

CSS
Now on
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H I G H E R
E D U C A T I O N
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I N S T I T U T E

IN
FORM
ATTOR

THE 2003 COLLEGE STUDENT SURVEY

AN INVITATION TO PARTICIPATE

THE 2003 COLLEGE STUDENT SURVEY

The Higher Education Research Institute

at UCLA invites you to participate in the

2003 College Student Survey (CSS).

The CSS helps institutions respond to the needs of assessment and accountability by providing information on a broad range of student outcomes.

In addition, the CSS can be used with the CIRP Freshman Survey to study student growth and change.

The CSS provides valuable feedback on your students' academic and campus life experiences—information that can be used for student assessment activities, accreditation and self-study reports, campus planning, and policy analysis.



The College Student Survey (CSS)

Developed by the Higher Education Research Institute (HERI), the CSS is administered through the Cooperative Institutional Research Program (CIRP), which has conducted national surveys of college students and faculty since 1966.

The CSS was initiated in 1993 to permit individual campuses to conduct follow-up studies of their students. At this point, close to 800 institutions and more than 270,000 students have participated in the CSS.

The Survey Instrument

The survey instrument is a precoded form that takes approximately 45 minutes to complete. It is available as a paper instrument or via the Internet. The survey covers a variety of areas, including:

- satisfaction with the college experience;
- student involvement;
- cognitive and affective development;
- student values, attitudes, and goals;
- degree aspirations and career plans;
- Internet, electronic mail, and other computer uses.

In addition, the CSS contains optional questions which can be used to gather data on topics of importance to individual campuses.

outstudent

Examining Student Change

The CSS is designed to help you assess how your students have changed since entering college. The survey includes 15 measures of self-assessed academic, social, intellectual, and emotional capabilities, and more conventional measures of academic success such as undergraduate GPA, retention, and GRE test scores. Further, when combined with CIRP Freshman/Entering Student Survey data, the CSS serves as a longitudinal measure of cognitive and affective growth in students.

Since the CSS shares many common questions with recent CIRP Freshman/Entering Student Surveys, the Follow-up Report includes results from both surveys to allow easy comparison of “pre-test” and “post-test” results for those students with matching data.

How Colleges Use The CSS

To evaluate student satisfaction

Students rate their overall satisfaction with 28 different aspects of their college experience, including: coursework; interactions with faculty and staff; administrative services; and campus life.

To collect information on student involvement

The CSS collects information on the academic and extracurricular experiences of college students. A “time diary” provides information about how much time students spend in academic, social, work, and recreational activities.

To measure retention

The CSS provides information on whether students take a leave of absence, withdraw or transfer. It also provides comparative data on these attrition issues for similar types of campuses.

To understand students’ values, attitudes, and goals

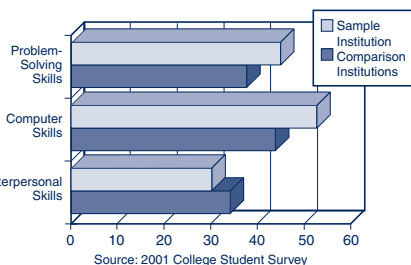
The CSS assesses the importance students place on a rich array of personal goals and values such as: materialism, altruism, need for recognition, and interest in social change and community service.

To study specific campus issues

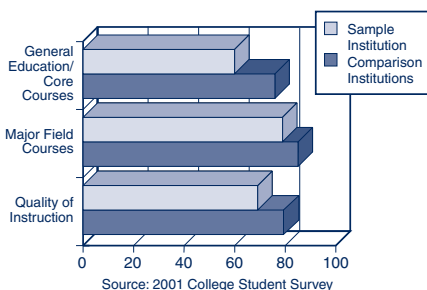
Each participating campus may include up to 20 locally designed questions to collect information on topics important to individual campuses, such as leadership and campus climate.

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HOW STUDENTS THINK THEY'VE IMPROVED SINCE ENTERING COLLEGE



HOW SATISFIED ARE STUDENTS?



Reports and Special Services

The CSS Campus Profile Report. A report describing the results of the CSS for all respondents at your institution broken out by gender. Also included are comparative results for all schools similar to yours.

The CSS Longitudinal Report. This report compares responses made on the CSS to responses students made as entering students (if available).

Data files. A diskette containing individual item responses to the CSS (and CIRP Freshman Survey, if available) for each CSS respondent at your institution.

Special Breakout Reports. Up to 190 sub-reports for separate groupings of students can be produced to your specifications.

Special Comparison Reports. This report permits you to compare your institution's responses to any two of the seven available comparison groups.

Consortium Reports. The report shows aggregate profiles based on the CSS responses from five or more participating institutions.

THE 2003 COLLEGE STUDENT SURVEY

Please check the appropriate boxes:

- Yes, we wish to participate
in the 2003 College Student Survey
- Paper administration with a web
option
- OR
- Web-only administration
- No, we do not wish to participate
in the 2003 College Student Survey

INSTITUTION NAME

CONTACT PERSON

TITLE

CAMPUS ADDRESS

()

PHONE

()

FAX

E-MAIL

NUMBER OF CSS SURVEYS

DELIVER BY (DATE)

If you are following-up students who participated in a Freshman Survey/, indicate the year(s) they completed the survey:

SIGNATURE OF CONTACT PERSON

By signing I agree to follow survey procedures and pay fees for participation when billed.

(NOTE: There is a \$100 fee if participation is canceled after surveys are received.)

Mail to:

UCLA Higher Education Research Institute
3005 Moore Hall, Box 951521
Los Angeles, CA 90095-1521
ATTN: 2003 College Student Survey

Administrative Information

The CSS can be administered to senior students or to a sample of undergraduate students. The survey can be administered on-campus, through the mail or via the Internet.

- If you intend to survey students who participated in an earlier CIRP Freshman Survey, indicate the class year you are following-up when you register. HERI will provide the names and social security numbers of these students at no cost.
- The CSS instrument is available on-line or as a paper form. You may choose to conduct a paper administration of the survey, a web-based administration, or a combination of both methods.
- Both the on-line and paper instruments include space for up to 21 questions of local interest to your campus.
- To accommodate institutional needs, the CSS is available throughout the year: The first cycle runs from January – June, 2003. The second cycle from July – December, 2003.
- The CSS Campus Profile Report—your students' responses are compared to students of similar institutions—is sent within six weeks of the close of the first cycle.
- The CSS Longitudinal Report—compares responses on the CSS to responses the same students made earlier on the CIRP Freshman Survey. This report is sent within the next six weeks.

Participation Fees

Basic costs include an institutional participation fee of \$450 plus \$2.00 for each returned survey. These fees cover all costs for the data collection, data processing, and preparation of both campus reports (Campus Profile Report and Follow-up Report). Additional data services (e.g. data files, etc.) are available for an extra charge.

Registration Information

To register your campus for the 2003 CSS, complete the attached registration form and return it to the HERI office by **May 1, 2003**. If you are planning to follow-up students who participated in an earlier CIRP Freshman Survey, indicate the year(s) in which these students completed the CIRP Freshman Survey. You will receive a data file containing the names of all the first year students that completed the survey those years.



Real Information or Just Data?

One advantage of participating in any CIRP survey is that the information you receive is “benchmarked” against similar schools’ results. This provides context and perspective to any reports you create based on these data. Because the surveys are regularly offered, you may create “trends” reports showing changes over time.

HERI maintains extensive databases of all surveys: the College Student Survey; the CIRP Freshman/Entering Student Survey; and the Faculty Survey. HERI provides a number of special reports and data files in connection with all its surveys. These permit you to view your survey results in different ways, or to develop special needs analyses.

The Higher Education Research Institute (HERI)

Director: Alexander W. Astin, Ph.D.

HERI is housed in the Graduate School of Education & Information Studies at the University of California, Los Angeles. The Institute serves as an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education, leadership development, faculty performance, federal and state policy, and educational equity. Visiting scholars, faculty, and graduate students have made use of HERI facilities and research resources since its affiliation with UCLA in 1973.

The Cooperative Institutional Research Program (CIRP)

Director: Linda J. Sax, Ph.D.

Associate Director: Jennifer A. Lindholm, Ph.D.

CIRP is a national longitudinal study of the American higher education system. Established in 1966 at the American Council on Education, the CIRP is now the nation’s largest and oldest empirical study of higher education, involving data on some 1,800 institutions and over 11 million students. The CIRP has been administered by the Higher Education Research Institute since 1973.



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