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

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

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 WASC Accreditation?

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

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

Using CIRP Surveys as Evidence in WASC Standards

Every institution approaches accreditation differently, taking into account the mission, goals, programs and policies in place on campus. An important part of the accreditation process is to understand how practices and evidence currently in use on campus can be linked to Criteria for Review (CFR) within each of the four WASC Standards.

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

This guide is not a toolkit or a comprehensive codebook for mapping CIRP surveys to WASC Standards and CFRs. It is a guide to aid institutions in organizing information they already have, and to facilitate future planning. Looking systematically at CIRP survey results aligned with WASC Standards and CFRs provides an opportunity for discussion about what the results mean on campus, what other evidence can be brought to bear, and what additional information is necessary to further improvement efforts as the institution plans for the future. Both individual survey items and CIRP Constructs can be used to demonstrate and document institutional effectiveness efforts on campus. When they are presented in context with additional measures of student learning, such as portfolios of student work and results from student focus groups or interviews, these results will be most meaningful to your campus improvement efforts and most persuasive to a visiting team in demonstrating a sustained commitment to student learning.

<u>WASC Standards</u>
CIRP Survey results support multiple CFRs within the four main WASC Standards. Because the Standards are set forth in broad, holistic terms that are applicable to all institutions, which items or CIRP Constructs an institution chooses to use as evidence will depend on choices made at the institution. What

follows is a brief description of how results from CIRP surveys can be used to address the WASC Standards.

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives: Participation in CIRP surveys and analyses of survey results can be used to support CFR 1.2, "Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning…" Additionally, the CIRP graduation rate calculator that is a standard part of CIRP Freshman Survey reporting is particularly relevant. For more information see http://heri.ucla.edu/GradRateCalculator.php

Standard 2: Achieving Educational Objectives through Core Functions: This standard focuses on the extent to which an institution achieves its institutional purposes and educational objectives through its core functions of 1) teaching and learning, 2) scholarship and creative activity, and 3) support for student learning and success. The standard emphasizes both that these functions are performed effectively, and supporting one another in the ongoing pursuit of educational effectiveness. Because CIRP surveys look comprehensively at the college experience and provide longitudinal information, they are of particular value here as they address both curricular (CFRs 2.2-2.6) and co-curricular experiences (CFRs 2.11-2.13) and student learning outcomes over time.

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability. "The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning. CIRP results align broadly with this standard, particularly, CFRs 3.1, 3.5-3.7 the HERI Faculty Survey, addresses CFRs 3.1-3.7 from the faculty perspective.

Standard 4: Creating an Organization Committed to Learning Improvement. This standard establishes that an institution "Conducts sustained, evidence-based and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution and to revise institutional purpose, structures, and approaches to teaching, learning and Scholarly work." CIRP survey results are particularly appropriate to CFRs 4.3, 4.5 and 4.7.

CIRP in WASC Timelines

Results from CIRP surveys are well-suited to both the Capacity and Preparatory Review (CPR) and Educational Effectiveness Review (EER), including:

- CPR Report and Data Portfolio
- Thematic or standards-based inquiry for EER
- Both off-site review and site visit.
- Response to a decision by WASC Review Team

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

Many institutions will have data from longitudinal administrations of CIRP surveys. Examining the results longitudinally allows institutions to compare results over time and examine areas in which the student experience is changing. Results may also be used as evidence that the institution has set appropriate institutional goals, is carefully monitoring its student learning outcomes and has integrated data into institutional decision-making.

Each institution will establish their own timeline to meet 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 WASC accreditation cycle.

CPR Proposal Accepted	**TFS**	**YFCY**	**Preparatory Review (CPR)**	**DLE**	**CSS**	**HERI Faculty Survey**	**Educational Effectiveness Review (EER)**
2012	Fall 2012	Spr 2013	2014	2014	Grad 2016	2013-14	2016
2013	Fall 2013	Spr 2014	2015	2015	Grad 2017	2013-14	2017
2014	Fall 2014	Spr 2015	2016	2016	Grad 2018	2013-14	2018
2015	Fall 2015	Spr 2016	2017	2016	Grad 2019	2016-17	2019

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

WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
1.2: Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning. The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.	Perceived growth: General knowledge		2		2	
	Your overall academic experience		6			
	Manage your time effectively		9		10	
	Understand what your professors expect of you academically		9	TR4		
	Develop effective study skills		9	TR4		
	Adjust to the academic demands of college		9	TR2		
	Respect for the expression of diverse beliefs		15	27	15	28
	Overall college experience		15		15	
	Relevance of coursework to everyday life		15		15	
	Relevance of coursework to future career plans		15		15	
	Overall quality of instruction		15		15	
	Faculty here are interested/strongly interested in students' academic problems				18	29
	Be satisfied with your college	46				
	1.2: CIRP Constructs: College Reputation Orientation					
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
1.4: The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.	Academic advising		6		13	
	Financial aid office		6			
	My college experiences have exposed me to diverse opinions, cultures, and values		14			
	Respect for the expression of diverse beliefs		15	27	15	26
	Experiences with other racial/ethnic groups: Had intellectual discussions outside of class		20		20	
	Faculty here respect each other					26
	Autonomy and independence					28
	Freedom to determine course content					28
	This college: Encourages students to have a public voice and share their ideas openly			8		
	This college: Promotes the appreciation of cultural differences			8		
	Instructors: Value individual differences in the classroom			CC		
	Encourage students to contribute different perspectives in class			CC		
	Include diverse perspectives in class discussions/assignments			CC		
	Teach students tolerance and respect for diverse beliefs			CC		

WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
1.5: Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.	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	
	Tolerance of others with different beliefs	31	11		19	21
	Ability to discuss and negotiate controversial issues	31	11		19	21
	Ability to see the world from someone else's perspective	31	11		19	
	Openness to having my own views challenged	31	11		19	
	Ability to work cooperatively with diverse people	31	11		19	
	Socialize/socialized with someone of another racial/ethnic group	31	12		20	
	There is a lot of racial tension on this campus		14		18	29
	I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation		14		18	
	I see myself as part of the campus community		14		18	
	I feel I am a member of this college		14		18	
	I feel a sense of belonging to this campus		14		18	
	My college experiences have exposed me to diverse opinions, cultures, and values		14			
	In class, I have heard faculty express gender stereotypes		14			
	Racial/ethnic diversity of student body		15		15	
	Racial/ethnic diversity of faculty		15			
	Experiences with other racial/ethnic groups: Socialized or partied		20		20	
	Experiences with other racial/ethnic groups: Had intellectual discussions outside of class		20		20	
	Experiences with other racial/ethnic groups: Dined or shared a meal		20		20	
	Experiences with other racial/ethnic groups: Had meaningful and honest discussions about race/ethnic relations outside of class		20		20	
	Experiences with other racial/ethnic groups: Had guarded, cautious interactions		20		20	
	Experiences with other racial/ethnic groups: Shared personal feelings and problems		20		20	
	Experiences with other racial/ethnic groups: Had tense, somewhat hostile interactions		20		20	
	Experiences with other racial/ethnic groups: Felt insulted or threatened because of your race/ethnicity		20		20	
	Experiences with other racial/ethnic groups: Studied or prepared for class		20		20	
	Have/had a roommate of a different race/ethnicity	46	22		8	
	Taken an honors course		22		8	
	Taken a remedial or developmental course		22		8	
	I have been singled out because of my race/ethnicity				18	
	In class, I have heard faculty express stereotypes about racial/ethnic groups				18	
	Taught an honors course					10
	Taught an interdisciplinary course					10
	Taught an ethnic studies course					10
	Taught a women's studies course					10
	Taught a service learning course					10

WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
1.5: Diverse society (continued)	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
	Engaged in academic research that spans multiple disciplines					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
	Including all institutions at which you teach, how many undergraduate courses are you teaching this term					11
	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
	Have you been sexually harassed at this institution					23
	Source of stress: Review/promotion process					27
	Racial and ethnic diversity should be more strongly reflected in the curriculum					29
	Faculty feel that most students are well-prepared academically					29
	This institution should hire more faculty of color					29
	This institution should hire more women faculty					29
	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
	Most of the students I teach lack the basic skills for college level work					29
	To hire faculty "stars"					30
	To recruit more minority students					30
	To create a diverse multi-cultural campus environment					30
	To promote gender equity among faculty					30
	To create and sustain partnerships with surrounding communities					30
	To increase the representation of minorities in the faculty and administration					30
	To strengthen links with the for-profit, corporate sector					30
	To increase the representation of women in the faculty and administration					30
	To develop an appreciation for multiculturalism					30
	Promoting diversity leads to the admission of too many underprepared students					31
	A racially/ethnically diverse student body enhances the educational experience of all students					31
	Colleges should prohibit racist/sexist speech on campus					31
	This institution should not offer remedial/developmental education					31
	Taken courses that included mostly online instruction			18		
1.5: CIRP Constructs: Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Pluralistic Orientation and Sense of Belonging						

WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
1.7: The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds.	The admission/recruitment materials portrayed this campus accurately		14			
	Had difficulty getting the courses you need		23		7	
	Need extra time to complete your degree requirements	46				
	How many years do you expect it will take you to graduate from this college	44				
	This college: Accurately reflects the diversity of its student body in publications (e.g. brochures, website)			8		
	This college: Appreciates differences in sexual orientation			8		
	This college: Promotes the appreciation of cultural differences			8		
	This college: Provides the financial support I need to stay enrolled			8		
	Not been able to get into classes you need because they were full			20		
	Not been able to take classes you need because they were not offered/were cancelled			20, 23a		
	Administrative response to incidents of discrimination			27		
	This campus has many events/activities to help students choose a major			TM		

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

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

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

NOTES:

WASC Standard 2: Achieving Educational Objectives Through Core Functions

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

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.2: All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.	Perceived growth: General knowledge		2		2	
	Perceived growth: Knowledge of a particular field or discipline		2		2	21
	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: Critical thinking skills		2		2	21
	Perceived growth: Problem-solving skills		2		2	
	Ability to see the world from someone else's perspective	31	11		19	
	Tolerance of others with different beliefs	31	11		19	21
	Ability to discuss and negotiate controversial issues	31	11		19	21
	Openness to having my own views challenged	31	11		19	
	Ability to work cooperatively with diverse people	31	11		19	
	Been/was bored in class	30	12		7	
	Demonstrated for a cause (e.g., boycott, rally, protest)	30	12		7	
	Tutored another student/college student	30	12		7	
	Studied with other students	30	12		7	
	Have been/was a guest in a professor's/teacher's home	30	12		7	
	Asked a teacher/professor for advice after class	30	12		7	
	Voted in a student election	30	12		7	
	Used the Internet for research or homework	30	12		7	
	Performed community service as part of class	30	12		7	
	Performed volunteer work	30	12		16	
	Worked on a local, state, or national political campaign	30	12		16	
	Socialize/socialized with someone of another racial/ethnic group	30	12		20	
	My college experiences have exposed me to diverse opinions, cultures, and values		14			
	Overall quality of instruction		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		13	18
	Look up scientific research articles and resources	33	17		13	18
	Explore topics on your own, even though it was not required for a class	33	17		13	18
	Accept mistakes as part of the learning process	33	17		13	18
	Seek feedback on your academic work	33	17		13	18
	Integrate/integrated skills and knowledge from different sources and experience	33	17		13	18
	Importance: Becoming an authority in my field	45	19		23	20
	Importance: Influencing the political structure	45	19	10	23	20
	Importance: Influencing social values	45	19		23	20
	Importance: Helping others who are in difficulty	45	19		23	20
	Importance: Making a theoretical contribution to science	45	19		23	20
	Importance: Developing a meaningful philosophy of life	45	19		23	20

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.2: All degrees—undergraduate and graduate (continued)	Importance: Participating in a community action program	45	19	10	23	20
	Importance: Helping to promote racial understanding	45	19	10	23	20
	Importance: Keeping up to date with political affairs	45	19	10	23	20
	Importance: Becoming a community leader	45	19	10	23	20
	Importance: Improving my understanding of other countries and cultures	45	19		23	20
	Importance: Adopting "green" practices to protect the environment	45	19		23	20
	Importance: Becoming accomplished in one of the performing arts (acting, dancing, etc.)	45	19		23	
	Importance: Obtaining recognition from my colleagues for contributions to my special field	45	19		23	
	Importance: Writing original works (poems, novels, etc.)	45	19		23	
	Importance: Creating artistic works (painting, sculpture, etc.)	45	19		23	
	Importance: Becoming successful in a business of my own	45	19		23	
	Importance: Becoming involved in programs to clean up the environment	45	19		23	
	Experiences with other racial/ethnic groups: Had intellectual discussions outside of class		20		20	
	Experiences with other racial/ethnic groups: Had meaningful and honest discussions about race/ethnic relations outside of class		20		20	
	Experiences with other racial/ethnic groups: Studied or prepared for class		20		20	
	Attending classes/labs	39	21		11	
	Working (for pay) on campus	39	21	39	11	
	Working (for pay) off campus	39	21	39	11	
	Student clubs and groups	39	21		11	
	Participated in student government	39	22		8	
	Participated in student groups/clubs	39	22		8	
	Had a roommate of a different race/ethnicity	39	22		8	
	Participated in volunteer or community service work	39	22		8	
	Taken an honors course		22		8	
	Taken a remedial or developmental course		22		8	
	Participated in leadership training		22		8	
	Participated in an academic support program		22			
	Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning community, linked courses)		22	17		
	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 life		22			
	Taken a course or first-year seminar designed to: Help students adjust to college-level academics		22			
	Work/worked on a professor's research project	46	23		7	10
	Discuss/discussed course content with students outside of class	46	23	7	7	
	Worked with classmates on group projects: During class		23		7	
	Worked with classmates on group projects: Outside of class		23		7	
	Made a presentation in class		23		7	
	Contributed to class discussions		23		7	
	Received from your professor: Advice or guidance about your educational program		23		24	
	Received advice/counseling from another student		23			

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.2: All degrees—undergraduate and graduate (continued)	Apply/applied concepts from courses to everyday life/real life situations		23	12	16	
	Turned in course assignment(s) late		23			
	Received tutoring		23			
	Perceived growth: Preparedness for employment after college				2	21
	Perceived growth: Preparedness for graduate or advanced education				2	21
	Perceived growth: Ability to get along with people of different races/cultures				2	
	Perceived growth: Ability to manage your time effectively				2	
	Perceived growth: Foreign language ability				2	
	Perceived growth: Interpersonal skills				2	
	Failed to complete homework on time	30			7	
	Communicated regularly with your professors				7	
	Work with other students on group projects	33			7	
	Took a class that required: One or more 10+ page papers				7	
	Took a class that required: Multiple short papers				7	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				8	10
	Importance: Integrating spirituality into my life				23	20
	Received from your professor: Feedback on your academic work (outside of grades)				24	
	Received from your professor: Emotional support or encouragement				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	
	Fall 2012 plans: Attending graduate/professional school				29	
	Fall 2012 plans: Participating in a post-baccalaureate program				29	
	Fall 2012 plans: Participating in an organization like the Peace Corps, AmeriCorps/VISTA, or Teach for America				29	
	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				
	This college has a very good academic reputation	40				
	This college has a good reputation for its social activities	40				
	This college's graduates gain admission to top graduate/professional schools	40				
	This college's graduates get good jobs	40				
	Worked with undergraduates on a research project					10
	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

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.2: All degrees—undergraduate and graduate (continued)	Instructional techniques/methods: Cooperative learning (small groups)					19
	Instructional techniques/methods: Experiential learning/field studies					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 content					19
	Instructional techniques/methods: Reflective writing/journaling					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
	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 groups					21
	Help master knowledge in a discipline					21
	Develop creative capacities					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	Help students evaluate the quality and reliability of information					21
	Engage students in civil discourse around controversial issues					21
	Teach students tolerance and respect for different beliefs					21
	Encourage students to become agents of social change					21
	Advising and counseling of students					22
	It is easy for students to see faculty outside of regular office hours					26
	To promote the intellectual development of students					30
	To facilitate student involvement in community service					30
	To help students learn how to bring about change in society					30
	Colleges should be actively involved in solving social problems					31
	Realistically, an individual can do little to bring about changes in society					31
	Colleges should be concerned with facilitating undergraduate students' spiritual development					31
	Colleges have a responsibility to work with their surrounding communities to address local issues					31
2.2: CIRP Constructs: Habits of Mind, Academic Adjustment, Faculty Interaction - Mentorship, Academic Self-Concept, Social Self-Concept, Pluralistic Orientation, Civic Engagement, Civic Awareness, Social Agency, Undergraduate Education Goal - Personal Development, and Civic Minded Values						

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		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.2a: Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication, college-level quantitative skills, information literacy, and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity, civic responsibility, the ability to work with others, and the capability to engage in lifelong learning. Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.	Perceived growth: Leadership ability/abilities		2		2	
	Perceived growth: Ability to conduct research		2			
	Perceived growth: Ability to work as part of a team		2			
	Faculty during office hours		3			
	Faculty outside of class or office hours		3			
	Academic advisors/counselors		3			
	Graduate students/teaching assistants		3			
	That your courses inspired you to think in new ways		5			
	Academic advising		6		14	
	Tutoring or other academic assistance		6		14	
	Your overall academic experience		6		15	
	Rate yourself: Academic ability	41	8		17	
	Rate yourself: Artistic ability	41	8		17	
	Rate yourself: Computer skills	41	8		17	
	Rate yourself: Creativity	41	8		17	21
	Rate yourself: Drive to achieve	41	8		17	
	Rate yourself: Leadership ability	41	8		17	
	Rate yourself: Mathematical ability	41	8		17	
	Rate yourself: Public speaking ability	41	8		17	
	Rate yourself: Risk-taking		8		17	
	Rate yourself: Self-confidence (intellectual)	41	8		17	
	Rate yourself: Self-confidence (social)	41	8		17	
	Rate yourself: Self-understanding	41	8		17	21
	Rate yourself: Writing ability	41	8		17	21
	Rate yourself: Spirituality	41	8		17	
	Rate yourself: Understanding of others	41	8		17	
	Understand what your professors expect of you academically		9	TR4		
	Develop effective study skills		9	TR4		
	Manage your time effectively		9		2	
	Develop close friendships with other students		9			
	2.2a: CIRP Constructs: Academic Self-Concept and Social Self-Concept					
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.3: The institution's student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies, curriculum, advisement, library and information resources, and the wider learning environment.	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: General knowledge		2		2	
	Perceived growth: Ability to work as part of a team		2			
	Faculty outside of class or office hours		3			
	That your courses inspired you to think in new ways		5			
	Computing assistance		6		14	
	Library facilities		6		14	
	Classroom facilities		6			
	Computer facilities/labs		6			
	Rate yourself: Self-understanding	41	8		17	21
	Rate yourself: Emotional health	41	8		17	21
	Rate yourself: Spirituality	41	8		17	
	Rate yourself: Understanding of others	41	8		17	
	Rate yourself: Cooperativeness	41	8		17	
	Rate yourself: Physical health	41	8		17	
	Been/was bored in class	30	12		7	
	Studied with other students	30	12		7	

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.3: Learning outcomes (continued)	Used the Internet for research or homework	30	12		7	
	Performed community service as part of class	30	12		7	
	Come/came late to class	30	12		7	
	Tutored another student/college student	30	12		7	
	Performed volunteer work	30	12		16	
	Studying/homework	39	13		11	
	My college experiences have exposed me to diverse opinions, cultures, and values		14			
	Overall quality of instruction		15		15	
	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
	Importance: Becoming an authority in my field	45	19		23	20
	Importance: Helping to promote racial understanding	45	19		23	20
	Participated in student government	46	22		8	
	Played club, intramural, or recreational sports	46	22		8	
	Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	46	22		8	
	Participated in volunteer or community service work	46	22			
	Taken an honors course		22		8	
	Taken a remedial or developmental course		22		8	
	Participated in leadership training		22		8	
	Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning community, linked courses)		22	17		
	Taken a course or first-year seminar designed to: Help students adjust to college life		22			
	Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry		22			
	Taken a course or first-year seminar designed to: Help students adjust to college-level academics		22			
	Strengthened your religious beliefs/convictions		22			
	Work/worked on a professor's research project	46	23		7	10
	Made a presentation in class		23		7	
	Received from your professor: Advice or guidance about your educational program		23		24	
	Turned in course assignment(s) late		23			
	Apply/applied concepts from courses to everyday life/real life situations		23	12	16	
	Skipped class		23			
	Perceived growth: Ability to get along with people of different races/cultures				2	

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		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.3: Learning outcomes (continued)	Perceived growth: Ability to manage your time effectively				2	
	Perceived growth: Foreign language ability				2	
	Failed to complete homework on time	30			7	
	Communicated regularly with your professors				7	
	Work with other students on group projects	33			7	
	Took a class that required: One or more 10+ page papers				7	
	Took a class that required: Multiple short papers				7	
	Used the library for research or homework				7	
	Integrating spirituality into my life				23	20
	Received from your professor: Feedback on your academic work (outside of grades)				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 work on a research project				24	
	Received from your professor: A letter of recommendation				24	
	To gain a general education and appreciation of ideas	38				
	To make me a more cultured person	38				
	To learn more about things that interest me	38				
	Talking with professor/teachers/faculty outside of class	39				
	Volunteer work	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				
	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 groups					21
	Help master knowledge in a discipline					21
	Develop creative capacities					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	Help students evaluate the quality and reliability of information					21
	Engage students in civil discourse around controversial issues					21
	Instructors: Teach students tolerance and respect for different beliefs			CC		21
	Encourage students to become agents of social change					21
	Advising and counseling of students					22
	This college: Encourages students to have a public voice and share their ideas openly			8		
	This college: Accurately reflects the diversity of its student body in publications (e.g., brochures, website)			8		
	Use different points of view to make an argument			12		

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		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.3: Learning outcomes (continued)	Feel challenged to think more broadly about an issue			12		
	Recognize the biases that affect your own thinking			12		
	Critically evaluated your own position on an issue			12		
	Taken courses that included materials/readings about privilege			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		
	Adjust to the academic demands of college			TR2		
	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: Motivated me to work harder than I thought I could			CC		
2.3: CIRP Constructs: Habits of Mind, Academic Adjustment, Faculty Interaction - Contact and Communication, Faculty Interaction - Mentoring, Academic Self-Concept, Pluralistic Orientation and Civic Awareness						
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.4: The institution's expectations for learning and student attainment are developed and widely shared among its members, including faculty, students, staff, and where appropriate, external stakeholders. The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.	Faculty outside of class or office hours		3			
	Faculty during office hours/attended professor's office hours		3	7		
	Academic advisors/counselors		3			
	That your courses inspired you to think in new ways		5			
	That your job responsibilities interfered with your schoolwork		5			
	That your family responsibilities interfered with your schoolwork		5			
	Academic advising		6		14	
	Been/was bored in class	30	12		7	
	Studied with other students	30	12		7	
	Come/came late to class	30	12		7	
	Asked a teacher/professor for advice after class	30	12		7	
	My college experiences have exposed me to diverse opinions, cultures, and values		14			
	The admission/recruitment materials portrayed this campus accurately		14			
	I have been able to find a balance between academics and extracurricular activities		14			
	Faculty believe in my potential to succeed academically		14	5		
	Faculty showed concern about my progress		14	5		
	Faculty encouraged me to meet with them after or outside of class		14	5		
	What is your overall grade point average (as of your most recently completed academic term)/Overall college and major	7	16		34	
	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

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		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.4: Learning and student attainment (continued)	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
	Fell asleep in class	30	23		7	
	Work/worked on a professor's research project	46	23		7	10
	Discuss/discussed course content with students outside of class	46	23	7	7	
	Made a presentation in class		23		7	
	Worked with classmates on group projects: During class		23		7	
	Worked with classmates on group projects: Outside of class		23		7	
	Contributed to class discussions		23		7	
	Received from your professor: Advice or guidance about your educational program		23		24	
	Turned in course assignment(s) late		23			
	Apply/applied concepts from courses to everyday life/real life situations		23	12	16	
	Failed to complete homework on time	30			7	
	Communicated regularly with your professors				7	
	Took a class that required: One or more 10+ page papers				7	
	Took a class that required: Multiple short papers				7	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				8	10
	Ability to find a faculty or staff mentor				15	
	Received from your professor: Feedback on your academic work (outside of grades)				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	
	Fall 2012 plans: Attending graduate/professional school				29	
	Fall 2012 plans: Participating in a post-baccalaureate program				29	
	Fall 2012 plans: Participating in an organization like the Peace Corps, AmeriCorps/VISTA, or Teach for America				29	
	Work with other students on group projects	32				
	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 groups					21
	Help master knowledge in a discipline					21
	Develop creative capacities					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	Help students evaluate the quality and reliability of information					21

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		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.4: Learning and student attainment	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
	Most students here are treated like "numbers in a book"					26
	It is easy for students to see faculty outside of regular office hours					26
	Faculty are interested in students' personal problems					29
	Student Affairs staff have the support and respect of faculty					29
	Feel challenged to think more broadly about an issue			12		
	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		
	Felt that faculty encouraged me to ask questions and participate in discussions			21		
	Adjust to the academic demands of college			TR2		
	Discussed my academic goals with faculty			TR2		
	Faculty are interested in my development as a student			TM		
	Felt overwhelmed by academic expectations			TR4		
	Develop effective study skills			TR4		
	Understand what my professors expect of me academically			TR4		
	Adjust to the academic demands of college			TR4		
	Manage my time effectively			TR4		
	Get to know faculty			TR4		
2.4: CIRP Constructs: Habits of Mind, Academic Self-Concept, Faculty Interaction - Contact and Communication, Faculty Interaction - Mentoring, Undergraduate Education Goal - Personal Development, Academic Disengagement, and Civic Awareness						
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.5: The institution's academic programs actively involve students in learning, challenge them to meet high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.	Perceived growth: General knowledge		2		2	
	Perceived growth: Knowledge of a particular field or discipline		2		2	21
	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	21
	Perceived growth: Problem-solving skills		2		2	
	Perceived growth: Leadership ability/abilities		2		2	
	Faculty outside of class or office hours		3			
	Faculty during office hours/attended professor's office hours		3	7		
	Academic advisors/counselors		3	7		
	Graduate students/teaching assistants		3			
	That your courses inspired you to think in new ways		5			
	That your job responsibilities interfered with your schoolwork		5			
	That your family responsibilities interfered with your schoolwork		5			
	Lonely or homesick		5			
	Isolated from campus life		5			
	Unsafe on this campus		5			
	Worried about your health		5			
	Academic advising		6		14	

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		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.5: Academic programs (continued)	General education and core curriculum courses		6		14	
	Laboratory facilities and equipment		6		14	
	Your overall academic experience		6			
	Understand what your professors expect of you academically		9	TR4		
	Develop effective study skills		9	TR4		
	Adjust to the academic demands of college		9	TR2		
	Manage your time effectively		9	TR4		
	Studied with other students	30	12		7	
	Come/came late to class	30	12		7	
	Asked a teacher/professor for advice after class	30	12		7	
	Used the Internet for research or homework	30	12		7	
	Performed community service as part of class	30	12		7	
	Performed volunteer work	30	12		16	
	Maintained a healthy diet		12			
	Had adequate sleep		12			
	Overall college experience		15		15	
	What is your overall grade point average (as of your most recently completed academic term)/Overall college and major	7	16		34	
	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
	Attending classes/labs	39	21		11	
	Socializing with friends	39	21		11	
	Partying	39	21		11	
	Watching TV	39	21		11	
	Household/housework/childcare duties	39	21		11	
	Commuting	39	21		11	
	Online social networks (Myspace, Facebook, etc.)	39	21		11	
	Held a full-time job during an academic term	46	22		8	
	Joined a social fraternity or sorority	46	22	26	8	
	Decided to pursue a different major	46	22			
	Changed your career choice	46	22			
	Taken an honors course		22		8	
	Taken a remedial or developmental course		22		8	
	Participated in an academic support program		22			
	Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning community, linked		22	17		
	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			

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.5: Academic programs (continued)	Taken a course or first-year seminar designed to: Help students adjust to college life		22			
	Remained undecided about a major		22			
	Fell asleep in class	30	23		7	
	Communicated regularly with your professors		23		7	
	Made a presentation in class		23		7	
	Worked with classmates on group projects: During class		23		7	
	Worked with classmates on group projects: Outside of class		23		7	
	Contributed to class discussions		23		7	
	Turned in course assignment(s) late		23			
	Apply/applied concepts from courses to everyday life/real life situations		23	12	16	
	Received tutoring		23			
	Received advice/counseling from another student		23			
	Went home for the weekend		23			
	Skipped class		23			
	Perceived growth: Preparedness for employment after college				2	21
	Perceived growth: Preparedness for graduate or advanced education				2	21
	Perceived growth: Ability to get along with people of different races/cultures				2	
	Perceived growth: Ability to manage your time effectively				2	
	Perceived growth: Interpersonal skills				2	
	Failed to complete homework on time	30			7	
	Used the library for research or homework				7	
	Work with other students on group projects	33			7	
	Took a class that required: One or more 10+ page papers				7	
	Took a class that required: Multiple short papers				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	10
	Humanities courses				14	
	Science and mathematics courses				14	
	Social science courses				14	
	Received from your professor: Feedback on your academic work (outside of grades)				24	
	Received from your professor: An opportunity to publish				24	
	What is the highest academic degree you intend to obtain	29			32	
	To gain a general education and appreciation of ideas	38				
	Playing video/computer games	39				
	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			CC		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			CC		19

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		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.5: Academic programs (continued)	Instructional techniques/methods: Cooperative learning (small groups)			CC		19
	Instructional techniques/methods: Experiential learning/field studies					19
	Instructional techniques/methods: Recitals/demonstrations					19
	Instructional techniques/methods: Group projects			CC		19
	Instructional techniques/methods: Extensive lecturing			CC		19
	Instructional techniques/methods: Multiple drafts of written work			CC		19
	Instructional techniques/methods: Student-selected topics for course content					19
	Instructional techniques/methods: Reflective writing/journaling			CC		19
	Instructional techniques/methods: Community service as part of coursework					19
	Instructional techniques/methods: Electronic quizzes with immediate feedback in class			CC		19
	Instructional techniques/methods: Using real-life problems					19
	Instructional techniques/methods: Using student inquiry to drive learning					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 groups					21
	Help master knowledge in a discipline					21
	Develop creative capacities					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	Help students evaluate the quality and reliability of information					21
	Engage students in civil discourse around controversial issues					21
	Instructors: Teach students tolerance and respect for different beliefs			CC		21
	Encourage students to become agents of social change					21
	It is easy for students to see faculty outside of regular office hours					26
	Most students here are treated like "numbers in a book"					26
	Faculty encourage me to meet with them after or outside of class			5		
	Use different points of view to make an argument			12		
	Feel challenged to think more broadly about an issue			12		
	Recognize the biases that affect your own thinking			12		
	Critically evaluated your own position on an issue			12		
	Participated in honors program			17		
	Faculty/mentor program			17		
	Academic support services for low-income/first generation students			17		
	Taken courses that included materials/readings about privilege			19		
	Faculty were able to determine my level of understanding of the course material			21		

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.5: Academic programs (continued)	Felt that faculty provided me with feedback that helped me assess my progress in class			21		
	Felt that my contributions were valued in class			21		
	Felt that faculty encouraged me to ask questions and participate in discussions			21		
	Have you officially declared your major			TM		
	How many times have you changed your major (either officially or unofficially) since entering this college			TM		
	Get to know faculty			TR4		
	Figure out which requirements I need to graduate			TR4		
	One or more research papers of 10+ pages			CC		
	Multiple short papers			CC		
	Lab work			CC		
	Instructors: Communicate high expectations for students' perspectives			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		
2.5: CIRP Constructs: Habits of Mind, Academic Disengagement, Faculty Interaction - Contact and Communication, Faculty Interaction - Mentoring, Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Pluralistic Orientation, Academic Self-Concept and Social Self-Concept						
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.6: The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.	Studied with other students	30	12		7	
	Come/came late to class	30	12		7	
	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
	Fell asleep in class	30	23		7	
	Apply/applied concepts from courses to everyday life/real life situations		23	12	16	
	Work with other students on group projects	33			7	
	Received from your professor: Feedback on your academic work (outside of grades)				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

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.6: Graduate attainment (continued)	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
	Instructional techniques/methods: Experiential learning/field studies					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 content					19
	Instructional techniques/methods: Reflective writing/journaling					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
	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 groups					21
	Help master knowledge in a discipline					21
	Develop creative capacities					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	Help students evaluate the quality and reliability of information					21
	Engage students in civil discourse around controversial issues					21
	Teach students tolerance and respect for different beliefs					21
	Encourage students to become agents of social change					21
2.6: CIRP Constructs: Habits of Mind, Academic Disengagement, Academic Self-Concept, and Undergraduate Education Goal - Personal Development						
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.8: The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.	Importance: Research					9
	Importance: Teaching					9
	Importance: Service					9
	Articles in academic or professional journals					14
	Chapters in edited volumes					14
	Books, manuals, or monographs					14
	Other, such as patents, or computer software products					14
	How many exhibitions or performances in the fine or applied arts have you presented in the last two years					15
	How many of your professional writings have been published or accepted for publication in the last two years					16

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.8: Promotes scholarship (continued)	Making a theoretical contribution to science					20
	Research and scholarly writing					22
	Other creative products/performances					22
	Have you ever received an award for outstanding teaching					23
	Faculty are rewarded for their efforts to use instructional technology					26
2.8: CIRP Constructs: Scholarly Productivity						
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.9: The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.	That your courses inspired you to think in new ways		5			
	Tolerance and respect of others with different beliefs	31	11	6	19	21
	Ability to discuss and negotiate controversial issues	31	11	6	19	21
	Ability to see the world from someone else's perspective	31	11	6	19	
	Openness to having my own views challenged	31	11	6	19	
	Ability to work cooperatively with diverse people	31	11	6	19	
	Performed community service as part of class	30	12		7	
	Tutored another student/college student	30	12		7	
	Support your opinions with a logical argument	33	17		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
	Integrate skills and knowledge from different sources and experiences	33	17	18	13	18
	Work/worked on a professor's research project	46	23		7	10
	Apply/applied concepts from courses to everyday life/real life situations		23	12	16	
	Do you use your scholarship to address local community needs					23
	This college: Encourages students to have a public voice and share their ideas openly			8		
	Use different points of view to make an argument			12		
	Feel challenged to think more broadly about an issue			12		
	Recognize the biases that affect your own thinking			12		
	Critically evaluated your own position on an issue			12		
	Taken courses that included opportunities to study and serve communities in need (e.g., service learning)			19		
	Performed community service			25		
2.9: CIRP Constructs: Habits of Mind, Civic Engagement, and Social Agency						

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.10: The institution collects and analyzes student data, disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences.	Political views: Far left	37	10	47	21	38
	Political views: Liberal	37	10	47	21	38
	Political views: Middle-of-the-road	37	10	47	21	38
	Political views: Conservative	37	10	47	21	38
	Political views: Far right	37	10	47	21	38
	What is your overall grade point average (as of your most recently completed academic term)/Overall college and major	7	16	41	34	
	Where did you primarily live while attending college this past year/Where do you plan to live	12	18			
	How many hours per week do you work for pay	39	21	39	11	
	Held a full-time job during an academic term	46	22		8	
	Participated in volunteer or community service work	46				
	Taken an honors course		22		8	
	Taken a remedial or developmental course		22		8	
	Fall 2012 plans: Attending your current (or most recent) institution		26		29	
	Fall 2012 plans: Attending another institution		26		29	
	Fall 2012 plans: Not attending any institution		26			
	Enrollment status	5	27	1	4	
	Did you transfer into this institution from another college/university		28	2	8	
	What year did you first enter: This college		29		3	
	What year did you first enter: Your 1st college		29		3	
	Where did you begin college: I started here as a first-time freshman			2		
	Where did you begin college: I started at a different college			2		
	What is your current class standing (4-year schools only)			4a		
	Please indicate how many college credit units you have completed (2-year schools only)			4b		
	Your sex	1	1	3	1	40
	Is English your native language	3	30			41
	Do you speak a language other than English at home			43		
	Racial/ethnic background	35	31	31,	36	42
	Do you identify as multiracial			33		
	Do you identify as transgender			34		
	What is your sexual orientation			35		
	How old will you be on December 31 of this year	2		50		
	How many children do you have			51		
	Did you graduate from high school			29		
	What was your average grade in high school	7		30		
	In what year did you graduate from high school	4				
	How many miles is this college from your permanent home	6				
	What were your scores on the SAT I and/or ACT	8				
	From what kind of high school did you graduate	9				
	Prior to this term, have you ever taken courses for credit at this institution	10				
	Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution	11				
	To how many colleges other than this one did you apply for admission this year	13				
	Were you accepted by your first choice college	14				
	Is this college your: (first, second, third, less than third choice)	15				
	Citizenship status	17				23
	Military status	42		42	22	
	Are your parents: Both alive and living with each other	18				

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.10: Collects data (continued)	Are your parents: Both alive, divorced or living apart	18				
	Are your parents: One or both deceased	18				
	What is the highest level of education completed by each of your parent(s)/guardian(s)	32		45		
	Which of the following most accurately describes your background: My parents/legal guardians and I were born in the United States			48		
	I was born in the United States; one parent/ guardian was not			48		
	I was born in the United States; both my parents/legal guardians were not			48		
	Foreign-born naturalized citizen			48		
	Permanent legal resident			48		
	Foreign born on student visa			48		
	Other status			48		
	Disabilities or medical conditions: Learning disability (dyslexia, etc.)	21		46		
	Disabilities or medical conditions: Attention-deficit/hyperactivity disorder (ADHD)	21		46		
	Disabilities or medical conditions: Physical disability (speech, sight, mobility, hearing, etc.)	21		46		
	Disabilities or medical conditions: Chronic illness (cancer, diabetes, autoimmune disorders, etc.)	21		46		
	Disabilities or medical conditions: Psychological disorder (depression, etc.)	21		46		
	What is the highest academic degree that you intend to obtain	21			32	
	Racial composition: High school I last attended	43				
	Racial composition: Neighborhood where I grew up	43				
	What is your best estimate of your parents' total income last year	25		36		
	Current religious preference	27		49	35	
	I was admitted through an Early Action or Early Decision program	40				
	Expected graduation date				5	
	Undergraduate primary major			38	9	
	Undergraduate secondary major			38	9	
	Graduate major				9	
	Fall 2012 plans: Attending graduate/professional school				29	
	Fall 2012 plans: Participating in a post-baccalaureate program				29	
	Fall 2012 plans: Participating in an organization like the Peace Corps, AmeriCorps/VISTA, or Teach for America				29	
	Fall 2012 plans: Attending undergraduate college full-time				29	
	Fall 2012 plans: Attending undergraduate college part-time				29	
	Fall 2012 plans: Working full-time				29	
	Fall 2012 plans: Working part-time				29	
	Fall 2012 plans: Participating in a community service organization				29	
	Fall 2012 plans: Serving in the Armed Forces				29	
	Fall 2012 plans: Attending a vocational training program				29	
	Fall 2012 plans: Traveling				29	
	Fall 2012 plans: Doing volunteer work				29	
	Fall 2012 plans: Staying at home to be with or start a family				29	
	Fall 2012 plans: No current plans				29	
	Plans for employment after graduation: Not actively looking for a position				30	
	Plans for employment after graduation: Looking, but no offers yet				30	

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		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.10: Collects data (continued)	Plans for employment after graduation: Received an offer for a position, but declined				30	
	Plans for employment after graduation: Currently considering an offer				30	
	Plans for employment after graduation: Accepted an offer of employment				30	
	Plans for employment after graduation: Not planning on employment this fall				30	
	Plans for graduate or professional school: Accepted and will be attending in the fall				31	
	Plans for graduate or professional school: Accepted and deferred admission until a later date				31	
	Plans for graduate or professional school: Placed on waiting list, no acceptances				31	
	Plans for graduate or professional school: Still awaiting responses, no acceptances				31	
	Plans for graduate or professional school: Will be applying this coming fall				31	
	Plans for graduate or professional school: Not applying this fall, but might apply at a future date				31	
	Plans for graduate or professional school: No plans to apply to school now or in the future				31	
	Perceived growth: Knowledge of people from different races/cultures		2		2	
	Perceived growth: Understanding of the problems facing your community		2		2	
	Perceived growth: Ability to work as part of a team		2			
	Close friends at this institution		3			
	That your job responsibilities interfered with your schoolwork		5			
	That your family responsibilities interfered with your schoolwork		5			
	Lonely or homesick		5			
	Isolated from campus life		5			
	Unsafe on this campus		5			
	Worried about your health		5			
	Laboratory facilities and equipment		6		14	
	First-year programs (e.g., first-year seminar, learning community, linked courses)		6			
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.11: Consistent with its purposes, the institution develops and assesses its co-curricular programs.	Rate yourself: Understanding of others	41	8		17	
	Rate yourself: Leadership ability	41	8		17	
	Tolerance of others with different beliefs	31	11	6	19	21
	Ability to discuss and negotiate controversial issues	31	11	6	19	21
	Ability to see the world from someone else's perspective	31	11	6	19	
	Openness to having my own views challenged	31	11	6	19	
	Ability to work cooperatively with diverse people	31	11	6	19	
	Tutored another student/college student	30	12		7	
	Asked a teacher/professor for advice after class	30	12		7	
	Voted in a student election	30	12		7	
	Smoked cigarettes	30	12		16	
	Drank beer	30	12		16	
	Drank wine or liquor	30	12		16	
	Felt overwhelmed by all you/I had to do	30	12		16	
	Felt depressed	30	12		16	

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.11: Co-curricular programs (continued)	Socialize/socialized with someone of another racial/ethnic group	30	12		20	
	Attended a religious service	30	12			
	Maintained a healthy diet		12			
	Had adequate sleep		12			
	Exercising or sports	39	21		11	
	There is a lot of racial tension on this campus		14	8	18	29
	I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation		14	13	18	
	I see myself as part of the campus community		14	5	18	
	My college experiences have exposed me to diverse opinions, cultures, and values		14			
	The admission/recruitment materials portrayed this campus accurately		14			
	Respect for the expression of diverse beliefs		15	27	15	26
	Availability of campus social activities		15		15	
	Overall sense of community among students		15	27	15	
	Interaction with other students		15			
	Your social life		15			
	Importance: Helping to promote racial understanding	45	19		23	20
	Importance: Developing a meaningful philosophy of life	45	19		23	20
	Importance: Participating in a community action program	45	19	10	23	20
	Importance: Keeping up to date with political affairs	45	19	10	23	20
	Importance: Becoming a community leader	45	19	10	23	20
	Importance: Improving my understanding of other countries and cultures	45	19		23	20
	Importance: Adopting "green" practices to protect the environment	45	19		23	20
	Experiences with other racial/ethnic groups: Socialized or partied	46	20		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: Dined or shared a meal		20	9	20	
	Experiences with other racial/ethnic groups: Had guarded, cautious interactions		20	9	20	
	Experiences with other racial/ethnic groups: Had tense, somewhat hostile interactions		20	9	20	
	Experiences with other racial/ethnic groups: Felt insulted or threatened because of your race/ethnicity		20	9	20	
	Joined a social fraternity or sorority	46	22	26	8	
	Participated in student government	46	22		8	
	Played club, intramural, or recreational sports	46	22		8	
	Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	46	22	26	8	
	Have/had a roommate of a different race/ethnicity	46	22		8	
	Sought personal counseling	46	22			
	Participated in an academic support program		22			
	Participated in leadership training		22	26	8	
	Failed one or more courses		22		8	
	Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning community, linked courses)		22	17		
	Worked on a professor's research project	46	23		7	10
	Went home for the weekend		23			
	Skipped class		23			

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		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.11: Co-curricular programs	Had difficulty getting along with your roommate(s)/housemate(s)		23			
	Ability to get along with people of different races/cultures				2	
	Ability to manage your time effectively				2	
	I have been singled out because of my race/ethnicity				18	
	Importance: Integrating spirituality into my life				23	20
	Received from your professor: Help in achieving your professional goals				24	
	Participated in study abroad program	46		17	8	
	Participated in volunteer or community service work	46		25		
	It is easy for students to see faculty outside of regular office hours					26
	Most students are treated like "numbers in a book"					26
	This college: Accurately reflects the diversity of its student body in publications			8		
	This college: Has campus administrators who regularly speak about the value of diversity			8		
	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 from your own			11		
	Interact with someone: Of a sexual orientation different from your own			11		
	Interact with someone: With a disability			11		
	How often in the past year did you: Make an effort to get to know people from diverse backgrounds			12		
	Have you personally experienced the following forms of bias/harassment/discrimination while at this college: Ability/disability status			13		
	Publicly communicated your opinion about a cause (e.g., blog, email, petition)			25		
	Interactions among different racial/ethnic groups			27		
	Many transfer students feel lost once they enroll			TR4		
	Felt excluded from campus events because you are a transfer student			TR4		
	Find help when I need it			TR4		
	Become involved in campus activities			TR4		
2.11: CIRP Constructs: Sense of Belonging, Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Civic Awareness and Social Self-Concept						
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.12: The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.	Faculty during office hours		3			
	Academic advisors/counselors		3			
	Laboratory facilities and equipment		6		14	
	Academic advising		6		14	
	Financial aid package		6		14	
	Had difficulty getting along with your roommate(s)/housemate(s)		23			
	It is easy for students to see faculty outside of regular office hours					26
	There was helpful online information available about how to transfer here (e.g. websites)			TR4		
	I worked with a transfer specialist/advisor from this institution to apply or choose courses			TR4		
	I have received helpful advice about how to succeed here as a transfer student			TR4		

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		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.13: Student support services, including financial aid, registration, advising, career counseling, computer labs, and library and information services, are designed to meet the needs of the specific types of students that the institution serves and the curricula it offers.	Academic advising		6		14	
	Student health services		6		14	
	Computer/computing assistance		6		14	
	Library facilities		6		14	
	Tutoring or other academic assistance				14	
	Psychological counseling services		6			
	Student housing (e.g., res. halls)		6		14	
	First-year programs (e.g., first-year seminar, learning community, linked courses)		6			
	Classroom facilities		6			
	Computer facilities/labs		6			
	Financial aid office		6			
	Opportunities for community service		6			
	Orientation for new students		6			
	Rate yourself: Self-understanding	41	8		17	21
	Rate yourself: Emotional health	41	8		17	21
	Rate yourself: Spirituality	41	8		17	
	Rate yourself: Self-confidence (social)	41	8		17	
	Develop close friendships with other students		9			
	Tutored another student/college student	30	12		7	
	Attended a religious service	30	12			
	Overall sense of community among students		15	27	15	
	Class size		15		15	
	Your social life		15			
	Joined a social fraternity or sorority	46	22	26	8	
	Participated in student government	46	22		8	
	Played club, intramural, or recreational sports	46	22		8	
	Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	46	22		8	
	Had a roommate of a different race/ethnicity	46	22		8	
	Participated in student groups/clubs	46	22		8	
	Sought personal counseling	46	22			
	Failed one or more courses		22		9	
	Strengthened your religious beliefs/convictions		22			
	Made a presentation in class		23		7	
	Had difficulty getting the courses you need		23		7	
	Accessed your campus' library resources electronically		23		7	
	Went home for the weekend		23			
	Received advice/counseling from another student		23			
	Perceived growth: Preparedness for employment after college				2	21
	Perceived growth: Ability to manage your time effectively				2	
	Used the library for research or homework				7	
	Received from your professor: Help in achieving your professional goals				24	
	Participated in volunteer or community service work	46		25		
	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
	Most students are treated like "numbers in a book"					26
	This college: Provides the financial support I need to stay enrolled			8		

WASC Standard 2: Achieving Educational Objectives Through Core Functions

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.13: Student support services (continued)	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		
	Access student support services outside of "regular" business hours			TR2		
	Student services are available for night students			TR2		
	Met with a community college counselor about transferring			TR2		
	Talked to a peer advisor about transferring			TR2		
	I have received helpful advice about how to succeed here as a transfer student			TR4		
	There was helpful online information available about how to transfer here (e.g. websites)			TR4		
	I worked with a transfer specialist/advisor from this institution to apply or choose courses			TR4		
	Faculty here take an interest in the success of transfer students			TR4		
	Make friends			TR4		
	Become involved in campus activities			TR4		
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.14: Institutions that serve transfer students provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.	The admission/recruitment materials portrayed this campus accurately		22			
	Had difficulty getting the courses you need				8	
	Need extra time to complete your degree requirements				8	
	Participated in transfer orientation			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, 23a		
	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		
	This campus actively helps students/parents apply for financial aid			TR2		
	Faculty make transfer a priority at this institution			TR2		
	Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			TR2		
	Administrators make transfer a priority at this institution			TR2		
	This community college promoted transfer at my high school			TR2		
	Students learn about transfer requirements at college entry			TR2		
	Adjust to the academic demands of college			TR2		
	Are you planning to transfer			TR2		
	Met with a community college counselor about transferring			TR2		
	Discussed my academic goals with faculty			TR2		
	Talked to a peer advisor about transferring			TR2		
	Talked with a transfer admissions counselor from a four-year institution			TR2		
	Participated in a summer program at 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		

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2.14: Transfer students (continued)	Before transferring: I received helpful advice about the right courses to complete the requirements to transfer			TR4		
	The courses I took prepared me for the academic demands here			TR4		
	The guidelines for transferring to this institution were easy to understand			TR4		
	There was helpful online information available about how to transfer here (e.g. websites)			TR4		
	I worked with a transfer specialist/advisor from this institution to apply or choose courses			TR4		
	At this college: Campus administrators care about what happens to transfer students			TR4		
	Many transfer students feel lost once they enroll			TR4		
	I have received helpful advice about how to succeed here as a transfer student			TR4		
	Transfer students are a lower priority than students who started here			TR4		
	Faculty here take an interest in the success of transfer students			TR4		
	Participated in transfer-focused programs/activities			TR4		
	Interacted with other transfer students			TR4		
	Sought information specific to transfer students			TR4		
	Interacted with students who did not transfer			TR4		
	Felt excluded from campus events because I am a transfer student			TR4		
	Felt overwhelmed by academic expectations			TR4		
	Since entering this college, how easy has it been to: Understand what my professors expect of me academically			TR4		
	Develop effective study skills			TR4		
	Adjust to the academic demands of college			TR4		
	Manage my time effectively			TR4		
	Get to know faculty			TR4		
	Get to know my way around college			TR4		
	Figure out which requirements I need to graduate			TR4		
	Find help when I need it			TR4		
	Make friends			TR4		
	Become involved in campus activities			TR4		

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NOTES:

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

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

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.1: The institution employs personnel sufficient in number and professional qualifications to maintain its operations and support its academic programs, consistent with its institutional and educational objectives.	Faculty during office hours		3	7		
	Faculty outside of class or office hours		3			
	Academic advisors/counselors		3			
	Graduate students/teaching assistants		3			
	Asked a teacher/professor for advice after class	30	12		7	
	Amount of contact with faculty		15		15	
	Had difficulty getting the courses you need		23		7	
	Received from your professor: Advice or guidance about your educational program		23		24	
	Received advice/counseling from another student		23			
	Faculty here are interested/strongly interested in students' academic problems				18	29
	Received from your professor: Help in achieving your professional goals				24	
	Received from your professor: Feedback on your academic work (outside of grades)				24	
	Principal activity: Administration					1
	Principal activity: Teaching					1
	Principal activity: Research					1
	Principal activity: Services to clients and patients					1
	Are you considered a full-time employee of your institution for at least nine months of the current academic year					2
	My full-time professional career is: Outside academia					2.c
	Academic rank: Professor					3
	Academic rank: Associate Professor					3
	Academic rank: Assistant Professor					3
	Academic rank: Lecturer					3
	Academic rank: Instructor					3
	Tenure status: Tenured					4
	Tenure status: On tenure track, but not tenured					4
	Tenure status: Not on tenure track, but institution has tenure system					4
	Tenure status: Institution has no tenure system					4
	Administrative position: Department chair					5
	Administrative position: Dean (Associate or Assistant)					5
	Administrative position: President					5
	Administrative position: Vice-President					5
	Administrative position: Provost					5
	Highest degree earned					6
	Degree currently working on					6
	Published op-ed pieces or editorials					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
	How many courses are you teaching this term (including all institutions at which you teach)					11
	How many students are enrolled in these courses					11
	Does this course have a teaching/lab assistant or reader/grader assigned					11

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

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.1: Personnel (continued)	Articles in academic or professional journals					14
	Chapters in edited volumes					14
	Books, manuals, or monographs					14
	Reviews of books, articles, or creative works					14
	Other, such as patents, or computer software products					14
	How many exhibitions or performances in the fine or applied arts have you presented in the last two years					15
	How many of your professional writings have been published or accepted for publication in the last two years					16
	Major of highest degree held					36
	Department of current faculty appointment					36
	Faculty encourage me to meet with them after or outside of class			5		
	Participated in: Faculty/mentor program			17		
	Academic support services for low-income/first generation students			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, 23a		
	Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			TR2		
	Discussed my academic goals with faculty			TR2		
	Finding a supportive faculty member in the major			TM		
	Talking to a counselor/academic advisor			TM		
	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		
	I worked with a transfer specialist/advisor from this institution to apply or choose courses			TR4		
	At this college: Campus administrators care about what happens to transfer students			TR4		
	Faculty here take an interest in the success of transfer students			TR4		
3.1: CIRP Constructs: Faculty Interaction - Contact and Communication, Faculty Interaction - Mentorship, Interaction with Students, Professional Practice - Teaching, and Professional Practice - Scholarship						
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.2: The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution. The faculty is sufficient in number, professional qualifications, and diversity to achieve the institution's educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.	If given the choice I would prefer to work full-time at this institution					2.a
	Have you ever sought a full-time teaching position at this or another institution					2.b
	Part-time instructors: Have good working relationships with the administration					2.f
	Part-time instructors: Are respected by full-time faculty					2.f
	Published op-ed pieces or editorials					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
	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

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

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.2: Faculty (continued)	Received incentives to develop new courses					13
	Received incentives to integrate technology into your classroom					13
	Articles in academic or professional journals					14
	Chapters in edited volumes					14
	Books, manuals, or monographs					14
	Other, such as patents, or computer software products					14
	How many exhibitions or performances in the fine or applied arts have you presented in the last two years					15
	How many of your professional writings have been published or accepted for publication in the last two years					16
	Racial and ethnic diversity should be more strongly reflected in the curriculum					29
	This institution should hire more faculty of color					29
	This institution should hire more women faculty					29
	Most of the students I teach lack the basic skills for college level work					29
	Faculty are committed to the welfare of this institution					29
	To create a diverse multi-cultural campus environment					30
	To increase the representation of minorities in the faculty and administration					30
	To increase the representation of women in the faculty and administration					30
	To develop an appreciation for multiculturalism					30
	Racial/ethnic diversity of the faculty		15	27		29
3.2: CIRP Constructs: Institutional Priority - Commitment to Diversity, and Institutional Priority - Increase Prestige						
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3: Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.	Importance: Research					9
	Importance: Teaching					9
	Importance: Service					9
	Worked with undergraduates on a research project					10
	Taught an honors course					10
	Conducted research or writing focused on: International/global issues					10
	Conducted research or writing focused on: Racial or ethnic minorities					10
	Conducted research or writing focused on: Women and gender issues					10
	Engaged undergraduates on your research project					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
	Research and scholarly writing					22
	Other creative products/performances					22
	Requested/sought an early promotion					24
	Teaching load					28
	Professional relationships with other faculty					28
	Competency of colleagues					28
	My research is valued by faculty in my department					29
	My teaching is valued by faculty in my department					29

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

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.3: Faculty and staff (continued)	This institution takes responsibility for educating underprepared					29
	The criteria for advancement and promotion decisions are clear					29
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.4: The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning, consistent with its institutional objectives.	Part-time instructors: Are given specific training before teaching					2.f
	Part-time instructors: Receive respect from students					2.f
	Part-time instructors: Have access to support services					2.f
	Taught an exclusively web-based course at this institution					10
	Participated in a teaching enhancement workshop					10
	Paid workshops outside of 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 technology into your classroom					13
	Mentor new faculty					17
	Have you ever received an award for outstanding teaching					23
	Faculty are rewarded for their efforts to use instructional					26
	There is adequate support for faculty development					29
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.6: The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. These information resources, services and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. For both on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered.	Academic advising		6	7	14	
	Student health services		6	7	14	
	Computer/computing assistance		6		14	
	Library facilities		6		14	
	Psychological counseling services		6	7		
	Student housing (e.g., res. halls)		6		14	
	Computer facilities/labs		6			
	Financial aid office		6			
	Financial aid advising		6	7		
	Orientation for new students		6			
	Rate yourself: Computer skills	41	8		17	
	Used the Internet for research or homework	30	12		7	
	Amount of contact with faculty		15		15	
	Overall sense of community among students		15		15	
	Class size		15		15	
	Availability of campus social activities		15		15	
	Interaction with other students		15			
	Made a presentation in class		23		7	
	Accessed your campus' library resources electronically		23		7	
	Used the library for research or homework				7	
	Tutoring or other academic assistance			7	14	
	Writing center			7		
	Career counseling and advising			7		
	Transcript review			7		
	Disability resource center			7		
	Study skills advising			7		
	Read this college's catalog (paper or online)			7		
	Participated in programs for students who are parents			7		
	Taken classes that included mostly online instruction			19		

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

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.7 The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.	Computer facilities/labs		6			
	Computer/computing assistance		6		14	
	Used the Internet for research or homework	30	12		7	
	Taken classes that included mostly online instruction			19		
	Received incentives to integrate technology into your classroom					13
	Faculty are rewarded for their efforts to use instructional technology					26
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
3.11 The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.	Internal grants for research					13
	Training for administrative leadership					13
	Received incentives to develop new courses					13
	Received incentives to integrate technology into your classroom					13
	Autonomy and independence					28
	Freedom to determine course content					28
	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

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NOTES:

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

The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.7: The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.	That your job responsibilities interfered with your schoolwork		5			
	That your courses inspired you to think in new ways		5			
	That your family responsibilities interfered with your schoolwork		5			
	Manage your time effectively		9	TR4	2	
	Understand what your professors expect of you academically		9	TR4		
	Adjust to the academic demands of college		9	TR4		
	Faculty believe in my potential to succeed academically		14	5		
	Faculty show concern about my progress		14	5		
	Faculty encourage me to meet with them after or outside of class		14	5		
	Amount of contact with faculty		15		15	
	Ask questions in class	33	17		13	18
	Support your opinions with a logical argument	33	17		13	18
	Seek solutions to problems and explain them to others	33	17		13	18
	Revise your papers to improve your writing	33	17		13	18
	Evaluate the quality or reliability of information you received	33	17		13	18
	Take a risk because you felt you had more to gain	33	17		13	18
	Seek alternative solutions to a problem	33	17		13	18
	Look up scientific research articles and resources	33	17		13	18
	Explore topics on your own, even though it was not required for a class	33	17		13	18
	Accept mistakes as part of the learning process	33	17		13	18
	Seek feedback on your academic work	33	17		13	18
	Integrate skills and knowledge from different sources and experiences	33	17		13	18
	Discuss/discussed course content with students outside of class	46	23	7	7	
	Received from your professor: Advice or guidance about your educational program		23		24	
	Work with other students on group projects	33			7	
	Ability to find a faculty or staff mentor				15	
	Received from your professor: Feedback on your academic work (outside of grades)				24	
	Received from your professor: An opportunity to publish				24	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				24	
	Received from your professor: An opportunity to work on a research project				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			CC		19
	Evaluation methods: Term/research papers					19
	Evaluation methods: Student evaluations of each others' work					19
	Evaluation methods: Grading on a curve					19

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.7: Faculty involvement (continued)	Evaluation methods: Competency-based grading					19
	Instructional techniques/methods: Class discussions			CC		19
	Instructional techniques/methods: Cooperative learning (small groups)			CC		19
	Instructional techniques/methods: Experiential learning/field studies					19
	Instructional techniques/methods: Recitals/demonstrations					19
	Instructional techniques/methods: Group projects			CC		19
	Instructional techniques/methods: Extensive lecturing			CC		19
	Instructional techniques/methods: Multiple drafts of written work			CC		19
	Instructional techniques/methods: Student-selected topics for course content					19
	Instructional techniques/methods: Reflective writing/journaling			CC		19
	Instructional techniques/methods: Community service as part of coursework					19
	Instructional techniques/methods: Electronic quizzes with immediate feedback in class			CC		19
	Instructional techniques/methods: Using real-life problems					19
	Using student inquiry to drive learning					19
	Advising and counseling of students					22
	Most students are treated like "numbers in a book"					26
	Faculty are interested in students' personal problems					29
	At least one faculty member has taken an interest in my development			5		
	Faculty show concern about my progress			5		
	It will take me longer to graduate than I had planned			5		
	Faculty empower me to learn here			5		
	I may have to choose between financially supporting my family and going to college			5		
	Use different points of view to make an argument			12		
	Feel challenges to think more broadly about an issue			12		
	Apply concepts from courses to real life situations			12		
	Recognize the biases that affect your own thinking			12		
	Critically evaluated your own position on an issue			12		
	Missed class due to personal/family responsibilities			20		
	Missed class due to employment			20		
	Not been able to get into classes because they were full			20		
	Not been able to take the classes you need because they were not offered/were cancelled			20, 23a		
	Taken classes when most campus services were closed			20		
	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		
	Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			TR2		
	Felt overwhelmed by academic expectations			TR4		
	One or more research papers of 10+ pages			CC		
	Lab work			CC		
	Multiple short papers			CC		

		Question Placement				
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.7: Faculty involvement (continued)	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		
4.7: CIRP Constructs: Habits of Mind, Academic Adjustment, Overall Satisfaction, Faculty Interaction - Contact and Communication, and Faculty Interaction -						
CFR	**Item on Instrument**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4.8 Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are regularly involved in the assessment of educational programs.	Your overall academic experience		6			
	Overall college experience		15		15	
	Overall quality of instruction		15		15	
	Relevance of coursework to everyday life		15		15	
	Relevance of coursework to future career plans		15		15	
4.8: CIRP Constructs: Overall Satisfaction						

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