



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

Accreditation Guide: Southern Association of Schools and Colleges (SACS) 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 SACS Accreditation?

CIRP survey results can be used in several ways in the SACS 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.

This guide provides suggestions for utilizing CIRP surveys in SACS accreditation processes and products. A detailed table aligning CIRP survey results with SACS Core Requirements and Comprehensive Standards and examples of how to use CIRP survey results in SACS accreditation processes are provided.

CIRP in SACS Timelines

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

- Compliance Certification
- Quality Enhancement Plan
- Both Off-and On-site Peer Review
- Response to a decision by SACS 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 QEP gives an institution ample time to analyze, interpret and disseminate results for the broad-based institutional process required as part of the QEP. 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 SACS accreditation cycle.

QEP Accepted	TFS	Reaffirmation from SACS	YFCY	CSS	Faculty Survey	QEP Impact Report
2011	Fall 2011	2012	Spr 2012	Grad 2015	2013-14	2017
2012	Fall 2012	2013	Spr 2013	Grad 2016	2013-14	2018
2013	Fall 2013	2014	Spr 2014	Grad 2017	2013-14	2019

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

Using CIRP Surveys as Evidence in SACS Core Requirements and Comprehensive 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 SACS Core Requirements and Comprehensive Standards. This document is intended as a guide for aligning CIRP survey results with SACS Accreditation Standards.

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

This guide is not a toolkit or a comprehensive codebook for mapping CIRP surveys to SACS Comprehensive Standards and Core Requirements. 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 SACS standards provides an opportunity for discussion about what the results mean on campus, what other evidence can be brought to bear, and what additional information is necessary to further improvement efforts as the institution plans for the future. Both individual survey items and CIRP Constructs can be used to demonstrate and document institutional effectiveness efforts on campus, 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.

Core Requirements

There are two Core Requirements where CIRP survey results are relevant. Because Core Requirements are by definition broad-based and foundational, 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 Core Requirements.

SACS 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP): The QEP requires that an institution engage in a broad-based institutional process identifying key issues emerging from institutional assessment and focusing on learning outcomes, student learning, and accomplishing the mission of the institution. CIRP survey results can be used by an institution as assessment evidence, as well as to determine a focus for the QEP itself. CIRP results and CIRP Constructs can also be used in setting goals in the QEP and as evidence to assess their achievement. Longitudinal use of CIRP surveys allow an institution to effectively and concisely demonstrate both the progress and quality of the institutional programs developed in the QEP. Starting in 2010, SACS also includes information on the QEP in Comprehensive Standard 3.3.2; please see the following section for additional information on how CIRP data is relevant to the QEP.

SACS 2.5: Institution-Wide Research Based Planning and Evaluation Processes: Results from CIRP surveys are relevant to this Core Requirement as evidence that the institution is effectively addressing its mission to demonstrate continued improvement or to show that the institution has conducted a systematic review of mission, goals and outcomes. Because CIRP surveys look comprehensively at the college experience and provide longitudinal information, they are of particular value here as they address both curricular and co-curricular experiences and student learning outcomes over time.

Comprehensive Standards

Comprehensive standards are more specific to the operations of the institution and represent good practice in higher education. Individual survey items can be used as evidence of expected outcomes. Although many Comprehensive Standards have specific CIRP survey items that can be used as evidence, users will notice two standards where CIRP results are particularly relevant.

SACS 3.3.1: Institutional Effectiveness. CIRP survey results and CIRP Constructs can be used to demonstrate expected outcomes in all five subcomponents of this standard:

- Educational Programs, including student learning outcomes
- Administrative Support Services
- Educational Support Services
- Research within Educational Mission
- Community/Public Service within Educational Mission

SACS 3.3.2: Quality Enhancement Plan. CIRP results are relevant to the first and third elements of the QEP strategy: 1) that the institution demonstrates institutional capability for the initiation, implementation, and completion of the QEP, and 3) identifies goals and a plan to assess their achievement. Although which specific CIRP items and Constructs are used will necessarily vary depending on the scope and nature of an institution's QEP, participation in a longitudinal program of research documents both that the institution has the ability to document effectiveness in institutional programs and a way to measure progress towards its goals.

SACS Master 2010

Item on Instrument	Question Placement on Instrument				SACS Core Requirement/Comprehensive Standard																					
	TFS	YFCY	CSS	FAC	2.8	2.9	2.10	2.11.2	3.1.1	3.3.1.1	3.3.1.2	3.3.1.3	3.3.1.4	3.3.1.5	3.11	3.4.9	3.4.12	3.5.1	3.7.1	3.7.3	3.7.4	3.7.5	3.8.1	3.9.3	3.11.2	
Compared with when you entered this college, how would you now describe your:		1	1																							
General knowledge		1	1							3.3.1.1								3.5.1								
Knowledge of a particular field or discipline		1	1	21						3.3.1.1		3.3.1.3						3.5.1								
Knowledge of people from different races/cultures		1	1							3.3.1.1								3.5.1								
Understanding of the problems facing your community		1	1							3.3.1.1				3.3.1.5				3.5.1								
Understanding of national issues		1	1							3.3.1.1								3.5.1								
Understanding of global issues		1	1							3.3.1.1								3.5.1								
Critical thinking skills		1	1	21						3.3.1.1		3.3.1.3	3.3.1.4					3.5.1								
Problem-solving skills		1	1							3.3.1.1			3.3.1.4					3.5.1								
Leadership ability (abilities)		1	1							3.3.1.1																
Ability to conduct research		1								3.3.1.1			3.3.1.4					3.5.1								
Ability to work as part of a team		1								3.3.1.1																
Ability to get along with people of different races/cultures			1							3.3.1.1								3.5.1								
Ability to manage your time effectively			1							3.3.1.1								3.5.1								
Foreign language ability			1															3.5.1								
Interpersonal skills			1							3.3.1.1								3.5.1								
Preparedness for employment after college			1	21					3.1.1	3.3.1.1		3.3.1.3						3.5.1								
Preparedness for graduate or advanced education			1	21					3.1.1	3.3.1.1		3.3.1.3						3.5.1								
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):		2																								
Faculty <u>during</u> office hours		2				2.10						3.3.1.3				3.4.9										
Faculty <u>outside</u> of class or office hours		2				2.10						3.3.1.3				3.4.9										
Academic advisors/counselors		2				2.10					3.3.1.2	3.3.1.3				3.4.9										
Other college personnel		2				2.10					3.3.1.2	3.3.1.3														
Close friends at this institution		2																								
Graduate students/teaching assistants		2				2.10						3.3.1.3				3.4.9										
Since entering this college, how often have you felt:		4																								
Lonely or homesick		4										3.3.1.3														3.11.2
Isolated from campus life		4										3.3.1.3														3.11.2
Unsafe on this campus		4										3.3.1.3														3.11.2

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Worried about your health		4																								3.11.2
That your courses inspired you to think in new ways		4								3.3.1.1								3.5.1								
Please rate your satisfaction with this institution on each of the aspects of college life listed below:		6	11																							
General education and core curriculum courses		6	11							3.3.1.1		3.3.1.3														
Library facilities		6	11			2.9		2.11																3.81		
Laboratory facilities and equipment		6	11			2.9		2.11																3.81		
Computer (computing) assistance		6	11																					3.81		3.11.2
Academic advising		6	11			2.9						3.3.1.3					3.4.9									
Tutoring or other academic assistance		6	11			2.9											3.4.9								3.81	
Student housing (e.g., res. halls)		6	11					2.11				3.3.1.2														
Financial aid package		6	11																							
Student health services		6	11				2.10					3.3.1.2														
Psychological counseling services		6	11				2.10					3.3.1.2														
Your overall academic experience		6									3.3.1.1															
Classroom facilities		6						2.11																	3.81	
Computer facilities/labs		6				2.9		2.11																	3.81	
Student housing office		6										3.3.1.2														
Financial aid office		6																								
Orientation for new students		6				2.9	2.10																			
Opportunities for community service		6				2.9																				
Registrar's office		6										3.3.1.2														
First-year programs (e.g., first-year seminar, learning community, linked courses)		6										3.3.1.1														
Rate yourself on each of the following traits as compared with the average person your age:	29	7	14																							
Academic ability	29	7	14									3.3.1.1														3.5.1
Artistic ability	29	7	14									3.3.1.1														3.5.1
Competitiveness	29	7	14									3.3.1.1														3.5.1
Computer skills	29	7	14									3.3.1.1														3.5.1
Cooperativeness	29	7	14									3.3.1.1														3.5.1
Creativity	29	7	14	21								3.3.1.1		3.3.1.3												3.5.1
Drive to achieve	29	7	14									3.3.1.1														3.5.1
Emotional health	29	7	14	21								3.3.1.1		3.3.1.3												3.5.1
Leadership ability	29	7	14									3.3.1.1														3.5.1

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Mathematical ability	29	7	14							3.3.1.1								3.5.1								
Physical health	29	7	14							3.3.1.1								3.5.1								
Public speaking ability	29	7	14							3.3.1.1								3.5.1								
Risk-taking		7	14							3.3.1.1								3.5.1								
Self-confidence (intellectual)	29	7	14							3.3.1.1								3.5.1								
Self-confidence (social)	29	7	14							3.3.1.1								3.5.1								
Self-understanding	29	7	14	21						3.3.1.1	3.3.1.3							3.5.1								
Spirituality	29	7	14							3.3.1.1								3.5.1								
Understanding of others	29	7	14							3.3.1.1				3.3.1.5				3.5.1								
Writing ability	29	7	14	21						3.3.1.1	3.3.1.3							3.5.1								
Since entering this college, how has it been to:		8																								
Understand what your professors expect of you academically		8					2.10									3.4.9										
Develop effective study skills		8					2.10																			
Adjust to the academic demands of college		8					2.10									3.4.9										
Manage your time effectively		8	8				2.10																			
Develop close friendships with: male students		8										3.3.1.3														
Develop close friendships with: female students		8										3.3.1.3														
Develop close friendships with: students of a different racial/ethnic group		8										3.3.1.3														
Utilize campus services available to students		8					2.10									3.4.9										
Rate yourself on each of the following traits as compared with the average person your age.	30	9	16																							
Ability to see the world from someone else's perspective	30	9	16							3.3.1.1	3.3.1.3		3.3.1.5					3.5.1								
Tolerance of others with different beliefs	30	9	16	21						3.3.1.1	3.3.1.3							3.5.1								
Openness to having my own views challenged	30	9	16							3.3.1.1	3.3.1.3		3.3.1.5					3.5.1								
Ability to discuss and negotiate controversial issues	30	9	16	21						3.3.1.1	3.3.1.3		3.3.1.5					3.5.1								
Ability to work cooperatively with diverse people	30	9	16							3.3.1.1	3.3.1.3		3.3.1.5					3.5.1								
Since entering this college, how often have you:	28	10	5																							
Been/was bored in class	28	10	5							3.3.1.1																
Demonstrated for/against a cause	28	10	5										3.3.1.5													
Tutored another student/college student	28	10	5				2.10																			

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Studied with other students	28	10	5									3.3.1.3														
Been /was a guest in a professor's/teacher's home	28	10	5									3.3.1.3														
Performed volunteer work	28	10	13			2.10								3.3.1.5												
Asked a professor/teacher for advice after class	28	10	5			2.10						3.3.1.3														
Voted in a student election	28	10	5											3.3.1.5												
Worked on a local, state, or national political campaign	28	10	13											3.3.1.5												
Socialized with someone of another racial/ethnic group	28	10	18									3.3.1.3														
Come/came late to class	28	10	5														3.4.12									
Used the Internet for research or homework	28	10	5										3.3.1.4				3.4.12									
Performed community service as part of class	28	10	5			2.10								3.3.1.5												
Discussed politics	28	10	13											3.3.1.5												
Fell asleep in class	28	21	5							3.3.1.1					3.11											
Failed to complete homework on time	28	21	5							3.3.1.1																
Skipped school/class	28	21								3.3.1.1																
Worked on independent study projects			5											3.3.1.4												
Used the library for research or homework			5											3.3.1.4			3.4.12									
Met with an advisor/counselor about your career plans			5			2.10																				
Challenged a professor's ideas in class			5							3.3.1.1																
Felt intimidated by your professors			5							3.3.1.1																
Since entering this college, how much time have you spent during a typical week doing the following activities?	38	11	9																							
Studying/homework	38	11	9			2.10																				
Socializing with friends	38	11	9																							
Talking with professor/teachers/faculty outside of class	38	11	9			2.10						3.3.1.3														
Volunteer work	38	11	9			2.10								3.3.1.5												
Please indicate the extent to which you agree or disagree with the following statements:		12	15																							
I have felt discriminated against based on my: race/ethnicity		12	15									3.3.1.3														3.11.2
I have felt discriminated against based on my: socio-economic status		12	15									3.3.1.3														3.11.2

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I have felt discriminated against based on my: gender		12	15									3.3.1.3														3.11.2
I have felt discriminated against based on my: religion		12	15									3.3.1.3														3.11.2
I have felt discriminated against based on my: sexual orientation		12	15																							3.11.2
In class, I have heard faculty express stereotypes about racial/ethnic groups		12	15									3.3.1.3														3.11.2
The admission/recruitment materials portrayed this campus accurately		12									3.3.1.2															
I see myself as part of the campus community		12	15									3.3.1.3														3.11.2
Faculty here are interested/strongly interested in students' academic problems		12	15	29			2.10					3.3.1.3				3.4.9										3.11.2
There is a lot of racial tension on this campus		12	15	29								3.3.1.3														3.11.2
In class, I have heard faculty express gender stereotypes		12																								3.11.2
Most students here are treated like "numbers in a book"		12		26			2.10					3.3.1.3														3.11.2
I have been able to find a balance between academics and extracurricular activities		12										3.3.1.3														3.11.2
I feel I am a member of this college		12	15									3.3.1.3														3.11.2
My college experiences have exposed me to diverse opinions, cultures, and values		12										3.3.1.3														3.11.2
I feel a sense of belonging to this campus		12	15									3.3.1.3														3.11.2
I am enthusiastic about this college		12	15									3.3.1.3														3.11.2
If asked, I would recommend this college to others		12	15									3.3.1.3														3.11.2
I have effectively led a group to a common purpose		12	15									3.3.1.3														3.11.2
To what extent have you experienced the following with students from a racial/ethnic group other than your own?		13	18																							
Dined or shared a meal		13	18									3.3.1.3														
Had meaningful and honest discussions about race/ethnic relations outside of class		13	18									3.3.1.3														
Had guarded, cautious interactions		13	18									3.3.1.3														
Shared personal feelings and problems		13	18									3.3.1.3														

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	TFS	YFCY	CSS	FAC	2.8	2.9	2.10	2.11.2	3.1.1	3.3.1.1	3.3.1.2	3.3.1.3	3.3.1.4	3.3.1.5	3.11	3.4.9	3.4.12	3.5.1	3.7.1	3.7.3	3.7.4	3.7.5	3.8.1	3.9.3	3.11.2	
Had tense, somewhat hostile interactions		13	18									3.3.1.3														3.11.2
Had intellectual discussions outside of class		13	18									3.3.1.3														
Felt insulted or threatened because of your race/ethnicity		13	18									3.3.1.3														
Studied or prepared for class		13	18									3.3.1.3														
Socialized or partied	43	13	18									3.3.1.3														
How often in the past year did you:	32	15	10	18																						
Ask questions in class	32	15	10	18							3.3.1.1							3.5.1								
Support your opinions with a logical argument	32	15	10	18							3.3.1.1		3.3.1.4					3.5.1								
Seek solutions to problems and explain them to others	32	15	10	18							3.3.1.1		3.3.1.4					3.5.1								
Revise your papers to improve your writing	32	15	10	18							3.3.1.1							3.5.1								
Evaluate the quality or reliability of information you received	32	15	10	18							3.3.1.1		3.3.1.4					3.5.1								
Take a risk because you felt you had more to gain	32	15	10	18							3.3.1.1		3.3.1.4					3.5.1								
Seek alternative solutions to a problem	32	15	10	18							3.3.1.1		3.3.1.4					3.5.1								
Look up scientific research articles and resources	32	15	10	18							3.3.1.1		3.3.1.4					3.5.1						3.8.1		
Explore topics on your own, even though it was not required for a class	32	15	10	18							3.3.1.1		3.3.1.4					3.5.1								
Accept mistakes as part of the learning process	32	15	10	18							3.3.1.1							3.5.1								
Seek feedback on your academic work.	32	15	10	18							3.3.1.1							3.5.1								
Take notes during class	32	15	10	18							3.3.1.1							3.5.1								
Integrate/integrated skills and knowledge from different sources and experience	32	15	10	18							3.3.1.1		3.3.1.4					3.5.1								
Work with other students on group projects	32		5								3.3.1.1							3.5.1								
Indicate the importance to you personally of each of the following:	42	17	19	20																						
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	42	17	19								3.3.1.1															
Becoming an authority in my field	42	17	19	20									3.3.1.4													
Obtaining recognition from my colleagues for contributions to my special field	42	17	19								3.3.1.1															
Influencing the political structure	42	17	19	20										3.3.1.5												
Influencing social values	42	17	19	20										3.3.1.5												
Raising a family	42	17	19	20							3.3.1.1															
Being very well off financially	42	17	19	20							3.3.1.1															
Helping others who are in difficulty	42	17	19	20										3.3.1.5												

SACS Master 2010

Item on Instrument	Question Placement on Instrument				SACS Core Requirement/Comprehensive Standard																					
	TFS	YFCY	CSS	FAC	2.8	2.9	2.10	2.11.2	3.1.1	3.3.1.1	3.3.1.2	3.3.1.3	3.3.1.4	3.3.1.5	3.11	3.4.9	3.4.12	3.5.1	3.7.1	3.7.3	3.7.4	3.7.5	3.8.1	3.9.3	3.11.2	
Making a theoretical contribution to science	42	17	19	20									3.3.1.4													
Writing original works (poems, novels, etc.)	42	17	19							3.3.1.1																
Creating artistic works (painting, sculpture, etc)	42	17	19							3.3.1.1																
Becoming successful in a business of my own	42	17	19							3.3.1.1																
Becoming involved in programs to clean up the environment	42	17	19							3.3.1.1																
Developing a meaningful philosophy of life	42	17	19	20						3.3.1.1																
Participating in a community action program	42	17	19	20						3.3.1.1				3.3.1.5												
Helping to promote racial understanding	42	17	19	20						3.3.1.1																
Keeping up to date with political affairs	42	17	19	20						3.3.1.1				3.3.1.5												
Becoming a community leader	42	17	19	20						3.3.1.1				3.3.1.5												
Improving my understanding of other countries and cultures	42	17	19	20										3.3.1.5												
Engaging with members of my own racial/ethnic group		17								3.3.1.1																
Adopting "green" practices to protect the environment	42	17	19	20						3.3.1.1				3.3.1.5												
Please rate your satisfaction with this institution on each of the aspects of college life listed below.		18	12																							
Amount of contact with faculty		18	12									3.3.1.3														
Racial/ethnic diversity of faculty		18										3.3.1.3														
Racial/ethnic diversity of student body		18	12									3.3.1.3														
Class size		18	12									3.3.1.3														
Interaction with other students		18										3.3.1.3														
Relevance of coursework to everyday life		18	12							3.3.1.1																
Relevance of coursework to future career plans		18	12							3.3.1.1																
Overall quality of instruction		18	12				2.10																			
Respect for the expression of diverse beliefs		18	12	26								3.3.1.3													3.11.2	
Availability of campus social activities		18	12				2.10																			
Overall sense of community among students		18	12									3.3.1.3													3.11.2	
Overall college experience		18	12								3.3.1.2															
Ability to find a faculty or staff mentor			12									3.3.1.3														
Since entering this college have you:		20	5																							
Participated in student government	43	20	6				2.10							3.3.1.5												
Participated in volunteer or community service work	43	20					2.10							3.3.1.5												

SACS Master 2010

Item on Instrument	Question Placement on Instrument				SACS Core Requirement/Comprehensive Standard																					
	TFS	YFCY	CSS	FAC	2.8	2.9	2.10	2.11.2	3.1.1	3.3.1.1	3.3.1.2	3.3.1.3	3.3.1.4	3.3.1.5	3.11	3.4.9	3.4.12	3.5.1	3.7.1	3.7.3	3.7.4	3.7.5	3.8.1	3.9.3	3.11.2	
Participated in student groups/clubs	43	20	6				2.10																			
Sought personal counseling	43	20					2.10			3.3.1.2																
Strengthened your religious beliefs/convictions		20					2.10																			
Failed one or more courses		20	6				2.10																			
Participated in leadership training		20	6				2.10																			
Enrolled in an honors or advanced course		20	6				2.10					3.3.1.3				3.4.9										
Enrolled in a remedial or developmental course		20	6				2.10					3.3.1.3				3.4.9										
Enrolled in a formal program where a group of students take two or more courses together (e.g.,		20					2.10									3.4.9										
Participated in an academic support program		20	6				2.10					3.3.1.3				3.4.9										
Taken a course or first-year seminar designed to: help students adjust to college life							2.10									3.4.9										
Taken a course or first-year seminar designed to: connect faculty and students in focused academic inquiry		20					2.10		3.3.1.1		3.3.1.3															
Taken a course or first-year seminar designed to: help students adjust to college-level academics		20					2.10					3.3.1.3														
Been a leader in an organization		20	6				2.10																			
Taken an ethnic studies course			6	10			2.10					3.3.1.3				3.4.9										
Taken a women's studies course			6	10			2.10					3.3.1.3				3.4.9										
Participated in an undergraduate research program (e.g. MARC, MBRs, REU)			6				2.10						3.3.1.4			3.4.9										
Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6	10			2.10					3.3.1.3	3.3.1.4													
Participated in an internship program			6				2.10									3.4.9										
Participated in an ethnic/racial student organization			6									3.3.1.3														
Since entering this college, indicate how often you:		21	5																							
Turned in course assignment(s) late		21								3.3.1.1																
Contributed to class discussions		21	5							3.3.1.1																
Discussed course content with students outside of class	43	21	5							3.3.1.1		3.3.1.3														
Skipped class		21								3.3.1.1																
Received tutoring		21					2.10																			
Worked on a professor's research project	43	21	5	10			2.10			3.3.1.1			3.3.1.4													

SACS Master 2010

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Turned in course assignments that did <u>not</u> reflect your best work		21								3.3.1.1																
Received from your professor: advice or guidance about your educational program		21	20				2.10					3.3.1.3				3.4.9										
Received from your professor: emotional support or encouragement		21	20				2.10					3.3.1.3				3.4.9										
Received from your professor: negative feedback about your academic work		21	20				2.10					3.3.1.3				3.4.9										
Witnessed academic dishonesty/cheating		21					2.10																			
Met with academic advisors to select courses		21					2.10					3.3.1.3														
Received advice/counseling from another student		21					2.10																			
Fell asleep in class	28	21	5							3.3.1.1																
Had difficulty getting the courses you need		21	5				2.10				3.3.1.2															
Communicated regularly with your professors		21	5				2.10					3.3.1.3														
Worked with classmates on group projects during class		21	5							3.3.1.1		3.3.1.3														
Worked with classmates on group projects outside of class		21	5							3.3.1.1		3.3.1.3														
Accessed your campus' library resources electronically		21	5				2.10						3.3.1.4			3.4.12							3.8.1			
Made a presentation in class		21	5							3.3.1.1		3.3.1.3														
Applied concepts from courses to everyday life		21								3.3.1.1		3.3.1.3						3.5.1								
In deciding to go to college, how important to you was each of the following reasons?	37																									
To be able to get a better job	37																	3.5.1								
To gain a general education and appreciation of ideas	37																	3.5.1								
To prepare myself for graduate or professional school	37			21														3.5.1								
How important was each reason in your decision to come here?	39																									
This college has a very good academic reputation	39									3.1.1								3.5.1								
This college's graduates gain admission to top graduate/professional schools	39									3.1.1								3.5.1								
This college's graduates get good jobs	39									3.1.1								3.5.1								
I was attracted by the religious affiliation/orientation of the college	39									3.1.1																

SACS Master 2010

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What is your best guess as to the chances that you will:	43																									
Participate in student government	43	20					2.10																			
Participate in student protests or demonstrations	43													3.3.1.5												
Be satisfied with your college	43									3.3.1.2																
Participate in volunteer or community service work	43	20					2.10							3.3.1.5												
Seek personal counseling	43	20								3.3.1.2																
Communicate regularly with your professors	43						2.10					3.3.1.3														
Socialize with someone of another racial/ethnic group	43											3.3.1.3														
Participate in student clubs/groups	43	20	6				2.10																			
Participate/participated in a study abroad program	43		6				2.10																			
Discuss course content with students outside of class	43									3.3.1.1																
Work on a professor's research project	43						2.10			3.3.1.1			3.3.1.4													
How often have professors at your college provided you with:			20																							
An opportunity to work on a research project			20				2.10			3.3.1.1								3.5.1								
A letter of recommendation			20									3.3.1.3														
Honest feedback about your skills and abilities			20				2.10									3.4.9										
Help to improve your study skills			20				2.10					3.3.1.3				3.4.9										
Feedback on your academic work (outside of grades)			20				2.10					3.3.1.3				3.4.9										
Intellectual challenge and stimulation			20									3.3.1.3														
An opportunity to discuss coursework outside of class			20				2.10					3.3.1.3				3.4.9										
Help in achieving your professional goals			20				2.10					3.3.1.3														
An opportunity to apply classroom learning to "real-life" issues			20				2.10					3.3.1.3				3.4.9										
An opportunity to publish			20				2.10						3.3.1.4			3.4.9										
What do you plan to be doing in fall 2010?			25																							
Attending undergraduate college full-time			25																							
Attending undergraduate college part-time			25																							
Attending graduate/professional school			25																							
Working full-time			25																							

SACS Master 2010

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	TFS	YFCY	CSS	FAC	2.8	2.9	2.10	2.11.2	3.1.1	3.3.1.1	3.3.1.2	3.3.1.3	3.3.1.4	3.3.1.5	3.11	3.4.9	3.4.12	3.5.1	3.7.1	3.7.3	3.7.4	3.7.5	3.8.1	3.9.3	3.11.2	
Working part-time			25																							
Participating in a post-baccalaureate program			25																							
Participating in an organization like the Peace Corps, AmeriCorps/VISTA, and Teach for America			25											3.3.1.5												
Doing volunteer work			25											3.3.1.5												
Mark all institutional resources available to you in your last term as <u>part-time</u> faculty:				2e																			3.8.1			
Use of a private office				2e																			3.8.1			
Shared office space				2e																			3.8.1			
A personal computer				2e																			3.8.1			
An email account				2e																			3.8.1			
A phone/voicemail				2e																			3.8.1			
Please indicate your agreement with the following statements:				2f																						
Part-time instructors at this institution: Are given specific training before teaching				2f		2.10														3.7.3						
Part-time instructors at this institution: Have access to support services				2f		2.10				3.3.1.2													3.8.1			
Personally, how important to you is:				9																						
Research				9								3.3.1.4														
Teaching				9					3.3.1.1																	
Service				9										3.3.1.5												
During the past two years, have you engaged in any of the following activities?				10																						
Taught an honors course				10		2.10						3.3.1.3			3.4.9											
Taught an interdisciplinary course				10		2.10			3.3.1.1																	
Taught an ethnic studies course				10					3.3.1.1																	
Taught a women's studies course				10					3.3.1.1																	
Taught a service learning course				10										3.3.1.5												
Taught an exclusively web-based course at this institution				10								3.3.1.3			3.4.9	3.4.12										
Participated in a teaching enhancement workshop				10	2.9	2.10														3.7.3						
Advised student groups involved in service/volunteer work				10		2.10								3.3.1.5												
Collaborated with the local community in research/teaching				10										3.3.1.5					3.7.1							

SACS Master 2010

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Conducted research or writing focused on: international/global issues				10									3.3.1.4													
Conducted research or writing focused on: racial or ethnic minorities				10									3.3.1.4													
Conducted research or writing focused on: women and gender issues				10									3.3.1.4													
Engaged undergraduates on your research project				10			2.10						3.3.1.4													
Worked with undergraduates on a research project				10			2.10						3.3.1.4													
Engaged in academic research that spans multiple disciplines				10									3.3.1.4													
Taught a seminar for first-year students				10			2.10			3.3.1.1						3.4.9										
Taught a capstone course				10			2.10			3.3.1.1																
Taught in a learning community (e.g. FIG, linked courses)				10			2.10			3.3.1.1						3.4.9										
Supervised an undergraduate thesis				10			2.10						3.3.1.4													
Published op-ed pieces or editorials				10																						
Received funding for your work from: foundations				10									3.3.1.4													
Received funding for your work from: state or federal government				10									3.3.1.4													
Received funding for your work from: business or industry				10									3.3.1.4													
Does this course have a teaching/lab assistant or reader/grader assigned?				11												3.4.9									3.8.1	
Do you teach remedial/developmental skills in any of the following areas?				12																						
Teach remedial class: Reading				12			2.10					3.3.1.3				3.4.9								3.8.1		
Teach remedial class: Writing				12			2.10					3.3.1.3				3.4.9								3.8.1		
Teach remedial class: Mathematics				12			2.10					3.3.1.3				3.4.9								3.8.1		
Teach remedial class: ESL				12			2.10					3.3.1.3				3.4.9								3.8.1		
Teach remedial class: General academic skills				12			2.10					3.3.1.3				3.4.9								3.8.1		
Teach remedial class: Other subject areas				12			2.10					3.3.1.3				3.4.9								3.8.1		
During the past two years, have you engaged in any of the following professional development opportunities at your institution?				13																						

SACS Master 2010

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Paid workshops outside of the institution focused on teaching				13																3.7.3						
Paid sabbatical leave				13																3.7.3						
Travel funds paid by the institution				13																3.7.3						
Internal grants for research				13									3.3.1.4							3.7.3						
Training for administrative leadership				13			2.10													3.7.3						
Received incentives to develop new courses				13			2.10													3.7.3						
Received incentives to integrate technology into your classroom				13			2.10										3.4.12			3.7.3						
How many of the following have you published?				14																						
Articles in academic or professional journals				14									3.3.1.4							3.7.1						
Chapters in edited volumes				14									3.3.1.4							3.7.1						
Books, manuals, or monographs				14									3.3.1.4							3.7.1						
Reviews of books, articles, or creative works				14									3.3.1.4							3.7.1						
Other, such as patents, or computer software products				14									3.3.1.4							3.7.1						
How many exhibitions or performances in the fine or applied arts have you presented in the last two years?				15																3.7.1						
How many of your professional writings have been published or accepted for publication in the last two years?				16									3.3.1.4							3.7.1						
In how many of the courses that you teach do you use each of the following?				19																						
Experiential learning/Field studies				19													3.3.1.5									
Community service as part of coursework				19													3.3.1.5									
Indicate the importance to you personally of each of the following:				20																						
Becoming an authority in my field				20									3.3.1.1													
Influencing the political structure													3.3.1.1													
Influencing social values													3.3.1.1													
Raising a family													3.3.1.1													
Becoming very well off financially													3.3.1.1													
Helping others who are in difficulty													3.3.1.1													
Adopting 'green' practices to protect the environment													3.3.1.1													

SACS Master 2010

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Developing a meaningful philosophy of life										3.3.1.1																
Helping to promote racial understanding										3.3.1.1																
Integrating spirituality into my life										3.3.1.1																
Making a theoretical contribution to science										3.3.1.1																
Participating in a community action program										3.3.1.1																
Keeping up to date with political affairs										3.3.1.1																
Becoming a community leader										3.3.1.1																
Mentoring the next generation of scholars										3.3.1.1																
Indicate the importance to you of each of the following education goals for under-graduate students:				21																						
Develop ability to think critically				21						3.3.1.1		3.3.1.3						3.5.1								
Prepare students for employment after college				21						3.3.1.1		3.3.1.3						3.5.1								
Prepare students for graduate or advanced education				21						3.3.1.1		3.3.1.3						3.5.1								
Develop moral character				21						3.3.1.1		3.3.1.3						3.5.1								
Provide for students' emotional development				21						3.3.1.1		3.3.1.3						3.5.1								
Teach students the classic works of Western civilization				21						3.3.1.1		3.3.1.3						3.5.1								
Help students develop personal values				21						3.3.1.1		3.3.1.3						3.5.1								
Enhance students' self-understanding				21						3.3.1.1		3.3.1.3						3.5.1								
Instill in students a commitment to community service				21						3.3.1.1		3.3.1.3						3.5.1								
Enhance students' knowledge of and appreciation for other racial/ethnic groups				21						3.3.1.1		3.3.1.3						3.5.1								
Help master knowledge in a discipline				21						3.3.1.1		3.3.1.3						3.5.1								
Develop creative capacities				21						3.3.1.1		3.3.1.3						3.5.1								
Instill a basic appreciation of the liberal arts				21						3.3.1.1		3.3.1.3						3.5.1								
Promote ability to write effectively				21						3.3.1.1		3.3.1.3						3.5.1								
Help students evaluate the quality and reliability of information				21						3.3.1.1		3.3.1.3						3.5.1								
Engage students in civil discourse around controversial issues				21						3.3.1.1		3.3.1.3						3.5.1								
Teach students tolerance and respect for different beliefs				21						3.3.1.1		3.3.1.3						3.5.1								
Encourage students to become agents of social change				21						3.3.1.1		3.3.1.3		3.3.1.5				3.5.1								

SACS Master 2010

Item on Instrument	Question Placement on Instrument				SACS Core Requirement/Comprehensive Standard																					
	TFS	YFCY	CSS	FAC	2.8	2.9	2.10	2.11.2	3.1.1	3.3.1.1	3.3.1.2	3.3.1.3	3.3.1.4	3.3.1.5	3.11	3.4.9	3.4.12	3.5.1	3.7.1	3.7.3	3.7.4	3.7.5	3.8.1	3.9.3	3.11.2	
During the present term, how many hours per week on average do you actually spend on each of the following activities?				22																						
Preparing for teaching (including reading student papers and grading)				22																						
Advising and counseling of students				22			2.10					3.3.1.3				3.4.9										
Committee work and meetings				22																						
Other administration				22																						
Research and scholarly writing				22									3.3.1.4													
Other creative products/performances				22																						
Consultation with clients/patients				22																						
Community or public service				22										3.3.1.5												
For each of the following items:				23																						
Do you use your scholarship to address local community needs				23										3.3.1.5					3.7.1							
Have you been sexually harassed at this institution				23																					3.11.2	
Have you ever received an award for outstanding teaching				23															3.7.1							
During the past two years, have you?				24																						
Engaged in paid consulting outside of your institution				24															3.7.1							
Engaged in public service/professional consulting without pay				24										3.3.1.5					3.7.1							
Indicate how well each of the following describes your college or university:				26																						
It is easy for students to see faculty outside of regular office hours				26			2.10					3.3.1.3				3.4.9										
The faculty are typically at odds with campus administration				26																		3.7.5				
Faculty here respect each other				26																	3.7.4				3.11.2	
Most students are treated like “numbers in a book”				26			2.10					3.3.1.3													3.11.2	
Faculty are rewarded for being good teachers				26	2.8		2.10																			
There is respect for the expression of diverse values and beliefs				26								3.3.1.3													3.11.2	
Faculty are rewarded for their efforts to use instructional technology				26	2.8		2.10					3.3.1.3					3.4.12									

SACS Master 2010

Item on Instrument	Question Placement on Instrument				SACS Core Requirement/Comprehensive Standard																					
	TFS	YFCY	CSS	FAC	2.8	2.9	2.10	2.11.2	3.1.1	3.3.1.1	3.3.1.2	3.3.1.3	3.3.1.4	3.3.1.5	3.11	3.4.9	3.4.12	3.5.1	3.7.1	3.7.3	3.7.4	3.7.5	3.8.1	3.9.3	3.11.2	
Administrators consider faculty concerns when making policy				26																		3.75				
The administration is open about its policies				26																		3.75				
Please indicate the extent to which each of the following has been a source of stress for you during the last two years:				27																						
Subtle discrimination (e.g., prejudice, racism, sexism)				27																						3.11.2
Keeping up with information technology				27													3.4.12									
How satisfied are you with the following aspects of your job?				28																						
Opportunity for scholarly pursuits				28																		3.7.4				
Office/lab space				28		2.9		2.11.2																3.8.1		
Autonomy and independence				28																		3.7.4				
Professional relationships with other faculty				28																						3.11.2
Social relationships with other faculty				28																						3.11.2
Competency of colleagues				28																		3.7.4				
Job security				28																		3.7.4				
Departmental Leadership				28																		3.7.4				
Course assignments				28																		3.7.4				
Freedom to determine course content				28																		3.7.4				
Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:				29																						
Faculty are interested in students' personal problems				29			2.10					3.3.1.3				3.4.9										
This institution should hire more faculty of color				29								3.3.1.3														
This institution should hire more women faculty				29								3.3.1.3														
Student Affairs staff have the support and respect of faculty				29																					3.9.3	
There is a lot of campus racial conflict here				29								3.3.1.3														
My research is valued by faculty in my department				29									3.3.1.4													
My teaching is valued by faculty in my department				29						3.3.1.1																
Faculty of color are treated fairly here				29								3.3.1.3														3.11.2
Women faculty are treated fairly here				29								3.3.1.3														3.11.2
Gay and lesbian faculty are treated fairly here				29								3.3.1.3														3.11.2

SACS Master 2010

Item on Instrument	Question Placement on Instrument				SACS Core Requirement/Comprehensive Standard																				
	TFS	YFCY	CSS	FAC	2.8	2.9	2.10	2.11.2	3.1.1	3.3.1.1	3.3.1.2	3.3.1.3	3.3.1.4	3.3.1.5	3.11	3.4.9	3.4.12	3.5.1	3.7.1	3.7.3	3.7.4	3.7.5	3.8.1	3.9.3	3.11.2
Faculty are sufficiently involved in campus decision making				29																		3.75			
This institution takes responsibility for educating underprepared students				29			2.10									3.49									
The criteria for advancement and promotion decisions are clear				29																		3.75			
Most of the students I teach lack the basic skills for college level work				29												3.49									
There is adequate support for faculty development				29																3.73					
Indicate how important you believe each priority listed below is at your college or university:				30																					
To promote the intellectual development of students				30			2.10			3.3.1.1								3.5.1							
To develop a sense of community among students and faculty				30																					3.11.2
To facilitate student involvement in community service				30										3.3.1.5				3.5.1							
To help students learn how to bring about change in society				30										3.3.1.5				3.5.1							
To enhance the institution's national image				30														3.5.1							
To provide resources for faculty to engage in community-based teaching or research				30										3.3.1.5											
To create and sustain partnerships with surrounding communities				30										3.3.1.5											
To pursue extramural funding				30																					
To increase the representation of minorities in the faculty and administration				30																					
To strengthen links with the for-profit, corporate sector				30																					
To develop leadership ability among students				30						3.3.1.1				3.3.1.5				3.5.1							
To increase the representation of women in the faculty and administration				30																					
To develop an appreciation for multiculturalism				30														3.5.1							
Please indicate your agreement with each of the following statements:				31																					

SACS Master 2010

Item on Instrument	Question Placement on Instrument				SACS Core Requirement/Comprehensive Standard																					
	TFS	YFCY	CSS	FAC	2.8	2.9	2.10	2.11.2	3.1.1	3.3.1.1	3.3.1.2	3.3.1.3	3.3.1.4	3.3.1.5	3.11	3.4.9	3.4.12	3.5.1	3.7.1	3.7.3	3.7.4	3.7.5	3.8.1	3.9.3	3.11.2	
Promoting diversity leads to the admission of too many underprepared students				31								3.3.1.3														
Colleges should be actively involved in solving social problems				31										3.3.1.5												
Colleges should encourage students to be involved in community service activities				31										3.3.1.5												
A racially/ethnically diverse student body enhances the educational experience of all students				31								3.3.1.3														
Realistically, an individual can do little to bring about changes in society				31										3.3.1.5												
Colleges should be concerned with facilitating undergraduate students' spiritual development				31								3.3.1.3														
Colleges have a responsibility to work with their surrounding communities to address local issues				31										3.3.1.5												
Private funding sources often prevent researchers from being completely objective in the conduct of their work				31									3.3.1.4													
Colleges should prohibit racist/sexist speech on campus				31								3.3.1.3														3.11.2
This institution should not offer remedial/developmental education				31			2.10			3.3.1.1						3.4.9										

SACS Core Requirements

Core Requirements: Are basic, broad-based, foundational requirements that an institution must meet to be accredited.

		Question placement on instrument			
Core Requirement	Item	TFS	YFCY	CSS	FAC
2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.	Faculty are rewarded for being good teachers				26
	Faculty are rewarded for their efforts to use instructional technology				26
Core Requirement	Item	TFS	YFCY	CSS	FAC
2.9: The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degree offered. Collections, resources, and services are sufficient to support all its educational, research and public service programs (Learning Resources and Services)	Library facilities		6	11	
	Laboratory facilities and equipment		6	11	
	Academic advising		6	11	
	Tutoring or other academic assistance		6	11	
	Computer facilities/labs		6		
	Orientation for new students		6		
	Opportunities for community service		6		
	Participated in a teaching enhancement workshop				
	Office/lab space				28
Core Requirement	Item	TFS	YFCY	CSS	FAC
2.10: The institution provides student support programs, services, and activities consistent with its mission that promote student learning, and enhance the development of its students (Student Support Services)	Faculty <u>during</u> office hours		2		
	Faculty <u>outside</u> of class or office hours		2		
	Academic advisors/counselors		2		
	Other college personnel		2		
	Graduate students/teaching assistants		2		
	Student health services		6	11	
	Psychological counseling services		6	11	
	Orientation for new students		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		
	Utilize campus services available to students		8		
	Tutored another student/college student	28	10	5	
	Asked a professor/teacher for advice after class	28	10	5	
	Performed community service as part of class	28	10	5	
	Performed volunteer work	28	10	13	
	Attended a religious service	28	10		
	Studying/homework	38	11	9	
	Talking with professor/teachers/faculty outside of class	38	11	9	
	Volunteer work	38	11	9	
	Faculty here are interested/strongly interested in students' academic problems		12	15	29
	Most students here are treated like "numbers in a book"		12		26
	Overall quality of instruction		18	12	
	Availability of campus social activities		18	12	
	Participated in student government	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		
Participated in leadership training		20	6		

SACS Core Requirements

Core Requirements: Are basic, broad-based, foundational requirements that an institution must meet to be accredited.

Core Requirement	Item	Question placement on instrument			
		TFS	YFCY	CSS	FAC
(Continued) 2.10: (Student Support Services)	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	
	Been a leader in an organization		20	6	
	Strengthened your religious beliefs/convictions		20		
	Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)		20		
	Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry		20		
	Taken a course or first-year seminar designed to: Help students adjust to college-level academics		20		
	Worked on a professor's research project	43	21	5	10
	Communicated regularly with your professors	43	21	5	
	Had difficulty getting the courses you need		21	5	
	Accessed your campus' library resources electronically		21	5	
	Received from your professor: Advice or guidance about your educational program		21	20	
	Received from your professor: Emotional support or encouragement		21	20	
	Received from your professor: Negative feedback about your academic work		21	20	
	Received tutoring		21		
	Witnessed academic dishonesty/cheating		21		
	Met with academic advisors to select courses		21		
	Received advice/counseling from another student		21		
	Participate/participated in a study abroad program	43		6	
	Work/worked on a professor's research project	43		20	10
	Met with an advisor/counselor about your career plans			5	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6	10
	Participated in an undergraduate research program (e.g. MARC, MBRS, REU)			6	
	Participated in an internship program			6	
	An opportunity to work on a research project			20	
	Honest feedback about your skills and abilities			20	
	Help to improve your study skills			20	
	Feedback on your academic work (outside of grades)			20	
	An opportunity to discuss coursework outside of class			20	
	Help in achieving your professional goals			20	
	An opportunity to apply classroom learning to "real-life" issues			20	
	An opportunity to publish			20	
	Part-time instructors at this institution: Are given specific training before teaching				2f
	Part-time instructors at this institution: Have access to support services				2f
	Participated in a teaching enhancement workshop				10
	Taught an honors course				10
	Taught an interdisciplinary course				10
	Advised student groups involved in service/volunteer work				10
	Engaged undergraduates on your research project				10
Taught a seminar for first-year students				10	
Taught a capstone course				10	
Taught in a learning community (e.g. FIG, linked courses)				10	
Supervised an undergraduate thesis				10	
Teach remedial class: reading				12	
Teach remedial class: writing				12	

SACS Core Requirements

Core Requirements: Are basic, broad-based, foundational requirements that an institution must meet to be accredited.

		Question placement on instrument			
Core Requirement	Item	TFS	YFCY	CSS	FAC
(Continued) 2.10: (Student Support Services)	Teach remedial class: mathematics				12
	Teach remedial class: ESL				12
	Teach remedial class: general academic skills				12
	Teach remedial class: other subject areas				12
	Training for administrative leadership				13
	Received incentives to develop new courses				13
	Received incentives to integrate technology into your classroom				13
	Advising and counseling of students				22
	It is easy for students to see faculty outside of regular office hours				26
	Most students are treated like “numbers in a book”				26
	Faculty are rewarded for being good teachers				26
	Faculty are rewarded for their efforts to use instructional technology				26
	Faculty are interested in students' personal problems				29
	This institution takes responsibility for educating underprepared students				29
	To promote the intellectual development of students				30
	This institution should not offer remedial/developmental education				31
2.10 CIRP Constructs: Faculty Interaction					
Core Requirement	Item	TFS	YFCY	CSS	FAC
2.11.2: The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services (Physical Resources)	Library facilities		6	11	
	Laboratory facilities and equipment		6	11	
	Computer facilities/labs		6		
	Student housing (e.g., res. halls)			6	11
	Classroom facilities			6	
	Office/lab space				
<p>TFS = The Freshman Survey; YFCY = Your First College Year; CSS = College Senior Survey; FAC = The Faculty Survey</p> <p>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.</p> <p>NOTES:</p>					

SACS Comprehensive Standard 3.1: Institutional Mission

SACS Comprehensive Standards: The Comprehensive Standards set forth requirements in the following three areas: institutional mission, governance and effectiveness; programs; and resources. The Comprehensive Standards represent good practices in higher education and establish a level of accomplishment expected of all member institutions.

		Question placement on instrument			
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
3.1.1: The mission statement is current and comprehensive, accurately guides the institutions operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. (Mission)	Preparedness for employment after college			1	21
	Preparedness for graduate or advanced education			1	21
	This college has a very good academic reputation	39			
	This college's graduates gain admission to top graduate/professional schools	39			
	This college's graduates get good jobs	39			
	I was attracted by the religious affiliation/orientation of the college	39			

3.1.1 CIRP Constructs: College Reputation Orientation

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:

SACS Comprehensive Standard 3.3.1 Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

		Question placement on instrument			
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
3.3.1.1: Educational programs, to include student learning outcomes.	Knowledge of a particular field or discipline		1	1	21
	Critical thinking skills		1	1	21
	General knowledge		1	1	
	Knowledge of people from different races/cultures		1	1	
	Understanding of the problems facing your community		1	1	
	Understanding of national issues		1	1	
	Understanding of global issues		1	1	
	Problem-solving skills		1	1	
	Leadership ability (abilities)		1	1	
	Ability to conduct research		1		
	Ability to work as part of a team		1		
	That your courses inspired you to think in new ways		4		
	General education and core curriculum courses		6	11	
	Your overall academic experience		6		
	First-year programs (e.g., first-year seminar, learning community, linked courses)		6		
	Creativity	29	7	14	21
	Emotional health	29	7	14	21
	Self-understanding	29	7	14	21
	Writing ability	29	7	14	21
	Academic ability	29	7	14	
	Artistic ability	29	7	14	
	Computer skills	29	7	14	
	Cooperativeness	29	7	14	
	Drive to achieve	29	7	14	
	Leadership ability	29	7	14	
	Mathematical ability	29	7	14	
	Physical health	29	7	14	
	Public speaking ability	29	7	14	
	Self-confidence (intellectual)	29	7	14	
	Self-confidence (social)	29	7	14	
	Spirituality	29	7	14	
	Understanding of others	29	7	14	
	Competitiveness	29	7		
	Risk-taking		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	
	Openness to having my own views challenged	30	9	16	
	Ability to work cooperatively with diverse people	30	9	16	
	Been/was bored in class	28	10	5	
	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	

SACS Comprehensive Standard 3.3.1 Institutional Effectiveness

		Question placement on instrument			
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
(Continued)					
3.3.1.1 Educational programs	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
	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 sources and experience	32	15	10	18
	Raising a family	42	17	19	20
	Being very well off financially	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
	Adopting "green" practices to protect the environment	42	17	19	20
	Becoming accomplished in one of the performing arts (acting, dancing, etc.)	42	17	19	
	Obtaining recognition from my colleagues for contributions to my special field	42	17	19	
	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	
	Engaging with members of my own racial/ethnic group		17		
	Relevance of coursework to everyday life		18	12	
	Relevance of coursework to future career plans		18	12	
	Taken a course or first-year seminar designed to: connect faculty and students in focused academic inquiry			20	
	Fell asleep in class	28	21	5	
	Failed to complete homework on time	28	21	5	
	Skipped school/class	28	21		
	Worked on a professor's research project	43	21	5	10
	Discussed course content with students outside of class	43	21	5	
	Contributed to class discussions		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	
	Turned in course assignment(s) late		21		
	Turned in course assignments that did <u>not</u> reflect your best work		21		
	Applied concepts from courses to everyday life		21		
	Work with other students on group projects	32		5	
	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		
Challenged a professor's ideas in class			5		
Felt intimidated by your professors			5		
Science and mathematics courses			11		
Humanities courses			11		
Social science courses			11		
Integrating spirituality into my life			19	20	

SACS Comprehensive Standard 3.3.1 Institutional Effectiveness

		Question placement on instrument				
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC	
(Continued)						
3.3.1.1: Educational programs	An opportunity to work on a research project			20		
	Teaching				9	
	Taught an interdisciplinary course				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	
	Taught an ethnic studies course				10	
	Taught a women's studies course				10	
	Becoming an authority in my field				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 racial/ethnic groups				21	
	Help master knowledge in a discipline				21	
	Develop creative capacities				21	
	Instill a basic appreciation of the liberal arts				21	
	Promote ability to write effectively				21	
	Help students evaluate the quality and reliability of information				21	
	Engage students in civil discourse around controversial issues				21	
	Teach students tolerance and respect for different beliefs				21	
	Encourage students to become agents of social change				21	
	My teaching is valued by faculty in my department				29	
	To promote the intellectual development of students				30	
	To develop leadership ability among students				30	
	This institution should not offer remedial/developmental education				31	
3.3.1.1 CIRP Constructs: Civic Awareness, Pluralistic Orientation, Habits of Mind, Academic Self Concept and Social Self Concept						
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC	
3.3.1.2: Administrative Support Services	Academic advisors/counselors		2			
	Other college personnel		2			
	Student housing (e.g., res. halls)		6	11		
	Student health services		6	11		
	Psychological counseling services		6	11		
	Student housing office		6			
	Financial aid office		6			
	Registrar's office		6			
	The admission/recruitment materials portrayed this campus accurately			12		
	Overall college experience	43	18	12		
	Sought personal counseling	43	20			
	Had difficulty getting the courses you need		21	5		
	Part-time instructors at this institution: Have access to support services					2f

SACS Comprehensive Standard 3.3.1 Institutional Effectiveness

		Question placement on instrument			
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
3.3.1.3: Educational Support Services	Knowledge of a particular field or discipline		1	1	21
	Critical thinking skills		1	1	21
	Faculty <u>during</u> office hours		2		
	Faculty <u>outside</u> of class or office hours		2		
	Academic advisors/counselors		2		
	Other college personnel		2		
	Graduate students/teaching assistants		2		
	Lonely or homesick		4		
	Isolated from campus life		4		
	Unsafe on this campus		4		
	General education and core curriculum courses		6	11	
	Academic advising		6	11	
	Creativity	29	7	14	21
	Emotional health	29	7	14	21
	Self-understanding	29	7	14	21
	Writing ability	29	7	14	21
	Develop close friendships with: male students		8		
	Develop close friendships with: female students		8		
	Develop close friendships with: students of a different racial/ethnic group		8		
	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	
	Openness to having my own views challenged	30	9	16	
	Ability to work cooperatively with diverse people	30	9	16	
	Studied with other students	28	10	5	
	Been /was a guest in a professor's/teacher's home	28	10	5	
	Asked a professor/teacher for advice after class	28	10	5	
	Socialized with someone of another racial/ethnic group	28	10	18	
	Talking with professor/teachers/faculty outside of class	38	11	9	
	Faculty here are interested/strongly interested in students' academic problems		12	15	29
	There is a lot of racial tension on this campus		12	15	29
	I have felt discriminated against based on my: race/ethnicity		12	15	
	I have felt discriminated against based on my: socio-economic status		12	15	
	I have felt discriminated against based on my: gender		12	15	
	I have felt discriminated against based on my: religion		12	15	
	In class, I have heard faculty express stereotypes about racial/ethnic groups		12	15	
	I see myself as part of the campus community		12	15	
	I feel I am a member of this college		12	15	
	I feel a sense of belonging to this campus		12	15	
	Most students here are treated like "numbers in a book"		12		26
	My college experiences have exposed me to diverse opinions, cultures, and values		12		
	Socialized or partied	43	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		

SACS Comprehensive Standard 3.3.1 Institutional Effectiveness

		Question placement on instrument			
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
(Continued)					
3.3.1.3: Educational Support Services	Had intellectual discussions outside of class		13	18	
	Felt insulted or threatened because of your race/ethnicity		13	18	
	Studied or prepared for class		13	18	
	Respect for the expression of diverse beliefs		18	12	26
	Amount of contact with faculty		18	12	
	Racial/ethnic diversity of student body		18	12	
	Class size		18	12	
	Overall sense of community among students		18	12	
	Racial/ethnic diversity of faculty		18		
	Interaction with other students		18		
	Had a roommate of a different race/ethnicity	43	20	6	
	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	
	Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry		20		
	Taken a course or first-year seminar designed to: Help students adjust to college-level academics		20		
	Discussed course content with students outside of class	43	21	5	
	Communicated regularly with your professors	43	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	
	Received from your professor: Advice or guidance about your educational program		21	20	
	Received from your professor: Emotional support or encouragement		21	20	
	Received from your professor: Negative feedback about your academic work		21	20	
	Applied concepts from courses to everyday life		21		
	Met with academic advisors to select courses		21		
	Would you choose this college again: definitely yes, probably yes, probably not, definitely not, not sure yet		22	29	
	Socialize with someone of another racial/ethnic group	43			
	Preparedness for employment after college			1	21
	Preparedness for graduate or advanced education			1	21
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6	10
	Participated in: An ethnic/racial student organization			6	
	Science and mathematics courses			11	
	Humanities courses			11	
	Social science courses			11	
	Ability to find a faculty or staff mentor			12	
	A letter of recommendation			20	
	Help to improve your study skills			20	
	Feedback on your academic work (outside of grades)			20	
	Intellectual challenge and stimulation			20	
An opportunity to discuss coursework outside of class			20		
Help in achieving your professional goals			20		
An opportunity to apply classroom learning to "real-life" issues			20		
Taught an honors course				10	
Taught an exclusively web-based course at this institution				10	

SACS Comprehensive Standard 3.3.1 Institutional Effectiveness

		Question placement on instrument				
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC	
(Continued) 3.3.1.3: Educational Support Services	Teach remedial class: Reading				12	
	Teach remedial class: Writing				12	
	Teach remedial class: Mathematics				12	
	Teach remedial class: ESL				12	
	Teach remedial class: General academic skills				12	
	Teach remedial class: Other subject areas				12	
	Develop ability to think critically				21	
	Prepare students for employment after college				21	
	Prepare students for graduate or advanced education				21	
	Develop moral character				21	
	Provide for students' emotional development				21	
	Teach students the classic works of Western civilization				21	
	Help students develop personal values				21	
	Enhance students' self-understanding				21	
	Instill in students a commitment to community service				21	
	Enhance students' knowledge of and appreciation for other racial/ethnic groups				21	
	Help master knowledge in a discipline				21	
	Develop creative capacities				21	
	Instill a basic appreciation of the liberal arts				21	
	Promote ability to write effectively				21	
	Help students evaluate the quality and reliability of information				21	
	Engage students in civil discourse around controversial issues				21	
	Teach students tolerance and respect for different beliefs				21	
	Encourage students to become agents of social change				21	
	Advising and counseling of students				22	
	It is easy for students to see faculty outside of regular office hours				26	
	Faculty are rewarded for their efforts to use instructional technology				26	
	Faculty are interested in students' personal problems				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	
	Promoting diversity leads to the admission of too many underprepared students				31	
	A racially/ethnically diverse student body enhances the educational experience of all students				31	
	Colleges should be concerned with facilitating undergraduate students' spiritual development				31	
	Colleges should prohibit racist/sexist speech on campus				31	
	3.3.1.3 CIRP Constructs: Likelihood of College Involvement, Negative Cross-Racial Interaction, Pluralistic Orientation, Positive Cross-Racial Interaction and Sense of Belonging					

SACS Comprehensive Standard 3.3.1 Institutional Effectiveness

		Question placement on instrument			
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
3.3.1.4 Research research within its educational mission, if appropriate	Critical thinking skills		1	1	21
	Problem-solving skills		1	1	
	Ability to conduct research		1		
	Used the Internet for research or homework	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	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 for a class	32	15	10	18
	Integrate/integrated skills and knowledge from different sources and experience	32	15	10	18
	Becoming an authority in my field	42	17	19	20
	Making a theoretical contribution to science	42	17	19	20
	Worked on a professor's research project	43	21	5	10
	Accessed your campus' library resources electronically		21	5	
	Work/worked on a professor's research project	43		20	10
	Worked on independent study projects			5	
	Used the library for research or homework			5	
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)			6	10
	Participated in an undergraduate research program (e.g. MARC, MBRS, REU)			6	
	An opportunity to publish			20	
	Research				9
	Engaged undergraduates on your research project				10
	Supervised an undergraduate thesis				10
	Conducted research or writing focused on: international/global issues				10
	Conducted research or writing focused on: racial or ethnic minorities				10
	Conducted research or writing focused on: women and gender issues				10
	Engaged in academic research that spans multiple disciplines				10
	Received funding for your work from: Foundations				10
	Received funding for your work from: State or federal government				10
	Received funding for your work from: Business or industry				10
	Internal grants for research				13
	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 of your professional writings have been published or accepted for publication in the last two years				16
	Research and scholarly writing				22
My research is valued by faculty in my department				29	
Private funding sources often prevent researchers from being completely objective in the conduct of their work				31	
3.3.1.4 CIRP Constructs: Habits of Mind					

SACS Comprehensive Standard 3.3.1 Institutional Effectiveness

		Question placement on instrument			
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
3.3.1.5: Community/public service within its educational mission, if appropriate	Ability to see the world from someone else's perspective	30	9	16	
	Openness to having my own views challenged	30	9	16	
	Ability to discuss and negotiate controversial issues	30	9	16	21
	Ability to work cooperatively with diverse people	30	9	16	
	Encourage students to become agents of social change				21
	Understanding of the problems facing your community		1	1	
	Understanding of others	29	7	14	
	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
	Adopting "green" practices to protect the environment	42	17	19	20
	To develop leadership ability among students				30
	Performed volunteer work	28	10	13	
	Performed community service as part of class	28	10	5	
	Volunteer work	38	11	9	
	Participated in student government	43	20	6	
	Participated in volunteer or community service work	43	20		
	Advised student groups involved in service/volunteer work				10
	Opportunities for community service		6		
	Demonstrated for/against a cause	28	10	5	
	Voted in a student election	28	10	5	
	Worked on a local, state, or national political campaign	28	10	13	
	Discussed politics	28	10	13	
	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
	Improving my understanding of other countries and cultures	42	17	19	20
	Realistically, an individual can do little to bring about changes in our society			21	31
	Participating in an organization like the Peace Corps, AmeriCorps/VISTA, and			25	
	Doing volunteer work			25	
	Service				9
	Taught a service learning course				10
	Collaborated with the local community in research/teaching				10
	Recitals/Demonstrations				19
	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 facilitate student involvement in community service				30
	To help students learn how to bring about change in society				30
	To provide resources for faculty to engage in community-based teaching or research				30
	To create and sustain partnerships with surrounding communities				30
Colleges should be actively involved in solving social problems				31	
Colleges should encourage students to be involved in community service activities				31	
Realistically, an individual can do little to bring about changes in society				31	

SACS Comprehensive Standard 3.3.1 Institutional Effectiveness

		Question placement on instrument			
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
(Continued) 3.3.1.5: Community/public service	Colleges have a responsibility to work with their surrounding communities to address local issues				31

3.3.1.5 CIRP Constructs: Civic Awareness, Pluralistic Orientation and Social Agency

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NOTES:

SACS Comprehensive Standard 3.4 Educational Programs:

All Educational Programs (includes all on-campus, off-campus, and distance learning programs and course work)

Comprehensive Standard	Item	Question placement on instrument			
		TFS	YFCY	CSS	FAC
3.4.9: The institution provides appropriate academic support services. (Academic support services)	Academic advisors/counselors		2		
	Faculty <u>during</u> office hours		2		
	Faculty <u>outside</u> of class or office hours		2		
	Graduate students/teaching assistants		2		
	Academic advising		6	11	
	Tutoring or other academic assistance		6	11	
	Understand what your professors expect of you academically		8		
	Adjust to the academic demands of college		8		
	Utilize campus services available to students		8		
	Faculty here are interested/strongly interested in students' academic problems		12	15	29
	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 two or more courses together (e.g., FIG, learning community, linked courses)		20		
	Received from your professor: Advice or guidance about your educational program		21	20	
	Received from your professor: Emotional support or encouragement		21	20	
	Received from your professor: Negative feedback about your academic work		21	20	
	Participate/participated in study-abroad	43		6	
	Participated in an undergraduate research program (e.g. MARC, MBRS, REU)			6	
	Participated in an internship program			6	
	An opportunity to publish			20	
	Help to improve your study skills			20	
	Feedback on your academic work (outside of grades)			20	
	An opportunity to discuss coursework outside of class			20	
	An opportunity to apply classroom learning to "real-life" issues			20	
	Honest feedback about your skills and abilities			20	
	Taught an honors course				10
	Taught an exclusively web-based course at this institution				10
	Taught a seminar for first-year students				10
	Taught in a learning community (e.g. FIG, linked courses)				10
	Does this course have a teaching/lab assistant or reader/grader assigned				11
	Teach remedial class: Reading				12
	Teach remedial class: Writing				12
	Teach remedial class: Mathematics				12
	Teach remedial class: ESL				12
	Teach remedial class: General academic skills				12
	Teach remedial class: Other subject areas				12
	Advising and counseling of students				22
	It is easy for students to see faculty outside of regular office hours				26
	Faculty are interested in students' personal problems				29
This institution takes responsibility for educating underprepared students				29	
Most of the students I teach lack the basic skills for college level work				29	
This institution should not offer remedial/developmental education				31	
3.4.9 CIRP Constructs: Faculty Interaction					

SACS Comprehensive Standard 3.4 Educational Programs:

Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
3.4.12: The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. (Technology use)	Taught an exclusively web-based course at this institution				10
	Accessed your campus' library resources electronically		21	5	
	Come/came late to class	28	10	5	
	Used the Internet for research or homework	28	10	5	
	Used the library for research or homework			5	
	Faculty are rewarded for their efforts to use instructional technology				26
	Library facilities		6	11	
	Computer facilities/labs		6		
	Received incentives to integrate technology into your classroom				13
	Computer (computing) assistance		6	11	
	Keeping up with information technology				27

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NOTES:

SACS Comprehensive Standard 3.5 Educational Programs: Undergraduate Programs

		Question placement on instrument			
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
3.5.1: The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)	Critical thinking skills		1	1	21
	Knowledge of a particular field or discipline		1	1	21
	Understanding of the problems facing your community		1	1	
	Problem-solving skills		1	1	
	General knowledge		1	1	
	Knowledge of people from different races/cultures		1	1	
	Understanding of national issues		1	1	
	Understanding of global issues		1	1	
	Ability to conduct research		1		
	That your courses inspired you to think in new ways		4		
	Creativity	29	7	14	21
	Emotional health	29	7	14	21
	Self-understanding	29	7	14	21
	Writing ability	29	7	14	21
	Understanding of others	29	7	14	
	Academic ability	29	7	14	
	Artistic ability	29	7	14	
	Computer skills	29	7	14	
	Cooperativeness	29	7	14	
	Drive to achieve	29	7	14	
	Leadership ability	29	7	14	
	Mathematical ability	29	7	14	
	Physical health	29	7	14	
	Public speaking ability	29	7	14	
	Self-confidence (intellectual)	29	7	14	
	Self-confidence (social)	29	7	14	
	Spirituality	29	7	14	
	Competitiveness	29	7		
	Risk-taking		7	14	
	Ability to discuss and negotiate controversial issues	30	9	16	21
	Tolerance of others with different beliefs	30	9	16	21
	Ability to see the world from someone else's perspective	30	9	16	
	Openness to having my own views challenged	30	9	16	
	Ability to work cooperatively with diverse people	30	9	16	
	Support your opinions with a logical argument	32	15	10	18
	Seek solutions to problems and explain them to others	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 for a class	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	

SACS Comprehensive Standard 3.5 Educational Programs: Undergraduate Programs

Comprehensive Standard	Item	Question placement on instrument			
		TFS	YFCY	CSS	FAC
(Continued) 3.5.1: Competencies	Revise your papers to improve your writing	32	15	10	18
	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
	Applied concepts from courses to everyday life		21		
	Work with other students on group projects	32		5	
	To prepare myself for graduate or professional school	37			21
	To be able to get a better job	37			
	To gain a general education and appreciation of ideas	37			
	This college has a very good academic reputation	39			
	This college's graduates gain admission to top graduate/professional schools	39			
	This college's graduates get good jobs	39			
	Work/worked on a professor's research project	43		20	10
	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	
	Foreign language ability			1	
	An opportunity to work on a research project			20	
	Encourage students to become agents of social change				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
	To develop leadership ability among students				30
	To facilitate student involvement in community service				30
To help students learn how to bring about change in society				30	
To promote the intellectual development of students				30	
To enhance the institution's national image				30	
To develop an appreciation for multiculturalism				30	

3.5 CIRP Constructs: Academic Self-Concept, College Reputation Orientation, Habits of Mind, Pluralistic Orientation and Social Self-Concept

SACS Comprehensive Standard 3.5 Educational Programs: Undergraduate Programs

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NOTES:

SACS Comprehensive Standard 3.7: Faculty

		Question placement on instrument			
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
3.7.1: The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See Commission guidelines “Faculty Credentials.”) (Faculty competence)	Collaborated with the local community in research/teaching				10
	Articles in academic or professional journals				14
	Chapters in edited volumes				14
	Books, manuals, or monographs				14
	Reviews of books, articles, or creative works				14
	Other, such as patents, or computer software products				14
	How many exhibitions or performances in the fine or applied arts have you presented in the last <u>two years</u>				15
	How many of your professional writings have been published or accepted for publication in the <u>last two years</u>				16
	Do you use your scholarship to address local community needs				23
	Have you ever received an award for outstanding teaching				23
	Engaged in public service/professional consulting without pay				24
	Engaged in paid consulting outside of your institution				24
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
3.7.3 The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners. (Faculty development)	Part-time instructors at this institution: Are given specific training before teaching				2f
	Participated in a teaching enhancement workshop				10
	Received incentives to integrate technology into your classroom				13
	Internal grants for research				13
	Training for administrative leadership				13
	Received incentives to develop new courses				13
	Paid workshops outside of the institution focused on teaching				13
	Paid sabbatical leave				13
	Travel funds paid by the institution				13
There is adequate support for faculty development				29	
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
3.7.4: The institution ensures adequate procedures for safeguarding and protecting academic freedom. (Academic freedom)	Faculty here respect each other				26
	Opportunity for scholarly pursuits				28
	Autonomy and independence				28
	Competency of colleagues				28
	Job security				28
	Departmental Leadership				28
	Course assignments				28
Freedom to determine course content				28	

SACS Comprehensive Standard 3.7: Faculty

		Question placement on instrument			
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
3.7.5: The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. (Faculty role in governance)	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
	The criteria for advancement and promotion decisions are clear				29

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NOTES:

SACS Comprehensive Standard 3.8: Library and Other Learning Resources

		Question placement on instrument			
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
3.8.1: The institution provides facilities and learning /information resources that are appropriate to support its teaching, research, and service mission. (Learning/information resources)	Library facilities		6	11	
	Computer (computing) assistance		6	11	
	Tutoring or other academic assistance		6	11	
	Laboratory facilities and equipment		6	11	
	Computer facilities/labs		6		
	Classroom facilities		6		
	Look up scientific research articles and resources	32	15	10	18
	Accessed your campus' library resources electronically		21	5	
	Mark all institutional resources available to you in your last term as <u>part-time</u> faculty				2e
	Use of a private office				2e
	Shared office space				2e
	A personal computer				2e
	An email account				2e
	A phone/voicemail				2e
	Part-time instructors at this institution: Have access to support services				2f
	Does this course have a teaching/lab assistant or reader/grader assigned				11
	Teach remedial class: Reading				12
	Teach remedial class: Writing				12
	Teach remedial class: Mathematics				12
	Teach remedial class: ESL				12
	Teach remedial class: General academic skills				12
	Teach remedial class: Other subject areas				12
Office/lab space				28	

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NOTES:

SACS Comprehensive Standard 3.9: Student Affairs and Services

		Question placement on instrument			
Comprehensive Standard	Item	TFS	YFCY	CSS	FAC
3.9.3: The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs. (Qualified staff)	Student Affairs staff have the support and respect of faculty				29

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NOTES:

SACS Comprehensive Standard 3.11 Physical Resources

Comprehensive Standard	Item	Question placement on instrument			
		TFS	YFCY	CSS	FAC
3.11.2: The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment)	Lonely or homesick		4		
	Isolated from campus life		4		
	Unsafe on this campus		4		
	Worried about your health		4		
	Computer (computing) assistance		6	11	
	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	
	Felt depressed	28	10	13	
	Maintained a healthy diet		10		
	Had adequate sleep		10		
	Faculty here are interested/strongly interested in students' academic problems		12	15	29
	There is a lot of racial tension on this campus		12	15	29
	I have felt discriminated against based on my: race/ethnicity		12	15	
	I have felt discriminated against based on my: socio-economic status		12	15	
	I have felt discriminated against based on my: gender		12	15	
	I have felt discriminated against based on my: religion		12	15	
	I have felt discriminated against based on my: sexual orientation		12	15	
	I see myself as part of the campus community		12	15	
	I feel I am a member of this college		12	15	
	I feel a sense of belonging to this campus		12	15	
	In class, I have heard faculty express stereotypes about racial/ethnic groups		12	15	
	Most students here are treated like "numbers in a book"		12		26
	My college experiences have exposed me to diverse opinions, cultures, and values		12		
	In class, I have heard faculty express gender stereotypes		12		
	I have been able to find a balance between academics and extracurricular activities		12		
	Had tense, somewhat hostile interactions		13	18	
	Respect for the expression of diverse beliefs		18	12	26
	Overall sense of community among students		18	12	
	Have you been sexually harassed at this institution				23
Faculty here respect each other				26	
Subtle discrimination (e.g., prejudice, racism, sexism)				27	
Professional relationships with other faculty				28	
Social relationships with other faculty				28	
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 develop a sense of community among students and faculty				30	
Colleges should prohibit racist/sexist speech on campus				31	

3.11 CIRP Constructs: Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Sense of Belonging

SACS Comprehensive Standard 3.11 Physical Resources

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: