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

Accreditation Guide: Middle States Commission on Higher Education (MSCHE)

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 how 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 MSCHE Accreditation?

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

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

Using CIRP Surveys as Evidence in MSCHE 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 MSCHE Standards.

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

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

Specific Middle States Standards

Middle States has fourteen individual Standards, which "should be viewed as an interrelated whole." Because of this inherent interrelatedness, many institutions find CIRP results may be applicable in multiple standards. For example, participation in CIRP surveys can be used as evidence of a "planned,

organized, systematized and sustained" assessment process to support Standards 7, 11, 12, 13 and 14, all of which have as their defining characteristic the assessment of student learning.

Standard 2: Planning, Resource Allocation, and Institutional Renewal. "An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation for the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality"

Standard 7: Institutional Assessment. "The institution has developed and implemented an assessment process that evaluates overall effectiveness in achieving its mission and goals and compliance with accreditation standards." CIRP results can be used as evidence of "an effective planning process" which includes "review of relevant qualitative and quantitative information to determine if institutional and unit level mission and goals are being achieved, to understand why they have or have not been achieved…"

Standard 8: Student Admissions and Retention. "The institution seeks to admit students whose interests, goals, and abilities are congruent with the mission and seeks to retain them through the pursuit of the student's educational goals." CIRP surveys can provide considerable evidence regarding the admission, enrollment and retention of students. In particular, the CIRP Graduation Rate Calculator that is now a part of CIRP Freshman Survey reporting is particularly relevant and useful as evidence. For more information see http://heri.ucla.edu/GradRateCalculator.php

Standard 11: Educational Offerings. "The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission."

Standard 12: General Education. "The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency."

Standard 13: Related Educational Activities. "The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards."

Standard 14: Assessment of Student Learning. "Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals."

CIRP in MSCHE Timelines

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

- Self-Study
- Peer Review
- Periodic Review Report
- Follow up Activities for the Commission

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 three years preceding a self-study gives an institution ample time to analyze, interpret and disseminate results for the broad-based institutional process required as part of accreditation. 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 MSCHE accreditation cycle.

Self-Study Submitted	**TFS**	**Approval and Visit**	**YFCY**	**DLE**	**CSS**	**Faculty Survey**	**Self Study Report and Peer Review**
2012	Fall 2012	2013	Spr 2013	2014	Grad 2016	2013-14	2015
2013	Fall 2013	2014	Spr 2014	2015	Grad 2017	2013-14	2016
2014	Fall 2014	2015	Spr 2015	2016	Grad 2018	2013-14	2017
2015	Fall 2015	2016	Spr 2016	2016	Grad 2019	2013-14	2018

For some institutions, a self-study, peer review, or follow up activities (e.g., progress letters or monitoring reports) might not allow for a three-year planning cycle. Results from CIRP surveys can still provide valuable information. Registration and participation in CIRP surveys are flexible and institutional results are available quickly and can be used to demonstrate educational outcomes and supplement institutional evidence. Subsequent administrations of CIRP surveys can be used to establish a longitudinal approach, which will provide the most meaningful evidence of the impact of institutional efforts and strengthen the institution's ability to provide reliable and valid information upon which to make decisions that improve the student experience.

MSCHE Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
That your courses inspired you to think in new ways		5			
Understand what your professors expect of you academically		9	TR4		
Develop effective study skills		9	TR4		
Adjust to the academic demands of college/classes		9	TR2		
Manage your time effectively		9	TR4		
The admission/recruitment materials portrayed this campus accurately		14			
My college experiences have exposed me to diverse opinions, cultures, and values		14			
If asked, I would recommend this college to others		14	5	18	
Faculty empower me to learn here		14	5	18	
Satisfaction: Relevance of coursework to everyday life		15		15	
Satisfaction: Relevance of coursework to future career plans		15		15	
Satisfaction: Respect for the expression of diverse beliefs		15	27	15	26
Satisfaction: Overall sense of community among students		15	27	15	
I was attracted by the religious affiliation/orientation of this college	40				
Prepare students for employment after college					21
Prepare students for graduate or advanced education					21
Provide for students' emotional development					21
Help students develop personal values					21
Enhance students' self-understanding					21
Instill a basic appreciation of the liberal arts					21
To promote the intellectual development of students					30
This college has a long-standing commitment to diversity			8		
This college accurately reflects the diversity of its student body in publications (e.g., brochures, website)			8		
Counselors make transfer a priority at this institution			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		
Discussed my academic goals with faculty			TR2		
There is high quality teaching			TM		
Instructors: Communicate high expectations for students' performance			CC		
CIRP Constructs: Academic Adjustment, Undergraduate Education Goal: Personal Development					

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MSCHE Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Satisfaction: Computer facilities/labs		6			
Satisfaction: Library facilities		6		14	
Satisfaction: Laboratory facilities and equipment		6		14	
Satisfaction: Computing assistance		6		14	
Satisfaction: Academic advising		6	6	14	
Satisfaction: Student psychological services		6		14	
Utilized: Writing center		7	6		
Utilized: Disability resource center		7	6		
Utilized: Career counseling and advising/career services		7	6		
Utilized: Financial aid advising		7	6		
Utilized: Study skills advising		7	6		
Utilized: Student health services		7	6		
Utilized: Student psychological services		7	6		
Used the Internet for research or homework	27	12		7	
Faculty believe in my potential to succeed academically		14	4	18	
Faculty showed concern about my progress		14	4	18	
Taken a remedial or developmental course		22	18	8	
Worked on a professor's research project		23		7	
Received from your professor: Advice or guidance about your educational program		23		24	
Had difficulty getting the courses you need		23		7	
Accessed your campus' library resoures electronically		23		7	
Used the library for research or homework				7	
Satisfaction: Tutoring or other academic assistance				14	
Satisfaction: Career counseling and advising				14	
Resources available to part-time faculty: A personal computer					2e
Resources available to part-time faculty: An email account					2e
Part-time instructors: Have access to support services					2f
Most students are treated like "numbers in a book"					26
Satisfaction: Teaching load					28
Satisfaction: Office/lab space					28
Faculty here are strongly interested in the academic problems of undergraduates					29
Utilized: Transcript review			7		
Participated in programs for students who are parents			7		
Mostly online instruction			19		
Not been able to get into the classes you needed because they were full			20		
Importance: Courses I needed to take were not offered at this college			23a		
Access support services outside of "regular" business hours			TR2		
Figure out which courses count towards your goals			TR2		
Find parking			TR2		
Find child care			TR2		
Complete course pre-requisites for an intended major			TR2		
Pass basic skills or remedial courses			TR2		
Met with a community college counselor about transferring			TR2		
Used the transfer course requirements list/transfer plan when registering for classes			TR2		
Talking to a counselor/academic advisor			TM		
There are too many steps to declare a major here			TM		
I will be/was unable to get into my first-choice major			TM		

MSCHE Standard 2: Planning, Resource Allocation, and Institutional Renewal

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Information distrubuted on majors is useful			TM		
This campus has many events/activities to help students choose a major			TM		
I was not able to take the courses I needed in my previous majors			TM		
Course materials were too expensive in my previous major			TM		
I received helpful advice about the right courses to complete the requirements to transfer			TR4		
The guidelines for transferring to this institution were easy to understand			TR4		
There was helpful online information available about how to transfer here (e.g., websites)			TR4		
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		
Faculty here take an interest in the success of transfer students			TR4		
Participated in transfer-focused programs/activities			TR4		
Sought information specific to transfer students			TR4		
Figure out which requirements I need to graduate			TR4		

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MSCHE Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Faculty during office hours		3			
Faculty outside of class or office hours		3			
Academic advisors/counselors		3			
Satisfaction: Classroom facilities		6			
Satisfaction: Computer facilities/labs		6			
Satisfaction: Library facilities		6		14	
Satisfaction: Laboratory facilities and equipment		6		14	
Satisfaction: Computing assistance		6		14	
Satisfaction: Academic advising		6		14	
Satisfaction: Student housing (e.g., res. halls)		6		14	
Satisfaction: Financial aid office		6			
Satisfaction: Student health services		6	6	14	
Satisfaction: Student psychological services		6	6	14	
Satisfaction: Orientation for new students		6			
Satisfaction: First-year programs (e.g., first-year seminar, learning community, linked courses)		6			
Utilized: Study skills advising		7	6		
Utilized: Financial aid advising		7	6		
Utilized: Student health services		7	6		
Utilized: Writing center		7	6		
Utilized: Disability resource center		7	6		
Utilized: Career counseling and advising/Career services		7	6		
Utilized: Academic advising		7	6		
Tutored another student	30	12		7	
Used the Internet for research or homework	30	12		7	
Taken an honors course		22		8	
Taken a remedial or developmental course		22	18	8	
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		22	16		
Participated in an academic support program		22			
Taken a course or first-year seminar designed to: Connect faculty and sudents in focused academic inquiry		22			
Taken a course or first-year seminar designed to: Help students adjust to college-level academics		22			
Taken a course or first-year seminar designed to: Help students adjust to college life		22			
Received tutoring		23			
Worked on a professor's research project		23		7	
Received from your professor: Advice or guidance about your educational program		23		24	
Had difficulty getting the courses you need		23		7	
Accessed your campus' library resoures electronically		23		7	
Used the library for research or homework				7	
Met with an advisor/counselor about your career plans				7	
Participate/d in a study abroad program	42		17	8	
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)				8	
Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				8	
Participated in: An internship program				8	
Satisfaction: Tutoring or other academic assistance				14	
Resources available to part-time faculty: Use of private office					2e
Resources available to part-time faculty: Shared office space					2e
Resources available to part-time faculty: A personal computer					2e
Resources available to part-time faculty: An email account					2e

MSCHE Standard 3: Institutional Resources

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Resources available to part-time faculty: A phone/voicemail					2e
Part-time instructors: Have access to support services					2f
Taught an honors course					10
Taught an interdisciplinary course					10
Participated in a teaching enhancement workshop					10
Engaged undergraduates on your research project					10
Worked with undergraduates on a research project					10
Taught a seminar for first-year students					10
Taught a capstone course					10
Taught in a learning community (e.g., FIG, linked courses)					10
Paid workshops outside the institution focused on teaching					13
Paid sabbatical leave					13
Travel funds paid by the institution					13
Internal grants for research					13
Training for administrative leadership					13
Received incentives to develop new courses					13
Received incentives to integrate new technology into your classroom					13
Source of stress: Keeping up with information technology					27
Source of stress: Institutional budget cuts					27
Satisfaction: Salary					28
Satisfaction: Health benefits					28
Satisfaction: Retirement benefits					28
Satisfaction: Office/lab space					28
Satisfaction: Availability of child care at this institution					28
Satisfaction: Clerical/administrative support					28
It will take me longer to graduate than I had planned			5		
I may have to choose between financially supporting my family and going to college			5		
Utilized: Transcript review			7		
Attended professor's office hours			7		
Participated in programs for students who are parents			7		
This college provides the financial support I need to stay enrolled			8		
Freshman orientation			17		
Transfer orientation			17		
Re-entry student program			17		
Honors program			17		
Undergraduate research program			17		
Faculty/mentor program			17		
Academic support services for low-income/first generation students			17		
English as a Second Language (ESL) instruction			17		
Not been able to get into the classes you need because they were full			20		
Not been able to take the classes you need because they were not offered/were cancelled			20		
Felt that faculty provided me with feedback that helped me assess my progress in class			21		
Taken a summer course at this college			22		
Importance: Courses I needed to take were not offered at this college			23a		
Importance: To earn a degree or certificate that is not offered at this college			23a		
Class sections are available in the evening			TR2		
Student services are available for night students			TR2		
Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			TR2		
Access support services outside of "regular" business hours			TR2		
Figure out which courses count towards your goals			TR2		

MSCHE Standard 3: Institutional Resources

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Find child care			TR2		
Complete course pre-requiresites for an intended major			TR2		
Pass basic skills or remedial courses			TR2		
Met with a community college counselor about transferring			TR2		
Used the transfer course requirements list/transfer plan when registering for classes			TR2		
Talking to a counselor/academic advisor			TM		
There are too many steps to declare a major here			TM		
I will be/was unable to get into my first-choice major			TM		
This campus has many events/activities to help students choose a major			TM		
Faculty are interested in my development as a student			TM		
I was not able to take the courses I needed in my previous major			TM		
Participated in transfer preparation program before enrolling here			TR4		
I received helpful advice about the right courses to complete the requirements to transfer			TR4		
The guidelines for transferring to this institution were easy to understand			TR4		
There was helpful online information available about how to transfer here (e.g., websites)			TR4		
I worked with a transfer 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		
Faculty here take an interest in the success of transfer students			TR4		
Figure out which requirements I need to graduate			TR4		
CIRP Constructs: Academic Adjustment, Overall Satisfaction, Satisfaction with Coursework					

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MSCHE Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Part-time instructors: Have good working relationships with the administration					2f
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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MSCHE Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Graduate students/teaching assistants		3			
Satisfaction: Financial aid office		6			
At least one staff member has taken an interest in my development		14	5	18	
Faculty believe in my potential to succeed academically		14	5	18	
Staff encouraged me to get involved in campus activities		14	5	18	
Staff recognize my achievements		14	5	18	
At least one faculty member has taken an interest in my development		14	5	18	
Received from your professor: Advice or guidance about your educational program		23		24	
Satisfaction: Ability to find a faculty or staff mentor				15	
Received from your professor: Emotional support and encouragement				24	
Received from your professor: Intellectual challenge and stimulation				24	
Other administration					22
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
Student Affairs staff have the support and respect of faculty					29
Faculty are sufficiently involved in campus decision making					29
To increase the representation of minorities in the faculty and administration					30
To increase the representation of women in the faculty and administration					30
Utilized: Transcript review			7		
Utilized: Financial aid advising			7		
Campus administrators care about what happens to transfer students			TR4		
Faculty here take an interest in the success of transfer students			TR4		
CIRP Construct: Faculty Interaction: Mentorship					

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MSCHE Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Perceived growth: Knowledge of people from different races/cultures		2		2	
Perceived growth: Understanding of the problems facing your community		2		2	
Rate yourself: Self-understanding	41	8		17	
Rate yourself: Understanding of others	41	8		17	
Ability to see the world from someone else's perspective	31	11	6	19	
Tolerance of others with different beliefs	31	11	6	19	
Openness to having my own views challenged	31	11	6	19	
Ability to discuss and negotiate controversial issues	31	11	6	19	
Ability to work cooperatively with diverse people	31	11	6	19	
Participate in or perform/ed volunteer or community service work	30, 46	12	25	16	
Vote/d in a student election	30, 46	12		7	
Socialize/d with someone of another racial/ethnic group	30, 46	12			
Performed community service as part of a class	30	12		7	
Worked on a local, state, or national political campaign	30	12		16	
Helped raise money for a cause or campaign	30	12	25	7	
Publicly communicated your opinion about a cause (e.g., blog, email, petition)	30	12	25	7	
I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation		14		18	
In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation		14	CC	18	
The admission/recruitment materials portrayed this campus accurately		14			
There is a lot of racial tension on this campus		14	8	18	
I am interested in seeking information about current social and political issues		14	5	18	
Faculty encouraged me to meet with them after or outside of class		14	5	18	
Racial/ethnic diversity of the faculty		15			
Racial/ethnic diversity of the student body		15		15	
Respect for the expression of diverse beliefs		15	25	15	
Evaluate the quality or reliability of information you received	33	17	18	13	
Developing a meaningful philosophy of life	42	19		23	20
Helping to promote racial understanding	42	19	10	23	20
Becoming a community leader	42	19	10	23	20
Improving my understanding of other countries and cultures	42	19		23	
Helping others who are in difficulty	42	19	10	23	
Participating in a community action program	42	19	10	23	
Experiences with other racial/ethnic groups: Dined or shared a meal		20	9	20	
Experiences with other racial/ethnic groups: Had meaningful and honest discussions about race/ethnic relations outside of class		20	9	20	
Experiences with other racial/ethnic groups: Had guarded, cautious interactions		20	9	20	
Experiences with other racial/ethnic groups: Shared personal feelings and problems		20	9	20	
Experiences with other racial/ethnic groups: Had tense, somewhat hostile interactions		20	9	20	
Experiences with other racial/ethnic groups: Had intellectual discussions outside of class		20	9	20	
Experiences with other racial/ethnic groups: Felt insulted or threatened because of your race/ethnicity		20	9	20	
Experiences with other racial/ethnic groups: Studied or prepared for class		20	9	20	
Experiences with other racial/ethnic groups: Socialized or partied		20	9	20	
Communicate/d regularly with your professors	46	22		7	
Have/had a roommate of a different race/ethnicity	46	22			
Strengthened your religious beliefs/convictions		22			

MSCHE Standard 6: Integrity

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Witnessed academic dishonesty/cheating		23			
Perceived growth: Ability to get along with people of different races/cultures				2	
Challenged a professor's ideas in class				7	
Received from your professor: Honest feedback about your skills and abilities				24	
Received from your professor: Help to improve your study skills				24	
Received from your professor: An opportunity to discuss coursework outside of class				24	
Expression of personal values				28	
Taught a service learning course					10
Advised student groups involved in service/volunteer work					10
Collaborated with the local community in research/teaching					10
Mentoring the next generation of scholars					20
Develop moral character					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
Engage students in civil discourse around controversial issues					21
Teach students tolerance and respect for different beliefs					21
Satisfaction: Autonomy and independence					28
Satisfaction: Professional relationships with other faculty					28
Satisfaction: Freedom to determine course content					28
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
Student Affairs staff have the support and respect of faculty					29
Faculty are committed to the welfare of this institution					29
There is a lot of campus racial conflict here					29
My research is valued by faculty in my department					29
My teaching is valued by faculty in my department					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
Faculty are sufficiently involved in campus decision making					29
My values are congruent with the dominant institutional values					29
To develop a sense of community among students and faculty					30
To facilitate student involvement in community service					30
To recruit more minority students					30
To create a diverse multi-cultural campus environment					30
To promote gender equity among faculty					30
To provide resources for faculty to engage in community-based teaching or research					30
To create and sustain partnerships with surrounding communities					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
Colleges should be actively involved in solving social problems					31
Colleges should encourage students to be involved in community service activities					31
A racially/ethnically diverse student body enhances the educational experience of all students					31
Colleges have a responsibility to work with their surrounding communities to address local issues					31
People in my community are counting on me to do well in college			4		
Encourages students to have a public voice and share their ideas openly			8		

MSCHE Standard 6: Integrity

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Has a long-standing commitment to diversity			8		
Accurately reflects the diversity of its student body in publications (e.g., brochures, website)			8		
Promotes the appreciation of cultural differences			8		
Working to correct social and economic inequalities			10		
Make an effort to get to know people from diverse backgrounds			12		
Feel challeneged to think more broadly about an issues			12		
Challenge others on issues of discrimination			12		
Recognize the biases that affect your own thinking			12		
Make an effort to educate others about social issues			12		
Critically evaluated your own position on an issue			12		
Discuss issues related to sexism, gender differences, or gender equity			12		
Experienced bias/harassment/discrimination: Ability/disability status			13		
Experienced bias/harassment/discrimination: Age			13		
Experienced bias/harassment/discrimination: Citizenship status			13		
Experienced bias/harassment/discrimination: Political beliefs			13		
Experienced bias/harassment/discrimination: Race/ethnicity			13		
Experienced bias/harassment/discrimination: Religious/spiritual beliefs			13		
Experienced bias/harassment/discrimination: Sex			13		
Experienced bias/harassment/discrimination: Sexual orientation			13		
Experienced bias/harassment/discrimination: Socioeconomic status			13		
How often: Witnessed discrimination			14		
How often: Reported an incident of discrimination to a campus authority			14		
How often: Experienced sexual harassment			14		
How often: Reported an incident of sexual harassment to a campus authority			14		
How often: Heard insensitive or disparaging racial remarks from: Students			14		
How often: Heard insensitive or disparaging racial remarks from: Faculty			14		
How often: Heard insensitive or disparaging racial remarks from: Staff			14		
How often: Verbal comments			15		
How often: Written comments (e.g., emails, texts, writing on walls)			15		
How often: Exclusion (e.g., from gatherings, events)			15		
How often: Offensive visual images or items			15		
How often: Threats of physical violence			15		
How often: Physical assaults or injuries			15		
How often: Anonymous phone calls			15		
How often: Damage to personal property			15		
Opportunities to study and serve communities in need (e.g., service learning)			19		
Opportunities for intensive dialogue between students with different backgrounds and beliefs			19		
Participated in ongoing campus-organized discussions on racial/ethnic issues (e.g., intergroup dialogue)			25		
Finding a supportive faculty member in the major			TM		
Finding a major that has a welcoming environment			TM		
Faculty are approachable			TM		
The faculty and staff demonstrate a strong commitment to diversity			TM		
Faculty are interested in my development as a student			TM		
Students here are willing to talk about equity, injustice, and group differences			IGR		
There is at least one staff or faculty member here that I can talk to about difficult social justice issues			IGR		
Avoided using language that reinforces negative stereotypes			IGR		
Participated in a coalition of different groups to address social justice issues			IGR		
Challenged others on derogatory comments			IGR		
Reinforced others for behaviors that support diversity			IGR		
Made efforts to educate myself about other groups			IGR		

MSCHE Standard 6: Integrity

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Worked with others to challenge discrimination			IGR		
I feel comfortable sharing my own perspectives and experiences in class			CC		
I have been singled out in class because of my race/ethnicity, gender, sexual orientation, or religious affiliation			CC		
Instructors: Value individual differences in the classroom			CC		
Instructors: Are sensitive to the ability levels of all students			CC		
Instructors: Help students learn how to bring about positive change in society			CC		
Instructors: Encourage students from diverse backgrounds to work together			CC		
Instructors: Encourage students to contribute different perspectives in class			CC		
Instructors: Share their own experiences and background in class			CC		
Instructors: Have open discussions about privilege, power and oppression			CC		
Instructors: Treat all students in class as though they are capable learners			CC		
Instructors: Include diverse perspectives in class discussions/assignments			CC		
Instructors: Teach students tolerance and respect for different beliefs			CC		

CIRP Constructs: Civic Awareness, Civic Minded Practice, Civic Minded Values, Faculty Interaction: Mentorship, Institutional Priority: Commitment to Diversity, Job Satisfaction: Workplace, Negative Cross-Racial Interaction, Pluralistic Orientation, Positive Cross-Racial Interaction, Undergraduate Education Goal: Personal Development

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:

MSCHE Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

CIRP results can be used as evidence of an effective planning process which includes review of relevant qualitative and quantitative information to determine if institutional and unit level mission and goals are being achieved, and to demonstrate a commitment to institutional improvement and to meeting accreditation standards.

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NOTES:

MSCHE Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with the mission and seeks to retain them through the pursuit of the student's educational goals.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Utilized: Study skills advising		7	7		
Tutored another (college) student		12		7	
The admission/recruitment materials portrayed this campus accurately		14			
Faculty show/showed concern about my progress		14	5	18	
Taken an honors course		22		8	
Taken a remedial or developmental course		22		8	
Participated in an academic support program		22			
Taken a course or first-year seminar designed to: Help students adjust to college-level academics		22			
Taken a course or first-year seminar designed to: Help students adjust to college life		22			
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		22	17		
Undergraduate research program			17	7	
College choice: First, second, or third choice college	15				
Highest intended academic degree	29				
To be able to get a better job	38				
To gain a general education and appreciation of ideas	38				
To make me a more cultured person	38				
To be able to make more money	38				
To learn more about things that interest me	38				
To get training for a specific career	38				
To prepare myself for graduate or professional school	38				
My parents wanted me to come here	40				
My relatives wanted me to come	40				
My teacher advised me	40				
This college has a very good academic reputation	40				
This college has a good reputation for its social activities	40				
I was offered financial assistance	40				
The cost of attending this college	40				
High school counselor advised me	40				
Private college counselor advised me	40				
I wanted to live near home	40				
Not offered aid by first choice	40				
Could not afford first choice	40				
This college's graduates gain admission to top graduate/professional schools	40				
This college's graduates get good jobs	40				
I was attracted by the religious affiliation/orientation of the college	40				
I wanted to go to a school about the size of this college	40				
Rankings in national magazines	40				
Information from a website	40				
I was admitted through an Early Action or Early Decision program	40				
The athletic department recruited me	40				
A visit to the campus	40				
Ability to take online courses	40				
Need extra time to complete degree requirements	40				
Transfer to another college before graduating	46				
Get tutoring help in specific courses	46				
Type of course: Developmental/remedial course (not for credit)					11

MSCHE Standard 8: Student Admissions and Retention

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Number of students enrolled in developmental/remedial course					11
Teaching/lab assistant or reader/grader assigned					11
Teach remedial/developmental skills in: Reading					12
Teach remedial/developmental skills in: Writing					12
Teach remedial/developmental skills in: Mathematics					12
Teach remedial/developmental skills in: ESL					12
Teach remedial/developmental skills in: General academic skills					12
Teach remedial/developmental skills in: Other subject areas					12
Source of stress: Working with underprepared students					27
This institution takes responsibility for educating underprepared students					29
Most of the students I teach lack the basic skills for college level work					29
Promoting diversity leads to the admission of too many underprepared students					31
This institution should not offer remedial/developmental education					31
It will take me longer to graduate than I had planned			5		
I may have to choose between financially supporting my family and going to college			5		
People in my community are counting on me to do well in college			5		
Utilized: Tutoring or other academic assistance			7		
Freshman orientation			17		
Transfer orientation			17		
Re-entry student program			17		
Honors program			17		
Faculty/mentor program			17		
Academic support services for low-income/first generation students			17		
English as a Second Language (ESL) instruction			17		
Taken classes when most campus services were closed			20		
Taken a leave of absence from this college temporarily			22		
Taken a course from another institution while taking classes here			22		
Taken a summer course at this college			22		
Considered transferring to another college			22		
Importance: Courses I needed to take were not offered at this college			23a		
Participated in a transfer preparation program before enrolling here			TR4		
CIRP Constructs: Academic Adjustment, College Reputation Orientation, Sense of Belonging					

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NOTES:

MSCHE Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Faculty outside of class or office hours		3			
Academic advisors/counselors		3			
Graduate students/teaching assistants		3			
Lonely or homesick		5			
Isolated from campus life		5			
Unsafe on this campus		5			
Worried about your health		5			
Satisfaction: Computing assistance		6		14	
Satisfaction: Academic advising		6		14	
Satisfaction: Student housing (e.g., res. halls)		6		14	
Satisfaction: Financial aid office		6			
Satisfaction: Student health services		6	7	14	
Satisfaction: Student psychological services		6		14	
Satisfaction: Orientation for new students		6			
Satisfaction: Opportunities for community service		6			
Satisfaction: First-year programs (e.g., first-year seminar, learning community, linked courses)		6			
Utilized: Study skills advising		7	7		
Utilized: Financial aid advising		7	7		
Utilized: Student psychological services		7	7		
Utilized: Writing center		7	7		
Utilized: Disability resource center		7	7		
Utilized: Career counseling and advising or career services		7	7		
Utilized: Academic advising		7	7		
Rate yourself: Emotional health	28	8		17	
Rate yourself: Physical health	28	8		17	
Rate yourself: Self-confidence (intellectual)	28	8		17	
Rate yourself: Self-confidence (social)	28	8		17	
Rate yourself: Self-understanding	28	8		17	
Rate yourself: Spirituality	28	8		17	
Develop effective study skills		9	TR4		
Adjust to the academic demands of college/classes		9	TR2 TR4		
Manage your time effectively		9	TR4		
Smoked cigarettes	27	12		16	
Drank beer	27	12		16	
Drank wine or liquor	27	12		16	
Felt overwhelmed by all I had to do	27	12		16	
Felt depressed	27	12		16	
Used the Internet for research or homework	27	12		7	
Performed community service as part of a class	27	12		7	
Performed volunteer or community service work		12		16	
Tutored another (college) student	27	12		7	
Maintained a healthy diet		12			
Had adequate sleep		12			
Past two weeks: Number of alcoholic drinks		13			
The admission/recruitment materials portrayed this campus accurately		14			
I have been able to find a balance between academics and extracurricular activities		14			
Faculty encouraged me to meet with them after or outside of class		14	5	18	

MSCHE Standard 9: Student Support Services

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Satisfaction: Availability of campus social activities		15		15	
Satisfaction: Your social life		15			
Studying/homework	37	21		11	
Exercising or sports	37	21		11	
Partying	37	21		11	
Working (for pay) on campus	37	21		11	
Student clubs and groups	37	21		11	
Household/childcare duties	37	21		11	
Commuting		21		11	
Online social networks (Myspace, Facebook, etc.)	37	21		11	
Join/ed a social fraternity or sorority	42	22	26	8	
Play/ed club, intramural, or recreational sports	42	22		8	
Play/ed intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	42	22	26	8	
Participate/d in student clubs/groups	42	22		8	
Sought personal counseling		22		16	
Strengthened your religious beliefs/convictions		22			
Participated in an academic support program		22			
Taken a course or first-year seminar designed to: Help students adjust to college-level academics		22			
Taken a course or first-year seminar designed to: Help students adjust to college life		22			
Work/ed on a professor's research project	42	23		7	
Received from your professor: Advice or guidance about your educational program		23		24	
Witnessed academic dishonesty/cheating		23			
Received advice/counseling from another student		23			
Had difficulty getting the courses you need		23		7	
Accessed your campus' library resoures electronically		23		7	
To be able to get a job	36				
To make me a more cultured person	36				
To get training for a specific career	36				
To prepare myself for graduate or professional school	36				
Playing video/computer games	37				
This college's graduates gain admission to top graduate/professional schools	38				
This college's graduates get good jobs	38				
The athletic department recruited me	38				
Need extra time to complete your degree requirements	42				
Participate/d in or performed volunteer or community service work	42		25		
Get tutoring help in specific courses	42				
Perceived growth: Ability to manage your time effectively				2	
Used the library for research or homework				7	
Met with an advisor/counselor about your career plans				7	
Attended a racial/cultural awareness workshop				8	
Participated in an undergraduate research program			17	8	
Participated in: An internship program				8	
Participated in: An ethnic/racial student organization				8	
Participated in leadership training			26	8	
Prayer/meditation				10	
Satisfaction: Career counseling and advising				14	
Satisfaction: Job placement services for students				14	
Ability to find a faculty or staff mentor				15	
Received from your professor: An opportunity to work on a research project				24	
Received from your professor: Help to improve your study skills				24	

MSCHE Standard 9: Student Support Services

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Doing volunteer work				29	
Taught a service learning course					10
Advised student groups involved in service/volunteer work					10
Engaged undergraduates on your research project					10
Worked with undergraduates on a research project					10
Taught in a learning community (e.g., FIG, linked courses)					10
Instructional Techniques/Methods: Community service as part of coursework					19
Prepare students for employment after college					21
Prepare students for graduate or advanced education					21
Provide for students' emotional development					21
It is easy for students to see faculty outside of regular office hours					26
Student Affairs staff have the support and respect of faculty					29
This institution takes responsibility for educating underprepared students					29
It will take me longer to graduate than I had planned			5		
Utilized: Tutoring or other academic assistance			7		
Creating a plan to achieve my career goals			10		
Opportunities for intensive dialogue between students with different backgrounds and beliefs			19		
Attended presentations, performances, or art exhibits on diversity			25		
Attended debates or panels about diversity issues			25		
Participated in LGBT Center activities			25		
Participated in Racial/Ethnic or Cultural Center activities			25		
Participated in Women's/Men's Center activities			25		
Participated in Religious/Spiritual clubs/groups			25		
Participated in Disability Center activities			25		
Joined an ethnic or culturally-based fraternity or sorority			26		
Joined a racial/ethnic student organization reflecting your own background			26		
Joined a club or organization related to your major			26		
Joined a religious club (e.g., Christian Fellowships, Hillel, Baha'i Club)			26		
Joined an LGBT student organization			26		
Access support services outside of "regular" business hours			TR2		
Figure out which courses count towards your goals			TR2		
Schedule classes for the next semester			TR2		
Improve my English reading, writing, or speaking skills			TR2		
Pass basic skills or remedial courses			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		
Finding a supportive faculty member in the major			TM		
Talking to a counselor/academic advisor			TM		
The campus has many events/activities to help students choose a major			TM		
I have a peer support network among students			TM		
Faculty are interested in my development as a student			TM		
Campus administrators care about what happens to transfer students			TR4		
I have received helpful advice about how to succeed here as a transfer student			TR4		
Faculty here take an interest in the success of transfer students			TR4		
Participated in transfer-focused programs/activities			TR4		
Felt overwhelmed by academic expectations			TR4		
Get to know faculty			TR4		
Figure out which requirements I need to graduate			TR4		
Become involved in campus activities			TR4		

MSCHE Standard 9: Student Support Services

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Instructors: Communicate high expectations for students' performance			CC		
Instructors: Treat all students in class as though they are capable learners			CC		
CIRP Constructs: Academic Adjustment, Academic Self-Concept, Faculty Interaction: Mentorship, Social Self-Concept					

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NOTES:

MSCHE Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Faculty during office hours		3	7		
Faculty outside of class or office hours		3			
Felt that faculty provided me with feedback that helped me assess my progress in class		5	21	16	
Felt that my contributions were valued in class		5	21	16	
Felt that faculty encouraged me to ask questions and participate in discussions		5	21	16	
Satisfaction: Academic advising		6			
Understand what your professors expect of you academically		9	TR4		
Been a guest in a professor's home		12		7	
Asked a professor for advice after class		12		7	
In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation		14		18	
Faculty believe in my potential to succeed academically		14	5	18	
At least one faculty member has taken an interest in my development		14	5	18	
Faculty encourage/d me to meet with them after or outside of class		14	5	18	
Faculty show/ed concern about my progress		14	5	18	
Satisfaction: Amount of contact with faculty		14		15	
Satisfaction: Racial/ethnic diversity of faculty		14	27		
Satisfaction: Overall quality of instruction		14		15	
Communicate/d regularly with your professors	46	22		7	
Taken a course or first-year seminar designed to: Connect faculty and sudents in focused academic inquiry		22			
Worked on a professor's research project		23		7	
Received from your professor: Advice or guidance about your educational program		23		24	
Challenged a professor's ideas in class				7	
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			17	8	
Satisfaction: Ability to find a faculty or staff mentor				15	
Receive from your professor: Encouragement to pursue graduate/professional study				24	
Receive from your professor: An opportunity to work on a research project				24	
Receive from your professor: Emotional support and encouragement				24	
Receive from your professor: A letter of recommendation				24	
Receive from your professor: Honest feedback about your skills and abilities				24	
Receive from your professor: Help to improve your study skills				24	
Receive from your professor: Feedback on your academic work (outside of grades)				24	
Receive from your professor: Intellectual challenge and stimulation				24	
Receive from your professor: An opportunity to discuss coursework outside of class				24	
Receive from your professor: Help in achieving your professional goals				24	
Receive from your professor: An opportunity to apply classroom learning to "real-life" issues				24	
Receive from your professor: An opportunity to publish				24	
Work on a professor's research project	46				
Part-time instructors: Are respected by full-time faculty					2f
Importance: Research					9
Importance: Teaching					9
Importance: Service					9
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
Taught an exclusively web-based course at this institution					10

MSCHE Standard 10: Faculty

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Participated in a teaching enhancement workshop					10
Advised student groups involved in service/volunteer work					10
Collaborated with the local community in research/teaching					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
Worked with undergraduates on a research project					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
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
Teach remedial/developmental skills in: Reading					12
Teach remedial/developmental skills in: Writing					12
Teach remedial/developmental skills in: Mathematics					12
Teach remedial/developmental skills in: ESL					12
Teach remedial/developmental skills in: General academic skills					12
Teach remedial/developmental skills in: Other subject areas					12
Training for administrative leadership					13
Mentoring the next generation of scholars					20
Scheduled teaching					22
Preparing for teaching (including reading student papers and grading)					22
Advising and counseling of students					22
Committee work and meetings					22
Other administration					22
Research and scholarly writing					22
Other creative products/performances					22
Consultation with clients/patients					22
Community or public service					22
It is easy for students to see faculty outside of regular office hours					26
The faculty are typically at odds with campus administration					26
Faculty here respect each other					26
Most students are treated like "numbers in a book"					26
Faculty are rewarded for being good teachers					26
There is respect for the expression of diverse values and beliefs					26
Faculty are rewarded for their efforts to use instructional technology					26
Administrators consider faculty concerns when making policy					26
The administration is open about its policies					26
Satisfaction: Opportunity for scholarly pursuits					28
Satisfaction: Teaching load					28
Satisfaction: Quality of students					28
Satisfaction: Office/lab space					28
Satisfaction: Autonomy and independence					28
Satisfaction: Professional relationships with other faculty					28
Satisfaction: Competency of colleagues					28

MSCHE Standard 10: Faculty

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Satisfaction: Departmental leadership					28
Satisfaction: Course assignments					28
Satisfaction: Freedom to determine course content					28
Satisfaction: Prospects for career advancement					28
Faculty are interested in students' personal problems					29
Faculty feel that most students are well-prepared academically					29
Student Affairs staff have the support and respect of faculty					29
Faculty are committed to the welfare of this institution					29
Faculty here are strongly interested in the academic problems of undergraduates					29
My research is valued by faculty in my department					29
My teaching is valued by faculty in my department					29
Faculty are sufficiently involved in campus decision making					29
My values are congruent with the dominant institutional values					29
This institution takes responsibility for educating underprepared students					29
There is adequate support for faculty development					29
To promote the intellectual development of students					30
To develop a sense of community among students and faculty					30
To create a diverse multi-cultural campus environment					30
To provide resources for faculty to engage in community-based teaching or research					30
To create and sustain partnerships with surrounding communities					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
The chief benefit of a college education is that it increases one's earning power					31
Promoting diversity leads to the admission of too many underprepared students					31
Colleges should be actively involved in solving social problems					31
Colleges should encourage students to be involved in community service activities					31
A racially/ethnically diverse student body enhances the educational experience of all students					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
Private funding sources often prevent researchers from being completely objective in the conduct of their work					31
How often: Heard insensitive or disparaging remarks from: Faculty			14		
Faculty/mentor program			17		
Faculty were able to determine my level of understanding of the course material			21		
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		
Discussed my academic goals with faculty			TR2		
Finding a supportive faculty member in the major			TM		
Faculty are approachable			TM		
The faculty and staff demonstrate a strong commitment to diversity			TM		
There is high quality teaching			TM		
Faculty are interested in my development as a student			TM		
Faculty here take an interest in the success of transfer students			TR4		
Get to know faculty			TR4		
There is at least one staff or faculty member here that I can talk to about difficult social justice issues			IGR		
Instructors: Know students' names			CC		
Instructors: Value individual differences in the classroom			CC		
Instructors: Are sensitive to the ability levels of all students			CC		
Instructors: Help students learn how to bring about positive change in society			CC		
Instructors: Encourage students from diverse backgrounds to work together			CC		

MSCHE Standard 10: Faculty

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Instructors: Communicate high expectations for students' performance			CC		
Instructors: Turn controversial topics into good discussions			CC		
Instructors: Encourage students to contribute different perspectives in class			CC		
Instructors: Share their own experiences and background in class			CC		
Instructors: Have open discussions about privilege, power and oppression			CC		
Instructors: Treat all students in class as though they are capable learners			CC		
Instructors: Include diverse perspectives in class discussions/assignments			CC		
Instructors: Motivated me to work harder than I thought I could			CC		
Instructors: Are passionate about what they teach			CC		
Instructors: Teach students tolerance and respect for different beliefs			CC		
CIRP Constructs: Faculty Interaction: Mentorship, Institutional Priority: Commitment to Diversity, Undergraduate Education Goal: Personal Development					

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:

MSCHE Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Perceived growth: General knowledge		2		2	
Perceived growth: Knowledge of a particular field or discipline		2		2	
Perceived growth: Understanding of the problems facing your community		2		2	
Perceived growth: Understanding of national issues		2		2	
Perceived growth: Understanding of global issues		2		2	
Perceived growth: Ability to conduct research		2			
Perceived growth: Critical thinking skills		2		2	
Perceived growth: Problem-solving skills		2		2	
Felt that faculty provided me with feedback that helped me assess my progress in class		5	20	16	
Felt that my contributions were valued in class		5	20	16	
Felt that faculty encouraged me to ask questions and participate in discussions		5	20	16	
Studied with other students		12		7	
Socialize/d with someone of another racial/ethnic group	30, 46	12			
Ask questions in class	33	17	17	13	18
Support your opinions with a logical argument	33	17	17	13	18
Seek solutions to problems and explain them to others	33	17	17	13	18
Revise your papers to improve your writing	33	17	17	13	18
Evaluate the quality or reliability of information you receive	33	17	17	13	18
Take a risk because you feel you have more to gain	33	17	17	13	18
Seek alternative solutions to a problem	33	17	17	13	18
Look up scientific research articles and resources	33	17	17	13	18
Explore topics on your own, even though it is not required for a class	33	17	17	13	18
Accept mistakes as part of the learning process	33	17	17	13	18
Seek feedback on your academic work	33	17	17	13	18
Integrate skills and knowledge from different sources and experiences	33	17	17	13	18
Dined or shared a meal		20	8	20	
Had meaningful and honest discussions about race/ethnic relations outside of class		20	8	20	
Had guarded, cautious interactions		20	8	20	
Shared personal feelings and problems		20	8	20	
Had tense, somewhat hostile interactions		20	8	20	
Had intellectual discussions outside of class		20	8	20	
Felt insulted or threatened because of your race/ethnicity		20	8	20	
Studied or prepared for class		20	8	20	
Socialized or partied		20	8	20	
Watching TV	39	21		11	
Partying	39	21		11	
Participate/d in student government	46	21		8	
Participated in leadership training		21		8	
Patricipate/d in student clubs/groups	46	22		8	
Contributed to class discussions		22		7	
Received from your professor: Advice or guidance about your educational program		22		24	
Worked with classmates on group projects: During class		22		7	
Worked with classmates on group projects: Outside of class		22		7	
Made a presentation in class		22		7	
Applied concepts from courses to everyday life		22		16	
Perceived growth: Interpersonal skills				2	

MSCHE Standard 11: Educational Offerings

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Perceived growth: Preparedness for employment after college				2	
Perceived growth: Preparedness for graduate or advanced education				2	
Took a class that required: One or more 10+ page papers			CC	7	
Took a class that required: Multiple short papers			CC	7	
Participated in: An internship program				8	
Fall 2012 plans: Attending undergraduate college full-time				29	
Fall 2012 plans: Attending undergraduate college part-time				29	
Fall 2012 plans: Attending graduate/professional school				29	
Fall 2012 plans: Working full-time				29	
Fall 2012 plans: Working part-time				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				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	
Work with other students on group projects	33				
To gain a general education and appreciation of ideas	38				
To learn more about things that interest me	38				
Taught a seminar for first-year students					10
Taught in a learning community (e.g., FIG, linked courses)					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: Experiential learning/field studies					19
Instructional Techniques/Methods: Teaching assistants					19
Instructional Techniques/Methods: Recitals/demonstrations					19
Instructional Techniques/Methods: Extensive lecturing					19
Instructional Techniques/Methods: Student-selected topics for course content					19
Instructional Techniques/Methods: Community service as part of coursework					19
Instructional Techniques/Methods: Using real-life problems					19
Instructional Techniques/Methods: Using student inquiry to drive learning					19
Class discussions			CC		19
Multiple drafts of written work			CC		19
Group projects			CC		19
Cooperative learning (small groups)			CC		19
Reflective writing/journaling			CC		19
Electronic quizzes with immediate feedback in class (e.g., clickers)			CC		19
Develop ability to think critically					21
Teach students the classic works of Western civilization					21

MSCHE Standard 11: Educational Offerings

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
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
From a country other than your own			11		
From a religion different from your own			11		
From a socioeconomic class different from your own			11		
Of a sexual orientation different from your own			11		
With a disability			11		
Use different points of view to make an argument			12		
Feel challenged 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		
Mostly online instruction			19		
Materials/readings about gender			19		
Opportunities to study and serve communities in need (e.g., service learning)			19		
Materials/readings about race/ethnicity			19		
Materials/readings about socioeconomic class differences			19		
A remedial or developmental focus			19		
Materials/readings about privilege			19		
Opportunities for intensive dialogue between students with different backgrounds and beliefs			19		
Materials/readings about sexual orientation			19		
Materials/readings about disability			19		
Joined a club or organization related to your major			26		
Regardless of my choice of major, the skills I gain in college will be applicable to any future career			TM		
I feel confident I will succeed			TM		
I have a peer support network among students			TM		
The faculty and staff demonstrate a strong commitment to diversity			TM		
There is high quality teaching			TM		
Faculty are interested in my development as a student			TM		
Instructors: Value individual differences in the classroom			CC		
Instructors: Are sensitive to the ability levels of all students			CC		
Instructors: Communicate high expectations for students' performance			CC		
Instructors: Treat all students in class as though they are capable learners			CC		
Instructors: Motivated me to work harder than I thought I could			CC		
Lectures (exclusively or almost exlusively)			CC		
Student presentations			CC		
Lab work			CC		

CIRP Constructs: Civic Awareness, Habits of Mind, Negative Cross-Racial Interaction, Positive Cross-Racial Interaction, Student Centered Pedagogy

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

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NOTES:

MSCHE Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Perceived growth: General knowledge		2		2	
Perceived growth: Knowledge of a particular field or discipline		2		2	
Perceived growth: Knowledge of people from different races/cultures		2		2	
Perceived growth: Understanding of the problems facing your community		2		2	
Perceived growth: Understanding of national issues		2		2	
Perceived growth: Understanding of global issues		2		2	
Perceived growth: Ability to conduct research		2			
Perceived growth: Ability to work as part of a team		2			
Perceived growth: Critical thinking skills		2		2	
Perceived growth: Problem-solving skills		2		2	
Perceived growth: Leadership ability		2		2	
Rate yourself: Academic ability	41	8	15	17	
Rate yourself: Artistic ability	41	8		17	
Rate yourself: Competitiveness	41	8			
Rate yourself: Computer skills	41	8		17	
Rate yourself: Cooperativeness	41	8		17	
Rate yourself: Creativity	41	8		17	
Rate yourself: Drive to achieve	41	8	15	17	
Rate yourself: Emotional health	41	8		17	
Rate yourself: Leadership ability	41	8		17	
Rate yourself: Mathematical ability	41	8	15	17	
Rate yourself: Physical health	41	8		17	
Rate yourself: Public speaking ability	41	8		17	
Risk-taking		8		17	
Rate yourself: Self-confidence (intellectual)	41	8	15	17	
Rate yourself: Self-confidence (social)	41	8		17	
Rate yourself: Self-understanding	41	8		17	
Rate yourself: Spirituality	41	8		17	
Rate yourself: Understanding of others	41	8		17	
Rate yourself: Writing ability	41	8		17	
Ability to see the world from someone else's perspective	31	11	5	19	
Tolerance of others with different beliefs	31	11	5	19	
Openness to having my own views challenged	31	11	5	19	
Ability to discuss and negotiate controversial issues	31	11	5	19	
Ability to work cooperatively with diverse people	31	11	5	19	
Socialize/d with someone of another racial/ethnic group	30, 46	12			
Studied with other students		12		7	
Relevance of coursework to everyday life		15		15	
Relevance of coursework to future career plans		15		15	
Ask questions in class	33	17	17	13	18
Support your opinions with a logical argument	33	17	17	13	18
Seek solutions to problems and explain them to others	33	17	17	13	18
Revise your papers to improve your writing	33	17	17	13	18
Evaluate the quality or reliability of information you receive	33	17	17	13	18
Take a risk because you feel you have more to gain	33	17	17	13	18
Seek alternative solutions to a problem	33	17	17	13	18
Look up scientific research articles and resources	33	17	17	13	18

MSCHE Standard 12: General Education

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Explore topics on your own, even though it is not required for a class	33	17	17	13	18
Accept mistakes as part of the learning process	33	17	17	13	18
Seek feedback on your academic work	33	17	17	13	18
Integrate skills and knowledge from different sources and experiences	33	17	17	13	18
Developing a meaningful philosophy of life	33	19		23	20
Dined or shared a meal		20	8	20	
Had meaningful and honest discussions about race/ethnic relations outside of class		20	8	20	
Had guarded, cautious interactions		20	8	20	
Shared personal feelings and problems		20	8	20	
Had tense, somewhat hostile interactions		20	8	20	
Had intellectual discussions outside of class		20	8	20	
Felt insulted or threatened because of your race/ethnicity		20	8	20	
Studied or prepared for class		20	8	20	
Socialized or partied		20	8	20	
Contributed to class discussions		23		7	
Worked with classmates on group projects: During class		23		7	
Worked with classmates on group projects: Outside of class		23		7	
Made a presentation in class		23		7	
Applied concepts from courses to everyday life		23		16	
Perceived growth: Ability to get along with people of different races/cultures				2	
Perceived growth: Interpersonal skills				2	
Perceived growth: Preparedness for employment after college				2	
Perceived growth: Preparedness for graduate or advanced education				2	
Took a class that required: One or more 10+ page papers			CC	7	
Took a class that required: Multiple short papers			CC	7	
Fall 2012 plans: Attending undergraduate college full-time				29	
Fall 2012 plans: Attending undergraduate college part-time				29	
Fall 2012 plans: Attending graduate/professional school				29	
Fall 2012 plans: Working full-time				29	
Fall 2012 plans: Working part-time				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				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	
Work with other students on group projects	33				
To gain a general education and appreciation of ideas	38				
Taught a seminar for first-year students					10
Taught in a learning community (e.g., FIG, linked courses)					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

MSCHE Standard 12: General Education

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
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: Experiential learning/field studies					19
Instructional Techniques/Methods: Teaching assistants					19
Instructional Techniques/Methods: Recitals/demonstrations					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: Community service as part of coursework					19
Instructional Techniques/Methods: Using real-life problems					19
Instructional Techniques/Methods: Using student inquiry to drive learning					19
Class discussions			CC		19
Multiple drafts of written work			CC		19
Group projects			CC		19
Cooperative learning (small groups)			CC		19
Reflective writing/journaling			CC		19
Electronic quizzes with immediate feedback in class (e.g., clickers)			CC		19
Develop ability to think critically					21
Prepare students for employment after college					21
Prepare students for graduate or advanced education					21
Develop moral character					21
Teach students the classic works of Western civilization					21
Help students develop personal values					21
Enhance students' self-understanding					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
Use different points of view to make an argument			11		
Feel challenged to think more broadly about an issue			11		
Apply concepts from courses to real life situations			11		
Recognize the biases that affect your own thinking			11		
Critically evaluated your own position on an issue			11		
A remedial or developmental focus			18		
Opportunities for intensive dialogue between students with different backgrounds and beliefs			18		
Instructors: Communicate high expectations for students' performance			CC		
Lectures (exclusively or almost exlusively)			CC		
Student presentations			CC		
Lab work			CC		
CIRP Constructs: Academic Self-Concept, Civic Awareness, Habits of Mind, Negative Cross-Racial Interaction, Positive Cross-Racial Interaction, Social Self-Concept					

MSCHE Standard 12: General Education

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**

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

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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:

MSCHE Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Participate in or performed volunteer or community service work	28, 46	12	24	16	
Performed community service as part of a class	28	12		7	
Worked on a local, state, or national political campaign	28	12		16	
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	28	12		7	
Helped raise money for a cause or campaign	28	12		7	
Taken an honors course		22		8	
Taken a remedial or developmental course		22		8	
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		22	16		
Participated in an academic support program		22			
Taken a course or first-year seminar designed to: Connect faculty and sudents in focused academic inquiry		22			
Taken a course or first-year seminar designed to: Help students adjust to college-level academics		22			
Taken a course or first-year seminar designed to: Help students adjust to college life		22			
Work/ed on a professor's research project	46	23		7	
Worked on independent study projects				7	
Join/ed a social fraternity or sorority	46		25	7	
Play/ed club, intramural, or recreational sports	46			8	
Play/ed intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	46			8	
Attended a racial/cultural awareness workshop				8	
Completed a culminating experience for your degree (e.g. capstone course/project, thesis, comp exam)				8	
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			16	8	
Participated in: An internship program				8	
Participate/d in: Student government	46			8	
Participate/d in: Student clubs/groups	46			8	
Participated in: An ethnic/racial student organization				8	
Participate/d in: Study abroad program	46		16	8	
Participated in: Leadership training			25	8	
Taught a service learning course					10
Advised student groups involved in service/volunteer work					10
Taught in a learning community (e.g., FIG, linked courses)					10
Teach remedial/developmental skills in: Reading					12
Teach remedial/developmental skills in: Writing					12
Teach remedial/developmental skills in: Mathematics					12
Teach remedial/developmental skills in: ESL					12
Teach remedial/developmental skills in: General academic skills					12
Teach remedial/developmental skills in: Other subject areas					12
Instructional Techniques/Methods: Community service as part of coursework					19
Instill in students a commitment to community service					21
This institution takes responsibility for educating underprepared students					29
Most of the students I teach lack the basic skills for college level work					29
To facilitate student involvement in community service					30
To provide resources for faculty to engage in community-based teaching or research					30
To create and sustain partnerships with surrounding communities					30
Colleges should encourage students to be involved in community service activities					31
Colleges have a responsibility to work with their surrounding communities to address local issues					31
This institution should not offer remedial/developmental education					31
Honors program			16		

MSCHE Standard 13: Related Educational Activities

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Faculty/mentor program			16		
Academic support services for low-income/first generation students			16		
English as a Second Language (ESL) instruction			16		
Attended presentations, performances, or art exhibits on diversity			24		
Attended debates or panels about diversity issues			24		
Participated in ongoing campus-organized discussions on racial/ethnic issues (e.g., intergroup dialogue)			24		
Participated in LGBT Center activities			24		
Participated in Racial/Ethnic or Cultural Center activities			24		
Participated in Women's/Men's Center activities			24		
Participated in Religious/Spiritual clubs/groups			24		
Participated in Disability Center activities			24		
Joined an ethnic or culturally-based fraternity or sorority			25		
Joined a racial/ethnic student organization reflecting your own background			25		
Joined a club or organization related to your major			25		
Joined a religious club (e.g., Christian Fellowships, Hillel, Baha'i Club)			25		
Joined an LGBT student organization			25		
Joined a student-run political club			25		
Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			TR2		
Participated in a coalition of different groups to address social justice issues			IGR		
Made efforts to educate myself about other groups			IGR		
CIRP Constructs: Academic Adjustment, Civic Engagement, Likelihood of College Involvement					

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

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:

MSCHE Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Perceived growth: General knowledge		2		2	
Perceived growth: Knowledge of a particular field or discipline		2		2	
Perceived growth: Understanding of the problems facing your community		2		2	
Perceived growth: Understanding of national issues		2		2	
Perceived growth: Understanding of global issues		2		2	
Perceived growth: Ability to conduct research		2			
Perceived growth: Ability to work as part of a team		2			
Perceived growth: Critical thinking skills		2		2	
Perceived growth: Problem-solving skills		2		2	
Perceived growth: Leadership ability		2		2	
Satisfaction: General education and core curriculum courses		6			
Satisfaction: Your overall academic experience		6			
Rate yourself: Academic ability	41	8	16	17	
Rate yourself: Artistic ability	41	8		17	
Rate yourself: Competitiveness	41	8			
Rate yourself: Computer skills	41	8		17	
Rate yourself: Cooperativeness	41	8		17	
Rate yourself: Creativity	41	8		17	
Rate yourself: Drive to achieve	41	8	16	17	
Rate yourself: Emotional health	41	8		17	
Rate yourself: Leadership ability	41	8		17	
Rate yourself: Mathematical ability	41	8	16	17	
Rate yourself: Physical health	41	8		17	
Rate yourself: Public speaking ability	41	8		17	
Risk-taking		8		17	
Rate yourself: Self-confidence (intellectual)	41	8	16	17	
Rate yourself: Self-confidence (social)	41	8		17	
Rate yourself: Self-understanding	41	8		17	
Rate yourself: Spirituality	41	8		17	
Rate yourself: Understanding of others	41	8		17	
Rate yourself: Writing ability	41	8		17	
Ability to see the world from someone else's perspective	31	11	6	19	
Tolerance of others with different beliefs	31	11	6	19	
Openness to having my own views challenged	31	11	6	19	
Ability to discuss and negotiate controversial issues	31	11	6	19	
Ability to work cooperatively with diverse people	31	11	6	19	
Tutored another (college) student	30	12		7	
Studied with other students	30	12		7	
Performed volunteer or community service work	30	12	25	16	
Socialize/d with someone of another racial/ethnic group	30, 46	12			
Come/came late to class	30	12			
Performed community service as part of a class	30	12		7	
Worked on a local, state, or national political campaign	30	12		16	
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	30	12		7	
Helped raise money for a cause or campaign	30	12		7	
Satisfaction: Relevance of coursework to everyday life		15		15	
Satisfaction: Relevance of coursework to future career plans		15		15	

MSCHE Standard 14: Assessment of Student Learning

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Satisfaction: Overall college experience		15		15	
Ask questions in class	33	17	18	13	18
Support your opinions with a logical argument	33	17	18	13	18
Seek solutions to problems and explain them to others	33	17	18	13	18
Revise your papers to improve your writing	33	17	18	13	18
Evaluate the quality or reliability of information you receive	33	17	18	13	18
Take a risk because you feel you have 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 is 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
Dined or shared a meal		20	9	20	
Had meaningful and honest discussions about race/ethnic relations outside of class		20	9	20	
Had guarded, cautious interactions		20	9	20	
Shared personal feelings and problems		20	9	20	
Had tense, somewhat hostile interactions		20	9	20	
Had intellectual discussions outside of class		20	9	20	
Felt insulted or threatened because of your race/ethnicity		20	9	20	
Studied or prepared for class		20	9	20	
Socialized or partied		20	9	20	
Studying/homework	39	21		11	
Taken an honors course		22		8	
Taken a remedial or developmental course		22		8	
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		22	17		
Taken a course or first-year seminar designed to: Connect faculty and sudents in focused academic inquiry		22			
Taken a course or first-year seminar designed to: Help students adjust to college-level academics		22			
Taken a course or first-year seminar designed to: Help students adjust to college life		22			
Work/ed on a professor's research project	46	23		7	
Turned in course assignment(s) late		23			
Contributed to class discussions		23		7	
Discussed course content with students outside of class		23	7	7	
Skipped class		23			
Received tutoring		23			
Turned in course assignments that did not reflect your best work		23			
Received from your professor: Advice or guidance about your educational program		23		24	
Worked with classmates on group projects: During class		23		7	
Worked with classmates on group projects: Outside of class		23		7	
Made a presentation in class		23		7	
Applied concepts from courses to everyday life		23		16	
Perceived growth: Foreign language ability				2	
Perceived growth: Interpersonal skills				2	
Perceived growth: Preparedness for employment after college				2	
Perceived growth: Preparedness for graduate or advanced education				2	
Worked on independent study projects				7	
Failed to complete homework on time				7	
Took a class that required: Multiple short papers			CC	7	
Took a class that required: One or more research papers of 10+ pages			CC	7	

MSCHE Standard 14: Assessment of Student Learning

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				8	
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			17	8	
Participated in: An internship program				8	
Participate/d in: Study abroad program	46		17	8	
Work with other students on group projects	33				
To be able to get a job	38				
To gain a general education and appreciation of ideas	38				
To make me a more cultured person	38				
To learn more about things that interest me	38				
To get training for a specific career	38				
To prepare myself for graduate or professional school	38				
Reading for pleasure	39				
This college's graduates gain admission to top graduate/professional schools	40				
This college's graduates get good jobs	40				
Get tutoring help in specific courses	46				
Taught a service learning course					10
Advised student groups involved in service/volunteer work					10
Taught in a learning community (e.g., FIG, linked courses)					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: 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: Experiential learning/field studies					19
Instructional Techniques/Methods: Teaching assistants					19
Instructional Techniques/Methods: Recitals/demonstrations					19
Instructional Techniques/Methods: Extensive lecturing					19
Instructional Techniques/Methods: Student-selected topics for course content					19
Instructional Techniques/Methods: Community service as part of coursework					19
Instructional Techniques/Methods: Using real-life problems					19
Instructional Techniques/Methods: Using student inquiry to drive learning					19
Class discussions			CC		19
Student presentations			CC		19
Multiple drafts of written work			CC		19
Group projects			CC		19
Cooperative learning (small groups)			CC		19
Reflective writing/journaling			CC		19
Electronic quizzes with immediate feedback in class (e.g., clickers)			CC		19
Develop ability to think critically					21
Prepare students for employment after college					21
Prepare students for graduate or advanced education					21
Develop moral character					21
Teach students the classic works of Western civilization					21
Help students develop personal values					21
Help master knowledge in a discipline					21
Develop creative capacities					21

MSCHE Standard 14: Assessment of Student Learning

	Question Placement				
Item on Instrument	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
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
To facilitate student involvement in community service					30
To create and sustain partnerships with surrounding communities					30
Colleges should encourage students to be involved in community service activities					31
Colleges have a responsibility to work with their surrounding communities to address local issues					31
Use different points of view to make an argument			12		
Feel challenged 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		
Honors program			17		
Faculty/mentor program			17		
Academic support services for low-income/first generation students			17		
English as a Second Language (ESL) instruction			17		
Mostly online instruction			19		
Materials/readings about gender			19		
Opportunities to study and serve communities in need (e.g., service learning)			19		
Materials/readings about race/ethnicity			19		
Materials/readings about socioeconomic class differences			19		
A remedial or developmental focus			19		
Materials/readings about privilege			19		
Opportunities for intensive dialogue between students with different backgrounds and beliefs			19		
Materials/readings about sexual orientation			19		
Materials/readings about disability			19		
I feel comfortable sharing my own perspectives and experiences in class			CC		
Lectures (exclusively or almost exlusively)			CC		
Lab work			CC		

CIRP Constructs: Academic Self-Concept, Habits of Mind, Leadership, Negative Cross-Racial Interaction, Overall Satisfaction, Pluralistic Orientation, Positive Cross-Racial Interaction, Satisfaction with Coursework, Social Self-Concept, Student Centered Pedagogy, Undergraduate Goal: Personal Development

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