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Investigating educational quality at one comprehensive university

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Running Head: EDUCATIONAL QUALITY AT COMPREHENSIVE UNIVERSITIES

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.

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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 examine 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. They 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

Since entering college, have you?

Question	Yes
----------	-----

Participated in student organizations	71
Completed a culminating experience for your	61
Taken an ethnic studies course	44
Been a leader in an organization	44
Attended a racial/cultural awareness workshop	39
Played club, intramural or recreational sports	30
Participated in an internship program	29
Participated in leadership training	25
Participated in Study-Abroad	21
Taken a women's studies course	19
Taken an honors course	19
Joined a social fraternity or sorority	9
Joined a student-run political club	9
Participated in student government	7
Played intercollegiate athletics	6

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?

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

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?

<u>Question</u>	<u>Not at all</u>	<u>Occasionally</u>	<u>Frequently</u>
Revise your papers to improve your writing	6	30	63
Support your opinions with a logical argument	4	36	60
Accept mistakes as part of the learning process	3	40	58
Seek solutions to problems and explain them	4	39	57
Seek feedback on your academic work	5	38	57
Evaluate the quality or reliability of information	5	43	53
Seek alternative solutions to a problem	4	47	48
Look up scientific research articles and sources	10	41	48
Ask questions in class	5	50	46
Explore topics on your own, outside of class	14	47	36
Take a risk because you felt you had more to gain	12	54	34

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:

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

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?

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

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 ($M=1.65$, $SD=.655$; $t(340)=1.655$, $p=0.034$). 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:

<u>Question</u>	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
Faculty are committed to the welfare of this	0	6	53	40
My teaching is valued by the faculty in my dept.	4	16	41	39
My service is valued by the faculty in my dept.	7	17	54	22
My teaching is valued by the administration	8	16	57	19
My research is valued by the faculty in my dept.	8	21	54	17
My service is valued by the administration	12	26	49	12
Student Affairs have the respect of the faculty	2	17	70	10
My research is valued by the administration	14	26	51	9
There is a lot of campus conflict here	11	56	26	7
Faculty are sufficiently involved in campus	14	34	47	5

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.

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

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

Indicate how important you believe each priority listed below is at your university.

Priority	Low	Medium	High	Highest
Promote the intellectual development of students	2	25	44	29
Prepare students for the workplace	4	25	43	27
Increase or maintain institutional prestige	6	42	34	17
Enhance the institution’s national image	9	37	40	14
Develop an appreciation for multiculturalism	14	36	41	9
Promote gender diversity for faculty and admin.	22	37	34	8

Promote racial diversity for faculty and admin.	19	34	38	8
Develop leadership ability among students	8	47	37	8
Recruit more minority students	12	43	39	6
Provide resources for faculty to engage in community-based teaching/research	31	44	19	6
Develop a sense of community among students and faculty	12	44	39	5
Pursue extramural funding	30	48	17	5
Strengthen links with the for-profit, corporate	27	41	27	5
Create/sustain partnerships with the community	25	48	23	4
Hire faculty “stars”	47	41	10	3
Facilitate student involvement in community	25	50	23	2
Help students learn how to bring change in society	34	48	16	2

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 & Deane, 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.

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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

- 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

- No
- 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

5-10
11-20
21-50
51+

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+

c. Advising and counseling of students

None
1-2
3-4

5-10
11-20
21+

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

None

1-2

3-4

5-10

11-20

21+

k. Other employment, outside of academia

None

1-2

3-4

5-10

11-20

21+

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

- 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

- All
- Most
- Some
- None
- 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

- Most
- Some
- None
- k. Electronic quizzes with instant feedback
 - All
 - Most
 - Some
 - None
- l. Using real-life problems
 - All
 - Most
 - Some
 - None
- m. Using student inquiry to drive learning
 - All
 - Most
 - Some
 - None
- 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?

- a. YouTube or other videos
 - Frequently
 - Occasionally
 - Not at all
 - b. Classroom enhancement technology (Elmo, Tablet PCs)
 - Frequently
 - Occasionally
 - Not at all
 - c. Simulations/animations
 - Frequently
 - Occasionally
 - Not at all
 - d. Podcasts
 - Frequently
 - Occasionally
 - Not at all
 - e. Online homework or virtual labs
 - Frequently
 - Occasionally
 - Not at all
 - f. Online discussion boards
 - Frequently
 - Occasionally
 - Not at all
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

- e. Provide for students' emotional development
 - Essential
 - Very Important
 - Somewhat Important
 - Not Important
 - f. Teach students the classic works of Western Civilization
 - Essential
 - Very Important
 - Somewhat Important
 - Not Important
 - g. Help students develop personal values
 - Essential
 - Very Important
 - Somewhat Important
 - Not Important
 - h. Instill in students a commitment to community service
 - Essential
 - Very Important
 - Somewhat Important
 - Not Important
 - i. Enhance students' knowledge of and appreciation for other racial/ethnic groups
 - Essential
 - Very Important
 - Somewhat Important
 - Not Important
 - j. Promote ability to write effectively
 - Essential
 - Very Important
 - Somewhat Important
 - Not Important
 - k. Engage students in civil discourse around controversial issues
 - Essential
 - Very Important
 - Somewhat Important
 - Not Important
 - l. Teach students tolerance and respect for different beliefs
 - Essential
 - Very Important
 - Somewhat Important
 - Not Important
 - m. Encourage students to become agents of social change
 - Essential
 - Very Important
 - Somewhat Important
 - Not Important
35. Indicate the extent to which you agree or disagree with each of the following

- 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

- High Priority
- Medium Priority
- Low 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

- l. 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

Not Applicable

Choose Not to Answer

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/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
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

- u. Other
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. Associates
 - 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

- 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

Yes

No

N/A

k. Withdrawn from school temporarily

Yes

No

N/A

l. Taken an honors course

Yes

No

N/A

m. Transferred from a two year college

Yes

No

N/A

n. Transferred from a 4 year college

Yes

No

N/A

o. Taken courses for credit at another institution

Yes

No

N/A

p. Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comprehensive exam) (Mark N/A if not a senior)

Yes

No

N/A

q. Been a leader in an organization

Yes

No

N/A

r. Joined a student-run political club

Yes

No

N/A

s. Taken courses from more than one institution simultaneously

Yes

No

N/A

t. Taken a course exclusively online:

i. At this institution

Yes

No

N/A

ii. At another institution

Yes

No

N/A

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

- 6-10
- 11-15
- 16-20
- 21+
- 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

- 1-2
- 3-5
- 6-10
- 11-15
- 16-20
- 21+
- 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
- l. 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

- 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

- Frequently
Occasionally
Not at All
- i. Sought personal counseling
Frequently
Occasionally
Not at All
- j. Discussed religion
Frequently
Occasionally
Not at All
- k. Worked on a local, state or national political campaign
Frequently
Occasionally
Not at All
- l. Contributed money to help support my family
Frequently
Occasionally
Not at All
- m. Applied concepts from courses to everyday life
Frequently
Occasionally
Not at All
- n. Felt that faculty provided me with feedback that helped me assess my progress in class
Frequently
Occasionally
Not at All
- o. Felt that my contributions were valued in class
Frequently
Occasionally
Not at All
- p. Felt that faculty encouraged me to ask questions and participate in discussions
Frequently
Occasionally
Not at All
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.
- a. Academic ability
Highest 10%
Above Average
Average
Below Average
Lowest 10%
- b. Artistic ability
Highest 10%

- 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

- Somewhat Important
- Not 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

- Not at All
 - 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

\$3,000 to \$5,999

\$6,000 to \$9,999

\$10,000 or more

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 much 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

- Essential
- Very Important
- Important
- Somewhat Important
- Not Important
- 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