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

Accreditation Guide: North Central Higher Learning Commission-North Central Association (HLC-NCA)

2011 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*. San Francisco, CA: Jossey-Bass.

For more than 40 years, CIRP surveys have helped institutions understand and demonstrate the impact of college, particularly the impact of student involvement and the college environment. Part of our mission is to provide tools and resources to help institutions use data, and we hear from our users about the importance of CIRP survey results in accreditation. This accreditation guide offers suggestions on the benefits of using CIRP surveys in this process.

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

How Can CIRP Surveys be Useful in HLC-NCA Accreditation?

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

- CIRP surveys are comprehensive instruments that provide information on aspects of a broad range of curricular and co-curricular experiences that may be of interest for accreditation

purposes. They do not just focus on one topic, but allow for assessment of multiple issues as well as the ability to connect across issues.

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

The commission is in the midst of a Criteria Revision Initiative, aiming to provide context and explication for the criteria as well as highlighting core values of the commission. The revised criteria will be effective January 1, 2013. This document continues to reference the current criteria, and an updated document using the new criteria will be available in 2012.

Using CIRP Surveys as Evidence in HLC-NCA Criteria

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

In preparing this guide, CIRP staff, working in conjunction with colleges and universities in the North Central region, reviewed HLC Criteria and aligned CIRP survey items that closely corresponded. The goal is to facilitate the use of data and CIRP survey results not only as evidence for accreditation processes, but as one 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 HLC Criteria. 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 HLC Criteria provides an opportunity for discussion about what the results mean on campus, what other evidence can be brought to bear, and what additional information is necessary to further improvement efforts as the institution plans for the future. Both individual survey items and CIRP Constructs can be used to demonstrate and document institutional effectiveness efforts on campus. When they are presented in context with additional measures of student learning, such as portfolios of student or and results from student focus groups or interviews, these results will be most meaningful to your campus improvement efforts and most persuasive to a visiting team in demonstrating a sustained commitment to student learning.

HLC-NCA Standards for Accreditation
The Program to Evaluate and Advance Quality (PEAQ) is HLC's formal accreditation process. It is comprised of a self-study, peer review, and assessment of institutional effectiveness. The Academic Quality Improvement Program (AQIP) is a process for institutions already accredited. Both PEAQ and AQIP rely on the same set of standards. There are three Criteria where CIRP survey results are most

relevant. Because Criteria are broad-based, which items or CIRP constructs an institution uses 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 those Criteria.

Criterion Two: Preparing for the Future. CIRP survey participation and results can be used as evidence of systematic assessment and evaluation processes in Component 2C "The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement"

Criterion Three: Student Learning and Effective Teaching.   CIRP surveys pay considerable attention to student learning outcomes, and the learning environment. There are many individual items as well as CIRP constructs (e.g. Habits of Mind, Academic Self-Concept, Faculty Interaction, Positive and Negative Cross-Racial Interaction) which may provide evidence to support multiple sub-components within this criterion.

Criterion Four: Acquisition, Discovery, and Application of Knowledge As CIRP surveys focus on comprehensive student development, numerous items from the survey as well as CIRP Constructs (e.g., Civic Awareness, Social Agency, Pluralistic Orientation, Likelihood of College Involvement) may be used to substantiate multiple sub-components within this criterion.

Academic Quality Improvement Program (AQIP)
Within the processes and activities required by AQIP, institutions can demonstrate that they are assessing their impact on the student experience by participating in CIRP surveys and by using the results as evidence to respond to the Process (P), Results (R), and Improvement (I) components of the nine categories.

Category One: Helping Students Learn. Since HLC-NCA asks for at least one action project, institutions can use CIRP surveys as a tool that measures the student experience, provides results that show areas of strength and opportunity, and enables the institution to engage in evidence based discussions of student experiences, institutional priorities, and instructional practices. Numerous items and constructs may be mapped to this category.

Category Three: Understanding Students and other Stakeholders. This category revolves around how institutions come to understand student and other stakeholder needs. CIRP survey results may be used as evidence of efforts to understand, improve and monitor student satisfaction. The HERI Faculty Survey (done every 3 years) provides complementary information from the perspective of faculty members.

Category Five: Leading and Communicating. Participation in CIRP survey results can be used by institutional leaders to establish that they are tracking results over time and against institutional goals within the appropriate planning and decision-making processes.

Category Six: Supporting Institutional Operations. A number of CIRP items and CIRP constructs (e.g., Sense of Belonging, Pluralistic Orientation, Positive and Negative Cross-Racial Interaction, Student-Faulty Interaction) relate to students' perception of the campus environment.

Category Seven: Measuring Effectiveness. CIRP survey results are an important indicator of the assessment of institutional performance. Institutions can document instances where results are

disseminated, discussed, and used in institutional decision-making at the course, department and institutional level.

Category Eight: Planning Continuous Improvement. CIRP survey results can be used as evidence of both short and long term engagement in continuous improvement processes, and within a Systems Portfolio as an example of intentional and ongoing improvement activity.

CIRP in HLC-NCA Timelines

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

- Self-Study
- Both Off-and On-site Peer Review
- Quality Initiative Plan
- Response to a decision by HLC-NCA 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 three years preceding a self-study gives an institution ample time to analyze, interpret and disseminate results for the broad-based institutional process required as part of the PEAQ or AQIP process. This also allows an institution to follow up at appropriate times to demonstrate whether actions and programs are having their intended effect.

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

Each institution will establish their own timeline to meet its own accreditation needs. Some schools administer CIRP surveys in a rotation with other institutional or other types of measures. A planned and intentional administration of surveys maximizes the utility of the results for accreditation.

In a longer accreditation cycle, it may be wise to administer CIRP surveys more than once. In the first years of a self-study, CIRP Surveys can help an institution determine where to focus attention. After examining results and implementing campus improvement plans, longitudinal follow-up with relevant CIRP surveys will allow the institution to determine the impact of changes. This allows the institution enough time for additional evidence gathering, linking of survey results with direct measures of assessment, and perhaps additional adjustments to institutional priorities.

Looking Ahead: CIRP Surveys and the Pathways Project

HLC has proposed a new model for continued accreditation, the open pathway. As this project develops we are working to provide continued support to institutions. The project proposes to separate continued

accreditation processes into two processes the Assurance Process and the Improvement Process. Results from CIRP surveys have a role in both processes.

In the Assurance Process, CIRP results may contribute to the Annual Institutional Data Update or the Evidence File the institution prepares for its Assurance Reviews.

In the Improvement Process, an institution designs a Quality Initiative to suit its own needs and priorities. Results from CIRP surveys may help an institution determine an appropriate focus for the Quality Initiative, Establish baseline expectations, and delineate expected outcomes as a result of launching the Quality Initiative on campus. Finally, CIRP results may be used as evidence of the effectiveness of the Quality Initiative.

HLC Criterion One: Mission and Integrity

Criterion One: Mission and Integrity: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Criteria Sub-component	Item Description	Question Placement				
		TFS	**YFCY**	**DLE**	**CSS**	**FAC**
1A: The organization's mission documents are clear and articulate publicly the organization's commitments.	The admission/recruitment materials portrayed this campus accurately		13			
	This college has a very good academic reputation	38				
	This college's graduates gain admission to top graduate/professional schools	38				
	This college's graduates get good jobs	38				
	I was attracted by the religious affiliation/orientation of the college	38				
	This college: Promotes the appreciation of cultural differences			7		
	1A CIRP Constructs: College Reputation Orientation					
Criteria Sub-component	**Item description**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
1B: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.	This college: Accurately reflects the diversity of its student body in publications (e.g., brochures, website)			7		
Criteria Sub-component	**Item description**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
1C: Understanding of and support for the mission pervade the organization.						
Criteria Sub-component	**Item description**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
1D: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.	The faculty are typically at odds with campus administration					26
	Faculty here respect each other					26
	Administrators consider faculty concerns when making policy					26
	The administration is open about its policies					26
	Departmental leadership					28
	Student Affairs staff have the support and respect of faculty					29
	Faculty are committed to the welfare of this institution					29
	Faculty are sufficiently involved in campus decision making					29
	The criteria for advancement and promotion decisions are clear					29
Criteria Sub-component	**Item description**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
1E: The organization upholds and protects its integrity.						

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

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

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

NOTES:

HLC Criterion Two: Preparing for the Future

Criterion Two: Preparing for the Future: The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

		Question Placement				
Criteria Sub-component	**Item Description**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2A: The organization realistically prepares for a future shared by multiple societal and economic trends.						
Criteria Sub-component	**Item description**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.						
Criteria Sub-component	**Item description**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2C: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.						
Criteria Sub-component	**Item description**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.						

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NOTES:

HLC Criterion Three: Student Learning and Effective Teaching

Criterion Three: Student Learning and Effective Teaching: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
3A: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.	Perceived growth: Knowledge of people from difference races/cultures		1		1	
	Perceived growth: Understanding of global issues		1		1	
	Perceived growth: Understanding of national issues		1		1	
	Perceived growth: Understanding of the problems facing your community		1		1	
	Perceived growth: Critical thinking skills		1		1	
	Perceived growth: General knowledge		1		1	
	Perceived growth: Knowledge of a particular field or discipline		1		1	
	Perceived growth: Leadership ability (abilities)		1		1	
	Perceived growth: Problem-solving skills		1		1	
	Perceived growth: Ability to conduct research		1			
	Perceived growth: Ability to work as part of a team		1			
	Perceived growth: Foreign language ability				1	
	Perceived growth: Interpersonal skills				1	
	Perceived growth: Preparedness for employment after college				1	
	Perceived growth: Preparedness for graduate or advanced education				1	
	Rate yourself: Academic ability	28	7	15	16	
	Rate yourself: Artistic ability	28	7		16	
	Rate yourself: Competitiveness	28	7			
	Rate yourself: Computer skills	28	7		16	
	Rate yourself: Cooperativeness	28	7		16	
	Rate yourself: Creativity	28	7		16	
	Rate yourself: Drive to achieve	28	7	15	16	
	Rate yourself: Emotional health	28	7		16	
	Rate yourself: Leadership ability	28	7		16	
	Rate yourself: Mathematical ability	28	7	15	16	
	Rate yourself: Physical health	28	7		16	
	Rate yourself: Popularity	28				
	Rate yourself: Public speaking ability	28	7		16	
	Rate yourself: Risk-taking		7		16	
	Rate yourself: Self-confidence (intellectual)	28	7	15	16	
	Rate yourself: Self-confidence (social)	28	7		16	
	Rate yourself: Self-understanding	28	7		16	
	Rate yourself: Spirituality	28	7		16	
	Rate yourself: Understanding of others	28	7		16	
	Rate yourself: Writing ability	28	7		16	
	Ability to see the world from someone else's perspective	29	10	5	18	
	Tolerance of others with different beliefs	29	10	5	18	
	Openness to having my own views challenged	29	10	5	18	
	Ability to discuss and negotiate controversial issues	29	10	5	18	
	Ability to work cooperatively with diverse people	29	10	5	18	
	Ask questions in class	31	16	17	12	18
	Support your opinions with a logical argument	31	16	17	12	18
	Seek solutions to problems and explain them to others	31	16	17	12	18
	Revise your papers to improve your writing	31	16	17	12	18
	Evaluate the quality or reliability of information you received	31	16	17	12	18
	Take a risk because you felt you had more to gain	31	16	17	12	18
	Seek alternative solutions to a problem	31	16	17	12	18
	Look up scientific research articles and resources	31	16	17	12	18

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
3A: Student learning outcomes (continued)	Explore topics on your own, even though it was not required for a class	31	16	17	12	18
	Accept mistakes as part of the learning process	31	16	17	12	18
	Seek feedback on your academic work	31	16	17	12	18
	Integrate/integrated skills and knowledge from different sources and experiences	31	16	17	12	18
	Worked with classmates on group projects: During class		22		6	
	Worked with classmates on group projects: Outside of class		22		6	
	Discuss/discussed course content with students outside of class	42	22	6	6	
	Work/worked on a professor's research project	42	22		6	
	Contributed to class discussions		22		6	
	Apply/applied concepts from courses to everyday life/real life situations		22	11		
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				7	
	Ability to manage your time effectively				1	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				23	
	Leadership potential				27	
	Working for social change				27	
	Creativity and initiative				27	
	Expression of personal values				27	
	Take notes during class	31				18
	Engaged undergraduates on your research project					10
	Supervised an undergraduate thesis					10
	Taught an exclusively web-based course at this institution					10
	Taught a capstone course					10
	Instructional techniques/methods: Using real-life problems					19
	Develop ability to think critically					21
	Develop creative capacities					21
	Develop moral character					21
	Encourage students to become agents of social change					21
	Engage students in civil discourse around controversial issues					21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups					21
	Enhance students' self-understanding					21
	Instill in students a commitment to community service					21
	Prepare students for employment after college					21
	Prepare students for graduate or advanced education					21
	Provide for students' emotional development					21
	Teach students the classic works of Western civilization					21
	Teach students tolerance and respect for different beliefs					21
	Help master knowledge in a discipline					21
	Help students develop personal values					21
	Help students evaluate the quality and reliability of information					21
	Instill a basic appreciation of the liberal arts					21
	Research and scholarly writing					22
	How often: Use different points of view to make an argument			11		
	How often: Feel challenged to think more broadly about an issue			11		
	How often: Recognize the biases that affect your own thinking			11		
	How often: Critically evaluated your own position on an issue			11		
	How often: Made efforts to educate myself about other groups			IGR		
3A CIRP Constructs: Habits of Mind, Academic Self Concept, Social Self Concept, Pluralistic Orientation, Civic Awareness, Likelihood of College Involvement						

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
3B: The organization values and supports effective teaching.	That your courses inspired you to think in new ways		4			
	Overall quality of instruction		14		14	
	Participated in a teaching enhancement workshop					10
	Paid workshops outside of the institution focused on teaching					13
	Importance: Mentoring the next generation of scholars					20
	Have you ever received an award for outstanding teaching					23
	My teaching is valued by faculty in my department					29
	There is high quality teaching			TM		

3B CIRP Constructs: Faculty Interaction

Criteria Sub-component	Item description	TFS	YFCY	DLE	CSS	FAC
3C: The organization creates effective learning environments.	Faculty <u>during</u> office hours		2			
	Faculty <u>outside</u> of class or office hours		2			
	Academic advisors/counselors		2			
	Close friends at this institution		2			
	Close friends not at this institution		2			
	Graduate students/teaching assistants		2			
	Isolated from campus life		4			
	Unsafe on this campus		4			
	General education and core curriculum courses		5		13	
	Academic advising		5		13	
	Orientation for new students		5			
	Develop close friendships with other students		8			
	Ability to see the world from someone else's perspective	30	10	5	18	
	Tolerance of others with different beliefs	30	10	5	18	
	Openness to having my own views challenged	30	10	5	18	
	Ability to discuss and negotiate controversial issues	30	10	5	18	
	Ability to work cooperatively with diverse people	30	10	5	18	
	Studied with other students	28	11		6	
	Asked a professor/teacher for advice after class	28	11		6	
	Been a guest in a professor's/teacher's home	28	11		6	
	Socialized with someone of another racial/ethnic group	28	11		19	
	If asked, I would recommend this college to others		13		17	
	There is a lot of racial tension/conflict on this campus		13	7	17	29
	I feel a sense of belonging to this campus		13	4	17	
	I feel I am a member of this college		13	4	17	
	I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation		13	12	17	
	I see myself as part of the campus community		13	4	17	
	In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation		13		17	
	The admission/recruitment materials portrayed this campus accurately		13			
	My college experiences have exposed me to diverse opinions, cultures, and values		13			
	I have been able to find a balance between academics and extracurricular activities		13			
	Amount of contact with faculty		14		14	
	Racial/ethnic diversity of student body		14	26	14	
	Racial/ethnic diversity of faculty		14	26		
	Class size		14		14	
	Interaction with other students		14			
	Relevance of coursework to everyday life		14		14	
	Relevance of coursework to future career plans		14		14	
	Overall quality of instruction		14		14	

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
3C: Learning environments (continued)	Respect for the expression of diverse beliefs		14		14	
	Availability of campus social activities		14		14	
	Your social life		14			
	Overall sense of community among students		14	26	14	
	Overall college experience		14		14	
	Experiences with other racial/ethnic groups: Dined or shared a meal		19	8	19	
	Experiences with other racial/ethnic groups: Had meaningful and honest discussions about race/ethnic relations outside of class		19	8	19	
	Experiences with other racial/ethnic groups: Had guarded, cautious interactions		19	8	19	
	Experiences with other racial/ethnic groups: Shared personal feelings and problems		19	8	19	
	Experiences with other racial/ethnic groups: Had tense, somewhat hostile interactions		19	8	19	
	Experiences with other racial/ethnic groups: Had intellectual discussions outside of class		19	8	19	
	Experiences with other racial/ethnic groups: Felt insulted or threatened because of your race/ethnicity		19	8	19	
	Experiences with other racial/ethnic groups: Studied or prepared for class		19	8	19	
	Experiences with other racial/ethnic groups: Socialized or partied	43	19	8	19	
	Talking with professors (faculty, teachers) outside of class	38	20			
	Taken an honors course		21		7	
	Taken a remedial or developmental course		21		7	
	Discuss/discussed course content with students outside of class	43	22	6	6	
	Received from your professor: Advice or guidance about your educational program		22		23	
	Received from your professor: An opportunity to work on a research project				23	10
	Received from your professor: Emotional support and encouragement				23	
	Received from your professor: A letter of recommendation				23	
	Received from your professor: Honest feedback about your skills and abilities				23	
	Received from your professor: Help to improve your study skills				23	
	Received from your professor: Feedback on your academic work (outside of grades)				23	
	Received from your professor: Intellectual challenge and stimulation				23	
	Received from your professor: An opportunity to discuss coursework outside of class				23	
	Received from your professor: Help in achieving your professional goals				23	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				23	19
	Received from your professor: An opportunity to publish				23	
	Importance: Research					9
	Importance: Teaching					9
	Importance: Service					9
	Taught an honors course					10
	Have you been sexually harassed at this institution					23
	It is easy for students to see faculty outside of regular office hours					26
	The faculty are typically at odds with campus administration					26
	Faculty here respect each other					26
	Faculty are rewarded for being good teachers					26

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
3C: Learning environments (continued)	There is respect for the expression of diverse values and beliefs					26
	Faculty are rewarded for their efforts to use instructional technology					26
	Most students here are treated like "numbers in a book"					26
	Administrators consider faculty concerns when making policy					26
	The administration is open about its policies					26
	Opportunity for scholarly pursuits					28
	Teaching load					28
	Office/lab space					28
	Autonomy and independence					28
	Professional relationships with other faculty					28
	Competency of colleagues					28
	Departmental leadership					28
	Freedom to determine course content					28
	Faculty are interested in students' personal problems					29
	Faculty here are strongly interested in the academic problems of undergraduates					29
	Racial and ethnic diversity should be more strongly reflected in the curriculum					29
	Faculty feel that most students are well-prepared academically					29
	This institution should hire more faculty of color					29
	This institution should hire more women faculty					29
	Student Affairs staff have the support and respect of faculty					29
	Faculty of color are treated fairly here					29
	Women faculty are treated fairly here					29
	Gay and lesbian faculty are treated fairly here					29
	This institution takes responsibility for educating underprepared students					29
	To increase the representation of minorities in the faculty and administration					30
	To promote the intellectual development of students					30
	A racially/ethnically diverse student body enhances the educational experience of all students					31
	This institution should not offer remedial/developmental education					31
	Faculty empower me to learn here			4		
	At least one staff member has taken an interest in my development			4		
	Faculty believe in my potential to succeed academically			4		
	Staff encourage me to get involved in campus activities			4		
	Staff recognize my achievements			4		
	At least one faculty member has taken an interest in my development			4		
	Faculty encourage me to meet with them after or outside of class			4		
	Faculty show concern about my progress			4		
	People in my community are counting on me to do well in college			4		
	How often: Attended professor's office hours			6		
	Participated in study groups			6		
	Participated in programs for students who are parents			6		
	This college: Has a long-standing commitment to diversity			7		
	This college: Accurately reflects the diversity of its student body in publications (e.g., brochures, website)			7		
	This college: Appreciates differences in sexual orientation			7		
	This college: Promotes the appreciation of cultural differences			7		
	This college: Has campus administrators who regularly speak about the value of diversity			7		
	Interact with someone: From a country other than your own			10		
	Interact with someone: From a religion different from your own			10		

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
3C: Learning environments (continued)	Interact with someone: From a socioeconomic class different from your own			10		
	Interact with someone: Of a sexual orientation different from your own			10		
	Interact with someone: With a disability			10		
	How often: Make an effort to get to know people from diverse backgrounds			11		
	Experienced harassment or discrimination based on: Ability/disability status			12		
	Experienced harassment or discrimination based on: Age			12		
	Experienced harassment or discrimination based on: Citizenship status			12		
	Experienced harassment or discrimination based on: Political beliefs			12		
	Experienced harassment or discrimination based on: Socio-economic status			12		
	How often: Witnessed discrimination			13		
	How often: Reported an incident of discrimination to a campus authority			13		
	How often: Experienced sexual harassment			13		
	How often: Reported an incident of sexual harassment to a campus authority			13		
	How often: Heard insensitive or disparaging remarks from students			13		
	How often: Heard insensitive or disparaging remarks from faculty			13		
	How often: Heard insensitive or disparaging remarks from staff			13		
	Please indicate how often you have personally experienced the following forms of bias/harassment/discrimination while at this college			14		
	Participated in: Honors program			16		
	Participated in: Faculty/mentor program			16		
	Participated in: Academic support services for low-income/first generation students			16		
	Opportunities for intensive dialogue between students with different backgrounds and beliefs			18		
	Faculty were able to determine my level of understanding of the course material			20		
	Felt that faculty provided me with feedback that helped me assess my progress in class			20		
	Felt that my contributions were valued in class			20		
	Felt that faculty encouraged me to ask questions and participate in discussions			20		
	Importance: Felt like I didn't "fit in" at my college			23a		
	Importance: Was bored with my coursework			23a		
	Racial/ethnic diversity of the staff			26		
	Atmosphere for political differences			26		
	Atmosphere for religious differences			26		
	Atmosphere for differences in sexual orientation			26		
	Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			TR2		
	How difficult: Improve my English reading, writing or speaking skills			TR2		
	Discussed my academic goals with faculty			TR2		
	Finding a supportive faculty in the major			TM		
	Talking to a counselor/academic advisor			TM		
	Finding a major that has a welcoming environment			TM		
	Faculty are approachable			TM		

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
3C: Learning environments (continued)	I have a peer support network among students			TM		
	The faculty and staff demonstrate a strong commitment to diversity			TM		
	Faculty are interested in my development as a student			TM		
	At this college: Campus administrators care about what happens to transfer students			TR4		
	At this college: I have received helpful advice about how to succeed here as a transfer student			TR4		
	At this college: Faculty here take an interest in the success of transfer students			TR4		
	Felt excluded from campus events because I am a transfer student			TR4		
	Felt overwhelmed by academic expectations			TR4		
	Get to know faculty			TR4		
	Make friends			TR4		
	There is at least one staff or faculty member here that I can talk to about difficult social justice issues			IGR		
	I feel comfortable sharing my own perspectives and experiences in class			CC		
	I am able to explore my own background through class projects/assignments			CC		
	I have been singled out in class because of my race/ethnicity, gender, sexual orientation, or religious affiliation			CC		
	I feel I have to work harder than others to be perceived as a good student			CC		
	I don't feel comfortable contributing to class discussions			CC		
	Instructors: Know students' names			CC		
	Instructors: Value individual differences in the classroom			CC		
	Instructors: Are sensitive to the ability level of all students			CC		
	Instructors: Encourage students from diverse backgrounds to work together			CC		
	Instructors: Communicate high expectations for student performance			CC		
	Instructors: Turn controversial topics into good discussions			CC		
	Instructors: Encourage students to contribute different perspectives in class			CC		
	Instructors: Share their own experiences and background in class			CC		
	Instructors: Treat all students in class as though they are capable learners			CC		
	Instructors: Include diverse perspectives in class discussions/assignments			CC		
	Instructors: Motivated me to work harder than I thought I could			CC		
	Instructors: Are passionate about what they teach			CC		

3C CIRP Constructs: Pluralistic Orientation, Academic Disengagement, Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Faculty Interaction, Sense of Belonging

HLC Criterion Three: Student Learning and Effective Teaching

Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
3D: The organization's learning resources support student learning and effective teaching.	Classroom facilities		5			
	Library facilities		5		13	
	Computer facilities/labs		5			
	Laboratory facilities and equipment		5		13	
	Computing assistance		5		13	
	Used the Internet for research or homework	28	11		6	
	Accessed your campus library resources electronically		22		6	
	Tutoring or other academic assistance				13	
	Paid workshops outside of the institution focused on teaching					13
	Received incentives to develop new courses					13
	Training for administrative leadership					13
	Received incentives to integrate technology into your classroom					13
	Office/lab space					28
	Clerical/administrative support					28
	Most of the students I teach lack the basic skills for college level work					29
	There is adequate support for faculty development					29
	How often: Not been able to get into the classes you need because they were full			19		
	How often: Not been able to take the classes you need because they were not offered/cancelled			19		

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

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

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

NOTES:

HLC Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criterion Four: Acquisition, Discovery, and Application of Knowledge: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
4A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.	Relevance of coursework to everyday life		14		14	
	Importance: Becoming accomplished in one of the performing arts (acting, dancing, etc.)	41	18		22	
	Importance: Becoming an authority in my field	41	18		22	20
	Importance: Writing original works (poems, novels, etc.)	41	18		22	
	Importance: Creating artistic works (painting, sculpture, etc.)	41	18		22	20
	Importance: Keeping up to date with political affairs	41	18	9	22	20
	Importance: Participating in a community action program	41	18		22	20
	Importance: Improving my understanding of other countries and cultures	41	18		22	
	Made a presentation in class		22		6	
	Apply/applied concepts from courses to everyday life/real life situations		22	11		
	Took a class that required: Multiple short papers				6	
	Took a class that required: One or more 10+ page papers				6	
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)			16	7	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				7	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				23	19
	Received from your professor: An opportunity to work on a research project				23	10
	Received from your professor: An opportunity to publish				23	
	To gain a general education and appreciation of ideas	38				
	To learn more about things that interest me	38				
	To make me a more cultured person	38				
	Engaged undergraduates on your research project					10
	Supervised an undergraduate thesis					10
	Collaborated with the local community in research/teaching					10
	Conducted research or writing focused on: International/global issues					10
	Conducted research or writing focused on: Racial or ethnic minorities					10
	Conducted research or writing focused on: Women and gender issues					10
	Published op-ed pieces or editorials					10
	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
	Articles in academic or professional journals					14
	Chapters in edited volumes					14
	Books, manuals, or monographs					14
	Other, such as patents, or computer software products					14
	How many exhibitions or performances in the fine or applied arts have you presented in the last two years					15
	How many of your professional writings have been published or accepted for publication in the last two years					16
	Mentor new faculty					17
	Preparing for teaching (including reading student papers and grading)					22

HLC Criterion Four: Acquisition, Discovery, and Application of Knowledge

		Question Placement				
Criteria Sub-component	**Item Description**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4A: Values of learning (continued)	Research and scholarly writing					22
	My research is valued by faculty in my department					29
	To promote the intellectual development of students					30
	I am interested in seeking information about current social and political issues			4		
	Was encouraged by faculty or staff to participate in an academic summer program linked with a four-year institution			TR2		
	Taking a variety of classes from different programs/majors			TM		
	Exploring how a major leads to specific career options			TM		
	Regardless of my choice of major, the skills I gain in college will be applicable to any future career			TM		
	It is important that I find my major interesting, regardless of how "practical" it is			TM		
	Instructors: Help students learn how to bring about positive change in society			CC		
4A CIRP Constructs: Habits of Mind						
Criteria Sub-component	**Item description**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
4B: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.	Perceived growth: General knowledge		1		1	
	Perceived growth: Knowledge of people from difference races/cultures		1		1	
	Perceived growth: Understanding of the problems facing your community		1		1	
	Perceived growth: Understanding of national issues		1		1	
	Perceived growth: Understanding of global issues		1		1	
	Perceived growth: Knowledge of a particular field or discipline		1		1	
	Perceived growth: Ability to conduct research		1			
	Perceived growth: Ability to work as part of a team		1			
	Perceived growth: Critical thinking skills		1		1	
	Perceived growth: Problem-solving skills		1		1	
	Perceived growth: Leadership ability/abilities		1		1	
	That your courses inspired you to think in new ways		4			
	Your overall academic experience		5			
	Rate yourself: Academic ability	28	7	15	16	
	Rate yourself: Artistic ability	28	7		16	
	Rate yourself: Competitiveness	28	7			
	Rate yourself: Computer skills	28	7		16	
	Rate yourself: Cooperativeness	28	7		16	
	Rate yourself: Creativity	28	7		16	
	Rate yourself: Drive to achieve	28	7	15	16	
	Rate yourself: Emotional health	28	7		16	
	Rate yourself: Leadership ability	28	7		16	
	Rate yourself: Mathematical ability	28	7	15	16	
	Rate yourself: Physical health	28	7		16	
	Rate yourself: Public speaking ability	28	7		16	
	Rate yourself: Risk-taking		7		16	
	Rate yourself: Self-confidence (intellectual)	28	7	15	16	
	Rate yourself: Self-confidence (social)	28	7		16	
	Rate yourself: Self-understanding	28	7		16	
	Rate yourself: Spirituality	28	7		16	
	Rate yourself: Understanding of others	28	7		16	
	Rate yourself: Writing ability	28	7		16	
	Rate yourself: Popularity	28				
	Understand what your professors expect of you academically		8	TR4		
	Develop effective study skills		8			

Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
4B: Breadth of knowledge (continued)	Develop close friendships with students of a different racial/ethnic group		8			
	Ability to see the world from someone else's perspective	29	10	5	18	
	Tolerance of others with different beliefs	29	10	5	18	
	Openness to having my own views challenged	29	10	5	18	
	Ability to discuss and negotiate controversial issues	29	10	5	18	
	Ability to work cooperatively with diverse people	29	10	5	18	
	Attended a religious service	27	11		15	
	Studied with other students	27	11		6	
	Performed community service as part of class	27	11		6	
	Come late to class	27	11		6	
	Performed volunteer work	27	11		15	
	Volunteer work	37				
	Ask questions in class	31	16	17	12	18
	Support your opinions with a logical argument	31	16	17	12	18
	Seek solutions to problems and explain them to others	31	16	17	12	18
	Revise your papers to improve your writing	31	16	17	12	18
	Evaluate the quality or reliability of information you received	31	16	17	12	18
	Take a risk because you felt you had more to gain	31	16	17	12	18
	Seek alternative solutions to a problem	31	16	17	12	18
	Look up scientific research articles and resources	31	16	17	12	18
	Explore topics on your own, even though it was not required for a class	31	16	17	12	18
	Accept mistakes as part of the learning process	31	16	17	12	18
	Seek feedback on your academic work	31	16	17	12	18
	Integrate/integrated skills and knowledge from different sources and experiences	31	16	17	12	18
	Take notes during class	31				
	Importance: Becoming accomplished in one of the performing arts (acting, dancing, etc.)	41	18		22	
	Importance: Becoming an authority in my field	41	18		22	20
	Importance: Influencing the political structure	41	18	9	22	20
	Importance: Influencing social values	41	18	9	22	20
	Importance: Being very well off financially	41	18	9	22	20
	Importance: Helping others who are in difficulty	41	18	9	22	20
	Importance: Making a theoretical contribution to science	41	18		22	20
	Importance: Writing original works (poems, novels, etc.)	41	18		22	
	Importance: Creating artistic works (painting, sculpture, etc.)	41	18		22	20
	Importance: Becoming successful in a business of my own	41	18		22	20
	Importance: Becoming involved in programs to clean up the environment	41	18		22	20
	Importance: Developing a meaningful philosophy of life	41	18		22	20
	Importance: Participating in a community action program	41	18	9	22	20
	Importance: Helping to promote racial understanding	41	18	9	22	20
	Importance: Keeping up to date with political affairs	41	18	9	22	20
	Importance: Becoming a community leader	41	18	9	22	20
	Importance: Improving my understanding of other countries and cultures	41	18		22	
	Importance: Adopting "green" practices to protect the environment	41	18		22	20
	Importance: Obtaining recognition from my colleagues for contributions to my special field	41	18		22	20
	Importance: Raising a family	41	18	9	22	20
	Studying/homework	37	20		10	
	Participated in leadership training		21	25	7	

Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
4B: Breadth of knowledge (continued)	Strengthened your religious beliefs/convictions		21			
	Discuss/discussed course content with students outside of class	42	22	6	6	
	Skipped class	27	22			
	Work/worked on a professor's research project	42	22		6	
	Turned in course assignments that did not reflect your best work		22			
	Fell asleep in class		22		6	
	Apply/applied concepts from courses to everyday life/real life		22	11		
	Perceived growth: Foreign language ability				1	
	Perceived growth: Interpersonal skills				1	
	Participated in volunteer or community service work	42			6	
	Ability to get along with people of different races/cultures				12	
	Importance: Integrating spirituality into my life				22	20
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				23	19
	Received from your professor: An opportunity to work on a research project				23	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
	Advised student groups involved in service/volunteer work					10
	Collaborated with the local community in research/teaching					10
	Worked with undergraduates on a research project					10
	Engaged undergraduates on your research project					10
	Supervised an undergraduate thesis					10
	Develop ability to think critically					21
	Develop creative capacities					21
	Develop moral character					21
	Encourage students to become agents of social change					21
	Engage students in civil discourse around controversial issues					21
	Enhance students' knowledge of and appreciation for other racial/ethnic groups					21
	Enhance students' self-understanding					21
	Instill in students a commitment to community service					21
	Prepare students for employment after college					21
	Prepare students for graduate or advanced education					21
	Provide for students' emotional development					21
	Teach students the classic works of Western civilization					21
	Teach students tolerance and respect for different beliefs					21
	Help master knowledge in a discipline					21
	Help students develop personal values					21
	Help students evaluate the quality and reliability of information					21
	Instill a basic appreciation of the liberal arts					21
	Promote ability to write effectively					21
	To promote the intellectual development of students					30
	To develop leadership ability among students					30
	To help students learn how to bring about change in society					30
	Colleges should be actively involved in solving social problems					31
	How difficult: Adjust to the academic demands of classes			2		
	How often: Participated in study groups			6		
	Importance: Working to correct social and economic inequalities			9		
	Importance: Working to achieve greater gender equity			9		
	How often: Use different points of view to make an argument			11		
	How often: Feel challenged to think more broadly about an issue			11		

HLC Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criteria Sub-component	Item Description	TFS	YFCY	DLE	CSS	FAC
			Question Placement			
4B: Breadth of knowledge (continued)	How often: Recognize the biases that affect your own thinking			11		
	How often: Critically evaluate your own position on an issue			11		
	Participated in: Undergraduate research program			16		
	Participated in: Study abroad program			16		
	Performed community service			24		
	Taken an ethnic studies course			25		
	Taken a women's studies course			25		
	Taken an LGBT studies course			25		
	Taking a variety of classes from different programs/majors			TM		
	Exploring how a major leads to specific career options			TM		
	Regardless of my choice of major, the skills I gain in college will be applicable to any future career			TM		
	It is important that I find my major interesting, regardless of how "practical" it is			TM		
	Develop effective study skills			TR4		
	I feel comfortable sharing my own perspectives and experiences in class			CC		
	Instructors: Help students learn how to bring about positive change in society			CC		
	Instructors: Encourage students from diverse backgrounds to work together			CC		
	Instructors: Turn controversial topics into good discussions			CC		
	Instructors: Encourage students to contribute different perspectives in class			CC		
	Instructors: Have open discussions about privilege, power, and oppression			CC		
	Instructors: Include diverse perspectives in class discussions/assignments			CC		
	Instructors: Motivated me to work harder than I thought I could			CC		
	Instructors: Teach students tolerance and respect for different beliefs			CC		

4B CIRP Constructs: Civic Awareness, Social Self-Concept, Academic Self-Concept, Pluralistic Orientation, Social Agency, Academic Disengagement, Leadership

Criteria Sub-component	Item description	TFS	YFCY	DLE	CSS	FAC
4C: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.	Perceived growth: Knowledge of people from difference races/cultures		1		1	
	Perceived growth: Understanding of the problems facing your community		1		1	
	Perceived growth: Understanding of national issues		1		1	
	Perceived growth: Understanding of global issues		1		1	
	Your overall academic experience		5			
	Opportunities for community service		5			
	Ability to see the world from someone else's perspective	29	10	5	18	
	Tolerance of others with different beliefs	29	10	5	18	
	Openness to having my own views challenged	29	10	5	18	
	Ability to discuss and negotiate controversial issues	29	10	5	18	
	Ability to work cooperatively with diverse people	29	10	5	18	
	Socialized with someone of another racial/ethnic group	27, 42	11		19	
	If asked, I would recommend this college to others		13		17	
	My college experiences have exposed me to diverse opinions, cultures, and values		13			
	Respect for the expression of diverse beliefs		14	26	14	
	Experiences with other racial/ethnic groups: Had meaningful and honest discussions about race/ethnic relations outside of class		19	8	19	

Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
4C: Curricula (continued)	Experiences with other racial/ethnic groups: Studied or prepared for class		19	8	19	
	Be/been satisfied with this college overall	42	21		14	
	Participated in leadership training		21	25	7	
	Been a leader in an organization		21		7	
	Worked with classmates on group projects: during class		22		6	
	Worked with classmates on group projects: outside of class		22		6	
	Apply/applied concepts from courses to everyday life/real life situations		22	11		
	Perceived growth: Foreign language ability				1	
	Perceived growth: Interpersonal skills				1	
	Perceived growth: Preparedness for employment after college				1	
	Perceived growth: Preparedness for graduate or advanced education				1	
	Participated in: Study abroad program			16	7	
	Received from your professor: An opportunity to publish				23	
	Taught an interdisciplinary course					10
	Taught an ethnic studies course					10
	Taught a women's studies course					10
	Received incentives to integrate technology into your classroom					13
	Source of stress: Review/promotion process					27
	Source of stress: Keeping up with technology					27
	Racial and ethnic diversity should be more strongly reflected in the curriculum					29
	This institution should hire more faculty of color					29
	This institution should hire more women faculty					29
	There is a lot of campus racial tension/conflict here		13	7	17	29
	Faculty of color are treated fairly here					29
	Women faculty are treated fairly here					29
	Gay and lesbian faculty are treated fairly here					29
	To increase the representation of minorities in the faculty and administration					30
	To create a diverse multi-cultural campus environment					30
	To promote gender equity among faculty					30
	To increase the representation of women in the faculty and administration					30
	To develop an appreciation for multiculturalism					30
	Colleges should be actively involved in solving social problems					31
	A racially/ethnically diverse student body enhances the educational experience of all students					31
	Promoting diversity leads to the admission of too many underprepared students					31
	This college: Encourages students to have a public voice and share their ideas			7		
	This college: Has a long-standing commitment to diversity			7		
	How often: Use different points of view to make an argument			11		
	How often: Feel challenged to think more broadly about an issue			11		
	How often: Recognize the biases that affect your own thinking			11		
	How often: Critically evaluated your own position on an issue			11		
	Participated in: Academic support services for low-income/first generation students			16		
	Participated in: English as a Second Language (ESL) instruction			16		
	Was bored with my coursework			23a		
	Joined a racial/ethnic student organization reflecting your own background			25		

Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
4C: Curricula (continued)	Joined a racial/ethnic student organization reflecting a background other than your own			25		
	Joined an LGBT student organization			25		
	Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			TR2		
	It is hard to listen to points of view that challenge my values			IGR		
	I have a clear sense of my racial/ethnic background and what it means for me			IGR		
	I would rather hear a person's conflicting view than have them remain silent			IGR		
	I can help people from different groups use conflict constructively			IGR		
	Students here are willing to talk about equity, injustice, and group differences			IGR		
	How often: Made efforts to educate myself about other groups			IGR		
	I feel comfortable sharing my own perspectives and experiences in class			CC		
	I am able to explore my own background through class projects/assignments			CC		

4C CIRP Constructs: Civic Awareness, Pluralistic Orientation

Criteria Sub-component	Item description	TFS	YFCY	DLE	CSS	FAC
4D: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.	Computing assistance		5		13	
	Develop effective study skills		8	TR4		
	Adjust to the academic demands of college		8	TR4		
	Manage your time effectively		8	TR4		
	Utilize campus services available to students		8			
	Understand what my professors expect of me academically		8	TR4		
	Demonstrated for a cause (e.g., boycott, rally, protest)	27	11	24	6	
	Voted in a student election	27	11		6	
	Worked on a local, state, or national political campaign	27	11		15	
	Participate/participated in student government	42	21		7	
	Participated in student groups/clubs	42	21		7	
	Sought personal counseling		21			
	Be/been satisfied with this college overall	42	21		14	
	Participated in leadership training		21	25	7	
	Taken an honors course		21		7	
	Taken a remedial or developmental course		21		7	
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)		21	16		12
	Participated in an academic support program	42	21		7	
	Had a roommate of a different race/ethnicity	42	21		7	
	Taken a course or first-year seminar designed to: Help students adjust to college life		21			10
	Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry		21			
	Been a leader in an organization		21		7	
	Apply/applied concepts from courses to everyday life/real life situations		22	11		
	Work/worked on a professor's research project	42	22		6	
	Made a presentation in class		22		6	
	Received from your professor: Advice or guidance about your educational program		22		23	
	Received tutoring		22			
	Witnessed academic dishonesty/cheating		22			

HLC Criterion Four: Acquisition, Discovery, and Application of Knowledge

Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
4D: Support to ensure knowledge discovery (continued)	Perceived growth: Ability to manage your time effectively				1	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)				7	
	Career planning				9	
	Tutoring or other academic assistance				13	
	Received from your professor: An opportunity to work on a research project				23	10
	Received from your professor: Advice and guidance about your educational program				23	
	Received from your professor: A letter of recommendation				23	
	Received from your professor: Honest feedback about your skills and abilities				23	
	Received from your professor: Help to improve your study skills				23	
	Received from your professor: Feedback on your academic work (outside of grades)				23	
	Received from your professor: Intellectual challenge and stimulation				23	
	Received from your professor: An opportunity to discuss coursework outside of class				23	
	Received from your professor: Help in achieving your professional goals				23	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				23	19
	Received from your professor: An opportunity to publish				23	
	Received from your professor: Emotional support and encouragement				23	
	Leadership potential				27	
	Working for social change				27	
	Engaged undergraduates on your research project					10
	Supervised an undergraduate thesis					10
	Collaborated with the local community in research/teaching					10
	Taught an honors course					10
	Taught a service learning course					10
	Taught a capstone course					10
	Taught a seminar for first-year students					10
	Taught in a learning community (e.g., FIG, linked courses)					10
	Worked with undergraduates on a research project					10
	Supervised an undergraduate thesis					10
	Received incentives to develop new courses					13
	Received incentives to integrate technology into your classroom					13
	Training for administrative leadership					13
	Internal grants for research					13
	Paid sabbatical leave					13
	Paid workshops outside of the institution focused on teaching					13
	Instructional techniques/methods: Experiential learning/field studies					19
	Instructional techniques/methods: Student-selected topics for course content					19
	Instructional techniques/methods: Reflective writing/journaling					19
	Instructional techniques/methods: Using student inquiry to drive learning					19
	Faculty are rewarded for their efforts to use instructional technology					26
	There is respect for the expression of diverse values and beliefs					26
	Departmental leadership					28
	My research is valued by faculty in my department					29
	My teaching is valued by faculty in my department					29

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Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
4D: Support to ensure knowledge discovery (continued)	To provide resources for faculty to engage in community-based teaching or research					30
	How difficult: Adjust to the academic demands of class			2		
	How difficult: Access support services outside of "regular" business hours			2		
	Faculty empower me to learn here			4		
	Faculty encourage me to meet with them after or outside of class			4		
	Utilized: Writing Center			6		
	Utilized: Tutoring or other academic assistance			6		
	Utilized: Disability resource center			6		
	Utilized: Career counseling and advising			6		
	Utilized: Academic advising			6		
	Utilized: Review of transcript by an official			6		
	Utilized: Financial aid advising			6		
	Utilized: Study skills advising			6		
	Utilized: Student health services			6		
	Utilized: Student psychological services			6		
	This college: Encourages students to have a public voice and share their ideas			7		
	Participated in: Freshman orientation			16		
	Participated in: Transfer orientation			16		
	Participated in: Re-entry student program			16		
	Participated in: Honors program			16		
	Participated in: Undergraduate research program			16		
	Participated in: Academic support services for low-income/first generation students			16		
	Participated in: English as a Second Language (ESL) instruction			16		
	Faculty were able to determine my level of understanding of the course material			20		
	Felt that faculty provided me with feedback that helped me assess my progress in class			20		
	Felt that my contributions were valued in class			20		
	Felt that faculty encouraged me to ask questions and participate in discussions			20		
	Performed community service			24		
	Attended presentations, performances, or art exhibits on diversity			24		
	Attended debates or panels about diversity issues			24		
	Participated in ongoing campus-organized discussions on			24		
	Participated in LGBT Center activities			24		
	Participated in Racial/Ethnic or Cultural Center activities			24		
	Participated in Women's/Men's Center activities			24		
	Participated in Religious/Spiritual clubs/groups			24		
	Participated in Disability Center activities			24		
	Joined a student-run political club			25		
	Discussed my academic goals with faculty			TR2		
4D CIRP Constructs: Student-Faculty Interaction, Likelihood of College Involvement, Satisfaction with Coursework, Overall Satisfaction, Leadership, Academic Adjustment						

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		Question Placement				
Criteria Sub-component	Item Description	TFS	YFCY	DLE	CSS	FAC

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

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

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

NOTES:

HLC Criterion Five: Engagement and Service

Criterion Five: Engagement and Service As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Criteria Sub-component	Item Description	Question Placement				
		TFS	YFCY	DLE	CSS	FAC
5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.						
Criteria Sub-component	**Item description**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5B: The organization has the capacity	Opportunities for community service		5			
	Performed community service as part of class	27	11		6	
	Performed volunteer work	28	11		15	
	Helped raise money for a cause or campaign	27	11	24	6	
	Relevance of coursework to everyday life		14		14	
	Importance: Participating in a community action program	41	18	9	22	20
	Importance: Becoming a community leader	41	18	9	22	20
	Apply/applied concepts from courses to everyday life/real life situations		22	11		
	Participate in volunteer or community service work	42			6	
	Publicly communicated your opinion about a cause (e.g., blog, email, petition)	27			6	
	Participate/participated in a study abroad program	42		16	7	
	Participated in an internship program				7	
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues				23	19
	Leadership potential				27	
	Working for social change				27	
	Doing volunteer work				28	
	Fall 2011 plans: Participating in a community service organization				28	
	Fall 2011 plans: Participating in an organization like the Peace Corps, AmeriCorps/VISTA, or Teach for America				28	
	Fall 2011 plans: Serving in the Armed Forces				28	
	Volunteer work	37				
	Importance: Service					9
	Collaborated with the local community in research/teaching					10
	Taught a service learning course					10
	Advised student groups involved in service/volunteer work					10
	Instructional techniques/methods: Community service as part of coursework					19
	Community or public service					22
	Do you use your scholarship to address local community needs					23
	Engaged in public service/professional consulting without pay					24
	To provide resources for faculty to engage in community-based teaching or research					30
	To help students learn how to bring about change in society					30
	To create and sustain partnerships with surrounding communities					30
	To facilitate student involvement in community service					30
	Colleges should be actively involved in solving social problems					31
	Colleges should encourage students to be involved in community service activities					31
	Colleges have a responsibility to work with their surrounding communities to address local issues					31
	I plan to work alongside underserved communities			4		

HLC Criterion Five: Engagement and Service

		Question Placement				
Criteria Sub-component	**Item Description**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5B: Capacity and commitment (continued)	Opportunities to study and service communities in need (e.g., service learning)			18		
	How often: Performed community service			24		
	How often: Participated in a coalition of different groups to address social justice issues			IGR		
5B CIRP Constructs: Civic Awareness, Social Agency, Pluralistic Orientation						
Criteria Sub-component	**Item description**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5C: The organization demonstrates its responsiveness to those constituencies that depend on it for service.						
Criteria Sub-component	**Item description**	**TFS**	**YFCY**	**DLE**	**CSS**	**FAC**
5D: Internal and external constituencies value the services the organization provides.						

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NOTES: