

## Detailed Description of College Portrait Data Elements

Following is a guide to the data elements contained in the College Portrait reporting template. For each page or section of the template, a description of the data elements including sources, reporting timelines, and estimated direct costs is followed by the corresponding page of the prototype template of “State University.” Each of the data elements on the prototype template is labeled with a red letter that matches the element description on the preceding page.

### PAGE ONE DATA ELEMENTS

#### A. Institution Name, Contact Information, Logo, Text Description

- **Data Source(s):** Institution provides information
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs

#### B. Student Characteristics

- **Data Source(s):** Common Data Set (CDS) <http://www.commondataset.org/>
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs, the data are already collected and reported for other purposes

#### C. Undergraduate Success and Progress Rate

- **Data Source(s):** The National Student Clearinghouse <http://www.studentclearinghouse.org/colleges/default.htm>
- **Reporting Timeline:** If not currently doing so, institutions begin to send enrollment and graduation data to Clearinghouse within six months of becoming a VSA participant. Institutions report success and progress rates as part of template within one year of becoming VSA participant.
- **Estimated Direct Costs:** Annual cost is dependent on the level of participation in Clearinghouse services and the total fall enrollment. The amount per student enrolled at each level is: 10 cents, 5 cents, or 0 cents. For example, at an institution with a fall enrollment of 15,000 students, the annual cost could be \$1,500 or \$750 or \$0.

#### D. Retention of First-Time, Full-Time Students

- **Data Source(s):** Common Data Set (CDS) <http://www.commondataset.org/>
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs, the data are already collected and reported for other purposes

# State University



**A**

Washington DC 20005 • 202.478.0000

[www.voluntarysystem.org](http://www.voluntarysystem.org)

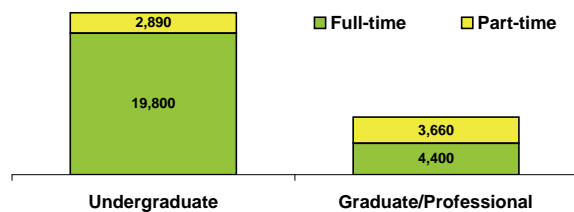
We're glad you're interested in State U! The State University is a major public research and teaching institution that operates through a diverse, multicampus system. State U is bound together by a mission to serve as a "center for learning, research, scholarship and creative endeavor" in the district, the nation and the world. Opened in 1818, State University is a comprehensive educational and research institution with over 30,000 students and more than 2,100 faculty members. At State U, you'll find great academics, including 101 majors, honors programs, and award-winning faculty. You'll find great opportunities for undergraduate research, internships, study abroad, and more. All in a great location--in the heart of the nation's capital.

**B**

## Student Characteristics (Fall 2006) [More](#)

**TOTAL NUMBER OF STUDENTS** **30,750**

### Student Level and Enrollment Status



### UNDERGRADUATE PROFILE

**Total** **22,690**

#### Gender

Women	11,400	50%
Men	11,200	49%

#### Race/Ethnicity

African American / Black	2,225	10%
American Indian / Alaskan Native	425	2%
Asian / Pacific Islander	1,330	6%
Hispanic	1,520	7%
International	1,640	7%
White	15,350	68%
Race/Ethnicity Unknown	200	1%

#### Geographic Distribution (Degree-Seeking)

District of Columbia	39%
Other US States & Territories	53%
Other Countries	8%

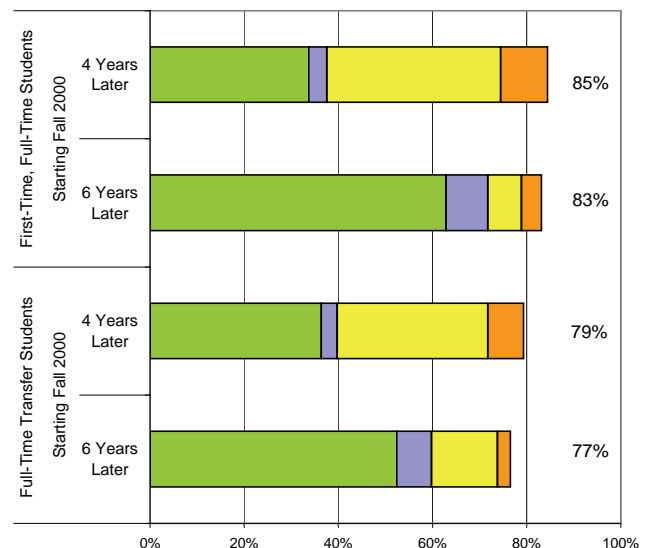
#### Age (Degree-Seeking)

Average Age	22
Percent of Undergraduates Age 25 or Older	10%

**C**

## Undergraduate Success & Progress Rate [More](#)

■ Graduated from State U
 ■ Graduated at Another Institution  
■ Stilled Enrolled at State U
 ■ Still Enrolled at Another Institution



**A 85% four-year success and progress rate means that 85% of students starting in Fall 2000 either graduated or are still enrolled at a higher education institution four years later.**

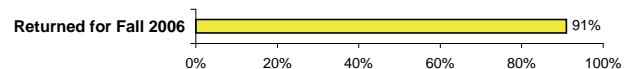
Counts for the Fall 2000 entering class shown in the graph above.

- 4200 First-Time, Full-Time Students
- 2500 Full-Time Transfer Students

[For Detailed Success & Progress Rate Tables](#) [CLICK HERE](#)

**D**

## Retention of Fall 2005 First-Time, Full-time Students



## COLLEGE PORTRAIT

A Voluntary System of Accountability (VSA<sup>SM</sup>)

ONE OF THE STRENGTHS OF U.S. HIGHER EDUCATION IS THE BROAD RANGE OF DIVERSE INSTITUTIONS, EACH WITH ITS OWN DISTINCTIVE MISSION. COLLEGE STUDENTS HAVE THE OPPORTUNITY TO SELECT THE INSTITUTION THAT IS THE BEST MATCH FOR THEIR INTERESTS, ABILITIES, AND GOALS. WE PRESENT THIS INFORMATION TO HELP STUDENTS AND THEIR FAMILIES BETTER UNDERSTAND HOW COLLEGES ARE ALIKE IN SOME WAYS, DIFFERENT IN OTHERS. THE ITEMS IN THE COLLEGE PORTRAIT WERE SELECTED BASED ON RECOMMENDATIONS FROM MANY FOCUS GROUPS AS WELL AS EXPERTS IN HIGHER EDUCATION. WHILE THESE ITEMS WILL GIVE YOU VALUABLE INSIGHT INTO COLLEGE LIFE, THEY WILL NOT CAPTURE THE FULL RANGE AND RICHNESS OF THE EXPERIENCE. WE ENCOURAGE YOU TO CHECK OUT COLLEGE WEB SITES AND VISIT CAMPUSES TO GET A MORE COMPLETE PICTURE OF THE OPPORTUNITIES AVAILABLE TO YOU.

## PAGE TWO DATA ELEMENTS

### E. Cost of Attendance and Financial Aid

- **Data Source(s):** Common Data Set (CDS) <http://www.commondataset.org/> and Integrated Postsecondary Education Data System (IPEDS) <http://nces.ed.gov/ipeds/>.
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs, the data are already collected and reported for other purposes

### F. College Cost Calculator (behind green button)

- **Data Source(s):** Link to calculator developed for VSA participants; institutionally developed calculator or set of cost tables
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs to utilize calculator developed for VSA participants, other costs are dependent upon option selected by institution.

### G. Undergraduate Admissions

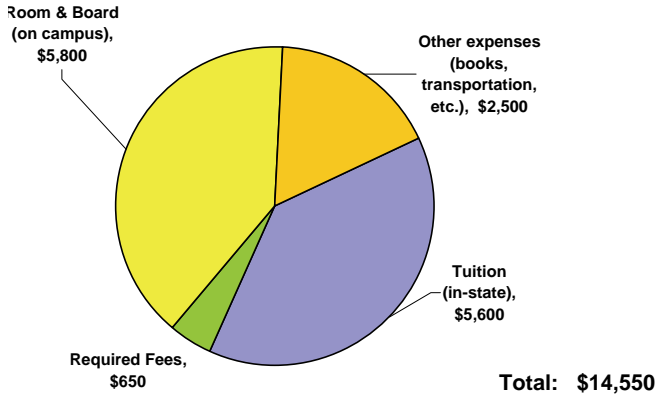
- **Data Source(s):** Common Data Set (CDS) <http://www.commondataset.org/>
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs, the data are already collected and reported for other purposes

### H. Degrees and Areas of Study

- **Data Source(s):** Common Data Set (CDS) <http://www.commondataset.org/>
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs, the data are already collected and reported for other purposes

**E** **Costs of Attendance and Financial Aid** [More](#)

**Typical Undergraduate Costs per Year without Financial Aid (Full-Time, In-State Students)**



[CLICK HERE](#) for typical out-of-state costs and any discipline-specific tuition

The cost to attend State U varies based on the individual circumstances of students and may be reduced through grants and scholarships.

**F** [CLICK HERE](#)  
To get a cost estimate for students like you!

**Financial Aid Awarded to Undergraduates**

**Overall Financial Aid**

- 70% of Fall 2005 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

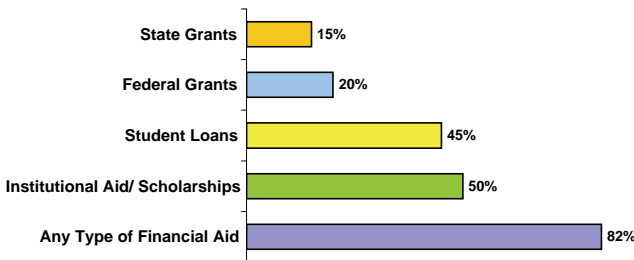
**Annual Need-Based Scholarships & Grants**

- 30% of Fall 2005 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$3,800.

**Annual Need-Based Loans**

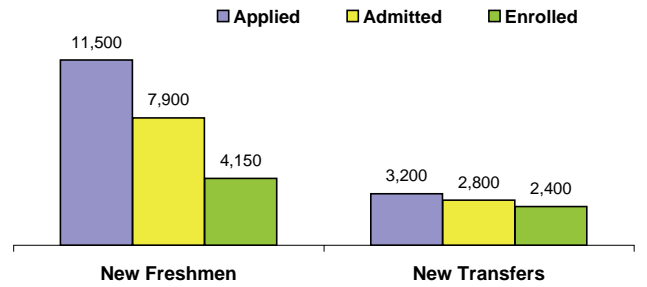
- 40% of Fall 2005 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$4,500.

**Percent of Fall 2005 First-Time Students Receiving Each Type of Financial Aid**



NOTE: Students may receive aid from more than one source.

**G** **Undergraduate Admissions** [More](#)



**Test(s) Required for Admission: ACT or SAT**

Middle 50% of Test Score Range	ACT	SAT
Composite	23-28	
Math	23-28	580-690
English	21-28	
Critical Reading		540-670

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

Percent in top 25% of High School Graduating Class	77%
Percent in top 50% of High School Graduating Class	97%
Average High School GPA (4-point scale)	3.54

**H** **Degrees and Areas of Study** [More](#)

**Degrees Awarded at State U in 2005-06**

Bachelor's	3,910
Master's	1,550
Doctoral	330
Professional (e.g., Law, Medicine)	505
<b>Total</b>	<b>6,295</b>

**Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2005-06**

Business/Management/Marketing	15%
Psychology	13%
Biological and Biomedical Sciences	12%
Engineering	10%
Communication/Journalism	9%
All other degree areas	41%
<b>Total</b>	<b>100%</b>

[CLICK HERE](#) for a list of undergraduate and graduate programs

## PAGE THREE DATA ELEMENTS

### I. The <AU> Community Text Box Description

- **Data Source(s):** Institution provides information
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs

### J. Institution Choice Buttons

- **Data Source(s):** Institution selects topic for each of the nine buttons and links to the appropriate source
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs

### K. Study at <AU>

- **Data Source(s):** Common Data Set (CDS) <http://www.commondataset.org/>
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs, the data are already collected and reported for other purposes

### L. Carnegie Classifications

- **Data Source(s):** The Carnegie Classifications of Institutions of Higher Education <http://www.carnegiefoundation.org/classifications/index.asp>
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs

### M. Student Housing

- **Data Source(s):** Common Data Set (CDS) <http://www.commondataset.org/>
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs, the data are already collected and reported for other purposes

### N. Campus Safety

- **Data Source(s):** Institution provides information in text box and links to Clery Report
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs

### O. Future Plans of Bachelor's Degree Recipients

- **Data Source(s):** Common survey question administered by institution during spring term
- **Reporting Timeline:** Within 2 years of becoming a VSA participant.
- **Estimated Direct Costs:** Dependent on how question is administered, e.g., added to existing surveys

## The Fighting Chicken Community

I

Student Success is not just our name, but our mission and our goal. With 25 departments and offices, over 1000 employees and an additional 1800 student employees, Student Success is a comprehensive student services organization at State University. We provide a variety of services and programs to assist students in the classroom, and out of the classroom. Because student success starts in the classroom, our offices and departments provide a variety of services and programs that enable students to excel academically. From new student orientation to registering for classes, academic advising and the writing center, programs are designed to assist you in making the most of your academic career. Student Success extends beyond the classroom, and many of our departments focus on providing you with opportunities to be active as a key member of the Fighting Chicken Community. Become involved in our residence halls, Greek organizations, student organizations and activities, and to take advantage of the many, many opportunities available to you here at State U.

J



K

### Study at State U [More](#)

#### Classroom Environment

Students per Faculty	18 to 1
Undergraduate classes with fewer than 30 students	75%
Undergraduate classes with fewer than 50 students	90%

#### Full-Time Instructional Faculty

Total Faculty	1,400
% Women	45%
% from Minority Groups	35%
% with Highest Degree in Field	95%

M

### Student Housing [More](#)

60% of new freshmen live on campus  
25% of all undergraduates live on campus

N

### Campus Safety [More](#)

The Security Monitor Program, a branch of the State University Police Department, offers free walking and biking security escorts to and from campus locations and nearby adjacent neighborhoods for all students, staff, faculty and visitors. All Security Monitors are given training in First Aid, CPR, and Body Substance Isolation are equipped with a First Aid Kit and a portable police radio in the event of an emergency.

L

## Carnegie Classification of Institutional Characteristics

#### Basic Type

Research Universities (high research activity)

#### Size and Setting

Large four-year, primarily residential

#### Enrollment Profile

High undergraduate

#### Undergraduate Profile

Full-time four-year, selective, higher transfer-in

#### Undergraduate Instructional Program

Balanced arts & sciences/professions, high graduate coexistence

#### Graduate Instructional Program

Comprehensive doctoral (no medical/veterinary)

**NOTE:**

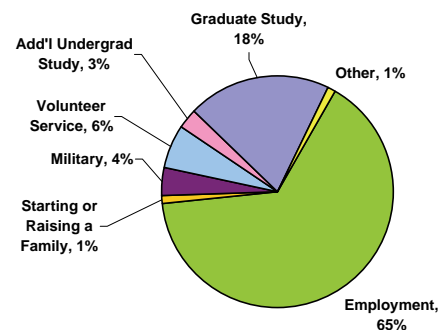
Institutional classifications based on the Carnegie 2005 edition.

[CLICK HERE](#) for more information on the Carnegie Classifications.

[CLICK HERE](#) for Campus Crime Statistics Reports

O

### Future Plans of 2005-06 Bachelor's Degree Recipients [More](#)



[CLICK HERE](#)

for information on survey administration, sample, and response rate.

## PAGE FOUR DATA ELEMENTS

### P. Text Box and Links

- **Data Source(s):** Institution links to evaluations/assessments of student experiences on campus
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs

### Q. Survey Results

- **Data Source(s):** One of the following four surveys:
  1. College Student Experiences Questionnaire (CSEQ) [http://www.indiana.edu/~cseq/cseq\\_generalinfo.htm](http://www.indiana.edu/~cseq/cseq_generalinfo.htm)
  2. College Senior Survey (CSS) from the Cooperative Institutional Research Program (CIRP) <http://www.gseis.ucla.edu/heri/cssoverview.php>
  3. National Survey of Student Engagement (NSSE) <http://nsse.iub.edu/index.cfm>
  4. University of California Undergraduate Experience Survey (UCUES) <http://www.universityofcalifornia.edu/studentsurvey/>
- **Administration Protocol:** Survey administered to a random sample of seniors at least once every three years
- **Reporting Timeline:** Within three years of becoming a VSA participant; updated at least every three years
- **Estimated Direct Costs:** Costs to administer surveys vary based on institutional enrollment, number of students surveyed, and services provided by the survey organization. For VSA purposes, the costs would be incurred every three years. Cost estimates are given below for illustrative purposes only. Institutions should contact the survey organizations for exact costs and administration options.

**Scenario 1:** Online survey administration, invitations/reminders sent by survey organization. Institution has an undergraduate enrollment of 10,000, invitations to participate sent to senior class of 2,000 with 800 respondents.

CSEQ: \$6,500  
CSS: \$2,900  
NSSE: \$6,300 (includes administration of survey to a first-year student sample)  
UCUES: Contact the University of California, Office of the President for administration and pricing

**Scenario 2:** Online survey administration, invitations/reminders sent by survey organization. Institution has an undergraduate enrollment of 20,000, invitations to participate sent to senior class of 5,000 with 2,000 respondents.

CSEQ: \$15,500  
CSS: \$4,800  
NSSE: \$7,800 (includes administration of survey to a first-year student sample)  
UCUES: Contact the University of California, Office of the President for administration and pricing

*Note: The College Portrait example for “State University” includes examples using all four survey instruments. An institution will select and report the results of only one instrument.*

## Student Experiences and Perceptions

P

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

[CLICK HERE](#) for examples of how State U evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2006 College Student Experiences Questionnaire (CSEQ). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for information on the CSEQ survey.

### Group Learning Experiences

- 1% of seniors participated in discussions with other students and faculty members outside of class
- 2% of seniors worked on class assignments and projects with other students
- 3% of seniors managed or provided leadership for a club or organization

### Active Learning Experiences

- 4% of seniors spent at least 6 hours per week outside of class on academic activities
- 5% of seniors worked with a faculty member on a research project
- 6% of seniors worked on an off-campus committee, organization, or project
- 7% of seniors applied material learned in class to other areas such as jobs or internships

### Institutional Commitment to Student Learning and Success

- 12% of seniors discussed career plans with a faculty member
- 13% of seniors discussed academic programs or course selections with a faculty member
- 14% of seniors used a learning lab or center to improve skills
- 15% of seniors talked with a faculty or staff member about personal concerns
- 16% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Q

### Student Satisfaction

- 11% of seniors would attend the same university again if they started over

### Experiences with Diverse Groups of People and Ideas

- 8% of seniors had discussions with students from a different country than their own
- 9% of seniors had discussions with students whose philosophy of life and personal values were very different from their own
- 10% of seniors had discussions with students whose race or ethnic background was different than their own

### Student Interaction with Campus Faculty and Staff

- 17% of seniors worked harder after receiving feedback from an instructor
- 18% of seniors discussed grades, make-up work, or assignments with their instructor
- 19% of seniors discussed ideas for term papers or other class projects with a faculty member
- 20% of seniors requested feedback from instructors about academic performance
- 21% of seniors found campus staff to be helpful, considerate, or flexible

## Student Experiences and Perceptions

**P** Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

[CLICK HERE](#) for examples of how State U evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2005 College Senior Survey (CSS) from the Cooperative Institutional Research Program (CIRP). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for information on the CSS survey.

### Group Learning Experiences

- 1% of seniors have discussed course content with students outside of class
- 2% of seniors have studied with other students
- 3% of seniors spent at least 6 hours per week in student clubs/groups

### Active Learning Experiences

- 4% of seniors spent at least 6 hours per week studying and doing homework
- 5% of seniors reported challenging a professor's ideas in class
- 6% of seniors reported they had an opportunity to work on a research project
- 7% of seniors reported they had an opportunity to apply classroom learning to "real life" issues
- 8% of seniors performed community service as a part of a class
- 9% of seniors participated in a study abroad program
- 10% of seniors worked on an independent study program
- 11% of seniors participated in an internship program

### Student Interaction with Campus Faculty and Staff

- 24% of seniors were satisfied with the amount of contact with faculty
- 25% of seniors reported they had an opportunity to discuss coursework outside of class
- 26% of seniors were satisfied with their ability to find a faculty or staff mentor

### Q Institutional Commitment to Student Learning and Success

- 20% of seniors were satisfied with tutoring or other academic assistance
- 22% of seniors were satisfied with academic advising
- 23% of seniors were satisfied with career counseling and advising

### Experiences with Diverse Groups of People and Ideas

- 12% of seniors indicated they socialized with someone of another racial or ethnic group
- 13% of seniors indicated they often had meaningful and honest discussions about race or ethnic relations outside of class
- 14% of seniors stated that their knowledge of people from different races or cultures is stronger since entering college
- 15% of seniors stated that their ability to get along with people of different races or cultures is stronger since entering college

### Student Satisfaction

- 16% of seniors were satisfied with the overall quality of instruction they received
- 17% of seniors stated they would choose to enroll at this college again
- 18% of seniors were satisfied with the overall sense of community among students
- 19% of seniors were satisfied with their overall college experience

## Student Experiences and Perceptions



Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

[CLICK HERE](#) for examples of how State U evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2006 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for information on the NSSE survey.

### Group Learning Experiences

- 1% of seniors worked with classmates on a group project
- 2% of seniors tutored or taught other students
- 3% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

### Active Learning Experiences

- 4% of seniors spent at least 6 hours per week preparing for class
- 5% of seniors worked on a research project with a faculty member
- 6% of seniors participated in an internship, practicum, or field experience
- 7% of seniors participated in community service or volunteer work
- 8% of seniors participated in study abroad
- 9% of seniors made at least one class presentation last year

### Institutional Commitment to Student Learning and Success

- 16% of seniors believe this institution provides support for student success
- 17% of seniors rated the quality of academic advising at this institution as good or excellent
- 18% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 19% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations



### Student Satisfaction

- 13% of seniors would attend this institution if they started over again
- 14% of seniors rated their entire educational experience as good or excellent
- 15% of seniors reported that other students were friendly or supportive

### Student Interaction with Campus Faculty and Staff

- 20% of seniors believed that the campus staff were helpful, considerate, or flexible
- 21% of seniors believed that faculty are available, helpful, or sympathetic
- 22% of seniors reported that faculty members provided prompt feedback on their academic performance
- 23% of seniors discussed readings or ideas with faculty members outside of class

### Experiences with Diverse Groups of People and Ideas

- 10% of seniors reported that they often tried to understand someone else's point of view
- 11% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
- 12% of seniors often had serious conversations with students of a different race or ethnicity

## Student Experiences and Perceptions

**P** Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

[CLICK HERE](#) for examples of how State U evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2006 University of California Undergraduate Experience Survey (UCUES). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for information on the UCUES survey.

### Group Learning Experiences

- 1% of seniors worked outside of class on class projects or studied with classmates
- 2% of seniors spent at least 6 hours per week participating in student organizations or clubs
- 3% of seniors reported serving as an officer or leader in a campus organization or club
- 4% of seniors helped a classmate better understand course material

### Active Learning Experiences

- 5% of seniors reported making class presentations
- 6% of seniors spent at least 6 hours per week studying and other academic activities outside of class
- 7% of seniors enrolled in at least one service learning course
- 8% of seniors participated in a study abroad program
- 9% of seniors participated in an internship
- 10% of seniors assisted faculty with research

### Institutional Commitment to Student Learning and Success

- 19% of seniors were at least somewhat satisfied with advising by faculty on academic matters
- 20% of seniors were at least somewhat satisfied with advising by college staff on academic matters
- 21% of seniors were at least somewhat satisfied with the availability of courses needed for graduation
- 22% of seniors reported raising their standards for acceptable effort due to the high standards of a faculty member



### Student Satisfaction

- 15% of seniors were at least somewhat satisfied with the value of their education for the price they paid
- 16% of seniors were at least somewhat satisfied with their overall academic experience
- 17% of seniors would choose to attend this institution again
- 18% of seniors reported that their campus had a strong commitment to undergraduate education

### Experiences with Diverse Groups of People and Ideas

- 11% of seniors rated their ability to appreciate, tolerate, or understand racial and ethnic diversity as good or better
- 12% of seniors rated their ability to appreciate cultural and global diversity as good or better
- 13% of seniors gained a deeper understanding of other perspectives through conversations with students of a different nationality
- 14% of seniors gained a deeper understanding of other perspectives through conversations with students of a different race or ethnicity

### Student Interaction with Campus Faculty and Staff

- 22% of seniors sought academic help from an instructor or tutor
- 23% of seniors talked with an instructor outside of class about course material
- 24% of seniors worked with a faculty member on a campus activity other than coursework

## PAGE FIVE DATA ELEMENTS

### R. Text Box and Links

- **Data Source(s):** Institution description of student learning initiatives on campus and links to student outcomes data such as program assessment reports, employer satisfaction surveys, graduate school admission rates, and licensing test results.
- **Reporting Timeline:** Within three months of becoming a VSA participant
- **Estimated Direct Costs:** No direct costs

### S. Results of Pilot Project

- **Data Source(s):** One of the following three instruments:
  1. **Collegiate Assessment of Academic Proficiency (CAAP)** – two modules: critical thinking and writing essay <http://www.act.org/caap/>
  2. **Collegiate Learning Assessment (CLA)** – complete test including performance tasks, analytic writing tasks [http://www.cae.org/content/pro\\_collegiate.htm](http://www.cae.org/content/pro_collegiate.htm)
  3. **Measure of Academic Proficiency and Progress (MAPP)** – two sub scores of the test: critical thinking and written communication <http://www.ets.org/>
- **Administration Protocol:** One test administered in manner consistent with testing organization recommendations at least once every three years
- **Reporting Timeline:** Within four years of becoming a VSA participant; updated at least every three years
- **Estimated Direct Costs:** Costs to administer tests vary based on the number of students surveyed and services provided by the testing organization. For VSA purposes, the costs would be incurred every three years. Cost estimates given below follow the sample size recommendations of the testing organizations to report institutional level scores. The costs are for illustrative purposes only and institutions should contact the testing organizations for exact costs and administration options. The costs do not include any participation incentives distributed by an institution or oversampling to obtain scores for specific subgroups.
  1. **CAAP** (200 students each in fall and in spring): \$10,200
  2. **CLA** (100 students each in fall and in spring): \$6,500
  3. **MAPP** (200 students each in fall and in spring): \$6,200

*Note: The College Portrait example for “State University” includes sample pages for all three testing instruments. An institution will select and report the results of only one instrument.*

## Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

### Student Learning Assessment at State U

State University is a major research university that emphasizes student learning and effective teaching and sustains a culture that views research and teaching as equally critical to the overall learning environment. State U uses a variety of assessment tools to guide the development and enhancement of the undergraduate learning environment. In particular, the general education assessment process has become part of the campus culture. Not only has it provided important campus-wide data on the extent to which undergraduate students meet university-wide general education goals, it has served as the basis for broad conversations about the depth and breadth of general education knowledge that a State U graduate should possess. Other examples of student success measures used as part of campus improvement initiatives include: assessment in the undergraduate major, academic program review, licensure pass rates, graduation and retention rates, and professional accreditation.

[CLICK HERE](#) for examples of student learning assessment and outcomes at State U

### Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the 2007 results from the College Assessment of Academic Proficiency (CAAP). The CAAP measures critical thinking and written communication using two test modules -- critical thinking and a writing essay.

[CLICK HERE](#) for a description of the CAAP test.

[CLICK HERE](#) for information on test administration, the test sample, and the response rate.

#### Learning Gains Between Freshman Year and Senior Year

##### Critical Thinking

The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.

##### Writing Essay

The increase in learning on the performance task is what would be expected at an institution with students of similar academic abilities.

#### Average Institutional Scores

	<u>Freshman Score</u>	<u>Senior Score</u>
Critical Thinking	45	71
Writing Essay	3	4

*Critical Thinking Score Range: 40 to 80*

*Writing Essay Score Range: 1 to 6*

## Student Learning Outcomes

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### Student Learning Assessment at State U

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[CLICK HERE](#) for examples of student learning assessment and outcomes at State U

### Pilot Project to Measure Core Learning Outcomes

S

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the 2005-06 results from the Collegiate Learning Assessment (CLA). Such general skills are applicable and useful for both career and personal success and are important outcomes of college regardless of a student's major. The CLA measures critical thinking, analytic reasoning and written communication using two different tasks -- a performance task and an analytic writing task.

[CLICK HERE](#) for a description of the CLA test.

[CLICK HERE](#) for information on test administration, the test sample, and the response rate.

#### Learning Gains Between Freshman Year and Senior Year

##### Performance Task

The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.

##### Analytic Writing Task

The increase in learning on the performance task is what would be expected at an institution with students of similar academic abilities.

#### Average Institutional Scores

	<u>Freshman Score</u>	<u>Senior Score</u>
Performance Task	1100	1350
Analytic Writing Task	1150	1250

CLA Score Range: 400 to 1600

VSA participants report results from one of three learning outcomes instruments. Examples using all three are show for illustrative purposes.

## Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

### Student Learning Assessment at State U

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State University is a major research university that emphasizes student learning and effective teaching and sustains a culture that views research and teaching as equally critical to the overall learning environment. State U uses a variety of assessment tools to guide the development and enhancement of the undergraduate learning environment. In particular, the general education assessment process has become part of the campus culture. Not only has it provided important campus-wide data on the extent to which undergraduate students meet university-wide general education goals, it has served as the basis for broad conversations about the depth and breadth of general education knowledge that a State U graduate should possess. Other examples of student success measures used as part of campus improvement initiatives include: assessment in the undergraduate major, academic program review, licensure pass rates, graduation and retention rates, and professional accreditation.

[CLICK HERE](#) for examples of student learning assessment and outcomes at State U

### Pilot Project to Measure Core Learning Outcomes

S

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the results from the Measure of Academic Proficiency and Progress (MAPP). The MAPP measures critical thinking, analytic reasoning, and written communication and reports separate scores on critical thinking and written communication.

[CLICK HERE](#) for a description of the MAPP test.

[CLICK HERE](#) for information on test administration, the test sample, and the response rate.

#### Learning Gains Between Freshman Year and Senior Year

##### Critical Thinking

The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.

##### Written Communication

The increase in learning on the performance task is what would be expected at an institution with students of similar academic abilities.

#### Average Institutional Scores

	<u>Freshman Score</u>	<u>Senior Score</u>
<b>Critical Thinking</b>	108	122
<b>Written Communication</b>	112	118

*MAPP Score Range: 100 to 130*

VSA participants report results from one of three learning outcomes instruments. Examples using all three are show for illustrative purposes.