

Measuring Higher Education

A Compendium of Assessment Instruments for Colleges and Universities

Prepared for the Teagle Foundation

by Public Impact

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November 2004

Introduction

This document contains a list of widely used assessment instruments and initiatives that seek to measure a wide range of variables related to higher education. Though the list is by no means exhaustive, it aims to capture the most widely used and readily accessible instruments. Since the universe of assessments is ever-changing, the Teagle Foundation welcomes submission of additional instruments that can be included in subsequent editions of this list. Please contact us by visiting our website, www.teaglefoundation.org.

The presentation is divided into three categories:

- **Student assessments:** instruments that measure how well students in colleges and universities have mastered skills or content.
- **Surveys:** instruments that gauge the attitudes and self-reported behaviors of students, alumni, faculty, and others related to colleges and universities.
- **Other instruments:** other efforts to measure important variables in higher education.

Each category contains a list of instruments or initiatives, each represented by a row in the table. For each row, the table provides the following information across the columns:

- **Instrument:** the name of the instrument or initiative
- **Administrator:** the entity that administers the instrument
- **Target / Purpose:** the kinds of individuals who are assessed or surveyed and the rationale for the use of the instrument
- **Indicators Included:** a summary of the kinds of variables on which the instrument gathers data
- **Practical Matters:** information about the format of the instrument; the extent to which data from the instrument are made available to participating institutions and publicly; the costs of participation; and the level of participation by institutions of higher education. Information on these matters is subject to change; the data here reflect the institutions' practice as of Spring 2004.
- **Contact Information:** the mailing address, telephone number, email address and website of the administrator.

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A Compendium of Assessment Instruments for Colleges and Universities

Student Assessments

Instrument	Administrator	Target/Purpose	Indicators Included	Practical Matters <ul style="list-style-type: none"> ○ Format ○ Data Availability ○ Cost ○ Level of Participation by Institutions 	Contact Information
Collegiate Learning Assessment (CLA) Project	RAND Council for Aid to Education	<p>Can be given to students at any level.</p> <p>To assess institutional contribution to student learning and preparation for democratic citizenship, equating institutional quality with the “value added” of overall improvement in students’ skills.</p> <p>As part of the project, they have launched a longitudinal study at approximately 50 institutions designed to address questions such as the relative merits of smaller, liberal arts colleges versus institutions with other instructional formats.</p>	Assessment of student skills in general education areas of critical thinking, analytic reasoning and written communication.	<ul style="list-style-type: none"> • Uses a sampling design rather than administering all the tasks to individual students. Part 1 includes six different performance tasks (90 minutes each) that ask students to read various types of documents, weigh their merits and then prepare a response to a question. The second set of measures is borrowed from the GRE analytical writing test. A 45 minute prompt asks students to state an opinion and provide support, and a 30 minute prompt ask students to critique an argument. • The project is just beginning (applications are being accepted for spring 2004), but during the feasibility phase data was sent only to the institution. In the future, they hope to make possible institutional comparisons. General report includes aggregated student scores and comparisons to all other participating institutions along detailed expenditure and campus characteristic variables. • They have created a nonprofit service that will allow institutions to pay a nominal fee to use the measures. • At the beginning phase, but many institutions have expressed interest and they are conducting a research project that includes 50. 	<p>RAND Council for Aid to Education 215 Lexington Avenue, 21st Floor New York, NY 10016 212/661-5800 email cla@cae.org web www.cae.org</p> <p>General information: http://www.cae.org/content/pdf/CLABrochure.pdf</p>

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Collegiate Assessment of Academic Proficiency (CAAP)	ACT	<p>Can be given to students at any level.</p> <p>Assesses college students' academic achievement in general education skills.</p>	<p>Assessment of proficiency in core general education skills, including writing (objective and essay), reading, math, science reasoning, and critical thinking.</p> <p>(See attached for more information)</p>	<ul style="list-style-type: none"> • Demographic questions collected on paper with assessment battery. Users may add up to nine additional items; they also may design their own assessment test battery by choosing from the six different skill modules. • Institutional summary report and two copies of each student's score report. National data available for freshman or sophomores at two- or four-year, public or private institutions. • \$330 participation fee plus \$8.95 to \$16.55 per student, depending on the number of students and the number of modules purchased (includes instruments, scoring, and reporting). • More than 600 institutions have used CAAP since 1988. 	<p>ACT, Outcomes Assessment, P.O. Box 168, Iowa City, IA 52243-0168. Phone: 319-337-1053. Fax: 319-337-1790. E-mail: outcomes@act.org</p> <p>Information: http://www.act.org/caap/index.html</p>
Academic Profile	Educational Testing Service (ETS) and the College Board	<p>Can be given to students at any level.</p> <p>Assesses college-level general education skills.</p>	<p>Norm-referenced and criterion-referenced scores measure college-level reading, college-level writing, critical thinking, and mathematics.</p>	<ul style="list-style-type: none"> • Paper survey (long and short forms). Long form contains 108 multiple-choice questions and takes 100 minutes. Short form contains 36 questions. Optional essay is available. • Summary score report contains both criterion-referenced proficiency levels and norm-referenced scores. National data provided by class level and by Carnegie classification. • \$300 annual institutional fee. Price varies by form and number purchased (\$9 to \$11.25 for short form and \$14.50 to \$16.75 for long form). \$2.25 each for optional essay (includes scoring guide). • This survey has been used by 375 institutions and 1 million students. 	<p>Jan Lewis at 609-683-2271. Fax: 609-683-2270. E-mail: jlewis@ets.org</p> <p>Information: http://www.ets.org/hea/acpro/index.html</p>

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Major Field Tests	ETS	Senior students. Assesses students' academic achievement in major field of study.	Factual knowledge; ability to analyze and solve problems; ability to understand relationships; and ability to interpret material. Available for 15 disciplines.	<ul style="list-style-type: none"> • Paper and pencil test. • Reports include individual student scaled scores, departmental summary with department mean scaled scores, and demographic information. National data available for each test. Percentile tables for all seniors taking the current form of each test are published each year. • \$23.50 per test (\$23 for 100 or more), plus shipping. Includes Test Administration Manual, standard processing, and national comparative data. • In the 1999-2000 academic year, more than 1,000 departments from 606 higher education institutions administered nearly 70,000 tests. Current national comparative data include accumulated scores from 96,802 seniors. 	Dina Langrana at 609-683-2272. E-mail dlangrana@ets.org http://www.ets.org/hea/mft/index.html
Area Concentration Achievement Tests (ACAT)	Project for Area Concentration Achievement Testing (PACAT) at Austin Peay State University	Generally seniors, although ACAT can serve as a pre-test. Assesses outcomes and provides curriculum-specific feedback on student achievement.	Discipline-specific surveys cover agriculture, biology, criminal justice, geology, history, neuroscience, political science, psychology, art, English literature, and social work.	<ul style="list-style-type: none"> • Paper survey. Multiple-choice test requiring 48 to 120 minutes, depending on content. • Standard scores compare students to five-year national sample. Raw percentage scores of items correct also included. • Price ranges from \$4 to \$11 per student survey depending on discipline, pre-test vs. senior test, and two-year vs. four-year school. • Approximately 300 institutions and more than 50,000 students have participated. 	PACAT, Box 4568, Austin Peay State University, Clarksville, TN 37044. Phone: 931-221-7451. Fax: 931-221-6127. E-mail: pacat@pacat.apsu.edu http://pacat.apsu.edu/pacat

Surveys

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Cooperative Institutional Research Program (CIRP) Freshman Survey	Higher Education Research Institute (HERI) at UCLA and American Council on Education (ACE)	Entering students. Collects demographic and attitudinal information on incoming students	Demographic characteristics; expectations of the college experience; secondary school experiences; degree goals and career plans; college finances; attitudes, values, and life goals; reasons for attending college	<ul style="list-style-type: none"> • Four page paper survey. • Data report includes local results as well as aggregate results for similar institutions. • Costs \$400 to participate plus \$1 per returned survey processing fee. • In fall 2000, 717 institutions and 404,000 students participated. 	Higher Education Research Institute, UCLA Graduate School of Education and Information Studies, 3005 Moore Hall - Box 951521, Los Angeles, CA 90095-1521. Phone: 310-825-1925. Fax: 310-206-2228. E-mail: heri@ucla.edu General Information: http://www.gseis.ucla.edu/heri/cirp.htm Sample Survey: http://www.gseis.ucla.edu/heri/PDFs/CIRP_survey_2003.pdf
College Student Survey (CSS)	HERI	Enrolled students. Evaluates students' experiences and satisfaction to assess how students have changed since entering college.	Satisfaction with college experience; student involvement; cognitive and affective development; student values, attitudes, and goals; degree aspirations and career plans; use of technology	<ul style="list-style-type: none"> • Four page paper survey. • Complete national aggregates for similar institutions available from HERI. • Costs \$450 participation fee plus \$1 for each survey returned for processing. • As of 2000, used by 750 institutions. 	Higher Education Research Institute, UCLA Graduate School of Education and Information Studies, 3005 Moore Hall - Box 951521, Los Angeles, CA 90095-1521. Phone: 310-825-1925. Fax: 310-206-2228. E-mail: heri@ucla.edu General Information: http://www.gseis.ucla.edu/heri/cirp.htm Sample Survey: http://www.gseis.ucla.edu/heri/PDFs/CSS_survey_2003.pdf

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Your First College Year Survey (YFCYS)	HERI	<p>Students near the end of the first year of college.</p> <p>Designed as a follow-up survey to the CIRP Freshman Survey. Assess student development during the first year of college.</p>	<p>One-third of items are CIRP post-test items. Remaining questions address students' various experiences; self-concept and life goals; patterns of peer and faculty interaction; adjustment and persistence; degree aspirations; and satisfaction.</p>	<ul style="list-style-type: none"> ● Available as a web- or paper-based survey. ● Paper report provides in-depth profile of first-year students by sex, and comparative data for similar institutions. ● Institutional participation fee: \$450.00 Cost per scanned survey: \$2.00 ● The current administration (Spring 2002) includes more than 90,000 first-year students at 122 institutions nationwide. 	<p>Higher Education Research Institute, UCLA Graduate School of Education and Information Studies, 3005 Moore Hall - Box 951521, Los Angeles, CA 90095-1521. Phone: 310-825-1925. Fax: 310-206-2228. E-mail: yfcy@ucla.edu</p> <p>General Information: http://www.gseis.ucla.edu/heri/yfcy/index.html</p> <p>Sample Survey: http://www.gseis.ucla.edu/heri/yfcy/yfcy2003.pdf</p>
Faculty Survey	HERI	<p>Full-time undergraduate faculty and academic administrators.</p> <p>Collects information about the workload, teaching practices, job satisfaction, and professional activities of collegiate faculty and administrators.</p>	<p>Background characteristics; teaching practices and research activities; interactions with students and colleagues; professional activities; faculty attitudes and values; perceptions of the institutional climate; job satisfaction.</p>	<ul style="list-style-type: none"> ● Four-page paper survey ● Normative profile includes national data by institutional type. Data file is also available. ● \$325 plus \$3.25 per returned survey. ● In 1998-99, data was collected from more than 55,000 faculty at 429 colleges and universities. 	<p>Higher Education Research Institute, UCLA Graduate School of Education and Information Studies, 3005 Moore Hall - Box 951521, Los Angeles, CA 90095-1521. Phone: 310-825-1925. Fax: 310-206-2228. E-mail: heri@ucla.edu</p> <p>General Information: http://www.gseis.ucla.edu/heri/cirp.htm</p> <p>Sample Survey http://www.gseis.ucla.edu/heri/PDFs/FAC_survey_2001.pdf</p>

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Freshman Class Profile Service	ACT Student Profile Section (SPS) is a set of 189 items included in the ACT Assessment Program	<p>Entering students who take ACT.</p> <p>Summarizes the characteristics of ACT-tested enrolled and nonenrolled students by institution.</p>	Demographics: background information; high school characteristics and evaluation; needs assessment; career interests; college plans; and achievement test scores.	<ul style="list-style-type: none"> ● Responses are collected via paper as part of the registration materials for the ACT Assessment. ● Paper report is sent to institution. National user data and college student profiles available. ● There is no cost for basic information. ● This service includes more than 550,000 enrolled students from 900 institutions each year. 	<p>Freshman Class Profile Service, Coordinator. Phone: 319-337-1113</p> <p>http://www.act.org/research/services/freshman/index.html</p> <p>No sample survey available online.</p>
Evaluation/Survey Services	ACT	<p>Different surveys target different groups – entering students, undergraduates, alumni, nonreturning students, etc.</p> <p>Assesses needs, development, attitudes, and opinions of students and alumni.</p>	<p>As part of their evaluation services, ACT offers several postsecondary surveys. Seventeen standardized instruments include alumni surveys, outcomes assessment surveys, satisfaction surveys, opinion surveys, entering student surveys, and nonreturning student surveys.</p> <p>Included are the Entering Student Survey, Student Opinion Survey, Alumni Outcomes Survey, and Alumni Survey.</p>	<ul style="list-style-type: none"> ● Most surveys are four-page paper documents; one is two pages in length. ● Basic reporting package includes a summary report, graphics report, and normative report. Several reporting options are available. ● \$14.35 for 25 four-page surveys. \$.84 per survey returned for processing. \$168 for basic reporting package (summary report, graphics report, and normative report). ● Since 1979, 1,000 institutions have administered more than 6 million standardized surveys nationwide. 	<p>ACT, Postsecondary Services, Outcomes Assessment, P.O. Box 168, Iowa City, IA 52243-0168. Phone: 319-337-1053. Fax: 319-337-1790. E-mail: outcomes@act.org</p> <p>General Information: http://www.act.org/ess/index.html</p> <p>No sample surveys available online.</p>

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Student Descriptive Questionnaire (SDQ)	ETS	Entering students who take SAT. Provides a basic profile of students who took the SAT.	Prior academic record; high school course-taking patterns; student demographics; and family background.	<ul style="list-style-type: none"> ● This paper-and-pencil instrument is completed as part of the test registration process. ● Institutions receive SDQ responses for students who indicate “yes” to the Student Search Service on the registration form. National and state-level benchmark reports available on paper and on The College Board web site. ● No cost. ● All students who participate in the SAT complete the SDQ. 	Educational Testing Service. Phone: 609-771-7600. E-mail through: www.collegeboard.org/html/communications000.html#SAT Information about data tapes: www.collegeboard.org/sat/html/admissions/serve013.html No sample survey available online.
College Student Expectations Questionnaire (CSXQ)	Center for Postsecondary Research and Planning (CPRP) at Indiana University	Entering students. Assesses new students’ expectations upon matriculation. Findings can be compared with student reports of their actual experiences as measured by the College Student Experiences Questionnaire (CSEQ).	Background information; expectations for involvement in college activities; predicted satisfaction with college; and expected nature of college learning environments.	<ul style="list-style-type: none"> ● Four-page paper survey, web version under development. ● Computer diskette containing raw institutional data file and output file with descriptive statistics. Norms reports that include relevant comparison group data by Carnegie type available for a fee. ● For regular paper survey administered by the institution, the cost is \$125 plus \$.75 per survey and \$1.50 scoring fee per completed questionnaire. ● More than 33,000 students at two dozen different types of colleges and universities participate. 	College Student Experiences Questionnaire, Center for Postsecondary Research and Planning, Indiana University, Ashton Aley Hall Suite 102, 1913 East 7th St., Bloomington, IN 47405-7510. Phone: 812-856-5825. Fax: 812-856-5150. E-mail: cseq@indiana.edu Information at www.indiana.edu/~cseq Sample at http://www.indiana.edu/~cseq/pdf/csxq_whole.pdf

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College Student Experiences Questionnaire (CSEQ)	CPRP	<p>Enrolled students.</p> <p>Measures the quality of students' experiences inside and outside the classroom, perceptions of environment, satisfaction, and progress toward 25 desired learning and personal development outcomes.</p>	<p>Background information; level of student engagement in learning activities; student ratings of college learning environment; estimate of student gains toward learning goals; index of student satisfaction with the college.</p>	<ul style="list-style-type: none"> • Eight-page paper survey; identical web survey also available. • Computer diskette containing raw institutional data file and output file with descriptive statistics. Norms reports are regularly updated and institutional reports include relevant aggregated comparison group data by Carnegie type. • For regular paper administration: \$125 institutional registration fee plus \$.75 per survey ordered and \$1.50 scoring fee per completed questionnaire. Web administration cost is \$495 institutional registration fee plus \$2.25 per completed survey. • More than 500 colleges and universities and approximately 250,000 students since 1983 have participated. 	<p>College Student Experiences Questionnaire, Center for Postsecondary Research and Planning, Indiana University, Ashton Aley Hall Suite 102, 1913 East 7th St., Bloomington, IN 47405-7510. Phone: 812-856-5825. Fax: 812-856-5150. E-mail: cseq@indiana.edu</p> <p>Information: www.indiana.edu/~cseq</p> <p>Sample at: http://www.indiana.edu/~cseq/pdf/cseq_whole.pdf</p>

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National Survey of Student Engagement (NSSE)	CPRP	First year and senior students. Gathers outcomes assessment, undergraduate quality, and accountability data. Measures students' engagement in effective educational practices (level of challenge, active learning, student-faculty interaction, supportive environment, etc.).	Student reports of quality built around five benchmarks of effective practice: <ul style="list-style-type: none"> • the level of academic challenge – time spent preparing for class, amount of reading and writing, institutional expectations • active and collaborative learning – participating in class, working collaboratively, tutoring, etc. • student interaction with faculty • enriching educational experiences – talking to diverse students, using technology, participating in internships, community service, study abroad, etc. • supportive campus environment 	<ul style="list-style-type: none"> • Students can complete either a four-page paper survey or the identical online version. • Comprehensive institutional profile, aggregated comparison data for similar schools, and national benchmark report. Includes data file, means and frequency distributions on all items, and significance tests. • \$275 participation fee plus per-student sampling fee based on undergraduate enrollment. Total cost range varies, from approximately \$2,500 to \$5,500. • After 1999 field-test, the first national administration was in spring 2000 with 195,000 students at 276 institutions. CPRP annually surveys approximately 200,000 students at 275 to 325 colleges and universities. 	National Survey of Student Engagement, Center for Postsecondary Research and Planning, Indiana University, Ashton Aley Hall Suite 102, 1913 East 7th St., Bloomington, IN 47405-7510. Phone: 812-856-5824. Fax: 812-856-5150. E-mail: nsse@indiana.edu Information: www.indiana.edu/~nsse Sample at: http://www.iub.edu/~nsse/acrobats/NSSE03_survey.pdf

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Student Satisfaction Inventory (SSI)	Noel-Levitz	Enrolled students. Measures students' satisfaction.	Ratings on importance of and satisfaction with various aspects of campus. The survey covers most aspects of student experience.	<ul style="list-style-type: none"> • Paper and web versions available. • The standard campus report includes the mean data for all students alongside national averages. Four national comparison groups are standard, are available based on institution type. • \$50 processing and setup fee plus \$1.50 to \$1.95 per survey, depending on the quantity ordered. • SSI is used by more than 1,200 colleges and universities. More than 800,000 student records are in the national database. 	<p>Julie Bryant, Program Consultant: julie-bryant@noellevitz.com or Lisa Logan, Program Consultant: lisa-logan@noellevitz.com Phone: 800-876-1117</p> <p>Information: http://www.noellevitz.com/solutions/retention/satisfaction/ssi/index.asp</p> <p>Sample Survey: http://survey.noellevitz.com/index.cfm</p>
Institutional Priorities Survey (IPS)	Noel-Levitz	Assesses faculty, staff, and administrative perceptions and priorities (recommended with the SSI to determine where priorities overlap with those of students).	Perceptions on the importance of meeting various student expectations, and their level of agreement that institution actually is meeting these expectations.	<ul style="list-style-type: none"> • Paper and web version. • The standard campus report includes the mean data for all respondents alongside national averages for like-type institutions. Optional reports (including IPS/SSI reports) and raw data are available for an additional fee. • \$140 processing and setup fee plus \$1.50 to \$2.95 per survey, depending on the quantity ordered. • More than 400 institutions have used the IPS. 	<p>Julie Bryant, Program Consultant: julie-bryant@noellevitz.com or Lisa Logan, Program Consultant: lisa-logan@noellevitz.com. Phone: 800-876-1117</p> <p>General Information: http://www.noellevitz.com/solutions/retention/satisfaction/ips/index.asp</p> <p>Sample: http://www.noellevitz.com/solutions/retention/satisfaction/sample.asp</p>

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Student Outcomes Information Survey (SOIS)	National Center for Higher Education Management Systems (NCHEMS)	<p>Questionnaires for entering students, continuing students, former students, graduating students, recent alumni, and long-term alumni.</p> <p>Collects information about students' needs and reactions to their educational experiences.</p>	<p>Background, personal goals, and career aspirations; factors influencing college choice; satisfaction with college experience; activities while in college; educational plans and accomplishments; career choices; career successes.</p> <p>Included are Entering-Student Questionnaire, Continuing-Student Questionnaire, Program-Completer and Graduating-Student Questionnaire, Former-Student Questionnaire, Recent-Alumni Questionnaire, and Long-Term Alumni Questionnaire.</p>	<ul style="list-style-type: none"> ● Paper survey takes 20 minutes. ● Analysis includes one analytical report. Designed to be longitudinal – core questions repeated in each survey. ● \$.30 per questionnaire plus shipping and handling. \$150 for analysis, which includes one analytical report. ● Information not available. 	<p>NCHEMS, P.O. Box 9752, Boulder, CO 80301-9752. Clara Roberts at 303-497-0390. E-mail: clara@nchems.org</p> <p>Information:</p> <p>http://www.nchems.org/Surveys/sois.htm</p> <p>No sample available online.</p>

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Comprehensive Alumni Assessment Survey (CAAS)	NCHEMS	Alumni. Measures evidence of institutional effectiveness and reports on alumni personal development and career preparation.	Employment and continuing education; undergraduate experience; development of intellect; achievement of community goals; personal development and enrichment; community participation; demographic and background information.	<ul style="list-style-type: none"> ● Paper survey takes 20 minutes. ● Analysis includes one analytical report. ● \$.85 per questionnaire plus shipping and handling. \$200 for analysis (includes one analytical report). ● Information not available 	<p>NCHEMS, P.O. Box 9752, Boulder, CO 80301-9752. Clara Roberts at 303-497-0390. E-mail: clara@nchems.org</p> <p>General information: http://www.nchems.org/survey/caas.htm No sample available online.</p>
Institutional Performance Survey (IPS)	NCHEMS	Faculty, administrators, and board members. Assesses institutional performance and effectiveness.	More than 100 items measure eight dimensions of institutional performance including institutional effectiveness, leadership and decision styles, institutional culture, and institutional environment.	<ul style="list-style-type: none"> ● Paper survey. ● Report contains data for total campus, total faculty, and targeted populations. No national data available. ● \$1,600 for 100 questionnaires. Includes survey, pre-paid return postage, standard analyses, and report summary. After first 100 questionnaires, \$150 for each additional 50. ● Information not available. 	<p>NCHEMS, P.O. Box 9752, Boulder, CO 80301-9752. Clara Roberts at 303-497-0390. E-mail: clara@nchems.org</p> <p>http://www.nchems.org/Surveys/ips.htm Sample survey not available online.</p>

Instrument	Administrator	Target/Purpose	Indicators Included	Practical Matters <ul style="list-style-type: none"> ○ Format ○ Data Availability ○ Cost ○ Level of Participation by Institutions 	Contact Information
College Results Survey (CRS)	Petersons now administers. Formerly the College Results Instrument, CRS was developed by Robert Zemsky at the University of Pennsylvania	<p>Alumni, preferably four to 10 years following degree attainment.</p> <p>Identifies personal values, abilities, occupations, work skills, and participation in lifelong learning of college graduates. Uses alumni responses to establish a unique institutional profile.</p>	Lifelong learning; personal values; confidence; occupation and income; and work skills. Also asks for information about participation in arts and culture, religious, and community organizations.	<ul style="list-style-type: none"> • Web-based survey comprised of four sections. Takes 15 to 20 minutes to complete. Recommended sample size is 2,000. • Institutions receive data file of responses in spreadsheet format for analyses. Analytic tools for institution-based analyses and peer comparisons are being explored. • There is no respondent cost to complete the online CRS. Costs for institutional applications of the CRS are being explored as collaborative models are identified. • The pilot study included 80 institutions and 40,000 instruments. The web-based survey is open to any graduate. There is no limit on the number of participants. 	<p>Rocco P. Russo, VP, Research, Peterson's, a Thomson Learning Company, Princeton Pike Corporate Center, 2000 Lenox Drive, P.O. Box 67005, Lawrenceville, NJ 08648. Phone: 800-338-3282 ext. 3250. Fax: 609-896-4535. E-mail: rocco.russo@petersons.com</p> <p>General information: http://www.petersons.com/college/results</p> <p>Sample survey: http://gort.petersons.com/pls/c/riweb/cr2_survey.login</p>
Program Self-Assessment Service (PSAS)	ETS	<p>Students, faculty, and alumni (separate questionnaires for each group)</p> <p>Designed to help college and university programs carry out program review at the undergraduate level.</p>	Quality of teaching; scholarly excellence; faculty concern for students; curriculum; students' satisfaction with programs; resource accessibility; employment assistance; faculty involvement; departmental procedures; learning environment.	<ul style="list-style-type: none"> • Paper survey. • Summary data report includes separate analyses for faculty, students, and alumni. Optional subgroup reports and data file available for a fee. No national data. • \$37 for 25 questionnaires plus shipping and handling (minimum purchase of 75 questionnaires). \$150 for summary data report plus \$3.99 per booklet processed. • In 1999-2000, 65 institutions and 12,000 students, faculty members, and alumni participated. 	<p>Karen Krueger at 609-683-2273. Fax: 609-683-2270. E-mail: kkrueger@ets.org</p> <p>General information: http://www.ets.org/hea/sas/psas.html</p> <p>No sample available online.</p>

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Baccalaureate and Beyond	NCES	Degree attainers beginning one year after graduation Provides information about education and work experiences after completion of bachelor's degree. Used National Postsecondary Student Aid Study data as base year and have followed up with two surveys since then.	Employment after degree completion, job search activities, expectations for and entry into teaching, teacher certification status, job training and responsibilities, expectations/entry into graduate school, enrollment after degree, financial aid, loan repayment/status, income, family formation and responsibilities, community service, undergraduate coursework, institutions attended, grades, credits attempted and earned, and academic honors earned. In addition, B&B:93/94 contains undergraduate transcript records.	<ul style="list-style-type: none"> ● Survey ● Data and analysis available online. ● No cost. ● Sample size is 11,000. 	General information: http://nces.ed.gov/surveys/b&b/ Survey not available – for variable list see link at the right.

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Beginning Postsecondary Students	NCES	<p>Students beginning college during the 1995-96 school year were followed and interviewed two additional times throughout their education and into the work force. The last interview took place in 2001.</p> <p>BPS is designed specifically to collect data related to persistence in and completion of postsecondary education programs; relationships between work and education efforts; and the effect of postsecondary education on the lives of individuals.</p>	Questions about debt burden, educational attainment, employment during college, etc.	<ul style="list-style-type: none"> ● Survey ● Data and analysis available online ● No cost ● Sample size is 7,900 	<p>General information:</p> <p>http://nces.ed.gov/surveys/bps/#moreinfo</p> <p>Survey not available – for variable information see link at the right</p>

Other Instruments

Instrument	Administrator	Target/Purpose	Indicators Included	Practical Matters <ul style="list-style-type: none"> ○ Format ○ Data Availability ○ Cost ○ Level of Participation by Institutions 	Contact Information
U.S. News and World Report Rankings	U.S. News and World Report	Parents/Students/ General Public Provide students with college information for purposes of selectivity.	Rankings are based on seven categories: <ul style="list-style-type: none"> • Academic reputation – determined by peer survey. • Student selectivity – acceptance rate, yield, high school class standing, and SAT/ACT scores • Faculty resources – compensation, % with top terminal degree, % full-time, student-faculty ratios. • Graduation and retention rate – average graduation rate, average freshman grad. rate • Financial resources – average expenditure per student • Alumni giving – average giving rate • Graduation rate 	<ul style="list-style-type: none"> • Results published on the web and in an annual book. • Uses the Common Data Set which is available online at http://www.commondataset.org/ • \$13 fee to access data online or purchase the book. • 1,400 colleges and universities included. 	edu@usnews.com

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Measuring Up 2002: The State-by-State Report Card for Higher Education	National Center for Public Policy and Higher Education	<p>State level policymakers</p> <p>Does not focus on institutional performance, but rates the states' higher ed offerings. Purpose is to monitor and improve the nation's store of educational "capital."</p>	<p>States are compared to one another in six categories:</p> <p>Preparation Participation Affordability Completion Benefits Learning - all states given an incomplete in this category. "There are currently no benchmarks that would allow meaningful state by state comparisons. This highlights a gap in our ability as a nation to say something meaningful about what students learn in college."</p>	<ul style="list-style-type: none"> ● Report issued once a year ● Data available on website ● N/A ● All 50 states included 	<p>General information, research articles, etc. at http://measuringup.highereducation.org/2002/reporthome.htm</p>

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Accreditation of Higher Education Institutions	The Higher Learning Commission of the North Central Association of Colleges and Schools (NCACS)	<p>Colleges and Universities</p> <p>NCACS is one of six regional commissions that accredit higher ed institutions. (There may be numerous other ones, but these six are themselves accredited by the USDOE).</p> <p>(See attached for more information)</p>	<p>There are two options for accreditation. Traditionally, the institution writes a self-study report that documents how well it meets the criteria. This is followed by a site visit and a formal recommendation for accreditation status. The criteria include things like being able to state short and long-term institutional and educational goals, an effective administration with well-defined procedures and policies, faculty with appropriate educational credentials, courses that are coherent and rigorous, etc. They have recently introduced an alternative accreditation path that allows schools to work more on the process – they set a few goals and document their progress toward achieving them.</p>	<ul style="list-style-type: none"> ● Self-study report and site evaluation. ● Report not publicly available. ● N/A ● All colleges and universities that want to have federal funding must be accredited. 	<p>General information:</p> <p>http://www.ncahigherlearningcommission.org/overview</p>