



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

Accreditation Guide: WASC¹ Senior College and University Commission (WSCUC)

2014 CIRP Surveys

Introduction

Accreditation plays a major role in not only maintaining but also enhancing quality in higher education. It has a long and strong record of rising to the quality challenge. The process played a key role as colleges and universities developed strong academic programs, built international reputations, compiled enviable track records for innovation in research, and undertook major expansion and diversification of our enterprise...Accreditation both sustains and reflects the values that are at the heart of higher education: institutional autonomy and academic freedom.

--Eaton, J. (2010, August 31). Calls for accountability shine harsh light on accreditation. *The Chronicle of Higher Education*

For nearly 50 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. Our users have shared how valuable CIRP survey results have been in the accreditation process. This accreditation guide offers suggestions on the benefits of using CIRP surveys in this process.

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

¹ The Western Association of Schools and Colleges (WASC) is now known as the WASC Senior College and University Commission (WSCUC).

How Can CIRP Surveys be Useful in WSCUC Accreditation?

This guide provides suggestions for utilizing CIRP survey results in the WSCUC accreditation process to address a variety of topics, including 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 allow for assessment of multiple issues as well as the ability to connect across issues and disaggregate by important demographics, like gender or first-generation status.
- Used longitudinally, CIRP survey results illustrate that an institution has a well-integrated plan for demonstrating the extent to which it is meeting its goals, and the extent to which various aspects of the college experience may be contributing to the growth and development of students.
- Institutions have the ability to compare their performance on individual items and relevant CIRP Constructs to that of groups of comparable institutions, in addition to the national normed sample.
- 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 (using multiple surveys) to assess growth and development. The use of CIRP survey results over time demonstrates a commitment to institutional improvement and to meeting accreditation standards.

Using CIRP Surveys as Evidence in WSCUC Standards

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

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

This guide is not a toolkit or a comprehensive codebook for mapping CIRP surveys to WSCUC Standards and CFRs. It is a guide to aid institutions in organizing information they already have, and to facilitate future planning. Looking systematically at CIRP survey results aligned with WSCUC Standards and CFRs provides an opportunity for discussion about what the results mean on campus, what other evidence can be brought to supplement survey data, and what additional information is necessary to further improvement efforts as the institution plans for the future.

Both individual survey items and CIRP Constructs can be used to demonstrate and document institutional effectiveness efforts on campus. When they are presented in context with additional measures of student learning, such as portfolios of student work and results from student focus groups or interviews, these results will be most meaningful to your campus improvement efforts and most persuasive to a visiting team in demonstrating a sustained commitment to student learning.

WSCUC Standards

CIRP Survey results support multiple CFRs within the four main WSCUC Standards. Because the Standards are set forth in broad, holistic terms that are applicable to all institutions, which items or CIRP Constructs an institution chooses to use as evidence will depend on choices made at the institution. What follows is a brief description of how results from CIRP surveys can be used to address the WSCUC Standards.

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives: Participation in CIRP surveys and analyses of survey results can be used to support CFR 1.2, “Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning outcomes.” (2013 Handbook of Accreditation, p. 12). Additionally, the CIRP graduation rate calculator that is a standard part of CIRP Freshman Survey reporting is particularly relevant. For more information see <http://heri.ucla.edu/GradRateCalculator.php>

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

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability. “The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.” (2013 Handbook of Accreditation, p. 18). CIRP results align broadly with this standard, particularly, CFRs 3.1, 3.3, and 3.5.

Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement. This standard establishes that an institution “engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives...These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness” (2013 Handbook of Accreditation, p. 20).

CIRP in WSCUC Timelines

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

- CPR Report and Data Portfolio

- Thematic or standards-based inquiry for EER
- Both off-site review and site visit.
- Response to a decision by WSCUC Review Team

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

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

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

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

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

Reference: 2013 Handbook of Accreditation, WSCUC, downloaded from www.wascsenior.org.

WSCUC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

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

Institutional Purposes

2014 Survey

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning outcomes.	Satisfaction: Overall college experience		x		x	
	Satisfaction: Overall quality of instruction		x		x	
	Satisfaction: Your overall academic experience		x			
1.3 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.	Agreement: My college experiences have exposed me to diverse opinions, cultures, and values		x			
	Agreement: This college: Encourages students to have a public voice and share their ideas openly			x		x
	Agreement: This college: Promotes the appreciation of cultural differences			x		x
	Description of institution: Faculty here respect each other					x
	Frequency: Experiences with other racial/ethnic groups: Had intellectual discussions outside of class		x		x	
	Frequency: Instructors: Encourage students to contribute different perspectives in class				x	
	Frequency: Instructors: Include diverse perspectives in class discussions/assignments				x	
	Frequency: Instructors: Teach students tolerance and respect for diverse beliefs				x	
	Frequency: Instructors: Value individual differences in the classroom				x	
	Satisfaction: Autonomy and independence					x
	Satisfaction: Freedom to determine course content					x
Satisfaction: Respect for the expression of diverse beliefs		x		x	x	x
<i>1.3 Faculty Survey Construct: Job Satisfaction - Workplace</i>						

WSCUC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC	
1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices.	Agreement: A racially/ethnically diverse student body enhances the educational experience of all students					x	
	Agreement: Faculty are not prepared to deal with conflict over diversity issues in the classroom					x	
	Agreement: I feel a sense of belonging to this campus		x			x	
	Agreement: I feel I am a member of this college		x			x	
	Agreement: I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation		x			x	
	Agreement: I see myself as part of the campus community		x			x	
	Agreement: In class, I have heard faculty express gender stereotypes		x				
	Agreement: In class, I have heard faculty express stereotypes about racial/ethnic groups		x			x	
	Agreement: International and domestic graduate students work well together in this program						x
	Agreement: My college experiences have exposed me to diverse opinions, cultures, and values		x				
	Agreement: Racial and ethnic diversity should be more strongly reflected in the curriculum						x
	Agreement: There is a lot of campus racial conflict here						x
	Agreement: There is a lot of racial tension on this campus		x			x	
	Agreement: This college: Appreciates/respects differences in sexual orientation				x		x
	Agreement: This college: Has a long-standing commitment to diversity						x
	Agreement: This college: Has campus administrators who regularly speak about the value of diversity						x
	Agreement: This college: Has standard reporting procedures for incidents of harassment or discrimination						x
	Agreement: This college: Promotes the appreciation of cultural differences				x		x
	Agreement: This college: Rewards staff and faculty for their participation in diversity efforts						x
	Agreement: This institution has effective hiring practices and policies that increase faculty diversity						x
	Agreement: Treats faculty of color fairly						x
	Agreement: Treats LGBTQ faculty fairly						x
	Agreement: Treats women faculty fairly						x
	Frequency: Assisted a student with a problem about discrimination						x
	Frequency: Been discriminated or excluded from activities because of my: Gender						x
	Frequency: Been discriminated or excluded from activities because of my: Race/ethnicity						x
	Frequency: Been discriminated or excluded from activities because of my: Sexual orientation						x
	Frequency: Bias/harassment/discrimination: Anonymous phone calls						x
	Frequency: Bias/harassment/discrimination: Damage to personal property						x
	Frequency: Bias/harassment/discrimination: Exclusion (e.g., from gatherings, events)						x
Frequency: Bias/harassment/discrimination: Offensive visual images or items						x	

WSCUC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC	
1.4 (continued)	Frequency: Bias/harassment/discrimination: Other physical assaults or injuries					x	
	Frequency: Bias/harassment/discrimination: Sexual assault or violence					x	
	Frequency: Bias/harassment/discrimination: Threats of physical violence					x	
	Frequency: Bias/harassment/discrimination: Verbal comments					x	
	Frequency: Bias/harassment/discrimination: Written comments (e.g., emails, texts, writing on walls)					x	
	Frequency: Experiences with other racial/ethnic groups: Dined or shared a meal		x		x		
	Frequency: Experiences with other racial/ethnic groups: Felt insulted or threatened because of your race/ethnicity		x		x		
	Frequency: Experiences with other racial/ethnic groups: Had guarded, cautious interactions		x		x		
	Frequency: Experiences with other racial/ethnic groups: Had intellectual discussions outside of class		x		x		
	Frequency: Experiences with other racial/ethnic groups: Had meaningful and honest discussions about race/ethnic relations outside of class		x		x		
	Frequency: Experiences with other racial/ethnic groups: Had tense, somewhat hostile interactions		x		x		
	Frequency: Experiences with other racial/ethnic groups: Shared personal feelings and problems		x		x		
	Frequency: Experiences with other racial/ethnic groups: Socialized or partied		x		x		
	Frequency: Experiences with other racial/ethnic groups: Studied or prepared for class		x		x		
	Frequency: Had students from underrepresented groups on campus approach me for advice					x	
	Frequency: Heard insensitive or disparaging comments about LGBTQ individuals by: Faculty					x	
	Frequency: Heard insensitive or disparaging comments about LGBTQ individuals by: Staff					x	
	Frequency: Heard insensitive or disparaging comments about LGBTQ individuals by: Students					x	
	Frequency: Heard insensitive or disparaging racial remarks from: Faculty					x	
	Frequency: Heard insensitive or disparaging racial remarks from: Staff					x	
	Frequency: Heard insensitive or disparaging racial remarks from: Students					x	
	Frequency: Heard insensitive or disparaging remarks about women from: Faculty					x	
	Frequency: Heard insensitive or disparaging remarks about women from: Staff					x	
	Frequency: Heard insensitive or disparaging remarks about women from: Students					x	
	Frequency: Reported an incident of discrimination to a campus authority						x
	Frequency: Reported an incident of sexual harassment to a campus authority						x
	Frequency: Socialize/socialized with someone of another racial/ethnic group	x	x		x		
	Frequency: Witnessed discrimination						x
	Likelihood: Have/had a roommate of a different race/ethnicity	x	x		x		
	Number of courses: Readings on racial and ethnic issues						x
Number of courses: Readings on women and gender issues						x	

WSCUC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC	
1.4 (continued)	Number of courses: Techniques to create an inclusive classroom environment for diverse students					x	
	Priority: Promote racial and ethnic diversity in the faculty and administration					x	
	Priority: To create and sustain partnerships with surrounding communities					x	
	Priority: To develop an appreciation for multiculturalism					x	
	Priority: To promote gender diversity in the faculty and administration					x	
	Priority: To recruit more minority students					x	
	Satisfaction: Administrative response to incidents of discrimination					x	
	Satisfaction: Administrative response to student concerns about exclusion or marginality					x	
	Satisfaction: Atmosphere for differences in sexual orientation					x	
	Satisfaction: Atmosphere for political differences					x	
	Satisfaction: Atmosphere for religious differences					x	
	Satisfaction: Department: Acceptance of differences in sexual orientation					x	
	Satisfaction: Department: Collegiality among faculty					x	
	Satisfaction: Department: Commitment to hiring women and minorities					x	
	Satisfaction: Department: Degree to which the curriculum addresses diversity in content or pedagogy					x	
	Satisfaction: Department: Representation of women and racial/ethnic minorities					x	
	Satisfaction: Department: Student respect for my role in the classroom					x	
	Satisfaction: Department: Tolerance of different faculty opinions and beliefs					x	
	Satisfaction: Interactions among different racial/ethnic groups					x	
	Satisfaction: Overall sense of community among students					x	
	Satisfaction: Racial/ethnic diversity of faculty			x			
	Satisfaction: Racial/ethnic diversity of student body			x		x	
	Satisfaction: Racial/ethnic diversity of the faculty					x	
	Satisfaction: Racial/ethnic diversity of the staff					x	
	Satisfaction: Racial/ethnic diversity of the student body					x	
	Self-rating: Ability to discuss and negotiate controversial issues	x	x			x	
	Self-rating: Ability to see the world from someone else's perspective	x	x			x	
	Self-rating: Ability to work cooperatively with diverse people	x	x			x	
	Self-rating: Openness to having my own views challenged	x	x			x	
	Self-rating: Perceived growth/current ability: Knowledge of people from different races/cultures	x	x			x	
	Self-rating: Perceived growth/current ability: Understanding of global issues	x	x			x	
	Self-rating: Perceived growth/current ability: Understanding of national issues	x	x			x	
	Self-rating: Perceived growth/current ability: Understanding of the problems facing your community	x	x			x	
	Self-rating: Tolerance of others with different beliefs	x	x			x	
Yes/No: Collaborated with the local community in research/teaching						x	
Yes/No: Have you been sexually harassed at this institution						x	

WSCUC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC	
1.4 (continued)	Yes/No: Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies)					x	
<i>1.4: CIRP Constructs: Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Pluralistic Orientation and Sense of Belonging. Faculty Survey Construct: Institutional Priority: Commitment to Diversity. Various DLE Factors</i>							
<i>Integrity & Transparency</i>							
1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid	Agreement: I have received helpful advice about how to succeed here as a transfer student			x			
	Agreement: I worked with a transfer specialist/advisor from this institution to apply or choose courses			x			
	Agreement: The admission/recruitment materials portrayed this campus accurately		x				
	Agreement: There was helpful online information available about how to transfer here (e.g. websites)			x			
	Agreement: This campus has many events/activities to help students choose a major			x			
	Agreement: This college: Accurately reflects the diversity of its student body in publications (e.g. brochures, website)			x			
	Agreement: This college: Provides the financial support I need to stay enrolled			x			
	Frequency: Had difficulty getting the courses you need		x		x		
	Frequency: Not been able to get into classes you need because they were full				x		
	Frequency: Not been able to take classes you need because they were not offered/were cancelled				x		
	How many years do you expect it will take you to graduate from this college	x					
	Likelihood: Need extra time to complete your degree requirements	x					
Satisfaction: Administrative response to incidents of discrimination				x		x	
TFS = The Freshman Survey; YFCY = Your First College Year Survey; DLE = Diverse Learning Environments Survey; CSS = College Senior Survey; FAC = The HERI Faculty Survey							
The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The DLE is administered during the second and/or third years; The CSS is administered at the end of the senior year; The FAC is administered every three years to faculty.							

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

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

Teaching & Learning

2014 Survey

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
2.2: All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.	Agreement: Colleges should be concerned with facilitating undergraduate students' spiritual development					x
	Agreement: Graduate students in this program are trained to conduct research responsibly and ethically					x
	Agreement: Graduate students in this program must compete for research opportunities					x
	Agreement: Graduate students in this program receive adequate instruction on becoming good teachers					x
	Agreement: It is important for graduate students in this program to spend at least one term as a teaching assistant					x
	Agreement: My college experiences have exposed me to diverse opinions, cultures, and values		x			
	Agreement: This institution takes responsibility for educating underprepared students					x
	Extent: Structure your courses so that students develop study skills that prepare them for college-level work					x
	Extent: Structure your courses so that students master a conceptual understanding of course content					x
	Fall 2014 plans				x	
	Frequency: Accept mistakes as part of the learning process	x	x	x	x	x
	Frequency: Apply/applied concepts from courses to everyday life/real life situations		x	x	x	
	Frequency: Ask questions in class	x	x	x	x	x
	Frequency: Asked a teacher/professor for advice after class	x	x		x	
	Frequency: Been/was bored in class	x	x		x	
	Frequency: Communicated regularly with your professors				x	
	Frequency: Contributed to class discussions		x		x	
	Frequency: Discuss/discussed course content with students outside of class	x	x	x	x	
	Frequency: Evaluate the quality or reliability of information you received	x	x	x	x	x
	Frequency: Experiences with other racial/ethnic groups: Had intellectual discussions outside of class		x		x	
	Frequency: Experiences with other racial/ethnic groups: Had meaningful and honest discussions about race/ethnic relations outside of class		x		x	
	Frequency: Experiences with other racial/ethnic groups: Studied or prepared for class		x		x	
	Frequency: Explore topics on your own, even though it was not required for a class	x	x	x	x	x
	Frequency: Failed to complete homework on time	x			x	
	Frequency: Integrate/integrated skills and knowledge from different sources and experiences	x	x	x	x	x
	Frequency: Look up scientific research articles and resources	x	x	x	x	x
Frequency: Made a presentation in class		x		x		
Frequency: Performed community service as part of class	x	x		x		
Frequency: Received advice/counseling from another student		x				

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
2.2 (continued)	Frequency: Received from your professor: Advice or guidance about your educational program		x		x	
	Frequency: Received from your professor: An opportunity to apply classroom learning to "real-life" issues				x	
	Frequency: Received from your professor: An opportunity to publish				x	
	Frequency: Received from your professor: Feedback on your academic work (outside of grades)				x	
	Frequency: Received from your professor: Help in achieving your professional goals				x	
	Frequency: Received tutoring		x			
	Frequency: Revise your papers to improve your writing	x	x	x	x	x
	Frequency: Seek alternative solutions to a problem	x	x	x	x	x
	Frequency: Seek feedback on your academic work	x	x	x	x	x
	Frequency: Seek solutions to problems and explain them to others	x	x	x	x	x
	Frequency: Socialize/socialized with someone of another racial/ethnic group	x	x		x	
	Frequency: Studied with other students	x	x		x	
	Frequency: Support your opinions with a logical argument	x	x	x	x	x
	Frequency: Take a risk because you felt you had more to gain	x	x	x	x	x
	Frequency: Took a class that required: Multiple short papers				x	
	Frequency: Took a class that required: One or more 10+ page papers				x	
	Frequency: Turned in course assignment(s) late		x			
	Frequency: Used the Internet for research or homework	x				
	Frequency: Work with other students on group projects	x			x	
	Frequency: Work/worked on a professor's research project	x	x		x	
	Frequency: Worked with classmates on group projects: During class			x	x	
	Frequency: Worked with classmates on group projects: Outside of class			x	x	
	Have had/need remedial work: English	x				
	Have had/need remedial work: Mathematics	x				
	Have had/need remedial work: Reading	x				
	Have had/need remedial work: Writing	x				
	Hours per week: Advising and counseling of students					x
	Hours per week: Attending classes/labs			x	x	
	Hours per week: Student clubs and groups	x	x		x	
	Importance: Becoming accomplished in one of the performing arts (acting, dancing, etc.)	x	x		x	
	Importance: Becoming an authority in my field	x	x		x	
	Importance: Becoming successful in a business of my own	x	x		x	
	Importance: Creating artistic works (painting, sculpture, etc.)	x	x		x	
	Importance: Develop ability to think critically					x
	Importance: Develop moral character					x
	Importance: Developing a meaningful philosophy of life	x	x		x	
	Importance: Encourage students to become agents of social change					x
	Importance: Engage students in civil discourse around controversial issues					x
	Importance: Enhance students' knowledge of and appreciation for other racial/ethnic groups					x
	Importance: Help students develop personal values					x

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
2.2 (continued)	Importance: Helping others who are in difficulty	x	x		x	
	Importance: Helping to promote racial understanding	x	x	x	x	
	Importance: Improving my understanding of other countries and cultures	x	x		x	
	Importance: Influencing social values	x	x		x	
	Importance: Instill in students a commitment to community service					x
	Importance: Integrating spirituality into my life				x	x
	Importance: Keeping up to date with political affairs	x	x	x	x	
	Importance: Making a theoretical contribution to science	x	x		x	x
	Importance: Obtaining recognition from my colleagues for contributions to my special field	x	x		x	
	Importance: Participating in a community action program	x	x	x	x	
	Importance: Prepare students for employment after college					x
	Importance: Prepare students for graduate or advanced education					x
	Importance: Promote ability to write effectively					x
	Importance: Provide for students' emotional development					x
	Importance: Teach students the classic works of Western civilization					x
	Importance: Teach students tolerance and respect for different beliefs					x
	Importance: Writing original works (poems, novels, etc.)	x	x		x	
	Likelihood/Frequency: Participated in volunteer or community service work	x	x		x	
	Number of courses: Evaluation methods: Grading on a curve					x
	Number of courses: Evaluation methods: Rubric-based assessment					x
	Number of courses: Evaluation methods: Student evaluations of each others' work					x
	Number of courses: Evaluation methods: Student presentations					x
	Number of courses: Instructional techniques/methods: Class discussions					x
	Number of courses: Instructional techniques/methods: Community service as part of coursework					x
	Number of courses: Instructional techniques/methods: Cooperative learning (small groups)					x
	Number of courses: Instructional techniques/methods: Electronic quizzes with immediate feedback in class					x
	Number of courses: Instructional techniques/methods: Experiential learning/field studies					x
	Number of courses: Instructional techniques/methods: Extensive lecturing					x
	Number of courses: Instructional techniques/methods: Group projects					x
	Number of courses: Instructional techniques/methods: Multiple drafts of written work					x
	Number of courses: Instructional techniques/methods: Performances/demonstrations					x
	Number of courses: Instructional techniques/methods: Reflective writing/journaling					x
	Number of courses: Instructional techniques/methods: Student-selected topics for course content					x
	Number of courses: Instructional techniques/methods: Using real-life problems					x
	Number of courses: Instructional techniques/methods: Using student inquiry to drive learning					x
	Priority: To facilitate student involvement in community service					x

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC	
2.2 (continued)	Priority: To help students learn how to bring about change in society					x	
	Priority: To promote the intellectual development of students					x	
	Reason to attend: This college has a very good academic reputation	x					
	Reason to attend: This college's graduates gain admission to top graduate/professional schools	x					
	Reason to attend: This college's graduates get good jobs	x					
	Reason to attend: To gain a general education and appreciation of ideas	x					
	Reason to attend: To learn more about things that interest me	x					
	Reason to attend: To make me a more cultured person	x					
	Satisfaction: Overall quality of instruction		x			x	
	Self-rating: Ability to discuss and negotiate controversial issues	x	x			x	
	Self-rating: Ability to see the world from someone else's perspective	x	x			x	
	Self-rating: Ability to work cooperatively with diverse people	x	x			x	
	Self-rating: Openness to having my own views challenged	x	x			x	
	Self-rating: Perceived growth/current ability: Ability to manage your time effectively	x				x	
	Self-rating: Perceived growth/current ability: Critical thinking skills	x	x			x	
	Self-rating: Perceived growth/current ability: Foreign language ability	x				x	
	Self-rating: Perceived growth/current ability: General knowledge	x	x			x	
	Self-rating: Perceived growth/current ability: Interpersonal skills	x				x	
	Self-rating: Perceived growth/current ability: Knowledge of a particular field or discipline	x	x			x	
	Self-rating: Perceived growth/current ability: Knowledge of people from different races/cultures	x	x			x	
	Self-rating: Perceived growth/current ability: Problem-solving skills	x	x			x	
	Self-rating: Perceived growth/current ability: Understanding of global issues	x	x			x	
	Self-rating: Perceived growth/current ability: Understanding of national issues	x	x			x	
	Self-rating: Perceived growth/current ability: Understanding of the problems facing your community	x	x			x	
	Self-rating: Perceived growth: Preparedness for employment after college					x	
	Self-rating: Perceived growth: Preparedness for graduate or advanced education					x	
	Self-rating: Tolerance of others with different beliefs	x	x			x	
	Yes/No: Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)					x	
	Yes/No: Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning community, linked courses)			x	x		
	Yes/No: Participated in an academic support program			x			
	Yes/No: Participated in leadership training			x		x	
	Yes/No: Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry			x			
	Yes/No: Taken a course or first-year seminar designed to: Help students adjust to college life			x			
Yes/No: Taken a course or first-year seminar designed to: Help students adjust to college-level academics			x				
Yes/No: Taken a remedial or developmental course			x		x		
Yes/No: Taken an honors course			x		x		

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
2.2 (continued)	Yes/No: Worked with undergraduates on a research project					x
<i>2.2: CIRP Constructs: Habits of Mind, Academic Adjustment, Faculty Interaction - Mentorship, Academic Self-Concept, Social Self-Concept, Pluralistic Orientation, Civic Engagement, Civic Awareness, Social Agency, Student-Centered Pedagogy, Undergraduate Education Goal - Personal Development, Civic Minded Values</i>						
2.2a: Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).	<i>In addition to the items mention in 2.2 above, these can be included here as well.</i>					
	Ease: Develop close friendships with other students		x			
	Ease: Develop effective study skills		x	x		
	Ease: Manage your time effectively		x		x	
	Ease: Understand what your professors expect of you academically		x	x		
	Frequency: That your courses inspired you to think in new ways		x			
	Satisfaction: Overall academic experience		x		x	
	Self-rating: Academic ability	x	x	x	x	
	Self-rating: Artistic ability	x	x		x	
	Self-rating: Computer skills	x	x		x	
	Self-rating: Creativity	x	x		x	
	Self-rating: Drive to achieve	x	x	x	x	
	Self-rating: Leadership ability	x	x		x	
	Self-rating: Mathematical ability	x	x	x	x	
	Self-rating: Perceived growth/current ability: Ability to conduct research		x		x	
	Self-rating: Perceived growth/current ability: Ability to work as part of a team		x		x	
	Self-rating: Public speaking ability	x	x		x	
	Self-rating: Risk-taking		x		x	
	Self-rating: Self-confidence (intellectual)	x	x	x	x	
	Self-rating: Self-confidence (social)	x	x		x	
Self-rating: Self-understanding	x	x		x		
Self-rating: Spirituality	x	x		x		
Self-rating: Understanding of others	x	x		x		
Self-rating: Writing ability	x	x		x		
<i>2.2a: CIRP Constructs: See 2.2.</i>						
2.3: The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.	Agreement: My college experiences have exposed me to diverse opinions, cultures, and values		x			
	Agreement: This college: Encourages students to have a public voice and share their ideas openly			x		
	Ease: Adjust to the academic demands of college		x			
	Frequency: Accept mistakes as part of the learning process	x	x	x	x	x
	Frequency: Apply/applied concepts from courses to everyday life/real life situations		x	x	x	
	Frequency: Ask questions in class	x	x	x	x	x
	Frequency: Communicated regularly with your professors				x	
	Frequency: Critically evaluated your own position on an issue			x		
	Frequency: Evaluate the quality or reliability of information you received	x	x	x	x	x
	Frequency: Explore topics on your own, even though it was not required for a class	x	x	x	x	x
Frequency: Faculty were able to determine my level of understanding of the course material				x		

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
2.3 (continued)	Frequency: Failed to complete homework on time	x			x	
	Frequency: Feel challenged to think more broadly about an issue			x		
	Frequency: Felt that faculty encouraged me to ask questions and participate in discussions			x		
	Frequency: Felt that faculty provided me with feedback that helped me assess my progress in class			x		
	Frequency: Instructors: Communicate high expectations for students' performance			x		
	Frequency: Instructors: Encourage students from diverse backgrounds to work together			x		
	Frequency: Instructors: Help students learn how to bring about positive change in society			x		
	Frequency: Instructors: Motivated me to work harder than I thought I could			x		
	Frequency: Integrate skills and knowledge from different sources and experiences	x	x	x	x	x
	Frequency: Look up scientific research articles and resources	x	x	x	x	x
	Frequency: Made a presentation in class		x		x	
	Frequency: Performed community service as part of class	x	x		x	
	Frequency: Received from your professor: Advice or guidance about your educational program		x		x	
	Frequency: Received from your professor: An opportunity to apply classroom learning to "real-life" issues				x	
	Frequency: Received from your professor: An opportunity to work on a research project				x	
	Frequency: Received from your professor: Feedback on your academic work (outside of grades)				x	
	Frequency: Received from your professor: Help in achieving your professional goals				x	
	Frequency: Recognize the biases that affect your own thinking			x		
	Frequency: Revise your papers to improve your writing	x	x	x	x	x
	Frequency: Seek alternative solutions to a problem	x	x	x	x	x
	Frequency: Seek feedback on your academic work	x	x	x	x	x
	Frequency: Seek solutions to problems and explain them to others	x	x	x	x	x
	Frequency: Support your opinions with a logical argument	x	x	x	x	x
	Frequency: That your courses inspired you to think in new ways		x			
	Frequency: Use different points of view to make an argument			x		
	Frequency: Used the library for research or homework				x	
	Frequency: Work/worked on a professor's research project	x	x		x	
	Hours per week: Advising and counseling of students					x
	Hours per week: Studying/homework	x	x		x	
	Importance: Develop ability to think critically					x
	Importance: Develop moral character					x
	Importance: Encourage students to become agents of social change					x
	Importance: Engage students in civil discourse around controversial issues					x
	Importance: Enhance students' knowledge of and appreciation for other racial/ethnic groups					x
	Importance: Help students develop personal values					x
	Importance: Instill in students a commitment to community service					x

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC	
2.3 (continued)	Importance: Prepare students for employment after college					x	
	Importance: Prepare students for graduate or advanced education					x	
	Importance: Promote ability to write effectively					x	
	Importance: Provide for students' emotional development					x	
	Instructors: Teach students tolerance and respect for different beliefs			x		x	
	Satisfaction: Classroom facilities		x				
	Satisfaction: Computer facilities/labs		x				
	Satisfaction: Computer/computing assistance		x		x		
	Satisfaction: Library facilities		x		x		
	Satisfaction: Overall college experience		x		x		
	Self-rating: Cooperativeness	x	x		x		
	Self-rating: Emotional health	x	x		x		
	Self-rating: Perceived growth/current ability: Ability to manage your time effectively	x			x		
	Self-rating: Perceived growth/current ability: Ability to work as part of a team		x		x		
	Self-rating: Perceived growth/current ability: Foreign language ability	x			x		
	Self-rating: Perceived growth/current ability: General knowledge	x	x		x		
	Self-rating: Perceived growth/current ability: Knowledge of people from different races/cultures	x	x		x		
	Self-rating: Perceived growth/current ability: Understanding of global issues	x	x		x		
	Self-rating: Perceived growth/current ability: Understanding of national issues	x	x		x		
	Self-rating: Perceived growth/current ability: Understanding of the problems facing your community	x	x		x		
	Self-rating: Physical health	x	x		x		
	Self-rating: Self-understanding	x	x		x		
	Self-rating: Spirituality	x	x		x		
	Self-rating: Understanding of others	x	x		x		
	Yes/No: Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning community, linked courses)			x	x		
	Yes/No: Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry			x			
	Yes/No: Taken a course or first-year seminar designed to: Help students adjust to college life			x			
	Yes/No: Taken a course or first-year seminar designed to: Help students adjust to college-level academics			x			

2.3: CIRP Constructs: Habits of Mind, Academic Adjustment, Faculty Interaction - Contact and Communication, Faculty Interaction - Mentoring, Academic Self-Concept, Pluralistic Orientation, Civic Awareness, Undergraduate Education Goal - Personal Development

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
2.4: The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.	Agreement: Discussed my academic goals with faculty			x		
	Agreement: Faculty are interested in my development as a student			x		
	Agreement: Faculty are interested in students' personal problems					x
	Agreement: Faculty believe in my potential to succeed academically		x	x		
	Agreement: Faculty encouraged me to meet with them after or outside of class		x	x		
	Agreement: Faculty showed concern about my progress		x	x		
	Agreement: Student Affairs staff have the support and respect of faculty					x
	Description of institution: It is easy for students to see faculty outside of regular office hours					x
	Ease: Get to know faculty				x	
	Ease: Understand what my professors expect of me academically				x	
	Frequency: Academic advisors/counselors			x		
	Frequency: Asked a teacher/professor for advice after class	x	x		x	
	Frequency: Been/was bored in class	x	x		x	
	Frequency: Communicated regularly with your professors				x	
	Frequency: Faculty during office hours/attended professor's office hours		x	x		
	Frequency: Faculty outside of class or office hours		x			
	Frequency: Faculty were able to determine my level of understanding of the course material				x	
	Frequency: Felt overwhelmed by academic expectations				x	
	Frequency: Felt that faculty encouraged me to ask questions and participate in discussions				x	
	Frequency: Felt that faculty provided me with feedback that helped me assess my progress in class				x	
	Frequency: Received from your professor: Advice or guidance about your educational program			x		x
	Frequency: Received from your professor: An opportunity to apply classroom learning to "real-life" issues					x
	Frequency: Received from your professor: An opportunity to publish					x
	Frequency: Received from your professor: Help in achieving your professional goals					x
	Frequency: Seek/Receive feedback on your academic work	x	x	x	x	x
	Frequency: Work/worked on a professor's research project	x	x		x	
	Importance: Develop ability to think critically					x
	Importance: Develop moral character					x
	Importance: Encourage students to become agents of social change					x
	Importance: Encourage students to make connections between ideas from different courses					x
	Importance: Encourage students to recognize the biases that affect their thinking					x
	Importance: Encourage students to think more broadly about an issue					x
Importance: Encourage students to use different points of view to make an argument					x	
Importance: Engage students in civil discourse around controversial issues					x	
Importance: Enhance students' knowledge of and appreciation for other racial/ethnic groups					x	
Importance: Help students develop personal values					x	

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC	
2.4 (continued)	Importance: Instill in students a commitment to community service					x	
	Importance: Prepare students for employment after college					x	
	Importance: Prepare students for graduate or advanced education					x	
	Importance: Promote ability to write effectively					x	
	Importance: Provide for students' emotional development					x	
	Importance: Teach students the classic works of Western civilization					x	
	Importance: Teach students tolerance and respect for different beliefs					x	
	Satisfaction: Ability to find a faculty or staff mentor				x		
	Satisfaction: Academic advising		x		x		
<i>2.4: CIRP Constructs: Habits of Mind, Academic Self-Concept, Faculty Interaction - Contact and Communication, Faculty Interaction - Mentoring, Undergraduate Education Goal - Personal Development, Academic Disengagement, Civic Awareness</i>							
2.5: The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.	Academic support services for low-income/first generation students			x			
	Agreement: Faculty encourage me to meet with them after or outside of class			x			
	Agreement: I have a clear idea of how to achieve my career goals		x				
	Agreement: It's important for me to be thinking about my career path after college		x				
	Agreement: Most graduate students in this program move into positions within industry					x	
	Agreement: Most graduate students in this program move on to faculty positions					x	
	Description of institution: It is easy for students to see faculty outside of regular office hours					x	
	Ease: Adjust to the academic demands of college		x				
	Ease: Develop effective study skills		x	x			
	Ease: Figure out which requirements I need to graduate				x		
	Ease: Get to know faculty				x		
	Ease: Manage your time effectively		x	x			
	Ease: Understand what your professors expect of you academically		x	x			
	2.6: The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.	Extent: Develop a stronger interest in STEM disciplines					x
		Extent: Have the foundational knowledge for advanced study in STEM					x
		Frequency: Academic advisors/counselors		x	x		
		Frequency: Accept mistakes as part of the learning process	x	x	x	x	x
Frequency: Analyze and interpret data						x	
Frequency: Analyze the basic elements of ideas or theories						x	
Frequency: Apply learning from both academic and field settings						x	
Frequency: Apply mathematical concepts and computational thinking						x	
Frequency: Apply/applied concepts from courses to everyday life/real life situations			x	x	x		
Frequency: Ask questions in class		x	x	x	x	x	
Frequency: Asked a teacher/professor for advice after class		x	x		x		
Frequency: Come/came late to class		x	x		x		
Frequency: Communicated regularly with your professors			x		x		
Frequency: Conduct an experiment					x		
Frequency: Contributed to class discussions		x		x			
Frequency: Critically evaluated your own position on an issue				x	x		

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
2.5 and 2.6 (continued)	Frequency: Describe how different perspectives would affect the interpretation of a question or issue in your discipline					x
	Frequency: Discuss the ethical or moral implications of a course of action					x
	Frequency: Draw a picture to represent a problem or concept					x
	Frequency: Engage deeply with a significant challenge or question within your discipline					x
	Frequency: Evaluate the quality or reliability of information you received	x	x	x	x	x
	Frequency: Explain what you want students to gain from the assignment					x
	Frequency: Explicitly link the assignment with course goals or learning objectives					x
	Frequency: Explore topics on your own, even though it was not required for a class	x	x	x	x	x
	Frequency: Faculty were able to determine my level of understanding of the course material			x		
	Frequency: Failed to complete homework on time	x			x	
	Frequency: Feel challenged to think more broadly about an issue			x		
	Frequency: Fell asleep in class	x	x		x	
	Frequency: Felt that faculty encouraged me to ask questions and participate in discussions			x		
	Frequency: Felt that faculty provided me with feedback that helped me assess my progress in class			x		
	Frequency: Felt that my contributions were valued in class			x		
	Frequency: Graduate students/teaching assistants		x			
	Frequency: Identify what is known and not known about a problem					x
	Frequency: Instructors: Communicate high expectations for students' perspectives				x	
	Frequency: Instructors: Encourage students to contribute different perspectives in class				x	
	Frequency: Instructors: Motivated me to work harder than I thought I could				x	
	Frequency: Instructors: Treat all students in class as though they are capable learners				x	
	Frequency: Integrate skills and knowledge from different sources and experiences	x	x	x	x	x
	Frequency: Lead a discussion, activity or lab					x
	Frequency: Look up scientific research articles and resources	x	x	x	x	x
	Frequency: Made a presentation in class		x		x	
	Frequency: Made connections between ideas I learned in different courses				x	
	Frequency: Make connections between different areas of science and mathematics					x
	Frequency: Make predictions based on existing knowledge					x
	Frequency: Make sense of scientific/technical concepts					x
	Frequency: Memorize large quantities of information					x
	Frequency: Performed community service as part of class	x	x		x	
	Frequency: Posted on a course-related online discussion board		x			
Frequency: Provide and/or receive feedback to classmates about a draft or work still in progress					x	
Frequency: Provide in advance the criteria for evaluating the assignment					x	

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC	
2.5 and 2.6 (continued)	Frequency: Provide instructions clearly delineating what students are to do to complete the assignment					x	
	Frequency: Received advice/counseling from another student		x				
	Frequency: Received from your professor: An opportunity to publish				x		
	Frequency: Received from your professor: Feedback on your academic work (outside of grades)				x		
	Frequency: Received tutoring		x				
	Frequency: Recognize the biases that affect your own thinking			x			
	Frequency: Relate scientific concepts to real-world problems					x	
	Frequency: Revise your papers to improve your writing	x	x	x	x	x	
	Frequency: Seek alternative solutions to a problem	x	x	x	x	x	
	Frequency: Seek feedback on your academic work	x	x	x	x	x	
	Frequency: Seek solutions to problems and explain them to others	x	x	x	x	x	
	Frequency: Skipped class		x				
	Frequency: Studied with other students	x	x		x		
	Frequency: Support your opinions with a logical argument	x	x	x	x	x	
	Frequency: Synthesize several sources of information					x	
	Frequency: Take a risk because you felt you had more to gain	x	x	x	x	x	
	Frequency: That your courses inspired you to think in new ways		x				
	Frequency: That your family responsibilities interfered with your schoolwork		x				
	Frequency: That your job responsibilities interfered with your schoolwork		x				
	Frequency: Took a class that required: Multiple short papers					x	
	Frequency: Took a class that required: One or more 10+ page papers					x	
	Frequency: Translate scientific concepts or terminology into non-scientific language						x
	Frequency: Turned in course assignment(s) late			x			
	Frequency: Use different points of view to make an argument				x		
	Frequency: Use research methods from your discipline in field or applied settings						x
	Frequency: Used the Internet for research or homework	x	x				
	Frequency: Used the library for research or homework					x	
	Frequency: Weigh the meaning and significance of evidence						x
	Frequency: Work with classmates outside of class						x
	Frequency: Work with other students on group projects	x				x	
	Frequency: Worked with classmates on group projects: During class			x		x	
	Frequency: Worked with classmates on group projects: Outside of class			x		x	
	Frequency: Write in the specific style or format of your discipline						x
	Hours per week: Attending classes/labs			x		x	
	How many times have you changed your major (either officially or unofficially) since entering this college				x		
	Importance: Develop ability to think critically						x
	Importance: Engage students in civil discourse around controversial issues						x
	Importance: Enhance students' knowledge of and appreciation for other racial/ethnic groups						x
	Importance: Promote ability to write effectively						x
	Importance: Teach students tolerance and respect for different beliefs						x
Number of courses: Evaluation methods: Grading on a curve						x	

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC	
2.5 and 2.6 (continued)	Number of courses: Evaluation methods: Rubric-based assessment					x	
	Number of courses: Evaluation methods: Student evaluations of each others' work					x	
	Number of courses: Evaluation methods: Student presentations			x		x	
	Number of courses: Instructional techniques/methods: Class discussions			x		x	
	Number of courses: Instructional techniques/methods: Community service as part of coursework					x	
	Number of courses: Instructional techniques/methods: Cooperative learning (small groups)			x		x	
	Number of courses: Instructional techniques/methods: Electronic quizzes with immediate feedback in class			x		x	
	Number of courses: Instructional techniques/methods: Experiential learning/field studies					x	
	Number of courses: Instructional techniques/methods: Extensive lecturing			x		x	
	Number of courses: Instructional techniques/methods: Group projects			x		x	
	Number of courses: Instructional techniques/methods: Multiple drafts of written work			x		x	
	Number of courses: Instructional techniques/methods: Performances/demonstrations					x	
	Number of courses: Instructional techniques/methods: Reflective writing/journaling			x		x	
	Number of courses: Instructional techniques/methods: Student-selected topics for course content					x	
	Number of courses: Instructional techniques/methods: Using real-life problems					x	
	Number of courses: Instructional techniques/methods: Using student inquiry to drive learning					x	
	Number of courses: Lab work				x		
	Number of courses: Multiple short papers				x		
	Number of courses: One or more research papers of 10+ pages				x		
	Priority: Prepare students for the workplace						x
	Reason to attend: To gain a general education and appreciation of ideas	x					
	Satisfaction: Academic advising			x		x	
	Satisfaction: Arts and Humanities courses					x	
	Satisfaction: General education and core curriculum courses			x		x	
	Satisfaction: Overall academic experience			x			
	Satisfaction: Science and mathematics courses					x	
	Satisfaction: Social science courses					x	
	Self-rating: Perceived growth/current ability: Ability to conduct research			x		x	
	Self-rating: Perceived growth/current ability: Ability to manage your time effectively	x				x	
	Self-rating: Perceived growth/current ability: Ability to work as part of a team			x		x	
	Self-rating: Perceived growth/current ability: Critical thinking skills	x	x			x	
	Self-rating: Perceived growth/current ability: General knowledge	x	x			x	
	Self-rating: Perceived growth/current ability: Knowledge of a particular field or discipline	x	x			x	
Self-rating: Perceived growth/current ability: Knowledge of people from different races/cultures	x	x			x		

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
2.5 and 2.6 (continued)	Self-rating: Perceived growth/current ability: Problem-solving skills	x	x		x	
	Self-rating: Perceived growth/current ability: Understanding of global issues	x	x		x	
	Self-rating: Perceived growth/current ability: Understanding of national issues	x	x		x	
	Self-rating: Perceived growth/current ability: Understanding of the problems facing your community	x	x		x	
	Self-rating: Perceived growth: Leadership ability/abilities		x			
	What is the highest academic degree you intend to obtain	x			x	
	What is your overall grade point average (as of your most recently completed academic term)/Overall college and major	x	x		x	
	Yes/No: Changed your career choice	x	x			
	Yes/No: Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)					x
	Yes/No: Decided to pursue a different major	x	x			
	Yes/No: Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning community, linked courses)		x	x		
	Yes/No: Have you officially declared your major				x	
	Yes/No: Participated in an academic support program		x			
	Yes/No: Participated in an undergraduate research program (e.g., MARC, MBRS, REU)				x	x
	Yes/No: Participated in honors program				x	
	Yes/No: Participated in: Faculty/mentor program				x	
	Yes/No: Remained undecided about a major		x			
	Yes/No: Taken a course or first-year seminar designed to: Connect faculty and students in focused academic inquiry			x		
	Yes/No: Taken a course or first-year seminar designed to: Help students adjust to college life			x		
	Yes/No: Taken a course or first-year seminar designed to: Help students adjust to college-level academics			x		
	Yes/No: Taken a remedial or developmental course			x		x
	Yes/No: Taken an honors course			x		x
	Yes/No: Taken courses from more than one institution simultaneously			x		x
2.5: CIRP Constructs: Habits of Mind, Academic Disengagement, Faculty Interaction - Contact and Communication, Faculty Interaction - Mentoring, Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Pluralistic Orientation, Academic Self-Concept, Social Self-Concept						
2.6: CIRP Constructs: Habits of Mind, Academic Disengagement, Academic Self-Concept, Undergraduate Education Goal - Personal Development						

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
<i>Scholarship & Creative Activity</i>						
2.8: The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character.	Agreement: My research is valued by faculty in my department					x
	Agreement: My service is valued by faculty in my department					x
	Agreement: My teaching is valued by faculty in my department					x
	Description of institution: Faculty are rewarded for their efforts to use instructional technology					x
	Extent: Presented with undergraduate/graduate students at conferences					x
	Extent: Published with undergraduate/graduate students					x
	Frequency: Work/worked on a professor's research project	x	x		x	
	Hours per week: Other creative products/performances					x
	Hours per week: Research and scholarly writing					x
	How many exhibitions or performances in the fine or applied arts have you presented in the last two years					x
	How many of your professional writings have been published or accepted for publication in the last two years					x
	Importance: Becoming accomplished in one of the performing arts (acting, dancing, etc.)	x	x		x	
	Importance: Creating artistic works (painting, sculpture, etc.)	x	x		x	
	Importance: Making a theoretical contribution to science	x	x		x	x
	Importance: Research					x
	Importance: Service					x
	Importance: Teaching					x
	Importance: Writing original works (poems, novels, etc.)	x	x		x	
	Number published: Articles in academic or professional journals					x
	Number published: Books, manuals, or monographs					x
	Number published: Chapters in edited volumes					x
	Number published: Other, such as patents, or computer software products					x
Self-rating: Creativity	x	x		x		
Self-rating: Perceived growth/current ability: Ability to conduct research		x		x		
Yes/No: Have you ever received an award for outstanding teaching					x	
<i>2.8: CIRP Constructs: Habits of Mind, Academic Self-Concept, Job Satisfaction - Workplace, Scholarly Productivity</i>						
2.9: The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service.	Agreement: This college: Encourages students to have a public voice and share their ideas openly			x		
	Frequency: Accept mistakes as part of the learning process	x	x	x	x	x
	Frequency: Apply/applied concepts from courses to everyday life/real life situations		x	x	x	
	Frequency: Critically evaluated your own position on an issue			x		
	Frequency: Evaluate the quality or reliability of information you received	x	x	x	x	x
	Frequency: Explore topics on your own, even though it was not required for a class	x	x	x	x	x
	Frequency: Feel challenged to think more broadly about an issue			x		
	Frequency: Integrate skills and knowledge from different sources and experiences	x	x	x	x	x
	Frequency: Look up scientific research articles and resources	x	x	x	x	x
	Frequency: Performed community service			x		
	Frequency: Performed community service as part of class	x	x		x	
	Frequency: Recognize the biases that affect your own thinking			x		

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
2.9 (continued)	Frequency: Revise your papers to improve your writing	x	x	x	x	x
	Frequency: Seek alternative solutions to a problem	x	x	x	x	x
	Frequency: Seek solutions to problems and explain them to others	x	x	x	x	x
	Frequency: Support your opinions with a logical argument	x	x	x	x	x
	Frequency: Take a risk because you felt you had more to gain	x	x	x	x	x
	Frequency: That your courses inspired you to think in new ways		x			
	Frequency: Tutored another student/college student	x	x		x	
	Frequency: Use different points of view to make an argument			x		
	Frequency: Work/worked on a professor's research project	x	x		x	
	Number of courses: Taken courses that included opportunities to study and serve communities in need (e.g., service learning)			x		
	Self-rating: Ability to discuss and negotiate controversial issues	x	x	x	x	
	Self-rating: Ability to see the world from someone else's perspective	x	x	x	x	
	Self-rating: Ability to work cooperatively with diverse people	x	x	x	x	
	Self-rating: Openness to having my own views challenged	x	x	x	x	
	Yes/No: Do you use your scholarship to address local community needs					x

2.9: CIRP Constructs: Habits of Mind, Civic Engagement, Social Agency, Institutional Priority - Civic Engagement

<i>Student Learning & Success</i>							
2.10: The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.	Are your parents: Both alive and living with each other, Both alive, divorced or living apart, One or both deceased	x					
	Background: My parents/legal guardians and I were born in the United States, I was born in the United States; one parent/guardian was not, I was born in the United States; both my parents/legal guardians were not, Foreign-born naturalized citizen, Permanent legal resident, Foreign born on student visa, Other status				x		
	Citizenship status	x				x	
	Current religious preference	x		x	x		
	Disabilities or medical conditions: Attention-deficit/hyperactivity disorder (ADHD)	x		x			
	Disabilities or medical conditions: Chronic illness (cancer, diabetes, autoimmune disorders, etc.)	x		x			
	Disabilities or medical conditions: Learning disability (dyslexia, etc.)	x		x			
	Disabilities or medical conditions: Physical disability (speech, sight, mobility, hearing, etc.)	x		x			
	Disabilities or medical conditions: Psychological disorder (depression, etc.)	x		x			
	Enrollment status	x	x	x	x		
	Expected graduation date				x		
	Fall 2014 plans		x		x		
	Frequency: Close friends at this institution		x				
	Frequency: Isolated from campus life		x				
	Frequency: Lonely or homesick		x				
	Frequency: That your family responsibilities interfered with your schoolwork		x				
	Frequency: That your job responsibilities interfered with your schoolwork		x				
	Frequency: Unsafe on this campus		x				
	Frequency: Worried about your health		x				
	From what kind of high school did you graduate	x					
Graduate major				x			

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
2.10 (continued)	Hours per week: Work for pay	x	x	x	x	
	How many miles is this college from your permanent home	x				
	How old will you be on December 31 of this year	x		x		
	In what year did you graduate from high school	x				
	Is this college your: first, second, third, less than third choice	x				
	Likelihood: Participate in volunteer or community service work	x				
	Military status	x		x	x	
	Plans for employment after graduation				x	
	Plans for graduate or professional school				x	
	Please indicate how many college credit units you have completed (2-year schools only)			x		
	Political views (far right to far left)	x	x	x	x	x
	Racial composition: High school I last attended	x				
	Racial composition: Neighborhood where I grew up	x				
	Racial/ethnic background	x	x	x	x	x
	Reason to attend: I was admitted through an Early Action or Early Decision program	x				
	Satisfaction: First-year programs (e.g., first-year seminar, learning community, linked courses)		x			
	Satisfaction: Laboratory facilities and equipment		x		x	
	Self-rating: Perceived growth/current ability: Ability to work as part of a team		x		x	
	Self-rating: Perceived growth/current ability: Knowledge of people from different races/cultures	x	x		x	
	Self-rating: Perceived growth/current ability: Understanding of the problems facing your community	x	x		x	
	To how many colleges other than this one did you apply for admission this year	x				
	Undergraduate primary major				x	x
	Undergraduate secondary major				x	x
	Were you accepted by your first choice college	x				
	What is the highest academic degree that you intend to obtain	x				x
	What is the highest level of education completed by each of your parent(s)/guardian(s)	x			x	
	What is your best estimate of your parents' total income last year	x			x	
	What is your current class standing (4-year schools only)				x	
	What is your overall grade point average (as of your most recently completed academic term)/Overall college and major	x	x		x	x
	What is your sexual orientation				x	
	What was your average grade in high school	x			x	
	What were your scores on the SAT I and/or ACT	x				
	What year did you first enter: This college		x			x
	What year did you first enter: Your 1st college		x			x
	Where did you begin college				x	
	Where did you primarily live while attending college this past year/Where do you plan to live	x	x			
	Yes/No: Considered dropping out of college				x	
	Yes/No: Did you graduate from high school				x	

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
2.10 (continued)	Yes/No: Did you transfer into this institution from another college/university		x	x	x	
	Yes/No: Do you identify as multiracial			x		
	Yes/No: Do you identify as transgender			x		x
	Yes/No: Do you speak a language other than English at home			x		
	Yes/No: Ever stopped taking classes for more than one year			x		
	Yes/No: Held a full-time job while taking classes	x	x		x	
	Yes/No: Is English your native language	x	x			x
	Yes/No: Prior to this term, have you ever taken courses for credit at this institution	x				
	Yes/No: Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution	x				
	Yes/No: Taken a remedial or developmental course		x		x	
	Yes/No: Taken an honors course		x		x	
Your sex	x	x	x	x	x	

2.10 CIRP Constructs: Satisfaction with Coursework, Overall Satisfaction

2.11: Consistent with its purposes, the institution offers cocurricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its cocurricular programs and uses the results for improvement.	Agreement: Staff encourage me to get involved in campus activities			x		
	Hours per week: Student clubs/groups	x	x		x	
	Likelihood/Frequency: Participated in volunteer or community service work	x		x		
	Satisfaction: Availability of campus social activities		x		x	
	Satisfaction: Overall sense of community among students		x	x	x	
	Satisfaction: Your social life		x			
	Yes/No: An entrepreneurship program/club				x	
	Yes/No: Joined a social fraternity or sorority	x	x	x	x	
	Yes/No: Joined a student-run political club		x	x	x	
	Yes/No: Participated in an ethnic/racial student organization		x			
	Yes/No: Participated in leadership training		x	x	x	
	Yes/No: Participated in student government	x	x		x	
	Yes/No: Participated in study abroad program	x		x	x	
	Yes/No: Played club, intramural, or recreational sports	x	x		x	
	Yes/No: Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	x	x	x	x	
Yes/No: Voted in a student election	x	x		x		

2.11: CIRP Constructs: Sense of Belonging, Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Civic Awareness, Social Self-Concept

2.12: The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.	Agreement: I have received helpful advice about how to succeed here as a transfer student			x		
	Agreement: I worked with a transfer specialist/advisor from this institution to apply or choose courses			x		
	Agreement: There was helpful online information available about how to transfer here (e.g. websites)			x		
	Frequency: Academic advisors/counselors		x			
	Frequency: Advice and guidance about their educational program					x
	Frequency: An opportunity to discuss coursework outside of class					x
	Frequency: Discussed academic performance					x
	Frequency: Discussed career and post-graduation goals					x
	Frequency: Drop by your office					x
	Frequency: During scheduled office hours					x
Frequency: Email exchange					x	

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
2.12 (continued)	Frequency: Emotional support and encouragement					x
	Frequency: Encouragement to pursue graduate/professional study					x
	Frequency: Help in achieving their professional goals					x
	Frequency: Helped them understand academic policies					x
	Frequency: Honest feedback about their skills and abilities					x
	Frequency: Informal meetings outside your office (e.g., in the dining hall, at campus events)					x
	Frequency: Informed them of academic support options (e.g., study skills advising, financial aid advising, Writing Center, Disability Resource Center)					x
	Frequency: Informed them of important deadlines					x
	Frequency: Invited them to your home					x
	Frequency: Listened closely to academic problems and concerns					x
	Frequency: Listened closely to personal problems and concerns					x
	Frequency: Provided information about courses					x
	Frequency: Provided information about the major/minor					x
	Frequency: Provided information on other academic opportunities (e.g., study abroad, internships, undergraduate research)					x
	Frequency: Reviewed their transcript					x
	Frequency: Schedule a meeting					x
	Frequency: Took action to help students with academic difficulties					x
	Frequency: Took action to help students with personal difficulties					x
	Satisfaction: Academic advising		x		x	
2.13: The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.	Agreement: I have received helpful advice about how to succeed here as a transfer student			x		
	Agreement: I worked with a transfer specialist/advisor from this institution to apply or choose courses			x		
	Agreement: Student services are available for night students			x		
	Agreement: There was helpful online information available about how to transfer here (e.g. websites)			x		
	Agreement: This college: Provides the financial support I need to stay enrolled			x		
	Ease: Access student support services outside of "regular" business hours			x		
	Frequency: Met with a community college counselor about transferring			x		
	Frequency: Tutoring or other academic assistance				x	
	Satisfaction: Academic advising		x		x	
	Satisfaction: Career-related resources and support				x	
	Satisfaction: Classroom facilities		x			
	Satisfaction: Computer facilities/labs		x			
	Satisfaction: Computer/computing assistance		x		x	
	Satisfaction: Financial aid office		x			
	Satisfaction: First-year programs (e.g., first-year seminar, learning community, linked courses)		x			
	Satisfaction: Library facilities		x		x	
	Satisfaction: Opportunities for community service		x			
	Satisfaction: Orientation for new students		x			
Satisfaction: Psychological counseling services		x				
Satisfaction: Student health services		x		x		

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
2.13 (continued)	Satisfaction: Student housing (e.g., res. halls)		x		x	
	Yes/No: Sought personal counseling	x	x			
2.14: Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.	Agreement: Administrators make transfer a priority at this institution			x		
	Agreement: At this college: Campus administrators care about what happens to transfer students			x		
	Agreement: Before transferring: I received helpful advice about the right courses to complete the requirements to transfer			x		
	Agreement: Counselors make transfer a priority at this institution			x		
	Agreement: Discussed my academic goals with faculty			x		
	Agreement: Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			x		
	Agreement: Faculty here take an interest in the success of transfer students			x		
	Agreement: Faculty make transfer a priority at this institution			x		
	Agreement: I have received helpful advice about how to succeed here as a transfer student			x		
	Agreement: I worked with a transfer specialist/advisor from this institution to apply or choose courses			x		
	Agreement: It's easy to find help for applying to colleges/universities here			x		
	Agreement: Many transfer students feel lost once they enroll			x		
	Agreement: Students learn about transfer requirements at college entry			x		
	Agreement: The admission/recruitment materials portrayed this campus accurately		x			
	Agreement: The courses I took prepared me for the academic demands here				x	
	Agreement: The guidelines for transferring to this institution were easy to understand				x	
	Agreement: There was helpful online information available about how to transfer here (e.g. websites)				x	
	Agreement: This campus actively helps students/parents apply for financial aid				x	
	Agreement: This campus proactively distributes transfer information to students				x	
	Agreement: This community college promoted transfer at my high school				x	
	Agreement: Transfer students are a lower priority than students who started here				x	
	Ease: Adjust to the academic demands of classes				x	
	Ease: Develop effective study skills				x	
	Ease: Figure out which requirements I need to graduate				x	
	Ease: Find help when I need it				x	
	Ease: Get to know faculty				x	
	Ease: Get to know my way around college				x	
	Ease: Make friends				x	
	Ease: Manage my time effectively				x	
	Ease: Understand what my professors expect of me academically				x	
	Frequency: Felt excluded from campus events because I am a transfer student				x	
	Frequency: Felt overwhelmed by academic expectations				x	
Frequency: Had difficulty getting the courses you need					x	

WSCUC Standard 2: Achieving Educational Objectives Through Core Functions

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
2.14 (continued)	Frequency: Interacted with other transfer students			x		
	Frequency: Interacted with students who did not transfer			x		
	Frequency: Met with a community college counselor about transferring			x		
	Frequency: Not been able to get into the classes you need because they were full			x		
	Frequency: Not been able to take the classes you need because they were not offered/were cancelled			x		
	Frequency: Participated in a summer program at a four-year institution			x		
	Frequency: Participated in transfer-focused programs/activities			x		
	Frequency: Sought information for prerequisites in my major			x		
	Frequency: Sought information specific to transfer students			x		
	Frequency: Talked to a peer advisor about transferring			x		
	Frequency: Talked with a transfer admissions counselor from a four-year institution			x		
	Frequency: Used the transfer course requirements list/transfer plan when registering for classes			x		
	Frequency: Was encouraged by faculty or staff to participate in an academic summer program linked with a four-year institution			x		
	Yes/No: Are you planning to transfer			x		
Yes/No: Participated in transfer orientation			x			

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

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

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

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

Faculty and Staff

2014 Survey

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
3.1: The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.	Academic rank					x
	Administrative position					x
	Agreement: At this college: Campus administrators care about what happens to transfer students			x		
	Agreement: Before transferring: I received helpful advice about the right courses to complete the requirements to transfer			x		
	Agreement: Discussed my academic goals with faculty			x		
	Agreement: Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			x		
	Agreement: Faculty are approachable			x		
	Agreement: Faculty are committed to the welfare of this institution					x
	Agreement: Faculty are interested in my development as a student			x		
	Agreement: Faculty encourage me to meet with them after or outside of class			x		
	Agreement: Faculty here are interested/strongly interested in students' academic problems				x	x
	Agreement: Faculty here take an interest in the success of transfer students			x		
	Agreement: I worked with a transfer specialist/advisor from this institution to apply or choose courses			x		
	Agreement: Most of the students I teach lack the basic skills for college level work					x
	Agreement: Part-time instructors: Are respected by full-time faculty					x
	Agreement: Part-time instructors: Have good working relationships with the administration					x
	Agreement: Racial and ethnic diversity is reflected in the curriculum					x
	Are you considered a full-time employee of your institution for at least nine months of the current academic year					x
	Choose one: Principal activity					x
	Degree currently working on					x
	Department of current faculty appointment					x
	Frequency: Academic advisors/counselors			x		
	Frequency: Amount of contact with faculty			x		x
	Frequency: Asked a teacher/professor for advice after class	x		x		x
	Frequency: Faculty during office hours			x	x	
	Frequency: Faculty outside of class or office hours			x		
	Frequency: Graduate students/teaching assistants			x		
	Frequency: Had difficulty getting the courses you need			x		x
	Frequency: Not been able to get into the classes you need because they were full				x	
	Frequency: Not been able to take the classes you need because they were not offered/were cancelled				x	
Frequency: Received from your professor: Advice or guidance about your educational program			x		x	

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

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
3.1 (continued)	Frequency: Received from your professor: Feedback on your academic work (outside of grades)				x	
	Frequency: Received from your professor: Help in achieving your professional goals				x	
	Helpfulness: Finding a supportive faculty member in the major			x		
	Helpfulness: Talking to a counselor/academic advisor			x		
	Highest degree earned					x
	How many courses are you teaching this term (including all institutions at which you teach)					x
	How many exhibitions or performances in the fine or applied arts have you presented in the last two years					x
	How many of your professional writings have been published or accepted for publication in the last two years					x
	Major of highest degree held					x
	Number published: Articles in academic or professional journals					x
	Number published: Books, manuals, or monographs					x
	Number published: Chapters in edited volumes					x
	Number published: Other, such as patents, or computer software products					x
	Priority: To develop an appreciation for multiculturalism					x
	Satisfaction: Flexibility in relation to family matters or emergencies					x
	Satisfaction: Racial/ethnic diversity of the faculty		x		x	
	Satisfaction: Relative equity of salary and job benefits					x
	Tenure status: Institution has no tenure system					x
	Tenure status: Not on tenure track, but institution has tenure system					x
	Tenure status: On tenure track, but not tenured					x
	Tenure status: Tenured					x
	Yes/No: Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)					x
	Yes/No: Full-time professional career is outside of academia					x
	Yes/No: Have you ever sought a full-time teaching position at this or another institution					x
	Yes/No: If given the choice I would prefer to work full-time at this institution					x
	Yes/No: Incentives to develop new courses					x
	Yes/No: Incentives to integrate technology into your classroom					x
	Yes/No: Internal grants for research					x
	Yes/No: Paid sabbatical leave					x
	Yes/No: Paid workshops outside the institution focused on teaching					x
	Yes/No: Participated in: Faculty/mentor program				x	
	Yes/No: Received funding for your work from: Business or industry					x
	Yes/No: Received funding for your work from: Foundations					x
Yes/No: Received funding for your work from: State or federal government					x	
Yes/No: Training for administrative leadership					x	
Yes/No: Travel funds paid by the institution					x	
3.1: CIRP Constructs: Faculty Interaction - Contact and Communication, Faculty Interaction - Mentorship, Career Related Stress, Job Satisfaction - Workplace, Job Satisfaction - Compensation						

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

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
3.2: Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning.	Agreement: Graduate faculty in my department are good mentors					x
	Agreement: Graduate faculty in my department are good teachers					x
	Agreement: My research is valued by faculty in my department					x
	Agreement: My teaching is valued by faculty in my department					x
	Agreement: Part-time instructors: Are included in faculty governance					x
	Agreement: Part-time instructors: Are paid fairly					x
	Agreement: Part-time instructors: Have input in course designs					x
	Agreement: The criteria for advancement and promotion decisions are clear					x
	Agreement: This institution has effective hiring practices and policies that increase faculty diversity					x
	Agreement: This institution takes responsibility for educating underprepared students					x
	Extent: Helped graduate students access professional networks					x
	Extent: Included graduate students in research grant writing					x
	Extent: Mentored graduate students					x
	Extent: Met with graduate students to discuss their research interests					x
	Extent: Presented with graduate students at conferences					x
	Extent: Published with graduate students					x
	Extent: Written research grants					x
	Frequency: Chaired a dissertation					x
	Frequency: Chaired a master's thesis					x
	Frequency: Written letters of recommendation for graduate students					x
	Hours per week: Other creative products/performances					x
	Hours per week: Research and scholarly writing					x
	Importance: Research					x
	Importance: Service					x
	Importance: Teaching					x
	Satisfaction: Competency of colleagues					x
	Satisfaction: Professional relationships with other faculty					x
	Satisfaction: Teaching load					x
	Yes/No: Conducted research or writing focused on: International/global issues					x
	Yes/No: Conducted research or writing focused on: Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Issues					x
	Yes/No: Conducted research or writing focused on: Racial or ethnic minorities					x
	Yes/No: Conducted research or writing focused on: Women and gender issues					x
Yes/No: Engaged undergraduates on your research project					x	
Yes/No: In the past two years, have you taught a graduate course?					x	
Yes/No: Sought an early promotion					x	
Yes/No: Taught a course that meets general education requirements					x	
Yes/No: Taught a service learning course					x	
Yes/No: Taught an honors course					x	
Yes/No: Taught an interdisciplinary course					x	
Yes/No: Teach remedial/developmental general academic skills					x	
Yes/No: Teach remedial/developmental mathematics					x	

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

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
3.2 (continued)	Yes/No: Teach remedial/developmental other subject areas					x
	Yes/No: Teach remedial/developmental reading					x
	Yes/No: Teach remedial/developmental writing					x
	Yes/No: Worked with undergraduates on a research project					x
<i>3.2 CIRP Constructs: Career Related Stress, Job Satisfaction - Workplace, Job Satisfaction - Compensation, Scholarly Productivity</i>						
3.3: The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.	Agreement: Part-time instructors: Are given specific training before teaching					x
	Agreement: Part-time instructors: Have access to support services					x
	Agreement: Part-time instructors: Receive respect from students					x
	Agreement: There is adequate support for faculty development					x
	Description of institution: Faculty are rewarded for their efforts to use instructional technology					x
	Extent: Mentor new faculty					x
	Part-time faculty: how far in advance of the beginning of the current term did you receive course assignments?					x
	Yes/No: Have you ever received an award for outstanding teaching					x
	Yes/No: Incentives to develop new courses					x
	Yes/No: Incentives to integrate technology into your classroom					x
	Yes/No: Internal grants for research					x
	Yes/No: Paid sabbatical leave					x
	Yes/No: Paid workshops outside of the institution focused on teaching					x
	Yes/No: Participated in organized activities around enhancing pedagogy and student learning					x
Yes/No: Part-time faculty: Access to professional development funds					x	
Yes/No: Training for administrative leadership					x	
Yes/No: Travel funds paid by the institution					x	
<i>3.3 CIRP Constructs: Career Related Stress, Job Satisfaction - Workplace</i>						

Fiscal, Physical, and Information Resources

3.5: The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned	Description of institution: Faculty are rewarded for their efforts to use instructional technology					x
	Frequency: Accessed your campus' library resources electronically		x		x	
	Frequency: Career counseling and advising			x		
	Frequency: Classroom enhancement technology (e.g., Elmo, tablet PCs)					x
	Frequency: Disability resource center			x		
	Frequency: Financial aid advising		x	x		
	Frequency: Online homework or virtual labs					x
	Frequency: Participated in programs for students who are parents			x		
	Frequency: Podcasts					x
	Frequency: Read this college's catalog (paper or online)			x		
	Frequency: Simulations/animations					x
	Frequency: Study skills advising			x		
	Frequency: Transcript review			x		
	Frequency: Tutoring or other academic assistance			x	x	
	Frequency: Used the Internet for research or homework	x	x			
	Frequency: Used the library for research or homework				x	
Frequency: Writing center			x			
Frequency: YouTube or other videos					x	

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

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
3.5 (continued)	Number of courses: "Learn before lecture" through multimedia tools (e.g., flipping the classroom)					x
	Number of courses: Taken classes that included mostly online instruction			x		
	Satisfaction: Academic advising		x	x	x	
	Satisfaction: Amount of contact with faculty		x		x	
	Satisfaction: Availability of campus social activities		x		x	
	Satisfaction: Computer facilities/labs		x			
	Satisfaction: Computer/computing assistance		x		x	
	Satisfaction: Financial aid office		x			
	Satisfaction: Library facilities		x		x	
	Satisfaction: Orientation for new students		x			
	Satisfaction: Psychological counseling services		x	x		
	Satisfaction: Student health services		x	x	x	
	Satisfaction: Student housing (e.g., res. halls)		x		x	
Yes/No: Incentives to integrate technology into your classroom						x
3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained.	Agreement: Faculty are sufficiently involved in campus decision making					x
	Description of institution: Administrators consider faculty concerns when making policy					x
	Description of institution: The faculty are typically at odds with campus administration					x
	Satisfaction: Autonomy and independence					x
	Satisfaction: Freedom to determine course content					x
	Yes/No: Incentives to develop new courses					x
	Yes/No: Incentives to integrate technology into your classroom					x
	Yes/No: Internal grants for research					x
Yes/No: Training for administrative leadership					x	
TFS = The Freshman Survey; YFCY = Your First College Year Survey; DLE = Diverse Learning Environments Survey; CSS = College Senior Survey; FAC = The HERI Faculty Survey						
The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The DLE is administered during the second and/or third years; The CSS is administered at the end of the senior year; The FAC is administered every three years to faculty.						

WSCUC Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

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

Institutional Learning and Improvement

2014 Survey

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
4.4: The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.	Agreement: At least one faculty member has taken an interest in my development			x		
	Agreement: Faculty and staff understand the academic, cultural, social, and economic needs of students who go here			x		
	Agreement: Faculty are interested in students' personal problems					x
	Agreement: Faculty believe in my potential to succeed academically		x	x		
	Agreement: Faculty empower me to learn here			x		
	Agreement: Faculty encourage me to meet with them after or outside of class		x	x		
	Agreement: Faculty show concern about my progress		x	x		
	Agreement: Most students are treated like "numbers in a book"					x
	Ease: Understand what your professors expect of you academically		x	x		
	Extent: Structure your courses so that students develop study skills that prepare them for college-level work					x
	Extent: Structure your courses so that students master a conceptual understanding of course content					x
	Frequency: Accept mistakes as part of the learning process	x	x	x	x	x
	Frequency: Analyze and interpret data					x
	Frequency: Apply concepts from courses to real life situations			x		
	Frequency: Apply learning from both academic and field settings					x
	Frequency: Apply mathematical concepts and computational thinking					x
	Frequency: Ask questions in class	x	x	x	x	x
	Frequency: Critically evaluated your own position on an issue			x		
	Frequency: Describe how different perspectives would affect the interpretation of a question or issue in your discipline					x
	Frequency: Discuss the ethical or moral implications of a course of action					x
	Frequency: Engage deeply with a significant challenge or question within your discipline					x
	Frequency: Evaluate the quality or reliability of information you received	x	x	x	x	x
	Frequency: Explore topics on your own, even though it was not required for a class	x	x	x	x	x
	Frequency: Faculty were able to determine my level of understanding of the course material			x		
	Frequency: Feel challenged to think more broadly about an issue			x		
	Frequency: Felt overwhelmed by academic expectations			x		
Frequency: Felt that faculty provided me with feedback that helped me assess my progress in class			x			
Frequency: Felt that my contributions were valued in class			x			
Frequency: Incorporate audience response systems to gauge students' understanding (e.g., clickers)					x	
Frequency: Incorporate mini-labs into lecture					x	
Frequency: Integrate authentic (i.e., not "cookbook") research experiences into labs					x	

WSCUC Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
4.4 (continued)	Frequency: Integrate skills and knowledge from different sources and experiences	x	x	x	x	x
	Frequency: Lead a discussion, activity or lab					x
	Frequency: Look up scientific research articles and resources	x	x	x	x	x
	Frequency: Provide and/or receive feedback to classmates about a draft or work still in progress					x
	Frequency: Received from your professor: Advice or guidance about your educational program		x		x	
	Frequency: Received from your professor: An opportunity to apply classroom learning to "real-life" issues				x	
	Frequency: Received from your professor: An opportunity to publish				x	
	Frequency: Received from your professor: An opportunity to work on a research project				x	
	Frequency: Received from your professor: Feedback on your academic work (outside of grades)				x	
	Frequency: Recognize the biases that affect your own thinking				x	
	Frequency: Revise your papers to improve your writing	x	x	x	x	x
	Frequency: Seek alternative solutions to a problem	x	x	x	x	x
	Frequency: Seek feedback on your academic work	x	x	x	x	x
	Frequency: Seek solutions to problems and explain them to others	x	x	x	x	x
	Frequency: Support your opinions with a logical argument	x	x	x	x	x
	Frequency: That your courses inspired you to think in new ways		x			
	Frequency: Use different points of view to make an argument				x	
	Frequency: Use research methods from your discipline in field or applied settings					x
	Frequency: Weigh the meaning and significance of evidence					x
	Frequency: Work with classmates outside of class					x
	Frequency: Work with other students on group projects	x			x	
	Frequency: Write in the specific style or format of your discipline					x
	Hours per week: Advising and counseling of students					x
	Instructional techniques/methods: Performances/demonstrations					x
	Likelihood or Yes/No: Taken a course exclusively online at a different institution	x	x		x	
	Likelihood or Yes/No: Taken a course exclusively online at this institution	x	x		x	
	Number of courses: Evaluation methods: Grading on a curve					x
	Number of courses: Evaluation methods: Rubric-based assessment					x
	Number of courses: Evaluation methods: Student evaluations of each others' work					x
	Number of courses: Evaluation methods: Student presentations				x	x
	Number of courses: Instructional techniques/methods: Class discussions				x	x
	Number of courses: Instructional techniques/methods: Community service as part of coursework					x
	Number of courses: Instructional techniques/methods: Cooperative learning (small groups)				x	x
Number of courses: Instructional techniques/methods: Electronic quizzes with immediate feedback in class				x	x	
Number of courses: Instructional techniques/methods: Experiential learning/field studies					x	

WSCUC Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

CFR	Survey Item	TFS	YFCY	DLE	CSS	FAC
4.4 (continued)	Number of courses: Instructional techniques/methods: Extensive lecturing			x		x
	Number of courses: Instructional techniques/methods: Group projects			x		x
	Number of courses: Instructional techniques/methods: Multiple drafts of written work			x		x
	Number of courses: Instructional techniques/methods: Reflective writing/journaling			x		x
	Number of courses: Instructional techniques/methods: Student-selected topics for course content					x
	Number of courses: Instructional techniques/methods: Using real-life problems					x
	Number of courses: Instructional techniques/methods: Using student inquiry to drive learning					x
	Number of courses: Lab work			x		
	Number of courses: Multiple short papers			x		
	Number of courses: One or more research papers of 10+ pages			x		
	Number of instructors: Are sensitive to the ability levels of all students			x		
	Number of instructors: Communicate high expectations for students' performance			x		
	Number of instructors: Motivated me to work harder than I thought I could			x		
	Number of instructors: Treat all students in class as though they are capable learners			x		
	Satisfaction: Ability to find a faculty or staff mentor				x	
	Satisfaction: Amount of contact with faculty		x		x	
<i>4.4: CIRP Constructs: Habits of Mind, Academic Adjustment, Academic Self-Concept, Overall Satisfaction, Faculty Interaction - Contact and Communication,</i>						
4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.	Satisfaction: Overall academic experience		x			
	Satisfaction: Overall college experience		x		x	
	Satisfaction: Overall quality of instruction		x		x	
	Satisfaction: Relevance of coursework to everyday life		x		x	
	Satisfaction: Relevance of coursework to future career plans		x		x	
<i>4.5: CIRP Constructs: Overall Satisfaction</i>						
TFS = The Freshman Survey; YFCY = Your First College Year Survey; DLE = Diverse Learning Environments Survey; CSS = College Senior Survey; FAC = The HERI Faculty Survey						
The TFS is administered at the beginning of the freshman year; The YFCY is administered at the end of the first year; The DLE is administered during the second and/or third years; The CSS is administered at the end of the senior year; The FAC is administered every three years to faculty.						