Investigating educational quality at one comprehensive university

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INVESTIGATING EDUCATIONAL QUALITY AT ONE COMPREHENSIVE UNIVERSITY

A Thesis Submitted
In Partial Fulfillment
Of the Requirements for the Designation
University Honors with Distinction

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Abstract

President Obama has called for increased access to higher education and simultaneously wants greater educational quality from our colleges and universities. Comprehensive universities in particular, due to their high enrollment of underserved populations, need to ensure they are providing the highest quality education possible. The current study investigated educational quality at a comprehensive university by examining research-supported behaviors related to educational quality as well as perceptions of educational quality of faculty and students. The study found that faculty play a tremendous role in comprehensive universities, yet are underappreciated by their administration. Additionally, comprehensive universities are trying to be everything to everyone.
# TABLE OF CONTENTS

ACKNOWLEDGMENTS..............................................................................................................4

LITERATURE REVIEW...........................................................................................................5
  Defining Comprehensive Universities..................................................................................5
  The Money Problem...........................................................................................................7
  Defining Educational Quality............................................................................................9
  The Current Study...........................................................................................................13

METHOD..............................................................................................................................13

RESULTS AND DISCUSSION..............................................................................................15
  Sample Population and Characteristics...........................................................................15
  Active and Collaborative Learning....................................................................................16
  Student-Faculty Interaction...............................................................................................16
  Enriching Educational Experiences..................................................................................20
  Academic Challenge..........................................................................................................21
  Supportive Campus Environment......................................................................................25
  Supported, Enacted Mission..............................................................................................27
  Summary of Limitations and Future Research.................................................................28

CONCLUSIONS.....................................................................................................................28

REFERENCES.....................................................................................................................32

APPENDIX A.......................................................................................................................35

APPENDIX B.......................................................................................................................66
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Introduction and Literature Review

Higher education is at a crossroads. With a significant reduction in state appropriations, colleges and universities are being asked to produce even greater results, specifically with regard to underrepresented student populations. President Obama has asked American universities to graduate their students more quickly, while also asking colleges to be more accessible to minority, low income and other traditionally underserved students (Bok, 2013). Additionally, employers are citing remarkable deficiencies in critical thinking, communication and other soft skills in college graduates (Bok, 2013, Book, 2006; Kuh et al., 2005). Therefore, even though funding for higher education has dropped considerably over the past several years, universities are being tasked with more and more responsibilities (Bok, 2013). Many researchers (Bok, 2013; Henderson, 2007; Schneider & Deane, 2014) have noted that of all the types of universities, comprehensive universities are the most affected by these pressures, yet, because of their service to underrepresented populations, are also uniquely positioned to address the accessibility issues of higher education. Consequently, the current study will investigate the impact of comprehensive universities on educational quality.

Defining Comprehensive Universities

Awarding over two thirds of bachelor’s degrees in the United States, comprehensive universities, according to Schneider and Deane (2014), are:

- bachelor’s-degree-granting, public, 4-year universities that do not fall into any of the following categories: primary research university in the state, land-grant universities with long histories of research and graduate education; or institutions
that, when founded, were created or elevated expressly to serve as a research institution (p. x)

Fryar (2014) has cautioned that defining comprehensive universities by what they are not is problematic, particularly because there is such variety in comprehensive universities. Consequently, researchers have expanded on the definition by highlighting some factors common to most comprehensive universities.

Comprehensive universities began as teachers’ colleges before slowly transitioning to what they are now: a cornerstone of American higher education (Fryar, 2014). With an average undergraduate population of 10,132 students, comprehensive universities are educating students in every state in the United States, except for Wyoming, comprising 43% of total undergraduate enrollment and 69% of total enrollment in all public universities (Fryar, 2014). Moreover, 85% of African American, 74% of Latino, and 70% of Native American undergraduate students are enrolled at comprehensive universities (Fryar, 2014). Though underrepresented students are generally still in the minority at comprehensive universities, there is a much greater representation at comprehensives than at other types of universities (Fryar, 2014). Additionally, comprehensive universities enroll 83% of undergraduate students over the age of 25 and serve larger populations of first generation and low income students than any other type of university (Fryar, 2014; Rodriguez, 2014; Bok, 2013; Henderson, 2007).

Due to the high numbers of underserved students, comprehensive universities have lower graduation rates, (the number of first-time, full-time freshmen who graduate within six years) (Fryar, 2014; Henderson, 2007). The average 6-year graduation rate at comprehensive universities is 43% compared to 67% for research universities. Harper and Quaye (2009) posit that underserved students are often not at the same educational level as other students when
entering college and have trouble adjusting to the college environment which may contribute to lower graduation rates.

Affordability is often a defining feature of comprehensive universities. Thus, while educational quality cannot be broke down into mere dollars, certainly, fewer financial resources may make it difficult to provide the services needed to ensure equivalent levels of educational quality (Fryar, 2014; Bok, 2013; Henderson, 2007). For example, the average revenue per student at comprehensive universities is $15,680, compared to $34,950 at research universities (Fryar, 2014). The average cost of tuition and fees at comprehensive universities is $6,684, which is considerably lower than the $8,532 average tuition and fees at research universities (Fryar, 2014). Thus, even if comprehensive universities raised their tuition to match research universities, they would still be falling far short of the revenue generated by research universities. More importantly, if they did raise their tuition, the underserved populations of undergraduate students would not have as affordable of an option, likely discouraging many of them from attending any college or university (Fryar, 2014).

The Money Problem

Resource disparities have a considerable impact on the hiring and retention of faculty at comprehensive universities (Fryar, 2014; Henderson, 2007). The average salary for assistant professors at comprehensive universities is $57,982 compared to an average of $70,215 at research universities (Fryar, 2014). Additionally, research universities spend an average of 25% of their total expenditures on research, while comprehensives spend an average of 5% of their expenditures on research (Fryar, 2014). Comprehensive universities also tend to have higher numbers of adjunct faculty compared to tenure-track positions than research and private universities (Fryar, 2014). Adjunct faculty are much lower paid and sometimes are of lower
quality (even if they are good teachers, they are often put under terrible constraints that may impact their quality of teaching).

Considering that interactions with tenure track faculty have the greatest influence on students’ personal and intellectual growth, if comprehensive universities have to hire more adjuncts instead of tenure track faculty the underserved populations will be at a further disadvantage (Fryar, 2014; Rodriguez, 2014; Cotten & Wilson, 2006; Henderson, 2007). Additionally, Pike et al. (2011) found that increased spending on educational programs was directly correlated with cognitive gains in first year students and that increased spending in student engagement and academic support programs was correlated with non-cognitive learning and development. While comprehensive universities spend a higher percentage of their budgets on instruction, academic support, and student services compared to research universities, they still spend less overall on these areas than both research and private universities (Fryar, 2014). Consequently, they are less able to offer as many services and programs as research universities do (Fryar, 2014).

In other words, the underserved populations at comprehensive universities, as well as almost half of undergraduate students, are not receiving similar levels of resources spent on their education (Fryar, 2014). The lack of resources in comprehensive universities makes it incredibly difficult to ensure high and equivalent levels of educational quality at comprehensive universities (Schneider & Deane, 2014; Fryar, 2014; Bok, 2013; Henderson, 2007). In fact, Schneider and Deane (2014) question whether comprehensive universities can adequately serve their students and whether they can maintain high levels of educational quality. This is incredibly important, as the students at comprehensive universities are the ones who need it most (Schneider & Deane, 2014). If these students receive a lower quality education than their peers at private and research
universities, their education will not be helping them overcome the obstacles they have. Therefore, it is imperative that comprehensive universities learn to effectively assess the quality of their education, deliver a quality education in their compromised situations, and communicate to stakeholders (legislators, parents and community members) the value of financially supporting their universities, so first generation and lower income students have sufficient levels of support and challenge to graduate on time while learning the necessary skills and values (Henderson, 2007).

**Defining Educational Quality**

Defining educational quality is difficult. The climate at many universities is such that faculty, administration, students and other stakeholders can rarely agree on a single, unifying mission for the university, let alone one for higher education as a whole, which makes it difficult to define and subsequently measure educational quality (Bok, 2013; Bok, 2006; Kuh et al., 2005; Birnbaum, 2004). Without concerted pressure towards one specific goal, politicians, often lacking an innate understanding of higher education, are left to do as they see fit, which leaves higher education without a clear direction (Bok, 2013). Kuh et al. (2005), however, found that a single aim of higher education is not necessary. In fact, they found that there is no single way to ensure high levels of educational quality at institutions because educational quality is comprised more by a set of criteria than a single, rigid definition.

Kuh et al. (2005) set out to investigate these criteria of “effective educational practice,” their term for educational quality. Kuh et al. (2005) developed a list of twenty different colleges and universities with exceptionally high retention rates and graduation rates. Once the list was compiled, Kuh et al. (2005) investigated through extensive interviews and surveys each college or university to see what they were doing differently than other colleges and universities. The
current study will draw on Kuh et al.’s (2005) research in outlining the criteria of educational quality by using his criteria as a basis for evaluating one comprehensive university.

**Academic Challenge.** The first criterion of educational quality, academic challenge, represents a broad array of activities ranging from time spent studying to the nature of intellectual and academic tasks students are expected to perform well (Kuh et al., 2005). Extensive reading, writing, and class participation as well as high expectations for student performance are essential to academic challenge (Kuh et al., 2005). Payne et al. (2005) found that faculty considered the development of critical thinking; a focus on the learning process and not only the product; student engagement in learning; pushing students out of their comfort zone; and a synthesis and application of course materials as additional components of academic challenge. Draeger et al. (2013) found that the amount of time spent by students preparing for class did not necessarily equate with levels of academic challenge. Thus, one could spend twenty hours per week preparing for a course with a lower level of academic challenge than a course requiring only ten hours of preparation (Draeger et al., 2013). It is important students are not only required to work hard, but also are challenged in that work (Bok, 2013; Draeger et al., 2013; Kuh et al., 2005; Payne et al., 2005).

**Active and Collaborative Learning.** According to Kuh et al. (2005), students learn more when they are intensively engaged with their education and apply what they are learning both in and out of the classroom. Additionally, working with others in solving problems or learning difficult material teaches students valuable skills that may prove useful with unscripted problems they will inevitably encounter after college (Bok, 2013; Bok, 2006; Kuh et al., 2005). A. and Maranzu (2012) found that collaborative learning increases critical thinking ability and oral
communication skills while also causing students to become focused on the learning rather than the grade and creates a sense of student responsibility for their learning. Thus, “active and collaborative learning” is one of the criteria for educational quality.

**Student-Faculty Interaction.** Kuh et al. (2005) found that meaningful student-faculty interaction is an essential tenet of educational quality. According to Kuh et al. (2005), this is because students learn firsthand how to think about and solve practical problems by interacting with faculty inside and outside of the classroom. Faculty can become exemplary role models, mentors and guides for lifelong learning for their students (Bok, 2006). Without the influence of faculty, students will have a significantly less positive college experience as well as learning a great deal less (Cotten & Wilson, 2006; Kuh et al., 2005). In Gallup’s (2015) study on what makes college worth it, three of the six college experiences needed for students to thrive were contributed by faculty: having a professor excite them about learning, having a professor care about them as a person, and having a professor encourage them to pursue their goals and dreams. According to Gallup (2015), students who experienced this level of student-faculty interaction were found to have higher levels of well-being and engagement in work. If the students also experienced the three other components, the difference was remarkably higher. Informal interactions with faculty often have the greatest influence over students’ intellectual development, academic achievement, motivation and engagement with course material and the university (Cotten & Wilson, 2006; Kuh et al., 2005).

**Enriching Educational Experiences.** When Kuh et al., (2005) discuss enriching educational experiences, they are referring to high impact practices inside and outside the classrooms, the next criterion of educational quality. These experiences augment academic programs by teaching students valuable information about themselves and other cultures. The infusion of diversity
experiences, electronic technologies, civic engagement, experiential learning, and co-curricular leadership into the college experience encompasses some of the enriching educational experiences outlined by Kuh et al. (2005). These experiences provide opportunities for students to synthesize, integrate, and apply knowledge which Bok (2013) found is highly sought after by employers and one of the most universal goals of a higher education (Kuh et al., 2005).

**Supportive Campus Environment.** A supportive campus environment is the next criterion of educational quality (Kuh et al., 2005). Students perform better at colleges that cultivate positive working and social relations among different groups on campus (Kuh et al., 2005). Peer support and residential programs are key components of a supportive campus environment (Kuh et al., 2005). Additionally, it is critical to have special programs in place to serve targeted groups of students who may have more difficulty in transitioning such as transfer, first-generation, and international students (Harper & Quaye, 2009; Kuh et al., 2005). Braxton et al. (2014) found that a student-centered philosophy or mission at a university influences whether a campus environment is considered supportive. Additionally, Sathya Narayanan, Umaselvi and Hussein (2012) found that faculty’s perceptions of their quality of work life and their role in shared governance affected their teaching quality, participation in university service and overall productivity. In other words, whether faculty feel supported can have a tremendous effect on the educational quality and experiences of students at an institution.

**Supported, Enacted Mission.** The final criterion of educational quality is a supported, enacted mission that matches a university’s espoused mission. An espoused mission is the mission statement the university writes about itself, advertises, and features on the university website while an enacted mission is what the university actually *does.* Universities that use their missions to guide institutional policies and practices instead of merely using them as a record for
review by accreditors and legislators have been found to have higher graduation rates and increase faculty morale (Kuh et al., 2005). However, if faculty do not play a role in the decision making of what the mission is and how it is enacted, it cannot be the actual “enacted mission” because faculty may not act in accordance with the mission (Kuh et al., 2005). Also, strong faculty input in developing the mission will lead to a more realistic, more applicable and more profound mission that actually impacts students’ experiences (Zemsky, 2013). Thus, shared governance is an integral component of this criterion.

The Current Study

The current study used the aforementioned criteria to investigate what effective educational practices are employed by comprehensive universities, using the University of Northern Iowa as a case study. Specifically, the current study will examined the behaviors that aligned with the outlined criteria of educational quality by assessing faculty and students perceptions of educational quality and the university’s alignment with the outlined criteria. The current study investigated what comprehensive universities could be doing better, what they are doing well, and the degree to which UNI has characteristics that correspond to the characteristics of most comprehensive universities as research describes.

Method

Participants

Participants were 126 faculty and 437 students from the University of Northern Iowa. There were recruited via email and had the possibility of winning a $50 gift card for their participation.

Materials
The Higher Education Research Institute’s (HERI) College Senior Survey and College Freshmen Survey (Appendix B) was used, which investigates academic achievement and engagement, student-faculty interaction, campus environment and satisfaction with college experiences. The instrument has 31 questions, the majority of which have multiple response options. The first section asked for demographic data such as age, race, gender, classification/rank, etc. The second section of the instrument examined the students’ perception of the educational experience at UNI. The questions were adjusted to reflect overall perceptions and experiences versus differences from freshman year to senior year. In other words, the original questions were specific for perceptions or behaviors of freshmen students and perceptions or behaviors of seniors, but in this study they were changed to reflect the overall college experience.

Faculty were asked to take a modified version of HERI’s Faculty Survey (Appendix A). The faculty survey is designed to be a companion to the College Senior Survey to compare faculty and student perceptions of the university, as well as to investigate faculty development, university priorities, and faculty morale. The faculty instrument has 51 questions. The first section asked for demographic data such as age, race, gender, classification/rank, etc. The second section of the instrument examined the participants’ perception of the educational experience at UNI. Most of these questions are multiple response questions rating faculty perceptions and behaviors or matrices, but a few require a short, typed response (e.g., what is your department?). Both the faculty and student survey were administered via Qualtrics.

**Procedure**

An email was sent to students via the deans of the colleges and to faculty listservs asking for volunteers to participate in a survey examining the educational quality at the University of
Northern Iowa. The email to the students contained a link to the student survey and the emails to the faculty contained a link to the faculty survey. Each survey started with informed consent materials. If agreeable, participants clicked through to the appropriate instrument (faculty and student).

**Results and Discussion**

Descriptive statistics were used to investigate the experiences and perceptions of educational quality in order to provide insight into the educational quality of comprehensive universities. Inferential statistics were then used to determine differences in responses based on demographic characteristics such as gender and the amount of hours worked by students.

**Sample and Population Characteristics**

Participants were students and faculty at the University of Northern Iowa. The student population of UNI, consisting of 11,928 students, is approximately 85% undergraduate, 15% graduate, 88% Iowa resident, 82% full time, 58% female, 43% male, 9% minority, 26% transfer students and 5% international students. The majority of these students are aged 18-23, but, with the large number of nontraditional students at UNI, there may be some outside of that range.

There are 801 faculty members at the UNI: 75% full time, 25% part time, 48% female, 52% male, and 17% minority race. Of the UNI faculty, 25% are professors, 27% associate professors, 15% assistant professors, and 33% instructors/lecturers. Of the UNI faculty, 57% are tenured, 15% are non-tenured but tenure track, and 29% are non-tenure track.

Of the 437 students surveyed, 18% were male and 82% were female. With regard to race, 91% of students identified as White, 2% as Asian American or Asian, 1% as African American or Black, 1% as Mexican, 1% as other Latino, and 3% as other. The response rate was 4%.
Of the 126 faculty surveyed, 39% were ranked as full professor, 22% as associate professor, 22% as assistant professor, 16% as instructor, and 1% as lecturer. With regard to gender, 59% of the faculty surveyed identified as female and 41% as male. In terms of race, 93% of the faculty surveyed identified as white, 2% as African American or Black, 2% as Asian American or Asian, 3% as other Latino, and 2% as other. The response rate was 16%

**Active and Collaborative Learning**

To investigate this criterion, questions on both the Faculty Survey and Student Survey asked about the frequency and type of group projects in classes. When faculty were asked in how many of their courses they used group projects, 34% said they used them in all of their courses, 25% used them in most of their courses, 25% used them in some courses, and 15% did not use them in any courses.

When students were asked how often they worked on a group project inside of class, 36% responded they have done so frequently, 58% have done so occasionally, and 6% have not done so. When asked how often have worked on a group project outside of class, 35% responded they have done so frequently, 57% have done so occasionally, and 7% have not done so.

Most of the students at this comprehensive university have participated in small groups, have applied their learning from courses to either other courses or their lives, and have participated in community engagement projects. Most faculty report assigning this work in their courses. Without comparison data or hypothesis about active and collaborative learning at comprehensive universities, this data does not tell us much about comprehensive universities specifically. However, it does suggest that comprehensive universities are performing at least as well as other universities and do not have to spend significant efforts addressing this.

**Student-Faculty Interaction**
To investigate this criterion, questions from both the Faculty Survey and Student Survey asked about the importance of teaching for faculty and how often and in what ways students interact with faculty. A large majority (81%) of the faculty surveyed identified teaching as their primary responsibility at their institution. Ranking each category on a four point scale from not at all important to very important, the faculty placed higher importance on teaching ($M=3.83$) than on research ($M=3.35$) and service ($M=2.91$). Of the faculty surveyed, 70% teach primarily undergraduate courses, 13% teach primarily general education courses, 7% teach primarily other undergraduate courses, and 7% teach graduate courses. Additionally, 41% of the faculty surveyed have taught a general education course ($N=122$). Over half (55%) of the faculty surveyed have taught a graduate course in the past two years ($N=128$).

The results also indicate that faculty spend significant time working with undergraduate students and building relationships with them beyond teaching. In the past two years, 55% of the faculty members surveyed have advised student groups, 52% have engaged undergraduates on their research project, 54% have worked with undergraduates on a research project that was not the faculty member’s, and 38% have supervised an undergraduate thesis.

Faculty were asked to indicate their level of agreement to the some statements describing the institution. Of the faculty surveyed ($N=107$), 75% agreed that faculty are interested in students’ personal problems and 92% agreed that faculty are interested in students’ academic problems. Almost half (48%) of faculty state they mentor undergraduate students to a great extent and 41% indicate they mentor undergraduate students to some extent. Additionally, 49% of faculty said it was easy for students to see faculty outside of office hours was very descriptive of the university. Another 47% said it was somewhat descriptive and only 5% said it was not descriptive.
When students were asked if they have asked professor for advice after class, 18% students responded they have done so frequently and 65% said they have done so occasionally. Of the students surveyed, 9% said they frequently have worked on a professor’s research project, 14% have done so occasionally, and 77% have not worked on professor’s research project. Of the students surveyed, 22% responded that they have frequently discussed course content outside of class with the professor, 59% responded they have done so occasionally, and 19% responded they have not done so.

When students were asked whether they were satisfied with the amount of faculty contact at the university, 34% responded as very satisfied, 38% as satisfied, 20% as neutral, 3% as dissatisfied and 1% as very dissatisfied. Additionally, 51% of the students surveyed responded that they were very satisfied with class size, 39% are satisfied, 7% are neutral, 0.3% are dissatisfied, and 0.5% are very dissatisfied.

Seventeen percent (17%) of the students strongly agreed with the statement that faculty showed concern about their progress while 59% agreed, 16% disagreed, and 8% strongly disagreed. When asked whether faculty have encouraged them to meet outside of class, 19% of students strongly agreed, 61% agreed, 15% disagreed, and 4% strongly disagreed. Also, 33% of the students surveyed strongly agreed with the statement that at least one faculty member has taken an interest in their development while 55% agreed, 11% disagreed, and 1% strongly disagreed.

When asked how frequently professors have provided emotional support or encouragement, 28% of students responded with frequently, 50% with occasionally, and 23% with not at all. Additionally, 30% of students reported frequently getting feedback on academic
ability outside of the classroom from a professor while 46% reported it happening occasionally and 24% not at all.

An independent t-test was conducted to compare gender differences in student-faculty interaction. Female students (M=3.30, SD=.611) thought faculty believed in their potential to succeed more than male students (M=3.10, SD=.630; t(340)= 1.986, p=0.000). Female students (M=2.90, SD=.683) expressed that staff recognized their achievements more than male students expressed similar recognition (M=2.70, SD=.646), t(341)= 1.721, p=0.000). Female students (M=3.24, SD=.650), more than male students (M=3.03, SD=.688), said at least one faculty member has taken an interest in their development (t(339)=1.836 p=0.010). Female students (M=2.40, SD=.614) said they received feedback from a professor about their skills and abilities more frequently than male students (M=2.18, SD=.648; t(340)= 1.873, p=0.015).

An independent t-test was conducted to compare differences in student-faculty interaction with students who work less than twenty hours per week and students who work at least twenty hours per week. Students who worked at least twenty-one hours (M=3.80, SD=1.146) said it was easier to find a faculty or staff mentor than students who worked less than twenty hours (M=4.12, SD=.991; t(341)=1.765, p=0.015). Students who worked at least twenty-one hours (M=1.89, SD=.708) received less emotional support from a faculty member than students who worked less than twenty hours (M=2.12, SD=.711; t(339)= 1.794, p=0.004).

An independent t-test was conducted to compare differences in gender of the faculty and student-faculty interaction. Female faculty (M=2.69, SD=1.116) devoted more hours to advising than male faculty (M=2.22, SD=.636; t(106)= 1.871, p=0.000).

Results clearly demonstrate that our faculty have an incredible commitment to teaching and to students (faculty at this institution primarily teach and, moreover, they primarily teach
undergraduate students). Faculty spend more time on teaching and preparing for teaching, separately, than any other responsibility. Faculty’s interaction with students does not end with teaching, however, as they spend a significant amount of time advising and mentoring students, including providing emotional support. The increased focus on teaching and the high levels of student-faculty interaction supports previous research on comprehensive universities.

Our results also indicate that male students interact less with faculty, particularly when it comes to emotional support. This is in line with previous research, which suggests males are less likely to express vulnerability and open up. If faculty are not aware male students are in need of emotional support, it makes sense that they give it and other encouragement less frequently.

Additionally, female faculty devote more hours to advising than male faculty. Again, given research on gender differences, which suggests women spend more time on nurturing than men, this is unsurprising.

**Enriching Educational Experiences**

To investigate enriching educational experiences, questions in the student survey asked students whether they had participated in various activities that have been identified as an enriching educational experience. Of the students surveyed, 8% responded that they have performed community service as part of a class frequently, 37% responded that they have done so occasionally, and 52% responded that they have not done so.

Table 1 illustrates whether the students surveyed have participated in the following enriching educational experiences.

Table 1

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
</tr>
</thead>
</table>

*Since entering college, have you?*
Table 1 shows that most students have participated in at least one enriching educational experience. However, in most cases, the more students have not participated in a given activity than have participated. For example, there are more students who have not been a leader in an organization or studied abroad than students who have. The only exception to this is that over seventy percent of students have participated in a student organization.

Examining the students who work over twenty-one hours per week may provide some reason as to why this is. For example, 25% of students work over 21 hours per week. In fact, 24% of students have held a full time job while taking classes. These working students are more likely to contribute money to support their families and have financial difficulties compared to other students. Clearly, these students do not always have the time or financial resources to participate in many of these enriching educational expenses, which can be time intensive or expensive (e.g., Study Abroad, being a student organization leader, etc.)
**Academic Challenge**

To determine the level of academic challenge, questions in the Faculty Survey and Student Survey asked about various practices related to the level of academic challenge and how frequently they occurred.

Faculty were asked how often they encouraged students to engage in the listed activities (see Table 2).

Table 2

*How often in the past year did you encourage undergraduates to engage in the following activities?*

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all</th>
<th>Occasionally</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask questions in class</td>
<td>2</td>
<td>7</td>
<td>91</td>
</tr>
<tr>
<td>Think more broadly about an issue</td>
<td>3</td>
<td>22</td>
<td>75</td>
</tr>
<tr>
<td>Support their opinions with a logical argument</td>
<td>4</td>
<td>25</td>
<td>72</td>
</tr>
<tr>
<td>Seek solutions to problems and explain them</td>
<td>10</td>
<td>19</td>
<td>71</td>
</tr>
<tr>
<td>Accept mistakes as part of the learning process</td>
<td>9</td>
<td>23</td>
<td>67</td>
</tr>
<tr>
<td>Connect ideas from different courses</td>
<td>2</td>
<td>40</td>
<td>61</td>
</tr>
<tr>
<td>Evaluate the quality or reliability of information</td>
<td>8</td>
<td>34</td>
<td>57</td>
</tr>
<tr>
<td>Critically evaluate their position on an issue</td>
<td>3</td>
<td>40</td>
<td>57</td>
</tr>
<tr>
<td>Seek alternative solutions to a problem</td>
<td>8</td>
<td>36</td>
<td>56</td>
</tr>
<tr>
<td>Recognize the biases that affect their thinking</td>
<td>10</td>
<td>34</td>
<td>55</td>
</tr>
<tr>
<td>Revise their papers to improve their writing</td>
<td>15</td>
<td>33</td>
<td>51</td>
</tr>
<tr>
<td>Use different points of view to make an argument</td>
<td>5</td>
<td>50</td>
<td>44</td>
</tr>
<tr>
<td>Look up scientific research articles and resources</td>
<td>19</td>
<td>39</td>
<td>42</td>
</tr>
<tr>
<td>Take risks for potential gains</td>
<td>27</td>
<td>37</td>
<td>36</td>
</tr>
<tr>
<td>Explore topics on their own, not for a course</td>
<td>10</td>
<td>55</td>
<td>35</td>
</tr>
</tbody>
</table>

Similarly, students were asked how often in the past year they performed various activities (see Table 3).

Table 3

*How often in the past year did you?*
Faculty were asked how often they assigned work in the past year that required students to engage in the following activities (see Table 4).

Table 4

*How frequently in the courses you taught in the past year have you given at least one assignment that required students to:*

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all</th>
<th>Occasionally</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write in the specific style of your discipline</td>
<td>11</td>
<td>29</td>
<td>60</td>
</tr>
<tr>
<td>Engage deeply with a challenge in your discipline</td>
<td>6</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td>Analyze and interpret data</td>
<td>15</td>
<td>32</td>
<td>52</td>
</tr>
<tr>
<td>Apply learning from academic and field settings</td>
<td>18</td>
<td>31</td>
<td>51</td>
</tr>
<tr>
<td>Weigh the meaning and significance of evidence</td>
<td>5</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>Use research methods in field or applied settings</td>
<td>17</td>
<td>37</td>
<td>46</td>
</tr>
<tr>
<td>Discuss the ethical implications of an action</td>
<td>21</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Lead a discussion, activity or lab</td>
<td>22</td>
<td>38</td>
<td>40</td>
</tr>
<tr>
<td>Provide and/or receive feedback to classmates</td>
<td>21</td>
<td>43</td>
<td>36</td>
</tr>
</tbody>
</table>

The Faculty Survey asked in how many courses faculty used various activities relating to academic challenge in their courses (see Table 5).
Table 5

In how many of the courses that you teach do use each of the following?

<table>
<thead>
<tr>
<th>Question</th>
<th>None</th>
<th>Some</th>
<th>Most</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion</td>
<td>2</td>
<td>15</td>
<td>22</td>
<td>61</td>
</tr>
<tr>
<td>Using real life problems</td>
<td>9</td>
<td>26</td>
<td>27</td>
<td>38</td>
</tr>
<tr>
<td>Performances/demonstrations</td>
<td>35</td>
<td>23</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>Experiential learning</td>
<td>30</td>
<td>30</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Extensive lecturing</td>
<td>27</td>
<td>36</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Multiple drafts of written work</td>
<td>26</td>
<td>40</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>Student-selected topics for course content</td>
<td>28</td>
<td>50</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

An independent t-test was conducted to compare experiences of academic challenge and gender of the faculty. Female faculty ($M=2.86, SD=.454$) encouraged students to ask questions in class more so than male faculty ($M=2.91, SD=.291$; $t(107)=1.743$, $p=0.000$). Female faculty ($M=2.42, SD=.622$) encouraged students to use different points of view to make an argument more than male faculty ($M=2.33, SD=.522$; $t(105)=1.854$, $p=0.034$). Female faculty ($M=3.94, SD=.244$) rate the importance of developing students’ critical thinking ability higher than male faculty ($M=3.79, SD=.412$; $t(106)=1.792$, $p=0.000$).

An independent t-test was conducted to compare experiences of academic challenge and gender of the student. Female students ($M=2.58, SD=.619$) revised their papers more frequently than male students ($M=2.39, SD=.662$; $t(339)=1.891$, $p=0.023$). There were significant differences in the scores for female students ($M=1.36, SD=.503$) failed to complete homework on time less frequently than male students ($M=1.65, SD=.655$; $t(340), p=0.034$). Female students ($M=2.15, SD=.631$) said they studied with other students more male students ($M=1.98, SD=.587$; $t(341)=1.731$, $p=0.017$).
In nearly every case, the results show that faculty are implementing activities in class and assigning work that is academically challenging, as identified by Kuh et al. (2005). Almost universally, students identified completing these assignments or participating in these activities “occasionally” or “frequently.” This suggests that students in this institution are learning and faculty know what they are doing.

There were some gender differences in experiences, though. Female students are more likely to revise papers and study with other students. Additionally, female faculty spend more time developing critical thinking skills, personal values and collaborative skills among students than male faculty.

Supportive Campus Environment

Faculty were asked to express their agreement with statements about the university and their campus environment (see Table 6).

Table 6

Below are some statements about your university. Indicate the extent to which you agree or disagree with each of the following:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty are committed to the welfare of this</td>
<td>0</td>
<td>6</td>
<td>53</td>
<td>40</td>
</tr>
<tr>
<td>My teaching is valued by the faculty in my dept.</td>
<td>4</td>
<td>16</td>
<td>41</td>
<td>39</td>
</tr>
<tr>
<td>My service is valued by the faculty in my dept.</td>
<td>7</td>
<td>17</td>
<td>54</td>
<td>22</td>
</tr>
<tr>
<td>My teaching is valued by the administration</td>
<td>8</td>
<td>16</td>
<td>57</td>
<td>19</td>
</tr>
<tr>
<td>My research is valued by the faculty in my dept.</td>
<td>8</td>
<td>21</td>
<td>54</td>
<td>17</td>
</tr>
<tr>
<td>My service is valued by the administration</td>
<td>12</td>
<td>26</td>
<td>49</td>
<td>12</td>
</tr>
<tr>
<td>Student Affairs have the respect of the faculty</td>
<td>2</td>
<td>17</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>My research is valued by the administration</td>
<td>14</td>
<td>26</td>
<td>51</td>
<td>9</td>
</tr>
<tr>
<td>There is a lot of campus conflict here</td>
<td>11</td>
<td>56</td>
<td>26</td>
<td>7</td>
</tr>
<tr>
<td>Faculty are sufficiently involved in campus</td>
<td>14</td>
<td>34</td>
<td>47</td>
<td>5</td>
</tr>
</tbody>
</table>
Faculty were asked to indicate how well the following statements, describing the campus environment for faculty, depict their university (see Table 7).

Table 7

*Indicate how well each of the following statements describes your university.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not descriptive</th>
<th>Somewhat descriptive</th>
<th>Very descriptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty here respect each other</td>
<td>8</td>
<td>60</td>
<td>31</td>
</tr>
<tr>
<td>There is tension with the campus administration</td>
<td>18</td>
<td>64</td>
<td>18</td>
</tr>
<tr>
<td>Respect for expression of diverse values</td>
<td>11</td>
<td>73</td>
<td>16</td>
</tr>
<tr>
<td>Faculty are rewarded for being good teachers</td>
<td>30</td>
<td>56</td>
<td>14</td>
</tr>
<tr>
<td>The administration is open about its policies</td>
<td>38</td>
<td>56</td>
<td>7</td>
</tr>
<tr>
<td>Administrators consider faculty concerns with making policy</td>
<td>41</td>
<td>53</td>
<td>6</td>
</tr>
</tbody>
</table>

Of the faculty surveyed, 47% of the faculty said that institutional budget cuts have been an extensive source of stress for them and another 39% said it has somewhat been a source of stress.

Of the faculty surveyed, 50% have considered leaving this institution for another in the last two years and 37% have considered leaving academia. When asked if they would if they were to begin their career again, if they would still want to come to this university, 4% said definitely not, 13% said probably not, 27% said maybe, 32% said probably yes and 23% said definitely yes. Of the faculty surveyed, 17% are serving in an administrative appointment.

When asked to express their agreement with the statement that they saw themselves as part of the campus community, 19% responded that they strongly agreed, 61% agreed, 15% disagreed, and 4% strongly disagreed.

Generally, students feel greatly supported on campus and feel a part of the campus community. Almost eighty percent of students have received emotional support from one of
their professors or have had a professor or staff member express belief in their abilities. As Kuh et al. (2005) suggest, this fosters a sense of belonging and a sense of community with an institution among the students. However, possibly due to the less frequent interaction with faculty, male students are also less likely to feel a part of the campus community than female students.

Most striking was the discontent of the faculty with their campus environment. Essentially, faculty do not feel valued by the administration of this institution. While a majority of the faculty expressed beliefs that their teaching, research and service was valued by the administration, there were considerable minorities who felt otherwise. Additionally, almost half (48%) of the faculty do not feel faculty are sufficiently involved in campus decision making. All of this dissatisfaction may have played a part in over half (50%) of faculty considering leaving this institution for another within the past two years.

**Supported, Enacted Mission**

The questions for this category are drawn from the Faculty Survey and focus on faculty’s perceptions of the goals and mission of the university. Faculty were asked to indicate the importance of each following priority at their university (see Table 8).

Table 8

<table>
<thead>
<tr>
<th>Priority</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>Highest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote the intellectual development of students</td>
<td>2</td>
<td>25</td>
<td>44</td>
<td>29</td>
</tr>
<tr>
<td>Prepare students for the workplace</td>
<td>4</td>
<td>25</td>
<td>43</td>
<td>27</td>
</tr>
<tr>
<td>Increase or maintain institutional prestige</td>
<td>6</td>
<td>42</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>Enhance the institution’s national image</td>
<td>9</td>
<td>37</td>
<td>40</td>
<td>14</td>
</tr>
<tr>
<td>Develop an appreciation for multiculturalism</td>
<td>14</td>
<td>36</td>
<td>41</td>
<td>9</td>
</tr>
<tr>
<td>Promote gender diversity for faculty and admin.</td>
<td>22</td>
<td>37</td>
<td>34</td>
<td>8</td>
</tr>
</tbody>
</table>
Table 8 demonstrates the dearth of a single, unifying mission for the institution. Currently, it appears the institution considers nearly everything a priority. In all but one case, sixty-five percent of faculty identified each statement as at least a medium priority.

**Summary of Limitations and Future Research**

Before drawing conclusions, it is important to note that there are some limitations with this study. First and foremost, only one comprehensive university was investigated, limiting the possibility of generalizing the information. Additionally, though the sample size was fairly large, the response rate was rather low (15.77% for faculty and 3.6% for students). Consequently, future research could investigate additional comprehensive universities from other areas of the United States. Additionally, comparisons need to be made between research universities, private universities, and comprehensive universities to truly understand the differences of each type of university. Finally, researchers should more closely examine the impact of gender and other demographic factors on educational quality such as race, first generation status, etc.

**Conclusions**
In summation, there are some general conclusions that can be made about this institution and comprehensive universities. First, the University of Northern Iowa clearly shared characteristics with comprehensive universities that prior research has indicated. For example, the institution has significant student-faculty interaction. Additionally, there is not a definitive mission for the university; UNI tries to do too much and fails to provide a guiding sense of direction for its employees. Finally, the high percentage (24%) of students who work more than twenty hours per week supports the previous research suggesting that students at comprehensive universities are less financially well off. However, there is less diversity at UNI than at other comprehensive universities, but that may be due to the fact that we are in Iowa. These similarities allow us to glean some more information about comprehensive universities from this study, albeit to a limited point due to limitations in methodology.

The clearest conclusion that can be drawn is the faculty at comprehensive universities play a tremendous role in the lives of students at this institution. This is explicit in this case study and corroborates with prior research on comprehensive universities, but perhaps even exceeds those expectations. Comprehensive universities, particularly the University of Northern Iowa, need to capitalize on the extensive interaction between faculty and students in terms of both advertising and incorporating the interaction into the mission, curriculum, and the incentive structure for faculty.

The incredible amount of student-faculty interaction bodes well for the underserved populations at comprehensive universities, as Braxton et al. (2014) found that those underserved populations benefit more from increased student-faculty interaction. Given the problems with budgeting identified by Schneider and Deane (2014), this suggests that with enough funding comprehensive universities may be able to further improve education for their students. If
President Obama truly values the access to higher education as he proclaims, it would be in his (and the students’) best interest to ensure comprehensive universities get the funding they need to continue to provide quality education and attract, pay, and reward the type of faculty comprehensive universities can distinguish themselves.

Though the study highlighted several strengths of UNI, it also pointed out some definitive room for growth. First and foremost, faculty need to be supported and valued within the institutional culture. According to both the literature and the current study, faculty at comprehensive universities feel overworked and are unappreciated (Schneider & Deane, 2014). Consequently, the faculty need to be valued and prioritized within the institutional culture as the success of comprehensive universities is hinged on the faculty.

Additionally, the institution needs to develop a supported, enacted mission. Like many comprehensive universities, this institution is trying to be everything to everyone (Schneider & Deanne, 2014). As Kuh et al. (2005) found, such a mission, particularly if it has a student-centered focus, can guide the university towards providing an even better educational experience for students. In other words, if the university has a single mission, with support from faculty and staff, the faculty and staff are more likely to be invested in the mission and be rewarded for their investment. The universities would also be able to focus on doing a few things exceptionally well, as opposed to doing everything fairly well.

The institution needs to do something to mitigate the gender differences in the service and advising done by faculty and the students’ feelings of support from faculty. Finally, the institution needs to determine ways to provide necessities for students so they do not have to work as much, as it is having an impact on their educational experience. Minimally, the university needs to better support working students. This could include providing scholarships
that could be applied towards food, rent and other necessary factors, ameliorating the necessity of having to work.

Lastly, despite significant funding problems, if UNI is indicative of other comprehensive universities, and there is no reason it should not be, then comprehensive universities are providing a quality education. Specifically, the faculty are making a difference in the lives of their students, many of which may be first generation or low income. That said, although they play a monumental role in the student experience, faculty at comprehensive universities are underappreciated. To rectify this, comprehensive universities could make a point to involve faculty in helping shape a supported, enacted mission in which they are valued for their work and involved in the decision making process. This would accomplish two goals in developing a mission supported by everyone and showing appreciation for the pivotal role faculty play at comprehensive universities.
References


Birnbaum, R. (2004). The end of shared governance: Looking ahead or looking back. New Directions for Higher Education, 127,


Appendix A
Adapted from HERI’s Faculty Survey (2014)

1. Please enter the four-digit year that each of the following occurred (e.g., 1974, 2001).
   - Year you received your first full time academic appointment
   - Year of academic appointment at present institution

2. What is your present academic rank?
   - Professor
   - Associate Professor
   - Assistant Professor
   - Lecturer
   - Instructor

3. Are you an adjunct faculty member at this institution?
   - Yes/No
     If professor or associate professor, nested item.
     
     3a. Please enter the four digit year you received tenure.

4. Your gender:
   - Male
   - Female
   - Other

5. Are you considered a full time employee of your institution for at least nine months of the academic year?
   - a. Yes
   - b. No

Part Time Faculty

6. If given the choice, I would prefer to work full-time at this institution.
   - a. Yes
   - b. No

7. Have you ever sought a full time teaching at this or another institution?
   - a. Yes
   - b. No

8. (If yes). How long ago did you pursue a full time position?
   - a. Currently seeking a position
   - b. Within the last year
   - c. 1 to 2 years
   - d. 3 to 5 years ago
   - e. More than 5 years ago

9. Is your full-time professional career outside of academia?
a. Yes
b. No

10. Mark all institutional resources available to you in your last term as part-time faculty.
   a. Use of private office
   b. Shared office space
   c. A personal computer
   d. An email account
   e. A phone/voicemail
   f. Professional development funds
   g. Printer access (e.g., free printing).

Please indicate your agreement with the following statements:

Part time instructors at this institution:

h. Are given specific training before teaching
   Agree strongly
   Agree somewhat
   Disagree somewhat
   Disagree strongly
i. Rarely get hired into full time positions
   Agree strongly
   Agree somewhat
   Disagree somewhat
   Disagree strongly
j. Receive respect from students
   Agree strongly
   Agree somewhat
   Disagree somewhat
   Disagree strongly
k. Are primarily responsible for introductory classes
   Agree strongly
   Agree somewhat
   Disagree somewhat
   Disagree strongly
l. Have no guarantee of employment security
   Agree strongly
   Agree somewhat
   Disagree somewhat
   Disagree strongly
m. Have access to support services
   Agree strongly
   Agree somewhat
   Disagree somewhat
   Disagree strongly
n. Are compensated for advising/counseling services
   Agree strongly
Agree somewhat
Disagree somewhat
Disagree strongly

o. Are required to attend meetings
   Agree strongly
   Agree somewhat
   Disagree somewhat
   Disagree strongly

p. Have good working relationships with the administration
   Agree strongly
   Agree somewhat
   Disagree somewhat
   Disagree strongly

q. Are respected by full time faculty
   Agree strongly
   Agree somewhat
   Disagree somewhat
   Disagree strongly

r. Are paid fairly
   Agree strongly
   Agree somewhat
   Disagree somewhat
   Disagree strongly

s. Have input in course designs
   Agree strongly
   Agree somewhat
   Disagree somewhat
   Disagree strongly

t. Are included in faculty governance
   Agree strongly
   Agree somewhat
   Disagree somewhat
   Disagree strongly

11. Besides this institution, at how many other institutions do you teach?
12. For the current term, how far in advance of the beginning of the term did you receive your course assignments?
   a. Less than 1 week
   b. 1-2 weeks
   c. 3-4 weeks
   d. 1-3 months
   e. More than 3 months

All participants answer

13. What is your principle activity in your current position at this institution? (Mark one):
   a. Administration
   b. Teaching
c. Research/Scholarship/Creative activity
d. Services to clients and patients
e. Other

14. Personally, how important to you is:
a. Research/Scholarship/Creative activity
   Essential
   Very Important
   Somewhat Important
   Not Important
b. Teaching
   Essential
   Very Important
   Somewhat Important
   Not Important
c. Service
   Essential
   Very Important
   Somewhat Important
   Not Important

15. How many courses are you teaching this term (include all institutions at which you teach)?

16. What types of courses do you generally teach? (Select one)
a. General education courses
b. Courses required for an undergraduate major
c. Other undergraduate credit courses
d. Developmental/remedial courses (not for credit)
e. Non-credit courses (other than above)
f. Graduate courses
g. I do not teach

17. In the past two years, have you taught a graduate course?
a. Yes
b. No

18. Do you teach remedial/developmental skills in any of the following areas? (Nested from 17d)
a. Reading
b. Writing
c. Mathematics
d. General Academic Skills
e. Other Subject Areas

19. During the past two years, have you engaged in any of the following activities? (Mark one for each item) (Responses: Yes, No).
a. Advised student groups involved in service/volunteer work
   Yes
   No
b. Collaborated with the local community in research/teaching
   Yes
EDUCATIONAL QUALITY AT COMPREHENSIVE UNIVERSITIES

No
c. Conducted research writing focused on:
   i. International/global issues
      Yes
      No
   ii. Racial or ethnic minorities
      Yes
      No
   iii. Women and gender issues
      Yes
      No
   iv. Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) issues
      Yes
      No
d. Engaged undergraduates on your research project.
      Yes
      No
e. Worked with undergraduates on a research project (not your own)
      Yes
      No
f. Engaged in academic research that spans multiple disciplines
   Yes
   No
g. Supervised an undergraduate thesis
   Yes
   No
h. Engaged in public discourse about your research or field of study (e.g., blog, media interviews, op-eds)
   Yes
   No
20. During the past two years, have you engaged in any of the following activities?
a. Taught an honors course
   Yes
   No
b. Taught an interdisciplinary course
   Yes
   No
c. Taught an area studies course (e.g., women’s studies, ethnic studies, LGBTQ studies)
   Yes
   No
d. Taught a service learning course
   Yes
   No
e. Taught an exclusively web-based course at this institution
   Yes
f. Participated in organized activities around enhancing pedagogy and student learning
   
   Yes
   No

g. Taught a first year only class students for first year students
   
   Yes
   No

h. Taught a capstone course
   
   Yes
   No

i. Taught an online course
   
   Yes
   No

j. Taught a course that meets general education requirements
   
   Yes
   No

21. In the past two years, to what extent have you:

   a. Presented with undergraduate students at conferences
      
      To a great extent
      To some extent
      Not at all

   b. Published with undergraduates
      
      To a great extent
      To some extent
      Not at all

22. During the past two years have you taken advantage of any of the following professional development opportunities at this institution?

   a. Paid workshops outside the institution focused on teaching
      
      Yes
      No
      Not eligible
      Not available

   b. Paid sabbatical leave
      
      Yes
      No
      Not eligible
      Not available

   c. Travel funds paid by the institution
      
      Yes
      No
      Not eligible
      Not available

   d. Internal grants for research
      
      Yes
      No
Not eligible
Not available

e. Training for administrative leadership
   Yes
   No
   Not eligible
   Not available

f. Incentives to develop new courses
   Yes
   No
   Not eligible
   Not available

g. Incentives to integrate new technology into your classroom
   Yes
   No
   Not eligible
   Not available

23. How many of the following have you published?
   a. Articles in academic or professional journals
      None
      1-2
      3-4
      5-10
      11-20
      21-50
      51+

   b. Chapters in edited volumes
      None
      1-2
      3-4
      5-10
      11-20
      21-50
      51+

   c. Books, manuals, or monographs
      None
      1-2
      3-4
      5-10
      11-20
      21-50
      51+

   d. Other, such as patents, or computer software products
      None
      1-2
      3-4
24. In the past two years, how many exhibitions or performances in the fine or applied arts have you presented? (Responses: None, 1-2, 3-4, 5-10, 11-20, 21+)

   None
   1-2
   3-4
   5-10
   11-20
   21+

25. In the past two years, how many of your professional writings have been published or accepted for publication?

   None
   1-2
   3-4
   5-10
   11-20
   21+

26. During the present term, how many hours per week on average do you actually spend on each of the following activities?

   a. Scheduled teaching (Give actual, not credit hours)

      None
      1-2
      3-4
      5-10
      11-20
      21+

      None
      1-2
      3-4
      5-10
      11-20
      21+

   b. Preparing for teaching (including reading student papers and grading)

      None
      1-2
      3-4
      5-10
      11-20
      21+

      None
      1-2
      3-4

   c. Advising and counseling of students

      None
      1-2
      3-4
d. Committee work and meetings
   None
   1-2
   3-4
   5-10
   11-20
   21+

e. Other administration
   None
   1-2
   3-4
   5-10
   11-20
   21+

f. Research and scholarly writing
   None
   1-2
   3-4
   5-10
   11-20
   21+

g. Other creative products/performances
   None
   1-2
   3-4
   5-10
   11-20
   21+

h. Community or public service
   None
   1-2
   3-4
   5-10
   11-20
   21+

i. Outside consulting/freelance work
   None
   1-2
   3-4
   5-10
   11-20
   21+

j. Household/childcare duties
27. In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities?
   a. Ask questions in class
      Frequently
      Occasionally
      Not at all
   b. Support their opinions with a logical argument
      Frequently
      Occasionally
      Not at all
   c. Seek solutions to problems and explain them to others
      Frequently
      Occasionally
      Not at all
   d. Revise their papers to improve their writing
      Frequently
      Occasionally
      Not at all
   e. Evaluate the quality or reliability of the information they receive
      Frequently
      Occasionally
      Not at all
   f. Take risks for potential gains
      Frequently
      Occasionally
      Not at all
   g. Seek alternative solutions to a problem
      Frequently
      Occasionally
      Not at all
   h. Look up scientific research articles and resources
      Frequently
      Occasionally
Not at all
i. Explore topics on their own, even though it was not required for a class
   Frequently
   Occasionally
   Not at all
j. Accept mistakes as part of the learning process
   Frequently
   Occasionally
   Not at all
k. Work with other students on group projects
   Frequently
   Occasionally
   Not at all
l. Integrate skills and knowledge from different sources and experiences
   Frequently
   Occasionally
   Not at all

28. How often in the past year have you encouraged students to:
   a. Use different points of view to make an argument
      Frequently
      Occasionally
      Not at all
   b. Make connections between ideas from different courses
      Frequently
      Occasionally
      Not at all
   c. Critically evaluate their position on an issue
      Frequently
      Occasionally
      Not at all
   d. Recognize the biases that affect their thinking
      Frequently
      Occasionally
      Not at all
   e. Think more broadly about an issue
      Frequently
      Occasionally
      Not at all

29. How frequently in the courses you taught in the past year have you given at least one assignment that required students to:
   a. Engage deeply with a significant challenge or question within your discipline
      Frequently
      Occasionally
      Not at all
   b. Write in the specific style or format of your discipline
      Frequently
EDUCATIONAL QUALITY AT COMPREHENSIVE UNIVERSITIES

Occasionally
Not at all
c. Use research methods from your discipline in field or applied settings
  Frequently
  Occasionally
  Not at all
d. Apply learning from both academic and field settings
  Frequently
  Occasionally
  Not at all
e. Describe how different perspectives would affect the interpretation of a question or issue in your discipline
  Frequently
  Occasionally
  Not at all
f. Weigh the meaning and significance of evidence
  Frequently
  Occasionally
  Not at all
g. Discuss the ethical or moral implications of a course of action
  Frequently
  Occasionally
  Not at all
h. Work with classmates outside of class
  Frequently
  Occasionally
  Not at all
i. Lead a discussion, activity or lab
  Frequently
  Occasionally
  Not at all
j. Provide and/or receive feedback to classmates about a draft or work still in progress
  Frequently
  Occasionally
  Not at all
k. Analyze and interpret data
  Frequently
  Occasionally
  Not at all
l. Apply mathematical concepts and computational thinking
  Frequently
  Occasionally
  Not at all

30. In how many of the courses that you teach do you use each of the following?
a. Class discussions
EDUCATIONAL QUALITY AT COMPREHENSIVE UNIVERSITIES

b. Cooperative learning (Small groups)
   All
   Most
   Some
   None

c. Experiential learning/field studies
   All
   Most
   Some
   None

d. Performances/Demonstrations
   All
   Most
   Some
   None

e. Group projects
   All
   Most
   Some
   None

f. Extensive lecturing
   All
   Most
   Some
   None

g. Multiple drafts of written work
   All
   Most
   Some
   None

h. Student-selected topics for course content
   All
   Most
   Some
   None

i. Reflective writing/journaling
   All
   Most
   Some
   None

j. Community service as part of coursework
   All
31. In how many of the courses that you teach do you use each of the following?

a. “Learn before lecture” through multimedia tools (e.g., flipping the classroom)
   All
   Most
   Some
   None

b. Readings on racial and ethnic issues
   All
   Most
   Some
   None

c. Readings on women and gender issues
   All
   Most
   Some
   None

d. Starting class with a question that engages students
   All
   Most
   Some
   None

e. Techniques to create an inclusive classroom environment for diverse students
   All
   Most
   Some
   None

f. Supplemental instruction that is outside of class and office hours
   All
Most
Some
None
g. Student presentations
   All
   Most
   Some
   None
h. Student evaluations of each other’s’ work
   All
   Most
   Some
   None
i. Grading on a curve
   All
   Most
   Some
   None
j. Rubric based assessment
   All
   Most
   Some
   None

32. In creating assignments for your courses, how often do you:
   a. Provide instructions clearly delineating what students are to do to complete the assignment
      Frequently
      Occasionally
      Not at all
   b. Explain what you want students to gain from the assignment
      Frequently
      Occasionally
      Not at all
   c. Provide feedback on drafts or work still in progress
      Frequently
      Occasionally
      Not at all
   d. Provide in advance the criteria for evaluating the assignment
      Frequently
      Occasionally
      Not at all
   e. Explicitly link the assignment with course goals or learning objectives
      Frequently
      Occasionally
      Not at all

33. How frequently do you incorporate the following forms of technology into your courses?
34. Indicate the importance to you of each of the following education goals for undergraduate students:
   a. Develop ability to think critically
      Essential
      Very Important
      Somewhat Important
      Not Important
   b. Prepare students for employment after college
      Essential
      Very Important
      Somewhat Important
      Not Important
   c. Prepare students for graduate or advanced education
      Essential
      Very Important
      Somewhat Important
      Not Important
   d. Develop moral character
      Essential
      Very Important
      Somewhat Important
      Not Important
<table>
<thead>
<tr>
<th></th>
<th>Provide for students’ emotional development</th>
<th>Teach students the classic works of Western Civilization</th>
<th>Help students develop personal values</th>
<th>Instill in students a commitment to community service</th>
<th>Enhance students’ knowledge of and appreciation for other racial/ethnic groups</th>
<th>Promote ability to write effectively</th>
<th>Engage students in civil discourse around controversial issues</th>
<th>Teach students tolerance and respect for different beliefs</th>
<th>Encourage students to become agents of social change</th>
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<td>e.</td>
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<td>h.</td>
<td>Instill in students a commitment to community service</td>
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<td>j.</td>
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<td>m.</td>
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<td>35.</td>
<td>Indicate the extent to which you agree or disagree with each of the following</td>
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</table>
a. The chief benefit of a college education is that it increases one’s earning power
   Agree Strongly
   Agree Somewhat
   Disagree Somewhat
   Disagree Strongly
b. It is primarily up to individual students whether they succeed in my courses
   Agree Strongly
   Agree Somewhat
   Disagree Somewhat
   Disagree Strongly
c. I try to dispel perceptions of competition
   Agree Strongly
   Agree Somewhat
   Disagree Somewhat
   Disagree Strongly
d. I encourage all students to approach me for help
   Agree Strongly
   Agree Somewhat
   Disagree Somewhat
   Disagree Strongly
e. Most students are well-prepared for the difficulty of the courses I teach
   Agree Strongly
   Agree Somewhat
   Disagree Somewhat
   Disagree Strongly
f. In my classroom, there is no such thing as a question that is too elementary
   Agree Strongly
   Agree Somewhat
   Disagree Somewhat
   Disagree Strongly
g. All students have the potential to excel in my courses
   Agree Strongly
   Agree Somewhat
   Disagree Somewhat
   Disagree Strongly
h. The amount of material that is required for my courses poses a substantial challenge to students
   Agree Strongly
   Agree Somewhat
   Disagree Somewhat
   Disagree Strongly
i. Students are often overwhelmed by the pace of my courses
   Agree Strongly
   Agree Somewhat
   Disagree Somewhat
   Disagree Strongly
j. Most students learn best when they do their assignments on their own
   Agree Strongly
   Agree Somewhat
   Disagree Somewhat
   Disagree Strongly

36. Below are some statements about your university. Indicate the extent to which you agree or disagree with each of the following:
   a. Faculty are interested in students’ personal problems.
      Agree Strongly
      Agree Somewhat
      Disagree Somewhat
      Disagree Strongly
   b. Racial and ethnic diversity is reflected in the curriculum.
      Agree Strongly
      Agree Somewhat
      Disagree Somewhat
      Disagree Strongly
   c. Most students are well-prepared academically.
      Agree Strongly
      Agree Somewhat
      Disagree Somewhat
      Disagree Strongly
   d. This institution has effective hiring practices and policies that increase faculty diversity.
      Agree Strongly
      Agree Somewhat
      Disagree Somewhat
      Disagree Strongly
   e. Student Affairs staff have the support and respect of the faculty.
      Agree Strongly
      Agree Somewhat
      Disagree Somewhat
      Disagree Strongly
   f. Faculty are committed to the welfare of this institution.
      Agree Strongly
      Agree Somewhat
      Disagree Somewhat
      Disagree Strongly
   g. Faculty here are strongly interested in the academic problems of undergraduates.
      Agree Strongly
      Agree Somewhat
      Disagree Somewhat
      Disagree Strongly
   h. There is a lot of campus racial conflict here.
      Agree Strongly
      Agree Somewhat
Disagree Somewhat  
Disagree Strongly

i. My research is valued by the faculty in my department.  
   Agree Strongly  
   Agree Somewhat  
   Disagree Somewhat  
   Disagree Strongly

j. My research is valued by the administration.  
   Agree Strongly  
   Agree Somewhat  
   Disagree Somewhat  
   Disagree Strongly

k. My teaching is valued by the faculty in my department.  
   Agree Strongly  
   Agree Somewhat  
   Disagree Somewhat  
   Disagree Strongly

l. My research is valued by the administration.  
   Agree Strongly  
   Agree Somewhat  
   Disagree Somewhat  
   Disagree Strongly

m. My service is valued by faculty in my department.  
   Agree Strongly  
   Agree Somewhat  
   Disagree Somewhat  
   Disagree Strongly

n. My service is valued by the administration.  
   Agree Strongly  
   Agree Somewhat  
   Disagree Somewhat  
   Disagree Strongly

o. Faculty are sufficiently involved in campus decision making.  
   Agree Strongly  
   Agree Somewhat  
   Disagree Somewhat  
   Disagree Strongly

p. This institution takes responsibility for educating underprepared students.  
   Agree Strongly  
   Agree Somewhat  
   Disagree Somewhat  
   Disagree Strongly

q. The criteria for advancement and promotion decisions are clear.  
   Agree Strongly  
   Agree Somewhat  
   Disagree Somewhat
Disagree Strongly

r. Most of the students I teach lack the basic skills for college level work.
   Agree Strongly
   Agree Somewhat
   Disagree Somewhat
   Disagree Strongly

s. There is adequate support for faculty development.
   Agree Strongly
   Agree Somewhat
   Disagree Somewhat
   Disagree Strongly

t. This institution successfully educates students in remedial/developmental education.
   Agree Strongly
   Agree Somewhat
   Disagree Somewhat
   Disagree Strongly

u. Faculty are not prepared to deal with conflict over diversity issues in the classroom.
   Agree Strongly
   Agree Somewhat
   Disagree Somewhat
   Disagree Strongly

37. Indicate how important you believe each priority listed below is at your university:
   a. Promote the intellectual development of students
      Highest Priority
      High Priority
      Medium Priority
      Low Priority

   b. Develop a sense of community among students and faculty.
      Highest Priority
      High Priority
      Medium Priority
      Low Priority

   c. Facilitate student involvement in community service.
      Highest Priority
      High Priority
      Medium Priority
      Low Priority

   d. Help students learn how to bring about change in society.
      Highest Priority
      High Priority
      Medium Priority
      Low Priority

   e. Increase or maintain institutional prestige.
      Highest Priority
f. Hire faculty “stars.”
   Highest Priority
   High Priority
   Medium Priority
   Low Priority

g. Recruit more minority students.
   Highest Priority
   High Priority
   Medium Priority
   Low Priority

h. Enhance the institution’s national image.
   Highest Priority
   High Priority
   Medium Priority
   Low Priority

i. Promote gender diversity in the faculty and administration.
   Highest Priority
   High Priority
   Medium Priority
   Low Priority

j. Promote racial and ethnic diversity in the faculty and administration.
   Highest Priority
   High Priority
   Medium Priority
   Low Priority

k. Provide resources for faculty to engage in community-based teaching or research.
   Highest Priority
   High Priority
   Medium Priority
   Low Priority

l. Create and sustain partnerships with surrounding communities.
   Highest Priority
   High Priority
   Medium Priority
   Low Priority

m. Pursue extramural funding.
   Highest Priority
   High Priority
   Medium Priority
   Low Priority

n. Strengthen links with the for-profit, corporate sector.
   Highest Priority
   High Priority
Medium Priority
Low Priority

o. Develop leadership ability among students.
   Highest Priority
   High Priority
   Medium Priority
   Low Priority

p. Develop an appreciation for multiculturalism.
   Highest Priority
   High Priority
   Medium Priority
   Low Priority

q. Prepare students for the workplace.
   Highest Priority
   High Priority
   Medium Priority
   Low Priority

38. Indicate how well each of the following describes your university:
   a. It is easy for students to see faculty outside of regular office hours.
      Very Descriptive
      Somewhat Descriptive
      Not Descriptive
   b. The faculty are typically at odds with the campus administration.
      Very Descriptive
      Somewhat Descriptive
      Not Descriptive
   c. Faculty here respect each other.
      Very Descriptive
      Somewhat Descriptive
      Not Descriptive
   d. Faculty are rewarded for being good teachers.
      Very Descriptive
      Somewhat Descriptive
      Not Descriptive
   e. There is respect for the expression of diverse values and beliefs.
      Very Descriptive
      Somewhat Descriptive
      Not Descriptive
   f. Faculty are rewarded for their efforts to use instructional technology.
      Very Descriptive
      Somewhat Descriptive
      Not Descriptive
   g. Administrators consider faculty concerns when making policy.
      Very Descriptive
      Somewhat Descriptive
      Not Descriptive
h. The administration is open about its policies.
   Very Descriptive
   Somewhat Descriptive
   Not Descriptive

39. Please indicate the extent to which you:
   a. Feel that the raining you received in graduate school prepared you well for your role as a faculty member.
      To a Great Extent
      To Some Extent
      Not at All
   b. Achieve a healthy balance between your personal life and your professional life.
      To a Great Extent
      To Some Extent
      Not at All
   c. Experience close alignment between your work and your personal values.
      To a Great Extent
      To Some Extent
      Not at All
   d. Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar.
      To a Great Extent
      To Some Extent
      Not at All
   e. Mentor new faculty.
      To a Great Extent
      To Some Extent
      Not at All
   f. Mentor undergraduate students.
      To a Great Extent
      To Some Extent
      Not at All
   g. Structure your courses so that students master a conceptual understanding of course content.
      To a Great Extent
      To Some Extent
      Not at All
   h. Structure your courses so that students develop study skills that prepare them for college level work.
      To a Great Extent
      To Some Extent
      Not at All

40. How satisfied are you with the following aspects of your job? (Mark one for each item)
   a. Salary
      Very Satisfied
      Satisfied
      Marginally Satisfied
Not Satisfied
Not Applicable

b. Health benefits
  Very Satisfied
  Satisfied
  Marginally Satisfied
  Not Satisfied
  Not Applicable

c. Retirement benefits
  Very Satisfied
  Satisfied
  Marginally Satisfied
  Not Satisfied
  Not Applicable

d. Opportunity for scholarly pursuits
  Very Satisfied
  Satisfied
  Marginally Satisfied
  Not Satisfied
  Not Applicable

e. Teaching load
  Very Satisfied
  Satisfied
  Marginally Satisfied
  Not Satisfied
  Not Applicable

f. Quality of students
  Very Satisfied
  Satisfied
  Marginally Satisfied
  Not Satisfied
  Not Applicable

g. Office/lab space
  Very Satisfied
  Satisfied
  Marginally Satisfied
  Not Satisfied
  Not Applicable

h. Autonomy and independence
  Very Satisfied
  Satisfied
  Marginally Satisfied
  Not Satisfied
  Not Applicable

i. Professional relationships with other faculty
  Very Satisfied
Satisfied
Marginally Satisfied
Not Satisfied
Not Applicable

j. Competency of colleagues
   Very Satisfied
   Satisfied
   Marginally Satisfied
   Not Satisfied
   Not Applicable

k. Job security
   Very Satisfied
   Satisfied
   Marginally Satisfied
   Not Satisfied
   Not Applicable

l. Departmental leadership
   Very Satisfied
   Satisfied
   Marginally Satisfied
   Not Satisfied
   Not Applicable

m. Course assignments
   Very Satisfied
   Satisfied
   Marginally Satisfied
   Not Satisfied
   Not Applicable

n. Freedom to determine course content
   Very Satisfied
   Satisfied
   Marginally Satisfied
   Not Satisfied
   Not Applicable

o. Availability of child care at this institution
   Very Satisfied
   Satisfied
   Marginally Satisfied
   Not Satisfied
   Not Applicable

p. Prospects for career advancement
   Very Satisfied
   Satisfied
   Marginally Satisfied
   Not Satisfied
   Not Applicable
q. Clerical/administrative support
   Very Satisfied
   Satisfied
   Marginally Satisfied
   Not Satisfied
   Not Applicable

r. Overall job satisfaction
   Very Satisfied
   Satisfied
   Marginally Satisfied
   Not Satisfied
   Not Applicable

s. Relative equity of salary and job benefits
   Very Satisfied
   Satisfied
   Marginally Satisfied
   Not Satisfied
   Not Applicable

t. Flexibility in relation to family matters or emergencies
   Very Satisfied
   Satisfied
   Marginally Satisfied
   Not Satisfied
   Not Applicable

41. Please indicate the extent to which each of the following has been a source of stress for you during the past two years.
   a. Managing household responsibilities
      Extensive
      Somewhat
      Not at All
      Not Applicable
      Choose Not to Answer

   b. Child care
      Extensive
      Somewhat
      Not at All
      Not Applicable
      Choose Not to Answer

   c. My physical health
      Extensive
      Somewhat
      Not at All
      Not Applicable
      Choose Not to Answer

   d. Review/promotion process
      Extensive
Somewhat
Not at All
Not Applicable
Choose Not to Answer

e. Subtle discrimination (e.g., prejudice, racism, sexism, homophobia, transphobia)
   Extensive
   Somewhat
   Not at All
   Not Applicable
   Choose Not to Answer

f. Personal finance
   Extensive
   Somewhat
   Not at All
   Not Applicable
   Choose Not to Answer

g. Committee work
   Extensive
   Somewhat
   Not at All
   Not Applicable
   Choose Not to Answer

h. Faculty meetings
   Extensive
   Somewhat
   Not at All
   Not Applicable
   Choose Not to Answer

i. Colleagues
   Extensive
   Somewhat
   Not at All
   Not Applicable
   Choose Not to Answer

j. Students
   Extensive
   Somewhat
   Not at All
   Not Applicable
   Choose Not to Answer

k. Research or publishing demands
   Extensive
   Somewhat
   Not at All
   Not Applicable
   Choose Not to Answer
1. Institutional procedures and “red tape”
   Extensive
   Somewhat
   Not at All
   Not Applicable
   Choose Not to Answer

m. Teaching load
   Extensive
   Somewhat
   Not at All
   Not Applicable
   Choose Not to Answer

n. Lack of personal time
   Extensive
   Somewhat
   Not at All
   Not Applicable
   Choose Not to Answer

o. Job security
   Extensive
   Somewhat
   Not at All
   Not Applicable
   Choose Not to Answer

p. Working with underprepared students
   Extensive
   Somewhat
   Not at All
   Not Applicable
   Choose Not to Answer

q. Self-imposed high expectations
   Extensive
   Somewhat
   Not at All
   Not Applicable
   Choose Not to Answer

r. Increased work responsibilities
   Extensive
   Somewhat
   Not at All
   Not Applicable
   Choose Not to Answer

s. Institutional budget cuts
   Extensive
   Somewhat
   Not at All
42. During the past two years, have you________?:
   a. Considered leaving the academe for a different job
      Yes
      No
   b. Considered leaving this institution for another
      Yes
      No
   c. Engaged in public service/professional consulting without pay
      Yes
      No
   d. Received at least one firm job offer elsewhere
      Yes
      No
   e. Sought an early promotion
      Yes
      No
43. For each of the following items, please mark either Yes or No
   a. Are you a member of a faculty union?
      Yes
      No
   b. Are you a U.S. Citizen?
      Yes
      No
   c. Do you plan to retire within the next three years?
      Yes
      No
   d. Do you use your scholarship to address local community needs?
      Yes
      No
   e. Have you been sexually harassed at this institution?
      Yes
      No
   f. Have you ever interrupted your professional career for more than one year for family reasons?
      Yes
      No
   g. Have you ever received an award for outstanding teaching?
      Yes
      No
44. How would you characterize your political views?
   a. Far left
   b. Liberal
   c. Middle of the road
   d. Conservative
e. Far right

45. If you were to begin your career again, would you:
   a. Still want to come to this institution?
      - Definitely yes
      - Probably yes
      - Not sure
      - Probably no
      - Definitely no
   b. Still want to be a college professor?
      - Definitely yes
      - Probably yes
      - Not sure
      - Probably no
      - Definitely no

46. Please select the most appropriate general area and disciplinary field for the following:
   a. Major of highest degree held: ______________________
   b. Department of current faculty appointment: ________________.

47. Are you currently serving in an administrative position?
   a. Yes
   b. No

48. Are you (mark all that apply)?
   a. White/Caucasian
   b. African American/Black
   c. American Indian/Alaska Native
   d. Asian American/Asian
   e. Native Hawaiian/Pacific Islander
   f. Mexican American/Chicano
   g. Puerto Rican
   h. Other Latino
   i. Other

49. Is English your native language?
   a. Yes
   b. No

50. How many children do you have in the following age ranges? (Responses: 0, 1, 2, 3, 4+)
   a. Under 18 years old
   b. 18 years or older

51. Please enter the 4 digit year of your birth.
Appendix B

Adapted from HERI’s College Freshman and College Senior Survey (2014)

1. What is your level in school?
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior
   e. Super-Senior
   f. Graduate

2. Your sex:
   a. Male
   b. Female
   c. Other

3. Please indicate your racial/ethnic background.
   a. White/Caucasion
   b. African American/Black
   c. American Indian/Alaska Native
   d. Asian American/Asian
   e. Native Hawaiian/Pacific Islander
   f. Mexican American/Chicano
   g. Puerto Rican
   h. Other Latino
   i. Other

4. Your current religious preference:
   a. Atheist
   b. Agnostic
   c. Baptist
   d. Buddhist
   e. Church of Christ
   f. Eastern Orthodox
   g. Episcopalian
   h. Hindu
   i. Jewish
   j. LDS (Mormon)
   k. Lutheran
   l. Methodist
   m. Muslim
   n. Presbyterian
   o. Quaker
   p. Roman Catholic
   q. Seventh-Day Adventist
   r. United Church of Christ
   s. Other Christian
   t. Other Religion
5. What year did you first enter (mark one in each column): Your first college, this college.
6. Please indicate your current enrollment status below:
   a. Full-time undergraduate
   b. Part-time undergraduate
   c. Graduate
   d. Other
7. Please indicate the highest degree you (A) will have earned as of December 2015 and (B) plan to complete eventually at any institution (Mark one in each column).
   a. None
   b. Vocational Certificate
   c. Associate’s
   d. Bachelor’s
   e. Master’s
   f. Ph.D. or Ed.D.
   g. MD., D.O., D.D.S., or D.V.M.
   h. LL.B. or J.D.
   i. B.D. or M.DIV.
   j. Other
8. How often in the past year did you?
   a. Ask questions in class
      Frequently
      Occasionally
      Not at All
   b. Support your opinions with a logical argument
      Frequently
      Occasionally
      Not at All
   c. Seek solutions to problems and explain them to others
      Frequently
      Occasionally
      Not at All
   d. Revise your papers to improve your writing
      Frequently
      Occasionally
      Not at All
   e. Evaluate the quality or reliability of information you received
      Frequently
      Occasionally
      Not at All
   f. Take a risk because you felt you had more to gain
      Frequently
      Occasionally
      Not at All
   g. Seek alternative solutions to a problem
      Frequently
EDUCATIONAL QUALITY AT COMPREHENSIVE UNIVERSITIES

Occasionally
Not at All

h. Look up scientific research articles and sources
   Frequently
   Occasionally
   Not at All

i. Explore topics on your own, even though it was not required for a class
   Frequently
   Occasionally
   Not at All

j. Accept mistakes as part of the learning process
   Frequently
   Occasionally
   Not at All

k. Seek feedback on your academic work
   Frequently
   Occasionally
   Not at All

9. Since entering college, indicate how often you:
   a. Worked on independent study projects
      Frequently
      Occasionally
      Not at All

   b. Discussed course content with faculty outside of class
      Frequently
      Occasionally
      Not at All

   c. Have been a guest in a professor’s home
      Frequently
      Occasionally
      Not at All

   d. Failed to complete homework on time
      Frequently
      Occasionally
      Not at All

   e. Have been bored in class
      Frequently
      Occasionally
      Not at All

   f. Came late to class
      Frequently
      Occasionally
      Not at All

   g. Studied with other students
      Frequently
      Occasionally
Not at All
h. Performed community service as part of a class
   Frequently
   Occasionally
   Not at All
i. Voted in a student election
   Frequently
   Occasionally
   Not at All
j. Posted on a course-related on-line discussion board
   Frequently
   Occasionally
   Not at All
k. Used the library for research or homework
   Frequently
   Occasionally
   Not at All
l. Accessed your campus’ library resources electronically
   Frequently
   Occasionally
   Not at All
m. Missed class due to employment
   Frequently
   Occasionally
   Not at All
n. Missed class for other reasons
   Frequently
   Occasionally
   Not at All
o. Tutored another college student
   Frequently
   Occasionally
   Not at All
p. Met with an advisor/counselor about your career plans
   Frequently
   Occasionally
   Not at All
q. Fell asleep in class
   Frequently
   Occasionally
   Not at All
r. Had difficulty getting the courses you needed
   Frequently
   Occasionally
   Not at All
s. Asked a professor for advice after class
Frequently
Occasionally
Not at All
t. Demonstrated for a cause (e.g., boycott, rally, protest)
  Frequently
  Occasionally
  Not at All
u. Challenged a professor’s ideas in class
  Frequently
  Occasionally
  Not at All
v. Worked on a professor’s research project
  Frequently
  Occasionally
  Not at All
w. Communicated regularly with your professors
  Frequently
  Occasionally
  Not at All
x. Worked with classmates on your group projects
  i. During class
     Frequently
     Occasionally
     Not at All
  ii. Outside of class
     Frequently
     Occasionally
     Not at All
y. Took a class that required
  i. One or more 10+ page papers
     Frequently
     Occasionally
     Not at All
  ii. Multiple short papers
     Frequently
     Occasionally
     Not at All
  iii. Made a presentation in class
     Frequently
     Occasionally
     Not at All
  iv. Contributed to class discussions
     Frequently
     Occasionally
     Not at All
  v. Helped raise money for a cause or campaign
Frequently  
Occasionally  
Not at All  

vi. Publicly communicated your opinion about a cause (e.g., blog, email, petition)  
Frequently  
Occasionally  
Not at All  

10. Since entering college, have you:
   a. Joined a social fraternity or sorority  
      Yes  
      No  
      N/A  
   b. Failed one or more courses  
      Yes  
      No  
      N/A  
   c. Held a full time job (approx. 40 hours) while taking classes  
      Yes  
      No  
      N/A  
   d. Taken a remedial course  
      Yes  
      No  
      N/A  
   e. Taken an ethnic studies course  
      Yes  
      No  
      N/A  
   f. Taken a women’s studies course  
      Yes  
      No  
      N/A  
   g. Attended a racial/cultural awareness workshop  
      Yes  
      No  
      N/A  
   h. Had a roommate of different race/ethnicity  
      Yes  
      No  
      N/A  
   i. Played club, intramural, or recreational sports  
      Yes  
      No  
      N/A  
   j. Played intercollegiate athletics
<table>
<thead>
<tr>
<th>No.</th>
<th>Activity Description</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
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<tbody>
<tr>
<td>k.</td>
<td>Withdrawn from school temporarily</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
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<td>l.</td>
<td>Taken an honors course</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
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<td>m.</td>
<td>Transferred from a two year college</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
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<tr>
<td>n.</td>
<td>Transferred from a 4 year college</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
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<td>o.</td>
<td>Taken courses for credit at another institution</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
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<td>p.</td>
<td>Completed a culminating experience for your degree (e.g., capstone, thesis, comprehensive exam)</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
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<td>q.</td>
<td>Been a leader in an organization</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
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<td>r.</td>
<td>Joined a student-run political club</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
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<td>s.</td>
<td>Taken courses from more than one institution simultaneously</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
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<td>t.</td>
<td>Taken a course exclusively online:</td>
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<td>i. At this institution</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
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<td></td>
<td>ii. At another institution</td>
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u. Participated in:
   i. An internship program
      Yes
      No
      N/A
   ii. Study-abroad
      Yes
      No
      N/A
   iii. Leadership training
      Yes
      No
      N/A
   iv. Student government
      Yes
      No
      N/A
   v. Student clubs/groups
      Yes
      No
      N/A
   vi. An ethnic/racial student organization
      Yes
      No
      N/A
   vii. An undergraduate research program
      Yes
      No
      N/A
   viii. An entrepreneurship program/club
      Yes
      No
      N/A

11. Primary undergraduate major:
12. Secondary undergraduate major (if applicable):
13. Minors/certificates (if applicable):
14. What is your probable career/occupation?
15. During the past year, how much time did you spend during a typical week doing the following activities (in hours)?
   a. Studying/homework
      Less than 1 hour
      1-2
      3-5
b. Attending classes/labs
   Less than 1 hour
   1-2
   3-5
   6-10
   11-15
   16-20
   21+

c. Socializing with friends
   Less than 1 hour
   1-2
   3-5
   6-10
   11-15
   16-20
   21+

d. Exercising/sports
   Less than 1 hour
   1-2
   3-5
   6-10
   11-15
   16-20
   21+

e. Partying
   Less than 1 hour
   1-2
   3-5
   6-10
   11-15
   16-20
   21+

f. Working (for pay) on campus
   Less than 1 hour
   1-2
   3-5
   6-10
   11-15
   16-20
   21+

g. Working (for pay) off campus
   Less than 1 hour
h. Student clubs/groups
   Less than 1 hour
   1-2
   3-5
   6-10
   11-15
   16-20
   21+

i. Watching TV
   Less than 1 hour
   1-2
   3-5
   6-10
   11-15
   16-20
   21+

j. Housework/childcare
   Less than 1 hour
   1-2
   3-5
   6-10
   11-15
   16-20
   21+

k. Commuting
   Less than 1 hour
   1-2
   3-5
   6-10
   11-15
   16-20
   21+

l. Prayer/meditation
   Less than 1 hour
   1-2
   3-5
   6-10
   11-15
   16-20
   21+
m. Career planning
   Less than 1 hour
   1-2
   3-5
   6-10
   11-15
   16-20
   21+

n. Online social networks
   Less than 1 hour
   1-2
   3-5
   6-10
   11-15
   16-20
   21+

16. Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:
   a. General knowledge
      Major Strength
      Somewhat Strong
      Average
      Somewhat Weak
      A Major Weakness
   b. Knowledge of a particular field or discipline
      Major Strength
      Somewhat Strong
      Average
      Somewhat Weak
      A Major Weakness
   c. Knowledge of people from different races/cultures
      Major Strength
      Somewhat Strong
      Average
      Somewhat Weak
      A Major Weakness
   d. Understanding of the problems facing your community
      Major Strength
      Somewhat Strong
      Average
      Somewhat Weak
      A Major Weakness
   e. Understanding of national issues
      Major Strength
      Somewhat Strong
      Average
Somewhat Weak
A Major Weakness
f. Understanding of global issues
   Major Strength
   Somewhat Strong
   Average
   Somewhat Weak
   A Major Weakness
g. Critical thinking skills
   Major Strength
   Somewhat Strong
   Average
   Somewhat Weak
   A Major Weakness
h. Problem-solving skills
   Major Strength
   Somewhat Strong
   Average
   Somewhat Weak
   A Major Weakness
i. Ability to manage your time effectively
   Major Strength
   Somewhat Strong
   Average
   Somewhat Weak
   A Major Weakness
j. Foreign language ability
   Major Strength
   Somewhat Strong
   Average
   Somewhat Weak
   A Major Weakness
k. Interpersonal skills
   Major Strength
   Somewhat Strong
   Average
   Somewhat Weak
   A Major Weakness
l. Preparedness for employment after college
   Major Strength
   Somewhat Strong
   Average
   Somewhat Weak
   A Major Weakness
m. Preparedness for graduate or advanced education
   Major Strength
Somewhat Strong
Average
Somewhat Weak
A Major Weakness

n. Ability to conduct research
   Major Strength
   Somewhat Strong
   Average
   Somewhat Weak
   A Major Weakness

o. Ability to work as part of a team
   Major Strength
   Somewhat Strong
   Average
   Somewhat Weak
   A Major Weakness

17. Please rate your satisfaction with your college in each area:
   a. General education or core curriculum courses
      Very Satisfied
      Satisfied
      Neutral
      Dissatisfied
      Very Dissatisfied
      Can’t Rate/Don’t Know
   b. Science and mathematics courses
      Very Satisfied
      Satisfied
      Neutral
      Dissatisfied
      Very Dissatisfied
      Can’t Rate/Don’t Know
   c. Arts and humanities courses
      Very Satisfied
      Satisfied
      Neutral
      Dissatisfied
      Very Dissatisfied
      Can’t Rate/Don’t Know
   d. Social science courses
      Very Satisfied
      Satisfied
      Neutral
      Dissatisfied
      Very Dissatisfied
      Can’t Rate/Don’t Know
   e. Laboratory facilities and equipment
Very Satisfied
Satisfied
Neutral
Dissatisfied
Very Dissatisfied
Can’t Rate/Don’t Know

f. Library facilities
Very Satisfied
Satisfied
Neutral
Dissatisfied
Very Dissatisfied
Can’t Rate/Don’t Know

g. Computing assistance
Very Satisfied
Satisfied
Neutral
Dissatisfied
Very Dissatisfied
Can’t Rate/Don’t Know

h. Tutoring or other academic assistance
Very Satisfied
Satisfied
Neutral
Dissatisfied
Very Dissatisfied
Can’t Rate/Don’t Know

i. Academic advising
Very Satisfied
Satisfied
Neutral
Dissatisfied
Very Dissatisfied
Can’t Rate/Don’t Know

j. Student housing (e.g., residence halls)
Very Satisfied
Satisfied
Neutral
Dissatisfied
Very Dissatisfied
Can’t Rate/Don’t Know

k. Financial Aid package
Very Satisfied
Satisfied
Neutral
Dissatisfied
Very Dissatisfied
Can’t Rate/Don’t Know

1. Student health services
   Very Satisfied
   Satisfied
   Neutral
   Dissatisfied
   Very Dissatisfied
   Can’t Rate/Don’t Know

m. Student psychological services
   Very Satisfied
   Satisfied
   Neutral
   Dissatisfied
   Very Dissatisfied
   Can’t Rate/Don’t Know

n. Career-related resources and support
   Very Satisfied
   Satisfied
   Neutral
   Dissatisfied
   Very Dissatisfied
   Can’t Rate/Don’t Know

o. Courses in major field
   Very Satisfied
   Satisfied
   Neutral
   Dissatisfied
   Very Dissatisfied
   Can’t Rate/Don’t Know

p. Amount of contact with faculty
   Very Satisfied
   Satisfied
   Neutral
   Dissatisfied
   Very Dissatisfied
   Can’t Rate/Don’t Know

q. Class size
   Very Satisfied
   Satisfied
   Neutral
   Dissatisfied
   Very Dissatisfied
   Can’t Rate/Don’t Know

r. Relevance of coursework to everyday life
   Very Satisfied
Educational Quality at Comprehensive Universities

Satisfied
Neutral
Dissatisfied
Very Dissatisfied
Can’t Rate/Don’t Know

s. Relevance of coursework to future career plans
   Very Satisfied
   Satisfied
   Neutral
   Dissatisfied
   Very Dissatisfied
   Can’t Rate/Don’t Know

t. Overall quality of instruction
   Very Satisfied
   Satisfied
   Neutral
   Dissatisfied
   Very Dissatisfied
   Can’t Rate/Don’t Know

u. Overall sense of community among students
   Very Satisfied
   Satisfied
   Neutral
   Dissatisfied
   Very Dissatisfied
   Can’t Rate/Don’t Know

v. Availability of campus social activities
   Very Satisfied
   Satisfied
   Neutral
   Dissatisfied
   Very Dissatisfied
   Can’t Rate/Don’t Know

w. Respect for the expression of diverse beliefs
   Very Satisfied
   Satisfied
   Neutral
   Dissatisfied
   Very Dissatisfied
   Can’t Rate/Don’t Know

x. Ability to find a faculty or staff mentor
   Very Satisfied
   Satisfied
   Neutral
   Dissatisfied
   Very Dissatisfied
Can’t Rate/Don’t Know

y. Racial/ethnic diversity of the student body
   Very Satisfied
   Satisfied
   Neutral
   Dissatisfied
   Very Dissatisfied
   Can’t Rate/Don’t Know

z. Overall college experience
   Very Satisfied
   Satisfied
   Neutral
   Dissatisfied
   Very Dissatisfied
   Can’t Rate/Don’t Know

18. For the activities listed below, please indicate how often you engaged in each during the past year.

   a. Smoked cigarettes
      Frequently
      Occasionally
      Not at All
   b. Felt depressed
      Frequently
      Occasionally
      Not at All
   c. Felt overwhelmed by all I had to do
      Frequently
      Occasionally
      Not at All
   d. Attended a religious service
      Frequently
      Occasionally
      Not at All
   e. Drank beer
      Frequently
      Occasionally
      Not at All
   f. Drank wine or liquor
      Frequently
      Occasionally
      Not at All
   g. Performed volunteer or community service work
      Frequently
      Occasionally
      Not at All
   h. Discussed politics
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<tr>
<td>i. Sought personal counseling</td>
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<tr>
<td></td>
<td>Frequently</td>
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<td></td>
<td>Occasionally</td>
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<td></td>
<td>Not at All</td>
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<tr>
<th>j. Discussed religion</th>
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<td></td>
<td>Frequently</td>
<td></td>
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<td></td>
<td>Not at All</td>
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<tr>
<th>k. Worked on a local, state or national political campaign</th>
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<td></td>
<td>Frequently</td>
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<td></td>
<td>Occasionally</td>
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<td>Not at All</td>
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<tr>
<th>l. Contributed money to help support my family</th>
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<tr>
<td></td>
<td>Frequently</td>
<td></td>
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<td></td>
<td>Occasionally</td>
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<td></td>
<td>Not at All</td>
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<tr>
<th>m. Applied concepts from courses to everyday life</th>
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<tr>
<td></td>
<td>Frequently</td>
<td></td>
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<td></td>
<td>Occasionally</td>
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<td></td>
<td>Not at All</td>
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<tr>
<th>n. Felt that faculty provided me with feedback that helped me assess my progress in class</th>
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<tr>
<td></td>
<td>Frequently</td>
<td></td>
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<td></td>
<td>Occasionally</td>
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<td></td>
<td>Not at All</td>
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<tr>
<th>o. Felt that my contributions were valued in class</th>
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<tr>
<td></td>
<td>Frequently</td>
<td></td>
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<td></td>
<td>Occasionally</td>
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<td>Not at All</td>
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<tr>
<th>p. Felt that faculty encouraged me to ask questions and participate in discussions</th>
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<tr>
<td></td>
<td>Frequently</td>
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<td></td>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not at All</td>
<td></td>
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</tbody>
</table>

19. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a. Academic ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Highest 10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Above Average</td>
<td></td>
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<td></td>
<td>Average</td>
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<td></td>
<td>Below Average</td>
<td></td>
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<tr>
<td></td>
<td>Lowest 10%</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Artistic ability</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highest 10%</td>
<td></td>
</tr>
</tbody>
</table>
Above Average  
Average  
Below Average  
Lowest 10%

c. Computer skills  
Highest 10%  
Above Average  
Average  
Below Average  
Lowest 10%

d. Cooperativeness  
Highest 10%  
Above Average  
Average  
Below Average  
Lowest 10%

e. Creativity  
Highest 10%  
Above Average  
Average  
Below Average  
Lowest 10%

f. Drive to achieve  
Highest 10%  
Above Average  
Average  
Below Average  
Lowest 10%

g. Emotional health  
Highest 10%  
Above Average  
Average  
Below Average  
Lowest 10%

h. Leadership ability  
Highest 10%  
Above Average  
Average  
Below Average  
Lowest 10%

i. Mathematical ability  
Highest 10%  
Above Average  
Average  
Below Average  
Lowest 10%
j. Physical health
   Highest 10%
   Above Average
   Average
   Below Average
   Lowest 10%

k. Popularity
   Highest 10%
   Above Average
   Average
   Below Average
   Lowest 10%

l. Public speaking ability
   Highest 10%
   Above Average
   Average
   Below Average
   Lowest 10%

m. Risk-taking
   Highest 10%
   Above Average
   Average
   Below Average
   Lowest 10%

n. Self-confidence (intellectual)
   Highest 10%
   Above Average
   Average
   Below Average
   Lowest 10%

o. Self-confidence (social)
   Highest 10%
   Above Average
   Average
   Below Average
   Lowest 10%

p. Self-understanding
   Highest 10%
   Above Average
   Average
   Below Average
   Lowest 10%

q. Spirituality
   Highest 10%
   Above Average
   Average
Below Average  
Lowest 10%

r. Understanding of others  
s. Writing ability  
Highest 10%  
Above Average  
Average  
Below Average  
Lowest 10%

t. Ability to see the world from someone else’s perspective  
Highest 10%  
Above Average  
Average  
Below Average  
Lowest 10%

u. Tolerance of others with different beliefs  
Highest 10%  
Above Average  
Average  
Below Average  
Lowest 10%

v. Openness to having my own views challenged  
Highest 10%  
Above Average  
Average  
Below Average  
Lowest 10%

w. Ability to discuss and negotiate controversial issues  
Highest 10%  
Above Average  
Average  
Below Average  
Lowest 10%

x. Ability to work cooperatively with diverse people  
Highest 10%  
Above Average  
Average  
Below Average  
Lowest 10%

20. Please indicate the extent to which you agree or disagree with the following statements:

a. I have felt somewhat discriminated against this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation.
   Strongly Agree  
   Agree  
   Disagree  
   Strongly Disagree
b. I see myself as part of the campus community.
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree

c. Faculty showed concern about my progress.
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree

d. There is a lot of racial tension on this campus.
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree

e. Faculty empower me to learn here.
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree

f. If asked, I would recommend this college to others.
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree

g. At least one staff members has taken an interest in my development.
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree

h. I feel valued at this institution.
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree

i. Faculty believe in my potential to succeed academically
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree

j. Staff encouraged me to get involved in campus activities
   Strongly Agree
   Agree
   Disagree
   Strongly Disagree
k. In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation or religious affiliation.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

l. Staff recognize my achievements.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

m. Faculty encouraged me to meet with them outside of class.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

n. I am interested in seeking information about social and political issues.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

o. I feel a sense of belonging to this campus.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

p. At least one faculty member has taken an interest in my development.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

q. I feel I am a member of this college.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

r. I have effectively led a group to a common purpose.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

21. Indicate the importance to you personally of each of the following:
   a. Becoming accomplished in one of the performing arts.
      - Essential
      - Very Important
      - Important
b. Becoming an authority in my field.
   - Essential
   - Very Important
   - Important
   - Somewhat Important
   - Not Important

c. Obtaining recognition from my colleagues for contributions to my special field.
   - Essential
   - Very Important
   - Important
   - Somewhat Important
   - Not Important

d. Influencing the political structure
   - Essential
   - Very Important
   - Important
   - Somewhat Important
   - Not Important

e. Influencing social values
   - Essential
   - Very Important
   - Important
   - Somewhat Important
   - Not Important

f. Raising a family
   - Essential
   - Very Important
   - Important
   - Somewhat Important
   - Not Important

g. Being very well off financially
   - Essential
   - Very Important
   - Important
   - Somewhat Important
   - Not Important

h. Helping others who are in difficulty
   - Essential
   - Very Important
   - Important
   - Somewhat Important
   - Not Important

i. Making a theoretical contribution to science
   - Essential
Very Important
Important
Somewhat Important
Not Important

j. Writing original works
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important

k. Creating artistic work
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important

l. Becoming successful in a business of my own
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important

m. Becoming involved in programs to clean up the environment
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important

n. Developing a meaningful philosophy of life
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important

o. Participating in a community action program
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important

p. Helping to promote racial understanding
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important
q. Keeping up to date with political affairs
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important
r. Becoming a community leader
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important
s. Integrating spirituality into my life
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important
t. Improving my understanding of other countries and cultures
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important
u. Adopting “green” practices to protect the environment
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important

22. How often have professors at your college provided you with:
   a. Encouragement to pursue graduate/professional study
      Frequently
      Occasionally
      Not at All
   b. An opportunity to work on a research project
      Frequently
      Occasionally
      Not at All
   c. Advice and guidance about your educational program
      Frequently
      Occasionally
      Not at All
   d. Emotional support and encouragement
      Frequently
      Occasionally
e. A letter of recommendation
   - Frequently
   - Occasionally
   - Not at All

f. Honest feedback about your skills and abilities
   - Frequently
   - Occasionally
   - Not at All

g. Help to improve your study skills
   - Frequently
   - Occasionally
   - Not at All

h. Feedback on your academic work (outside of grades)
   - Frequently
   - Occasionally
   - Not at All

i. Intellectual challenge and stimulation
   - Frequently
   - Occasionally
   - Not at All

j. An opportunity to discuss coursework outside of class
   - Frequently
   - Occasionally
   - Not at All

k. Help in achieving your professional goals
   - Frequently
   - Occasionally
   - Not at All

l. An opportunity to apply classroom learning to “real life” issues
   - Frequently
   - Occasionally
   - Not at All

m. An opportunity to publish
   - Frequently
   - Occasionally
   - Not at All

23. If you borrowed money to help pay for college expenses, how much will you owe as of June 30, 2015?

24.

25. How much of the past year’s educational expenses were covered from each of the following sources?
   a. Family resources
      - None
      - Less than $1,000
      - $1,000 to $2,999
b. My own resources
   None
   Less than $1,000
   $1,000 to $2,999
   $3,000 to $5,999
   $6,000 to $9,999
   $10,000 or more

c. Aid which need not be repaid
   None
   Less than $1,000
   $1,000 to $2,999
   $3,000 to $5,999
   $6,000 to $9,999
   $10,000 or more

d. Aid which must be repaid
   None
   Less than $1,000
   $1,000 to $2,999
   $3,000 to $5,999
   $6,000 to $9,999
   $10,000 or more

e. Other sources
   None
   Less than $1,000
   $1,000 to $2,999
   $3,000 to $5,999
   $6,000 to $9,999
   $10,000 or more

26. When thinking about your career path after college, how important are the following considerations:
   a. Working for social change
      Essential
      Very Important
      Important
      Somewhat Important
      Not Important
   b. High income potential
      Essential
      Very Important
      Important
      Somewhat Important
      Not Important
   c. Social recognition or status
d. Stable, secure future
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important

e. Creativity and initiative
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important

f. Expression of personal values
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important

g. Availability of jobs
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important

h. Leadership potential
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important

i. Work/life balance
   Essential
   Very Important
   Important
   Somewhat Important
   Not Important

j. Ability to pay off debt
   Essential
   Very Important
   Important
   Somewhat Important
Not Important
k. Opportunity for innovation

27. How would you characterize your political views?
   a. Far left
   b. Liberal
   c. Middle-of-the-road
   d. Conservative
   e. Far right

28. Are you currently registered to vote?
   a. Ineligible
   b. Yes
   c. No

29. If you could make your college choice again, would you still enroll at your current college?
   a. Definitely yes
   b. Probably yes
   c. Probably no
   d. Probably yes

30. What is your overall GPA?
31. What is your major GPA?
This Study by: Blake Thurston Findley

Entitled: Investigating Educational Quality at One Comprehensive University

has been approved as meeting the thesis or project requirement for the Designation University Honors with Distinction

Date
Dr. Kim MacLin, Honors Thesis Advisor, Psychology

Date
Dr. Jessica Moon, Director, University Honors Program