Integrating Student Engagement Results into an Institutional Accountability and Transparency Web site

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Colleges and universities are responding to state, regional, and national efforts to increase their level of transparency and accountability to both internal and external constituencies.

- Some institutions have responded by developing an institutional accountability Web site based on one of the national models.

- Slippery Rock University initiated the move toward increased transparency and accountability through the development of their own institutional accountability Web site which has resulted in the development of an institutional accountability profile. NSSE results represent one example of the type of information which is shared on the institutional accountability Web site.
• This presentation will show participants how a thoughtful and well developed Accountability Web site can serve both internal and external constituencies on improving institutional accountability and effectiveness.

• This session will show how one institution's approach to increasing transparency can also serve as a meaningful way to inform and educate the campus community on student engagement, learning, and assessment efforts.
• The SRU accountability and transparency profile includes mission critical information on student engagement, student learning, and assessment.

• Nearly all of the information presented in the accountability Web site already existed in many disparate locations on the university’s Web site; this effort serves to pull this information together into one central repository that is current, relevant and easy to navigate.
The link to the accountability information is prominently displayed on the university’s home page.

The development of an institutional accountability Web site enables the university to centralize the location of important information and to provide additional relevant information that may not be possible though the national accountability initiatives.
The **Voluntary System of Accountability (VSA)** communicates information on the undergraduate student experience through a common Web reporting template, the **College Portrait**.
The VSA is a voluntary initiative for four-year public colleges and universities. Developed through a partnership between the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC),

- Consumer information
- Student experiences and perceptions
- Student learning outcomes
Section Contents:

- President’s Welcome
- Frequently Used Content Links

Sections
- About Our Students
- First Year Profile
- Transfer Profile
- Graduate Students
- Core Educational Outcomes
- Campus Engagement
- Costs & Financial Aid
- Classroom Environment
- Campus Living
- Rock Solid Success
- Get to Know Us
Section Contents:

- Total Fall Enrollment
- Total Enrollment by College
- Distribution of total enrollment from the seven state regions
- First year student application to matriculation
- Most popular declared majors
- Enrollment by geographic origin
Section Contents:

Distribution of total enrollment from the seven state regions

First year student application to matriculation

Enrollment by geographic origin
  By State
  By County
Section Contents:
Top state for new first year students
Most popular declared majors for first year students
New enrolled first year students by gender
New first year students by ethnicity
New first year students by college
SAT composite scores for all new first year students
Top school districts for new first year students
Top counties for new first year students
Important facts about first year student preparation
Attitudes, aspirations and behaviors of first year students
Why do students choose to attend college?
First year orientation fun facts
The first year experience at SRU

First Year Profile

Top states for new first year students

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania</td>
<td>94.1%</td>
<td>89.1%</td>
<td>88.9%</td>
</tr>
<tr>
<td>Ohio</td>
<td>1.1%</td>
<td>4.9%</td>
<td>4.7%</td>
</tr>
<tr>
<td>New York</td>
<td>1.2%</td>
<td>1.4%</td>
<td>1.9%</td>
</tr>
<tr>
<td>New Jersey</td>
<td>0.9%</td>
<td>0.5%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Maryland</td>
<td>0.7%</td>
<td>0.6%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Virginia</td>
<td>0.5%</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
<tr>
<td>West Virginia</td>
<td>0.0%</td>
<td>0.5%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

Important facts about first year student preparation

- Nearly all students who enter SRU today have 4 years of English, 3 years of Math, Science and Social Studies, and 2 years of a language.
- Over the past six years, the mean SAT has risen to 1,002 in 2007 from 945 in 2000.
- The average high school grade point average has risen to 3.25 in 2007 from 3.20 in 2000.
- Students in the top 5% of their high school class have increased to 24% in 2007 from 22% in 2001.
- Students brought in more advanced placement coursework in 2007 (164 courses and 90 students) as compared to 2001 (70 courses and 38 students).
- The admissions offer rate is 70%
- For the last three years, new first year students in the College of Health, Environment and Science have outnumbered the students entering the College of Education, reinforcing the marketing and recruitment efforts to broaden our programs of expansion.

Attitudes, aspirations and behaviors of first year students

- Nearly 95% of our first year students report that SRU is their first choice among their college choices.
- Nearly 75% of our first year students report applying to two or more colleges, while 54% report applying to three or more colleges.
- Nearly 50% of our first year students plan to continue their education beyond a bachelor’s degree. About 35% of these students plan to continue their graduate studies at SRU.
- About 40% of first year students live within 50 miles of SRU.
- The most common reason for choosing SRU is because of the institution’s very good academic reputation (most common response for selecting SRU).
- More than half of the first year students indicate that a “campus visit” was the single most important factor influencing their final decision to enroll.
Section Contents:

New enrolled first year students by gender

New first year students by ethnicity

New first year students by college

Why do students choose to attend college?

First year orientation fun facts

New enrolled first year students by gender

Fall 2007

New first year students by ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Non-Hispanic</td>
<td>89.7%</td>
<td>85.8%</td>
<td>84.9%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>5.3%</td>
<td>7.3%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Unknown, Non-Resident Alien</td>
<td>2.6%</td>
<td>4.4%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.1%</td>
<td>1.3%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>1.0%</td>
<td>0.6%</td>
<td>0.8%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>0.0%</td>
<td>0.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

New first year students by college

<table>
<thead>
<tr>
<th>First Year by College*</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Info and Social Sciences</td>
<td>18.2%</td>
<td>19.9%</td>
<td>18.7%</td>
</tr>
<tr>
<td>Education</td>
<td>29.2%</td>
<td>27.4%</td>
<td>27.0%</td>
</tr>
<tr>
<td>Health, Environment and Science</td>
<td>20.4%</td>
<td>29.2%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Humanities, Fine and Performing Arts</td>
<td>6.9%</td>
<td>6.4%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Exploratory/Other</td>
<td>14.8%</td>
<td>17.0%</td>
<td>15.1%</td>
</tr>
<tr>
<td>Total Percentage</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

* New students: Business or Social Sciences are enrolled in the Fall.

Why do students choose to attend college?

Top Reasons for deciding to attend college in general:

- Prepare for a specific career (62%)
- Be able to get a better job (77%)
- Be able to make more money (71%)
- Learn more about things that interest them (72%)
- Gain a general education and appreciation for ideas (54%)
- Find a purpose in life (51%)
- Prepare for graduate or professional school (45%)
- Influenced by parents (41%)

Top 6 “Very Important” reasons for selecting SRU:

1. Very good academic reputation (54%)
2. College provides a good job (52%)
3. Low tuition (47%)
4. A visit to campus (49%)
5. Size of SRU (42%)
6. Good reputation for social activities

First year orientation fun facts:

- 99.5% of the freshman class attended an Orientation program last year.
- 1,315 freshmen (88%) brought at least one guest to their Orientation program.
- A total of 4,570 students and family members participated in the freshman Orientation programs.
- About 1% of freshmen who attend SRU’s Orientation programs decide to enroll.

The first year experience at SRU

The First Year Initiative (FYI) Survey of Student Learning Outcomes

The First-Year Initiative (FYI) Survey was administered to SRU students at the end of the FYISET Seminar in the fall semester to provide SRU with feedback regarding learning outcomes. The survey includes perceptions of the first-year of college, perceived gains in academic skills, and self-reported behaviors related to first-year
Section Contents:

SAT composite scores for all new first year students

Top school districts for new first year students

Top counties for new first year students
Important facts about first year student preparation

- Nearly all students who enter SRU today have 4 years of English, 3 years of Math, Science and Social Studies, and 2 years of a language.
- Over the past six years, the mean SAT has risen to 1,002 in 2007 from 945 in 2000.
- The average high school grade point average has risen to 3.26 in 2007 from 2.99 in 2000.
- Students in the top 25% of their high school class have increased to 34% in 2007 from 24% in 2001.
- Students in the top 10% of their high school class have increased to 10% in 2007 from 5% in 2001.
- Students brought in more advanced placement coursework in 2007 (164 courses and 91 students) as compared to 2001 (70 courses and 38 students).
- The admissions offer rate is 70%.
- For that last three years, new first year students in the College of Health, Environment and Science have outnumbered the students entering the College of Education, reinforcing the marketing and recruitment efforts to broaden our programs of distinction.
Attitudes, aspirations and behaviors of first year students

- Nearly 85% of our first year students report that SRU is their first choice among their college choices.
- Nearly 75% of our first year students report applying to two or more colleges, while 54% report applying to three or more colleges.
- Nearly 60% of our first year students plan to continue their education beyond a bachelor's degree. About 30% of these students plan to continue their graduate studies at SRU.
- About 40% of first year students live within 50 miles of SRU.
- The most common reason for choosing SRU is because of the institution's 'very good' academic reputation (most common response for selecting SRU).
- More than half of the first year students indicate that a "campus visit" was the single most important factor influencing their 'final decision' to enroll.
Why do students choose to attend college?

Top Reasons for deciding to attend college in general

- Prepare for a specific career (82%)
- Be able to get a better job (77%)
- Be able to make more money (77%)
- Learn more about things that interest them (72%)
- Gain a general education and appreciation for ideas (54%)
- Find a purpose in life (51%)
- Prepare for graduate or professional school (46%)
- Influenced by parents (41%)

Top 6 "Very Important" reasons for selecting SRU

1. Very good academic reputation (54%)
2. College grads get good jobs (52%)
3. Low tuition (47%)
4. A visit to college (46%)
5. Size of SRU (42%)
6. Good reputation for social activities
The First Year Initiative (FYI) Survey of Student Learning Outcomes

The First-Year Initiative (FYI) Survey was administered to SRU students at the end of the FYRST Seminar in the fall semester to provide SRU with feedback regarding learning outcomes. The survey includes perceptions of the first year of college, perceived gains in academic skills, and self-reported behaviors related to First Year Studies (FYRST) Seminar issues. The FYI Survey Project is designed to provide comparative student feedback for institutions that offer a freshman seminar specifically directed toward new incoming students.

Slippery Rock University FYRST Seminar student learning outcome means were higher than the two primary comparison groups used in the survey, including: ‘Select 6—Benchmarking Institutions’ and ‘Carnegie Classification Institutions’ on 13 of the 16 student learning outcome factors. These factors include:

- course improved study strategies
- course improved connections with faculty
- course improved connections with peers
- course increased out-of-class engagement
- course improved knowledge of campus police
- course improved knowledge of academic services
- course improved managing time/priorities
- course improved knowledge of wellness
- sense of belonging/acceptance
- usefulness of course readings
- satisfaction with college/university
- course included engaging pedagogy
- overall course effectiveness

Slippery Rock University students’ means were higher than the ‘Select 6—Benchmarking Institutions’ and ‘Carnegie Classification Institutions’ on 63 (93%) of a total of 68 (100%) student learning outcomes statements.

For more information on students’ perceptions of student learning outcomes for the FYRST Seminar, visit http://www.sru.edu/pages/9092.asp

Click here for more information on the Carnegie Classification Institutions of Higher Education.
Section Contents:

Transfer Students
Transfer students by college
New undergraduate transfer students by college
Most popular declared majors for new undergraduate transfer students
New transfer students by ethnicity and gender
Top transfer institutions, Fall 2007
Transfer Students

- Transfer student acceptance rate is 78%.
- About 850 to 900 students transfer to SRU annually.
- About 51% are women.
- Students transfer from nearly 150 colleges and universities. About half of the students transfer from the Pennsylvania Community Colleges, primarily in Western Pennsylvania (Butler, Allegheny, Beaver, and Westmoreland). More than 90% of the students who transfer from PACCs transfer from BC3, CCAC, BCCC, and WCCC.
- Nearly half of all transfer students enter SRU with 45 credits or less (Sophomore level and less).
- Fewer than 10 percent of transfer students annually enter with an associate degree.
- Transfer students are rather evenly distributed among three of the four colleges (Education; Information Science, Business & Social Sciences; Health, Environment and Science).
- The top majors for transfer students are Elementary Education, Exploratory, Nursing, Sport Management, Special Education and Business (undeclared).
- The average transfer grade point average is 2.94.

New undergraduate transfer students by college

**Fall 2007**

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>FR</th>
<th>SO</th>
<th>JR</th>
<th>SR</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Info and Social Sciences</td>
<td>28.3%</td>
<td>31.8%</td>
<td>34.4%</td>
<td>30.4%</td>
<td>31.2%</td>
</tr>
<tr>
<td>Education</td>
<td>19.4%</td>
<td>26.3%</td>
<td>19.8%</td>
<td>13.0%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Health, Environment and Science</td>
<td>20.6%</td>
<td>23.0%</td>
<td>31.3%</td>
<td>50.0%</td>
<td>26.3%</td>
</tr>
<tr>
<td>Humanities, Fine and Performing Arts</td>
<td>8.9%</td>
<td>5.1%</td>
<td>5.3%</td>
<td>0.0%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Exploratory/Other</td>
<td>22.8%</td>
<td>13.8%</td>
<td>9.2%</td>
<td>6.5%</td>
<td>15.0%</td>
</tr>
<tr>
<td><strong>Total by class level</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Core Educational Outcomes

Section Contents:

- Degrees Conferred
- Student Persistence Rate
- Six year graduation rate percentages
- Retention rate of new full-time first year students
- One year retention rate of new full-time first year students
- How is the university using assessment to improve student learning

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**Degrees Conferred**

<table>
<thead>
<tr>
<th>Degrees</th>
<th>2007</th>
<th>2006</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>1,552</td>
<td>1,262</td>
<td>24.9%</td>
</tr>
<tr>
<td>Master</td>
<td>225</td>
<td>216</td>
<td>4.2%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>41</td>
<td>48</td>
<td>-14.5%</td>
</tr>
<tr>
<td>University</td>
<td>1,818</td>
<td>1,516</td>
<td>19.9%</td>
</tr>
</tbody>
</table>

**Retention rate of new full-time first year students**


- 2001-02: 74.2%
- 2002-03: 74.3%
- 2003-04: 75.0%
- 2004-05: 77.4%
- 2005-06: 77.7%
- 2006-07: 77.6%

**Student Persistence Rate**

- First-to-second year retention rates have increased from 70% (2006 cohort) to a current status of 78% (2009 cohort).
- Second-to-third year retention has increased from 50% (2000 cohort) to a current status of 67% (2005 cohort).
- Third-to-fourth year persistence rates have increased from 55% (2000 cohort) to a current status of 64% (2004 cohort).
- Five year graduation rates have increased from 43% (1995 cohort) to a current status of 47% (2002 cohort).
- Six year graduation rates have increased from 47% (1995 cohort) to a current status of 52% (2001 cohort).

**Six year graduation rate percentages**

- Bachelor: 85.4%
- Master: 12.4%
- Doctorate: 2.2%

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**How is the university using assessment to improve student learning?**
Core Educational Outcomes

Six year graduation rate percentages*

<table>
<thead>
<tr>
<th>Graduated In</th>
<th>Cohort Year</th>
<th>Graduated Overall %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>1996</td>
<td>49.0%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>1998</td>
<td>49.7%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>2000</td>
<td>51.7%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>2001</td>
<td>53.0%</td>
</tr>
</tbody>
</table>

How is the university using assessment to improve student learning?

INSTITUTIONAL ASSESSMENT:

Assessment is the process through which effective learning is planned and measured by relating degree program goals to actual student performance. We do assessment to improve student learning. The Assessment Core Workforce of Slippery Rock University has been working since 1998 to help the University community develop effective assessment processes. The Web site reflects the collective efforts of both academic and student-life programs to articulate student-learning outcomes and to devise appropriate and effective means of measuring student achievement.

Click here for more information on assessment:
http://administration.sru.edu/provost/assessment/
### Student Persistence Rate

- First-to-second year retention rates have increased from 70% (2000 cohort) to a current status of 78% (2006 cohort).
- Second-to-third year retention has increased from 60% (2000 cohort) to a current status of 67% (2005 cohort).
- Third-to-fourth year persistence rates have increased from 56% (2000 cohort) to a current status of 64% (2004 cohort).
- Five year graduation rates have increased from 43% (1995 cohort) to a current status of 47% (2002 cohort).
- Six year graduation rates have increased from 47% (1995 cohort) to a current status of 52% (2001 cohort).

### One year retention rate of new full-time first year students

<table>
<thead>
<tr>
<th>College</th>
<th>2002-2003 % Retained</th>
<th>2004-2005 % Retained</th>
<th>2006-2007 % Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Info &amp; Social Sciences</td>
<td>75.9%</td>
<td>73.2%</td>
<td>76.8%</td>
</tr>
<tr>
<td>Education</td>
<td>81.3%</td>
<td>80.9%</td>
<td>84.6%</td>
</tr>
<tr>
<td>Health, Environment &amp; Science</td>
<td>79.4%</td>
<td>79.5%</td>
<td>80.9%</td>
</tr>
<tr>
<td>Humanities, Fine &amp; Performing Arts</td>
<td>83.3%</td>
<td>74.3%</td>
<td>79.0%</td>
</tr>
<tr>
<td>Exploratory/Other</td>
<td>70.4%</td>
<td>72.2%</td>
<td>68.8%</td>
</tr>
<tr>
<td><strong>University Total</strong></td>
<td><strong>78.3%</strong></td>
<td><strong>77.5%</strong></td>
<td><strong>77.9%</strong></td>
</tr>
</tbody>
</table>

*New students entering Summer or Fall and are full-time in the Fall.*

![Chart showing one year retention rate of new full-time first year students from FY 2001-2002 to FY 2006-2007.](chart)
Section Contents:

Institutional Accreditation

College of Health, Environment and Science

College of Education

College of Business, Information, and Social Science

College of Humanities, Fine and Performing Arts

Student Life
Section Contents:

2006 National Survey of Student Engagement (NSSE)

Level of Academic Challenge

Active and Collaborative Learning

Student-Faculty Interaction

Enriching Educational Experiences

Supportive Campus Environment

2006 National Survey of Student Engagement (NSSE)

Results from the 2006 National Survey of Student Engagement (NSSE) show that Slippery Rock University students consistently rate their experience of SRU higher than do students attending peer institutions.

The National Survey of Student Engagement (NSSE) is designed to obtain, on an annual basis, information from sources of colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they obtain from attending college. Survey items on The National Survey of Student Engagement represent empirically confirmed “good practices” in undergraduate education. That is, the reflect behaviors by students and institutions that are associated with desired outcomes of college.

Institutions used their data to identify aspects of the undergraduate experience inside and outside the classroom that can improve through changes in policies and practices more consistent with good practices in undergraduate education. This information is also intended for use by prospective college students, their parents, college counselors, academic advisors, institutional research officers, and researchers in learning more about how students spend their time at different colleges and universities and what they gain from their experiences.

To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five clusters or “benchmarks” of effective educational practice: (1) Level of academic challenge, (2) Active collaborative learning, (3) Student-faculty interaction, (4) Enriching educational experiences, and (5) Supportive campus environment. This Benchmark Comparisons Report compares the performance of Slippery Rock University with our selected peers, selected Carnegie peers, and all NSSE institutions.

Results from the NSSE surveys are used as part of Slippery Rock University’s continuous improvement program.

For more information NSSE:
http://www.sru.edu/pages/8179.asp

To read more about Student Engagement and NSSE, please read this USA Today news article.

First year Slippery Rock students recorded scores that were statistically higher than their respective peer institutions in all five categories and exceeded the national average of all participating NSSE institutions in three of those categories—active and collaborative learning, student-faculty interaction and enriching educational experience.

Seniors at Slippery Rock recorded responses higher than peer institutions in all five categories and exceeded the national average of all participating NSSE institutions in four of the five categories—level of academic challenge, active and collaborative learning, student-faculty interaction and supportive learning environment.
Section Contents:

NSSE Benchmarks

Level of Academic Challenge
Active and Collaborative Learning
Student-Faculty Interaction
Enriching Educational Experiences
Supportive Campus Environment

<table>
<thead>
<tr>
<th></th>
<th>Benchmark Comparisons:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>NSSE 2006</td>
<td>NSSE 2006</td>
<td>NSSE 2006</td>
<td>NSSE 2006</td>
</tr>
<tr>
<td></td>
<td>Class Mean</td>
<td>Class Mean</td>
<td>Class Mean</td>
<td>Class Mean</td>
</tr>
<tr>
<td>First-Year</td>
<td>51.7</td>
<td>49.5</td>
<td>50.5</td>
<td>51.8</td>
</tr>
<tr>
<td>Senior</td>
<td>57.8</td>
<td>54.6</td>
<td>55.3</td>
<td>55.8</td>
</tr>
<tr>
<td></td>
<td>Benchmark Comparisons:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NSSE 2006</td>
<td>NSSE 2006</td>
<td>NSSE 2006</td>
<td>NSSE 2006</td>
</tr>
<tr>
<td></td>
<td>Class Mean</td>
<td>Class Mean</td>
<td>Class Mean</td>
<td>Class Mean</td>
</tr>
<tr>
<td>First-Year</td>
<td>43.3</td>
<td>40.2</td>
<td>40.9</td>
<td>41.3</td>
</tr>
<tr>
<td>Senior</td>
<td>54.7</td>
<td>50.4</td>
<td>50.8</td>
<td>50.4</td>
</tr>
<tr>
<td></td>
<td>Benchmark Comparisons:</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>NSSE 2006</td>
<td>NSSE 2006</td>
<td>NSSE 2006</td>
<td>NSSE 2006</td>
</tr>
<tr>
<td></td>
<td>Class Mean</td>
<td>Class Mean</td>
<td>Class Mean</td>
<td>Class Mean</td>
</tr>
<tr>
<td>First-Year</td>
<td>34.8</td>
<td>30.83</td>
<td>31.7</td>
<td>32.1</td>
</tr>
<tr>
<td>Senior</td>
<td>45.1</td>
<td>39.0</td>
<td>40.4</td>
<td>41.0</td>
</tr>
<tr>
<td></td>
<td>Benchmark Comparisons:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NSSE 2006</td>
<td>NSSE 2006</td>
<td>NSSE 2006</td>
<td>NSSE 2006</td>
</tr>
<tr>
<td></td>
<td>Class Mean</td>
<td>Class Mean</td>
<td>Class Mean</td>
<td>Class Mean</td>
</tr>
<tr>
<td>First-Year</td>
<td>28.1</td>
<td>25.0</td>
<td>25.8</td>
<td>26.7</td>
</tr>
<tr>
<td>Senior</td>
<td>39.9</td>
<td>36.31</td>
<td>37.4</td>
<td>39.0</td>
</tr>
<tr>
<td></td>
<td>Benchmark Comparisons:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NSSE 2006</td>
<td>NSSE 2006</td>
<td>NSSE 2006</td>
<td>NSSE 2006</td>
</tr>
<tr>
<td></td>
<td>Class Mean</td>
<td>Class Mean</td>
<td>Class Mean</td>
<td>Class Mean</td>
</tr>
<tr>
<td>First-Year</td>
<td>60.0</td>
<td>57.2</td>
<td>56.6</td>
<td>59.1</td>
</tr>
<tr>
<td>Senior</td>
<td>60.0</td>
<td>55.2</td>
<td>56.6</td>
<td>56.6</td>
</tr>
</tbody>
</table>
National Survey of Student Engagement (NSSE)

Educate & Inform the Internal and External Community

SRU Web Site on NSSE Results
SRU Presentation on NSSE Results

National Survey of Student Engagement (NSSE)

Understanding SRU Student Engagement
Patterns of Evidence
### Costs and Financial Aid

#### Section Contents:
- Costs of attendance/financial aid
- Annual expenses 2007-08
- Financial aid awards 2007-08
- SRU first year student scholarships and tuition waivers 2006-07
- Aid by type to SRU undergraduate students
- Non-Resident Tuition
- Reduction Program
- Financial aid and scholarship awards
- Need-based aid applicants
- Non-need students with aid
- Student loans at SRU

#### Costs of attendance and financial aid

<table>
<thead>
<tr>
<th>Cost Category</th>
<th>First-Year Full-Time</th>
<th>All Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual expenses 2007-08</strong></td>
<td>$23,155</td>
<td>$23,155</td>
</tr>
<tr>
<td>Typical Undergraduate Tuition Costs ($7,178)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for a Full-Time In-State Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typical Undergraduate Tuition Costs ($7,766)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for a Full-Time Out-of-State Student with a 3.0 or greater GPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room/board/Residential Rates (avg) ($7,982)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Mandatory Fees $1,492 PA / $1,582 non-PA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum credits per term a student</td>
<td>$12</td>
<td></td>
</tr>
<tr>
<td>Max/min credits per term a student</td>
<td>$18</td>
<td></td>
</tr>
<tr>
<td>can take for the fall-full tuition rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost per credit hour</td>
<td>$216 PA / $230 non-PA</td>
<td></td>
</tr>
</tbody>
</table>

#### Financial aid awards 2007-08 (September 2007)

<table>
<thead>
<tr>
<th>Type of Financial Aid Distributed to Undergraduates</th>
<th>Award Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Grants</td>
<td>$6,310,000</td>
</tr>
<tr>
<td>SRU Scholarships and Waivers</td>
<td>$3,307,000</td>
</tr>
<tr>
<td>Other Scholarships and Grants</td>
<td>$3,922,500</td>
</tr>
<tr>
<td>Student Loans</td>
<td>$33,098,000</td>
</tr>
<tr>
<td>Federal Work-Study</td>
<td>$1,908,000</td>
</tr>
</tbody>
</table>

Percentage of undergraduate students receiving Federal Work-Study: 5.0%
Percentage of undergraduate students receiving Federal Pell grants: 41.0%
Percentage of undergraduate students receiving state grants: 36.0%

SRU first year student scholarships and tuition waivers 2006-07

| Percent of non-need first year students receiving SRU scholarships and waivers | 22% |
| Enrollments approved to full-time first-year students | $630,000 |
| Through scholarships and waivers | |
| Average value of scholarships and waivers | $1,765 |
| Average amount of scholarships and waivers per recipient | $2,046 |

#### Aid by type to SRU undergraduate students 2006-07

- **31%** Grants
- **68%** Loans
- **1%** Other Aid

More than 90% of SRU’s financial aid applicants file the Free Application for Federal Student Aid electronically at www.fafsa.ed.gov

#### Financial aid and scholarship awards

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Full-Time Undergraduates</th>
<th>First-Year Full-Time</th>
<th>All Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Need-based aid applicants</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who applied for need-based aid</td>
<td>90%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Need-based aid applicants</td>
<td>74%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Students determined to have financial need</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students receiving need-based aid</td>
<td>46%</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>Percentage of need met for students receiving need-based aid</td>
<td>69%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>Average financial aid package for students with need</td>
<td>$8,944</td>
<td>$13,153</td>
<td></td>
</tr>
<tr>
<td>Percentage of students receiving aid</td>
<td>96%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>Average need-based grant or scholarship for students with need</td>
<td>$3,655</td>
<td>$3,469</td>
<td></td>
</tr>
<tr>
<td>Percentage of students receiving aid</td>
<td>91%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Average self-help aid, such as work-study or loans</td>
<td>$3,372</td>
<td>$3,829</td>
<td></td>
</tr>
<tr>
<td>Average need-based amount of need students receiving aid (excluding PLUS or private loans)</td>
<td>$9,700</td>
<td>$9,735</td>
<td></td>
</tr>
<tr>
<td><strong>Non-need students with aid</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average merit aid</td>
<td>$4,648</td>
<td>$3,941</td>
<td></td>
</tr>
<tr>
<td>Percentage of students receiving aid</td>
<td>22%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Average athletic scholarship</td>
<td>$2,120</td>
<td>$2,260</td>
<td></td>
</tr>
<tr>
<td>Percentage of students receiving aid</td>
<td>5%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

#### Student loans at SRU

- **81%** who borrowed while at SRU (2006-07)
- Average indebtedness of 2006-07
- Graduating Seniors
- National: $21,600
- State: $3,500
- Public 4 yrs: $21,400
- SRU: $2,300

Write a variety of factors can impact a school’s default rate, some of the factors that help to keep SRU’s rate low are due to its lack of enrollment management programming for students.

For more information, visit the Office of Financial Aid at this web www.sru.edu

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For more information, visit the Office of Financial Aid at this web www.sru.edu/financialaid
Section Contents:

Important Faculty Facts

Full-time faculty vs. part-time faculty

Use of Technology

Wireless areas on campus

Class Size

What is eLearning at ‘The Rock?’
Section Contents:

Student Housing
Residential Commons and Residential Interest Communities
Current Residential Commons
Current Residential Interest Communities
Campus Safety
Emergency Alerts

Student Housing

Residence halls and ROCK Apartments at Slippery Rock University are more than just places to sleep. They provide opportunities for students to become part of a community where they can be academically and personally successful. By becoming an active member of the residence hall or residential community, students can develop leadership skills that can assist them both personally and professionally.

For more information about living at the Rock http://www.sru.edu/page/5877.aspx

- 99% of first year students live on campus
- 37% of undergraduates live on campus

Visit our new residential suites http://www.sru.edu/page/11974.aspx

Residential Commons and Residential Interest Communities

The Residential Commons and Residential Interest Communities provide an opportunity for over 400 residence hall students to live with other students who share similar academic, career, or personal interests.

Current Residential Commons
- The Education Commons
- The Fine Arts and Humanities Commons
- The Frederick Douglass Leadership Commons
- The Honors Commons
- The Math and Natural Science Commons
- The Business, Information, and Social Science Commons

Current Residential Interest Communities
- The Graduate and Non-Traditional Interest Floor
- The Long Distance Interest Floor
- The ROTC Interest Floor
- The Outdoor Adventure Interest Floor

Visit our living learning communities http://www.sru.edu/page/4618.aspx

Campus Safety

Safety is a point of emphasis for students and everyone in the Slippery Rock University community. Slippery Rock is a small borough in western Pennsylvania that is home to about 13,000 residents, including our students. It is a typical small American town.

Slippery Rock University emphasizes a caring community that results in an exceptionally safe campus. Certified University Police Officers patrol the campus around the clock every day of the week. Not that it is needed, but if desired students may request an escort when traveling to points on campus. All residence hall interior doors are monitored electronically and require an ID card and a pass code for entry. Staff members live in the residence halls and are trained to deal with emergency situations.

While Slippery Rock University is an exceptionally safe college community, we are part of a greater society and serve as a model for over 7,500 young adults. On occasion, incidents occur. A student judicial system and conduct code is in place for less serious infractions with an emphasis on accountability and student development.

Excelling as a safe campus involves far more than the physical safety of students. It involves supporting students through the FYREST program, offering a comprehensive array of services through an accredited health center, providing counseling as requested and advocating a lifestyle centered on holistic wellness that serves as a rock solid foundation for a healthy and productive life.

Compare our campus security statistics with over 6000 nationwide colleges and universities. All of Slippery Rock’s Student Right to Know Crime Statistics are available at http://www.sru.edu/page/4630.aspx

Emergency Alerts

In an effort to better disseminate emergency information, Slippery Rock University’s new “emergency text messaging” system will alert students, faculty and staff during and only during a campus emergency or weather alert. Powered by got2Campus, this system is a mass notification system that can alert you with a text message on your mobile phone, e-mail, wireless PDA, as well as RSS feeds, personalized web pages from Google, My Yahoo and AOL, and the SRU Homepage.
Section Contents:

Residential Commons and Residential Interest Communities

Current Residential Commons

Current Residential Interest Communities

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As higher education moves into the future, the call for increased accountability and transparency will continue.

We hope this presentation has shown how one institution's approach to increasing transparency can also serve as a meaningful way to inform and educate the campus community on student engagement, learning, and assessment.