

CHAPTER 1: DEPARTMENTAL ASSESSMENT

Table 1.1: Does your college require that academic departments develop an assessment plan identifying key concepts and ideas that students should master?

	Yes	No	No, but we are working on this
Entire Sample	75.36%	8.70%	15.94%

Table 1.2: Does your college require that academic departments develop an assessment plan identifying key concepts and ideas that students should master? Broken out by Type of College

Type of College	Yes	No	No, but we are working on this
Community College	77.78%	11.11%	11.11%
4-Year Degree Granting College	75.00%	4.17%	20.83%
MA or PHD Granting College	82.61%	8.70%	8.70%
Research University	61.54%	15.38%	23.08%

Table 1.3: Does your college require that academic departments develop an assessment plan identifying key concepts and ideas that students should master? Broken out by Public or Private Status

Public or Private Status	Yes	No	No, but we are working on this
Public	64.71%	17.65%	17.65%
Private	85.71%	0.00%	14.29%

Table 1.4: Does your college require that academic departments develop an assessment plan identifying key concepts and ideas that students should master? Broken out by Total Student Enrollment

Total Student Enrollment	Yes	No	No, but we are working on this
Less than 2,500	80.95%	0.00%	19.05%
2,500 to 10,000	71.43%	14.29%	14.29%
More than 10,000	74.07%	11.11%	14.81%

Table 1.5: Does your college require that academic departments develop an assessment plan identifying key concepts and ideas that students should master? Broken out by Annual Tuition

Annual Tuition	Yes	No	No, but we are working on this
Less than \$10,000	69.23%	15.38%	15.38%
\$10,000 to \$30,000	62.50%	8.33%	29.17%
More than \$30,000	100.00%	0.00%	0.00%

Table 2.1: Does the college's assessment office or other office entrusted with this task communicate to departments through designated assessment coordinators in the various academic departments?

	Yes, for all or most departments	Yes, for some departments	No
Entire Sample	52.46%	21.31%	26.23%

Table 2.2: Does the college's assessment office or other office entrusted with this task communicate to departments through designated assessment coordinators in the various academic departments? Broken out by Type of College

Type of College	Yes, for all or most departments	Yes, for some departments	No
Community College	66.67%	22.22%	11.11%
4-Year Degree Granting College	47.62%	19.05%	33.33%
MA or PHD Granting College	60.00%	15.00%	25.00%
Research University	36.36%	36.36%	27.27%

Table 2.3: Does the college's assessment office or other office entrusted with this task communicate to departments through designated assessment coordinators in the various academic departments? Broken out by Public or Private Status

Public or Private Status	Yes, for all or most departments	Yes, for some departments	No
Public	48.39%	19.35%	32.26%
Private	56.67%	23.33%	20.00%

Table 7.3: How much has the college spent to pay students to take standardized tests that are primarily used within the college to aid it in its assessment efforts? Broken out by Public or Private Status (in \$US)

Public or Private Status	Mean	Median	Minimum	Maximum
Public	5188.84	0.00	0.00	67888.00
Private	5947.37	0.00	0.00	50000.00

Table 7.4: How much has the college spent to pay students to take standardized tests that are primarily used within the college to aid it in its assessment efforts? Broken out by Total Student Enrollment (in \$US)

Total Student Enrollment	Mean	Median	Minimum	Maximum
Less than 2,500	1666.67	0.00	0.00	10000.00
2,500 to 10,000	8000.00	0.00	0.00	50000.00
More than 10,000	6737.54	0.00	0.00	67888.00

Table 7.5: How much has the college spent to pay students to take standardized tests that are primarily used within the college to aid it in its assessment efforts? Broken out by Annual Tuition (in \$US)

Annual Tuition	Mean	Median	Minimum	Maximum
Less than \$10,000	1762.50	0.00	0.00	10000.00
\$10,000 to \$30,000	12538.80	250.00	0.00	67888.00
More than \$30,000	4833.33	0.00	0.00	30000.00

Table 8.1: Does the college offer a higher rate of pay or reward to students that score higher on standardized assessment tests, on the theory that this encourages full student effort?

	Yes	No	We do not offer students compensation to take the tests	We do not conduct any such tests
Entire Sample	3.33%	26.67%	43.33%	26.67%

Table 8.2: Does the college offer a higher rate of pay or reward to students that score higher on standardized assessment tests, on the theory that this encourages full student effort? Broken out by Type of College

Type of College	Yes	No	We do not offer students compensation to take the tests	We do not conduct any such tests
Community College	0.00%	11.11%	66.67%	22.22%
4-Year Degree Granting College	4.55%	27.27%	45.45%	22.73%
MA or PHD Granting College	5.56%	27.78%	38.89%	27.78%
Research University	0.00%	36.36%	27.27%	36.36%

Table 8.3: Does the college offer a higher rate of pay or reward to students that score higher on standardized assessment tests, on the theory that this encourages full student effort? Broken out by Public or Private Status

Public or Private Status	Yes	No	We do not offer students compensation to take the tests	We do not conduct any such tests
Public	3.23%	25.81%	41.94%	29.03%
Private	3.45%	27.59%	44.83%	24.14%

Table 8.4: Does the college offer a higher rate of pay or reward to students that score higher on standardized assessment tests, on the theory that this encourages full student effort? Broken out by Total Student Enrollment

Total Student Enrollment	Yes	No	We do not offer students compensation to take the tests	We do not conduct any such tests
Less than 2,500	0.00%	27.78%	61.11%	11.11%
2,500 to 10,000	5.26%	26.32%	36.84%	31.58%
More than 10,000	4.35%	26.09%	34.78%	34.78%

CHAPTER 7: FACULTY INVOLVEMENT

Table 24.1: Which phrase best describes the faculty's role in developing the college's assessment vehicles?

	It is largely an administration effort	It is led by the administration with some input from faculty	Both the college administration and faculty are intimately involved	It has been led primarily by faculty
Entire Sample	5.26%	22.81%	52.63%	19.30%

Table 24.2: Which phrase best describes the faculty's role in developing the college's assessment vehicles? Broken out by Type of College

Type of College	It is largely an administration effort	It is led by the administration with some input from faculty	Both the college administration and faculty are intimately involved	It has been led primarily by faculty
Community College	0.00%	0.00%	55.56%	44.44%
4-Year Degree Granting College	10.00%	30.00%	50.00%	10.00%
MA or PHD Granting College	5.88%	29.41%	58.82%	5.88%
Research University	0.00%	18.18%	45.45%	36.36%

Table 24.3: Which phrase best describes the faculty's role in developing the college's assessment vehicles? Broken out by Public or Private Status

Public or Private Status	It is largely an administration effort	It is led by the administration with some input from faculty	Both the college administration and faculty are intimately involved	It has been led primarily by faculty
Public	3.57%	14.29%	53.57%	28.57%
Private	6.90%	31.03%	51.72%	10.34%

CHAPTER 14: POST-GRADUATION ASSESSMENT

Table 35.1: Does the college have an assessment program to ascertain the success of students post-graduation?

	Yes	No
Entire Sample	66.07%	33.93%

Table 35.2: Does the college have an assessment program to ascertain the success of students post-graduation? Broken out by Type of College

Type of College	Yes	No
Community College	88.89%	11.11%
4-Year Degree Granting College	63.64%	36.36%
MA or PHD Granting College	46.67%	53.33%
Research University	80.00%	20.00%

Table 35.3: Does the college have an assessment program to ascertain the success of students post-graduation? Broken out by Public or Private Status

Public or Private Status	Yes	No
Public	76.92%	23.08%
Private	56.67%	43.33%

Table 35.4: Does the college have an assessment program to ascertain the success of students post-graduation? Broken out by Total Student Enrollment

Total Student Enrollment	Yes	No
Less than 2,500	55.56%	44.44%
2,500 to 10,000	70.59%	29.41%
More than 10,000	71.43%	28.57%

Table 35.5: Does the college have an assessment program to ascertain the success of students post-graduation? Broken out by Annual Tuition

Annual Tuition	Yes	No
Less than \$10,000	73.68%	26.32%
\$10,000 to \$30,000	57.89%	42.11%
More than \$30,000	66.67%	33.33%

Table 37.1: If the college conducted exit interviews with graduating students, how many such interviews did it conduct?

	Mean	Median	Minimum	Maximum
Entire Sample	1238.89	300.00	50.00	6000.00

Table 37.2: If the college conducted exit interviews with graduating students, how many such interviews did it conduct? Broken out by Type of College

Type of College	Mean	Median	Minimum	Maximum
Community College	2000.00	2000.00	2000.00	2000.00
4-Year Degree Granting College	3100.00	3100.00	200.00	6000.00
MA or PHD Granting College	491.67	210.00	50.00	2000.00

Table 37.3: If the college conducted exit interviews with graduating students, how many such interviews did it conduct? Broken out by Public or Private Status

Public or Private Status	Mean	Median	Minimum	Maximum
Public	1350.00	2000.00	50.00	2000.00
Private	1183.33	250.00	100.00	6000.00

Table 37.4: If the college conducted exit interviews with graduating students, how many such interviews did it conduct? Broken out by Total Student Enrollment

Total Student Enrollment	Mean	Median	Minimum	Maximum
Less than 2,500	1370.00	300.00	50.00	6000.00
2,500 to 10,000	200.00	200.00	200.00	200.00
More than 10,000	1366.67	2000.00	100.00	2000.00