



THE UNIVERSITY OF SOUTH CAROLINA

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May 15, 1995

Dr. James C. Moeser
through Dr. Carol Z. Garrison
Vice President for Academic Affairs and Provost
University of South Carolina
Columbia, SC 29208

Dear Dr. Moeser: RE: Interim Report, Assessment Advisory Committee

The Assessment Advisory Committee is pleased to present progress reports on the activities of Sub-committee A, which is implementing written communication assessment, and Sub-committee B, which is planning the overall assessment of USC's general education. In addition to the update, the committee would like to offer some recommendations regarding the on-going assessment activities on campus, as well as the committee's membership.

As you know, the departmental chairs have distributed the draft of the *Criteria for the Assessment of USC's General Education* to the faculty on the Columbia campus. The regional campuses' representatives on the Assessment Advisory Committee are distributing the *Criteria* on the regional campuses. The distribution has generated discussion among faculty members. Some have written responses to the *Criteria*. The Office of Institutional Planning and Analysis is reviewing all comments and suggestions from the faculty. These comments and suggestions will be shared with the committee. The committee anticipates on-going revisions to the *Criteria* and to the assessment process as a result of the faculty's increased involvement.

Sub-committee A is currently conducting a pilot sophomore written communication assessment. The following instructors volunteered to participate in the pilot: Jim Burns (Provisional Year Program); Edward Bodie (English); Chris Brown (English); David Cohen (GINT); Kitty Ledbetter (English); Paul Price (English); and Kenny Whitby (GINT). The results of the pilot will be available by the end of the summer. In addition, the committee is preparing for the implementation of the freshman writing assessment in the fall. Dan Berman agreed to conduct the freshman writing assessment in all UNIV 101 classes in the fall. The Office of Institutional Planning and Analysis is coordinating both writing assessment projects.

Sub-committee B would like to submit for your approval the enclosed plan for the overall assessment of general education. An extremely important element of this plan is the feedback loop that is designed to provide the faculty with the results of the assessment of general education. According to Daniel Seymour, author of *Once Upon a Campus: Lessons for Improving Quality and Productivity in Higher Education*, "Measurement without feedback is just data; feedback without measurement is just opinion." It is the intent of the committee to provide the faculty with useful information, which can facilitate the improvement of both teaching and the curriculum.

The first recommendation of the committee is related to the "feedback loop." In order to facilitate change and improvement, a faculty team must be included in the feedback loop to evaluate the results of assessment and to make any necessary decisions about the curriculum. The committee recommends that an evaluation team, that will report to Don Greiner, be designated to use the results of

assessment to improve general education. The Council of Assistant and Associate Deans would seem a likely team for this purpose.

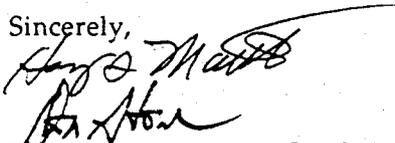
The second recommendation deals with motivation. Since improvement is crucial to learning, the committee recommends that assessment be recognized as a teaching activity on faculty members' annual summaries of activities. More importantly, however, assessment activities (e.g., implementing course-embedded assessment to reinforce learning) should be given consideration for tenure and promotion. Motivation is critical if assessment is to become a meaningful part of our campus culture.

The third recommendation also deals with motivation. The committee recommends that letters be sent from the Office of the Provost to both students and faculty members who participate in assessment activities. These letters would invite participation and thank participants afterwards. Recognition and the active involvement of administration would affix "real" significance to assessment activities.

The final recommendation deals with committee membership. The committee does not want to rotate active members at this particular time. Therefore, please add any new members to the committee rather than replace active members.

The committee looks forward to working with the newly appointed Director of Assessment, Dr. Phil Moore.

Sincerely,



Dr. Harry Matthews, Co-chair
Dr. Don Stowe, Co-chair

cc: Don Greiner
Carol Garrison
The Assessment Advisory Committee
Council of Deans
Council of Assistant and Associate Deans
Regional campuses' assessment personnel

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Plan for the Assessment of General Education Competency 1994-95

Introduction

The Provost appointed the Assessment Advisory Committee in 1993 to advise him on matters related to incorporating assessment, especially that of general education, into the culture of the university. During the 93-94 academic year, the committee worked diligently to develop a set of criteria by which the institution might define the construct of general education. At this time, those criteria remain unchanged and are being circulated among the colleges of the university and the five regional campuses.

During the 94-95 academic year, the committee struggled with a broader charge that included initiating the general education assessment process. To accomplish its tasks, the committee divided into two working sub-committees: A and B. Sub-committee A focused on implementing the assessment of written communication across the majors. Sub-committee B developed this document to outline the overall process for assessing general education at USC Columbia. The committee representatives from the five regional campuses are actively involved in the planning of general education assessment and its implementation on their respective campuses.

Sub-committee B of the Assessment Advisory Committee was further sub-divided into three task groups each charged with separate duties: Involving the Faculty in Assessment; Developing a Feedback Loop for Assessment Information; and Outlining a General Education Assessment Process/Plan. Relative to the duties of the first two task groups, the need for communication with the faculty is critical to the effective use of the data, which will be generated by testing, and for the improvement of the criteria upon which the test will be made. To paraphrase T. Dary Erwin (1991), if the audience is not brought into the planning process, assessment strategies will not be accepted.

After two years of working on the assignment, the committee members believe that they are in the position to offer a most valuable perspective on the process of integrating assessment into the culture of the university. While assessment may appear to the novice to be a rather mechanistic process, a productive assessment process is, as most things in academe, a people process. While the university of necessity must devote most of its effort to the mechanistic aspects of assessment, the committee has come to realize that the collegial aspects of the process are critical to the success of the assessment process. Therefore, we recommend that the collegial aspect of the assessment process be given priority.

Assessment is considered a continuous feedback process designed to improve undergraduate education. An important theme in the development of this plan is creating a sense of trust in the assessment process. One key factor in building trust is the involvement of the faculty in developing an assessment plan. We are committed to obtaining and incorporating feedback from the faculty university-wide for each step of developing and implementing the plan. A second critical factor in creating trust in the process is conducting assessment that meets the standards of rigorous social science research. The plan is designed with a high level of methodological rigor to ensure the reliability and validity of the data collected. At the same time, the plan is designed to be flexible and responsive to the needs of the university community and its constituents.

This document provides a set of procedures to systematically collect data relevant to general education competency goals. The assessment process involves multiple measurement of relevant student outcomes (i.e., skills, knowledge, behavior) before, during, and after receiving their undergraduate education. This plan acknowledges the subjective nature of evaluations of general education competency. To ensure that the most informative data are collected, multiple criteria and methods of measurement must be employed.

General Education Assessment Goals

Provide on-going feedback concerning undergraduate education and indicate ways of modifying and improving undergraduate education

Provide an evaluation of the efficacy of undergraduate education and document efforts made to continuously improve undergraduate education at the University of South Carolina.

I. Planning for Assessment

A. Criterion Development

1. Identification of Criteria

The general education assessment plan is designed around a set of criteria that actually forms the core of the assessment program. These criteria define exactly what it is that the assessment process will examine. The understanding and endorsement of these criteria by faculty and administrators are crucial to the effectiveness of the assessment process and the highest priority should be set on communicating, refining if necessary, finalizing, and disseminating these criteria. The criteria are derived from the General Education Competency Goals (see Appendix A).

2. Development/Selection of Assessment Tools

An effective assessment program involves multiple indicators of student competency. These indicators should reflect different aspects of effectiveness (e.g., skills, attitudes, and behaviors) and different forms of measurement (e.g., objective or self report). This plan calls for four primary measures: standardized testing of general education skills, attitude measures, transcript analysis of students' course of study, and more qualitative assessments of course outputs (students' work). As the plan is implemented, the cost, efficiency, and usefulness of all measures will be evaluated and modified as needed.

The quality of measurement is extremely important to obtaining valid and meaningful results, particularly when measuring psychological constructs, such as attitudes and cognitive skills. Quality measurement is not only necessary for obtaining meaningful statistical findings; it is needed to establish the credibility of the assessment plan with both internal and external constituents. Measurement quality is defined by two standards: reliability and validity (Nunnally, 1978 and Linn, 1994).

Reliability refers to the extent to which the measure is free of random error. Unreliable measurement (e.g., testing) often yields uninterpretable results. Further, unreliable measurement attenuates observed relationship, making it difficult to observe significant statistical findings. Error free measurement should yield consistent measure over time, items, judges, and test forms. Thus, unreliable measures are unlikely to demonstrate improvement in students' competence, even if actual improvement has occurred. Each of these forms of reliability (time, items, judges, and test forms) has a statistical definition (*test-retest*, *internal consistency*, *inter-rater agreement*, and *parallel forms*). Where necessary and possible, all data will be examined to ensure reliability in measurement.

The second standard of measurement, *validity*, refers to the extent to which the measure accurately reflects the construct. That is, valid measurement is free of bias. Invalid measurement yields uninterpretable results. Validity is indicated by the content of the test, by the relationship between the test and other indicators of the construct, and by the relationship between the test and measures of other relevant constructs. These forms of validity -- known as *content validity*, *construct validity*, and *criterion-related validity*-- all have precise statistical definition. Where possible, the validity of data will be assessed. It is important to note that an added meaning to the

traditional definition of validity extends the concept to include the "validity" of the inferences or interpretations made based on assessment data (Linn, 1991).

Standardized Test. The standardized test serves as the core measure in the assessment plan and provides an assessment of students' competency in general education. Because it is the core measure in the assessment plan and because it is a quantitative test, the reliability and validity of this measure are extremely important. To ensure that development of quantitative testing meets the standards of measurement, individuals with expertise in psychometrics and test development are needed. Central to the choice of a standardized instrument is the match between what the instrument measures and the USC General Education content criteria. All instruments assess just a subset or sample of general education competencies, and a primary task is to find an efficient and economically realistic instrument that samples those competencies defined by the USC General Education criteria.

The use of a standardized instrument involves the contracted service of a testing company. Many qualified companies should be considered. Assessment in higher education is a relatively new and rapidly growing market in which all testing companies are beginning to compete aggressively for market share. The most useful strategy for investigating the feasibility of using a testing company involves three steps. These include (a) prepare an explicit description of the services the company might provide; (b) invite companies to respond in writing as to how they could provide the services; and (c) invite companies to visit and make a presentation to the Assessment Advisory Committee, other faculty, and administrative staff as to what options they have for providing the specified services. These steps could be followed without any commitment to purchase services and could be highly instructional for the Assessment Advisory Committee and others.

An example of the basic types of information that testing companies should be asked to supply is shown in Appendix D.

Students' Attitudes. We plan to use the College Student Experience Questionnaire (CSEQ) to assess students' attitudes toward general education. This survey will enable the university to examine students' attitudes toward general education goals and obtain self-assessment of students' competency. The CSEQ is currently administered by the Division of Student Affairs every other year.

Transcript Analysis. Transcript analysis provides an indication of students' course of study and their timing of study.

Course Outputs. Small samples of students' work produced in capstone courses (e.g., projects or papers) and graded by the course instructors will be used to provide a more fine-grained analysis that will be especially useful as instructional feedback and may be used by respective programs for program-level evaluation.

Background Variables. Several background variables would be collected, including sex, race, age, campus, college, major, home state, SAT, H.S. rank, GPA. These data will be used for statistical control and, in some

cases, to make comparisons. Comparisons based on background variables should be conducted with great care for two reasons. First, there will be relatively small samples of students in many categories based on background variables, especially if background variables are considered simultaneously. Second, assessment data separated by background variables are often misinterpreted, because small samples may not adequately represent the population. Inappropriate causal inferences are often made based on such data.

B. Design

The proposed assessment plan is intended to provide a longitudinal design in which cohorts of students are followed from their freshmen through senior years. This design enables us to examine the degree of improvement in student performance over time. Students in each cohort would be assessed on a subset of criteria (e.g., written and oral communication or math) repeatedly during their undergraduate careers. The data collection schedule and sampling procedure outlined below provide a framework for initiating the assessment program. As the plan is implemented, the cost, efficiency and usefulness of this procedure will be re-evaluated and modified accordingly.

1. Data Collection Schedule

Repeated measures with a new cohort would start every year. Assessments would occur early in the freshman year, or at the end of the sophomore year (this may be an option only for regional campuses, which lose a lot of students after the second year), and during the senior year. At each of these assessment points, standardized tests and attitudinal data (e.g., the CSEQ) would be collected. At the senior assessment point, transcript data would also be collected, as well as portfolio data for a smaller subset of students.

2. Sampling

Below is a sampling plan for the Columbia campus only. As the assessment program is implemented and refined, regional campus samples will be added to the study. To determine the sample size, we addressed the following methodological and practical considerations:

Representativeness

An institutional assessment should reflect the entire undergraduate population. Therefore, all colleges must be represented in the sample. The sample should be representative of the undergraduate population in terms of race and gender. Using data from the 1994-95 Fact Book (see Appendix B), the recommended sampling plan provides stable sub-samples within each college with proportional numbers of students based on race and gender.

Statistical Reliability of Results

To provide feedback on a program level, samples from each college must be sufficiently large to yield statistically reliable results. Statistical reliability predicts the likelihood that the sample findings reflect the population from which they were drawn. The reliability of results is assessed through inferential statistical procedures, which are very sensitive to sample size. A power analysis (see Appendix C) reveals that, to reliably demonstrate a change in students' competency, the necessary sample ranges between 34 and 209, depending upon the strength of the change. We have somewhat

arbitrarily settled on a sample of 50 students per college, except in colleges with very small undergraduate enrollments (e.g., music).

Attrition

There will be an unavoidable degree of attrition in the sample from the freshman to senior year (e.g., students who transfer or who choose not to participate in follow-up assessments). We have optimistically assumed a 40% attrition rate. We therefore developed a target sample size in the senior year based on the above two considerations and determined the sample in the freshman year needed assuming a 40% "experimentwise" attrition rate.

The resulting sample is listed in the table below. The overall starting sample size, 713, is admittedly quite large, yet this sampling technique, which makes rather optimistic assumptions about attrition, would still be quite limited. The sample is not elaborate in that it is not based on age, class rank, etc., and so our ability to make fine-grained comparisons, such as between races within the College of Liberal Arts, is severely limited.

These numbers underscore the expense of conducting an effective institutional assessment plan. However, the costs can be defrayed by gradually introducing assessment procedures across colleges in a staggered fashion.

Starting Sample of Freshmen

College	Total	Whites	AA	Other	Males	Females
Nursing	82	61	18	3	8	74
Sci. & Math	82	58	17	7	41	41
App. Prof. Sci.	84	61	17	6	42	42
Liberal Arts	83	65	15	3	31	52
Music	50	43	5	2	27	23
Bus. Admin.	84	51	12	21	47	37
Engineering	83	6	19	58	67	16
Journalism	82	35	9	38	31	51
Criminal Justice	83	61	20	2	48	35
TOTAL	713	441	132	140	342	371

Ending Sample of Seniors (due to attrition)

College	Total	Whites	AA	Other	Males	Females
Nursing	49	37	11	2	5	44
Sci. & Math	49	35	10	4	25	25
App. Prof. Sci.	50	37	10	4	25	25
Liberal Arts	50	39	9	2	19	31
Music	30	26	3	1	16	14
Bus. Admin.	50	31	7	13	28	22
Engineering	50	4	11	35	40	10
Journalism	49	21	5	23	19	31
Criminal Justice	50	37	12	1	29	21
TOTAL	428	265	79	84	205	223

2. Data Analysis

We propose to have all data collection and analysis coordinated by an outside vendor. Two types of analyses would be conducted on the data. The first set of analyses is intended to aid professional development. The intent of these analyses is to provide faculty with information that will stimulate improvements in undergraduate education. These analyses will involve breakdowns by college, program or major. The precise nature of the data analysis and reporting should come from the faculty. Thus, as the plan is implemented we will solicit faculty opinion on the types of data and results that they believe are most informative. It is important to recognize that data collected to provide information about general education at the university-level will have limitations when used to provide information at the college, department, or program levels. The sample used for the university-level analyses may have relatively few students, and in some cases actually no students, in a particular program. A useful analogy here is to recognize that pollsters like Gallup may draw a national sample with respondents from each state to make inferences about "voters in the nation," but would never interpret the same data at the state level because so few subjects are sampled from each state.

The second set of analyses is intended for external reporting. Because this is an institutional assessment, the bulk of these results will be university-wide, rather than within college or program. Some of these analyses will be included in the annual Institutional Effectiveness Report to CHE.

Three types of interpretation might be used to report data at the university-level for purposes of external review. First, all analyses should emphasize progress over time. This includes (a) progress within a cohort over time (e.g., freshman, sophomore year compared to the same students their senior year), and (b) progress between cohorts for a given level (seniors in 1996, compared to seniors in 1997, etc). Second, data should be interpreted relative to some fixed standard of performance, e.g., performance criteria. This approach is important because progress cannot be continuous. Third, normative interpretations will be available for standardized instruments purchased and analyzed from a commercial vendor. This normative informative is far less germane to the assessment of general education at USC than assessment of progress and criterion referenced assessment.

II. Assessment Implementation

When the assessment instrument is selected, the implementation plan can be developed.

III. Feedback

A. Phase 1 - Preparation of a draft Assessment Report

1. A **Technical Report** of the statistical analysis of the test data should be presented to the Assessment Advisory Committee as soon as possible after completion of the testing process. These data may be prepared by an outside agency, such as testing contractors, or in house. Any and all analyses prepared by an outside vendor should be developed to the specifications provided by USC. This may

included standard analyses the vendor provides to all clients but only if such analyses are useful to the USC assessment effort.

2. The data from the **Technical Report** will be read by the assessment committee, and areas of interest--strengths and/or deficiencies--will be identified. These observations and interpretations will be used to generate a **Summary Report**. The **Summary Report** should help put the **Technical Report** in a context that specifically relates to the campuses of the university.
3. The **Summary Report** and the **Technical Report** will be assembled into a draft **Assessment Report** for distribution to the colleges of the Columbia campus and to the regional campuses and 4-year campuses.

B. Phase 2 - Use feedback to prepare final draft of Assessment Report

1. The draft Assessment Report should be distributed to all faculty of the university and should be made available to administrative segments of the university community.
2. The **Assessment Report** will be most valuable when accompanied by opinions from the colleges, disciplines and campuses. Suggestions may be in the form of corrective action or an explanation that no corrective action is necessary. Submissions should be made back to the Assessment Advisory Committee within one month after the report is distributed.
3. The Assessment Advisory Committee will consider all suggestions and will revise the draft Assessment Report accordingly. The committee should synthesize the individual suggestions into a comprehensive set of recommendations. Proposed changes from specific colleges and campuses will be appended to the report.
4. The draft Assessment Report will then be forwarded to the Provost.
5. The Provost will be asked to set priorities for any recommendations and to provide the necessary fiscal support for the university-wide actions recommended by the Assessment Advisory Committee.
6. The combined assessments, proposals, recommendations, and fiscally supported actions will constitute the final draft of the **Assessment Report**.

C. Phase 3 - Use and Distribution of the Final Draft of the Assessment Report

1. The **Assessment Report** will be distributed by the Office of the Provost to the university community.
2. The **Assessment Report** will be distributed to agencies requiring such reports, such as the CHE, and other agencies as necessary.
3. Each year the Provost and the Faculty Senate will hold an "open forum" for the purpose of discussing and collecting feedback about

the Assessment Report.

D. Phase 4 - Feedback for Improvement of the Assessment Process

- 1.** Following the process of testing and assessment, the Assessment Advisory Committee will solicit suggestions for improvements of the process from the faculty.
- 2.** Suggested changes will be reviewed by the committee and proposals will be made to the Provost.
- 3.** Approved proposals will be incorporated into the next round of assessment.

References

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- Linn, R., & Gronlund, N. (1994). *Measurement and Evaluation in Teaching* (7th. Ed.). New York: Macmillan.
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Appendix A

Eleven General Education Goals:

1. Students communicate clearly in written English, demonstrating their ability to comprehend, analyze and interrogate critically.
2. Students communicate orally in a manner that unites theory, criticism and practice to produce effective communicators.
3. Students use computers and other technology effectively.
4. Students perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.
5. Students demonstrate an understanding of physical and/or life science phenomena and the use of scientific methods and theories.
6. Students demonstrate an understanding of the processes of human behavior and social and cultural interaction, as well as the use of social and behavioral science perspectives to interpret them.
7. Students demonstrate an understanding of the historical development of culture over time and its relation to the present.
8. Students are familiar with the diversity of a global culture marked by racial, ethnic, gender and regional differences.
9. Students communicate orally and in writing in another language.
10. Students demonstrate an understanding of the contribution of literary, visual or performing arts and their cultural context, as well as express informed personal responses to artistic creations.
11. Students integrate insights from several disciplines and apply them to value choices and ethical decisions.

Appendix B - Enrollment Data from USC 1994-95 Fact Book

College	Freshmen	Seniors	Percentage Breakdowns by Race and Gender				Total #
			Whites %	AA %	Other %	Male %	
Nursing	194	235	0.74	0.22	0.04	0.1	649
Science & Math	666	557	0.7	0.21	0.09	0.5	2012
Applied Prof. Science	508	488	0.73	0.2	0.07	0.51	1588
Liberal Arts	1042	1379	0.78	0.18	0.04	0.37	4355
Music	93	83	0.86	0.1	0.04	0.55	282
Business Administration	547	588	0.61	0.14	0.25	0.57	1886
Engineering	367	424	0.07	0.23	0.7	0.81	1264
Journalism	218	182	0.42	0.11	0.46	0.37	723
Criminal Justice	170	181	0.74	0.24	0.02	0.58	661

Appendix C - Power Analysis

Sample Size=		$n/100(d)^2+1$
where:		
	n	= sample given n = .05, power=.75,d=.10;n=1389 (see Table 2.4.1, p. 55 Cohen, 1977)
	d	= $d'/\sqrt{1-r}$
	d'	= effect size
	r	= within subject correlation from time1 to time2
Assume:		
r	= .40	
power	= .75	
n	= .05	
Small Effect Size (d' = .20)		Small Effect Size (d' = .50)
d	= $.2/\sqrt{1-.4}$	d = $.5/\sqrt{1-.4}$
	= .2582	= .6455
n	= $1384/100(.2582)^2+1$	n = $1384/100(.6455)^2+1$
	= 209	= 34

COMPARISONS OF TESTS OF GENERAL EDUCATION OUTCOMES OF COLLEGE (REVISED 1/19/93)

Category	College Outcome Measures Program (COMF)	Collegiate Assessment of Academic Proficiency (CAAP)	Academic Profile II (APII)	College Basic Academic Subjects Examination (College BASE)
Vendor Year Started Status of Program	ACT 1976 Operational since 1979	ACT 1984 Operational since 1991	ETS 1987 Operational since 1991	Riverside Publishing Co. 1984 Operational since 1989
CONTENTS OF OBJECTIVE TEST (see separate table for number of items per scale)	Communicating Solving Problems Clarifying Values Functioning within Social Institutes Using Science and Technology Using the Arts	Reading Writing (Multiple Choice) Mathematics Science Reasoning Critical Thinking (Each of the above can be used separately)	Reading Writing Using Mathematical Data Critical Thinking Social Sciences Humanities	English Mathematics Science Social Studies (Each of the above can be used separately) Reasoning: Interpretive, Strategic, & Adaptive Writing
NO. OF ITEMS	120	35 to 72 per module; 220 items for all five	144	180
BATTERY SCORE	YES	NO	YES	YES
SUBTESTS SEPARATE	NO	YES	NO	YES
FOCUS	Assesses ability to apply skills and knowledge needed for success outside college	Assesses ability to use process skills attained in the first two years of college	Assesses college level skills developed in introductory courses in humanities, social sciences and natural sciences	Assesses content skills and knowledge developed in four academic subjects of general education program
USES	Measuring growth and exiting levels in general education skills and knowledge to monitor and improve program quality. Total score useful for screening; subscores for diagnosis and advising. Subscore scales reliable for group interpretation only.	Measuring growth and exiting levels in general education skills and knowledge to monitor and improve program quality. Total score for each module useful for screening; subscores for diagnosis and advising. Subscore scales reliable at both group and individual level.	Measuring growth and exiting levels in general education skills and knowledge to monitor and improve program quality. Total score useful for screening; subscores for diagnosis and advising. Subscore scales reliable for group interpretation only.	Measuring growth and exiting levels in general education skills and knowledge to monitor and improve program quality. Total score useful for screening; subscores for diagnosis and advising. Subscore scales reliable at both group and individual level.
NORMS AVAILABLE	YES	YES	LIMITED	NO
TESTING TIME*	2-1/2 hours	40 min. per module; 3-1/2 hours for all	2-1/2 hours	3-1/2 hours
OTHER MEASURES	Long form, Speaking, Writing, & Reasoning	Writing	Short form, Writing	Short form, Writing
COST FOR TESTING: 60 students 120 students 600 students	\$ 960.00 (\$16.00 per student) \$1680.00 (\$12.00 per student) \$6900.00 (\$11.50 per student)	\$ 895.00 (\$14.92 per student)* \$1615.00 (\$13.46 per student)* \$7225.00 (\$12.04 per student)* * Reflects use of 5 modules.	\$ 995.00 (\$16.58 per student) \$1715.00 (\$14.29 per student) \$7373.00 (\$12.29 per student)	\$ 662.00 (\$11.03 per student) \$1299.00 (\$10.83 per student) \$4536.00 (\$ 7.56 per student)
No. Institutions using Program to date	571 in 47 states	345 in 44 states	316 in 40 states	?

*To yield scores for individuals--Not including open-response format or matrix sampling.