



# SOLVING THE EXTERNAL SURVEY PUZZLE...SIMPLIFYING THE SURVEY REPORTING PROCESS!

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# You might be attending this session if...



- you or your office is responsible for completing external surveys
- you are interested in reducing the time required to complete external surveys

# We will discuss...

- The importance of completing and updating external surveys.
- The burden of external surveys each year.
- The importance of the Common Data Set (CDS) in completing external surveys.
- The importance of utilizing completed external surveys to increase consistency and to save time.





# Why are External Surveys Important?

# Why should we report our data?

- Institution's name and characteristics are marketed to prospective students.
- Data is published to college search engines for students, high school counselors, and parents.
- Additionally, these surveys make data and information readily available for future data requests.





# College search engines are a starting point for students/parents

- Provide an overall snapshot of your institution
- Compare multiple institutions:
  - Campus Life
  - Class Size
  - Cost
  - Enrollment
  - Faculty
  - Location
  - Programs/Degrees
  - Safety
- Help narrow down a list of campuses to visit
- Provide relevant and current information to assist in college decisions





# Accurate Reporting

<b>U.S. News &amp; World Report</b>		<b>Wintergreen</b>	
		<b>ACT IDQ</b>	<b>Princeton Review (RDS)</b>
<b>College Board</b>	<b>Peterson's</b>	<b>Merritt Research</b>	<b>Princeton Review (CDS)</b>
<b>Common Data Set</b>			







# Impact of not completing/updating external surveys

- Prospective students are not looking at the most recent and accurate data for your school.
- Institution may be included in incorrect comparison groups.
- Institution will not be included in well-known rankings reports (e.g., Best Colleges Rankings by U.S. News & World Report).







# Inaccurate Reporting

**U.S. News & World Report**

**Wintergreen**

**ACT IDQ**

**Princeton Review (RDS)**

**College Board**

**Merritt Research**

**Princeton Review (CDS)**

**Common Data Set**





# CollegeBoard

College Board code: [Print Full Profile](#) [Send to a Friend](#)

[Add to List](#) [Compare](#) [Find Similar](#) [Map It](#) [Apply](#) [Request Info](#)

[▼ At a Glance](#) [▶ Admission](#) [▶ Cost & Financial Aid](#) [▶ Academics & Support](#) [▶ Sports](#)

[▶ Deadlines](#) [▶ SAT®, AP®, CLEP®](#) [▶ Majors](#) [▶ Housing & Campus Life](#) [▶ International Students](#)

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**Type of School**  
Public  
Liberal Arts College  
College of Business  
Four-year  
COCU  
Regionally Accredited  
Southern Association of Colleges and Schools  
College Board member

**Calendar:** Semester  
**Degrees offered:**  
• Bachelor's  
• Master's

**Setting**  
Suburban setting  
Small city (50,000 - 249,999)  
Commuter campus

**Size**  
Total undergrads: 3,941  
First-time degree-seeking freshmen: 990  
Degree-seeking undergrads: 3,837  
Graduate enrollment: 139

**Student Body**  
1st-year students: 4% Part-time students  
53% Women  
47% Men

**How Do I Stack Up?**  
How does my academic performance stack up?

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University  
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**Calendar:** Semester  
**Degrees offered:**  
• Associate  
• Bachelor's  
• Master's  
• Doctoral

**Setting**  
Suburban setting  
Small city (50,000 - 249,999)  
Commuter campus

**Size**  
Total undergrads: 10,794  
First-time degree-seeking freshmen: 2,522  
Degree-seeking undergrads: 10,761  
Graduate enrollment: 2,104  
Student-to-faculty ratio: 22:1

**Student Body**  
1st-year students: 98% In-state students  
2% Out-of-state students  
1% Part-time students  
61% Women  
39% Men  
<1% American Indian or Alaska Native  
1% Asian  
40% Black or African American  
4% Hispanic/Latino  
<1% Native Hawaiian/Pacific Islander  
51% White  
3% Two or more races  
1% Non-Resident Alien  
10% had h.s. GPA of 3.75 and higher  
12% had h.s. GPA between 3.5 and 3.74  
15% had h.s. GPA between 3.25 and 3.49  
19% had h.s. GPA between 3.0 and 3.24  
32% had h.s. GPA between 2.5 and 2.99  
12% had h.s. GPA between 2.0 and 2.49

**How Do I Stack Up?**  
How does my academic performance stack up?

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# U.S. News & World Report

<b>U.S. News Ranking</b>							
<b>Tuition &amp; Expenses</b>							
In-state tuition and fees	<b>\$4,949 (2010-11)</b>						
Out-of-state tuition and fees	<b>\$16,563 (2010-11)</b>						
Room and board	<b>\$6,288 (2010-11) - Low</b>						
Net price calculator	<b>N/A</b>						
<a href="#">More</a>							
<b>Faculty &amp; Classes</b>							
General education/core curriculum required	<b>Yes</b>						
Coursework required for graduation	<b>N/A</b>						
Class sizes	<b>N/A</b>						
Student-faculty ratio	<b>23:1</b>						
Full-time faculty gender distribution							
<table border="1"> <caption>Full-time faculty gender distribution</caption> <thead> <tr> <th>Gender</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>54.8%</td> </tr> <tr> <td>Female</td> <td>45.2%</td> </tr> </tbody> </table>		Gender	Percentage	Male	54.8%	Female	45.2%
Gender	Percentage						
Male	54.8%						
Female	45.2%						

<b>U.S. News Ranking</b>									
<b>Tuition &amp; Expenses</b>									
In-state tuition and fees	<b>\$5,656 (2011-12)</b>								
Out-of-state tuition and fees	<b>\$27,933 (2011-12)</b>								
Room and board	<b>\$8,800 (2011-12) - Medium</b>								
Net price calculator	<b>N/A</b>								
<b>Faculty &amp; Classes</b>									
General education/core curriculum required	<b>Yes</b>								
Coursework required for graduation									
Humanities									
Mathematics									
English (including composition)									
Sciences (biological or physical)									
Social science									
Class sizes									
<table border="1"> <caption>Class size distribution</caption> <thead> <tr> <th>Class Size</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Classes with fewer than 20 students</td> <td>40.7%</td> </tr> <tr> <td>20-49</td> <td>43.8%</td> </tr> <tr> <td>50 or more</td> <td>15.6%</td> </tr> </tbody> </table>		Class Size	Percentage	Classes with fewer than 20 students	40.7%	20-49	43.8%	50 or more	15.6%
Class Size	Percentage								
Classes with fewer than 20 students	40.7%								
20-49	43.8%								
50 or more	15.6%								
Student-faculty ratio	<b>21:1</b>								





# Has the Burden of External Surveys Increased for the Respondent?

# What makes surveys a burden?

- Factors influencing the burden of surveys on IR professionals include:
  - Number of Surveys
  - Window for Submission
  - Length of Surveys



# Demand Placed on Respondent

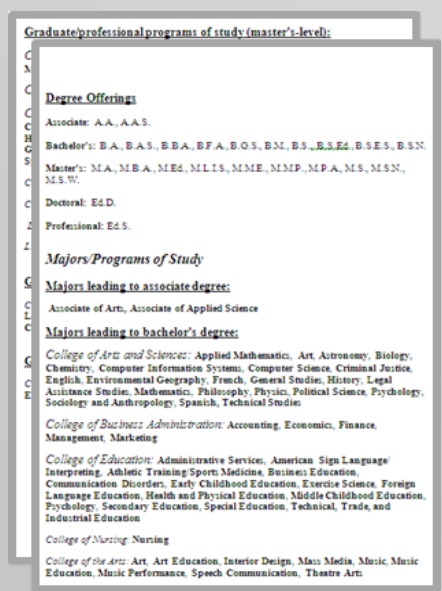
- Survey reporting is completed throughout the academic year.
- Surveys reporting windows overlap, increasing the burden on respondents.

Project	Fall 2010				Spring 2011			
	September	October	November	December	January	February	March	April
Common Data Set	No Due Date							
CollegeBoard		Due December						
Merrit Research			No Due Date					
Princeton Review			Due January					
Peterson's				Due February				
ACT Survey						Due March		
Wintergreen					Due March			
US News and World Report							Due April	

# Wintergreen Orchard House

- The Wintergreen Orchard House survey has grown considerably in the last 5 years.

Wintergreen: 2005



Wintergreen: 2011







# U.S. News and World Report

- In 2011, U.S. News and World Report added four online degree surveys to its existing three surveys.

## US News: 2010

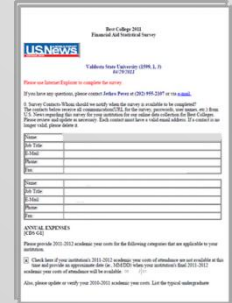


Main: 71 Pages

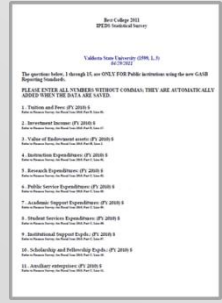
## US News: 2011



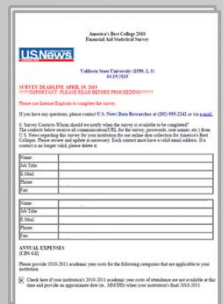
Main: 71 Pages



Financial Aid: 12 Pages



Finance: 3 Pages



Financial Aid: 12 Pages



Finance: 3 Pages



Online Bachelor:  
33 Pages



Online Business:  
34 Pages



Online Education:  
32 Pages



Online Nursing:  
31 Pages





How can a respondent  
alleviate this burden?



# Common Data Set

- Created by CollegeBoard, Peterson's, and U.S. News and World Report.
- Created to help with the accuracy and consistency of reporting institutional data.
- Created to reduce the burden of reporting the information.





# Common Data Set

- Ten basic areas of information about an institution are contained in the CDS.
  - A. General Information
  - B. Enrollment and Persistence
  - C. FTFY Freshman Admission
  - D. Transfer Admission
  - E. Academic Offerings and Policies
  - F. Student Life
  - G. Annual Expenses
  - H. Financial Aid
  - I. Instructional Faculty and Class Size
  - J. Degrees Conferred
- These areas create a starting point, or foundation for the respondent to complete other external surveys.
- This foundation will help alleviate the burden of responding to additional surveys.



# Burden on the Respondent

- The CDS can be used to complete portions of other surveys.
- However, even if CDS is utilized, a large percentage of the survey sections remain to be completed by the Institutional Research Office.

Surveys Completing	Survey Completion Source		
	Common Data Set	Institutional Research Office	Other Offices <sup>†</sup>
Common Data Set		47.3%	52.7%
CollegeBoard	50.9%	40.5%	8.6%
Merrit Research	68.8%	31.3%	0.0%
Princeton Review (CDS Survey)	100.0%	0.0%	0.0%
Princeton Review (RDS Survey)	0.0%	67.0%	33.0%
Peterson's	59.4%	38.7%	1.9%
ACT IDQ	54.1%	44.1%	1.9%
Wintergreen Orchard House	40.1%	50.5%	9.3%
U.S. News & World Report	36.3%	53.2%	10.5%

<sup>†</sup>Other offices consist of Admissions, Financial Aid, Finance, etc.

# Crosswalk of Surveys

- For this crosswalk, we analyzed the main surveys that are completed each year.
  - College Board
  - Merritt Research
  - Princeton Review (CDS & RDS)
  - Peterson's
  - ACT IDQ
  - Wintergreen Orchard House
  - U.S. News & World Report
- After completing some sections with the CDS, the amount of time used to complete the remaining sections ranged from two to three weeks to answer the questions from scratch.
  - e.g., full-time equivalency, average age of degree-seeking students, and sports on campus.

# Crosswalk of Surveys

- We then analyzed completed surveys to see if we could reduce the amount of time spent on answering sections from scratch.

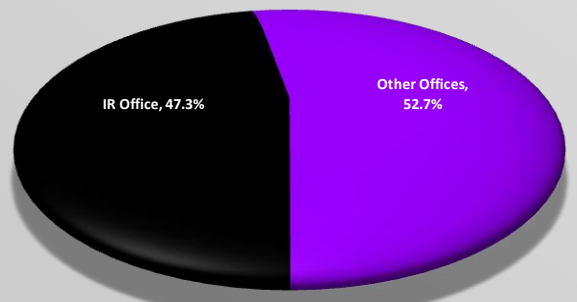
Surveys Completing	Survey Completion Source					
	Common Data Set	CollegeBoard	Peterson's	Wintergreen Orchard House	Institutional Research Office	Other Offices†
Common Data Set					✓	✓
CollegeBoard	✓				✓	✓
Merrit Research	✓				✓	
Princeton Review (CDS Survey)	✓					
Princeton Review (RDS Survey)		✓			✓	✓
Peterson's	✓	✓			✓	✓
ACT IDQ	✓	✓	✓		✓	✓
Wintergreen Orchard House	✓	✓	✓		✓	✓
U.S. News & World Report	✓	✓	✓	✓	✓	✓

† Other offices consist of Admissions, Financial Aid, Finance, etc.

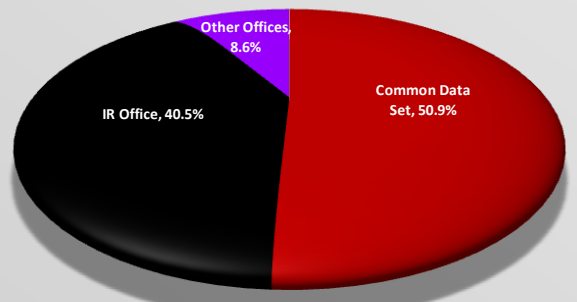


# Survey Sources

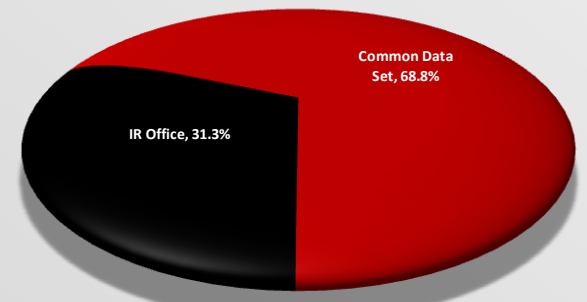
Common Data Set



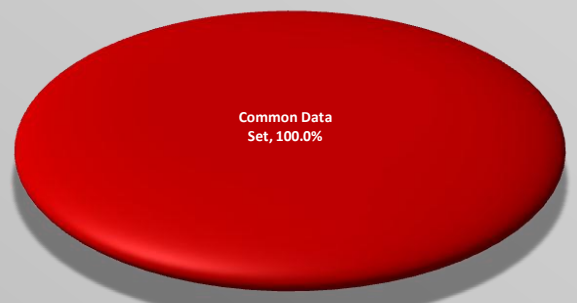
CollegeBoard



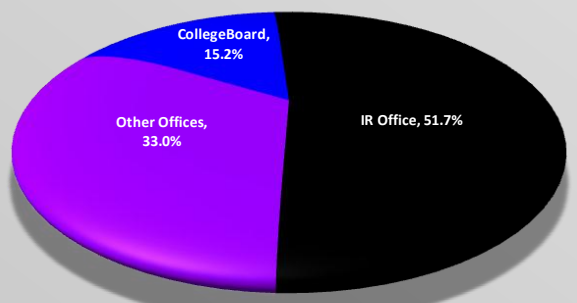
Merritt Research



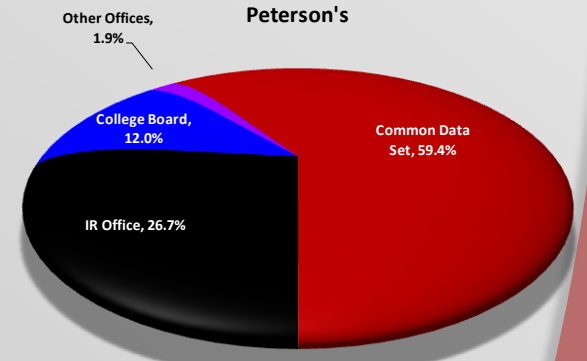
Princeton Review (CDS Survey)



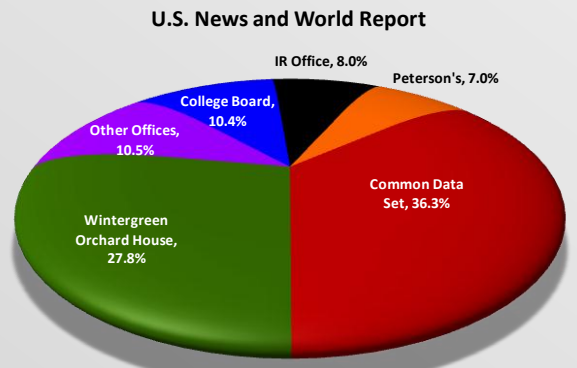
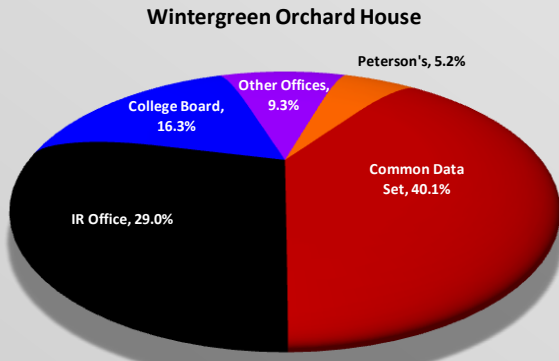
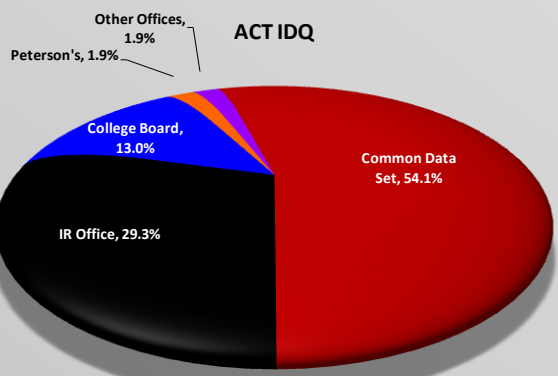
Princeton Review (RDS Survey)



Peterson's

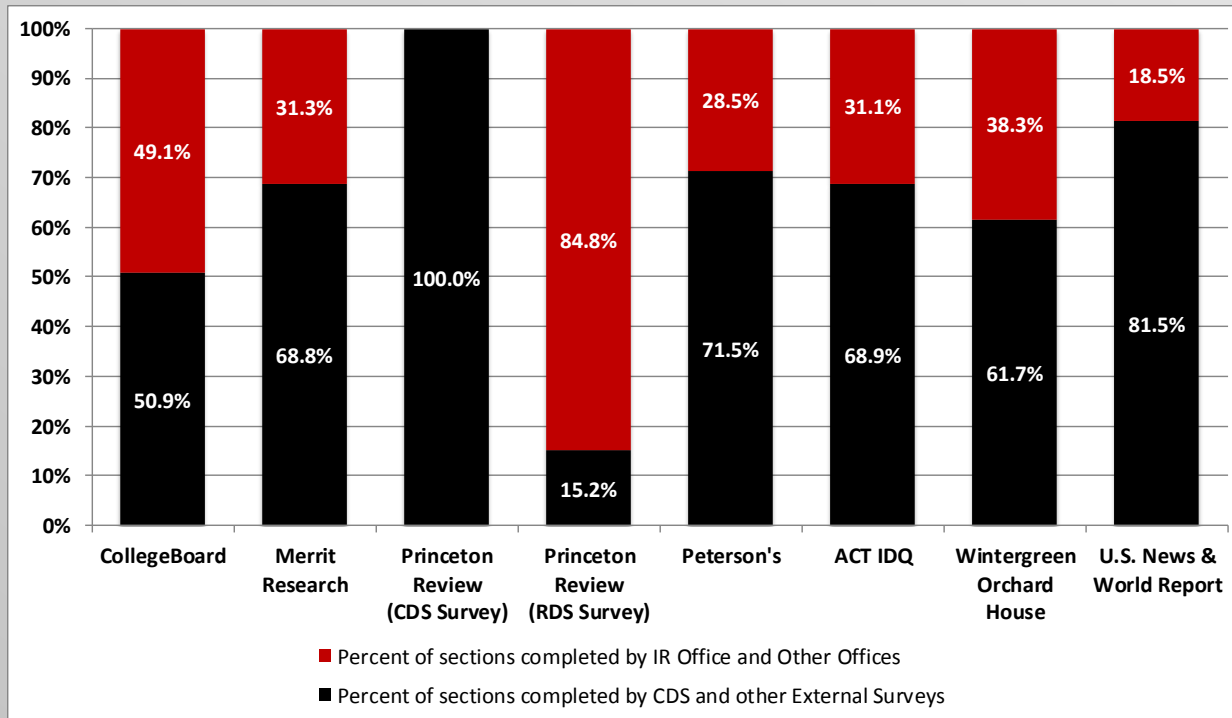


# Survey Sources



# Recycling Reduces Time

- As displayed by the graph below, the percentage of sections the respondent completes from scratch decreases when answers from completed surveys are used.



# Conclusion

- Completing and updating external surveys:
  - Serves as a recruitment tool for the institution
  - Provides prospective students and their parents an image of the institution



# Conclusion

- Recycling answers of completed surveys:
  - Keeps consistency in reporting institutional data and information
  - Reduces the amount of time the survey respondent typically spends answering sections from scratch
  - Makes information readily available for future information requests



# Questions and Comments



This PowerPoint presentation can be downloaded at  
<http://www.valdosta.edu/sra/presentations.shtml>



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