

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

Accreditation Guide: Western Association of Schools and Colleges (WASC) 2010 CIRP Surveys

Introduction

Effective assessment doesn't just happen. It emerges over time as an outcome of thoughtful planning, and in the spirit of continuous improvement, it evolves as a reflection on the processes of implementing and sustaining assessment, suggests modifications

--Banta, T. W., Jones, E. J., and Black, K. E. (2009). Designing effective assessment. Jossey-Bass: San Francisco, CA.

For more than forty years, CIRP surveys have helped institutions understand and demonstrate the impact of college, particularly the impact of student involvement and the college environment. Part of our mission is to provide tools and resources to help institutions use data, and we hear from our users about the importance of CIRP survey results in accreditation. This accreditation guide offers suggestions on how you might think about using CIRP surveys in this process.

CIRP surveys are comprehensive in that they cover a wide variety of topic areas that are related to student growth and development. Used together, CIRP surveys measure outcomes, and tie those outcomes to activities that students engage in, the behaviors and attitudes they have concerning academics, their perceptions of the environment, and the characteristics they bring with them to college. Putting these together longitudinally can help institutions illustrate complex issues on campus and improve the student experience. Our survey program asks students for information as they begin college in the CIRP Freshman Survey (TFS) at the end of their freshman year in the Your First College Year Survey (YFCY) and at the end of their senior year in the College Senior Survey (CSS). Faculty are asked for their perspective on many of the same outcomes every three years in the HERI Faculty Survey.

How Can CIRP Surveys be Useful in WASC Accreditation?

CIRP survey results can be used in several ways in the WASC accreditation process to address student learning outcomes and the processes that support them.

• CIRP surveys are comprehensive instruments that provide information on aspects of a broad range of curricular and co-curricular experiences that may be of interest for accreditation purposes. They do not just focus on one topic, but allow for assessment of multiple issues as well

as the ability to connect across issues and disaggregate by important demographics, like race or first generation status.

- Used longitudinally, CIRP survey results illustrate that an institution has a well-integrated plan for demonstrating the extent to which it is meeting its goals, and the extent to which various aspects of the college experience are contributing to the growth and development of students.
- Institutions have the ability to compare their performance with comparison groups and national norms on individual items and relevant CIRP Constructs.
- Results from CIRP surveys can be used to examine assumptions about the student experience and how students use the institution's resources for learning, growth and development.
- Institutions can benchmark against themselves over time to examine trends or longitudinally to assess growth and development.
- The use of CIRP survey results over time demonstrates a commitment to institutional improvement and to meeting accreditation standards.

This guide provides suggestions for utilizing CIRP surveys in WASC accreditation processes and products. A detailed table aligning CIRP survey results with WASC Standards, including specific Criteria for Review and examples of how to use CIRP survey results in WASC accreditation processes are provided.

CIRP in WASC Timelines

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

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

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

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

Each institution will establish their own timeline to meet their own accreditation needs. Some schools administer CIRP surveys in a rotation with other institutional or other types of measures. A planned and intentional administration of surveys maximizes the utility of the results for accreditation. The table below provides a sample of how CIRP surveys fit in a typical WASC accreditation cycle.

CPR Proposal Accepted	TFS	Preparatory Review (CPR)	YFCY	CSS	HERI Faculty Survey	Educational Effectiveness Review (EER)
2011	Fall 2011	2013	Spr 2012	Grad 2015	2013-14	2015
2012	Fall 2012	2014	Spr 2013	Grad 2016	2013-14	2016
2013	Fall 2013	2015	Spr 2014	Grad 2017	2013-14	2017

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

Using CIRP Surveys as Evidence in WASC Standards

Every institution approaches accreditation differently, taking into account the mission, goals, programs and policies in place on their campus. An important part of the accreditation process is to understand how practices and evidence currently in use on campus can be linked to Criteria for Review (CFR) within each of the four WASC Standards. This document is intended as a guide for aligning CIRP survey results with WASC Accreditation Standards.

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

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

WASC Standards

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

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

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives: Participation in CIRP surveys and analyses of survey results can be used to support CFR 1.2, "Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning..."

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

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

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

WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

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

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I see myself as part of the campus community 12 15		In class, I have heard faculty express stereotypes about racial/ethnic		12	15	
				10	15	
I tool Lama a magnabox of the application 12 15		I see mysen as part of the campus community I feel I am a member of this college		12	15	

WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

CFR	ITEM	-	YFCY		FAC
(Continued) 1.5 Diverse society	I feel a sense of belonging to this campus		12	15	
	My college experiences have exposed me to diverse opinions, cultures, and		12		
	values				
	In class, I have heard faculty express gender stereotypes		12		
	Socialized or partied		13	18	
	Had intellectual discussions outside of class		13	18	
	Dined or shared a meal		13	18	
	Had meaningful and honest discussions about race/ethnic relations outside of class		13	18	
	Had guarded, cautious interactions		13	18	
	Shared personal feelings and problems	_	13	18	
	Had tense, somewhat hostile interactions		13	18	
	Felt insulted or threatened because of your race/ethnicity		13	18	
	Studied or prepared for class		13	18	
	Racial/ethnic diversity of student body	_	18	12	
	Racial/ethnic diversity of faculty		18	12	
	Had a roommate of a different race/ethnicity		20	6	
	Enrolled in an honors or advanced course		20	6	
	Enrolled in a remedial or developmental course		20		
			20	6 15	
	I have been singled out because of my race/ethnicity	_		15	10
	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
	Advised student groups involved in service/volunteer work				10
	Collaborated with the local community in research/teaching				10
	Engaged in academic research that spans multiple disciplines				10
	Taught a seminar for first-year students				10
	Taught a capstone course				10
	Taught in a learning community (e.g. FIG, linked courses)				10
	Supervised an undergraduate thesis				10
	Including all institutions at which you teach, how many undergraduate				
	courses are you teaching this term				11
	Teach remedial reading				12
	Teach remedial writing				
	8				12
	Teach remedial mathematics				12
	Teach remedial ESL				12
	Teach remedial general academic skills				12
	Teach remedial other subject areas				12
	Have you been sexually harassed at this institution				23
	Review/promotion process				27
	Racial and ethnic diversity should be more strongly reflected in the				29
	curriculum				27
	Faculty feel that most students are well-prepared academically				29
	This institution should hire more faculty of color				29
	This institution should hire more women faculty				29
	There is a lot of campus racial conflict here				- 29
	Faculty of color are treated fairly here				29
	Women faculty are treated fairly here	_			29
	Gay and lesbian faculty are treated fairly here				29
					29
	Most of the students I teach lack the basic skills for college level work				
	To hire faculty "stars"				30

WASC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 1.5 Diverse society	To recruit more minority students				30
	To create a diverse multi-cultural campus environment				30
	To promote gender equity among faculty				30
	To create and sustain partnerships with surrounding communities				30
	To increase the representation of minorities in the faculty and				30
	To strengthen links with the for-profit, corporate sector				30
	To increase the representation of women in the faculty and administration				30
	To develop an appreciation for multiculturalism				30
	Promoting diversity leads to the admission of too many underprepared				31
	students				51
	A racially/ethnically diverse student body enhances the educational				31
	experience of all students				_
	Colleges should prohibit racist/sexist speech on campus				31
	This institution should not offer remedial/developmental education				31
CIRP Constructs: Positive Cross-Racial	Interaction, Negative Cross-Racial Interaction, Pluralistic Orientation and Sen.	se of I	Belongin	g	
CFR	ITEM	TFS	YFCY	CSS	FAC
1.7 The institution truthfully represents its	The admission/recruitment materials portrayed this campus accurately		12		
academic goals, programs, and services to	Had difficulty getting the courses you need		21	5	
students and to the larger public; demonstrates	Need extra time to complete your degree requirements	43			
that its academic programs can be completed					
in a timely fashion; and treats students fairly					
and equitably through established policies and					
procedures addressing student conduct,					
grievances, human subjects in research, and					

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year.

NOTES:

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

22 All degrees—undegraduate and graduate—watched by the instrumtion are clearly chicking shills 1 1 21 defined in terms of entry-level requirements and levels of students achievement treescars for graduation that represent more than imply an accumulation of courses or credits. 1 1 1 1 2.2.a. Baccalaureate programs engage students in an integrance course of study of sufficient breadth and complex for integrance course of study of sufficient breadth and complex for integrance course of study of sufficient breadth and complex for integrance course of study of sufficient breadth and complex for integrance course of study of sufficient breadth and complex for integrance course of study of sufficient breadth and complex for integrance course of study of sufficient breadth and complex for integrance course of study of sufficient breadth and complex for integrance course inspired for any office hours to complex for integrance course inspired for any office hours to complex for integrance course inspired for any office hours to course any of data and argument. In addition, baccalaureate programs in the capability to conduct research, soil and policital, swells 1 1 1 abore study of sufficient study as part of their back of sufficient study of sufficient study and a sufficient study and a sufficient study of sufficient study. 1 1 1 abore study of diversity, civic responsibility, the ability or work swith others, and the capability to conduct research of their back and argument. In addition, back and argument. In addition, back and argument. In addition, addition, addition, addition, addition, addition, addition, addition, addition, addit argument and the capability t	CFR	ITEM	TFS	YFCY	CSS	FAC
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levels of student achievement necessary for graduation that represent more than simply and the standing of the problems facing your community 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	graduate—awarded by the institution are clearly	Critical thinking skills		1	1	21
praduation thar represent more than simply an Understanding of national issues 1 1 2.2. Baccalaureate programs enguge students in an Understanding of global issues 1 1 integrated courses or eredits. General knowledge 1 1 1 2.2. Baccalaureate programs enguge students in an Problem-solving skills 1 1 1 integrated courses of study of sufficient breadth and Calcareating in all integrated courses are of a team 1 1 1 deptih to prepare them for work, eitzenship, and a finitie to reperiod courses and course and communication, college-level Academic advisors/courselors 2 1 1 level written and oral communication, college-level Academic advisors/courselors 2 1 1 guantitative skills, information fittracy, and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity, civic responsibility to enguge in fielding lewring. Patients in the areas of the chinal knowledge expected of Woring ability 20 7 14 21 scientific and technical knowledge expected of Writing ability 20 7 14 21 understanding of diversity, civic responsibility, toulents are engined to chinal knowledge expected of Writing ability 20 7 14 21 </td <td>defined in terms of entry-level requirements and</td> <td>Knowledge of people from different races/cultures</td> <td></td> <td>1</td> <td>1</td> <td></td>	defined in terms of entry-level requirements and	Knowledge of people from different races/cultures		1	1	
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Understanding of others29714Risk-taking714Manage your time effectively88Develop close friendships with: students of a different racial/ethnic group88Understand what your professors expect of you academically86Develop effective study skills86Tolerance of others with different beliefs30916Ability to discuss and negotiate controversial issues30916Openness to having my own views challenged30916Ability to work cooperatively with diverse people30916Demonstrated for/against a cause28105Tutored another student/college student28105		Self-confidence (social)	29	7	14	
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Openness to having my own views challenged30916Ability to work cooperatively with diverse people30916Been/was bored in class28105Demonstrated for/against a cause28105Tutored another student/college student28105Studied with other students28105		Ability to discuss and negotiate controversial issues	30	9	16	21
Ability to work cooperatively with diverse people30916Been/was bored in class28105Demonstrated for/against a cause28105Tutored another student/college student28105Studied with other students28105			30	9	16	
Ability to work cooperatively with diverse people30916Been/was bored in class28105Demonstrated for/against a cause28105Tutored another student/college student28105Studied with other students28105		Openness to having my own views challenged	30	9	16	
Been/was bored in class28105Demonstrated for/against a cause28105Tutored another student/college student28105Studied with other students28105				9	16	
Tutored another student/college student28105Studied with other students28105			28	10	5	
Studied with other students 28 10 5		Demonstrated for/against a cause	28	10	5	
Studied with other students 28 10 5		Tutored another student/college student	28	10	5	
Been /was a guest in a professor's/teacher's home 28 10 5			28	10	5	
		Been /was a guest in a professor's/teacher's home	28	10	5	

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 2.2 All degrees-undergraduate and	Asked a teacher/professor for advice after class	28	10	5	
graduate	Voted in a student election	28	10	5	
	Used the Internet for research or homework	28	10	5	
	Performed community service as part of class	28	10	5	
	Performed volunteer work	28	10	13	
	Worked on a local, state, or national political campaign	28	10	13	
	Socialize/socialized with someone of another racial/ethnic	28	10	18	
	group				
	Attending classes/labs	38	11	9	
	Working (for pay) <u>off</u> campus	38	11	9	
	Student clubs and groups	38	11	9	
	Working (for pay) <u>on</u> campus		11	9	
	My college experiences have exposed me to diverse opinions,		12		
	cultures, and values		10	10	
	Had intellectual discussions outside of class		13	18	
	Had meaningful and honest discussions about race/ethnic		13	18	
	relations outside of class		12	18	
	Studied or prepared for class Ask questions in class	32	13 15	18	18
	Support your opinions with a logical argument	32	15	10	18
	Support your opinions with a togical argument Seek solutions to problems and explain them to others	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
		32	15	10	18
	Evaluate the quality or reliability of information you received				
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required	32	15	10	18
	for a class Accept mistakes as part of the learning process	32	15	10	10
	Seek feedback on your academic work	32	15 15	10	18 18
	Take notes during class	32	15	10	18
	Integrate/integrated skills and knowledge from different	32	15	10	18
	sources and experience	52	15	10	10
	Becoming an authority in my field	42	17	19	20
	Influencing the political structure	42	17	19	20
	Influencing social values	42	17	19	20
	Helping others who are in difficulty	42	17	19	20
	Making a theoretical contribution to science	42	17	19	20
	Developing a meaningful philosophy of life	42	17	19	20
	Participating in a community action program	42	17	19	20
	Helping to promote racial understanding	42	17	19	20
	Keeping up to date with political affairs	42	17	19	20
	Becoming a community leader	42	17	19	20
	Improving my understanding of other countries and cultures	42	17	19	20
	Adopting "green" practices to protect the environment	42	17	19	20
	Becoming accomplished in one of the performing arts (acting,	42	17	19	
	dancing, etc.)				
	Obtaining recognition from my colleagues for contributions to	42	17	19	
	my special field				
	Writing original works (poems, novels, etc.)	42	17	19	
	Creating artistic works (painting, sculpture, etc)	42	17	19	
	Becoming successful in a business of my own	42	17	19	
	Becoming involved in programs to clean up the environment	42	17	19	
	becoming involved in programs to clean up the environment				

	ITEM	TFS	YFCY	CSS	FAC
(Continued) 2.2 All degrees—undergraduate and	Participated in student government	43	20	6	
graduate	Participated in student groups/clubs	43	20	6	
	Had a roommate of a different race/ethnicity	43	20	6	
	Participated in volunteer or community service work	43	20		
	Enrolled in an honors or advanced course		20	6	
	Enrolled in a remedial or developmental course		20	6	
	Participated in leadership training		20	6	
	Participated in an academic support program		20	6	
	Enrolled in a formal program where a group of students take		20		
	two or more courses together (e.g., FIG, learning community,				
	linked courses)				
	Taken a course or first-year seminar designed to: connect		20		
	faculty and students in focused academic inquiry				
	Taken a course or first-year seminar designed to: help students		20		
	adjust to college life				
	Taken a course or first-year seminar designed to: help students		20		
	adjust to college-level academics				
	Worked on a professor's research project	43	21	5	10
	Discussed course content with students outside of class	43	21	5	
	Communicated regularly with your professors		21	5	
	Worked with classmates on group projects: during class		21	5	
	Worked with classmates on group projects: outside of class		21	5	
	Made a presentation in class		21	5	
	Contributed to class discussions		21	5	
	Received from your professor: negative feedback about your		21	20	
	academic work		21	20	
	Received from your professor: advice or guidance about your		21	20	
	educational program		21	20	
	Received from your professor: emotional support or		21	20	
	encouragement		21	20	
	Met with academic advisors to select courses		21		
	Received advice/counseling from another student		21		
	Applied concepts from courses to everyday life		21		
	Turned in course assignment(s) late		21		
	Received tutoring		21		
	Work with other students on group projects	32	21	5	
	To gain a general education and appreciation of ideas	37		5	
	To make me a more cultured person	37			
	To learn more about things that interest me	37			
	This college has a very good academic reputation	39			
	This college has a good reputation for its social activities	39			
	This college's graduates gain admission to top	39			
	graduate/professional schools	07			
	This college's graduates get good jobs	39			
	Preparedness for employment after college	.,		1	21
	Preparedness for graduate or advanced education			1	21
	Ability to get along with people of different races/cultures			1	
	Ability to get along will people of different faces/ editors			1	
	Foreign language ability			1	
	Interpersonal skills			1	
	Took a class that required: One or more 10+ page papers			5	
	Took a class that required: Multiple short papers			5	
	Completed a culminating experience for your degree (e.g.,			6	10
	capstone course/project, thesis, comp exam)			0	10

FAC	CSS	YFCY	TFS	I'EM		CFR
20	19			Integrating spirituality into my life	es—undergraduate and	(Continued) 2.2 All degrees-
	20			Feedback on your academic work (outside of grades)	0	graduate
	20			Help in achieving your professional goals		
	20			An opportunity to apply classroom learning to "real-life" issues		
	20			An opportunity to publish		
	25			Attending graduate/professional school		
	25			Participating in a post-baccalaureate program		
	25			Participating in an organization like the Peace Corps,		
				AmeriCorps/VISTA, and Teach for America		
10				Worked with undergraduates on a research project		
19				Multiple-choice exams		
19				Essay exams		
19				Short-answer exams		
19				Quizzes		
19				Weekly essay assignments		
19				Student presentations		
19				Term/research papers		
19				Student evaluations of each others' work		
19				Grading on a curve		
19				Competency-based grading		
19				Class discussions		
19				Cooperative learning (small groups)		
19				Experiential learning/field studies		
19				Recitals/demonstrations		
19				Group projects		
19				Extensive lecturing		
19				Multiple drafts of written work		
19				Student-selected topics for course content		
19				Reflective writing/journaling		
19				Community service as part of coursework		
19				Electronic quizzes with immediate feedback in class		
19				Using real-life problems		
19				Using student inquiry to drive learning		
21				Develop ability to think critically		
21				Prepare students for employment after college		
21				Prepare students for graduate or advanced education		
21				Develop moral character		
21				Provide for students' emotional development		
21				Teach students the classic works of Western civilization		
21				Help students develop personal values		
21				Enhance students' self-understanding		
21				Instill in students a commitment to community service		
21				Enhance students' knowledge of and appreciation for other		
				racial/ethnic groups		
21				Help master knowledge in a discipline		
21				Develop creative capacities		
21				Instill a basic appreciation of the liberal arts		
21				Promote ability to write effectively		
21				Help students evaluate the quality and reliability of information		
21				Engage students in civil discourse around controversial issues		
21				Teach students tolerance and respect for different beliefs		
21				Encourage students to become agents of social change		
<u></u>				Advising and counseling of students		

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 2.2 All degrees-undergraduate and	It is easy for students to see faculty outside of regular office				26
graduate	To promote the intellectual development of students				30
	To facilitate student involvement in community service				30
	To help students learn how to bring about change in society				30
	Colleges should be actively involved in solving social problems				31
	· · · ·				
	Realistically, an individual can do little to bring about changes in society				31
	Colleges should be concerned with facilitating undergraduate				31
	students' spiritual development				
	Colleges have a responsibility to work with their surrounding				31
	communities to address local issues				
	elf-Concept, Social Self-Concept, Pluralistic Orientation, Civic Awar		-		
CFR	ITEM	TFS	YFCY	CSS	FAC
2.3 The institution's student learning outcomes and			1	1	
expectations for student attainment are clearly	Understanding of the problems facing your community		1	1	
stated at the course, program and, as appropriate,	Understanding of national issues		1	1	
institutional level. These outcomes and	Understanding of global issues		1	1	
expectations are reflected in academic programs	General knowledge		1	1	
and policies, curriculum, advisement, library and	Ability to work as part of a team		1		
information resources, and the wider learning	Faculty <u>outside</u> of class or office hours		2		
environment.	That your courses inspired you to think in new ways		4	11	
	Computer (computing) assistance		6	11	
	Library facilities		6	11	
	Classroom facilities		6 6		
	Computer facilities/labs Self-understanding	29	0 7	14	21
	Emotional health	29	7	14	21
	Spirituality	29	7	14	21
	Understanding of others	29	7	14	
	Cooperativeness	29	7	14	
	Physical health	29	7	14	
	Utilize campus services available to students		8	11	
	Been/was bored in class	28	10	5	
	Studied with other students	28	10	5	
	Used the Internet for research or homework	28	10	5	
	Performed community service as part of class	28	10	5	
	Come/came late to class	28	10	5	
	Tutored another student/college student	28	10	5	
	Performed volunteer work	28	10	13	
	Studying/homework	38	11	9	
	Talking with professor/teachers/faculty outside of class	38	11	9	
	Volunteer work	38	11	9	
	My college experiences have exposed me to diverse opinions, cultures, and values		12		
	Ask questions in class	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 2.3 Leaning Outcomes	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required	32	15	10	18
	for a class				
	Accept mistakes as part of the learning process	32	15	10	18
	Seek feedback on your academic work.	32	15	10	18
	Take notes during class	32	15	10	18
	Integrate/integrated skills and knowledge from different	32	15	10	18
	sources and experience	10	17	10	20
	Becoming an authority in my field	42	17	19	20
	Helping to promote racial understanding	42	17	19	20
	Overall quality of instruction		18	12	
	Overall college experience		18	12	
	Participated in student government	43	20	6	
	Played club, intramural, or recreational sports	43	20	6	
	Played intercollegiate athletics (e.g., NCAA or NAIA-	43	20	6	
	sponsored)				
	Participated in volunteer or community service work	43	20		
	Enrolled in an honors or advanced course		20	6	ļ
	Enrolled in a remedial or developmental course		20	6	
	Participated in leadership training		20	6	
	Enrolled in a formal program where a group of students take		20		
	two or more courses together (e.g., FIG, learning community,				
	linked courses)				
	Taken a course or first-year seminar designed to: Help students adjust to college life		20		
	Taken a course or first-year seminar designed to: Connect		20		
	faculty and students in focused academic inquiry		20		
	Taken a course or first-year seminar designed to: Help students		20		
	adjust to college-level academics		20		
	Strengthened your religious beliefs/convictions		20		
	Worked on a professor's research project	43	21	5	10
	Communicated regularly with your professors	15	21	5	10
	Made a presentation in class		21	5	
	Received from your professor: advice or guidance about your		21	20	
	educational program		21	20	
	Turned in course assignment(s) late		21		
	Applied concepts from courses to everyday life		21		
	Skipped class		21		
	Work with other students on group projects	32	21	5	
	To gain a general education and appreciation of ideas	37		5	
	To make me a more cultured person	37			
	To learn more about things that interest me	37			
	This college has a very good academic reputation	39			
	This college's graduates gain admission to top	39			
	graduate/professional schools	57			
	This college's graduates get good jobs	39			
	Ability to get along with people of different races/cultures			1	
	Ability to manage your time effectively			1	
	Foreign language ability			1	
	Took a class that required: One or more 10+ page papers			5	
	Took a class that required: Multiple short papers			5	
	Used the library for research or homework			5	
	Integrating spirituality into my life			19	20
	Feedback on your academic work (outside of grades)			20	
			·	-	4

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 2.3 Leaning Outcomes	Help in achieving your professional goals			20	
	An opportunity to apply classroom learning to "real-life" issues			20	
	An opportunity to work on a research project			20	
Continued) 2.3 Leaning Outcomes CIRP Constructs: Habits of I CIRP Constructs of I CIRP Constr	A letter of recommendation			20	
	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Help students develop personal values				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Enhance students' knowledge of and appreciation for other				21
	racial/ethnic groups Help master knowledge in a discipline				01
					21 21
	Develop creative capacities Instill a basic appreciation of the liberal arts				21
	Promote ability to write effectively				21
					21
	Help students evaluate the quality and reliability of information				
	Engage students in civil discourse around controversial issues				21
	Teach students tolerance and respect for different beliefs				21
	Encourage students to become agents of social change				21
	Advising and counseling of students				22
	Aind, Academic Self-Concept, Pluralistic Orientation and Civic Awa ITEM	reness TFS	YFCY	CSS	EAC
	Faculty <u>outside</u> of class or office hours	115	2	035	FAC
	Faculty <u>during</u> office hours		2		
1 2	Academic advisors/counselors		2		
	That your courses inspired you to think in new ways		4		
	That your job responsibilities interfered with your schoolwork		4		
-	That your schoolwork interfered with your job responsibilities		4		
fostering, and demonstrating the attainment of	That your family responsibilities interfered with your		4		
these expectations.					
	That your social life interfered with your schoolwork Academic advising		4	11	
	Been/was bored in class	28	6 10	11 5	
	Studied with other students	28	10	5	
	Come/came late to class	28	10	5	
	Asked a teacher/professor for advice after class	28	10	5	
	Most students here are treated like "numbers in a book"		12		26
	My college experiences have exposed me to diverse opinions,		12		
	cultures, and values				
	The admission/recruitment materials portrayed this campus		12		
	accurately				
	I have been able to find a balance between academics and		12		
			1		
	extracurricular activities				
	Ask questions in class	32	15	10	18
	Ask questions in class Support your opinions with a logical argument	32	15	10	18
	Ask questions in class Support your opinions with a logical argument Seek solutions to problems and explain them to others	32 32	15 15	10 10	18 18
	Ask questions in class Support your opinions with a logical argument Seek solutions to problems and explain them to others Revise your papers to improve your writing	32 32 32	15 15 15	10 10 10	18 18 18
	Ask questions in class Support your opinions with a logical argument Seek solutions to problems and explain them to others Revise your papers to improve your writing Evaluate the quality or reliability of information you received	32 32	15 15 15 15	10 10	18 18
	Ask questions in class Support your opinions with a logical argument Seek solutions to problems and explain them to others Revise your papers to improve your writing	32 32 32	15 15 15	10 10 10	18 18 18

Continued) 2.4 Learning and student attainment Look up scientific research articles and resources 3.2 15 10 18 Föplore topics on your cone, even though it was not vergired 3.2 1.5 10 18 Seek forellaak on your academic work. 3.2 1.5 10 18 Seek forellaak on your academic work. 3.2 1.5 10 18 Seek forellaak on your academic work. 3.2 1.5 10 18 Seek forellaak on your academic work. 3.2 1.5 10 18 Integrate/integrated skills and koowledge from different 3.2 1.5 10 18 What is your overall grade average (so your mose recently 7 19 31 2.1 5 Worked with classmates on group projects outside of kass 2.1 5 1.5 1.6 1.6 1.6 1.6 1.6 1.5 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.5 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6 <th>CFR</th> <th>ITEM</th> <th>TFS</th> <th>YFCY</th> <th>CSS</th> <th>FAC</th>	CFR	ITEM	TFS	YFCY	CSS	FAC
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Enhance students' self-understanding 21						
						21
Instill in students a commitment to community service 21		8				21
		Instill in students a commitment to community service				21

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 2.4 Learning and student attainment	Enhance students' knowledge of and appreciation for other				21
	racial/ethnic groups				
	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
	It is easy for students to see faculty outside of regular office				26
	hours				
	Faculty are interested in students' personal problems				29
	Student Affairs staff have the support and respect of faculty				29
CIRP Constructs: Habits o	f Mind, Academic Self-Concept, Faculty Interaction and Civic Aware	ness			
CFR	ITEM	TFS	YFCY	CSS	FAC
2.5 The institution's academic programs actively	Knowledge of a particular field or discipline		1	1	21
involve students in learning, challenge them to	Critical thinking skills		1	1	21
meet high expectations, and provide them with	Knowledge of people from different races/cultures		1	1	
appropriate and ongoing feedback about their	Understanding of the problems facing your community		1	1	
performance and how it can be improved.	Understanding of national issues		1	1	
	Understanding of global issues		1	1	
	General knowledge		1	1	
	Problem-solving skills		1	1	
	Leadership ability (abilities)		1	1	
	Ability to work as part of a team		1		
	Ability to conduct research		1		
	Faculty <u>outside</u> of class or office hours		2		
	Faculty <u>during</u> office hours		2		
	Academic advisors/counselors		2		
	Other college personnel		2		
	Graduate students/teaching assistants		2		
	That your courses inspired you to think in new ways		4		
	That your job responsibilities interfered with your schoolwork		4		
	That your schoolwork interfered with your job responsibilities		4		
	That your family responsibilities interfered with your		4		
	That your social life interfered with your schoolwork		4		
	Lonely or homesick		4		
	Isolated from campus life		4		
	Unsafe on this campus		4		
	Worried about your health		4		
	Academic advising		6	11	
	General education and core curriculum courses		6	11	
	Laboratory facilities and equipment		6	11	
	Your overall academic experience		6		
	Manage your time effectively		8	8	
	Understand what your professors expect of you academically		8		
	Develop effective study skills		8		
	Adjust to the academic demands of college		8		
	Studied with other students	28	10	5	
	Come/came late to class	28	10	5	
	Asked a teacher/professor for advice after class	28	10	5	
	Used the Internet for research or homework	28	10	5	

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 2.5 Academic Programs	Performed community service as part of class	28	10	5	
	Performed volunteer work	28	10	13	
	Maintained a healthy diet		10		
	Had adequate sleep		10		
	Attending classes/labs	38	11	9	
	Socializing with friends	38	11	9	
	Partying	38	11	9	
	Watching TV	38	11	9	
	Household/Housework childcare duties	38	11	9	
	Commuting	38	11	9	
	Online social networks (MySpace, Facebook, etc.)	38	11	9	
	Most students here are treated like "numbers in a book"		12		26
	Ask questions in class	32	15	10	18
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required	32	15	10	18
	for a class	1			
	Accept mistakes as part of the learning process	32	15	10	18
	Seek feedback on your academic work.	32	15	10	18
	Take notes during class	32	15	10	18
	Integrate/integrated skills and knowledge from different	32	15	10	18
	sources and experience	1			
	Overall college experience		18	12	
	What is your overall grade average (as of your most recently	7	19	31	
	completed academic term)? /Overall College and Major	1			
	Held a full-time job during an academic term	43	20	6	
	Joined a social fraternity or sorority	43	20	6	
	Decided to pursue a different major	43	20		
	Changed your career choice	43	20		
	Enrolled in an honors or advanced course		20	6	
	Enrolled in a remedial or developmental course		20	6	
	Participated in an academic support program		20	6	
	Enrolled in a formal program where a group of students take		20		
	two or more courses together (e.g., FIG, learning community,	1			
	linked courses)	L .			
	Taken a course or first-year seminar designed to: connect		20		
	faculty and students in focused academic inquiry				
	Taken a course or first-year seminar designed to: help students		20		
	adjust to college-level academics				
	Remained undecided about a major		20		
	Fell asleep in class	28	21	5	
	Failed to complete homework on time	28	21	5	
	Communicated regularly with your professors		21	5	
	Made a presentation in class		21	5	
	Worked with classmates on group projects: during class		21	5	
	Worked with classmates on group projects: outside of class		21	5	
	Contributed to class discussions		21	5	
	Received from your professor: negative feedback about your		21	20	
	academic work		21		

CFR	ITEM	TFS	YFCY	CSS	FAC
Continued) 2.5 Academic Programs	Turned in course assignment(s) late		21		
	Applied concepts from courses to everyday life		21		
	Received tutoring		21		
	Met with academic advisors to select courses		21		
	Received advice/counseling from another student		21		
	Went home for the weekend		21		
	Skipped class		21		
	English	19			
	Mathematics	19			
	Foreign Language	19			
	Physical Science	19			
	Biological Science	19			
	History/Am. Gov't.	19			
	Computer Science	19			
	Arts and/or Music	19			
	None	21		17	
	Vocational certificate	21		17	
	Associate (A.A. or equivalent)	21		17	
	Bachelor's degree (B.A., B.S., etc.)	21		17	
	Master's degree (M.A., M.S., etc.)	21		17	
	Ph.D. or Ed.D.	21		17	
	M.D., D.O., D.D.S., or D.V.M.	21		17	
	J.D. (Law)	21		17	
	B.D. or M.DIV. (Divinity)	21		17	
	Other	21		17	
	What is your best estimate of your parents' total income last	24			
	year				
	Work with other students on group projects	32		5	
	To gain a general education and appreciation of ideas	37			
	Playing video/computer games	38			
	Preparedness for employment after college			1	21
	Preparedness for graduate or advanced education			1	21
	Ability to get along with people of different races/cultures			1	
	Ability to manage your time effectively			1	
	Interpersonal skills			1	
	Took a class that required: One or more 10+ page papers			5	
	Took a class that required: Multiple short papers			5	
	Used the library for research or homework			5	
	Completed a culminating experience for your degree (e.g.,			6	10
	capstone course/project, thesis, comp exam)				
	Humanities courses			11	
	Science and mathematics courses			11	
	Social science courses			11	
	Feedback on your academic work (outside of grades)			20	
	An opportunity to publish			20	
	Multiple-choice exams				19
	Essay exams				19
	Short-answer exams				19
	Quizzes				19
	Weekly essay assignments				19
	Student presentations				19
	Term/research papers				19
	Student evaluations of each others' work				19
	Grading on a curve				19
	Grading on a curve				19

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 2.5 Academic Programs	Class discussions				19
	Cooperative learning (small groups)				19
	Experiential learning/field studies				19
	Recitals/demonstrations				19
	Group projects				19
	Extensive lecturing				19
	Multiple drafts of written work				19
	Student-selected topics for course content				19
	Reflective writing/journaling				19
	Community service as part of coursework				19
	Electronic quizzes with immediate feedback in class				19
	Using real-life problems				19
	Using student inquiry to drive learning				19
	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
	Help students develop personal values				21
	Enhance students' self-understanding				21
	Instill in students a commitment to community service				21
	Enhance students' knowledge of and appreciation for other				21
	racial/ethnic groups				
	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
	It is easy for students to see faculty outside of regular office				26
					20
	Taken a course or first-year seminar designed to: help students				
	adjust to college life				
	agement, Faculty Interaction, Positive Cross-Racial Interaction, Nega	tive Cr	oss-Raci	al Intera	action,
Pluralistic Or	ientation, Academic Self-Concept and Social Self-Concept				
CFR	ITEM	TFS	YFCY	CSS	FAC
2.6 The institution demonstrates that its graduates	Student health services		6	11	
consistently achieve its stated levels of attainment	Studied with other students	28	10	5	
and ensures that its expectations for student	Come/came late to class	28	10	5	
learning are embedded in the standards that faculty	Ask questions in class	32	15	10	18
use to evaluate student work.	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	18
	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received	32	15	10	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
		~~			. 10
	Explore topics on your own, even though it was not required for a class	32	15	10	18

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 2.6 Graduate attainment	Seek feedback on your academic work.	32	15	10	18
	Take notes during class	32	15	10	18
	Integrate/integrated skills and knowledge from different	32	15	10	18
	sources and experience				
	Fell asleep in class	28	21	5	
	Applied concepts from courses to everyday life		21		
	Work with other students on group projects	32		5	
	Feedback on your academic work (outside of grades)			20	
	Multiple-choice exams				19
	Essay exams				19
	Short-answer exams				19
	Quizzes				19
	Weekly essay assignments				19
	Student presentations				19
	Term/research papers				19
	Student evaluations of each others' work				19
	Grading on a curve				19
	Competency-based grading				19
	Class discussions				19
	Cooperative learning (small groups)				19
	Experiential learning/field studies				19
	Recitals/demonstrations				19
	Group projects				19
	Extensive lecturing				19
	Multiple drafts of written work				19
	Student-selected topics for course content				19
	Reflective writing/journaling				19
	Community service as part of coursework				19
	Electronic quizzes with immediate feedback in class				19
	Using real-life problems				19
	Using student inquiry to drive learning				19
	Develop ability to think critically				21
	Prepare students for employment after college				21
	Prepare students for graduate or advanced education				21
	Develop moral character				21
	Provide for students' emotional development				21
	Teach students the classic works of Western civilization				21
					21
	Help students develop personal values Enhance students' self-understanding				21
	Instill in students a commitment to community service				21 21
	Enhance students' knowledge of and appreciation for other				21
	racial/ethnic groups 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
CIRP Construct	ts: Habits of Mind, Academic Disengagement and Academic Self-Concept				

CFR	ITEM	TFS	YFCY	CSS	FAC
2.8 The institution actively values and promotes	Research				9
scholarship, creative activity, and curricular and	Teaching				9
instructional innovation, as well as their	Service				9
dissemination at levels and of the kinds appropriate	Articles in academic or professional journals				14
to the institution's purposes and character.	Chapters in edited volumes				14
	Books, manuals, or monographs				14
	Reviews of books, articles, or creative works				14
	Other, such as patents, or computer software products				14
	How many exhibitions or performances in the fine or applied				15
	arts have you presented in the last two years				
	How many of your professional writings have been published				16
	or accepted for publication in the last two years				
	Making a theoretical contribution to science				
	Research and scholarly writing				22
	Other creative products/performances				22
	Have you ever received an award for outstanding teaching				23
	Faculty are rewarded for their efforts to use instructional				26
	technology				20
CFR	ITEM	TES	YFCY	CSS	FAC
2.9 The institution recognizes and promotes	That your courses inspired you to think in new ways	110	4	000	1110
appropriate linkages among scholarship, teaching,	Tolerance of others with different beliefs	30	9	16	21
student learning and service.	Ability to discuss and negotiate controversial issues	30	9	16	21
student rearining and service.	Ability to see the world from someone else's perspective	30	9	16	<u>_</u> 1
	Openness to having my own views challenged	30	9	16	
	Ability to work cooperatively with diverse people	30	9	16	
	Performed community service as part of class	28	10	5	
	Tutored another student/college student	28	10	5	
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	32	15	10	
	± ±	32	15		18
	Revise your papers to improve your writing	32	15	10	18
	Evaluate the quality or reliability of information you received			-	18
	Take a risk because you felt you had more to gain	32	15	10	18
	Seek alternative solutions to a problem	32	15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required	32	15	10	18
	for a class				
	Accept mistakes as part of the learning process	32	15	10	18
	Integrate/integrated skills and knowledge from different	32	15	10	18
	sources and experience				
	Worked on a professor's research project	43	21	5	10
	Applied concepts from courses to everyday life		21		
	Do you use your scholarship to address local community needs				23
CFR	ITEM	TFS	YFCY	CSS	FAC
2.10 The institution collects and analyzes student	Far left	36	5	30	38
data, disaggregated by demographic categories and	Liberal	36	5	30	38
areas of study. It tracks achievement, satisfaction,	Middle-of-the-road	36	5	30	38
and campus climate to support student success.	Conservative	36	5	30	38
The institution regularly identifies the	Far right	36	5	30	38
characteristics of its students and assesses their	Where did you primarily live while attending college this past	12	16		
preparation, needs, and experiences.	year?/Where do you plan to live				
	What is your overall grade average (as of your most recently	7	19	31	
	completed academic term)				

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 2.10 Collects data	Held a full-time job during an academic term	43	20	6	
	Participated in volunteer or community service work	43	20		
	Enrolled in an honors or advanced course		20	6	
	Enrolled in a remedial or developmental course		20	6	
	What do you think you will be doing in Fall 2010		23	25	
	Attending your current (or most recent) institution		23	25	
	Attending another institution		23	25	
	Don't know/have not decided yet		23		
	Not attending any institution		23		
	Are you currently a full-time or part-time student	5	24	3	
	Full-time	5	24	3	
	Part-time	5	24	3	
	Not enrolled		24	3	
	Did you transfer into this institution from another		25	6	
	college/university				
	What year did you first enter: [this college, your 1st college]		26	2	
	Your sex	1	27	34	40
	Is English your native language	3	28		41
	White/Caucasian	34	29	33	42
	African American/Black	34	29	33	42
	American Indian/Alaska Native	34	29	33	42
	Asian American/Asian	34	29	33	42
	Native Hawaiian/Pacific Islander	34	29	33	42
	Mexican American/Chicano	34	29	33	42
	Puerto Rican	34	29	33	42
	Other Latino	34	29	33	42
	Other	34	29	33	42
	How old will you be on December 31 of this year	2			
	In what year did you graduate from high school	4			
	How many miles is this college from your permanent home	6			
	What were your scores on the SAT I and/or ACT	8			
	From what kind of high school did you graduate	9			
	Prior to this term, have you ever taken courses for credit at this	10			
	institution	10			
	Since leaving high school, have you ever taken courses,	11			
	whether for credit or not for credit, at <u>any other</u> institution	11			
	To how many colleges other than this one did you apply for	13			
	admission this year	15			
	Were you accepted by your first choice college	14			
	Is this college your: (first, second, third, fourth choice)	14			
	Citizenship status	16			23
	Do you currently have veteran status with the US Armed	17		35	
	Forces, Military Reserves or National Guard	1 /		55	
	Are your parents: both alive and living with each other	18			
	Are your parents: both alive and living with each other Are your parents: both alive, divorced or living apart	18			
	Are your parents: both anve, divorced or hving apart Are your parents: One or both deceased	18			
	During high school (grades 9-12) how many years did you	18			
		17			
	study each of the following subjects	19			
	English				
	Mathematics	19			
	Foreign Language	19			
	Physical Science	19			
	Biological Science	19			

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 2.10 Collects data	History/Am. Gov't.	19			
	Computer Science	19			
	Arts and/or Music	19			
	Do you have any of the following disabilities or medical	20			
	conditions				
	Learning disability (dyslexia, etc.)	20			
	Attention-deficit/hyperactivity disorder (ADHD)	20			-
	Physical disability (speech, sight, mobility, hearing, etc.)	20			
	Chronic illness (cancer, diabetes, autoimmune disorders, etc.)	20			
	Psychological disorder (depression, etc.)	20			
	Other	20			
	What is the highest academic degree that you intend to obtain	21		17	
	None	21		17	
	Vocational certificate	21		17	ļ
	Associate (A.A. or equivalent)	21		17	
	Bachelor's degree (B.A., B.S., etc.)	21		17	
	Master's degree (M.A., M.S., etc.)	21		17	
	Ph.D. or Ed.D.	21		17	
	M.D., D.O., D.D.S., or D.V.M.	21		17	
	J.D. (Law)	21		17	
	B.D. or M.DIV. (Divinity)	21		17	
	Other	21		17	
	High school I last attended	22			
	Neighborhood where I grew up	22			
	What is your best estimate of your parents' total income last year? Consider income from all sources before taxes	24			
	5	26		20	1
	Current religious preference Born-Again Christian	26		32	
	Evangelical	27			
	I was admitted through an Early Action or Early Decision	39			
	r was admitted through an Early Action of Early Decision program	59			
	Please indicate your enrollment status below			3	
	Expected Graduation Date			4	
	Mark your undergraduate and graduate major			7	
	Undergraduate primary major			7	
	Undergraduate secondary major (omit if you do not have a			7	
	secondary major (officer you do not may a secondary major)	1		'	
	Graduate major (omit if you do not plan to go to graduate			7	
	Attending graduate/professional school			25	
	Participating in a post-baccalaureate program			25	
	Participating in an organization like the Peace Corps,		╉	25	
	AmeriCorps/VISTA, and Teach for America	1		23	1
	Attending undergraduate college full-time			25	
	Attending undergraduate college part-time			25	
	Working full-time			25	
	Working part-time			25	
	Participating in a community service organization			25	
	Serving in the Armed Forces			25	
	Attending a vocational training program			25	
	Traveling			25	
	Doing volunteer work			25	
	Staying at home to be with or start a family			25	
	No current plans			25	
	Not actively looking for a position	,		26	

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 2.10 Collects data	Looking, but no offers yet			26	
	Received an offer for a position, but declined			26	
	Currently considering an offer			26	
	Accepted an offer of employment			26	
	Not planning on employment this fall			26	
	Accepted and will be attending in the fall			27	
	Accepted and deferred admission until a later date			27	
	Placed on waiting list, no acceptances			27	
	Still awaiting responses, no acceptances			27	
	Will be applying this coming fall			27	
	Not applying this fall, but might apply at a future date			27	
	No plans to apply to school now or in the future			27	
CFR	ITEM	TFS	YFCY	CSS	FAC
2.11 Consistent with its purposes, the institution	Knowledge of people from different races/cultures		1	1	
develops and assesses its co-curricular programs.	Understanding of the problems facing your community		1	1	
	Ability to work as part of a team		1		
	Close friends at this institution		2		
	That your job responsibilities interfered with your schoolwork		4		
	, , <u>,</u>				
	That your social life interfered with your schoolwork		4		
	Lonely or homesick		4		
	Isolated from campus life		4		
	Unsafe on this campus		4		
	Worried about your health		4		
	Laboratory facilities and equipment		6	11	
	First-year programs (e.g., first-year seminar, learning		6	11	
	community, linked courses)		0		
	Registrar's office		6		
	Understanding of others	29	7	14	
	Leadership ability	29	7	14	
	Tolerance of others with different beliefs	30	9	16	21
	Ability to discuss and negotiate controversial issues	30	9	16	21
	Ability to see the world from someone else's perspective	30	9	16	21
		30	9		
	Openness to having my own views challenged	30	9	16	
	Ability to work cooperatively with diverse people			16	
	Tutored another student/college student	28	10	5	
	Asked a teacher/professor for advice after class	28	10	5	
	Voted in a student election	28	10	5	
	Smoked cigarettes	28	10	13	
	Drank beer	28	10	13	
	Drank wine or liquor	28	10	13	
	Felt overwhelmed by all you/I had to do	28	10	13	L
	Felt depressed	28	10	13	
	Socialize/socialized with someone of another racial/ethnic	28	10	18	
	Attended a religious service	28	10		
	Maintained a healthy diet		10		
	Had adequate sleep		10		
	Exercising or sports	38	11	9	
	There is a lot of racial tension on this campus		12	15	29
	I have felt discriminated against based on my: socio-economic		12	15	
	status				
	I have felt discriminated against based on my: religion		12	15	
	I have felt discriminated against based on my: sexual		12	15	
	orientation				
	I see myself as part of the campus community		12	15	

TEM	TFS	YFCY	CSS	FAC
Most students here are treated like "numbers in a book"		12		26
My college experiences have exposed me to diverse opinions,		12		
cultures, and values				
The admission/recruitment materials portrayed this campus		12		
Socialized or partied	43	13	18	
Had meaningful and honest discussions about race/ethnic		13	18	
relations outside of class				
Dined or shared a meal		13	18	
Had guarded, cautious interactions		13	18	
Had tense, somewhat hostile interactions		13	18	
Felt insulted or threatened because of your race/ethnicity		13	18	
Helping to promote racial understanding	42	17	19	20
Developing a meaningful philosophy of life	42	17	19	20
Participating in a community action program	42	17	19	20
Keeping up to date with political affairs	42	17	19	20
Becoming a community leader	42	17	19	20
Improving my understanding of other countries and cultures	42	17	19	20
Adopting "green" practices to protect the environment	42	17	19	20
			12	26
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	43		6	
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	13	21		
	тJ		1	
				-
				20
				20
It is easy for students to see faculty outside of regular office			20	26
It is easy for students to see faculty outside of regular office				26
hours				
	My college experiences have exposed me to diverse opinions, cultures, and values The admission/recruitment materials portrayed this campus Socialized or partied Had meaningful and honest discussions about race/ethnic relations outside of class Dined or shared a meal Had guarded, cautious interactions Had tense, somewhat hostile interactions Felt insulted or threatened because of your race/ethnicity Helping to promote racial understanding Developing a meaningful philosophy of life Participating in a community action program Keeping up to date with political affairs Becoming a community leader Improving my understanding of other countries and cultures Adopting "green" practices to protect the environment Engaging with members of my own racial/ethnic group Respect for the expression of diverse beliefs Availability of campus social activities Overall sense of community among students Interaction with other students Vour social life Joined a social fraternity or sorority Participated in student government Played club, intramural, or recreational sports Played intercollegiate athletics (e.g., NCAA or NAIA- Had a roommate of a different race/ethnicity Participated in on academic support program Participated in leadership training Failed one or more courses Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses) Worked on a professor's research project Went home for the weekend Skipped class Had difficulty getting along with your Socialize with someone of another racial/ethnic group Ability to get along with people of different race/cultures Ability to manage your time effectively Ability to get along with people of different race/cultures	My college experiences have exposed me to diverse opinions, cultures, and values The admission/recruitment materials portrayed this campus Made meaningful and honest discussions about race/ethnic relations outside of class Dined or shared a meal Had meaningful and honest discussion about race/ethnic relations outside of class Dined or shared a meal Had guarded, cautious interactions Felt insulted or threatened because of your race/ethnicity Helping to promote racial understanding 42 Developing a meaningful philosophy of life 42 Meeping up to date with political affairs 42 Mapping "green" practices to protect the environment 42 Adopting "green" practices to protect the environment 42 Adopting "green" practices to protect the environment 43 Participated in student government 43 Participated in student government 43 Played club, intramural, or recreational sports 43 Played club, intramural, or recreational sports 43 Played club, intramural, or recreational sports 43 </td <td>My college experiences have exposed me to diverse opinions, cultures, and values 12 The admission/recruitment materials portraved this campus 12 Socialized or partied 43 Had meaningful and honest discussions about race/ethnic relations outside of class 13 Had meaningful and honest discussions about race/ethnic 13 Had meaningful participated, cautious interactions 13 Had tense, somewhat hostile interactions 13 Felt insulted or threatened because of your race/ethnicity 13 Participating in a community action program 42 17 Developing a meaningful philosophy of life 42 17 Meeping up to date with political affairs 42 17 Improving my understanding of other countries and cultures 42 17 Engaging with members of my own racial/ethnic group 17 17 Respect for the expression of diverse beliefs 18 18 Overall sense of community among students 18 18 Interaction with other students 18 18 Overall sense of a different race/ethnicity 43 20 Played club, intramural, or recreational sports 43 20</td> <td>My college experiences have exposed me to diverse opinions, cultures, and values 12 The admission/recruitment materials portrayed this campus 12 Socialized or partied 43 13 18 Had meaningful and honest discussions about race/ethnic relations outside of class 13 18 Bit ad guarded, cautious interactions 13 18 Had guarded, cautious interactions 13 18 Felt insulted or threatened because of your race/ethnicity 13 18 Felt insulted or threatened because of your race/ethnicity 13 18 Felt insulted or threatened because of your race/ethnicity 13 18 Participating in a community action program 42 17 19 Developing a meaningful philosophy of life 42 17 19 Madopting "green" practices to protect the environment 42 17 19 Adopting "green" practices to protect the environment 42 17 19 Respect for the expression of diverse beliefs 18 12 Availability of campus social activities 18 12 Overall sense of community among students 18 12 Joined a social frater</td>	My college experiences have exposed me to diverse opinions, cultures, and values 12 The admission/recruitment materials portraved this campus 12 Socialized or partied 43 Had meaningful and honest discussions about race/ethnic relations outside of class 13 Had meaningful and honest discussions about race/ethnic 13 Had meaningful participated, cautious interactions 13 Had tense, somewhat hostile interactions 13 Felt insulted or threatened because of your race/ethnicity 13 Participating in a community action program 42 17 Developing a meaningful philosophy of life 42 17 Meeping up to date with political affairs 42 17 Improving my understanding of other countries and cultures 42 17 Engaging with members of my own racial/ethnic group 17 17 Respect for the expression of diverse beliefs 18 18 Overall sense of community among students 18 18 Interaction with other students 18 18 Overall sense of a different race/ethnicity 43 20 Played club, intramural, or recreational sports 43 20	My college experiences have exposed me to diverse opinions, cultures, and values 12 The admission/recruitment materials portrayed this campus 12 Socialized or partied 43 13 18 Had meaningful and honest discussions about race/ethnic relations outside of class 13 18 Bit ad guarded, cautious interactions 13 18 Had guarded, cautious interactions 13 18 Felt insulted or threatened because of your race/ethnicity 13 18 Felt insulted or threatened because of your race/ethnicity 13 18 Felt insulted or threatened because of your race/ethnicity 13 18 Participating in a community action program 42 17 19 Developing a meaningful philosophy of life 42 17 19 Madopting "green" practices to protect the environment 42 17 19 Adopting "green" practices to protect the environment 42 17 19 Respect for the expression of diverse beliefs 18 12 Availability of campus social activities 18 12 Overall sense of community among students 18 12 Joined a social frater

CFR	ITEM	TFS	YFCY	CSS	FAC
2.12 The institution ensures that all students	Faculty <u>during</u> office hours		2		
understand the requirements of their academic	Academic advisors/counselors		2		
programs and receive timely, useful, and regular	Laboratory facilities and equipment		6	11	
information and advising about relevant academic	Academic advising		6	11	
requirements.	Financial aid package		6	11	
•	Had difficulty getting along with your		21		
	It is easy for students to see faculty outside of regular office				26
CFR	ITEM	TFS	YFCY	CSS	FAC
2.13 Student support services, including financial	Academic advising		6	11	
aid, registration, advising, career counseling,	Student health services		6	11	
computer labs, and library and information services, are designed to meet the needs of the	Computer (computing) assistance		6	11	
	Library facilities		6	11	
specific types of students that the institution serves	Tutoring or other academic assistance		6	11	
and the curricula it offers.	Psychological counseling services		6	11	
	Student housing (e.g., res. halls)		6	11	
	First-year programs (e.g., first-year seminar, learning		6		
	Registrar's office		6		
	Classroom facilities		6		
	Computer facilities/labs		6		
	Financial aid office		6		
	Opportunities for community service		6		
	Orientation for new students		6		
	Student housing office		6		
	Self-understanding	29	7	14	21
	Emotional health	29	7	14	21
	Spirituality	29	7	14	
	Self-confidence (social)	29	7	14	
	Utilize campus services available to students		8		
	Develop close friendships with: students of a different		8		
	racial/ethnic group				
	Develop close friendships with: male students		8		
	Develop close friendships with: female students		8		
	Tutored another student/college student	28	10	5	
	Asked a teacher/professor for advice after class	28	10	5	
	Attended a religious service	28	10	-	
	Most students here are treated like "numbers in a book"		12		26
	Overall sense of community among students		18	12	
	Class size		18	12	
	Your social life		18		
	Joined a social fraternity or sorority	43	20	6	
	Participated in student government	43	20	6	
	Played club, intramural, or recreational sports	43	20	6	
	Played intercollegiate athletics (e.g., NCAA or NAIA-	43	20	6	
	Had a roommate of a different race/ethnicity	43	20	6	
	Participated in student groups/clubs	43	20	6	
	Participated in volunteer or community service work	43	20		
	Sought personal counseling	43	20		
	Failed one or more courses		20	6	
	Strengthened your religious beliefs/convictions		20	~	
	Made a presentation in class		21	5	
	Had difficulty getting the courses you need		21	5	
	Accessed your campus' library resources electronically		21	5	
	Went home for the weekend		21		
	Met with academic advisors to select courses		21		

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 2.13 Student support services	Received advice/counseling from another student		21		
	Preparedness for employment after college			1	21
	Ability to manage your time effectively			1	
	Used the library for research or homework			5	
	Help in achieving your professional goals			20	
	Teach remedial reading				12
	Teach remedial writing				12
	Teach remedial mathematics				12
	Teach remedial ESL				12
	Teach remedial general academic skills				12
	Teach remedial other subject areas				12
CFR	ITEM	TFS	YFCY	CSS	FAC
2.14 Institutions that serve transfer students	The admission/recruitment materials portrayed this campus		20		
provide clear and accurate information about	Had difficulty getting the courses you need			6	
transfer requirements, ensure equitable treatment	Need extra time to complete your degree requirements			6	
for such students with respect to academic policies,					
and ensure that such students are not unduly					
disadvantaged by transfer requirements.					

TFS = The Freshman Survey; YFCY = Your First College Year; CSS = College Senior Survey; FAC = The Faculty Survey

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year.

NOTES:

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

CFR	ITEM	TFS	YFCY	CSS	FAC
3.1 The institution employs personnel sufficient in	Faculty <u>during</u> office hours		2		
number and professional qualifications to maintain	Academic advisors/counselors		2		
its operations and support its academic programs,	Faculty <u>outside</u> of class or office hours		2		
consistent with its institutional and educational	Other college personnel		2		
objectives.	Graduate students/teaching assistants		2		
	Asked a teacher/professor for advice after class	28	10	5	
	Faculty here are interested/strongly interested in students' academic problems		12	15	29
	Amount of contact with faculty		18	12	
	Had difficulty getting the courses you need		21	5	
	Received from your professor: advice or guidance about your		24	20	
	educational program		21	20	
	Met with academic advisors to select courses		21		
	Received advice/counseling from another student		21		
	Help in achieving your professional goals			20	
	Feedback on your academic work (outside of grades)			20	
	Administration				1
	Teaching				1
	Research				1
	Services to clients and patients				1
	Other				1
	Are you considered a full-time employee of your institution for at				-
	least nine months of the current academic year				2
	My full-time professional career is outside academia				2.d
	Professor				3
	Associate Professor				3
	Assistant Professor				3
	Lecturer				3
	Instructor				3
	Other				3
	What is your tenure status at this institution?				4
	Tenured				4
	On tenure track, but not tenured				4
	Not on tenure track, but institution has tenure system				4
	Institution has no tenure system				4
	Department chair				5
	Dean (Associate or Assistant)				5
	President				5
	Vice-President				5
	Provost				5
	Other				5
	Not applicable				5
	Highest Degree Earned				6
	Degree Currently Working On				6
	Published op-ed pieces or editorials				10
	Received funding for your work from: foundations				10
	Received funding for your work from: state or federal government				10
	Received funding for your work from: business or industry				10
	Including all institutions at which you teach, how many				
	undergraduate courses are you teaching this term				11

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 3.1 Personnel	How many students are enrolled in these courses				11
	Does this course have a teaching/lab assistant or reader/grader				11
	assigned				11
	Articles in academic or professional journals				14
	Chapters in edited volumes				14
	Books, manuals, or monographs				14
	Reviews of books, articles, or creative works				14
	Other, such as patents, or computer software products				14
	How many exhibitions or performances in the fine or applied arts				15
	have you presented in the last two years				
	How many of your professional writings have been published or				16
	accepted for publication in the <u>last two</u> years				
	Please use the drop down menus to select the most appropriate				36
	general area and specific field for the following				26
	Major of highest degree held				36
	Department of current faculty appointment	<u> </u>		<u> </u>	36
222	CIRP Constructs: Faculty Interaction	TTPO	THOTA	000	TH O
CFR	ITEM	TFS	YFCY	CSS	
3.2 The institution demonstrates that it employs a	If given a choice I would prefer to work full time at this institution				2.a
faculty with substantial and continuing	Have you ever sought a full-time teaching position at this or				2.b
commitment to the institution. The faculty is	another institution				2.0
sufficient in number, professional qualifications,	Mark all institutional resources available to you in your last term as				2.e
and diversity to achieve the institution's educational	part time factory				
objectives, to establish and oversee academic policies, and to ensure the integrity and continuity	Use of a private office				2.e
of its academic programs wherever and however	Shared office space				2.e
delivered.	A personal computer				2.e
denvered.	An email account				2.e
	A phone/voicemail				2.e
	Part-time instructors at this institution: have good working				2.f
	relationships with the administration Part-time instructors at this institution: are respected by full-time				
	faculty				2.f
	Published op-ed pieces or editorials				10
	Received funding for your work from: foundations				10
	Received funding for your work from: state or federal government				10
	Received funding for your work from: business or industry				10
					10
	During the past two years, have you engaged in any of the following professional development opportunities at your				13
	institution				15
	Paid workshops outside of the institution focused on teaching				13
	Paid sabbatical leave				13
	Travel funds paid by the institution				13
	Internal grants for research				13
	Training for administrative leadership				13
	Received incentives to develop new courses				13
	Received incentives to integrate technology into your classroom				13
	Articles in academic or professional journals				14
	Chapters in edited volumes				14
	Books, manuals, or monographs				14
	Reviews of books, articles, or creative works				14
	Other, such as patents, or computer software products				14
	How many exhibitions or performances in the fine or applied arts				15
	have you presented in the last two years				

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 3.2 Faculty commitment	How many of your professional writings have been published or				16
	accepted for publication in the last two years				10
	Racial and ethnic diversity should be more strongly reflected in the				29
	curriculum				29
	This institution should hire more faculty of color				29
	This institution should hire more women faculty				29
	Most of the students I teach lack the basic skills for college level				29
	work				29
	Faculty are committed to the welfare of this institution				29
	To create a diverse multi-cultural campus environment				30
	To increase the representation of minorities in the faculty and				30
	administration				50
	To increase the representation of women in the faculty and				30
	administration				50
	To develop an appreciation for multiculturalism				30
CFR	ITEM	TFS	YFCY	CSS	FAC
3.3 Faculty and staff recruitment, orientation,	Research				9
vorkload, incentive, and evaluation practices are	Teaching				9
ligned with institutional purposes and educational	Service				9
bjectives. Evaluation processes are systematic,	Worked with undergraduates on a research project				10
nclude appropriate peer review, and, for	Taught an honors course				10
nstructional faculty and other teaching staff,	Conducted research or writing focused on: international/global				10
nvolve consideration of evidence of teaching	issues				10
effectiveness, including student evaluations of	Conducted research or writing focused on: racial or ethnic				
nstruction.	minorities				10
	Conducted research or writing focused on: women and gender				
	issues				10
	Engaged undergraduates on your research project				10
	Teach remedial reading				12
	Teach remedial writing				12
	Teach remedial mathematics				12
	Teach remedial ESL				12
	Teach remedial general academic skills				12
	Teach remedial other subject areas				12
	Research and scholarly writing				22
	Other creative products/performances				22
	Requested/sought an early promotion				24
	Teaching load				24
	Professional relationships with other faculty				28
	Competency of colleagues				28
	My research is valued by faculty in my department				29
	My teaching is valued by faculty in my department				29
	This institution takes responsibility for educating underprepared				49
	this institution takes responsibility for educating underprepared students				29
					20
	The criteria for advancement and promotion decisions are clear				29
CFR	ITEM	TFS	YFCY	CSS	
	Please indicate your agreement with the following statements:				2.f
.4 The institution maintains appropriate and	Part-time instructors at this institution: are given specific training				2.0
	i art unie instructors at uns instruction, are given specifie training				2.f
sufficiently supported faculty and staff	before teaching				
ufficiently supported faculty and staff levelopment activities designed to improve	· · · · ·				0.0
sufficiently supported faculty and staff levelopment activities designed to improve eaching and learning, consistent with its	before teaching				2.f
3.4 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning, consistent with its nstitutional objectives.	Part-time instructors at this institution: receive respect from				2.f

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 3.4 Faculty development	Taught an exclusively web-based course at this institution				10
	Participated in a teaching enhancement workshop				10
	During the past two years, have you engaged in any of the				
	following professional development opportunities at your				13
	Paid workshops outside of the institution focused on teaching				13
	Paid sabbatical leave				13
	Travel funds paid by the institution				13
	Internal grants for research				13
	Training for administrative leadership				13
	Received incentives to develop new courses				13
	Received incentives to integrate technology into your classroom				13
	Mentor new faculty				17
	Have you ever received an award for outstanding teaching				23
	Faculty are rewarded for their efforts to use instructional				25
	technology				26
	There is adequate support for faculty development				29
CFR	ITEM	TFS	YFCY	CSS	FAC
3.5 The institution has a history of financial	Utilize campus services available to students	110	8	000	1110
stability, unqualified independent financial audits	Used the Internet for research or homework	28	10	5	
and resources sufficient to ensure long-term	Overall college experience	20	18	12	
viability. Resources are aligned with educational	Joined a social fraternity or sorority	43	20	6	
purposes and objectives. If an institution has an	Participated in student government	43	20	6	
accumulated deficit, it has realistic plans to	Played club, intramural, or recreational sports	43	20	6	
eliminate that deficit. Resource planning and					
development include realistic budgeting, enrollment	Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	43	20	6	
management, and diversification of revenue	i alterpated in volunteer of community service work	43	20	-	10
sources.	Worked on a professor's research project	43	21	5	10
CFR	ITEM	TFS	YFCY	CSS	FAC
3.6 The institution holds, or provides access to,	Academic advising	115	6	11	TAC
information resources sufficient in scope, quality,	Student health services		6	11	
currency, and kind to support its academic	Computer (computing) assistance		6	11	
offerings and the scholarship of its members.	Library facilities		6	11	
These information resources, services and facilities	Tutoring or other academic assistance		6	11	
are consistent with the institution's educational	Psychological counseling services		6	11	
			6	11	
objectives and are aligned with student learning outcomes. For both on-campus students and	Student housing (e.g., res. halls) Registrar's office		6	11	
students enrolled at a distance, physical and	Computer facilities/labs		6		
information resources, services, and information	Financial aid office		6		
technology facilities are sufficient in scope and kind			6		
to support and maintain the level and kind of	Student housing office		6		
education offered.	Computer skills	29	7	14	
education offered.	Utilize campus services available to students	2)	8	14	
	·	20		_	
	Used the Internet for research or homework	28	10	5	
	Amount of contact with faculty		18	12	
	Overall sense of community among students		18	12	
	Class size		18	12	
	Availability of campus social activities		18	12	
	Interaction with other students		18		_
	Made a presentation in class		21	5	
	Accessed your campus' library resources electronically		21	5	
	Used the library for research or homework			5	

CFR	ITEM	TFS	YFCY	CSS	FAC
3.7 The institution's information technology	Computer facilities/labs		6		
resources are sufficiently coordinated and	Computer (computing) assistance		6	11	
supported to fulfill its educational purposes and to	Used the Internet for research or homework	28	10	5	
provide key academic and administrative functions.					
CFR	ITEM	TFS	YFCY	CSS	FAC
3.11 The institution's faculty exercises effective	Paid workshops outside of the institution focused on teaching				13
academic leadership and acts consistently to ensure	Paid sabbatical leave				13
both academic quality and the appropriate	Travel funds paid by the institution				13
maintenance of the institution's educational	Internal grants for research				13
purposes and character.	Training for administrative leadership				13
	Received incentives to develop new courses				13
	Received incentives to integrate technology into your classroom				13
	Autonomy and independence				28
	Freedom to determine course content				28
	The faculty are typically at odds with campus administration				26
	Administrators consider faculty concerns when making policy				26
	The administration is open about its policies				26
	Faculty are sufficiently involved in campus decision making				29

TFS = The Freshman Survey; YFCY = Your First College Year; CSS = College Senior Survey; FAC = The Faculty Survey

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year. **NOTES:**

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

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

	ITEM	TFS	YFCY	CSS	FAC
4.2 Planning processes at the institution define	Utilize campus services available to students		8		
and, to the extent possible, align academic,	Used the Internet for research or homework		10	5	
personnel, fiscal, physical, and technological needs with the strategic objectives and	Received from your professor: advice or guidance about your educational program		21	20	
priorities of the institution.	Faculty are interested in students' personal problems				29
1	ITEM	TFS	YFCY	CSS	FAC
4.7 The institution, with significant faculty	That your job responsibilities interfered with your schoolwork		4	033	ГАC
involvement, engages in ongoing inquiry into	That your social life interfered with your schoolwork		4		
the processes of teaching and learning, as well	That your courses inspired you to think in new ways		4		
as the conditions and practices that promote	That your schoolwork interfered with your job responsibilities		4		
the kinds and levels of learning intended by the	That your schoolwork interfered with your job responsibilities That your family responsibilities interfered with your schoolwork		4		
institution. The outcomes of such inquiries are	Manage your time effectively		8	8	
applied to the design of curricula, the design	Understand what your professors expect of you academically		8	0	
and practice of pedagogy, and to the	Adjust to the academic demands of college		8		
improvement of evaluation means and	Most students here are treated like "numbers in a book"		12		26
methodology.	Support your opinions with a logical argument		12	10	18
memodology.	Support your opinions with a togical argument Seek solutions to problems and explain them to others	32	15	10	18
			15	10	18
	Revise your papers to improve your writing Evaluate the quality or reliability of information you received				
		32 32	15 15	10 10	18 18
	Take a risk because you felt you had more to gain				
	Seek alternative solutions to a problem		15	10	18
	Look up scientific research articles and resources	32	15	10	18
	Explore topics on your own, even though it was not required for a class	32	15	10	18
	Accept mistakes as part of the learning process	32	15	10	18
	Integrate/integrated skills and knowledge from different sources and experience	32	15	10	18
	Ask questions in class	32	15	10	18
	Seek feedback on your academic work	32	15	10	18
	Take notes during class	32	15	10	18
	Amount of contact with faculty		18	12	
	Work with other students on group projects	32		5	
	Ability to find a faculty or staff mentor			12	
	Feedback on your academic work (outside of grades)			20	
	An opportunity to publish			20	
	An opportunity to apply classroom learning to "real-life" issues			20	
	An opportunity to work on a research project			20	
	Multiple-choice exams				19
	Essay exams				19
	Short-answer exams				19
	Quizzes				19
	Weekly essay assignments				19
	Student presentations				19
	Term/research papers				19
	Student evaluations of each others' work				19
	Grading on a curve				19
	Competency-based grading				19
	Class discussions				19
	Cooperative learning (small groups)				19
	Experiential learning/field studies				19

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

CFR	ITEM	TFS	YFCY	CSS	FAC
(Continued) 4.7 Faculty Involvement	Recitals/demonstrations				19
	Group projects				19
	Extensive lecturing				19
	Multiple drafts of written work				19
	Student-selected topics for course content				19
	Reflective writing/journaling				19
	Community service as part of coursework				19
	Electronic quizzes with immediate feedback in class				19
	Using real-life problems				19
	Using student inquiry to drive learning				19
	Advising and counseling of students				22
	Faculty are interested in students' personal problems				29
CI	RP Constructs: Faculty Interaction and Habits of Mind				
CFR	ITEM	TFS	YFCY	CSS	FAC
4.8 Appropriate stakeholders, including alumni,	Your overall academic experience		6		
employers, practitioners, and others defined by	Amount of contact with faculty		18	12	
the institution, are regularly involved in the	Overall college experience		18	12	
assessment of educational programs.	Overall quality of instruction		18	12	
	Relevance of coursework to everyday life		18	12	
	Relevance of coursework to future career plans		18	12	
	CIRP Constructs: Overall Satisfaction				

TFS = The Freshman Survey; YFCY = Your First College Year; CSS = College Senior Survey; FAC = The Faculty Survey

The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The CSS is administered at the end of the senior year.

NOTES:

WASC Accreditation Guide: CIRP Master 2010

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Compared with when you entered this college, how would you		1	1																											
Knowledge of a particular field or discipline		1	1	21					2.2			2.5															\square			
Critical thinking skills		1	1	21					2.2			2.5															\square			
Knowledge of people from different races/cultures		1	1				1.5		2.2	2.3		2.5					2.11										\square			
Understanding of the problems facing your community		1	1				1.5		2.2	2.3		2.5					2.11											1		
Understanding of national issues		1	1				1.5		2.2	2.3		2.5																1		
Understanding of global issues		1	1				1.5		2.2	2.3		2.5																1		
General knowledge		1	1		1.2				2.2	2.3		2.5																1		
Problem-solving skills		1	1						2.2			2.5																1		
Leadership ability (abilities)		1	1						2.2			2.5																1		
Ability to work as part of a team		1							2.2	2.3		2.5					2.11											1		
Ability to conduct research		1							2.2			2.5																1		
Since entering this college, how often have you interacted with		2																												
Faculty during office hours		2							2.2		2.4	2.5						2.12		3.1								1		
Academic advisors/counselors		2							2.2		2.4	2.5						2.12		3.1								1		
Faculty outside of class or office hours		2							2.2	2.3	2.4	2.5								3.1								1		
Other college personnel		2							2.2			2.5								3.1								1		
Graduate students/teaching assistants		2							2.2			2.5								3.1										
Close friends at this institution		2															2.11											1		
Since entering this college, how often have you felt:		4																												
That your job responsibilities interfered with your schoolwork		4									2.4	2.5					2.11											1	4.7	
That your social life interfered with your schoolwork		4									2.4	2.5					2.11											1	4.7	
That your courses inspired you to think in new ways		4							2.2	2.3	2.4	2.5			2.9													1	4.7	
That your schoolwork interfered with your job responsibilities		4									2.4	2.5																1	4.7	
That your family responsibilities interfered with your schoolwork		4									2.4	2.5																1	4.7	
Lonely or homesick		4										2.5					2.11											1		
Isolated from campus life		4										2.5					2.11													
Unsafe on this campus		4										2.5					2.11											1		
Worried about your health		4										2.5					2.11											1		
How would you characterize your political views?	36	5	30	38												2.10														
Far left	36	5	30	38												2.10												1		
Liberal	36	5	30	38												2.10												1		
Middle-of-the-road	36	5	30	38												2.10												1		
Conservative	36	5	30	38												2.10												1		
Far right	36	5	30	38												2.10												1		
Please rate your satisfaction with this institution on each of the		6	11																											
Computer (computing) assistance		6	11							2.3									2.13						3.6	3.7		1		
Academic advising		6	11			1.4			2.2		2.4	2.5						2.12	2.13						3.6					
Student health services		6	11										2.6						2.13						3.6					
Library facilities		6	11							2.3									2.13						3.6					
Tutoring or other academic assistance		6	11						2.2										2.13						3.6					
Psychological counseling services		6	11																2.13						3.6					

WASC Accreditation Guide: CIRP Master 2010

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Student housing (e.g., res. halls)		6	11																2.13						3.6			1		
Laboratory facilities and equipment		6	11									2.5					2.11	2.12									\square	1		
Financial aid package		6	11															2.12									\square	1		
General education and core curriculum courses		6	11									2.5															\square			
Your overall academic experience		6			1.2				2.2			2.5															\square	1		4.8
Computer facilities/labs		6						1.7		2.3									2.13						3.6	3.7	\square	1		
Registrar's office		6															2.11		2.13						3.6		\square			
Financial aid office		6				1.4					1								2.13						3.6		\square			
Orientation for new students		6																	2.13						3.6		\square	1		
Student housing office		6											1						2.13						3.6					
First-year programs (e.g., first-year seminar, learning community)		6									l l			1			2.11		2.13											
Classroom facilities		6						1.7		2.3									2.13								\square	1		
Opportunities for community service		6									Ī								2.13				1							
Rate yourself on each of the following traits as compared with	29	7	14																											
Emotional health	29	7	14	21						2.3									2.13											
Creativity	29	7	14	21					2.2																					
Writing ability	29	7	14	21					2.2																					
Computer skills	29	7	14						2.2																3.6					
Spirituality	29	7	14						2.2	2.3									2.13											
Self-confidence (social)	29	7	14						2.2										2.13									1		
Understanding of others	29	7	14						2.2	2.3			1				2.11													
Leadership ability	29	7	14						2.2								2.11													
Cooperativeness	29	7	14							2.3																				
Physical health	29	7	14							2.3																		1		
Academic ability	29	7	14						2.2																					
Artistic ability	29	7	14						2.2																					
Drive to achieve	29	7	14						2.2																					
Mathematical ability	29	7	14						2.2																					
Public speaking ability	29	7	14						2.2																					
Self-confidence (intellectual)	29	7	14						2.2																					_
Self-understanding	29	7	14	21					2.2	2.3									2.13											
Risk-taking		7	14						2.2				1																	
Since entering this college, how has it been to:		8																												
Understand what your professors expect of you academically		8			1.2				2.2			2.5																	4.7	
Adjust to the academic demands of college		8			1.2						Ì	2.5		Ì									Ì						4.7	
Utilize campus services available to students		8								2.3	İ	Ì		İ					2.13				İ	3.5	3.6			4.2		
Develop close friendships with: students of a different racial/ethnic		8					1.5		2.2		Ī			İ					2.13				Ì							
Develop close friendships with: male students		8									Ì	1		Ì					2.13				Ì							
Develop close friendships with: female students		8										Ì		1					2.13				İ							
Develop effective study skills		8			1.2				2.2			2.5																		
Manage your time effectively		8	8		1.2				2.2			2.5																	4.7	_
Rate yourself on each of the following traits as compared with	30	9	16																											

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Ability to discuss and negotiate controversial issues	30	9	16	21			1.5		2.2						2.9		2.11													
Ability to see the world from someone else's perspective	30	9	16				1.5		2.2						2.9		2.11													
Openness to having my own views challenged	- 30	9	16				1.5		2.2						2.9		2.11													
Ability to work cooperatively with diverse people	30	9	16				1.5		2.2						2.9		2.11													_
Tolerance of others with different beliefs	- 30	9	16	21			1.5		2.2						2.9		2.11													
Since entering this college, how often have you:	28	10	5																											
Asked a teacher/professor for advice after class	28	10	5						2.2		2.4	2.5					2.11		2.13	3.1										
Tutored another student/college student	28	10	5						2.2	2.5					2.9		2.11		2.13											
Voted in a student election	28	10	5						2.2								2.11													
Performed community service as part of class	28	10	5						2.2	2.3		2.5			2.9															
Studied with other students	28	10	5						2.2	2.3	2.4	2.5	2.6																	
Come/came late to class	28	10	5							2.3	2.4	2.5	2.6																	
Been/was bored in class	28	10	5						2.2	2.3	2.4																			
Demonstrated for/against a cause	28	10	5						2.2																					
Been /was a guest in a professor's/teacher's home	28	10	5						2.2																					
Used the Internet for research or homework	28	10	5						2.2	2.3		2.5												3.5	3.6	3.7		4.2		
Smoked cigarettes	28	10	13														2.11													
Drank beer	28	10	13														2.11													
Drank wine or liquor	28	10	13														2.11													
Felt overwhelmed by all you/I had to do	28	10	13														2.11													
Felt depressed	28	10	13														2.11													
Performed volunteer work	28	10	13						2.2	2.3		2.5																		
Worked on a local, state, or national political campaign	28	10	13						2.2																					
Socialize/socialized with someone of another racial/ethnic group	28	10	18				1.5		2.2								2.11													
Attended a religious service	28	10															2.11		2.13											
Maintained a healthy diet		10										2.5					2.11													
Had adequate sleep		10										2.5					2.11													
Since entering this college, how much time have you spent	38	11	9																											
Attending classes/labs	- 38	11	9						2.2			2.5																		
Socializing with friends	- 38	11	9									2.5																		
Partying	- 38	11	9									2.5																		
Watching TV	38	11	9									2.5																		
Household/Housework childcare duties	38	11	9									2.5																		
Commuting	38	11	9									2.5																		
Online social networks (MySpace, Facebook, etc.)	38	11	9									2.5																		
Studying/homework	- 38	11	9							2.3																				
Talking with professor/teachers/faculty outside of class	38	11	9							2.3																				
Volunteer work	38	11	9							2.3																				
Working (for pay) off campus	38	11	9						2.2																					
Student clubs and groups	38	11	9						2.2																					
Exercising or sports	38	11	9														2.11													
Playing video/computer games	38											2.5																		

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Working (for pay) <u>on</u> campus		11	9						2.2																					
Please indicate the extent to which you agree or disagree with		12	15																											
There is a lot of racial tension on this campus		12	15	29			1.5				1		1				2.11													
I have felt discriminated against based on my: socio-economic status		12	15				1.5										2.11													
I have felt discriminated against based on my: religion		12	15				1.5										2.11													
I have felt discriminated against based on my: sexual orientation		12	15				1.5										2.11													
I see myself as part of the campus community		12	15				1.5										2.11													
I have felt discriminated against based on my: race/ethnicity		12	15				1.5																							
I have felt discriminated against based on my: gender		12	15				1.5																							
In class, I have heard faculty express stereotypes about racial/ethnic		12	15				1.5																							
I feel I am a member of this college		12	15				1.5																							
I feel a sense of belonging to this campus		12	15				1.5																							
Faculty here are interested/strongly interested in students' academic		12	15	29	1.2															3.1										
Most students here are treated like "numbers in a book"		12		26							2.4	2.5					2.11		2.13										4.7	
My college experiences have exposed me to diverse opinions,		12				1.4	1.5		2.2	2.3	2.4						2.11													
The admission/recruitment materials portrayed this campus		12						1.7			2.4						2.11													
I have been able to find a balance between academics and		12									2.4																			
In class, I have heard faculty express gender stereotypes		12					1.5																							
To what extent have you experienced the following with		13	18																											
Had meaningful and honest discussions about race/ethnic relations		13	18				1.5		2.2								2.11													
Dined or shared a meal		13	18				1.5										2.11													
Had guarded, cautious interactions		13	18				1.5										2.11													-
Had tense, somewhat hostile interactions		13	18				1.5										2.11													
Felt insulted or threatened because of your race/ethnicity		13	18				1.5										2.11													
Had intellectual discussions outside of class		13	18			1.4	1.5		2.2																					
Studied or prepared for class		13	18				1.5		2.2																					
Shared personal feelings and problems		13	18				1.5																							
Socialized or partied	43	13	18				1.5										2.11													
How often in the past year did you:	32	15	10	18																										
Seek solutions to problems and explain them to others	32	15	10	18					2.2	2.3	2.4	2.5	2.6		2.9														4.7	
Revise your papers to improve your writing	32	15	10	18					2.2	2.3	2.4	2.5	2.6		2.9														4.7	
Evaluate the quality or reliability of information you received	32	15	10	18					2.2	2.3	2.4	2.5	2.6		2.9														4.7	
Take a risk because you felt you had more to gain	32	15	10	18					2.2	2.3	2.4	2.5	2.6		2.9														4.7	
Seek alternative solutions to a problem	32	15	10	18					2.2	2.3	2.4	2.5	2.6		2.9														4.7	
Look up scientific research articles and resources	32	15	10	18					2.2	2.3	2.4	2.5	2.6		2.9														4.7	
Explore topics on your own, even though it was not required for a	32	15	10	18					2.2	2.3	2.4	2.5	2.6		2.9														4.7	
Accept mistakes as part of the learning process	32	15	10	18					2.2	2.3	2.4	2.5	2.6		2.9														4.7	
Integrate/integrated skills and knowledge from different sources	32	15	10	18					2.2	2.3	2.4	2.5	2.6		2.9														4.7	
Ask questions in class	32	15	10	18					2.2	2.3	2.4	2.5	2.6																4.7	
Seek feedback on your academic work.	32	15	10	18					2.2	2.3	2.4	2.5	2.6																4.7	
Take notes during class	32	15	10	18					2.2	2.3	2.4	2.5	2.6																4.7	
Work with other students on group projects	32		5						2.2	2.3	2.4	2.5	2.6																4.7	

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Support your opinions with a logical argument	32	15	10	18					2.2	2.3	2.4	2.5	2.6		2.9														4.7	
Where did you primarily live while attending college this past	12	16														2.10														
Residence hall	12	16														2.10														
Indicate the importance to you personally of each of the	42	17	19	20																										
Developing a meaningful philosophy of life	42	17	19	20					2.2								2.11													
Participating in a community action program	42	17	19	20					2.2								2.11													
Keeping up to date with political affairs	42	17	19	20					2.2								2.11													
Becoming a community leader	42	17	19	20					2.2								2.11													
Improving my understanding of other countries and cultures	42	17	19	20					2.2								2.11													
Adopting "green" practices to protect the environment	42	17	19	20					2.2								2.11													
Becoming an authority in my field	42	17	19	20					2.2	2.3																				
Influencing the political structure	42	17	19	20					2.2																					
Influencing social values	42	17	19	20					2.2																					
Helping others who are in difficulty	42	17	19	20					2.2																					
Making a theoretical contribution to science	42	17	19	- 20					2.2																					
Helping to promote racial understanding	42	17	19	20					2.2	2.3							2.11													
Becoming accomplished in one of the performing arts (acting,	42	17	19						2.2																					
Obtaining recognition from my colleagues for contributions to my	42	17	19						2.2																					
Writing original works (poems, novels, etc.)	42	17	19						2.2																					
Creating artistic works (painting, sculpture, etc)	42	17	19						2.2																					
Becoming successful in a business of my own	42	17	19						2.2																					
Becoming involved in programs to clean up the environment	42	17	19						2.2																					
Engaging with members of my own racial/ethnic group		17															2.11													
Please rate your satisfaction with this institution on each of the		18	12																											
Amount of contact with faculty		18	12																	3.1					3.6				4.7	4.8
Overall college experience		18	12		1.2					2.3		2.5												3.5						4.8
Overall quality of instruction		18	12		1.2				2.2	2.3																				4.8
Relevance of coursework to everyday life		18	12		1.2																									4.8
Relevance of coursework to future career plans		18	12		1.2																									4.8
Overall sense of community among students		18	12														2.11		2.13						3.6					
Class size		18	12																2.13						3.6					
Availability of campus social activities		18	12														2.11								3.6					
Racial/ethnic diversity of student body		18	12				1.5																							
Respect for the expression of diverse beliefs		18	12	26	1.2												2.11													
Interaction with other students		18															2.11								3.6					
Your social life		18															2.11		2.13											
Racial/ethnic diversity of faculty		18					1.5																							
What is your overall grade average (as of your most recently	7	19	31								2.4	2.5				2.10														
Since entering this college have you:		20	5																											
Participated in student government	43	20	6						2.2	2.3							2.11		2.13					3.5						
Played club, intramural, or recreational sports	43	20	6							2.3							2.11		2.13					3.5						
Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	43	20	6							2.3							2.11		2.13					3.5				\square	\square	

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Had a roommate of a different race/ethnicity	43	20	6				1.5		2.2								2.11		2.13									\square		
Participated in student groups/clubs	43	20	6						2.2										2.13									\square		
Held a full-time job during an academic term	43	20	6	İ								2.5				2.10							1							
Participated in volunteer or community service work	43	20							2.2	2.3						2.10	2.11		2.13					3.5				\square		
Sought personal counseling	43	20															2.11		2.13								\square	\square		
Decided to pursue a different major	43	20										2.5															\square	\square		
Changed your career choice	43	20										2.5															\square	\square		
Joined a social fraternity or sorority	43	20	6									2.5					2.11		2.13					3.5			\square	\square		
Failed one or more courses		20	6														2.11		2.13											
Participated in an academic support program		20	6						2.2			2.5					2.11													
Participated in leadership training		20	6						2.2	2.3							2.11													
Enrolled in an honors or advanced course		20	6				1.5		2.2	2.3		2.5				2.10														
Enrolled in a remedial or developmental course		20	6				1.5		2.2	2.3		2.5				2.10														
Strengthened your religious beliefs/convictions		20								2.3									2.13											
Enrolled in a formal program where a group of students take two or		20							2.2	2.3		2.5					2.11													
Taken a course or first-year seminar designed to: Help students		20							2.2	2.3		2.5																		
Taken a course or first-year seminar designed to: Connect faculty		20							2.2	2.3		2.5																		
Taken a course or first-year seminar designed to: Help students		20							2.2	2.3		2.5																		
Remained undecided about a major		20										2.5																		
Since entering this college, indicate how often you:		21	5																											
Fell asleep in class	28	21	5										2.6															\Box		
Failed to complete homework on time	28	21	5									2.5																		
Skipped school/class	28	21								2.3		2.5																		
Worked on a professor's research project	43	21	5	10					2.2	2.3	2.4				2.9		2.11							3.5				\Box		
Discussed course content with students outside of class	43	21	5						2.2		2.4																			
Made a presentation in class		21	5						2.2	2.3	2.4	2.5							2.13						3.6					
Accessed your campus' library resources electronically		21	5																2.13						3.6					
Had difficulty getting the courses you need		21	5																2.13	3.1										
Communicated regularly with your professors		21	5						2.2	2.3	2.4	2.5																		
Worked with classmates on group projects: during class		21	5						2.2		2.4	2.5																		
Worked with classmates on group projects: outside of class		21	5						2.2		2.4	2.5																\Box		
Contributed to class discussions		21	5						2.2		2.4	2.5																\Box		
Fell asleep in class	28	21	5								2.4	2.5	2.6																	
Used the library for research or homework			5							2.3		2.5							2.13						3.6					
Took a class that required: One or more 10+ page papers			5						2.2	2.3	2.4	2.5																\Box		
Took a class that required: Multiple short papers			5						2.2	2.3	2.4	2.5																		
Completed a culminating experience for your degree (e.g., capstone			6	10					2.2		2.4	2.5																		
Received from your professor: advice or guidance about your		21	20						2.2	2.3	2.4									3.1								4.2		
Received from your professor: negative feedback about your		21	20						2.2			2.5																		
Received from your professor: emotional support or encouragement		21	20						2.2																					
Met with academic advisors to select courses		21							2.2			2.5							2.13	3.1										
Received advice/counseling from another student		21							2.2			2.5							2.13	3.1										

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Went home for the weekend		21										2.5					2.11		2.13											
Had difficulty getting along with your roommate(s)/housemate(s)		21															2.11	2.12												
Applied concepts from courses to everyday life		21							2.2	2.3		2.5	2.6		2.9								1							
Turned in course assignment(s) late		21							2.2	2.3	2.4	2.5																		
Received tutoring		21							2.2			2.5																		
If you could make your college choice over, would you still		22	29	25	1.2																									
Definitely yes		22	29		1.2																									
Probably yes		22	29		1.2																									
Probably not		22	29		1.2																									
Definitely not		22	29		1.2																									
Not sure yet		22	29		1.2																									
What do you think you will be doing in Fall 2010?		23	25													2.10														
Attending your current (or most recent) institution		23	25													2.10														
Attending another institution		23	25													2.10														
Don't know/have not decided yet		23														2.10														
Not attending any institution		23														2.10														
Are you currently a full-time or part-time student?	5	24	3													2.10														
Full-time	5	24	3													2.10														
Part-time	5	24	3													2.10														
Not enrolled		24	3													2.10														
Did you transfer into this institution from another		25	6													2.10														
What year did you first enter: [Response Choices: This college,		26	2													2.10														
Your sex:	1	27	34	40												2.10														
Is English your native language?	3	28		41												2.10														
Are you:	34	29	33	42												2.10														
White/Caucasian	34	29	33	42												2.10														
African American/Black	34	29	33	42												2.10														
American Indian/Alaska Native	34	29	33	42												2.10														
Asian American/Asian	34	29	33	42												2.10														
Native Hawaiian/Pacific Islander	34	29	33	42												2.10														
Mexican American/Chicano	34	29	33	42												2.10														
Puerto Rican	34	29	33	42												2.10														
Other Latino	34	29	33	42												2.10														
Other	34	29	33	42												2.10														
How old will you be on December 31 of this year?	2															2.10														
In what year did you graduate from high school?	4															2.10														
How many miles is this college from your permanent home?	6															2.10														
What were your scores on the SAT I and/or ACT?	8															2.10														
From what kind of high school did you graduate?	9															2.10														
Public school (<u>not</u> charter or magnet)	9															2.10														
Public charter school	9								1		Í	1				2.10							Ī							
Public magnet school	9										1					2.10														

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Private religious/parochial school	9															2.10														
Private independent college-prep school	9															2.10														
Home school	9															2.10														
Prior to this term, have you ever taken courses for credit at this	10															2.10														
Since leaving high school, have you ever taken courses,	11															2.10														
Yes	11																													
To how many colleges other than this one did you apply for	13															2.10														
Were you accepted by your first choice college?	14															2.10														
Is this college your:	15															2.10														
First choice?	15															2.10												1		
Second choice?	15															2.10												1		
Third choice?	15															2.10												1		
Less than third choice?	15															2.10												1		
Citizenship status:	16			23												2.10														
U.S. citizen	16			23												2.10												1		
Permanent resident (green card)	16															2.10												1		
Neither	16															2.10												1		
Do you currently have veteran status with the US Armed	17		35													2.10														
Are your parents:	18															2.10														
Both alive and living with each other?	18															2.10												1		
Both alive, divorced or living apart?	18															2.10												1		
One or both deceased?	18															2.10												1		
During high school (grades 9-12) how many years did you	19										2.4	2.5				2.10														
English	19										2.4	2.5				2.10												1		
Mathematics	19										2.4	2.5				2.10												1		
Foreign Language	19										2.4	2.5				2.10														
Physical Science	19										2.4	2.5				2.10												1		
Biological Science	19										2.4	2.5				2.10														
History/Am. Gov't.	19										2.4	2.5				2.10														
Computer Science	19										2.4	2.5				2.10														
Arts and/or Music	19										2.4	2.5				2.10														
Do you have any of the following disabilities or medical	- 20															2.10														
Learning disability (dyslexia, etc.)	20															2.10														
Attention-deficit/hyperactivity disorder (ADHD)	- 20															2.10														
Physical disability (speech, sight, mobility, hearing, etc.)	- 20															2.10												L		
Chronic illness (cancer, diabetes, autoimmune disorders, etc.)	- 20															2.10														
Psychological disorder (depression, etc.)	20															2.10														
Other	- 20															2.10														
What is the highest academic degree that you intend to obtain?	21		17									2.5				2.10														
None	21		17									2.5				2.10														
Vocational certificate	21		17									2.5				2.10														
Associate (A.A. or equivalent)	21		17									2.5				2.10														

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Bachelor's degree (B.A., B.S., etc.)	21		17									2.5				2.10														
Master's degree (M.A., M.S., etc.)	21		17									2.5				2.10														
Ph.D. or Ed.D.	21		17									2.5				2.10														
M.D., D.O., D.D.S., or D.V.M.	21		17									2.5				2.10														
J.D. (Law)	21		17									2.5				2.10														
B.D. or M.DIV. (Divinity)	21		17									2.5				2.10														
Other	21		17									2.5				2.10														
How would you describe the racial composition of the high	22															2.10														
High school I last attended	22															2.10														
Neighborhood where I grew up	22															2.10														
What is your best estimate of your parents' total income last	24											2.5				2.10														
Current religious preference:	26		32													2.10														
Response categories: Yours, Father's, Mother's	26		32													2.10														
Baptist	26		32													2.10														
Buddhist	- 26		32													2.10														
Church of Christ	26		32													2.10														
Eastern Orthodox	26		32													2.10														
Episcopalian	26		32													2.10														
Hindu	26		32													2.10														
Jewish	26		32													2.10														
LDS (Mormon)	26		32													2.10														
Lutheran	26		32													2.10														
Methodist	26		32													2.10														
Muslim	26		32													2.10														
Presbyterian	26		32													2.10														
Quaker	26		32													2.10														
Roman Catholic	26		32													2.10														
Seventh Day Adventist	26		32													2.10														
United Church of Christ/Congregational	26		32													2.10														
Other Christian	26		32													2.10														
Other Religion	26		32													2.10														
None	26		32													2.10														
Do you consider yourself:	27															2.10														
Response categories: Yes, No	27															2.10														
Born-Again Christian	27															2.10														
Evangelical	27															2.10														
In deciding to go to college, how important to you was each of	37																													
To gain a general education and appreciation of ideas	37								2.2	2.3		2.5																		
To make me a more cultured person	37								2.2	2.3																				
To learn more about things that interest me	37								2.2	2.3																				
To prepare myself for graduate or professional school	37			21																										
Playing video/computer games	38											2.5																	\Box	

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Below are some reasons that might have influenced your	39																													
This college has a very good academic reputation	39								2.2	2.3																				
This college's graduates gain admission to top graduate/professional	39								2.2	2.3																				
This college's graduates get good jobs	39								2.2	2.3	1																			
This college has a good reputation for its social activities	39								2.2																					
I was admitted through an Early Action or Early Decision program	39															2.10														
What is your best guess as to the chances that you will:	43																													
Socialize with someone of another racial/ethnic group	43										1						2.11													
Preparedness for employment after college			1	21					2.2			2.5							2.13											
Preparedness for graduate or advanced education			1	21					2.2			2.5																		
Ability to manage your time effectively			1						2.2	2.3	1	2.5					2.11		2.13											
Ability to get along with people of different races/cultures			1						2.2	2.3		2.5					2.11													
Interpersonal skills			1						2.2			2.5																		
Foreign language ability			1						2.2	2.3																				
Please indicate your enrollment status below:			3													2.10														
Full-time undergraduate			3								1					2.10														
Part-time undergraduate			3													2.10														
Not enrolled			3								Î					2.10														
Expected Graduation Date:			4													2.10														
Mark your undergraduate and graduate major:			7													2.10														
Undergraduate primary major			7								1					2.10														
Undergraduate secondary major (omit if you do not have a			7								1					2.10														
Graduate major (omit if you do not plan to go to graduate school)			7													2.10														
Humanities courses			11									2.5																		
Science and mathematics courses			11									2.5																		
Social science courses			11								1	2.5																		
Ability to find a faculty or staff mentor			12								2.4																		4.7	
I have been singled out because of my race/ethnicity			15				1.5										2.11													
Integrating spirituality into my life			19	20					2.2	2.3							2.11													
How often have professors at your college provided you with:			20																											
An opportunity to publish			20						2.2		2.4	2.5																	4.7	
An opportunity to apply classroom learning to "real-life" issues			20						2.2	2.3	2.4																		4.7	
An opportunity to work on a research project			20							2.3	1																		4.7	
Help in achieving your professional goals			20						2.2	2.3	2.4						2.11		2.13	3.1								i T		
A letter of recommendation			20							2.3																				
Feedback on your academic work (outside of grades)			20						2.2	2.3	2.4	2.5	2.6							3.1									4.7	
What do you plan to be doing in fall 2010?			25																											
Participating in an organization like the Peace Corps,			25						2.2		2.4					2.10														
Attending undergraduate college full-time			25			1					1					2.10							Ī							
Attending undergraduate college part-time			25								Ī					2.10							1							
Working full-time			25			İ –					Ī					2.10							Ī							
Working part-time			25			l					Ī					2.10						1	Ì							

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Participating in a community service organization			25													2.10														
Participating in a post-baccalaureate program			25						2.2		2.4					2.10														
Serving in the Armed Forces			25													2.10														
Attending a vocational training program			25													2.10														
Traveling			25													2.10														
Doing volunteer work			25													2.10														
Staying at home to be with or start a family			25													2.10														
No current plans			25													2.10														
Attending graduate/professional school			25						2.2		2.4					2.10														
If you are planning on being employed after graduation, which			26																											
Looking, but no offers yet			26													2.10														
Received an offer for a position, but declined			26													2.10														
Currently considering an offer			26													2.10														
Accepted an offer of employment			26													2.10														
Not planning on employment this fall			26													2.10														
Not actively looking for a position			26													2.10														
If you are planning to attend graduate or professional school,			27																											
Accepted and deferred admission until a later date			27													2.10														
Placed on waiting list, no acceptances			27													2.10														
Still awaiting responses, no acceptances			27													2.10														
Will be applying this coming fall			27													2.10														
Not applying this fall, but might apply at a future date			27													2.10														
No plans to apply to school now or in the future			27													2.10														
Accepted and will be attending in the fall			27													2.10														
What is your principal activity in your current position at this				1																										
Administration				1																3.1										
Teaching				1																3.1										
Research				1																3.1										
Services to clients and patients				1																3.1										
Other				1																3.1										
Are you considered a full-time employee of your institution for				2																3.1										
If given a choice I would prefer to work full time at this				2.a																	3.2									
Have you ever sought a full-time teaching position at this or				2.b																	3.2									
My full-time professional career is outside academia				2.d																3.1										
Mark all institutional resources available to you in your last				2.e																	3.2									
Use of a private office				2.e																	3.2									
Shared office space				2.e																	3.2									
A personal computer				2.e																	3.2									
An email account				2.e																	3.2									
A phone/voicemail				2.e																	3.2									
Please indicate your agreement with the following statements:				2.f																	3.2		3.4							
Part-time instructors at this institution: Are given specific training				2.f																			3.4							

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Part-time instructors at this institution: Receive respect from				2.f																			3.4							
Part-time instructors at this institution: Have access to support				2.f																			3.4							
Part-time instructors at this institution: Have good working				2.f																	3.2									
Part-time instructors at this institution: Are respected by full-time				2.f																	3.2									_
What is your present academic rank?				3																3.1										
Professor				3							1									3.1										
Associate Professor				3																3.1										
Assistant Professor				3							1									3.1										
Lecturer				3																3.1										
Instructor				3																3.1										
Other				3																3.1										
What is your tenure status at this institution?				4																3.1										
Tenured				4																3.1										
On tenure track, but not tenured				4																3.1										
Not on tenure track, but institution has tenure system				4																3.1										
Institution has no tenure system				4																3.1										
Are you currently serving in an administrative position as:				5																3.1										
Department chair				5																3.1										
Dean (Associate or Assistant)				5																3.1										
President				5																3.1										
Vice-President				5																3.1										
Provost				5																3.1										
Other				5																3.1										
Not applicable				5																3.1										
On the following list, please mark one in each column.				6																3.1										
Highest Degree Earned				6																3.1										
Degree Currently Working On				6																3.1										
Personally, how important to you is:				9																										
Teaching				9										2.8								3.3								
Service				9										2.8								3.3								
Research				9										2.8								3.3								
During the past two years, have you engaged in any of the				10																										
Participated in a teaching enhancement workshop				10																			3.4							
Worked with undergraduates on a research project				10					2.2													3.3								
Taught an honors course				10			1.5															3.3								
Conducted research or writing focused on: international/global				10																		3.3								
Conducted research or writing focused on: racial or ethnic				10																		3.3								
Conducted research or writing focused on: women and gender				10																		3.3								
Engaged undergraduates on your research project				10																		3.3								
Published op-ed pieces or editorials				10																3.1	3.2									
Received funding for your work from: foundations				10																3.1	3.2									
Received funding for your work from: state or federal government				10																3.1	3.2									

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Received funding for your work from: business or industry				10																3.1	3.2									
Taught an interdisciplinary course				10			1.5																							
Taught an ethnic studies course				10			1.5																							
Taught a women's studies course				10			1.5																							
Taught a service learning course				10			1.5																							
Advised student groups involved in service/volunteer work				10			1.5																							
Collaborated with the local community in research/teaching				10			1.5																							
Engaged in academic research that spans multiple disciplines				10			1.5																							
Taught a seminar for first-year students				10			1.5																							
Taught a capstone course				10			1.5																							
Taught in a learning community (e.g. FIG, linked courses)				10			1.5																							
Supervised an undergraduate thesis				10			1.5																							
Taught an exclusively web-based course at this institution				10			1.5																3.4							
Including all institutions at which you teach, how many				11			1.5													3.1										
How many students are enrolled in these courses? (Nested)				11																3.1										
Course 1:				11																3.1										
Course 2:				11																3.1										
Etc. (depending on answer given in #)				11																3.1										
Does this course have a teaching/lab assistant or				11b																3.1										
Do you teach remedial/developmental skills in any of the				12			1.5												2.13			3.3								
Teach remedial reading				12			1.5												2.13			3.3								
Teach remedial writing				12			1.5												2.13			3.3								
Teach remedial mathematics				12			1.5												2.13			3.3								
Teach remedial ESL				12			1.5												2.13			3.3								
Teach remedial general academic skills				12			1.5												2.13			3.3								
Teach remedial other subject areas				12			1.5												2.13			3.3								
During the past two years, have you engaged in any of the				13																	3.2		3.4				3.11			
Paid workshops outside of the institution focused on teaching				13																	3.2		3.4				3.11			
Paid sabbatical leave				13																	3.2		3.4				3.11			
Travel funds paid by the institution				13																	3.2		3.4				3.11			
Internal grants for research				13																	3.2		3.4				3.11			
Training for administrative leadership				13																	3.2		3.4				3.11			
Received incentives to develop new courses				13																	3.2		3.4				3.11			
Received incentives to integrate technology into your classroom				13																	3.2		3.4				3.11			
How many of the following have you published?				14																										
Chapters in edited volumes				14										2.8						3.1	3.2									
Books, manuals, or monographs				14										2.8						3.1	3.2									
Reviews of books, articles, or creative works				14										2.8						3.1	3.2								\Box	
Other, such as patents, or computer software products				14										2.8						3.1	3.2									
Articles in academic or professional journals				14										2.8						3.1	3.2								\Box	
How many exhibitions or performances in the fine or applied				15										2.8						3.1	3.2									
How many of your professional writings have been published				16										2.8						3.1	3.2									

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Please indicate the extent to which you:				17																										
Mentor new faculty				17									1										3.4							
In how many of the courses that you teach do you use each of				19																										
Essay exams				19					2.2			2.5	2.6																4.7	
Short-answer exams				19					2.2			2.5	2.6																4.7	
Quizzes				19					2.2			2.5	2.6																4.7	
Weekly essay assignments				19					2.2			2.5	2.6																4.7	
Student presentations				19					2.2			2.5	2.6																4.7	
Term/research papers				19					2.2			2.5	2.6																4.7	
Student evaluations of each others' work				19					2.2			2.5	2.6																4.7	
Grading on a curve				19					2.2			2.5	2.6																4.7	
Competency-based grading				19					2.2			2.5	2.6																4.7	
Class discussions				19					2.2			2.5	2.6																4.7	
Cooperative learning (small groups)				19					2.2			2.5	2.6																4.7	
Experiential learning/field studies				19					2.2			2.5	2.6																4.7	
Recitals/demonstrations				19					2.2			2.5	2.6																4.7	
Group projects				19					2.2			2.5	2.6																4.7	
Extensive lecturing				19					2.2			2.5	2.6																4.7	
Multiple drafts of written work				19					2.2			2.5	2.6																4.7	
Student-selected topics for course content				19					2.2			2.5	2.6																4.7	
Reflective writing/journaling				19					2.2			2.5	2.6																4.7	
Community service as part of coursework				19					2.2			2.5	2.6																4.7	
Electronic quizzes with immediate feedback in class				19					2.2			2.5	2.6															i T	4.7	
Using real-life problems				19					2.2			2.5	2.6																4.7	
Using student inquiry to drive learning				19					2.2			2.5	2.6																4.7	
Multiple-choice exams				19					2.2			2.5	2.6																4.7	
Indicate the importance to you personally of each of the				20																										
Develop ability to think critically				20																										
Mentoring the next generation of scholars				20																										
Indicate the importance to you of each of the following				21																										
Prepare students for employment after college				21					2.2	2.3	2.4	2.5	2.6																	
Prepare students for graduate or advanced education				21					2.2	2.3	2.4	2.5	2.6																	
Develop moral character				21					2.2	2.3	2.4	2.5	2.6																	
Provide for students' emotional development				21					2.2	2.3	2.4	2.5	2.6																	
Teach students the classic works of Western civilization				21					2.2	2.3	2.4	2.5	2.6																	
Help students develop personal values				21					2.2	2.3	2.4	2.5	2.6																	
Enhance students' self-understanding				21					2.2	2.3	2.4	2.5	2.6																	
Instill in students a commitment to community service				21					2.2	2.3	2.4	2.5	2.6																	
Enhance students' knowledge of and appreciation for other				21					2.2	2.3	2.4	2.5	2.6																	
Help master knowledge in a discipline				21					2.2	2.3	2.4	2.5	2.6																	
Develop creative capacities				21					2.2	2.3	2.4	2.5	2.6																	
Instill a basic appreciation of the liberal arts				21					2.2	2.3	2.4	2.5	2.6																	

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Promote ability to write effectively				21					2.2	2.3	2.4	2.5	2.6																	
Help students evaluate the quality and reliability of information				21					2.2	2.3	2.4	2.5	2.6																	
Engage students in civil discourse around controversial issues				21					2.2	2.3	2.4	2.5	2.6																	
Teach students tolerance and respect for different beliefs				21					2.2	2.3	2.4	2.5	2.6																	
Encourage students to become agents of social change				21					2.2	2.3	2.4	2.5	2.6																	
Develop ability to think critically				21					2.2	2.3	2.4	2.5	2.6																	
During the present term, how many hours per week on				22																										
Research and scholarly writing				22										2.8								3.3								
Other creative products/performances				22										2.8								3.3								
Advising and counseling of students				22					2.2	2.3																			4.7	
For each of the following items, please mark either Yes or No:				23																										
Do you use your scholarship to address local community needs				23											2.9															
Have you been sexually harassed at this institution				23			1.5																							
Have you ever received an award for outstanding teaching				23										2.8									3.4							
During the past two years, have you?				24																										
Requested/sought an early promotion				24																		3.3								
Indicate how well each of the following describes your college				26																										
Administrators consider faculty concerns when making policy				26																							3.11			
The administration is open about its policies				26																							3.11			
Faculty are rewarded for their efforts to use instructional technology				26										2.8									3.4							
It is easy for students to see faculty outside of regular office hours				26					2.2		2.4	2.5					2.11	2.12												
Faculty here respect each other				26		1.4																								
The faculty are typically at odds with campus administration				26																							3.11			
Please indicate the extent to which each of the following has				27																		3.3								
Review/promotion process				27			1.5																							
How satisfied are you with the following aspects of your job?				28																										
Freedom to determine course content				28		1.4																					3.11			
Teaching load				28																		3.3								
Professional relationships with other faculty				28																		3.3								
Competency of colleagues				28																		3.3								
Autonomy and independence				28		1.4																					3.11			
Below are some statements about your college or university.				29																										
Faculty are sufficiently involved in campus decision making				29																							3.11			
There is adequate support for faculty development				29																			3.4							
My research is valued by faculty in my department				29																		3.3								
My teaching is valued by faculty in my department				29																		3.3								
This institution takes responsibility for educating underprepared				29																		3.3								
The criteria for advancement and promotion decisions are clear				29																		3.3								
Racial and ethnic diversity should be more strongly reflected in the				29			1.5														3.2									
This institution should hire more faculty of color				29			1.5														3.2									
This institution should hire more women faculty				29			1.5														3.2									
Most of the students I teach lack the basic skills for college level				29			1.5														3.2									

ITEM	TFS	YFCY	CSS	FAC	1.2	1.4	1.5	1.7	2.2	2.3	2.4	2.5	2.6	2.8	2.9	2.10	2.11	2.12	2.13	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.11	4.2	4.7	4.8
Faculty are committed to the welfare of this institution				29																	3.2									
Student Affairs staff have the support and respect of faculty				29							2.4																			
Faculty feel that most students are well-prepared academically				29			1.5																							
There is a lot of campus racial conflict here				29			1.5					1																		
Faculty of color are treated fairly here				29			1.5																					1		
Women faculty are treated fairly here				29			1.5																					1		
Gay and lesbian faculty are treated fairly here				29			1.5																					1		
Faculty are interested in students' personal problems				29							2.4																	4.2	4.7	
To create a diverse multi-cultural campus environment				30			1.5														3.2							1		
To increase the representation of minorities in the faculty and				30			1.5														3.2							1		
To increase the representation of women in the faculty and				30			1.5														3.2							1		
To develop an appreciation for multiculturalism				30			1.5														3.2							1		
To promote the intellectual development of students				30					2.2																			1		
To facilitate student involvement in community service				30					2.2																			1		
To help students learn how to bring about change in society				30					2.2																			1		
To hire faculty "stars"				30			1.5																					1		
To recruit more minority students				30			1.5																					1		
To promote gender equity among faculty				30			1.5																							
To create and sustain partnerships with surrounding communities				30			1.5																					1		
To strengthen links with the for-profit, corporate sector				30			1.5																					1		
Please indicate your agreement with each of the following				31																										
Realistically, an individual can do little to bring about changes in				31					2.2																					
Colleges should be concerned with facilitating undergraduate				31					2.2																					
Colleges have a responsibility to work with their surrounding				31					2.2																			1		
Promoting diversity leads to the admission of too many				31			1.5																							
A racially/ethnically diverse student body enhances the educational				31			1.5																					1		
Colleges should prohibit racist/sexist speech on campus				31			1.5																					1		
This institution should not offer remedial/developmental education				31			1.5																					1		
Colleges should be actively involved in solving social problems				31					2.2																					
Please use the drop down menus to select the most				36																3.1										
Major of highest degree held				36																3.1										
Department of current faculty appointment				36																3.1										