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available
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THE 2004 COLLEGE STUDENT SURVEY

AN INVITATION TO PARTICIPATE

THE 2004 COLLEGE STUDENT SURVEY

The Higher Education Research Institute at UCLA invites you to participate in the 2004 College Student Survey (CSS).

The CSS helps institutions respond to the need for assessment and accountability data 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.

Program Overview

Developed by the Higher Education Research Institute (HERI), the College Student Survey (CSS) is administered through the Cooperative Institutional Research Program (CIRP), which has conducted national surveys of college students and faculty since 1966. While the survey may be used as a stand-alone instrument, it was designed as a follow-up to the CIRP Freshman Survey. When used in conjunction with the CIRP Freshman Survey, the CSS generates valuable longitudinal data on students' cognitive and affective growth during college. To date, more than 270,000 students have participated in the CSS at nearly 800 institutions that have benefited from the institutional, comparative, and longitudinal data provided by this instrument.

The Survey Instrument

The College Student Survey (CSS) is a precoded form that is available as a paper survey or on-line. The survey covers a variety of areas, including:

- academic achievement and engagement
- 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 uses of technology

About one-third of the items on the CSS are direct post-tests to the CIRP Freshman Survey, thereby providing the opportunity to collect valuable longitudinal data on your students. The CSS also includes space for your campus to ask up to 21 questions of local relevance.

about students

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 assess students’ academic achievement

The survey includes several different measures of academic achievement including self-assessment of overall academic capabilities as well as skills in specific intellectual areas, undergraduate GPA, GRE test scores, and several items related to academic engagement and disengagement.

To measure retention

The CSS provides information on whether students take a leave of absence, withdraw or transfer, as well as their plans for the following year. Institutional Reports of CSS responses also provide 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 status and authority, and interest in social change and community service.

To study specific campus issues

Each participating campus may include up to 21 locally designed questions to collect information on topics important to individual campuses, such as leadership, campus climate, and institution-specific programs.

To examine student change

As a follow-up instrument, the CSS is designed to help you assess how your students have changed since entering college. When combined with CIRP Freshman Survey data, the CSS serves as a longitudinal measure of students’ cognitive and affective growth during college.

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Reports and Special Services

All institutions participating in the College Student Survey (CSS) receive the following reports:

The CSS Campus Profile Report describes the results of the CSS for all respondents at your institution broken out by gender. Also included are comparative results for all participating institutions of a similar type.

The CSS Longitudinal Report is a comparison of students' CSS responses to their CIRP Freshman Survey responses (if available). The Longitudinal Report also includes comparative longitudinal data from participating institutions of a similar type.

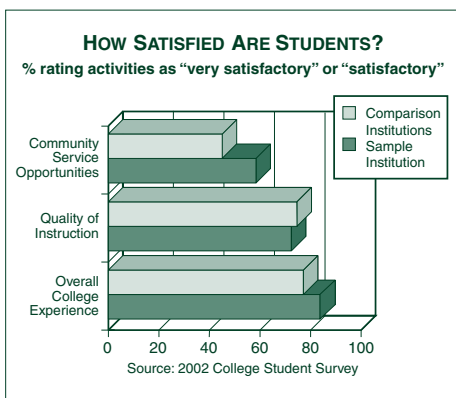
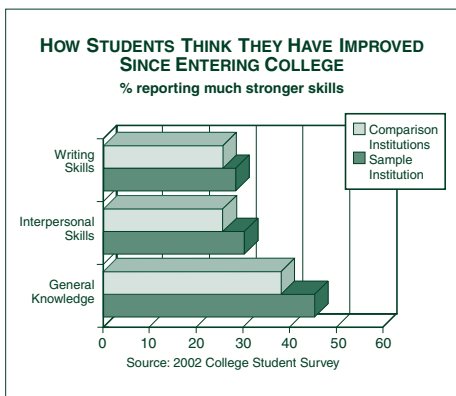
In addition to the standard CSS deliverables, a number of supplemental services are available for a nominal fee:

Electronic Data Files containing individual item responses to the CSS can be obtained for additional analyses. When available, the CIRP Freshman Survey data are merged with the CSS responses from your campus for longitudinal analyses.

Special Breakout Reports can be produced to your specifications for up to 190 separate groupings of students.

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

Peer Group Reports allow your institution to select a group of five or more institutional peers as a comparison or aspirant group in a report of your CSS data.



THE 2004 COLLEGE STUDENT SURVEY

Please check the appropriate boxes:

- Yes, we wish to participate
in the 2004 College Student Survey
- Paper administration
OR
 Paper administration with a web
option
OR
 Web-only administration
- No, we do not wish to participate
in the 2004 College Student Survey

INSTITUTION NAME

CONTACT PERSON

TITLE

CAMPUS ADDRESS

()

PHONE

()

FAX

E-MAIL

NUMBER OF CSS SURVEYS

DELIVER BY (DATE)

Surveys will be available in mid-January, 2004.

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.)

Please return via mail:

UCLA Higher Education Research Institute
3005 Moore Hall, Box 951521
Los Angeles, CA 90095-1521
ATTN: 2004 College Student Survey

or fax: (310) 206-2228

Administrative Information

The CSS can be administered to senior students or to any sample of undergraduate students. The flexibility of the CSS administration process allows your campus to find the best method for reaching your students. Following are some important administrative features:

- The CSS instrument is available on-line or as a paper form. You may choose to conduct a paper administration of CSS, a web-based administration, or a combination of both methods.
- Both the paper and on-line instruments include space for up to 21 questions of local interest to your campus.
- If you intend to survey students who participated in an earlier CIRP Freshman Survey, please 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.
- On-campus administration gives participating institutions latitude with respect to sampling, marketing, use of incentives, and the timing of survey administration.
- Campuses administering the web-based survey will receive regular updates throughout the 2004 administration cycle reporting the number of respondents to the on-line CSS instrument.
- To accommodate institutional needs, the CSS is available throughout the year: The first cycle runs from January to June, 2004. The second cycle runs from July to December, 2004.

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 Longitudinal Report). Additional data services (e.g. data files, etc.) are available for an extra charge.

Registration Information

To register your campus for the 2004 CSS, complete the attached registration form and return it to the HERI office by **May 3, 2004**.

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 Survey; the Your First College Year (YFCY) 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.

Director of Follow-Up Surveys: Jennifer R. Keup, 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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