Demonstrating Independent School Quality: Inventory of Institutional Assessment Instruments

What follows is a list of existing assessment instruments such as school ratios, various types of tests, and ranking/rating lists.

1. School Ratios
Given the changes in the education environment, schools need to understand what consumers (parents, government, and community at-large) are demanding to ensure an effective delivery of outcomes as defined by their missions. Consumers are demanding not only qualitative, but also quantifiable evidence of the quality of education imparted at independent schools. Following is a list of several school ratios that can measure school outcomes. They are divided in several categories including teacher quality, student scores, alumni performance, curricula quality, school diversity, school affordability, school financial sustainability, and general satisfaction with school.

Teacher Quality
- Number of Teachers with Master Degrees
- Number of Teachers with Minor/Major in the Field They are Teaching
- Average Years of Teaching Experience
- Teacher Attrition
- Average Student/Teacher Ratios
- Average Student/Instructional Support Ratios
- Average Class Size

Student Scores
- Average Grades of APs
- Average Grades of Talented/Gifted Programs
- SAT Tests Scores
- ERB Tests Scores
- Graduation Rates from School
- Time to Graduation

Alumni Performance
- Alumni Surveys
- Number of Students in 4-year Institutions
- Number of Students in 2-year Institutions
- Number of Students in Other Institutions
- Graduation Rates from Universities/Colleges
- Time to Graduation from Universities/Colleges

Curricula Quality
- Certification
- Number of Advanced Placement Programs (APs)
- Number of Students Taking APs
- Number of Talented/Gifted Programs
- Number of Students Taking Talented/Gifted Programs
- Summer Programs
- International Baccalaureate
- Number of Students per Computer

School Diversity
- Enrollment Numbers by Race/Ethnicity
- Enrollment Numbers by Income Level
2. Existing Standardized Tests

This list includes the most recognized test used as measure of student success during school (NAEP and ERB), as well as a measure of how well prepare are they to face the higher educational level (ACT and SAT). One of the main advantages of standardized testing is aggregation. A well designed standardized test provides an assessment of an individual's mastery of a domain of knowledge or skill which at some level of aggregation will provide useful information. That is, while individual assessments may not be accurate enough for practical purposes, the mean scores of classes, schools, branches of a company, or other groups may well provide useful information because of the reduction of error accomplished by increasing the sample size.

NAEP — The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative and continuing assessment of what American students know and can do in various subject areas. Since 1969, assessments have been conducted periodically among both public and nonpublic schools students in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. **NAEP does not provide scores for individual students or schools;** instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and groups within those populations (e.g., female students, Hispanic students). The National NAEP reports results for student achievement at grades 4, 8, and 12. As the content and nature of the NAEP instruments evolve to match instructional practice, we reduce the ability of the assessment to measure change over time in student performance. While short-term trends can be measured in many of the NAEP subjects (e.g., mathematics, reading), the more reliable instrument of change over time is the NAEP long-term
trend assessment. They are administered nationally every four years (but are not reported at state or district level) and report student performance at ages 9, 13, and 17 in mathematics and reading.

http://nces.ed.gov/nationsreportcard/

**ERB** — The Educational Records Bureau (ERB) is a non-profit educational service organization meeting the student assessment needs of over 1,500 independent school and suburban public school members since 1927. Through a series of sub-tests, the ERBs measure students’ verbal and quantitative ability as well as their achievement in academic areas related to these abilities. These achievement areas include general mathematical skills, algebra, geometry, writing, reading comprehension, and vocabulary. The tests offered by ERB are: Comprehensive Testing Program–CTP 4 (curriculum assessment and individual student and group achievement), Writing Assessment Program–WRAP (assessment of writing skills), Independent School Entrance Examination–ISEE (admission), and Independent Schools Admissions Association of Greater New York (ISAAGNY) Program (admission into New York City area independent schools).

http://www.erbtest.org/
http://www.nais.org/about/article.cfm?ItemNumber=147247

**SSAT** — The Secondary School Admission Test, or SSAT, is an admissions test administered to students in grades 5-11 to help determine placement into independent or private junior high and high schools. There are two levels of the test: the Lower level for students in grades 5-7 and the Upper level, designed for students in grades 8-11. The SSAT consists of two parts: a brief essay and a multiple choice test that includes Mathematics, Reading Comprehension and Verbal sections. In the essay part of the test, students are asked to support or argue against a topic statement by using examples from personal experience, history, literature and current events. For the mathematics section, there are two 25 minute math sections with 25 questions each that require basic computations including some basic algebra. The verbal section is 30 minutes long and consists of 30 synonym and 30 analogy questions. Finally, the 40 minute reading comprehension section has 40 questions based around seven given reading passages. These questions not only require test takers to read quickly but also comprehend what they are reading.

http://www.ssat.org/

**ACT** — The ACT, formerly the American College Testing Program or American College Test, is a college-entrance achievement test (sometimes used for class placement) that emerged in 1959 as a competitor to the SAT. The ACT is administered by a private not-for-profit organization under the same name located in Iowa. The ACT is more widely used in the Midwest and Southeast United States. The test is divided into four sections: English, Reading, Mathematics, and Science Reasoning. The maximum sub-section score is 36, while subscores, which are only given in English, Mathematics, and Reading, range from 1-18. The composite score is the average of all four sections. In addition, the person taking the test may receive a writing score ranging from 1 to 12. The writing score does not affect the composite score directly, but is averaged with the English score for an English/writing score. The average score is around 20 to 21. Any composite score over 30 is considered to be in the 99th percentile.

http://www.act.org/
http://www.collegeboard.com/sat/cbsenior/html/stat00f.html

**SAT** — The SAT Reasoning Test is a type of standardized test frequently used by colleges and universities to aid in the selection of incoming students. The SAT is administered by the private College Board, and is developed, published, and scored by the Educational Testing Service (ETS). The SAT Reasoning Test or SAT I consists of three sections: math, critical reading, and writing. Beginning in March 12, 2005, the SAT I was modified and lengthened. The new SAT contains ten sections and a total length of 3 hours 45 minutes; with the additional writing section. The perfect score on the new SAT is 2400. The ten sections are divided up as follows: three
math, three reading, and three writing, with one equating section which may be any one of the three types. Each question now has five answer choices. Ten of the questions in one of the math sections are not multiple-choice. The writing section of the new SAT includes multiple choice questions and a brief essay. In addition, there are the SAT Subject Tests. They are 20 one-hour multiple-choice tests given in individual subjects chosen based on individual factors, such as college entrance requirements. The topics include English (Literature), History and Social Studies (U.S. History and World History), Mathematics (Mathematics Level 1 and Mathematics Level 2), Science (Biology E/M, Chemistry, and Physics), Languages (Chinese with Listening, French, French with Listening, German, German with Listening, Spanish, Spanish with Listening, Modern Hebrew, Italian, Latin, Japanese with Listening, and Korean with Listening).

http://www.collegeboard.com
http://www.ucop.edu/pres/speeches/achieve.htm
http://www.fairtest.org/
http://www.rocketreview.com/faqs.php?q=q4

3. International Tests
Given the new global order, more and more countries see the need to benchmark their student knowledge and skills in an international arena. These tests measure different skills that are perceived as key to face the challenges of the 21st century.

TIMSS — The Trends in International Mathematics and Science Study (TIMSS) was developed by the International Association for the Evaluation of Educational Achievement (IEA) to measure trends in students' mathematics and science achievement. Offered in 1995, 1999, and 2003, TIMSS provides participating countries with an opportunity to measure students' progress in mathematics and science achievement on a regular 4-year cycle. The next cycle of TIMSS is scheduled for 2007. TIMSS is based on a model of curriculum that has three components: the intended curriculum, the implemented curriculum, and the achieved curriculum. The intended curriculum consists of the mathematics and science that society intends for students to learn and the education system that society believes is best designed to facilitate such learning. What is actually taught in the classroom, who teaches the curriculum, and how it is taught make up the implemented curriculum. Lastly, the achieved curriculum includes what students have learned and their attitudes towards mathematics and science. TIMSS assesses the following areas: Grade 4 Mathematics (Number, Geometric shapes and measures, and Data display), Grade 8 Mathematics (Number, Algebra, Geometry, and Data & chance), Grade 4 Science (Life science, Physical science, and Earth science), and Grade 8 Science (Biology, Chemistry, Physics, and Earth science).

http://nces.ed.gov/timss/index.asp

PIRLS — PIRLS is the Progress of International Reading Literacy Study. The objective of the PIRLS is to study the trends in reading achievement in fourth graders from 35 different countries. PIRLS is conducted by the Association for the Evaluation of Educational Achievement (IEA). The test consists of a main survey that includes a written reading comprehension test and a background questionnaire. The PIRLS Reading Development Group (RDG) and National Research Coordinators (NRCs) from the 35 countries collaborate to develop the reading assessments. The assessment focuses on three main areas of literacy: process of comprehension, purposes for reading, and reading behaviors and attitudes. The background questionnaire is used to determine the reading behaviors and attitudes. The written test is designed to address the process of comprehension and the purposes for reading. There are two purposes for reading that are examined in this study: reading for literary experience and reading to acquire and use information. Each student receives 80 minutes to complete two passages and then time to complete the survey. There are a total of 8 passages. Four passages are for each purpose of reading. The study of 2001 started the trend for the PIRLS cyclical testing. They plan
on testing every five years. Also in 2001, background information about the students and schools were collected.

http://www.pirls.org/
http://nces.ed.gov/surveys/pirls/
http://timss.bc.edu/pirls2001.html

PISA — The Program for International Student Assessment (PISA) is a three-yearly world-wide test of 15-year-old schoolchildren's scholastic performance, developed by the Organization for Economic Co-operation and Development (OECD) in 1997. The aim of the PISA study is to test and compare schoolchildren's performance across the world, to improve and standardize educational methods. Every period of assessment specializes in one particular subject, but also tests the other main areas studied. In 2003, PISA was conducted in 41 countries, including all 30 OECD countries. The focus was mathematics literacy, testing real-life situations in which mathematics is useful, and problem-solving was also tested for the first time. In 2006, 56 countries are participating and the main focus is science literacy. In 2009 reading literacy will be the main focus again, giving the first opportunity to measure improvements in that domain. Each student takes a two-hour handwritten test. Part of the test is multiple-choice and part involves fuller answers. In total there are six and a half hours of assessment material, but each student is not tested on all the parts. Participating students also answer a questionnaire on their background including learning habits, motivation and family. School directors also fill in a questionnaire describing school demographics, funding etc.

http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.html
http://www.oecd.org/document/56/0,2340,en_2649_201185_34016248_1_1_1_1,00.html

ISA — The International Schools' Assessment program is designed especially for students in international schools in Grades 3 to 10. It is based on the internationally endorsed reading and mathematical literacy frameworks of the OECD's Programme for International Student Assessment (PISA). ISA measures the following areas: i) Reading (retrieving information, interpreting, reflecting and evaluating), ii) Mathematical literacy (quantity —related to number and measurement, space and shape —related to geometry, uncertainty —related to estimation, data and probability, and change and relationships —related to algebra and functional relationships), and iii) Writing (narrative and exposition, content, structure, language, and spelling).

http://www.acer.edu.au/isa/

4. Value-Added Tests

Whereas many tests assess the current knowledge of students, value-added tests aim to assess the learning progression follow by students from the beginning of their studies to the moment when they finish. Currently, the two value-added tests mentioned below are administered only at the higher educational level.

Measure of Academic Proficiency and Progress — The Measure of Academic Proficiency and Progress (MAPP) test is a measure of college-level reading, mathematics, writing, and critical thinking in the context of the humanities, social sciences, and natural sciences. The MAPP test is designed to assess general education outcomes, focusing on the academic skills developed through general education courses, rather than on the knowledge acquired about the subjects. Unlike other tests, the MAPP test yields multiple indicators for students and groups of students to help colleges identify areas of strengths and weaknesses in their curriculum and teaching methods.

www.ets.org/mapp/

Measures of Academic Progress (MAP) — These are computerized adaptive tests (similar to SAT, GRE, and LSAT) that are grade independent that are available in four subject areas:
Mathematics, Reading, Language Usage, and Science. MAP uses RITs or Rasch Units (after the Danish statistician Georg Rasch) that aligns student achievement levels with item difficulties on the same scale and is administered by Northwest Evaluation Association. Test items are placed on the RIT scale according to their difficulty. Each increasing RIT is assigned a numeric value, or RIT score, that indicates a higher level of difficulty. As a student takes a MAP test, he or she is presented with items of varying RITs, or levels of difficulty. Once the MAP system determines the difficulty level at which the student is able to perform and the system collects enough data to report a student's abilities, the test ends and the student is assigned an overall RIT score.

www.nwea.org

**Collegiate Learning Assessment** — The Collegiate Learning Assessment (CLA) was developed by CAE with the RAND Corporation. Most CLA participants assess their institutions via a cross-sectional analysis, testing a sample of first year students in the fall and a sample of seniors in the spring. The CLA uses the institution (rather than the individual student) as the primary unit of analysis. This test focuses on the value added provided by colleges and universities by comparing what students know when they start college with what they know when they finish. This approach also allows for inter-institutional comparisons of overall value added. The CLA focuses on critical thinking, analytic reasoning, and written communication. The CLA combines two types of testing instruments: 1) Performance Tasks, where students must complete a “real-life” activity by using a series of documents that must be reviewed and evaluated. 2) Writing Prompts that evaluate students’ ability to articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, sustain a coherent discussion, and use standard written English.

http://www.cae.org/content/pro_collegiate.htm#
http://www.cic.edu/projects_services/coops/cla.asp
http://www.cae.org/content/pdf/AnApproachToMeasuringCognitiveOutcomesAcrossHigherEducationInstitutions.pdf

**College and Work Readiness Assessment (CWRA)**— The CWRA—a modified version of the Collegiate Learning Assessment (CLA)—presents realistic problems that require students to analyze complex materials varying in reliability and accuracy, and to construct written responses that demonstrate their abilities to think critically, reason analytically, solve problems and communicate clearly and cogently. These skills are intertwined and the CWRA measures them holistically. Additionally, the institution—not the student—is the primary unit of analysis.

http://www.cae.org/content/pro_collegework.htm

**Cognitively Based Assessment of, for and as Learning (CBAL)** – The CBAL model developed by ETS provides innovative, scenario-based questions in reading, mathematics, and writing that focus on measuring conceptual understanding, critical thinking and problem-solving skills, as well as more basic component skills. The CBAL model also suggests that accountability assessment be distributed over several administrations throughout the school year so that: i) the importance of any one assessment and occasion is diminished, ii) tasks can be more complex and more integrative because more time is available for assessment in the aggregate, iii) the assessments provide prompt interim information to teachers while there is time to take instructional action. 

http://www.ets.org/k12/commonassessments

**Children's Progress Assessments (CPAA) Pre-K – 2** — The CPAA is an innovative computer-based tool which features a patented, time-tested error-analysis system that uses questions that automatically adjust to a child’s learning style and abilities. Right and wrong answers immediately prompt the next line of questions and enable truly in-depth analysis. The CPAA package provides comprehensive measures across PreK-2 for Language Arts and Math in the following core skill
areas: Listening skills, phonemic awareness, reading, phonics/writing, numeracy, operations, measurement, and patterns-functions. Children’s Progress tools produce a range of immediate and detailed reports that can be used by teachers and administrators. 

http://www.erbtest.org/schools/achievement/cpaa

5. Student Surveys

As a complement to the standardized tests, student surveys offer information on student participation in activities linked to their learning and personal development. The data collected can identify student engagement and school features that affect outcomes. These tests are currently administered at both, higher educational level and high schools.

National Survey of Student Engagement (NSSE) was designed to obtain, on an annual basis, information from scores of colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results provide estimates of how undergraduates spend their time and what they gain from attending college. Survey items on the NSSE represent empirically confirmed “good practices” in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college.

http://nsse.iub.edu/index.cfm

Cooperative Institutional Research Program (CIRP) is a national longitudinal study of the American higher education system. It is currently administered by the Higher Education Research Institute. The CIRP is the nation’s largest and oldest empirical study of higher education, involving data on some 1,800 institutions and over 11 million students. It is regarded as the most comprehensive source of information on college students. The annual report of the CIRP Freshman Survey provides normative data on each year’s entering college students.

http://www.gseis.ucla.edu/heri/cirp.html

Your First College Year Survey (YFCYS) — Your First College Year Survey was designed as a follow-up survey to the Cooperative Institutional Research Program Freshman Survey. It assesses student development during the first year of college.

http://www.gseis.ucla.edu/heri/yfcy/index.html

College Student Survey (CSS) helps institutions respond to the need for assessment and accountability data by providing information on a broad range of student outcomes. The CSS offers feedback on students’ academic and campus life experiences. This survey is administered through the Cooperative Institutional Research Program (CIRP), and when used in conjunction with the CIRP, the CSS generates longitudinal data on students’ cognitive and affective growth during college. The CSS has been used by institutional researchers to study the impact of service-learning, leadership development, and faculty mentoring, and to assess a wide variety of instructional practices.

http://www.gseis.ucla.edu/heri/css.html

High School Survey of Student Engagement (HSSSE) is a new survey that offers teachers and administrators actionable information on school characteristics that shape the student experience. HSSSE was completed by 200,000 students from high schools across 29 states in 2004 and 2005. HSSSE data can identify student engagement and school features that affect outcomes. Its primary activity is to conduct an annual survey to assess the extent to which high school students engage in educational practices associated with high levels of learning and development. These data are
powerful because they pertain to school features that personnel can modify fairly quickly, and often inexpensively, to facilitate student learning. Each participating school receives a customized report that includes a brief overview of aggregate findings. Also, each report contains useful data comparing the individual school’s students with all other HSSSE respondents along various dimensions, as well as a CD containing the school’s data and other valuable information. [http://www.indiana.edu/~ceep/hssse/](http://www.indiana.edu/~ceep/hssse/) [http://www.usatoday.com/news/education/2005-08-16-school-safety_x.htm](http://www.usatoday.com/news/education/2005-08-16-school-safety_x.htm)

6. Institutional Effectiveness Surveys
These tests tend to measure students, alumni, and faculty perceptions and opinions on their educational institutions as a whole. Some of them measure satisfaction levels and others try to capture the quality of their experiences while attending the institution, including their development and progress.

**Admitted Student Questionnaire (ASQ) and Admitted Student Questionnaire Plus (ASQ Plus)** — This survey is administered to entering student by the College Board. The Admitted Student Questionnaire and Admitted Student Questionnaire Plus studies students’ perceptions of their institution and its admissions process. [http://www.collegeboard.com/](http://www.collegeboard.com/)

**Adult Student Priorities Survey (ASPS)** — The Adult Student Priorities Survey measures satisfaction of students age 25 and older. It is published by Noel-Levitz. [https://www.noellevitz.com/Our+Services/Retention/Tools/](https://www.noellevitz.com/Our+Services/Retention/Tools/)

**College Placement Study** — This is an NAIS initiative to capture the names of postsecondary institutions that independent students apply to, are accepted, and graduate from. The aim is to gather a database that can provide some light in terms of the percentage of students attending highly recognize institutions, as well as understand what are the most commonly institutions that our students choose. This project will be conducted in the spring of 2007. As a first step, we will have a pilot project where we will include a couple of schools to test their reactions to the project and assess the type and magnitude of work that is required. Schools will be asked to provide their alumni lists for the last three years and the names of the postsecondary institutions where their alumni are currently enrolled.

**College Student Experiences Questionnaire (CSEQ)** — The College Student Experiences Questionnaire measures the quality of all enrolled students’ experiences inside and outside the classroom, perceptions of environment, satisfaction, and progress toward 25 desired learning and personal development outcomes. It is published by the Center for Postsecondary Research and Planning (CPRP) at Indiana University. [http://www.indiana.edu/~cseq](http://www.indiana.edu/~cseq)

**Comprehensive Alumni Assessment Survey (CAAS)** — The Comprehensive Alumni Assessment Survey measures evidence of institutional effectiveness and reports on alumni personal development and career preparation. This survey is administered by the National Center for Higher Education Management Systems (NCHEMS). [http://www.nchems.org/Surveys/caas.htm](http://www.nchems.org/Surveys/caas.htm)

**Evaluation and Survey Services (ESS)** — The Evaluation/Survey Services provided by ACT are used to assesses needs, development, attitudes, and opinions of students and alumni. ACT offers 15 standardized instruments for use in postsecondary institutions: Adult Learner Needs Assessment Survey, Alumni Survey, Alumni Survey (Two-Year College Form), Alumni Outcomes Survey, College Outcomes Survey, College Student Needs Assessment Survey Adult Learner
http://www.act.org/ess/

Faculty Survey — The Faculty Survey collects information about the workload, teaching practices, job satisfaction, and professional activities of collegiate faculty and administrators. This survey is conducted by the Higher Education Research Institute (HERI) at UCLA.  
http://www.gseis.ucla.edu/heri/faculty.html

Institutional Performance Survey (IPS) — The survey assesses institutional performance and effectiveness and is administered by the National Center for Higher Education Management Systems (NCHEMS).  
http://www.nchems.org/Surveys/ips.htm

Institutional Priorities Survey (IPS) — The Institutional Priorities Survey assesses faculty, staff, and administrative perceptions and priorities. It is recommended to use with the Student Satisfaction Inventory to determine where priorities overlap with those of students. This survey is administered by Noel-Levitz.  
https://www.noellevitz.com/Our+Services/Retention/Tools/

Program Self-Assessment Service (PSAS) — PSAS is a questionnaire designed to help college and university programs carry out program review and accreditation self-studies at the undergraduate level. Faculty members, students majoring in the program, and recent graduates have the opportunity to respond to questions grouped into 16 program characteristics.  
http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=f37aa5e44df4010VgnVCM10000022f95190RCRD&vgnextchannel=1651be3a864f4010VgnVCM10000022f95190RCRD

Student Outcomes Information Services (SOIS) — The Student Outcomes Information Services collects information about entering, continuing, former, and graduating students and recent and long-term alumni concerning their educational needs and reactions to their educational experiences.  
http://www.nchems.org/Surveys/sois.htm

Student Satisfaction Inventory (SSI) — The Student Satisfaction Inventory: 4-Year College and University Version measures student satisfaction and student priorities. The scales allow the institution to compare itself with national standards in 12 areas: academic advising, campus climate, campus support services, concern for the individual, instructional effectiveness, recruitment and financial aid, registration effectiveness, responsiveness to diverse populations, safety and security, service excellence, student centeredness, and campus life. Two sections of the inventory can be customized to answer special institutional needs.  
https://www.noellevitz.com/Our+Services/Retention/Tools/Student+Satisfaction+Inventory/

College-age Alumni Outcomes Survey – NAIS currently offers this survey via its SurveyBuilder tool. The Alumni Survey is divided into eight sections, including educational and vocational plans, preparation for and selection of college, the overall college experience, and communication with the alum’s independent school. An alumnae version of this survey is also available.  
http://www.nais.org/resources/index.cfm?ItemNumber=151122

Parent Satisfaction Survey – NAIS currently offers this survey via its SurveyBuilder tool. This survey collects parents’ feedback on what they consider to be important factors in their children’s academic life at school, including curriculum, teacher quality, technology skills, community service, advanced placement programs, etc. Parents are also asked to rate how important these
factors are in their children’s academic experience, and how satisfied are they with the school delivering of these services. Similarly, parents are probed on how the school is preparing their children on developing certain skills and other student experiences that contribute to their development. Additional information is collected on the quality and quantity of the school communications, on the variety of special school services offered, and on how schools allocate their budget dollars. Finally, this survey collects information on the admissions and school selection process that parents followed. http://www.nais.org/resources/index.cfm?ItemNumber=151121

7. Basic Skill Tests
These tests aim to measure student knowledge in basic areas such as math, science, reading, writing, and critical thinking. These tests are conducted at both, postsecondary institutions and high school level.

**Academic Profile** — The Academic Profile is designed to assess student outcomes, academic achievement or growth, on the completion of general education requirements (introductory courses in major discipline areas) in higher education. The Profile measures academic skills (college-level reading, college-level writing, critical thinking, and using mathematical data) in the context of three major discipline groups (humanities, social sciences, natural sciences). http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=ff1ba5e44df4010VgnVCM10000022f95190RCRD&vgnextchannel=97d56d3c13795010VgnVCM10000022f95190RCRD

**ASSET Student Success System** — The ASSET Student Success System collects information about each student’s educational background, plan, and needs, as well as measures the student’s general cognitive skills in reading, composition, and advanced mathematics. http://www.act.org/asset/

**Collegiate Assessment of Academic Proficiency** (CAAP) — The Collegiate Assessment of Academic Proficiency assesses college students’ academic achievement in core general education skills. With individual modules in writing, reading, math, science reasoning, and critical thinking, CAAP allows institutions to customize an assessment program. http://www.act.org/caap/index.html

**GRE General Test** — The GRE General Test is commonly used as an admission examination for graduate studies, but some undergraduate colleges use it for basic skills assessment. http://www.gre.org/

**National Assessment of Adult Literacy** — The National Assessment of Adult Literacy (NALS) is a nationally representative assessment of English literacy among American adults age 16 and older, sponsored by the National Center for Education Statistics (NCES). NAAL is the nation’s most comprehensive measure of adult literacy since the 1992 National Adult Literacy Survey. NAAL includes a number of components like background questionnaire, prison component, State Assessment of Adult Literacy (SAAL), health literacy component, fluency addition to NAAL, and adult literacy supplemental assessment. http://nces.ed.gov/naal/

**Nelson Denny Reading Test** — The Nelson Denny Reading Test is used primarily to assess high school and college students' ability in reading comprehension, vocabulary development, and reading rate. http://www.riverpub.com/products/ndrt/
8. Affective Development Tests
These tests measure the student opinions and perceptions about their educational institutions. The data collected can provide institutions with information that can help them to understand what areas need improvement otherwise they may cause student turnover. The list below includes affective development tests used in postsecondary education.

**ACT Evaluation/College Outcomes Survey** — This survey covers demographic data, importance of goals or outcomes and progress toward meeting them, opinions about college's general educational requirements, personal growth since entering college, and the college's contribution to that growth.
http://www.act.org/ess/fouryear.html

**ACT Evaluation/Withdrawing/Nonreturning Student Survey** — The Withdrawing/Nonreturning Student Survey is used to determine the reasons students leave an institution before completing a degree or certification program. It takes approximately 10 minutes to complete and covers background information and reasons for leaving college.
http://www.act.org/ess/fouryear.html

**College Student Expectations Questionnaire (CSXQ)** — The College Student Expectations Questionnaire assesses new students’ expectations upon matriculation. The findings can be compared with student reports of their actual experiences as measured by the College Student Experiences Questionnaire.
http://www.indiana.edu/~cseq/csxq_generalinfo.htm

http://www.act.org/ess/

9. Ratings and Rankings
In higher education, college and university rankings are listings of educational institutions in an order determined by any combination of factors. Rankings can be based on subjectively perceived "quality," on some combination of empirical statistics, or on surveys of educators, scholars, students, prospective students, or others. Such rankings are often consulted by prospective students as they choose which schools they will apply to or which school they will attend. Rankings have drawn significant criticism from within and outside higher education. Critics feel that the rankings are arbitrary and based on criteria unimportant to education itself. Below is a list of several rankings used in the USA.

**U.S. News & World Report** — This is the best-known American college and university ranking and has been compiled since 1983 by the magazine U.S. News & World Report based on a combination of statistics provided by institutional researchers and surveys of university faculty and staff members. The precise methodology used by the U.S. News rankings has changed many times, and the data are not all available to the public, so peer review of the rankings is limited. The U.S. News rankings, unlike some other such lists, create a strict hierarchy of colleges and universities in their "top tier," rather than ranking only groups or "tiers" of schools. The most important factors in the rankings are: peer assessment, retention, student selectivity,
faculty resources, financial resources, graduation rate performance, and alumni giving rate. All these factors are combined according to statistical weights determined by U.S. News. The weighting is often changed by U.S. News from year to year, and is not empirically determined. The first four such factors account for the great majority of the U.S. News ranking (80%, according to U.S. News's 2005 methodology).

http://www.usnews.com/usnews/home.htm

The Washington Monthly — The Washington Monthly's annual college and university rankings is an alternative college guide to the U.S. News and World Report, and began as a research report in 2005. It was introduced as an official set of rankings in the September 2006 issue. The rankings are based upon the following criteria: how well it performs as an engine of social mobility, how well it does in fostering scientific and humanistic research, and how well it promotes an ethic of service to country.


Top American Research Universities — A research ranking of American universities is researched and published in the Top American Research Universities by University of Florida—TheCenter. The list has been published since 2000 and attempts to understand the research aspects of American universities better.

http://thecenter.ufl.edu/research.html

Fiske Guide to Colleges — For over twenty years, the Fiske Guide to Colleges has been a source of information for college-bound students and their parents. This guide describes the academic climates as well as the social and extracurricular scenes at the "best and most interesting" schools in North America.

http://www.fiskeguide.com/

Princeton Review — The Princeton Review (TPR) is a for-profit American company that offers private instruction and tutoring for standardized achievement tests, in particular those offered by the Educational Testing Service (ETS), such as the SAT, GRE, and GMAT. They also offer courses for the LSAT and MCAT, as well as many other special programs. Their ranking is published in the America's Best Value Colleges. The factors weighed include undergraduate academics, costs, and financial aid. More specifically, academic factors comprise the quality of students the schools attract, as measured by admissions credentials, as well as how students rated their academic experiences. Cost considerations include tuition, room and board, and required fees.

http://www.princetonreview.com/college/default.asp

Peterson's — Peterson's is an American test preparation and educational publishing company. The online version of the Peterson's Guide (it is published in both online and print format) lets you search for all types of undergraduate, graduate and vocational programs and helps with test preparation and financial aid issues. The guide has listed for each college the types of tests required (e.g. the SAT), if any, the average GPA (grade-point average) of accepted applicants, the ratio of acceptances to applications, and other admissions and program information. Peterson's college guides group schools by cost and provides a set of criteria that the student scores on how successful the university is, and how important these criteria are to him/her.

http://www.petersons.com/