administrators care about what happens to transfer students			TR4		
	At this college: I have received helpful advice about how to succeed here as a transfer student			TR4		
	Instructors: Help students learn how to bring about positive change in society			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: 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		
	Taught an interdisciplinary course					10

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.5: Evaluation of mission and purposes (continued)	Taught a service learning course					10
	Taught an exclusively web-based course at this institution					10
	Worked with undergraduates on a research project					10
	Taught a seminar for first-year students					10
	Taught a capstone course					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
	Develop ability to think critically					21
	Prepare students for employment after college					21
	Prepare students for graduate or advanced education					21
	Develop moral character					21
	Provide for students' emotional development					21
	Teach students the classic works of Western civilization					21
	Help students develop personal values					21
	Enhance students' self-understanding					21
	Instill in students a commitment to community service					21
	Enhance students' knowledge of and appreciation for other racial/ethnic					21
	Help master knowledge in a discipline					21
	Develop creative capacities					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	Help students evaluate the quality and reliability of information					21
	Engage students in civil discourse around controversial issues					21
	Teach students tolerance and respect for different beliefs					21
	Encourage students to become agents of social change					21
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.7: Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning resource allocation and to inform the public about the institution.	Perceived growth: General knowledge		2		2	
	Perceived growth: Knowledge of a particular field or discipline		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	
	That your courses inspired you to think in new ways		5			
	Satisfaction: General education and core curriculum courses		6		14	

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.7: Student gains (continued)	Satisfaction: Your overall academic experience		6			
	Satisfaction: Academic advising		6		14	
	Satisfaction: Opportunities for community service		6			
	Satisfaction: First-year programs (e.g., first-year seminar, learning community, linked courses)		6			
	Rate yourself: Academic ability	41	8	16	17	
	Rate yourself: Artistic ability	41	8		17	
	Rate yourself: Creativity	41	8		17	
	Rate yourself: Drive to achieve	41	8	16	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-confidence (social)	14	8		17	
	Rate yourself: Self-understanding	14	8		17	
	Rate yourself: Spirituality	14	8		17	
	Rate yourself: Understanding of others	14	8		17	
	Rate yourself: Writing ability	41	8		17	
	Understand what your professors expect of you academically		9	TR4		
	Develop effective study skills		9	TR4		
	Adjust to the academic demands of college		9	TR4		
	Manage your time effectively		9			
	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	
	Attended a religious service	30	12		16	
	Tutored another (college) student	30	12		7	
	Studied with other students	30	12		7	
	Participate in or performed volunteer or community service work	30, 46	12		16	
	Asked a professor/teacher for advice after class	30	12		7	
	Worked on a local, state, or national campaign	30	12		16	
	Used the Internet for research or homework	30	12		7	
	Performed community service as part of class	30	12		7	19
	Discussed religion	30	12		16	
	Discussed politics	30	12	25	16	
	Helped raise money for a cause or campaign	30	12	25	7	
	Publicly communicated your opinion about a cause (e.g., blog, email, petition)	30	12	25	7	
	Faculty showed concern about my progress		14		18	
	If asked, I would recommend this college to others		14	5	18	
	Satisfaction: Amount of contact with faculty		15		15	
	Satisfaction: Racial/ethnic diversity of student body		15	27	15	
	Satisfaction: Relevance of coursework to everyday life		15		15	
	Satisfaction: Relevance of coursework to future career plans		15		15	

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.7: Student gains (continued)	Satisfaction: Overall quality of instruction		15		15	
	Satisfaction: Respect for the expression of diverse beliefs		15	27	15	
	Satisfaction: Availability of campus social activities		15		15	
	Satisfaction: Your social life		15			
	Satisfaction: Overall sense of community among students		15	27	15	
	Satisfaction: Overall college experience		15		15	
	Ask questions in class	33	17	18	13	18
	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
	Studying/homework	39	21		11	
	Socializing with friends	39	21		11	
	Exercise/exercising or sports	39	21		11	
	Partying	39	21		11	
	Working (for pay) on campus		21		11	
	Working (for pay) off campus		21		11	
	Student clubs and groups	39	21		11	
	Watching TV	39	21		11	
	Household/childcare duties	39	21		11	
	Commuting		21		11	
	Online social networks (MySpace, Facebook, etc.)	39	21		11	
	Participate/d in student government	46	22		8	
	Held a full-time job (approx. 40 hours) while taking classes		22		8	
	Join/ed a social fraternity or sorority	46	22	26	8	
	Play/ed club, intramural, or recreational sports	46	22		8	
	Play/ed intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	46	22		8	
	Participate/d in student groups/clubs	46	22		8	
	Strengthened your religious beliefs/convictions		22			
	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	17		10
	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		22			
	Been a leader in an organization		22			
	Communicate/d regularly with your professors	46	22		7	

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.7: Student gains (continued)	Contributed to class discussions		23		7	
	Discuss/ed course content with students outside of class	46	23	7	7	
	Work/ed on a professor's research project	46	23		7	10
	Received from your professor: Advice or guidance about your educational		23		24	
	Received from your professor: Emotional support and encouragement		23		24	
	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		16	
	If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?		25		33	
	Perceived growth: Ability to get along with people of different races/cultures				2	
	Perceived growth: Foreign language ability				2	
	Perceived growth: Interpersonal skills				2	
	Perceived growth: Preparedness for employment after college				2	
	Perceived growth: Preparedness for graduate or advanced education				2	
	Worked on independent study projects				7	
	Failed to complete homework on time				7	
	Met with an advisor/counselor about your career plans				7	
	Challenged a professor's ideas in class				7	
	Took a class that required: One or more 10+ page papers			CC	7	
	Took a class that required: Multiple short papers			CC	7	
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			17	8	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				8	
	Participated in an internship program				8	
	Participate/d in study-abroad	46		17	8	
	Participated in an ethnic/racial student organization				8	
	Volunteer work	39			11	
	Prayer/meditation				11	
	Satisfaction: Tutoring or other academic assistance				14	
	Satisfaction: Science and mathematics courses				14	
	Satisfaction: Humanities courses				14	
	Satisfaction: Social science courses				14	
	Satisfaction: Courses in your major field				15	
	Satisfaction: Ability to find a faculty or staff mentor				15	
	Received from your professor: Encouragement to pursue graduate/professional study				24	
	Received from your professor: An opportunity to work on a research project				24	
	Received from your professor: A letter of recommendation				24	
	Received from your professor: Honest feedback about your skills and abilities				24	
	Received from your professor: Help to improve your study skills				24	
	Received from your professor: Feedback on your academic work (outside of grades)				24	
	Received from your professor: Intellectual challenge and stimulation				24	

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.7: Student gains (continued)	Received from your professor: An opportunity to discuss course content outside of class				24	
	Received from your professor: Help in achieving your professional goals				24	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				24	
	Received from your professor: An opportunity to publish				24	
	Work with other students on group projects	33				
	To be able to get a better job	38				
	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				
	To prepare myself for graduate or professional school	38				
	Working (for pay)	39				
	Reading for pleasure	39				
	This college has a very good academic reputation	40				
	This college's graduates gain admission to top graduate/professional schools	40				
	This college's graduates get good jobs	40				
	Work full-time while attending college	46				
	Taught an interdisciplinary course					10
	Taught a service learning course					10
	Worked with undergraduates on a research project					10
	Taught a seminar for first-year students					10
	Taught a capstone course					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
	Develop ability to think critically					21
	Prepare students for employment after college					21
	Prepare students for graduate or advanced education					21
	Develop moral character					21
	Provide for students' emotional development					21
	Teach students the classic works of Western civilization					21
	Help students develop personal values					21
	Enhance students' self-understanding					21
	Instill in students a commitment to community service					21
	Enhance students' knowledge of and appreciation for other racial/ethnic					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

NEASC Standard 2: Planning and Evaluation

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.7: Student gains (continued)	Engage students in civil discourse around controversial issues					21
	Teach students tolerance and respect for different beliefs					21
	Encourage students to become agents of social change					21
	Faculty believe in my potential to succeed academically			5		
	Facutly encourage me to meet with them after or outside of class			5		
	Attended professor's office hours			7		
	Participated in study groups			7		
	How often: Use different points of view to make an argument			12		
	How often: Feel challenged to think more broadly about an issue			12		
	How often: Apply concepts from courses to real life situations			12		
	How often: Recognize the biases that affect your own thinking			12		
	How often: Critically evaluated your own position on an issue			12		
	Faculty/mentor program			17		
	Faculty were able to determine my level of understanding of the course material			21		
	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		
	Performed community service			25		
	Adjust to the academic demands of classes			TR2		
	I think it does not matter what my major is, only that I obtain a degree			TM		
	Regardless of my choice of major, the skills I gain in college will be applicable to any future career			TM		
	It is important to find my major interesting, regardless of how "practical" it is			TM		
	I feel comfortable sharing my own perspectives and experiences in class			CC		
	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		
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.8:The institution determines the effectiveness of its planning and evaluation activities on an ongoing basis. Results of these activities are used to further enhance the institution's implementation of its purposes and objectives.	Felt that my contributions were valued in class			20		
	Felt that faculty encouraged me to ask questions and participate in discussions			20		

TFS = The Freshman Survey; YFCY = Your First College Year; 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:

NEASC Standard 3: Organization and Governance

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient independence from any sponsoring entity to be held accountable for meeting the Commission's Standards for Accreditation.

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.12: Faculty exercise an important role in assuring the academic integrity of the institution's educational programs. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.	Part-time instructors: Have good working relationships with the administration					2
	Part-time instructors: Are respected by full-time faculty					2
	The faculty are typically at odds with campus administration					26
	Administrators consider faculty concerns when making policy					26
	The administration is open about its policies					26
	Faculty are sufficiently involved in campus decision making					29

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

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NOTES:

NEASC Standard 4: The Academic Program

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution sets a standard of student achievement appropriate to the degree awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.7: The institution ensures that students use information resources and information technology as an integral part of their education. The institution provides appropriate orientation and training for use of these resources, as well as instruction and support in information literacy and information technology appropriate to the degree level and field of study.	Satisfaction: Computer facilities/labs		6			
	Satisfaction: Library facilities		6		14	
	Satisfaction: Computing assistance		6		14	
	Rate yourself: Computer skills	41	8		17	
	Used the Internet for research or homework	30	12		7	
	Evaluate the quality or reliability of information you received	33	17	18	13	18
	Look up scientific research articles and resources	33	17	18	13	
	Accessed your campus' library resources electronically		23		7	
	Used the library for research or homework				7	
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.8: Students completing an undergraduate or graduate degree program demonstrate collegiate-level skills in the English language.	Rate yourself: Public speaking ability	41	8		17	
	Rate yourself: Writing ability	41	8		17	
	Revise your papers to improve your writing	33	17	18	13	18
	Took a class that required: One or more 10+ page papers			CC	7	
	Took a class that required: Multiple short papers			CC	7	
	Is English your native language?	3				
	How many years did you study: English	19				
	English as a Second Language (ESL) instruction			17		
	Do you speak a language other than English at home			43		
	With which language do you feel more comfortable			43a		
	Improve my English reading, writing, or speaking skills			TR2		
	Evaluation methods: Student presentations			CC		19
	Instructional techniques/methods: Multiple drafts of written work			CC		19
	Instructional techniques/methods: Reflective writing/journaling			CC		19
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.12: When programs are eliminated or program requirements are changed, the institution makes appropriate arrangements for enrolled students so that they may complete their education with a minimum of disruption.	Satisfaction: Academic advising		6		14	

NEASC Standard 4: The Academic Program

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.14: Undergraduate degree programs are designed to give students a substantial and coherent introduction to the broad areas of human knowledge, their theories and methods of inquiry, plus in-depth study in at least one disciplinary or interdisciplinary area. Programs have an appropriate rationale; their clarity and order are visible in stated requirements in official publications and in student records.	Read this college's catalog (paper or online)			7		
	This campus proactively distributes transfer information to students			TR2		
	Administrators make transfer a priority at this institution			TR2		
	Students learn about transfer requirements at college entry			TR2		
	Figure out which courses count towards your goals			TR2		
	Complete course pre-requisites for an intended major			TR2		
	Sought information for prerequisites in my major			TR2		
	Used the transfer course requirements list/transfer plan when registering for classes			TR2		
	Talking to a counselor/academic advisor			TM		
	There are too many steps to declare a major here			TM		
	I will be/was unable to to get into my first-choice major			TM		
	I do not know enough about majors to choose			TM		
	Information distributed on majors is useful			TM		
	This campus has many events/activities to help students choose a major			TM		
	Before transferring: I received helpful advice about the right courses to complete the requirements to transfer			TR4		
	Before transferring: The guidelines for transferring to this institution were easy to understand			TR4		
	Before transferring: There was helpful online information available about how to transfer here (e.g., websites)			TR4		
	Before transferring: I worked with a transfer specialist/advisor from this institution to apply or choose courses			TR4		
	Participated in transfer-focused programs/activities			TR4		
	Figure out which requirements I need to graduate			TR4		
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.16: The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn.	Perceived growth: General knowledge		2		2	
	Perceived growth: Knowledge of a particular field or discipline		2		2	
	Perceived growth: Critical thinking skills		2		2	
	Perceived growth: Problem-solving skills		2		2	
	Satisfaction: General education and core curriculum courses		6		14	
	Rate yourself: Academic ability	41	8	16	17	
	Rate yourself: Drive to achieve	41	8	16	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-confidence (social)	41	8		17	
	Rate yourself: Self-understanding	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	
	Worked on a local, state, or national campaign	30	12		16	
	Ask questions in class	33	17	18	13	18
	Support your opinions with a logical argument	33	17	18	13	18

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.16: General education (continued)	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
	Perceived growth: Ability to get along with people of different races/cultures				2	
	Perceived growth: Preparedness for employment after college				2	
	Perceived growth: Preparedness for graduate or advanced education				2	
	To be able to get a better job	38				
	To gain a general education and appreciation of ideas	38				
	To make me a more cultured person	38				
	This college: Encourages students to have a public voice and share their ideas openly			8		
	How often in the past year did you: Make an effort to get to know people from diverse backgrounds			12		
	How often in the past year did you: Use different points of view to make an argument			12		
	How often in the past year did you: Feel challenged to think more broadly about an issue			12		
	How often in the past year did you: Apply concepts from courses to real life situations			12		
	How often in the past year did you: Recognize the biases that affect your own thinking			12		
	How often in the past year did you: Critically evaluated your own position on an issue			12		
	I think it does not matter what my major is, only that I obtain a degree			TM		
	Regardless of my choice of major, the skills I gain in college will be applicable to any future career			TM		
	It is important to find my major interesting, regardless of how "practical" it is			TM		
	I would rather hear a person's conflicting view than have them remain silent			IGR		
	Instructors: Help students learn how to bring about positive change in society			CC		
	Instructors: Communicate high expectations for students' performance			CC		
	Instructors: Encourage students to contribute different perspectives in class			CC		
	Instructors: Motivated me to work harder than I thought I could			CC		
	Instructors: Teach students tolerance and respect for different beliefs			CC		
	Develop ability to think critically					21
	Prepare students for employment after college					21
	Prepare students for graduate or advanced education					21
	Develop moral character					21
	Provide for students' emotional development					21
	Teach students the classic works of Western civilization					21
	Help students develop personal values					21

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.16: General education (continued)	Enhance students' self-understanding					21
	Instill in students a commitment to community service					21
	Enhance students' knowledge of and appreciation for other racial/ethnic					21
	Help master knowledge in a discipline					21
	Develop creative capacities					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	Help students evaluate the quality and reliability of information					21
	Engage students in civil discourse around controversial issues					21
	Teach students tolerance and respect for different beliefs					21
	Encourage students to become agents of social change					21
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.19: Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind.	Perceived growth: General knowledge		2		2	
	Perceived growth: Knowledge of a particular field or discipline		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: Critical thinking skills		2		2	
	Perceived growth: Problem-solving skills		2		2	
	Rate yourself: Computer skills	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-confidence (social)	41	8		17	
	Rate yourself: Self-understanding	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	
	Worked on a local, state, or national campaign	30	12		16	
	Satisfaction: Respect for the expression of diverse beliefs		15	27	15	
	Ask questions in class	33	17	18	13	18
	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

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.19: Undergraduate outcomes (continued)	Integrate skills and knowledge from different sources and experiences	33	17	18	13	18
	Perceived growth: Ability to get along with people of different races/cultures				2	
	To gain a general education and appreciation of ideas	38				
	This college: Encourages students to have a public voice and share their ideas openly			8		
	How often in the past year did you: Make an effort to get to know people from diverse backgrounds			12		
	How often in the past year did you: Use different points of view to make an argument			12		
	How often in the past year did you: Feel challenged to think more broadly about an issue			12		
	How often in the past year did you: Apply concepts from courses to real life situations			12		
	How often in the past year did you: Recognize the biases that affect your own thinking			12		
	How often in the past year did you: Critically evaluated your own position on an issue			12		
	I would rather hear a person's conflicting view than have them remain silent			IGR		
	Develop ability to think critically					21
	Prepare students for employment after college					21
	Prepare students for graduate or advanced education					21
	Develop moral character					21
	Provide for students' emotional development					21
	Teach students the classic works of Western civilization					21
	Help students develop personal values					21
	Enhance students' self-understanding					21
	Instill in students a commitment to community service					21
	Enhance students' knowledge of and appreciation for other racial/ethnic					21
	Help master knowledge in a discipline					21
	Develop creative capacities					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	Help students evaluate the quality and reliability of information					21
	Engage students in civil discourse around controversial issues					21
	Teach students tolerance and respect for different beliefs					21
	Encourage students to become agents of social change					21
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.31: The institution offers required and elective courses as described in publicly available print and electronic formats with sufficient availability to provide students with the opportunity to graduate within the published program length.	It will take me longer to graduate than I had planned			5		
	Not been able to get into the classes you need because they were full			20		
	Not been able to take the classes you need because they were not offered/were cancelled			20		
	Taken classes when most campus services were closed			20		
	I will be/was unable to to get into my first-choice major			TM		
	I was not able to take the courses I needed in my previous major			TM		
	Figure out which requirements I need to graduate			TR4		

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.38: Faculty, with administrative support, ensure the academic integrity of the award of grades, where applicable, and credits for individual courses. The institution works to prevent cheating and plagiarism as well as to deal forthrightly with any instances in which they occur.	Witnessed academic dishonesty/cheating		23			
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.45: The institution does not erect barriers to the acceptance of transfer credit that are unnecessary to protect its academic quality and integrity, and it seeks to establish articulation agreements with institutions from which and to which there is a significant pattern of student transfer. Such agreements are made available to those students affected by them.	How many courses taken at another institution were accepted for credit here			TR4		
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.46: Students complete at least one fourth of their undergraduate program, including advanced work in the major or concentration, at the institution awarding the degree. In accepting transfer credit, the institution exercises the responsibility to ensure that students have met its stated learning outcomes of programs at all degree levels. The acceptance of transfer credit does not substantially diminish the proportion of intermediate and advanced coursework in a student's academic program.	How many courses taken at another institution were accepted for credit here			TR4		
	Before transferring: The courses I took prepared me for the academic demands here			TR4		

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.48: The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded.	Perceived growth: General knowledge		2		2	
	Perceived growth: Knowledge of a particular field or discipline		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	
	How often: That your courses inspired you to think in new ways		5			
	Satisfaction: Your overall academic experience		6			
	Rate yourself: Academic ability	41	8	16	17	
	Rate yourself: Artistic ability	41	8		17	
	Rate yourself: Creativity	41	8		17	
	Rate yourself: Drive to achieve	41	8	16	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-confidence (social)	41	8		17	
	Rate yourself: Self-understanding	41	8		17	
	Rate yourself: Understanding of others	41	8		17	
	Rate yourself: Writing ability	41	8		17	
	Develop effective study skills		9	TR4		
	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	
	Studied with other students	30	12		7	
	Asked a professor/teacher for advice after class	30	12		7	
	Worked on a local, state, or national campaign	30	12		16	
	Used the Internet for research or homework	30	12		7	
	Performed community service as part of class	30	12		7	
	If asked, I would recommend this college to others		15	5	18	
	Satisfaction: Racial/ethnic diversity of student body		15	27	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: Respect for the expression of diverse beliefs		15	27	15	
	Satisfaction: Overall college experience		15		15	
	Ask questions in class	33	17	18	13	18
	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

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.48: Assessment of student learning (continued)	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
	Studying/homework	39	21		11	
	Communicate/d regularly with your professors	46	22		7	
	Contributed to class discussions		23		7	
	Discuss/ed 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		16	
	If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?		25		33	
	Perceived growth: Ability to get along with people of different races/cultures				2	
	Perceived growth: Interpersonal skills				2	
	Perceived growth: Preparedness for employment after college				2	
	Perceived growth: Preparedness for graduate or advanced education				2	
	Failed to complete homework on time				7	
	Challenged a professor's ideas in class				7	
	Took a class that required: One or more 10+ page papers			CC	7	
	Took a class that required: Multiple short papers			CC	7	
	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	
	Received from your professor: An opportunity to discuss course content outside of class				24	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				24	
	Work with other students on group projects	33				
	To be able to get a better job	38				
	To gain a general education and appreciation of ideas	38				
	To prepare myself for graduate or professional school	38				
	Reading for pleasure	39				
	Facutly encourage me to meet with them after or outside of class			5		
	Attended a professor's office hours			7		
	Participated in study groups			7		
	How often in the past year did you: Make an effort to get to know people from diverse backgrounds			12		
	How often in the past year did you: Use different points of view to make an argument			12		

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.48: Assessment of student learning (continued)	How often in the past year did you: Feel challenged to think more broadly about an issue			12		
	How often in the past year did you: Apply concepts from courses to real life situations			12		
	How often in the past year did you: Recognize the biases that affect your own thinking			12		
	How often in the past year did you: Critically evaluated your own position on an issue			12		
	How many courses: Opportunities to study and serve communities in need (e.g., service learning)			19		
	Faculty were able to determine my level of understanding of the course material			21		
	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		
	Performed community service			25		
	Discussed my academic goals with faculty			TR2		
	Instructors: Value individual differences in the classroom			CC		
	Instructors: Are sensitive to the ability levels of all students			CC		
	Instructors: Help students learn how to bring about positive change in society			CC		
	Instructors: Encourage students from diverse backgrounds to work together			CC		
	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: Teach students tolerance and respect for different beliefs			CC		
	Develop ability to think critically					21
	Prepare students for employment after college					21
	Prepare students for graduate or advanced education					21
	Develop moral character					21
	Provide for students' emotional development					21
	Teach students the classic works of Western civilization					21
	Help students develop personal values					21
	Enhance students' self-understanding					21
	Instill in students a commitment to community service					21
	Enhance students' knowledge of and appreciation for other racial/ethnic					21
	Help master knowledge in a discipline					21
	Develop creative capacities					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	Help students evaluate the quality and reliability of information					21
	Engage students in civil discourse around controversial issues					21
	Teach students tolerance and respect for different beliefs					21
	Encourage students to become agents of social change					21

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.49: The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students.	Perceived growth: General knowledge		2		2	
	Perceived growth: Knowledge of a particular field or discipline		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	
	How often: That your courses inspired you to think in new ways		5			
	Satisfaction: Your overall academic experience		6			
	Rate yourself: Academic ability	41	8	16	17	
	Rate yourself: Artistic ability	41	8		17	
	Rate yourself: Creativity	41	8		17	
	Rate yourself: Drive to achieve	41	8	16	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-confidence (social)	41	8		17	
	Rate yourself: Self-understanding	41	8		17	
	Rate yourself: Understanding of others	41	8		17	
	Rate yourself: Writing ability	41	8		17	
	Develop effective study skills		9	TR4		
	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	
	Studied with other students	30	12		7	
	Asked a professor/teacher for advice after class	30	12		7	
	Worked on a local, state, or national campaign	30	12		16	
	Used the Internet for research or homework	30	12		7	
	Performed community service as part of class	30	12		7	
	If asked, I would recommend this college to others		15	5	18	
	Satisfaction: Racial/ethnic diversity of student body		15	27	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: Respect for the expression of diverse beliefs		15	27	15	
	Satisfaction: Overall college experience		15		15	
	Ask questions in class	33	17	18	13	18
	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

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.49: Understanding student learning (continued)	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
	Studying/homework	39	21		11	
	Communicate/d regularly with your professors	46	22		7	
	Discuss/ed course content with students outside of class	46	23		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		16	
	If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?		25		33	
	Perceived growth: Ability to get along with people of different races/cultures				2	
	Perceived growth: Interpersonal skills				2	
	Perceived growth: Preparedness for employment after college				2	
	Perceived growth: Preparedness for graduate or advanced education				2	
	Failed to complete homework on time				7	
	Challenged a professor's ideas in class				7	
	Took a class that required: One or more 10+ page papers			CC	7	
	Took a class that required: Multiple short papers			CC	7	
	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	
	Received from your professor: An opportunity to discuss course content outside of class				24	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				24	
	Work with other students on group projects	33				
	To be able to get a better job	38				
	To gain a general education and appreciation of ideas	38				
	To prepare myself for graduate or professional school	38				
	Reading for pleasure	39				
	Facutly encourage me to meet with them after or outside of class			5		
	Attended a professor's office hours			7		
	This college: Encourages students to have a public voice and share their ideas openly			8		
	This college: Promotes the appreciation of cultural differences			8		
	How often in the past year did you: Make an effort to get to know people from diverse backgrounds			12		
	How often in the past year did you: Use different points of view to make an argument			12		

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.49: Understanding student learning (continued)	How often in the past year did you: Feel challenged to think more broadly about an issue			12		
	How often in the past year did you: Apply concepts from courses to real life situations			12		
	How often in the past year did you: Recognize the biases that affect your own thinking			12		
	How often in the past year did you: Critically evaluated your own position on an issue			12		
	How many courses: Mostly online instruction			19		
	How many courses: Materials/readings about gender			19		
	How many courses: Opportunities to study and serve communities in need (e.g., service learning)			19		
	How many courses: Materials/readings about race/ethnicity			19		
	How many courses: Materials/readings about socioeconomic class differences			19		
	How many courses: A remedial or developmental focus			19		
	How many courses: Materials/readings about privilege			19		
	How many courses: Opportunities for intensive dialogue between students with different backgrounds and beliefs			19		
	How many courses: Materials/readings about sexual orientation			19		
	How many courses: Materials/readings about disability			19		
	Faculty were able to determine my level of understanding of the course material			21		
	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		
	Discussed my academic goals with faculty			TR2		
	Exploring how a major leads to specific career options			TM		
	Finding a supportive faculty member in the major			TM		
	The availability of jobs is an important consideration for me in choosing a major			TM		
	It is important to find my major interesting, regardless of how "practical" it is			TM		
	I feel confident I will succeed			TM		
	I have a peer support network among students			TM		
	Get to know faculty			TR4		
	I would rather hear a person's conflicting view than have them remain silent			IGR		
	Instructors: Value individual differences in the classroom			CC		
	Instructors: Are sensitive to the ability levels of all students			CC		
	Instructors: Help students learn how to bring about positive change in society			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: Motivated me to work harder than I thought I could			CC		
	Instructors: Teach students tolerance and respect for different beliefs			CC		
	Lectures (exclusively or almost exclusively)			CC		
	Class discussions			CC		
	Lab work			CC		

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.49: Understanding student learning (continued)	Evaluation methods: Student presentations			CC		19
	Instructional techniques/methods: Multiple drafts of written work			CC		19
	Instructional techniques/methods: Group projects			CC		19
	Instructional techniques/methods: Cooperative learning (small groups)			CC		19
	Instructional techniques/methods: Reflective writing/journaling			CC		19
	Instructional techniques/methods: Electronic quizzes with immediate feedback in class (e.g., clickers)			CC		19
	Develop ability to think critically					21
	Prepare students for employment after college					21
	Prepare students for graduate or advanced education					21
	Develop moral character					21
	Provide for students' emotional development					21
	Teach students the classic works of Western civilization					21
	Help students develop personal values					21
	Enhance students' self-understanding					21
	Instill in students a commitment to community service					21
	Enhance students' knowledge of and appreciation for other racial/ethnic					21
	Help master knowledge in a discipline					21
	Develop creative capacities					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	Help students evaluate the quality and reliability of information					21
	Engage students in civil discourse around controversial issues					21
	Teach students tolerance and respect for different beliefs					21
	Encourage students to become agents of social change					21
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.50: Expectations for student learning reflect both the mission and character of the institution and general expectations of the larger academic community for the level of degree awarded and the field of study. These expectations include statements that are consistent with the institution's mission in preparing students for further study and employment, as appropriate.	Perceived growth: General knowledge		2		2	
	Perceived growth: Knowledge of a particular field or discipline		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	
	How often: That your courses inspired you to think in new ways		5			
	Satisfaction: Your overall academic experience		6			
	Rate yourself: Academic ability	41	8	16	17	
	Rate yourself: Artistic ability	41	8		17	
	Rate yourself: Creativity	41	8		17	
	Rate yourself: Drive to achieve	41	8	16	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	

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.50: Expectations for student learning (continued)	Rate yourself: Self-confidence (social)	41	8		17	
	Rate yourself: Self-understanding	41	8		17	
	Rate yourself: Understanding of others	41	8		17	
	Rate yourself: Writing ability	41	8		17	
	Understand what your professors expect of you academically		9	TR4		
	Develop effective study skills		9	TR4		
	Adjust to the academic demands of college		9	TR4		
	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	
	Studied with other students	30	12		7	
	Asked a professor/teacher for advice after class	30	12		7	
	Worked on a local, state, or national campaign	30	12		16	
	Used the Internet for research or homework	30	12		7	
	Performed community service as part of class	30	12		7	
	Publicly communicated your opinion about a cause (e.g., blog, email, petition)	30	12	25	7	
	If asked, I would recommend this college to others		14	5	18	
	Faculty empower me to learn here		14	5	18	
	Faculty showed concern about my progress		14	5	18	
	Satisfaction: Racial/ethnic diversity of student body		15		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: Respect for the expression of diverse beliefs		15	27	15	
	Satisfaction: Overall college experience		15		15	
	Ask questions in class	33	17	18	13	18
	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
	Studying/homework	39	21		11	
	Communicate/d regularly with your professors	46	22		7	
	Contributed to class discussions		23		7	
	Discuss/ed 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	

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.50: Expectations for student learning (continued)	Made a presentation in class		23		7	
	Applied concepts from courses to everyday life		23		16	
	If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?		25		33	
	Perceived growth: Ability to get along with people of different races/cultures				2	
	Perceived growth: Interpersonal skills				2	
	Perceived growth: Preparedness for employment after college				2	
	Perceived growth: Preparedness for graduate or advanced education				2	
	Failed to complete homework on time				7	
	Challenged a professor's ideas in class				7	
	Took a class that required: One or more 10+ page papers			CC	7	
	Took a class that required: Multiple short papers			CC	7	
	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	
	Received from your professor: An opportunity to discuss course content outside of class				24	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				24	
	Work with other students on group projects	33				
	To be able to get a better job	38				
	To gain a general education and appreciation of ideas	38				
	To prepare myself for graduate or professional school	38				
	Reading for pleasure	39				
	Faculty believe in my potential to succeed academically			5		
	At least one faculty member has taken an interest in my development			5		
	Facutly encourage me to meet with them after or outside of class			5		
	Attended a professor's office hours			7		
	Participated in study groups			7		
	This college: Encourages students to have a public voice and share their ideas openly			8		
	This college: Promotes the appreciation of cultural differences			8		
	How often in the past year did you: Make an effort to get to know people from diverse backgrounds			12		
	How often in the past year did you: Use different points of view to make an argument			12		
	How often in the past year did you: Feel challenged to think more broadly about an issue			12		
	How often in the past year did you: Apply concepts from courses to real life situations			12		
	How often in the past year did you: Recognize the biases that affect your own thinking			12		
	How often in the past year did you: Critically evaluated your own position on an issue			12		
	Faculty were able to determine my level of understanding of the course material			21		
	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		

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.50: Expectations for student learning (continued)	Felt that faculty encouraged me to ask questions and participate in discussions			21		
	Performed community service			25		
	Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			TR2		
	Discussed my academic goals with faculty			TR2		
	I think it does not matter what my major is, only that I obtain a degree			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		
	It is important to find my major interesting, regardless of how "practical" it is			TM		
	Get to know faculty			TR4		
	I feel comfortable sharing my own perspectives and experiences in class			CC		
	Instructors: Value individual differences in the classroom			CC		
	Instructors: Are sensitive to the ability levels of all students			CC		
	Instructors: Help students learn how to bring about positive change in society			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: Motivated me to work harder than I thought I could			CC		
	Instructors: Teach students tolerance and respect for different beliefs			CC		
	Class discussions			CC		
	Instructional techniques/methods: Multiple drafts of written work			CC		19
	Instructional techniques/methods: Group projects			CC		19
	Instructional techniques/methods: Cooperative learning (small groups)			CC		19
	Provide for students' emotional development					21
	Teach students the classic works of Western civilization					21
	Help students develop personal values					21
	Enhance students' self-understanding					21
	Instill in students a commitment to community service					21
	Enhance students' knowledge of and appreciation for other racial/ethnic					21
	Help master knowledge in a discipline					21
	Develop creative capacities					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	Help students evaluate the quality and reliability of information					21
	Engage students in civil discourse around controversial issues					21
	Teach students tolerance and respect for different beliefs					21
	Encourage students to become agents of social change					21

NEASC Standard 4: The Academic Program

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.51: The institution's approach to understanding what and how students are learning and using the results for improvement has the support of the institution's academic and institutional leadership and the systematic involvement of faculty.	Develop ability to think critically					21
	Prepare students for employment after college					21
	Prepare students for graduate or advanced education					21
	Develop moral character					21
	Provide for students' emotional development					21
	Teach students the classic works of Western civilization					21
	Help students develop personal values					21
	Enhance students' self-understanding					21
	Instill in students a commitment to community service					21
	Enhance students' knowledge of and appreciation for other racial/ethnic					21
	Help master knowledge in a discipline					21
	Develop creative capacities					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	Help students evaluate the quality and reliability of information					21
	Engage students in civil discourse around controversial issues					21
	Teach students tolerance and respect for different beliefs					21
	Encourage students to become agents of social change					21
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.53: The institution ensures that students have systematic, substantial, and sequential opportunities to learn important skills and understandings and actively engage in important problems of their discipline or profession and that they are provided with regular and constructive feedback designed to help them improve their achievement.	Perceived growth: General knowledge		2		2	
	Perceived growth: Knowledge of a particular field or discipline		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	
	How often: That your courses inspired you to think in new ways		5			
	Satisfaction: Your overall academic experience		6			
	Rate yourself: Academic ability	41	8	16	17	
	Rate yourself: Artistic ability	41	8		17	
	Rate yourself: Creativity	41	8		17	
	Rate yourself: Drive to achieve	41	8	16	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-confidence (social)	41	8		17	
	Rate yourself: Self-understanding	41	8		17	
	Rate yourself: Understanding of others	41	8		17	
	Rate yourself: Writing ability	41	8		17	
	Understand what your professors expect of you academically		9	TR4		
	Develop effective study skills		9	TR4		
	Ability to see the world from someone else's perspective	31	11	6	19	

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.53: Learning skills (contintued)	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	
	Studied with other students	30	12		7	
	Asked a professor/teacher for advice after class	30	12		7	
	Worked on a local, state, or national campaign	30	12		16	
	Used the Internet for research or homework	30	12		7	
	Performed community service as part of class	30	12		7	
	If asked, I would recommend this college to others		14		18	
	Faculty empower me to learn here		14	5	18	
	Faculty showed concern about my progress		14	5	18	
	Satisfaction: Racial/ethnic diversity of student body		15		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: Respect for the expression of diverse beliefs		15	27	15	
	Satisfaction: Overall college experience		15		15	
	Ask questions in class	33	17	18	13	18
	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
	Studying/homework	33	21		11	
	Communicate/d regularly with your professors	46	22		7	
	Contributed to class discussions		23		7	
	Discuss/ed 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		16	
	If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?		25		33	
	Perceived growth: Ability to get along with people of different races/cultures				2	
	Perceived growth: Interpersonal skills				2	
	Perceived growth: Preparedness for employment after college				2	
	Perceived growth: Preparedness for graduate or advanced education				2	
	Failed to complete homework on time				7	

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.53: Learning skills (continued)	Challenged a professor's ideas in class				7	
	Took a class that required: One or more 10+ page papers			CC	7	
	Took a class that required: Multiple short papers			CC	7	
	Satisfaction/Utilized: Tutoring or other academic assistance			7	14	
	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	
	Received from your professor: An opportunity to discuss course content outside of class				24	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				24	
	Work with other students on group projects	33				
	To be able to get a better job	38				
	To gain a general education and appreciation of ideas	38				
	To prepare myself for graduate or professional school	38				
	Reading for pleasure	39				
	At least one staff member has taken an interest in my development			5		
	Faculty believe in my potential to succeed academically			5		
	Staff recognize my achievements			5		
	At least one faculty member has taken an interest in my development			5		
	Facutly encourage me to meet with them after or outside of class			5		
	Utilized: Writing center			7		
	Utilized: Transcript review			7		
	Attended a professor's office hours			7		
	Participated in study groups			7		
	How often in the past year did you: Make an effort to get to know people from diverse backgrounds			12		
	How often in the past year did you: Use different points of view to make an argument			12		
	How often in the past year did you: Feel challenged to think more broadly about an issue			12		
	How often in the past year did you: Apply concepts from courses to real life situations			12		
	How often in the past year did you: Recognize the biases that affect your own thinking			12		
	How often in the past year did you: Critically evaluated your own position on an issue			12		
	How many courses: Mostly online instruction			19		
	How many courses: Materials/readings about gender			19		
	How many courses: Opportunities to study and serve communities in need (e.g., service learning)			19		
	How many courses: Materials/readings about race/ethnicity			19		
	How many courses: Materials/readings about socioeconomic class differences			19		
	How many courses: A remedial or developmental focus			19		
	How many courses: Materials/readings about privilege			19		
	How many courses: Opportunities for intensive dialogue between students with different backgrounds and beliefs			19		
	How many courses: Materials/readings about sexual orientation			19		

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.53: Learning skills (continued)	How many courses: Materials/readings about disability			19		
	Faculty were able to determine my level of understanding of the course material			21		
	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		
	Performed community service			25		
	Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			TR2		
	Adjust to the academic demands of classes			TR2		
	Access support services outside of "regular" business hours			TR2		
	Figure out which courses count towards your goals			TR2		
	Schedule classes for the next semester			TR2		
	Improve my English reading, writing, or speaking skills			TR2		
	Complete course pre-requisites for an intended major			TR2		
	Pass basic skills or remedial courses			TR2		
	Discussed my academic goals with faculty			TR2		
	Exploring how a major leads to specific career options			TM		
	Finding a supportive faculty member in the major			TM		
	Talking to a counselor/academic advisor			TM		
	Finding a major that has a welcoming environment			TM		
	I think it does not matter what my major is, only that I obtain a degree			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		
	Faculty are approachable			TM		
	The faculty and staff demonstrate a strong commitment to diversity			TM		
	Faculty are interested in my development as a student			TM		
	Before transferring: I received helpful advice about the right courses to complete the requirements to transfer			TR4		
	At this college: Campus administrators care about what happens to transfer students			TR4		
	At this college: I have received helpful advice about how to succeed here as a transfer student			TR4		
	At this college: Faculty here take an interest in the success of transfer students			TR4		
	Sought information specific to transfer students			TR4		
	Felt overwhelmed by academic expectations			TR4		
	Figure out which requirements I need to graduate			TR4		
	I would rather hear a person's conflicting view than have them remain silent			IGR		
	I feel comfortable sharing my own perspectives and experiences in class			CC		
	I feel comfortable sharing my own perspectives and experiences in class			CC		
	I feel I have to work harder than other students to be perceived as a good student			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		

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.53: Learning skills (continued)	Instructors: Encourage students to contribute different perspectives in class			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: Teach students tolerance and respect for different beliefs			CC		
	Evaluation methods: Student presentations			CC		19
	Instructional techniques/methods: Multiple drafts of written work			CC		19
	Instructional techniques/methods: Group projects			CC		19
	Instructional techniques/methods: Electronic quizzes with immediate feedback in class (e.g., clickers)			CC		19
	Develop ability to think critically					21
	Prepare students for employment after college					21
	Prepare students for graduate or advanced education					21
	Develop moral character					21
	Provide for students' emotional development					21
	Teach students the classic works of Western civilization					21
	Help students develop personal values					21
	Enhance students' self-understanding					21
	Instill in students a commitment to community service					21
	Enhance students' knowledge of and appreciation for other racial/ethnic					21
	Help master knowledge in a discipline					21
	Develop creative capacities					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	Help students evaluate the quality and reliability of information					21
	Engage students in civil discourse around controversial issues					21
	Teach students tolerance and respect for different beliefs					21
	Encourage students to become agents of social change					21

TFS = The Freshman Survey; YFCY = Your First College Year; 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:

NEASC Standard 5: Faculty

The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned to them.

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5.3: There are an adequate number of faculty whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes. Responsibilities of teaching faculty include instruction and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility; additional duties may include such functions as student advisement, academic planning, and participation in policy-making, course and curricular development, research, and institutional governance.	Faculty during office hours		3			
	Faculty outside of class or office hours		3			
	Asked a professor/teacher for advice after class	30	12		7	
	Faculty showed concern about my progress		14	5	18	
	Satisfaction: Amount of contact with faculty		15		15	
	Received from your professor: Advice or guidance about your educational program		23		24	
	Facutly encourage me to meet with them after or outside of class			5		
	Attended a professor's office hours			7		
	Felt that faculty provided me with feedback that helped me assess my progress in class			21		
	Met with an advisor/counselor about your career plans				7	
	Received from your professor: Emotional support or encouragement				24	
	Received from your professor: Encouragement to pursue graduate/ professional study				24	
	Received from your professor: An opportunity to work on a research project				24	
	Received from your professor: A letter of recommendation				24	
	Received from your professor: Honest feedback about your skills and abilities				24	
	Received from your professor: Help to improve your study skills				24	
	Received from your professor: An opportunity to discuss course content outside of class				24	
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5.4: The institution employs an open and orderly process for recruiting and appointing its faculty. Faculty participate in the search process for new members of the instructional staff. The institution ensures equal employment opportunity consistent with legal requirements and any other dimensions of its own choosing; compatible with its mission and purposes, it addresses its own goals for the achievement of diversity among its faculty. Faculty selection reflects the effectiveness of this process and results in a variety of intellectual backgrounds and training. Each prospective faculty member is provided with a written contract that states explicitly the nature and term of the initial appointment and, when applicable, institutional considerations that might preclude or limit future appointments.	Satisfaction: Racial/ethnic diversity of the faculty			27		
	This institution should hire more faculty of color					30
	This institution should hire more women faculty					29
	Faculty of color are treated fairly here					29
	Women faculty are treated fairly here					29
	Gay and lesbian faculty are treated fairly here					29
	To create a diverse mulit-cultural campus environment					30
	To promote gender equity among faculty					30
	To increase the representation of minorites in the faculty and administration					30
	To increase the representation of women in the faculty and administration					30

NEASC Standard 5: Faculty

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5.7: Faculty assignments and workloads are consistent with the institution's mission and purposes. They are equitably determined to allow faculty adequate time to provide effective instruction, advise and evaluate students, contribute to program and institutional assessment and improvement, continue professional growth, and participate in scholarship, research, creative activities and service compatible with the mission and purposes of the institution. Faculty workloads are reappraised periodically and adjusted as institutional conditions change.	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
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5.8: The full-time/part-time composition of the faculty reflects the institution's mission, programs, and student body and is periodically reviewed. The institution avoids undue dependence on part-time faculty, adjuncts, temporary appointments, and graduate assistants to conduct instruction. Institutions that employ part-time, adjunct, clinical or temporary faculty assure their appropriate integration into the department and institution and provide opportunities for faculty development.	Part-time instructors: Are given specific training before teaching					2
	Part-time instructors: Rarely get hired into full-time positions					2
	Part-time instructors: Receive respect from students					2
	Part-time instructors: Are primarily responsible for introductory classes					2
	Part-time instructors: Have no guarantee of employment security					2
	Part-time instructors: Have access to support services					2
	Part-time instructors: Are compensated for advising/counseling students					2
	Part-time instructors: Are required to attend meetings					2
	Part-time instructors: Have good working relationships with the administration					2
	Part-time instructors: Are respected by full-time faculty					2
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5.10: In a faculty handbook or in other written documents that are current and readily available, the institution clearly defines the responsibilities of faculty and the criteria for their recruitment, appointment, evaluation, promotion, and, if applicable, tenure. Such policies are equitable and compatible with the mission and purposes of the institution; they provide for the fair redress of grievances, and they are consistently applied and periodically reviewed.	The criteria for advancement and promotion decisions are clear					29

NEASC Standard 5: Faculty

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5.13: The institution provides its faculty with substantial and equitable opportunities for continued professional development throughout their careers. Such opportunities are consistent with and enhance the achievement of the institution's mission and purposes. Faculty accept the obligation to take advantage of these opportunities and otherwise take the initiative in ensuring their continued competence and growth as teachers, scholars, and practitioners.	Part-time instructors: Are given specific training before teaching					2
	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
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5.14: The institution protects and fosters academic freedom of all faculty regardless of rank or term of appointment.	Autonomy and independence					28
	Freedom to determine course content					28
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5.15: The institution has a statement of expectations and processes to ensure that faculty act responsibly and ethically, observe the established conditions of their employment, and otherwise function in a manner consistent with the mission and purposes of the institution.	Took a class that required: One or more 10+ page papers			CC	7	
	Took a class that required: Multiple short papers			CC	7	
	Lectures (exclusively or almost exclusively)			CC		
	Class discussions			CC		
	Multiple short papers			CC		
	Lab work			CC		
	Evaluation methods: Student presentations			CC		19
	Instructional techniques/methods: Multiple drafts of written work			CC		19
	Instructional techniques/methods: Group projects			CC		19
	Instructional techniques/methods: Cooperative learning (small groups)			CC		19
	Instructional techniques/methods: Reflective writing/journaling			CC		19
	Instructional techniques/methods: Electronic quizzes with immediate feedback in class (e.g., clickers)			CC		19
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5.16: Instructional techniques and delivery systems, including technology, are compatible with and serve to further the mission and purposes of the institution as well as the learning goals of academic programs and objectives of individual courses. Methods of instruction are appropriate to the students' capabilities and learning needs. Scholarly and creative achievement by students is encouraged and appropriately assessed.	Received from your professor: An opportunity to publish				24	
	Evaluation methods: Multiple-choice exams					19
	Evaluation methods: Essay exams					19
	Evaluation methods: Short-answer exams					19
	Evaluation methods: Quizzes					19
	Evaluation methods: Weekly essay assignments					19
	Evaluation methods: Student presentations					19
	Evaluation methods: Term/research papers					19
	Evaluation methods: Student evaluations of each others' work					19
	Evaluation methods: Grading on a curve					19
	Evaluation methods: Competency-based grading					19
	Instructional techniques/methods: Class discussions					19
	Instructional techniques/methods: Cooperative learning (small groups)					19

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5.16: Instructional techniques (continued)	Instructional techniques/methods: Experiential learning/field studies					19
	Instructional techniques/methods: Teaching assistants					19
	Instructional techniques/methods: Recitals/demonstrations					19
	Instructional techniques/methods: Group projects					19
	Instructional techniques/methods: Extensive lecturing					19
	Instructional techniques/methods: Multiple drafts of written work					19
	Instructional techniques/methods: Student-selected topics for course					19
	Instructional techniques/methods: Reflective writing/jounaling					19
	Instructional techniques/methods: Community service as part of coursework					19
	Instructional techniques/methods: Electronic quizzes with immediate feedback in class					19
	Instructional techniques/methods: Using real-life problems					19
	Instructional techniques/methods: Using student inquiry to drive learning					19
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5.18: The institution endeavors to enhance the quality of teaching and learning wherever and however courses and programs are offered. It encourages experimentation with methods to improve instruction. The effectiveness of instruction is periodically and systematically assessed using adequate and reliable procedures; the results are used to improve instruction. Faculty collectively and individually endeavor to fulfill their responsibility to improve instructional effectiveness. Adequate support is provided to accomplish this task.	Ask questions in class	33	17	18	13	18
	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/integrated skills and knowledge from different sources and	33	17	18	13	18
	Applied concepts from courses to everyday life		23		16	
	Work with other students on group projects	33				
	Participated in a teaching enhancement workshop					10
	Paid workshops outside the institution focused on teaching					13
	Received incentives to integrate new technology into your classroom					13
	Develop ability to think critically					21
	Prepare students for employment after college					21
	Prepare students for graduate or advanced education					21
	Develop moral character					21
	Provide for students' emotional development					21
	Teach students the classic works of Western civilization					21
	Help students develop personal values					21
	Enhance students' self-understanding					21
	Instill in students a commitment to community service					21
	Enhance students' knowledge of and appreciation for other racial/ethnic					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

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5.18: Quality of teaching and learning (continued)	Help students evaluate the quality and reliability of information					21
	Engage students in civil discourse around controversial issues					21
	Teach students tolerance and respect for different beliefs					21
	Encourage students to become agents of social change					21
	Faculty are rewarded for being good teachers					26
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5.19: The institution has in place an effective system of academic advising that meets student needs for information and advice and is compatible with its educational objectives. Faculty and other personnel responsible for academic advising are adequately informed and prepared to discharge their advising functions. Resources are adequate to ensure the quality of advising for students regardless of the location of instruction or the mode of delivery.	Academic advisors/counselors		3			
	Satisfaction/Utilized: Academic advising		6	7	14	
	Received from your professor: Advice or guidance about your educational program		23		24	
	Met with an advisor/counselor about your career plans				7	
	Received from your professor: Encouragement to pursue graduate/ professional study				24	
	Received from your professor: Help in achieving your professional goals				24	
	Utilized: Transcript review			7		
	Part-time instructors: Are compensated for advising/counseling students					2
	Advised student groups involved in service/volunteer work					10
	Advising and counseling of students					22
	Most students are treated like "numbers in a book"					26
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5.22: Where compatible with the institution's purposes and reflective of the level of degrees offered, research is undertaken by faculty and students directed toward the creation, revision, or application of knowledge. Physical, technological, and administrative resources together with academic services are adequate to support the institution's commitment to research and creative activity. Faculty workloads reflect this commitment. Policies and procedures related to research, including ethical considerations, are established and clearly communicated throughout the institution. Faculty exercise a substantive role in the development and administration of research policies and practices.	Work/ed on a professor's research project	46	23		7	10
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)				8	
	Received from your professor: An opportunity to work on a research project				24	
	Importance: Research					9
	Worked with undergraduates on a research project					10
	Engaged in academic research that spans multiple disciplines					10
	Received funding for your work from: Foundations					10
	Received funding for your work from: State or federal government					10
	Received funding for your work from: Business or industry					10
	Internal grants for research					13
	Importance: Making a theoretical contribution to science					20
	Research and scholarly writing					22
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5.23: Scholarship, research, and creative activities receive encouragement and support appropriate to the institution's purposes and objectives. Faculty and students are accorded academic freedom in these activities.	Received from your professor: An opportunity to publish				24	
	My research is valued by faculty in my department					29

TFS = The Freshman Survey; YFCY = Your First College Year; 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:

NEASC Standard 6: Students

Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.3: Standards for admission ensure that student qualifications and expectations are compatible with institutional objectives. Individuals admitted demonstrate through their intellectual and personal qualifications a reasonable potential for success in the programs to which they are admitted. If the institution recruits and admits individuals with identified needs that must be addressed to assure their likely academic success, it applies appropriate mechanisms to address those needs so as to provide reasonable opportunities for that success. Such mechanisms receive sufficient support and are adequate to the needs of those admitted. The institution endeavors to integrate specifically recruited populations into the larger student body and to assure that they have comparable academic experiences.	Satisfaction: Financial aid advising		6			
	Received tutoring		23			
	Satisfaction: Tutoring or other academic assistance				14	
	Need extra time to complete your degree requirements	46				
	Get tutoring help in specific courses	46				
	It will take me longer to graduate than I had planned			5		
	Utilized: Financial aid advising			7		
	Utilized: Disability resource center			7		
	Utilized: Transcript review			7		
	Utilized: Tutoring or other academic assistance			7		
	This college: Provides the financial support I need to stay enrolled			8		
	Disabilities or medical conditions: Learning disability (dyslexia, etc.)			46		
	Disabilities or medical conditions: Attention-deficit/hyperactivity discorder (ADHD)			46		
	Disabilities or medical conditions: Physical disability (speech, sight, mobility, hearing, etc.)			46		
	Disabilities or medical conditions: Chronic illness (cancer, diabetes, autoimmune disorders, etc.)			46		
	Disabilities or medical conditions: Psychological disorder (depression, etc.)			46		
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.4: The institution utilizes appropriate methods of evaluation to identify deficiencies and offers appropriate developmental or remedial support where necessary to prepare students for collegiate study. Such testing and remediation receive sufficient support and are adequate to serve the needs of students admitted.	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
	Faculty feel that most students are well-prepared academically					29
	Faculty here are strongly interested in the academic problems of					29
	This institution takes responsibility for educating underprepared students					29
	Most of the students I teach lack the basic skills for college level work					29
	Promoting diversity leads to the admission of too many underprepared					31
	This institution should not offer remedial/developmental education					31

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.5: The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. It ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their academic goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their academic success.	Satisfaction: Academic advising		5		14	
	Understand what your professors expect of you academically		8	TR4		
	Develop effective study skills		8	TR4		
	Adjust to the academic demands of college		8	TR4		
	Manage your time effectively		8	TR4		
	Received from your professor: Advice or guidance about your educational program		23		24	
	Satisfaction: Tutoring or other academic assistance				24	
	Received from your professor: Encouragement to pursue graduate/ professional study				24	
	Received from your professor: An opportunity to work on a research project				24	
	Received from your professor: A letter of recommendation				24	
	Received from your professor: Emotional support and encouragement				24	
	Received from your professor: Honest feedback about your skills and abilities				24	
	Received from your professor: Help to improve your study skills				24	
	Received from your professor: Feedback on your academic work (outside of				24	
	Received from your professor: Intellectual challenge and stimulation				24	
	Received from your professor: An opportunity to discuss course content				24	
	Received from your professor: Help in achieving your professional goals				24	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				24	
	Received from your professor: An opportunity to publish				24	
	I may have to choose between financially supporting my family and going to college			5		
	At least one faculty member has taken an interest in my development			5		
	Faculty believe in my potential to succeed academically			5		
	Utilized: Academic advising			7		
	Utilized: Tutoring or other academic assistance			7		
	Felt that faculty provided me with feedback that helped me assess my progress in class			21		
	Faculty are approachable			TM		
	Faculty are interested in my development as a student			TM		
	Before transferring: I received helpful advice about the right courses to complete the requirements to transfer			TR4		
	At this college: Campus administrators care about what happens to transfer students			TR4		
	At this college: I have received helpful advice about how to succeed here as a transfer student			TR4		
	At this college: Faculty here take an interest in the success of transfer students			TR4		
	I feel I have to work harder than other students to be perceived as a good student			CC		
	Instructors: Are sensitive to the ability levels of all students			CC		
	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		

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.6: The institution measures student success, including rates of retention and graduation and other measures of success appropriate to institutional mission.	Perceived growth: General knowledge		2		2	
	Perceived growth: Knowledge of a particular field or discipline		2		2	
	Perceived growth: Knowledge of people from different races/cultures		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	
	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-confidence (social)	41	8		17	
	Rate yourself: Self-understanding	41	8		17	
	Rate yourself: Writing ability	41	8		17	
	Evaluate the quality or reliability of information you received	33	17	18	13	18
	Perceived growth: Ability to get along with people of different races/cultures				2	
	Perceived growth: Preparedness for employment after college				2	
	Perceived growth: Preparedness for graduate or advanced education				2	
	To be able to get a better job	38				
	To gain a general education and appreciation of ideas	38				
	To prepare myself for graduate or professional school	38				
	Instructors: Help students learn how to bring about positive change in society			CC		
	Instructors: Turn controversial topics into good discussions			CC		
	Instructors: Teach students tolerance and respect for different beliefs			CC		
	Develop ability to think critically					21
	Prepare students for employment after college					21
	Prepare students for graduate or advanced education					21
	Develop moral character					21
	Provide for students' emotional development					21
	Teach students the classic works of Western civilization					21
	Help students develop personal values					21
	Enhance students' self-understanding					21
	Instill in students a commitment to community service					21
	Enhance students' knowledge of and appreciation for other racial/ethnic					21
	Help master knowledge in a discipline					21
	Develop creative capacities					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	Help students evaluate the quality and reliability of information					21
	Engage students in civil discourse around controversial issues					21
	Teach students tolerance and respect for different beliefs					21
	Encourage students to become agents of social change					21
	Faculty are rewarded for being good teachers					26

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.10: The institution systematically identifies the characteristics and learning needs of its student population and then makes provision for responding to them. The institution's student services are guided by a philosophy that reflects the institution's mission and special character, is circulated widely and reviewed periodically, and provides the basis on which services to students can be evaluated.	Satisfaction: Class size		15		15	
	Taken an honors course		22		8	
	Taken a remedial or developmental course		22		8	
	Had difficulty getting the courses you need		23		7	
	Taken an ethnic studies course				8	
	Taken a women's studies course				8	
	Satisfaction: Tutoring or other academic assistance				14	
	Utilized: Writing center			7		
	Utilized: Tutoring or other academic assistance			7		
	Transfer orientation			17		
	Re-entry student program			17		
	Honors program			17		
	Faculty/mentor program			17		
	Academic support services for low-income/first generation students			17		
	English as a Second Language (ESL) instruction			17		
	Not been able to get into the classes you need because they were full			20		
	Not been able to take the classes you need because they were not offered/were cancelled			20		
	Had difficulty in commuting/getting to campus			20		
	Taken classes when most campus services were closed			20		
	Taken a leave of absence from this college temporarily			22		
	Do you identify as transgender			34		
	What is your sexual orientation			35		
	Are you a veteran			42		
	Do you speak a language other than English at home			43		
	With which language do you feel more comfortable			43a		
	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		
	Class sections are available in the evening			TR2		
	Student services are available for night students			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		
	Figure out which courses count towards your goals			TR2		
	Improve my English reading, writing, or speaking skills			TR2		
	Met with a community college counselor about transferring			TR2		
	Talked to a peer advisor about transferring			TR2		
	Talked with a transfer admissions counselor from a four-year institution			TR2		
	Sought information for prerequisites in my major			TR2		
	Used the transfer course requirements list/transfer plan when registering for classes			TR2		
	Was encouraged by faculty or staff to participate in an academic summer program linked with a four-year institution			TR2		
	Talking to a counselor/academic advisor			TM		
	Finding a major that has a welcoming environment			TM		

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.10: Student learning needs (continued)	I will be/was unable to to get into my first-choice major			TM		
	Information distributed on majors is useful			TM		
	This campus has many events/activities to help students choose a major			TM		
	I was not able to take the courses I needed in my previous major			TM		
	At this college: I have received helpful advice about how to succeed here as a transfer student			TR4		
	Participated in transfer-focused programs/activities			TR4		
	Sought information specific to transfer students			TR4		
	Taught a capstone course					10
	Advising and counseling of students					22
	To promote the intellectual development of students					30
	To help students learn how to bring about change in society					30
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.11: The institution offers an array of student services appropriate to its mission and the needs and goals of its students, recognizing the variations in services that are appropriate at the main campus, at off-campus locations, and for programs delivered electronically as well as the differences in circumstances and goals of students pursuing degrees. In all cases, the institution provides academic support services appropriate to the student body. The institution's faculty and professional staff collectively have sufficient interaction with students outside of class to promote students' academic achievement and provide academic and career guidance. In providing services, in accordance with its mission and purposes, the institution adheres to both the spirit and intent of equal opportunity and its own goals for diversity.	Perceived growth: Knowledge of people from different races/cultures		2		2	
	Academic advisors/counselors		3			
	Graduate students/teaching assistants		3			
	How often: Lonely or homesick		5			
	How often: Isolated from campus life		5			
	How often: Unsafe on this campus		5			
	How often: Worried about your health		5			
	Satisfaction: Academic advising		6		14	
	Satisfaction: Financial aid package		6		14	
	Satisfaction: Student health services		6		14	
	Satisfaction: Student psychological services		6		14	
	Satisfaction: Orientation for new students		6			
	Rate yourself: Understanding of others	41	8		17	
	Understand what your professors expect of you academically		9	TR4		
	Develop effective study skills		9	TR4		
	Adjust to the academic demands of college		9	TR4		
	Manage your time effectively		9	TR4		
	Develop close friendships with other students		9			
	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	
	Tutored another (college) student	30	12		7	
	Socialize/d with someone of another racial/ethnic group	30, 46	12			
	I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation		14		18	
	In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation		14	CC	18	
	I see myself as part of the campus community		14		18	
	Faculty showed concern about my progress		14		18	
	Faculty empower me to learn here		14	5	18	
	There is a lot of racial tension on this campus		14	8	18	

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.11: Student services (continued)	I feel I am a member of this college		14	5	18	
	My college experiences have exposed me to diverse opinions, cultures, and values		14			
	I feel a sense of belonging to this campus		14		18	
	Satisfaction: Racial/ethnic diversity of faculty		15	27		
	Satisfaction: Racial/ethnic diversity of student body		15	27	15	
	Satisfaction: Interaction with other students		15			
	Satisfaction: Respect for the expression of diverse beliefs		15	27	15	
	Satisfaction: Availability of campus social activities		15		15	
	Satisfaction: Overall sense of community among students		15	27	15	
	Experiences with other racial/ethnic groups: Dined or shared a meal		20	9	20	
	Experiences with other racial/ethnic groups: Had meaningful and honest discussions about race/ethnic relations outside of class		20	9	20	
	Experiences with other racial/ethnic groups: Had guarded, cautious interations		20	9	20	
	Experiences with other racial/ethnic groups: Shared personal feelings and problems		20	9	20	
	Experiences with other racial/ethnic groups: Had tense, somewhat hostile interactions		20	9	20	
	Experiences with other racial/ethnic groups: Had intellectual discussions outside of class		20	9	20	
	Experiences with other racial/ethnic groups: Felt insulted or threatened because of your race/ethnicity		20	9	20	
	Experiences with other racial/ethnic groups: Studied or prepared for class		20	9	20	
	Experiences with other racial/ethnic groups: Socialized or partied		20	9	20	
	Sought/Seek personal counseling	46	22		16	
	Taken a remedial or developmental course		22			
	Participated in an academic support program		22			
	Had/have a roommate of a different race/ethnicity	46	22		8	
	Received from your professor: Advice or guidance about your educational program		23		24	
	Met with an advisor/counselor about your career plans				7	
	Taken a remedial course				8	
	Attended a racial/cultural awareness workshop				8	
	Career planning (job searches, internships, etc.)				11	
	Satisfaction: Career counseling and advising				14	
	Satisfaction: Tutoring or other academic assistance				14	
	Satisfaction: Student housing (e.g., res. halls)				14	
	Job placement services for students				14	
	Received from your professor: Encouragement to pursue graduate/ professional study				24	
	Received from your professor: Emotional support and encouragement				24	
	Received from your professor: An opportunity to work on a research project				24	
	Received from your professor: A letter of recommendation				24	
	Received from your professor: Honest feedback about your skills and abilities				24	
	Received from your professor: Help to improve your study skills				24	
	Received from your professor: Feedback on your academic work (outside of grades)				24	
	Received from your professor: Intellectual challenge and stimulation				24	

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.11: Student services (continued)	Received from your professor: An opportunity to discuss course content outside of class				24	
	Received from your professor: Help in achieving your professional goals				24	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				24	
	Received from your professor: An opportunity to publish				24	
	Faculty believe in my potential to succeed academically			5		
	Utilized: Tutoring or other academic assistance			7		
	Utilized: Disability resource center			7		
	Utilized: Student health services			7		
	Utilized: Student psychological services			7		
	Utilized: Transcript review			7		
	Utilized: Career counseling and advising			7		
	Participated in programs for students who are parents			7		
	This college: Promotes the appreciation of cultural differences			7		
	This college: Provides the financial support I need to stay enrolled			7		
	Interact with someone: From a country other than your own			11		
	Interact with someone: From a religion different from your own			11		
	Interact with someone: From a socioeconomic class different than from own			11		
	Interact with someone: Of a sexual orientation different from your own			11		
	Interact with someone: With a disability			11		
	How many courses: Opportunities for intensive dialogue between students with different backgrounds and beliefs			19		
	Attended presentations, performances, or art exhibits on diversity			25		
	Attended debates or panels about diversity issues			25		
	Participated in ongoing campus-organized discussions on racial/ethnic issues (e.g., intergroup dialogue)			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/goups			25		
	Participated in Disability Center activities			25		
	Satisfaction: Racial/ethnic diversity of the staff			27		
	Satisfaction: Interactions among different racial.ethnic groups			27		
	Get to know faculty			TR4		
	Make friends			TR4		
	I have been singled out in class because of my race/ethnicity, gender, sexual orientation, or religious affiliation			CC		
	Resources available to part-time instructors: Use of a private office					2
	Resources available to part-time instructors: Shared office space					2
	Resources available to part-time instructors: A personal computer					2
	Resources available to part-time instructors: An email account					2
	Resources available to part-time instructors: A phone/voicemail					2
	Taught an honors course					10
	Taught an interdisciplinary course					10
	Taught an ethnic studies course					10
	Taught a women's studies course					10

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.11: Student services (continued)	Taught a service learning course					10
	Taught an exclusively web-based course at this institution					10
	Advised student groups involved in service/volunteer work					10
	Collaborated with the local community in research/teaching					10
	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
	Instructional techniques/methods: Community service as part of coursework					19
	Community or public service					22
	Do you use your scholarship to address local community needs					23
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.12: Institutions with full time or residential student bodies provide an array of services that includes access to health services and co-curricular activities consistent with the mission of the institution.	How often: Worried about your health		5			
	Satisfaction: Student health services		6		14	
	Satisfaction: Student psychological services		6		14	
	Rate yourself: Physical health	41	8		17	
	Helped raise money for a cause or campaign	30	12	25	7	
	Felt overwhelmed by all you had to do		12		16	
	Felt depressed		12		16	
	Maintained a healthy diet		12			
	Had adequate sleep		12			
	Participate/d in student government	46	22		8	
	Participate/d in student groups/clubs	46	22		8	
	Sought/seek personal counseling	46	22		16	
	Participated in an internship program				8	
	Participated in an ethnic/racial student organization				8	
	Utilized: Student health services			7		
	Utilized: Student psychological services			7		
	This college: Promotes the appreciation of cultural differences			7		
	How many courses: Opportunities for intensive dialogue between students with different backgrounds and beliefs			19		
	Performed community service			25		
	Attended presentations, performances, or art exhibits on diversity			25		
	Attended debates or panels about diversity issues			25		
	Participated in ongoing campus-organized discussions on racial/ethnic issues (e.g., intergroup dialogue)			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/goups			25		
	Participated in Disability Center activities			25		

NEASC Standard 6: Students

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.13: A clear description of the nature, extent, and availability of student services is easily available to students and prospective students. Newly enrolled students are provided with an orientation that includes information on student services as well as a focus on academic opportunities, expectations, and support services.	Satisfaction: Orientation for new students		6			
	Participate/d in study-abroad	46		17	8	
	Read this college's catalog (paper or online)			7		
	Freshman orientation			17		
	Transfer orientation			17		
	Re-entry student program			17		
	Honors program			17		
	Undergraduate research program			17		
	Academic support services for low-income/first generation students			17		
	English as a Second Language (ESL) instruction			17		
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.14: Student financial aid is provided through a well-organized program. Awards are based on the equitable application of clear and publicized criteria. Students are provided with clear and timely information about debt before borrowing.	Satisfaction: Financial aid office		6			
	Satisfaction: Financial aid package		6		14	
	Utilized: Financial aid advising			7		
	This campus actively helps students/parents apply for financial aid			TR2		
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.15: As appropriate, the institution supports opportunities for student leadership and participation in campus organizations and governance.	Perceived growth: Leadership ability		2		2	
	Rate yourself: Leadership ability	41	8		17	
	Satisfaction: Availability of campus social activities		15		15	
	Satisfaction: Your social life		15			
	Participate/d in student clubs/groups	46	22		8	
	Join/ed a social fraternity or sorority	46	22	26	8	
	Play/ed club, intramural, or recreational sports	46	22		8	
	Play/ed intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	46	22		8	
	Participated in leadership training		22	26	8	
	Been a leader in an organization		22		8	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				8	
	To develop leadership among students					30

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.16: If the institution offers recreational and athletic programs, they are conducted in a manner consistent with sound educational policy, standards of integrity, and the institution's purposes. The institution has responsibility for the control of these programs, including their financial aspects. Educational programs and academic expectations are the same for student athletes as for other students.	Participate/d in student clubs/groups	46	22		8	
	Join/ed a social fraternity or sorority	46	22	26	8	
	Play/ed club, intramural, or recreational sports	46	22		8	
	Play/ed intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	46	22	26	8	
	Joined an ethnic or culturally-based fraternity or sorority			26		
	Joined a racial/ethnic student organization reflecting your own background			26		
	Joined a club or organization related to your major			26		
	Joined a religious club (e.g., Christian Fellowships, Hillel, Baha'I Club)			26		
	Joined a racial/ethnic student organization reflecting a background other than your own			26		
	Joined an LGBT student organization			26		
Consideration	**Item**	**TFS**	**YFCY**		**CSS**	**FAC**
6.20: Institutions with stated goals for students' co-curricular learning systematically assess their achievement.	Perceived growth: Knowledge of people from different races/cultures		2		2	
	Satisfaction: Your overall academic experience		6			
	Satisfaction: First-year programs (e.g., first-year seminar, learning community, linked courses)		6			
	Rate yourself: Self-confidence (intellectual)	41	8	16	17	
	Rate yourself: Self-confidence (social)	41	8		17	
	Rate yourself: Self-understanding	41	8		17	
	Rate yourself: Spirituality	41	8		17	
	Rate yourself: Understanding of others	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	
	Attended a religious service	30	12		16	
	Performed volunteer or community service work	30	12		16	
	Worked on a local, state, or national campaign	30	12		16	
	Discussed religion	30	12		16	
	Satisfaction: Racial/ethnic diversity of student body		14		15	
	Satisfaction: Overall quality of instruction		14		15	
	Satisfaction: Availability of campus social activities		14		15	
	Importance: Influencing the political structure	45	18	10	23	
	Importance: Keeping up to date with political affairs	45	18	10	23	
	Importance: Influencing social values	45	18	10	23	
	Importance: Helping to promote racial understanding	45	18	10	23	
	Importance: Becoming a community leader	45	18	10	23	
	Importance: Helping others who are in difficulty	45	18	10	23	
	Importance: Participating in a community action program	45	18	10	23	
	Exercising/Exercise or sports	39	21		11	
	Student clubs and groups	39	21		11	
	Join/ed a social fraternity or sorority	46	22		8	
	Play/ed club, intramural, or recreational sports	46	22		8	
	Play/ed intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	46	22	26	8	

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.20: Students' co-curricular learning (continued)	Participated in volunteer or community service work	46	22			
	Strengthened your religious beliefs/convictions		22			
	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	17		10
	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			
	Been a leader in an organization		22		8	
	Work/ed on a professor's research project	46	23		7	
	Perceived growth: Ability to get along with people of different races/cultures				2	
	Perceived growth: Foreign language ability				2	
	Worked on independent study projects				7	
	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	
	Prayer/meditation				11	
	Received from your professor: An opportunity to work on a research project				24	
	Volunteer work	39				
	At least one staff member has taken an interest in my development			5		
	Staff encourage me to get involved in campus activities			5		
	Staff recognize my achievements			5		
	Importance: Working to correct social and economic inequalities			10		
	Importance: Working to achieve greater gender equity			10		
	How often in the past year did you: Make an effort to get to know people from diverse backgrounds			12		
	How often in the past year did you: Use different points of view to make an argument			12		
	How often in the past year did you: Feel challenged to think more broadly about an issue			12		
	How often in the past year did you: Apply concepts from courses to real life situations			12		
	How often in the past year did you: Recognize the biases that affect your own thinking			12		
	How often in the past year did you: Critically evaluated your own position on an issue			12		
	Undergraduate research program			17		
	Faculty/mentor program			17		
	Joined a religious club (e.g., Christian Fellowships, Hillel, Baha'I Club)			26		
	Instructional techniques/methods: Community service as part of coursework					19
	Help students develop personal values					21
	Enhance students' self-understanding					21
	Instill in students a commitment to community service					21
	Engage students in civil discourse around controversial issues					21

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
6.20: Students' co-curricular learning (continued)	Teach students tolerance and respect for different beliefs					21
	Encourage students to become agents of social change					21

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NOTES:

NEASC Standard 7: Library and Other Information Resources

The institution provides sufficient and appropriate library and information resources. The institution provides adequate access to these resources and demonstrates their effectiveness in fulfilling its mission. The institution provides instructional and information technology sufficient to support its teaching and learning environment.

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
7.5: Through ownership or guaranteed access, the institution makes available the library and information resources necessary for the fulfillment of its mission and purposes. These resources are sufficient in quality, level, diversity, quantity, and currency to support and enrich the institution's academic offerings. They support the academic and research program and the intellectual and cultural development of students, faculty, and staff.	Satisfaction: Library facilities		6		14	
	Used the Internet for research or homework	30	12		7	
	Look up scientific research articles and resources	33	17		13	18
	Accessed your campus' library resources electronically		23		7	
	Used the library for research or homework				7	
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
7.6: Faculty, staff, and students are provided appropriate training and support to make effective use of library and information resources, and instructional and information technology.	Received incentives to integrate new technology into your classroom					13
	Faculty are rewarded for their efforts to use instructional technology					26
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
7.9: The institution demonstrates that students use information resources and technology as an integral part of their education, attaining levels of proficiency appropriate to their degree and subject or professional field of study.	Evaluate the quality or reliability of information you received	33	17	18	13	18
	Look up scientific research articles and resources	33	17	18	13	18
	Integrate skills and knowledge from different sources and experiences	33	17	18	13	18
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
7.10: The institution ensures that throughout their program of study students acquire increasing sophisticated skills in evaluating the quality of information sources appropriate to their field of study and the level of the degree program.	Evaluate the quality or reliability of information you received	33	17	18	13	18
	Look up scientific research articles and resources	33	17	18	13	18
	Integrate skills and knowledge from different sources and experiences	33	17	18	13	18

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NOTES:

NEASC Standard 8: Physical and Technological Resources

The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
8.1: The institution's physical and technological resources, including classrooms, laboratories, network infrastructure, materials, equipment, and buildings and grounds, whether owned or rented, are commensurate with institutional purposes. They are designed, maintained, and managed at both on- and off-campus sites in a manner that serves institutional needs. Proper management, maintenance, and operation of all physical facilities, including student housing provided by the institution, are accomplished by adequate and competent staffing.	Satisfaction: Classroom facilities		6			
	Satisfaction: Computer facilities/labs		6			
	Satisfaction: Library facilities		6		14	
	Satisfaction: Laboratory facilities and equipment		6		14	
	Satisfaction: Student housing (e.g., res. halls)		6		14	
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
8.2: Classrooms and other facilities are appropriately equipped and adequate in capacity. Classrooms and other teaching spaces support teaching methods appropriate to the discipline. Students and faculty have access to appropriate physical, technological, and educational resources to support teaching and learning.	Satisfaction: Classroom facilities		6			

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NOTES:

NEASC Standard 9: Financial Resources

The institution's financial resources are sufficient to sustain the achievement of its educational objectives and to further institutional improvement now and in the foreseeable future. The institution demonstrates through verifiable internal and external factors its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.

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NOTES:

NEASC Standard 10: Public Disclosure

In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, timely, accessible, clear and suffucient for intended audiences to make informed decisions about the institution.

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
10.1: The information published by the institution on its website is sufficient to allow students and prospective students to make informed decisions about their education. The institution's public website includes the information specified elsewhere in this Standard.	Read this college's catalog (paper or online)			7		
	This college: Accurately reflects the diversity of its student body in publications (e.g., brochures, website)			8		
	Before transferring: There was helpful online information available about how to transfer here (e.g., websites)			TR4		
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
10.4: All institutional publications, print and electronic, and communications are consistent with catalogue content and accurately portray the conditions and opportunities available at the institution.	The admission/recruitment materials portrayed this campus accurately		14			

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NOTES:

NEASC Standard 11: Integrity

The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
11.3: The institution is committed to the free pursuit and dissemination of knowledge. It assures faculty and students the freedom to teach and study a given field, to examine all pertinent data, to question assumptions, and to be guided by the evidence of scholarly research.	This college: Encourages students to have a public voice and share their ideas openly			8		
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
11.5: The institution adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. It fosters an atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds.	I have felt discriminated against at this institution because of my: race/ethnicity, gender, sexual orientation, or religious affiliation		14		17	
	In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation		14	CC	17	
	There is a lot of racial tension on this campus		14	8	17	
	Part-time instructors: Are respected by full-time faculty					2
	Faculty here respect each other					26
	There is respect for the expression of diverse values and beliefs					26
	There is a lot of campus racial conflict here					29
	Faculty of color are treated fairly here					29
	Women faculty are treated fairly here					29
	Gay and lesbian faculty are treated fairly here					29
	This college: Has a long-standing commitment to diversity			8		
	This college: Appreciates differences in sexual orientation			8		
	This college: Promotes the appreciation of cultural differences			8		
	This college: Has campus administrators who regularly speak about the value of diversity			8		
	How often: Make an effort to get to know people from diverse backgrounds			12		
	How often: Use different points of view to make an argument			12		
	How often: Feel challenged to think more broadly about an issue			12		
	How often: Apply concepts from courses to real life situations			12		
	How often: Recognize the biases that affect your own thinking			12		
	How often: Critically evaluated your own position on an issue			12		
	Experienced harassment ot discrimination based on your: Ability/disability status			13		
	Experienced harassment ot discrimination based on your: Age			13		
	Experienced harassment ot discrimination based on your: Citizenship status			13		
	Experienced harassment ot discrimination based on your: Political beliefs			13		
	Experienced harassment ot discrimination based on your: Race/ethnicity			13		
	Experienced harassment ot discrimination based on your: Religious/spiritual beliefs			13		
	Experienced harassment ot discrimination based on your: Sex			13		
	Experienced harassment ot discrimination based on your: Sexual orientation			13		
	Experienced harassment ot discrimination based on your: Socioeconomic status			13		

		Question placement				
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
11.5: Non-discriminatory policies and practices (continued)	How often: Witnessed discrimination			14		
	How often: Reported an incident of discrimination to a campus authority			14		
	How often: Experienced sexual harassment			14		
	How often: Reported an incident of sexual harassment to a campus authority			14		
	How often: Heard insensitive or disparaging racial remarks from: Students			14		
	How often: Heard insensitive or disparaging racial remarks from: Faculty			14		
	How often: Heard insensitive or disparaging racial remarks from: Staff			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 assaults or injuries			15		
	How often: Anonymous phone calls			15		
	How often: Damage to personal property			15		
	Interactions among different racial/ethnic groups			27		
	Students here are willing to talk about equity, injustice, and group differences			IGR		
	Avoided using language that reinforces negative stereotypes			IGR		
	Participated in a coalition of different groups to address social justice issues			IGR		
	Challenged others on derogatory comments			IGR		
	Reinforced others for behaviors that support diversity			IGR		
	Made efforts to educate myself about other groups			IGR		
	Worked with others to challenge discrimination			IGR		
	I am able to explore my own background through class projects/assignments			CC		
	I have been singled out in class because of my race/ethnicity, gender, sexual orientation, or religious affiliation			CC		
	Instructors: Value individual differences in the classroom			CC		
	Instructors: Encourage students from diverse backgrounds to work together			CC		
	Instructors: Encourage students to contribute different perspectives in class			CC		
	Instructors: Share their own experiences and background in class			CC		
	Instructors: Have open discussions about privilege, power and oppression			CC		
	Instructors: Include diverse perspectives in class discussions/assignments			CC		
	Instructors: Teach students tolerance and respect for different beliefs			CC		
Consideration	**Item**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
11.8: The institution has established and publicizes clear policies ensuring institutional integrity. Included among them are appropriate policies and procedures for the fair resolution of grievances brought by faculty, staff, or students.	This college: Has campus administrators who regularly speak about the value of diversity			8		
	Administrative response to incidents of discrimination			27		

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