

# REPOSITORIES OF PRE-EXISTING MEASURES

**PURPOSE:** To provide a resource for locating pre-existing measures, thus, potentially avoiding the need to create and study the properties of a newly created measure.

## Organization of this Resource

We organized the repositories in this document into three tiers based on utility. Repositories are arranged in hierarchical order with those of higher utility listed first, followed by those of lower utility. When searching for measures, we recommend searching all repositories in all tiers starting at the top tier.

**Tier 1** – Repositories in this tier provide psychometric information (e.g., reliability, validity) for the measures, as well as their own reviews or ratings of the quality of the measures. Reviews or ratings can be in the form of a statement, number, or recommendation for use. Reviews or ratings may not be provided for every measure, but are available for the majority of measures. We consider repositories in this tier of the highest utility in the selection of evidence-informed pre-existing measures.

**Tier 2** – Repositories in this tier provide psychometric information (e.g., reliability, validity) for the measures, but do not provide their own reviews or ratings of the quality of the measures. Also, psychometric information may not be provided for every measure, but are available for most measures in the repository. The majority of the repositories in this document fall in this category.

**Tier 3** – Repositories in this tier do not provide psychometric information (e.g., reliability and validity) for the measures or their own ratings of the quality of the measures. Often, the psychometric information can be found in the linked source articles; these repositories do not report this information for you and do not rate the measure based on the psychometric information.

## Utility for Outcomes Assessment

Repositories are further classified by the [CAS Standards](#) Learning Outcomes Domains. The [Council for the Advancement of Standards in Higher Education](#) (CAS) “promotes standards to enhance opportunities for student learning and development from higher education programs and services.” CAS has developed six student outcome domains: knowledge acquisition, construction, integration, and application; cognitive complexity; intrapersonal development; interpersonal competence; humanitarianism and civic engagement; and practical competence. All six domains are listed for each database, with the specific domains that the repository covers are **bolded** and \*. For example, the repository titled “emerge” has knowledge acquisition, construction, integration, and application; interpersonal competence; and practical competence **bolded** and \*. Hence, in this repository, you will find measures that align with those specific student learning and development domains.

If you are not using the CAS outcome domains, but rather outcomes specified by LEAP (AAC&U), the Degree Qualifications Profile (DQP), Learning Reconsidered, or other organizations, we recommend [this](#) useful crosswalk of outcomes by organization to show their overlap.

In addition to providing a description of each repository, we listed five measures included in each repository. These five measures serve simply as examples and a mechanism to quickly access and examine the repository.

## Notes

This document refers to both commercial and noncommercial measures. Commercial measures are copyrighted by the companies or organizations that created them and must be purchased for use. Noncommercial measures are publically available (e.g., published in journal articles) and do not require payment for use. Repositories that include commercial instruments or a mix of both are specified.

Some repositories in this document are books and may not be available in an online format. Links to Google previews or institutional access are provided when available. As of the most recent update of this document, all links to repositories and measures are working and current. However, many of the online repositories continually update their websites, so some of the links to the measures they house are subject to change.

If you use a measure from one of the listed databases, you must provide a proper reference, regardless of if it is a commercial or noncommercial measure. Many of the databases provide information on the correct citation of the measures

## REPOSITORIES OF PRE-EXISTING MEASURES

### Tier 1 - Provides psychometric information and their own rating of the quality of the measure

#### 4 Repositories

Source	CAS Standards	Description of Resource	Information About the Characteristics of Measures	Examples of Measures
<p><b>Mental Measurements Yearbooks</b></p> <p>Hard Copy Books  <a href="https://buros.org/test-reviews-information">https://buros.org/test-reviews-information</a></p> <p>Test Reviews online  <a href="https://marketplace.unl.edu/buros/">https://marketplace.unl.edu/buros/</a></p>	<ul style="list-style-type: none"> <li>- Knowledge acquisition, construction, integration, &amp; application*</li> <li>- Cognitive complexity*</li> <li>- Intrapersonal development*</li> <li>- Interpersonal competence*</li> <li>- Humanitarianism &amp; Civic Engagement*</li> <li>- Practical competence*</li> </ul>	<p>The Mental Measurements Yearbooks (MMY) are published by the Buros Center for Testing. The MMY includes commercially available test reviews that evaluate information to encourage informed selection of measures. Since all of the measures reviewed in the MMY are commercial in nature, no example items or full measures are provided.</p> <p>The MMY is currently in its 21<sup>st</sup> edition, and a full list of all measures reviewed in the MMY series is available <a href="#">here</a>.</p>	<p>For each measure, the MMY entries include its purpose, target population, publication date, administration type (individual or group), price, time for completion, and reviewer, author and publisher information. A description of the measure and its development is provided along with technical information, commentary from the reviewer, summary of the measure's quality, and recommendation for use. Technical details include normative data, reliability information (test-retest, internal consistency, and inter-rater), and validity information (internal, external, convergent, and divergent).</p> <p>Two professional reviewers evaluate each measure and both of their reports are included for each entry.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">College Survival and Success Scale</a></li> <li>2. <a href="#">Multi-Dimensional Intelligence Test</a></li> <li>3. <a href="#">Cornell Critical Thinking Tests</a></li> <li>4. <a href="#">Test of Everyday Reasoning</a></li> <li>5. <a href="#">Stress Assessment Questionnaire</a></li> </ol> <p>These links will provide access to the reviews if your academic library has a database subscription. If not, simply enter the name of the measure or topic into the Test Reviews Online link to the left.</p>
<p><b>EMERGE</b>  <a href="http://emerge.ucsd.edu/measurement/">http://emerge.ucsd.edu/measurement/</a></p>	<ul style="list-style-type: none"> <li>- Knowledge acquisition, construction, integration, &amp; application*</li> <li>- Cognitive complexity</li> <li>- Intrapersonal development</li> <li>- Interpersonal competence*</li> <li>- Humanitarianism &amp; Civic Engagement</li> <li>- Practical competence*</li> </ul>	<p>Evidence-based Measures of Empowerment for Research on Gender Equality (EMERGE) is a project "focused on gender equality and empowerment measures used in India and other multi-country settings to monitor and evaluate health programs and to track progress on UN sustainable Development Goal (SDG) 5."</p> <p>One aim of EMERGE is to evaluate quantitative measures of gender equality and empowerment. They compiled a collection of measures that fall under the following domains: Social, Psychological, Education, Economic, Legal, Political, Health, Household and Intrafamilial Relations, Environment and Sustainability, and Time-Poverty. Although the focus of EMERGE is on India and other multi-country settings, the measures it houses do not appear to be culturally specific and could be applied to the U.S.</p> <p>EMERGE allows you to search for specific measures within its database, or you can select a dimension of gender</p>	<p>EMERGE provides a description of each scale, including the number of items, subscales, response options, scoring procedures, primary citation, and more. For each measure, the entire scale is provided, with items broken down by subscales (if any).</p> <p>Each measure undergoes extensive psychometric evaluation. The details of this process can be found <a href="#">here</a>. Measures are given a psychometric score between 1-7, 1-8, or 1-10 based on the type of applicable psychometric information, and labeled as low, medium, high, or no data. This score is broken down by reliability, validity, and formative research. These aspects are broken down further by a color coded system of how many "points" were assigned based on the quality of the specific information available (ex. Full 1 point for test-retest reliability).</p> <p>Citation frequency is also scored as either no data, low (less than 20 citations), medium (20-49 citations), and high (50 or more citations).</p> <p>EMERGE also published an article on how to <a href="#">quantitatively measure gender equality and empowerment</a>.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Self-Esteem Stability Scale</a></li> <li>2. <a href="#">The Multidimensional Scale of Perceived Social Support</a></li> <li>3. <a href="#">Condom Use Self-Efficacy Measure</a></li> <li>4. <a href="#">Resiliency Attitudes and Skills Profile</a></li> <li>5. <a href="#">Optimism/Pessimism Scale</a></li> </ol>

		equality and empowerment and it will populate all measures associated with that dimension.		
<p><b>SPECTRUM Database</b>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluating-projects/measuring-essential-skills/spectrum-database/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluating-projects/measuring-essential-skills/spectrum-database/</a></p>	<p>- Knowledge acquisition, construction, integration, &amp; application</p> <p>- <b>Cognitive complexity*</b></p> <p>- <b>Intrapersonal development*</b></p> <p>- <b>Interpersonal competence*</b></p> <p>- Humanitarianism &amp; Civic Engagement</p> <p>- <b>Practical competence*</b></p>	<p>SPECTRUM is a database of measures created by the Education Endowment Foundation that reviews how non-academic and essential skills are conceptualized and measured in relation to child and adolescent outcomes. Many outcomes apply to college students. SPECTRUM stands for Social, Psychological, Emotional, Concepts of self, and Resilience: Understanding and Measurement. They aim to "evaluate the impact of promising programs and school-wide approaches on both academic attainment and wider outcomes, and understand which factors support successful implementation in schools." There are currently 322 measures in the database, with more under review to be added soon.</p> <p>Measures in the SPECTRUM database fall under the following domains:</p> <ul style="list-style-type: none"> <li>• Motivation, goal orientation and perseverance</li> <li>• Emotional intelligence</li> <li>• Social and emotional competence</li> <li>• Mental health and wellbeing</li> <li>• Resilience and coping</li> <li>• Perceptions of self</li> <li>• Metacognition</li> </ul>	<p>Measures are organized and searchable by domain, key stage (academic level), and psychometric and implementation rating. Psychometrics are rated on a five-star scale, and implementation is rated on a four-star scale. You can limit your search to only include measures that meet a certain rating. For each measure, there is a main page where general information is provided, such as relevant domains, key stages, subscales, a brief description, example items, psychometric and implementation rating, and either a link to the measure or the contact information of the author.</p> <p>Further information regarding implementation details is listed. This includes the number of items, format, respondent type, scoring, time for completion, target age group, and cost (if any). Psychometric information is also discussed in great detail. SPECTRUM provides details of normative scores (if available), reliability (test-retest and inter-rater), confirmatory factor analysis, validity (criterion, construct, concurrent, predictive), responsiveness, floor/ceiling effect, and references. Not all of this information is available for every measure in the database, but the more details that are provided for a measure, the higher the implementation and psychometric rating.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Basic Empathy Scale</a></li> <li>2. <a href="#">Rosenberg Self-Esteem Scale</a></li> <li>3. <a href="#">Short Grit Scale</a></li> <li>4. <a href="#">Pattern of Adaptive Learning Survey</a></li> <li>5. <a href="#">Beck Self-Concept Inventory for Youth</a></li> </ol>
<p><b>Grid-Enabled Measures Database (GEM)</b>  <a href="https://www.gem-measures.org/public/MeasureList.aspx?cat=2">https://www.gem-measures.org/public/MeasureList.aspx?cat=2</a></p>	<p>- Knowledge acquisition, construction, integration, &amp; application</p> <p>- Cognitive complexity</p> <p>- <b>Intrapersonal development*</b></p> <p>- Interpersonal competence</p> <p>- Humanitarianism &amp; Civic Engagement</p> <p>- <b>Practical competence*</b></p>	<p>GEM is a web-based collaborative tool from the US National Institutes of Health that contains measures related to behavioral, social, and other sciences. Users are able to add constructs or measures to the database, contribute existing information about measures, rate and comment on measures, and search for and download measures. There are 1462 measures currently in the resource.</p> <p>The creation of a free account is required in order to access these reviews, as well as to add, edit, or comment on measures and datasets.</p>	<p>Information about the measure, such as type and primary content area, as well as a brief description of the measure is provided. Information regarding administration details is available, along with references and contact information for the measure. Validity evidence and reliability data is provided when available (some measures do not have this listed).</p> <p>In addition to this, a rating out of 5 is provided from users of the measures based on subjective quality, ease of administration, ease of completion, and availability. Comment reviews of the measure are also available.</p> <p>Not every measure has been rated, but the database can be filtered by measures that do/don't have ratings. Translations of measures are provided for certain measures.</p>	<p>You will need to open a free account with GEM in order to access these reviews</p> <ol style="list-style-type: none"> <li>1. <a href="#">Categorical Thinking Scale</a></li> <li>2. <a href="#">Consideration of Future Consequences, Simplified 12 item scale</a></li> <li>3. <a href="#">The Beck Anxiety Inventory</a></li> <li>4. <a href="#">Health Literacy Skills Instrument Short Form</a></li> <li>5. <a href="#">Amount, Type, and Frequency of Recent Cigarette Use</a></li> </ol>

## Tier 2 – Provides psychometric information, but not their own rating of the quality of the measure

### 17 Repositories

Source	CAS Standards	Description of Resource	Information About the Characteristics of Existing Measures	Examples of Measures
<p><b>ETS Research Report Series</b>  <a href="https://onlinelibrary.wiley.com/journal/23308516">https://onlinelibrary.wiley.com/journal/23308516</a></p>	<p>- Knowledge acquisition, construction, integration, &amp; application</p> <p>- <b>Cognitive complexity*</b></p> <p>- <b>Intrapersonal development*</b></p> <p>- <b>Interpersonal competence*</b></p> <p>- <b>Humanitarianism &amp; Civic Engagement*</b></p> <p>- <b>Practical competence*</b></p>	<p>ETS publishes this report series that focuses on psychometric and statistical methodology, educational evaluation, performance assessment and scoring, and large-scale assessment and evaluation. Specific subjects include education (i.e. education policy), evaluation, and psychology (cognitive, developmental, personality, social).</p> <p>Many of these reports focus on synthesizing current literature on specific outcome measures (both commercial and noncommercial measures).</p> <p>The report series is accessible via the Wiley Online Library, and all published editions are available.</p>	<p>Many reports contain very detailed information on the development of measures including an overview of the construct, reliability/validity information, intended populations, and future directions. Some reports focus on a single measure, whereas other reports review many measures used to assess a particular outcome. These reports can be quite lengthy (some are close to 200 pages), but the information provided is of very high quality.</p> <p>For example, this repository includes a report on assessing Intercultural Competency (ICC). After reviewing and analyzing the existing models for ICC, this report proposes a new model (which is discussed in detail) comprised of three main themes: Approach (attitudinal), Analyze (cognitive), and Act (behavioral). The report concludes by proposing a new assessment framework for next-generation ICC assessment. This framework is broken down by construct domain, definition of each domain/construct, and examples of assessment topics. Example item formats are provided along with ways to increase psychological fidelity, and accessibility recommendations.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Assessing Civic Competency and Engagement in Higher Education</a></li> <li>2. <a href="#">Assessing Critical Thinking in Higher Education: Current State and Directions for Next-Generation Assessment</a></li> <li>3. <a href="#">Assessing Intercultural Competence in Higher Education: Existing Research and Future Directions</a></li> <li>4. <a href="#">What worries First-year Students? Psychometric Properties of the Student Worry Scale</a></li> <li>5. <a href="#">Assessing Digital Information Literacy in Higher Education: A Review of Existing Frameworks and Assessments with Recommendations for Next-Generation Assessment</a></li> </ol>
<p><b>RAND Education Assessment Finder</b>  <a href="https://www.rand.org/education-and-labor/projects/assessments.html">https://www.rand.org/education-and-labor/projects/assessments.html</a></p>	<p>- Knowledge acquisition, construction, integration, &amp; application</p> <p>- <b>Cognitive complexity*</b></p> <p>- <b>Intrapersonal development*</b></p> <p>- <b>Interpersonal competence*</b></p> <p>- Humanitarianism &amp; Civic Engagement</p> <p>- Practical competence</p>	<p>The RAND Education Assessment Finder was created by the RAND Corporation to benefit three specific groups: practitioners, researchers, and policymakers. The main inclusion criteria of this repository's educational assessments required that: (1) measures be related to interpersonal, intrapersonal, or higher-order cognitive competencies; (2) measures be appropriate to use in educational settings and not be specific to clinical settings or curriculum-embedded assessments; and (3) be appropriate to use with students in the United States.</p> <p>For more information on the development of this repository, you can visit the following article: <a href="#">Schweig, J., Baker, G., Hamilton, L. S., &amp; Stecher, B. M. (2018). Building a Repository of Assessments of Interpersonal, Intrapersonal, and Higher-Order Cognitive Competencies</a></p>	<p>The repository search can be filtered by keywords, competency, grade level (pre-K through postsecondary), respondent, method of administration, Administration time, item format (selected response, free response, or performance task), and fee for use (commercial or non-commercial).</p> <p>There is also a "compare" feature, where you could select more than one measure for a close-up comparison.</p> <p>The information presented for each measure include:</p> <ul style="list-style-type: none"> <li>• General information: purpose, construct, grade levels, publication year, year developed, related measures.</li> <li>• Measure administration: respondent, method, number of items, item format, administration time, available languages, fee, credentials needed for administration.</li> <li>• Scoring: overall score reporting, subscore reporting, scoring procedure, interpretive information.</li> <li>• Evidence of technical quality: population, reliability, validity.</li> <li>• Locating the measure: link(s) to obtain a copy of the measure.</li> </ul>	<ol style="list-style-type: none"> <li>1. <a href="#">Cornell Critical Thinking Test</a></li> <li>2. <a href="#">Test of Everyday Reasoning</a></li> <li>3. <a href="#">Torrance Test of Creative Thinking—Verbal</a></li> <li>4. <a href="#">Multidimensional Self Concept Scale</a></li> <li>5. <a href="#">Personal Skills Map—Long Version</a></li> </ol>
<p><b>RAND Online Measure Repository</b>  <a href="http://smapp.rand.org/innovative-practices/measure-repository/index.php">http://smapp.rand.org/innovative-practices/measure-repository/index.php</a></p>	<p>- Knowledge acquisition, construction, integration, &amp; application</p> <p>- Cognitive complexity</p> <p>- <b>Intrapersonal development*</b></p>	<p>The RAND Corporation is a research organization that develops solutions to public policy challenges to help make communities safer, healthier, and more prosperous. Their mission is to help policymakers make decisions based on the best available information.</p> <p>The RAND online measure repository (ROMR) is a database containing measures related to psychological health. Their database currently contains 171 measures.</p> <p>Measures in the ROMR fall under the following domains:</p>	<p>Measures are organized by domain, age group, military use, commercial/non-commercial instrument, number of items, who can administer the measure (clinician, trained professional, or self-administered), and respondent type.</p> <p>Measures can be browsed alphabetically or narrowed down using a keyword search or several filters (e.g., domain, age group, potential fees of using the measure, number of items).</p> <p>Each measure's description is broken down into a brief summary of its purpose and history, the domains it is categorized under, and age group of</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Dispositional Resilience Scale – 15 Item Version</a></li> <li>2. <a href="#">Cognitive Style Questionnaire</a></li> <li>3. <a href="#">Beck Hopelessness Scale</a></li> <li>4. <a href="#">Changes in Outlook Questionnaire-Short Form</a></li> <li>5. <a href="#">Short Form Health Survey-12 Item</a></li> </ol>

	<ul style="list-style-type: none"> <li>- <b>Interpersonal competence*</b></li> <li>- Humanitarianism &amp; Civic Engagement</li> <li>- Practical competence</li> </ul>	<ul style="list-style-type: none"> <li>• PTSD</li> <li>• Depression</li> <li>• Anxiety</li> <li>• TBI</li> <li>• Suicide</li> <li>• Resilience</li> <li>• Stress and coping</li> <li>• Exposure to traumatic events</li> <li>• Force readiness</li> <li>• Unit cohesion</li> </ul>	<p>interest. Measure administration (respondent type, who can administer it, method of administration), scoring guidelines (number of items, subscales, response options/anchors), and reliability/validity information is also provided. The measures are not available for download from this database, but they do list how to obtain the measure (article it is located in and author contact information).</p> <p>There is an option to select multiple measures and compare the available information side-by-side.</p>	
<p><b>COSMIN</b>  <a href="https://database.cosmin.nl/">https://database.cosmin.nl/</a></p>	<ul style="list-style-type: none"> <li>- <b>Knowledge acquisition, construction, integration, &amp; application*</b></li> <li>- <b>Cognitive complexity*</b></li> <li>- Intrapersonal development</li> <li>- <b>Interpersonal competence*</b></li> <li>- Humanitarianism &amp; Civic Engagement</li> <li>- Practical competence</li> </ul>	<p>COSMIN is an initiative of an international multidisciplinary team of researchers who aim to improve the selection of outcome measures both in research and in clinical practice. They develop methodology and practical tools for selecting the most suitable outcome measure.</p> <p>The database consists of 1,142 systematic reviews, last updated December 2018 that pertain to outcome measures.</p> <p>Goals</p> <ul style="list-style-type: none"> <li>• Advance the science and application of health outcome measurement</li> <li>• Develop new and update existing methodology and practical tools for the selection and use of outcome measures for research and clinical practice</li> <li>• Monitor and maintain the scientific quality of COSMIN tools</li> <li>• Encourage widespread adoption of the COSMIN methodology</li> <li>• Call for standardization of outcomes and outcome measures by developing Core Outcome Sets (COS) and COS methodology</li> </ul> <p>COSMIN also provide resources and guidelines for conducting <a href="#">systematic reviews</a>, selecting instruments for a <a href="#">Core Outcome Set</a> and a <a href="#">manual for using the database</a>.</p>	<p>COSMIN collects and provides summaries of systematic reviews of outcome measures. Links are provided to the full text and the specific measures. These systematic reviews rate the quality of the outcome measures. They have developed a <a href="#">checklist for assessing study quality</a> as well as checklists for <a href="#">assessing potential bias</a> and <a href="#">best reporting practices</a>.</p> <p>To be included in the database, studies must meet the following criteria:</p> <ol style="list-style-type: none"> <li>1. The review should be a systematic review;</li> <li>2. The aim of the review should be to identify <b>all</b> outcome measures of interest and to summarize the evidence of their measurement properties;</li> <li>3. The construct of interest of the review should be aspects of health, defined as (a) biological and physiological processes, (b) symptoms, (c) physical functioning, (d) social/psychological functioning, (e) general health perceptions, or (f) health-related quality of life;</li> <li>4. The population studied can be general population or patients;</li> <li>5. The measures of interest should be outcome measures, defined as measures which can be/are applied in longitudinal studies to monitor changes in health over time;</li> <li>6. The review should evaluate and report on at least one or more measurement properties of the included measures.</li> </ol> <p>Studies are excluded if they do NOT include all commonly used measures of a construct for a particular population.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">A methodological review of resilience measurement scales</a></li> <li>2. <a href="#">A review of the validity and reliability of smokeless tobacco dependence measures</a></li> <li>3. <a href="#">Evaluation of the psychometric properties of self-reported measures of alcohol consumption: a COSMIN systematic review</a></li> <li>4. <a href="#">A review of social inclusion measures</a></li> <li>5. <a href="#">Systematic review of body image measures</a></li> </ol>
<p><b>Measurement Instruments for the Social Sciences</b>  <a href="https://measurementinstrumentsocialscience.biomedcentral.com/">https://measurementinstrumentsocialscience.biomedcentral.com/</a></p>	<ul style="list-style-type: none"> <li>- Knowledge acquisition, construction, integration, &amp; application</li> <li>- <b>Cognitive complexity*</b></li> <li>- <b>Intrapersonal development*</b></li> <li>- Interpersonal competence</li> <li>- <b>Humanitarianism &amp; Civic Engagement*</b></li> <li>- Practical competence</li> </ul>	<p>The Measurement Instruments for the Social Sciences (MISS) is a journal that aims to document high-quality measures. All measures are open access and applicable across various disciplines that pertain to social sciences. Researchers can submit their measures to the journal. Every submission undergoes peer review that follows <a href="#">COPE</a> guidelines.</p>	<p>Since MISS is a journal, the exact information and layout of the articles vary, but the core information provided is consistent across measures. All validity articles provide reliability of scores, factor structure information, validity evidence, and discussions of the strengths and implementation of the measure. Many articles also include the historical background of the measure and predictive utility.</p> <p>Constructs include mindfulness, motivation, cultural competency, personal values, memory, and others.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Political Efficacy Short Scale</a></li> <li>2. <a href="#">Revisiting the five-facet structure of mindfulness PVQ and IRVS scales for personal values</a></li> <li>3. <a href="#">What motivates you right now? Development of a measure of momentary-chronic regulatory focus</a></li> <li>4. <a href="#">Development of an international survey attitude scale: measurement equivalence, reliability, and predictive validity</a></li> <li>5. <a href="#">Development of an international survey attitude scale: measurement equivalence, reliability, and predictive validity</a></li> </ol>

<p><b>Center for Self-Determination Theory</b>  <a href="http://selfdeterminationtheory.org/questions/">http://selfdeterminationtheory.org/questions/</a></p>	<ul style="list-style-type: none"> <li>- Knowledge acquisition, construction, integration, &amp; application</li> <li>- Cognitive complexity</li> <li>- <b>Intrapersonal development*</b></li> <li>- <b>Interpersonal competence*</b></li> <li>- Humanitarianism &amp; Civic Engagement</li> <li>- Practical competence</li> </ul>	<p>The Center for Self-Determination Theory is a non-profit organization created to advance Self-Determination Theory (SDT) by disseminating the philosophy, research, and practice of SDT. In addition to formal theory development, their research has applied SDT in many domains including education, organizations, sport and physical activity, religion, health and medicine, parenting, virtual environments and media, close relationships, and psychotherapy.</p> <p>They have compiled 24 measures to measure different constructs contained within SDT.</p> <p>Although you can access reviews of the measures without a membership, you must become a member (free of charge) to access and download the measures.</p>	<p>Every scale in this database pertains to the SDT in some way. Specific topics include motivation, mindfulness, physical activity, learning climates, self-regulation, and self-awareness.</p> <p>This database contains the following:</p> <ul style="list-style-type: none"> <li>• The scale</li> <li>• Description of the scale</li> <li>• Key for the scale</li> <li>• References for articles describing studies that used the scale</li> </ul> <p>Once signed in as a member, you can download the measure and all related documents. These additional resources present the measure's history/development, reliability/validity information, directions for use, and scoring procedures. Some measures also include theoretical backgrounds, adaptation recommendations, and different versions for numerous languages. Not every scale has the same depth of information provided (some include only the scale), but citations to articles that provide psychometric information or use of the measure are available for the vast majority of the measures.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Perceived Competence Scales</a></li> <li>2. <a href="#">Basic Psychological Need Satisfaction, and Frustration Scales</a></li> <li>3. <a href="#">General Causality Orientation Scale</a></li> <li>4. <a href="#">Intrinsic Motivation Inventory</a></li> <li>5. <a href="#">Mindfulness Attention Awareness</a></li> </ol>
<p><b>Health and Psychosocial Instruments (HAPI)</b>  <a href="https://www.bmdshapi.com/">https://www.bmdshapi.com/</a></p>	<ul style="list-style-type: none"> <li>- <b>Knowledge acquisition, construction, integration, &amp; application*</b></li> <li>- Cognitive complexity</li> <li>- Intrapersonal development</li> <li>- Interpersonal competence</li> <li>- <b>Humanitarianism &amp; Civic Engagement*</b></li> <li>- Practical competence</li> </ul>	<p>HAPI provides information about noncommercial measures in the area of health, psychology organizational behavior, and library and information science.</p> <p>It includes questionnaires, interview schedules, checklists, index measures, coding schemes and manuals, rating scales, projective techniques, vignettes and scenarios, and tests.</p>	<p>The exact information available for each measure varies, but most listings contain basic details such as author, source citation, brief abstract, measure domains, and target populations. Some instruments also include response options, subscales, sample items, number of questions, and reliability &amp; validity information.</p> <p>Searches of sources can be filtered by publication date, name, and whether full text is available.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Perceived Stress Scale – 4</a></li> <li>2. <a href="#">Multicultural competence in Student Affairs</a></li> <li>3. <a href="#">Bystander Attitude Scale – Revised</a></li> <li>4. <a href="#">Campus Climate and Needs Assessment Instrument – Modified</a></li> <li>5. <a href="#">Attitudes Toward Seeking Professional Psychological Help Scale—Short Form</a></li> </ol>
<p><b>GESIS Measure Repository</b>  <a href="https://zis.gesis.org/en">https://zis.gesis.org/en</a></p>	<ul style="list-style-type: none"> <li>- Knowledge acquisition, construction, integration, and application</li> <li>- <b>Cognitive complexity*</b></li> <li>- Intrapersonal development</li> <li>- Interpersonal competence</li> <li>- <b>Humanitarianism &amp; Civic Engagement*</b></li> <li>- <b>Practical competence*</b></li> </ul>	<p>GESIS is a German institute that provides internationally relevant research-based services for the social sciences. They conduct research on survey methodology, applied computer science, research data management, and contemporary societal issues. Their website contains resources for data collection and analysis, study planning, archival data, and outcome measures.</p> <p>They've created the Open Access Repository for Measurement Instruments that contains measures related to education, public health, personality, jobs, digitalization, politics, religion &amp; culture, and the environment.</p> <p>The default language for this database is German, but there is an option in the upper right-hand corner for an English translation.</p>	<p>GESIS provides an overview of each measure, details of the measure (instructions, items, response specifications, scoring), development of the measure (item generation, samples, item analysis, item parameters), quality of the measure (reliability, validity, descriptives), data sources, and downloadable resources. The reliability/validity and measurement quality information provided is quite extensive. This information is separated in different tabs, but is available as a downloadable report.</p> <p>Search for measures can be filtered by fields such as title, author, year, topic.</p> <p>Some of the measures and reports are available only in German.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Grit Scale for Perseverance and Passion for Long-Term Goals</a></li> <li>2. <a href="#">Social Trust Scale</a></li> <li>3. <a href="#">Emotional Empathetic Drive Short Scale</a></li> <li>4. <a href="#">Gender-Role Attitudes</a></li> <li>5. <a href="#">Cultural Intelligence Scale</a></li> </ol>
<p><b>VALUE Rubrics</b>  <a href="https://www.aacu.org/value-rubrics">https://www.aacu.org/value-rubrics</a></p>	<ul style="list-style-type: none"> <li>- <b>Knowledge acquisition, construction,</b></li> </ul>	<p>VALUE (Valid Assessment of Learning in Undergraduate Education) is an assessment approach created by AAC&amp;U (Association of American Colleges &amp; Universities). The VALUE rubrics were developed by faculty and educational</p>	<p>Each rubric is available for download (PDF or DOC format). The definition of the construct is provided. The rubrics articulate criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of outcome attainment.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Critical Thinking</a></li> <li>2. <a href="#">Oral Communication</a></li> <li>3. <a href="#">Civic Engagement – Local and Global</a></li> </ol>

	<p><b>integration, &amp; application*</b></p> <ul style="list-style-type: none"> <li>- <b>Cognitive complexity*</b></li> <li>- Intrapersonal development</li> <li>- <b>Interpersonal competence*</b></li> <li>- <b>Humanitarianism &amp; Civic Engagement*</b></li> <li>- <b>Practical competence*</b></li> </ul>	<p>professionals across the U.S. to assess <a href="#">sixteen essential learning outcomes</a> (ELOs) that all students need.</p> <p>The VALUE rubrics include Inquiry and Analysis, Critical Thinking, Creative Thinking, Written Communication, Oral Communication, Quantitative Literacy, Information Literacy, Reading, Teamwork, Problem Solving, Civic Knowledge and Engagement—Local and Global, Intercultural Knowledge and Competence, Ethical Reasoning and Action, Global Learning, Foundations and Skills for Lifelong Learning, and Integrative Learning. There are 16 rubrics available for download – one for each ELO.</p>	<p>Information on the quality of the rubrics is not listed in the same section as the actual rubrics. There was a separate study that evaluated the reliability of scores and validity of inferences associated with the sixteen rubrics. Faculty members in humanities, natural sciences, social sciences, and professional &amp; applied sciences conducted the study and results can be found <a href="#">here</a>.</p> <p>References and how to cite the sources are provided.</p>	<ol style="list-style-type: none"> <li>4. <a href="#">Integrative Learning</a></li> <li>5. <a href="#">Information Literacy</a></li> </ol>
<p><b>Handbook of Tests and Measurement in Education and Social Sciences</b></p> <p>Hard Copy Book  <a href="https://www.google.com/books/edition/_/yCzcoAEACAAJ?hl=en&amp;sa=X&amp;ved=2ahUKEwiLn4OG4M_rAhVw_hXIEHdj_tBDwQre8FM_BV6BAgSEAY">https://www.google.com/books/edition/_/yCzcoAEACAAJ?hl=en&amp;sa=X&amp;ved=2ahUKEwiLn4OG4M_rAhVw_hXIEHdj_tBDwQre8FM_BV6BAgSEAY</a></p>	<ul style="list-style-type: none"> <li>- <b>Knowledge acquisition, construction, integration, &amp; application*</b></li> <li>- Cognitive complexity</li> <li>- Intrapersonal development</li> <li>- Interpersonal competence</li> <li>- <b>Humanitarianism &amp; Civic Engagement*</b></li> <li>- <b>Practical competence*</b></li> </ul>	<p>Book synthesizes the psychometric properties of over 130 measures used to assess constructs in education and social sciences.</p> <p>It includes both published and unpublished scales, questionnaires, surveys, indices, and inventories.</p> <p>It was created with educators and counselors in mind to enable easy access to information that could otherwise be difficult or time consuming to find.</p>	<p>The newest edition (published in 2014) is split into two parts.</p> <ul style="list-style-type: none"> <li>• Part one provides an introduction to quantitative research methods and a guide on how to interpret statistical tests. Examples of qualitative and mixed method designs are included, along with measurement techniques for education and social sciences.</li> <li>• Part two includes over 130 measures organized by domain (climate, alienation, conflict, culture, ethics, etc.). For each measure, a detailed discussion of the measure’s characteristics is provided, which includes sections on the sample used, scale construction, reliability, validity, factor analysis, data analysis, and a brief overview of the instrument.</li> </ul> <p>The actual scale (items and scoring information) is included.</p>	<p>No links are provided as this is a hard copy book</p> <ol style="list-style-type: none"> <li>1. Management of Differences Inventory</li> <li>2. Communication Relationship Scale</li> <li>3. Stages of Concern Questionnaire</li> <li>4. Leadership Actions Survey</li> <li>5. Institutional Renewal Scale</li> </ol>
<p><b>Science of Behavior Change</b>  <a href="https://scienceofbehaviorchange.org/measures/">https://scienceofbehaviorchange.org/measures/</a></p>	<ul style="list-style-type: none"> <li>- Knowledge acquisition, construction, integration, &amp; application</li> <li>- <b>Cognitive complexity*</b></li> <li>- <b>Intrapersonal development*</b></li> <li>- <b>Interpersonal competence*</b></li> <li>- Humanitarianism &amp; Civic Engagement</li> <li>- Practical competence</li> </ul>	<p>The Science of Behavior Change (SOBC) Research Network seeks to bring together basic and applied scientists to support research across health-related behaviors in order to develop more effective behavioral interventions.</p> <p>Their mission is to improve the understanding of underlying mechanisms of human behavior change by promoting basic research on the initiation, personalization, and maintenance of behavior change. They focus on three broad domains of behavior: self-regulation, stress reactivity and stress resilience, and interpersonal and social processes.</p> <p>Beyond the three broad domains, measures cover more specific topics such as personality, attention, self-control, impulsivity, diet, emotion regulation, mindfulness, self-efficacy, stress, and grit.</p> <p>Their database currently contains 186 measures and they are adding more soon.</p> <p>SOBC has a team of researchers/scientists who conduct their own research and review the work done by others.</p>	<p>SOBC has a three-step process for understanding behavior change and if an intervention is effective, and the measures/tests in their database are classified under the three steps. There is a fourth classification (validation) that is not included in the three steps but is used to organize resources.</p> <ul style="list-style-type: none"> <li>• Identify: Has the mechanism been identified as a potential target for behavior change? This summarizes theoretical support for measure.</li> <li>• Measured: Has the psychometric properties of this measure been assessed? This includes validity and reliability information.</li> <li>• Influenced: Has a study manipulation led to change in the mechanism? This addresses evidence that this measure is sensitive to interventions.</li> <li>• Validation: Has a change in this mechanism been associated with behavior change? This addresses empirical evidence that causing change in the measure reliability produces subsequent behavior change.</li> </ul> <p>Every measure is classified by domain (self-regulation, stress reactivity &amp; stress resilience, or interpersonal &amp; social processes), measure type (self-report, task, observation), measure duration (in minutes), target population, and stage (of the four listed above). An overview of the measure and a downloadable link is provided. For those measures in at least the Measured stage, reliability and validity information is provided.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Fear of Negative Evaluation Scale</a></li> <li>2. <a href="#">Deferment of Gratification Scale</a></li> <li>3. <a href="#">Consideration of Future Consequences Scale</a></li> <li>4. <a href="#">Daily Inventory of Stressful Events</a></li> <li>5. <a href="#">Brief COPE</a></li> </ol>

<p><b>CORC Outcome &amp; Experience Measures</b>  <a href="https://www.corc.uk.net/outcome-experience-measures/">https://www.corc.uk.net/outcome-experience-measures/</a></p>	<ul style="list-style-type: none"> <li>- <b>Knowledge acquisition, construction, integration, &amp; application*</b></li> <li>- Cognitive complexity</li> <li>- <b>Intrapersonal development*</b></li> <li>- <b>Interpersonal competence*</b></li> <li>- Humanitarianism &amp; Civic Engagement</li> <li>- Practical competence</li> </ul>	<p>The UK-based Child Outcomes Research Consortium (CORC) created the Outcome &amp; Experience Measures database with a mission to promote the meaningful use of evidence to enable more effective support, services and systems to improve young people’s mental health and wellbeing.</p> <p>Although their main focus is on children, the database contains 50 measures that pertain to individuals 18+. Domains include anxiety, depression, eating disorders, wellbeing, resiliency, emotional intelligence, and more.</p>	<p>Each measure has its own page containing an overview of the instrument, target population, administration &amp; scoring instructions, interpretation details, translations (if available), terms of use, and references to articles that have either used or reviewed the measure. Links to where the instrument can be found or purchased are provided.</p> <p>Reliability and validity evidence is provided for the majority of the measures, although the exact characteristics vary across measures depending on available information.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Generalized Anxiety Assessment</a></li> <li>2. <a href="#">Eating Disorder Examination</a></li> <li>3. <a href="#">Attitudes to Self and School</a></li> <li>4. <a href="#">Mental Wellbeing Scale</a></li> <li>5. <a href="#">Strength and Difficulties Questionnaire</a></li> </ol>
<p><b>AlcoholMeasures Database</b>  <a href="https://alcoholmeasures.com/#/anon/measures/search">https://alcoholmeasures.com/#/anon/measures/search</a></p>	<ul style="list-style-type: none"> <li>- <b>Knowledge acquisition, construction, integration, &amp; application*</b></li> <li>- <b>Cognitive complexity*</b></li> <li>- Intrapersonal development</li> <li>- Interpersonal competence</li> <li>- <b>Humanitarianism &amp; Civic Engagement*</b></li> <li>- Practical competence</li> </ul>	<p>AlcoholMeasures is a database of measures with validity evidence that pertain to alcohol use and abuse. The database contains 200 alcohol measures/surveys in multiple languages and countries that are searchable by topic, languages, keywords, and more.</p> <p>A priority is providing resources needed to include racial/ethnic minorities in studies and program evaluations, so an emphasis is placed on multicultural and multilingual measures.</p>	<p>Each measure has its own page with tabs for summary, publications, psychometrics, and questionnaire. The summary includes a description of the measure, constructs assessed, number of items, available languages, target &amp; vulnerable population/age groups, administration modes, and study settings. Any articles that used, referenced, or gathered validity evidence for the measure are included in their own tab.</p> <p>When searching for measures, you can narrow the search by age group, administration mode, topic, and setting.</p> <p>The psychometric tab is divided into sections on reliability, validity, responsiveness, general, and other. The information provided here can be quite extensive, but the same depth of information is not available for every measure. Typically, there is at least data available on sample size, gender and ethnicity composition, age range, and internal consistency.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Student Alcohol Questionnaire</a></li> <li>2. <a href="#">Self-Regulation Questionnaire</a></li> <li>3. <a href="#">College Alcohol Problem Scale</a></li> <li>4. <a href="#">Characteristics of Responsible Drinking Survey</a></li> <li>5. <a href="#">Alcohol Abstinence Self-Efficacy Scale</a></li> </ol>
<p><b>Measurement Instrument Database for the Social Sciences</b>  <a href="https://www.midss.org/">https://www.midss.org/</a></p>	<ul style="list-style-type: none"> <li>- Knowledge acquisition, construction, integration, &amp; application</li> <li>- Cognitive complexity</li> <li>- <b>Intrapersonal development*</b></li> <li>- <b>Interpersonal competence*</b></li> <li>- <b>Humanitarianism &amp; Civic Engagement*</b></li> <li>- <b>Practical competence*</b></li> </ul>	<p>The Measurement Instrument Database for the Social Sciences (MIDSS) contains over 500 measures across a wide range of topics. They rely on individuals to submit measures they have developed. Once submitted, an editor reviews the measure to ensure it is appropriate for MIDSS. However, the inclusion/review criteria is not explicitly clear.</p> <p>The measures cover topics such as anxiety, depression, stress, self-esteem, identity, communication, etc.</p>	<p>This resource provides an overview of the measure, key references, the primary use/purpose, background information, and its psychometric properties (specifically reliability and validity information).</p> <p>The items and instructions for use are available for download.</p> <p>Users can utilize the search function to search the database using pre-identified key words, or generate their own terms to search the measure’s titles.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Collective Self-Esteem scale</a></li> <li>2. <a href="#">Need to Belong Scale</a></li> <li>3. <a href="#">The Multidimensional Model of Black Identity</a></li> <li>4. <a href="#">Personal Growth Initiative Scale</a></li> <li>5. <a href="#">Brief Sexual Attitudes Scale</a></li> </ol>
<p><b>Statistics Solutions Directory of Survey Instruments</b></p>	<ul style="list-style-type: none"> <li>- <b>Knowledge acquisition, construction, integration, &amp; application*</b></li> <li>- <b>Cognitive complexity*</b></li> </ul>	<p>Statistics Solutions is a consulting firm that focuses on helping graduate students with their dissertations. They offer many paid services (e.g., topic selection, research planning, literature review help, data analysis), but also have an extensive collection of free resources (e.g., guides for data analysis, interpretations of statistical tests, psychometrics).</p>	<p>For each measure, a brief overview is provided regarding scoring, type of scale, covered domains, target population, and author information. A link to where you can obtain or purchase the measure is included.</p> <p>Reliability and validity information is discussed for some measures, but is not always available.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Cross-Cultural World-Mindedness Scale</a></li> <li>2. <a href="#">Emotional Competence Inventory</a></li> <li>3. <a href="#">Leadership Skills Inventory</a></li> <li>4. <a href="#">Alcohol Use Inventory</a></li> <li>5. <a href="#">Ways of Coping Questionnaire</a></li> </ol>



<a href="https://www.statisticssolutions.com/directory-of-survey-instruments/">https://www.statisticssolutions.com/directory-of-survey-instruments/</a>	<ul style="list-style-type: none"> <li>- <b>Intrapersonal development*</b></li> <li>- <b>Interpersonal competence*</b></li> <li>- Humanitarianism &amp; Civic Engagement</li> <li>- <b>Practical competence*</b></li> </ul>	<p>They also have a directory measures. Measures are organized by domain on the website. Domains include personality, emotional intelligence, self-esteem, leadership, stress/anxiety/depression, attitudes, military, career, organizational/social groups, children, health, women, and education. The directory includes both commercial and noncommercial instruments.</p>	<p>There are references to articles that have used the specific measure at the end of each report.</p>	
<p><b>GASP Measure Database</b>  <a href="http://gasp.psych.uta.edu/measures.php">http://gasp.psych.uta.edu/measures.php</a></p>	<ul style="list-style-type: none"> <li>- <b>Knowledge acquisition, construction, integration &amp; application*</b></li> <li>- Cognitive complexity</li> <li>- <b>Intrapersonal development*</b></li> <li>- <b>Interpersonal competence*</b></li> <li>- <b>Humanitarianism &amp; Civic Engagement*</b></li> <li>- Practical competence</li> </ul>	<p>The GLBT Alliance in Social and Personality (GASP) is a nonprofit organization that provides support and professional information to LGBTQ+ faculty and students. They are affiliated with the Society for Personality and Social Psychology, but are an independent organization.</p> <p>GASP created a database for measures designed for LGBTQ+ issues or populations. There are currently 66 measures in their database, but individuals can submit applicable measures to undergo review before being added.</p>	<p>For each measure, GASP provides a brief overview, the target population, author details and contact information, where the measure can be obtained (a downloadable link is provided when available), and measure characteristics (number of items and subscales).</p> <p>Reliability and validity information is provided when available, along with a statement of its quality. To see the reviews, you must select your desired measure(s) then scroll to the bottom of the page and click submit.</p>	<p>Download links are provided for some measures once you select a measure and click submit:</p> <ol style="list-style-type: none"> <li>1. Attitudes Towards Bisexuality Scale</li> <li>2. Sexual Preference Scale</li> <li>3. Personal Choice Ideology</li> <li>4. Heterosexual Identity Attitude Scale</li> <li>5. Knowledge about Homosexuality Questionnaire</li> </ol>
<p><b>Creative Organizational Design</b>  <a href="https://www.creativeorgdesign.com/tests/">https://www.creativeorgdesign.com/tests/</a></p>	<ul style="list-style-type: none"> <li>- <b>Knowledge acquisition, construction, integration, &amp; application*</b></li> <li>- <b>Cognitive complexity*</b></li> <li>- <b>Intrapersonal development*</b></li> <li>- <b>Interpersonal competence*</b></li> <li>- Humanitarianism &amp; Civic Engagement</li> <li>- <b>Practical competence*</b></li> </ul>	<p>Creative Organizational Design is a company that provides customized training services, including psychological and aptitude commercial assessments. Areas covered include computer skills, education, emotional intelligence, stress management, conflict resolution, among others.</p> <p>Although the main focus is on employee screening, there are numerous assessments that could be applied to higher education (e.g., motivation, stress, learning barriers, adaptability). Measures are divided into four different domains, and further divided into several areas per domain.</p>	<p>Creative Organizational Design provides a description of each assessment along with target populations, administration type, completion time, format, number of items, constructs measured, scoring method, and other related measures.</p> <p>Reliability and validity information is available for some but not all measures.</p> <p>More detailed information on the measures is available, but you must fill out a contact information form with you name, email, company, phone number, and what you want to measure in order to gain access (information is emailed).</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Cross-Cultural Adaptability Inventory</a></li> <li>2. <a href="#">The Ethical Type Indicator</a></li> <li>3. <a href="#">Leadership Skills Profile</a></li> <li>4. <a href="#">Assessing Barriers to Education</a></li> <li>5. <a href="#">Coping Skills Assessment</a></li> </ol>

## Tier 3 – Provides no psychometric information or their own rating of the quality of the measure

### 10 Repositories

Source	CAS Standards	Description of Resource	Information About the Characteristics of Existing Measures	Examples of Measures
<b>PsycTests</b> <a href="https://www.apa.org/pubs/databases/psyc-tests">https://www.apa.org/pubs/databases/psyc-tests</a>	<ul style="list-style-type: none"> <li>- Knowledge acquisition, construction, integration, &amp; application*</li> <li>- Cognitive complexity*</li> <li>- Intrapersonal development*</li> <li>- Interpersonal competence</li> <li>- Humanitarianism &amp; Civic Engagement</li> <li>- Practical competence*</li> </ul>	<p>PsycTests is a database run by APA that contains an extensive collection of resources associated with psychological measures. PsycTests currently houses 61,460 records and is updated on a monthly basis. The included resources date as far back as 1896, but 79% are from 2000 and later.</p> <p>Measures are collected from a variety of sources:</p> <ul style="list-style-type: none"> <li>• Directly from authors</li> <li>• Peer reviewed journals</li> <li>• Books and handbooks</li> <li>• Dissertations</li> <li>• Websites</li> <li>• Archives of the History of American Psychological Test Collection</li> <li>• Test publishers (descriptive information only)</li> </ul> <p>Must log in with institutional access, then select PsycTests in the normal PsycNet database.</p>	<p>PsycTests provides a descriptive summary of each measures, its development and its administration. The majority of the measures are available for download. Each measure has a “Master Test Profile” that includes a summary of the measure, purpose, construct, and contact information of authors.</p> <p>This resource does not provide psychometric reviews of measures; it is a collection of a variety of measures. No information regarding reliability or validity is provided. If validity, reliability, and factor analysis information are included in an article, the record will indicate the presence of such information.</p> <p>Examples of subject areas that measures cover include:</p> <ul style="list-style-type: none"> <li>• Educational Measures</li> <li>• Aggression, coping, or functional status questionnaires</li> <li>• Aptitude and achievement measures</li> <li>• Resilience, anger response, or substance abuse inventories</li> <li>• Intelligence Tests</li> <li>• Neuropsychological assessments</li> </ul>	<ol style="list-style-type: none"> <li>1. <a href="#">Ethical Reasoning Inventory</a></li> <li>2. <a href="#">College Student Empowerment Scales</a></li> <li>3. <a href="#">Measures of Obstacles to Succeeding Academically in College</a></li> <li>4. <a href="#">Perceptions of the LGBTQ College Campus Climate Scale</a></li> <li>5. <a href="#">Student Adaptation to College Questionnaire – Modified</a></li> </ol>
<b>Educational Resource Information Clearinghouse</b> <a href="https://eric.ed.gov/">https://eric.ed.gov/</a>	<ul style="list-style-type: none"> <li>- Knowledge acquisition, construction, integration, and application*</li> <li>- Cognitive complexity*</li> <li>- Intrapersonal development*</li> <li>- Interpersonal competence*</li> <li>- Humanitarianism &amp; Civic Engagement*</li> <li>- Practical competence*</li> </ul>	<p>The Educational Resource Information Clearinghouse (ERIC) contains content from journals, grey literature and books, and grantees and individuals who submit materials. ERIC is widely used by educators, policymakers, researchers, and the general public as it houses thousands of resources that cover a very broad range of topics. ERIC contains numerous types of publications, including journal articles, reports, numerical/quantitative data, guides, dissertations/Theses, and many more.</p> <p>In order to limit your search results to outcome measures, you must first search for your desired topic, then scroll down to the “Publication Type” section and select “Tests/Questionnaires”. You can also scroll down to the “Assessments and Surveys” section and filter your results by the provided options.</p>	<p>Each resource is lists the authors, contact information, journal, and descriptors. The abstract of the articles are provided, along with either a downloadable PDF of the full text or a direct link to it.</p> <p>The actual measure used can be found in the articles, but is not directly linked to in the ERIC homepage.</p> <p>ERIC does not provide any reliability/validity details, but this information can be found in the articles themselves.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Assessing Individuals’ Global Perspective Awareness of Climate Change and Sustainable Development among Undergraduates</a></li> <li>2. <a href="#">Development and Evaluation of Academic Entitlement Questionnaire</a></li> <li>3. <a href="#">Development, Validity, and Reliability of Barriers to Seeking Help Scale for College Students</a></li> <li>4. <a href="#">Initial Development and Validation of the Global Citizenship Scale</a></li> </ol>
<b>Intercultural Learning Hub</b> <a href="https://hubicl.org/">https://hubicl.org/</a>  (may need to paste link into browser)	<ul style="list-style-type: none"> <li>- Knowledge acquisition, construction, integration, &amp; application*</li> <li>- Cognitive complexity</li> <li>- Intrapersonal development</li> </ul>	<p>The Intercultural Learning Hub is an online forum and community where educators, researchers, and entrepreneurs share intercultural research, tools, and tips through collaborative groups, research repositories, and digital tools. Their mission is to be <u>the</u> online space for those who mentor others in intercultural competence, diversity and inclusion, social justice, international education, or study abroad.</p>	<p>In the “Digital Toolbox”, all measures are listed with citations, subgroup size, duration, and cost (if any). Moreover, some measures include learning objectives, links or downloads to the measure and related materials, notes on the measure (very brief and not available for all measures), and a breakdown of the theoretical frameworks (from the AAC&amp;U Rubric and stage-based pedagogy).</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Intercultural Sensitivity Scale</a></li> <li>2. <a href="#">Global Mindedness Scale</a></li> <li>3. <a href="#">Fair Trade Learning Rubric</a></li> <li>4. <a href="#">The Culture Compass</a></li> <li>5. <a href="#">Beliefs, Events, and Values Inventory</a></li> </ol> <p>(may need to paste link into browser after creating an account)</p>

	<ul style="list-style-type: none"> <li>- Interpersonal competence</li> <li>- <b>Humanitarianism &amp; Civic Engagement*</b></li> <li>- Practical competence</li> </ul>	<p>The particular research repository linked here is a collection of over 70 cultural competency measures with validity evidence. About 2/3 are free for use.</p> <p>The creation of a free account is required in order to access this resource.</p>	<p>Some measures have reviews from individuals who have used them personally. Each resource is tagged with what domains it addresses (e.g., resilience, mindfulness, emotions, communication) and the type of assessment it is.</p> <p>No reliability or validity information is provided, though the Hub states that all instruments are validated by research.</p>	
<p><b>National Mentoring Resource Center</b>  <a href="https://nationalmentoringresourcecenter.org/index.php/toolkit/item/241-measurement-domains.html">https://nationalmentoringresourcecenter.org/index.php/toolkit/item/241-measurement-domains.html</a></p>	<ul style="list-style-type: none"> <li>- Knowledge acquisition, construction, integration, &amp; application</li> <li>- Cognitive complexity</li> <li>- <b>Intrapersonal development*</b></li> <li>- <b>Interpersonal competence*</b></li> <li>- <b>Humanitarianism &amp; Civic Engagement*</b></li> <li>- <b>Practical competence*</b></li> </ul>	<p>The National Mentoring Resource Center aims to improve the quality of youth mentoring through increased use of evidence-based practices.</p> <p>They created a measurement toolkit that contains a database of many different measures. Most measures are intended for youth (K-12), but some are designed or could be easily adapted for young adults around 20.</p> <p>The measures cover domains such as mentoring relationship quality, mental &amp; emotional health, social emotional skills, interpersonal relationships, academics, civic engagement, and self-efficacy.</p> <p>Commercial and noncommercial instruments are included.</p>	<p>A brief description of types of questions, constructs, subscales, and response options is provided. Measures are organized and divided by domains (<a href="#">mentoring relationship quality and characteristics</a>, <a href="#">mental and emotional health</a>, <a href="#">social emotional skills</a>, <a href="#">healthy and prosocial behavior</a>, <a href="#">problem behavior</a>, <a href="#">interpersonal relationships</a>, <a href="#">academics</a>, <a href="#">risk and protective factors</a>).</p> <p>They discuss the measure's rationale, special administration information, alternatives to the measure, scoring details, and interpretation of scores.</p> <p>Access to the measure is provided via a downloadable link for noncommercial instruments, or a link to where commercial instruments can be purchased.</p> <p>No reliability or validity information is listed, but they do discuss cautions regarding use of the measure.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Growth Mindset: Revised Implicit Theories of Intelligence (Self-Theory) Scale</a></li> <li>2. <a href="#">Active and Engaged Citizenship – Civic Participation scale</a></li> <li>3. <a href="#">Self-Esteem Questionnaire – Global Self-Worth Scale</a></li> <li>4. <a href="#">Social Support and Rejection Scale</a></li> <li>5. <a href="#">Perseverance Scale</a></li> </ol>
<p><b>Community College Research Center (CCRC)</b>  <a href="https://ccrc.tc.columbia.edu/images/a-list-of-non-cognitive-assessment-instruments.pdf">https://ccrc.tc.columbia.edu/images/a-list-of-non-cognitive-assessment-instruments.pdf</a></p>	<ul style="list-style-type: none"> <li>- Knowledge acquisition, construction, integration, &amp; application</li> <li>- <b>Cognitive complexity</b></li> <li>- <b>Intrapersonal development*</b></li> <li>- Interpersonal competence</li> <li>- Humanitarianism &amp; Civic Engagement</li> <li>- Practical competence</li> </ul>	<p>This document was created by Teachers College, Columbia University and provides a list of non-cognitive assessments. The table provided lists a variety of measures that assess non-cognitive characteristics that support college student success. The term "non-cognitive" skills is difficult to define (and is not done so in this resource), but is widely acknowledged to be essential for student success. They aim to promote "student's ability to think cogently about information, manage their time, get along with peers and instructors, persist through difficulties, and navigate the carried landscape of academic and nonacademic requirements".</p> <p>Note, some of the links in the document no longer function. The measures are available, but you must search for them.</p>	<p>The table of assessments is broken down by instrument, author/publisher, link to the source, factors assessed, and administration details (number of items, time for completion, and format).</p> <p>The assessments in the document range from topics such as academic motivation, college success, student engagement, advising, grit, and transition to college. Many assessments are available in both hard copy or online formats, and range from as little as 8-12 items or as many as 140.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">California Critical Thinking Disposition Inventory</a></li> <li>2. <a href="#">College Student Inventory</a></li> <li>3. <a href="#">College Success Factors Index 2.0</a></li> <li>4. <a href="#">Academic Advising Inventory</a></li> <li>5. <a href="#">Learning and study Strategies Inventory</a></li> </ol>
<p><b>Assessment and Curriculum Support Center</b>  <a href="http://manoa.hawaii.edu/assessment/resources/rubric-bank/">http://manoa.hawaii.edu/assessment/resources/rubric-bank/</a></p>	<ul style="list-style-type: none"> <li>- <b>Knowledge acquisition, construction, integration, &amp; application</b></li> <li>- <b>Cognitive complexity*</b></li> <li>- Intrapersonal development</li> <li>- Interpersonal competence</li> <li>- <b>Humanitarianism &amp; Civic Engagement*</b></li> <li>- Practical competence</li> </ul>	<p>Developed by the University of Hawaii at Manoa, the Assessment and Curriculum Support Center aims to improve learning outcomes assessment.</p> <p>This particular resource is a rubric bank, and individuals can submit their rubric to the university to be included in the list. The majority of the rubrics originate from the <a href="#">VALUE project</a>, which is part of the Association of American Colleges and Universities and aims to focus the national conversation about student learning on the set of essential learning outcomes.</p>	<p>The rubrics cover topics such as civic knowledge and engagement, critical and creative thinking, information learning, communication, reading, assessing assessment, etc. Rubrics are organized by topic.</p> <p>Minimum information is provided regarding the development of the rubrics. Some rubrics discuss the definition and framing language of the construct it was developed to assess (mainly those created by the VALUE project), but the majority do not (only the rubric is provided).</p> <p>No reliability or validity information is listed.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Group Participation</a></li> <li>2. <a href="#">Critical Thinking</a></li> <li>3. <a href="#">Oral Communication</a></li> <li>4. <a href="#">Focus Contemporary Ethical Issues</a></li> <li>1. <a href="#">Written Communication</a></li> </ol>

<p><b>Patient-Reported Outcomes Measurement Information System</b>  <a href="https://www.healthmeasures.net/explore-measurement-systems/promis/obtain-administer-measures">https://www.healthmeasures.net/explore-measurement-systems/promis/obtain-administer-measures</a></p>	<ul style="list-style-type: none"> <li>- <b>Knowledge acquisition, construction, integration, &amp; application*</b></li> <li>- Cognitive complexity</li> <li>- <b>Intrapersonal development*</b></li> <li>- <b>Interpersonal competence*</b></li> <li>- Humanitarianism &amp; Civic Engagement</li> <li>- <b>Practical competence*</b></li> </ul>	<p>PROMIS is a set of efficient outcome measures to assess aspects of physical, mental, and social health that are applicable for adults and children. The measures have reliability and validity evidence.</p> <p>Measures developed by PROMIS, as well as measures from organizations such as the National Institutes of Health, are included. There are currently 558 measures available.</p> <p>A <a href="#">Search and View Measures</a> tool is available to search for measures. Results can be narrowed down by age, category (physical health, mental health, social health), domain (anxiety, sleeping, alcohol use), measure type (item bank, short answer, performance measurement), and language. Measures can also be searched for directly by the name of the measure. The measures are free and ready to administer on paper, on a computer, or using an app.</p>	<p>PROMIS provides a downloadable PDF of each measure, as well as general scoring guidelines and information on what to use to administer the instrument (computer, paper, app). No author information is provided beyond the name of the organization that the measure was developed by. Spanish translations are available for some measures.</p> <p>Although PROMIS develops measures using psychometric procedures, no reliability or validity information is provided.</p> <p>PROMIS provides general information <a href="#">on how to administer the assessments</a> on paper, a computer, or using an app.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Positive Affect and Well-Being</a></li> <li>2. <a href="#">General Life Satisfaction</a></li> <li>3. <a href="#">Severity of Substance Use (Past 3 Months)</a></li> <li>4. <a href="#">Friendship Fixed Form</a></li> <li>5. <a href="#">Perceived Stress</a></li> </ol>
<p><b>University of Wisconsin-Madison Addiction Research Center – Self-Report Measures</b>  <a href="https://arc.psych.wisc.edu/self-report/">https://arc.psych.wisc.edu/self-report/</a></p>	<ul style="list-style-type: none"> <li>- <b>Knowledge acquisition, construction, integration, &amp; application*</b></li> <li>- Cognitive complexity</li> <li>- <b>Intrapersonal development*</b></li> <li>- Interpersonal competence</li> <li>- Humanitarianism &amp; Civic Engagement</li> <li>- Practical competence</li> </ul>	<p>The University of Wisconsin-Madison's Addiction Research Center focuses on the etiology and successful intervention efforts for individuals with alcohol and other drug use disorders.</p> <p>They provide a list of self-report psychophysiological measures on topics ranging from substance use (alcohol, marijuana) to affect (e.g., anger, anxiety) and personality assessment. Measures are organized by topic.</p>	<p>Each measure has its own page, containing information on the description of the measure, references to the author, how to administer the measure, and code responses. If the measure contains more than one scale, information about the different scales and items pertaining to those scales are provided.</p> <p>Links to documents containing the measure are provided. Some measures provide syntax for systems such as R for scoring responses.</p> <p>No reliability or validity information is provided.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Aggression Questionnaire</a></li> <li>2. <a href="#">Drinking Motives Questionnaire-Revised</a></li> <li>3. <a href="#">Quality of Life Questions</a></li> <li>4. <a href="#">Anxiety Control Questionnaire</a></li> <li>5. <a href="#">Sensation Seeking Scale</a></li> </ol>
<p><b>NIAAA Instrument Fact Sheet</b>  <a href="https://pubs.niaaa.nih.gov/publications/AssessingAlcohol/factsheets.htm">https://pubs.niaaa.nih.gov/publications/AssessingAlcohol/factsheets.htm</a></p>	<ul style="list-style-type: none"> <li>- <b>Knowledge acquisition, construction, integration, &amp; application*</b></li> <li>- <b>Cognitive complexity*</b></li> <li>- <b>Intrapersonal development*</b></li> <li>- Interpersonal competence</li> <li>- Humanitarianism &amp; Civic Engagement</li> <li>- Practical competence</li> </ul>	<p>This database was created by the National Institute on Alcohol Abuse and Alcoholism (NIAAA), which "supports and conducts research on the impact of alcohol use on human health and well-being".</p> <p>Their database currently contains 79 measures in alphabetical order. All measures pertain to alcohol use in some way, and range from topics such as substance dependence, family alcohol history, cravings, screening, teen addiction, self-monitoring, and more.</p>	<p>All measures are presented on a single page with hyperlinks to a completed PDF form. This form contains a brief description of the measure, target population (adults or adolescents), administration details (number of items, number of subscales, format – pencil, interview, observation, computerized, time for administration, whether training is required for administrator). Scoring details are also provided (time required to score, scoring method, whether or not computerized scoring or norm scores are available, if measure is normed on subgroups), along with statements on the clinical utility of the instrument, research applicability, source, cost and copyright issues. The source and supporting references are listed at the end of the document.</p> <p>While no reliability or validity information is listed outright, there is a psychometrics section where they state if reliability and validity studies have been conducted, and if so, what reliability or validity information is available (test-retest reliability, internal consistency reliability, construct validity).</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Negative Alcohol Expectancy Questionnaire</a></li> <li>2. <a href="#">Problem Recognition Questionnaire</a></li> <li>3. <a href="#">Temptation and Restraint Inventory</a></li> <li>4. <a href="#">Personal Concerns Inventory</a></li> <li>5. <a href="#">Stages of Change Readiness and Treatment Eagerness Scale</a></li> </ol>
<p><b>National Center for PTSD</b>  <a href="https://www.ptsd.va.gov/professional/ass">https://www.ptsd.va.gov/professional/ass</a></p>	<ul style="list-style-type: none"> <li>- <b>Knowledge acquisition, construction,</b></li> </ul>	<p>The National Center for PTSD advances the care and welfare of America's Veterans and others who experienced trauma, or who suffer from PTSD. They do this through education,</p>	<p>Measures are organized by type of measure (e.g., self-report) and respondent (adult, child).</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Wellbeing Inventory</a></li> <li>2. <a href="#">Inventory of Psychosocial Functioning</a></li> <li>3. <a href="#">Brief Trauma Questionnaire</a></li> </ol>

<a href="#">essment/list_measures.asp</a>	<b>integration, &amp; application*</b> - Cognitive complexity - Intrapersonal development - Interpersonal competence - Humanitarianism & Civic Engagement - <b>Practical competence*</b>	<p>research, and training in the science, diagnosis, and treatment of stress-related disorders.</p> <p>They provide information about a variety of measures for assessing trauma and PTSD. The measures are divided into two groups: those authored by the Center's staff and those by other organizations.</p> <p>Their list currently contains 51 measures designed for use by health professionals and researchers.</p>	<p>For each measure (where applicable), an overview of the purpose of the measure if provided, as well as a description of the measure, instructions for administration and scoring, sample items, references to articles that have used the measure, and contact information for any authors. Some measures include information such as administration training videos and history of past versions of the measure. Links to pdf files of the measures are available for all measures authored by the Center's staff, and either links or contact information are provided for measures authored by other organizations.</p> <p>No reliability or validity information is provided.</p>	<ol style="list-style-type: none"> <li>4. <a href="#">Life Events Checklist for DSM-5</a></li> <li>5. <a href="#">PTSD Checklist for DSM-5</a></li> </ol>
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