



The VSA Project

Accountability/ Improvement/ Information

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**National Association of State
Universities and Land-Grant Colleges**

Together We Represent
-All of U.S. Public 4-Year
Universities
-65% of all U.S. Students



National Association
of State Universities
and Land-Grant Colleges

aaasch



VSA

Commission on Future of Higher Education

“Lack of useful data and accountability hinder policymakers and the public from making informed decisions and prevents higher education from demonstrating its contribution to the public good.”

Commission on the Future of Higher Education

- The Commission then urged higher education to “. . .**become more transparent about cost, price, and student success outcomes and ... willingly share this information with students and families.**”

Design Criteria

- Comparable Data.
- Transparency.
- Disclosure.
- Cost Effectiveness.
- Targeted, not encyclopedic.
- Information, not rankings
- Provide Choice of Measurement Instruments Where Feasible.

Audiences

- Students and families
- Public
- Policymakers, legislators
- Accreditors, institution and state boards
- Campus faculty and staff

College Portrait

- 5-page web reporting template
- Standard, comparable format
- Data elements selected based on focus groups, higher education community, research
- Most elements compiled from currently available data sources

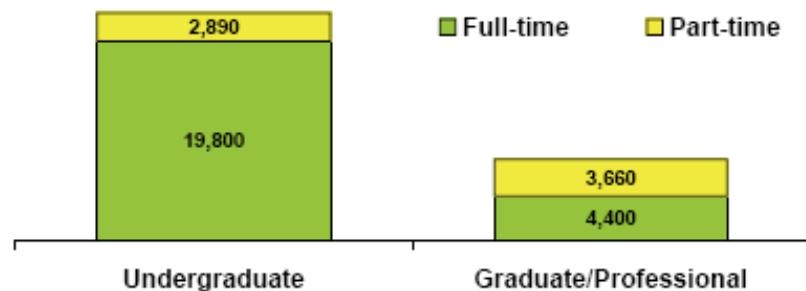
Consumer Information

- Student and institution characteristics
- Success and progress rate
- Cost of attendance and financial aid
- College cost calculator
- Post graduation plans

TOTAL NUMBER OF STUDENTS

30,750

Student Level and Enrollment Status



p. 1

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%

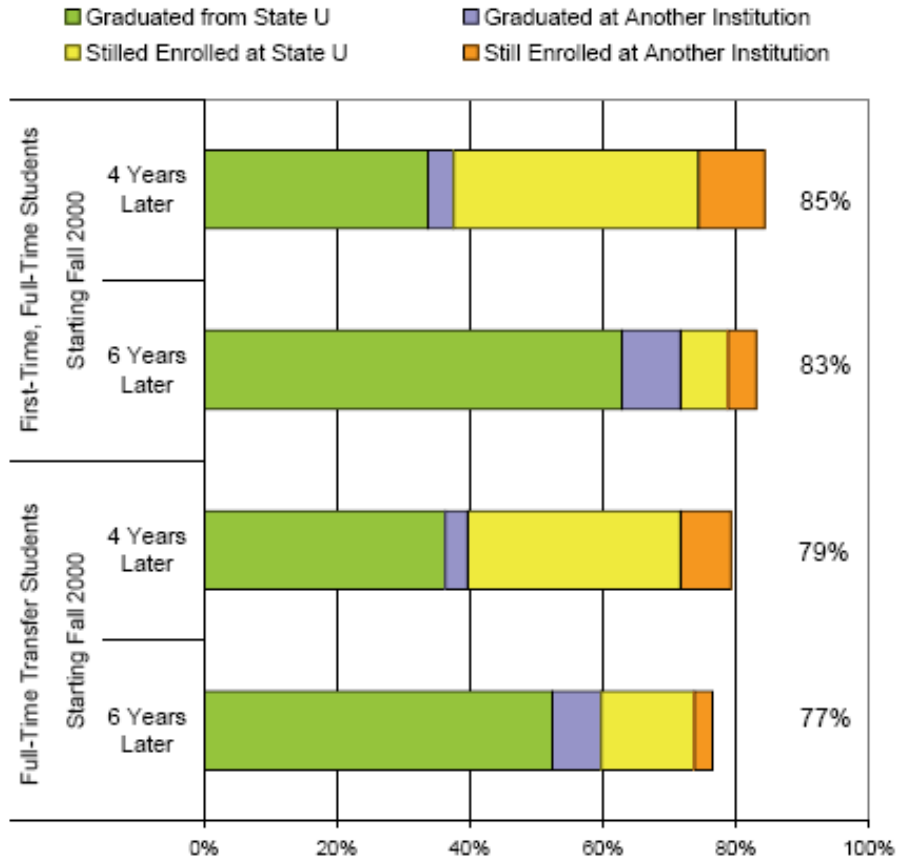
Age (Degree-Seeking)

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

Indicators of institution size & type of students

Data Source: CDS

Undergraduate Success & Progress Rate [More](#)



Alternative to single graduation rate - shows student advancement through higher education system

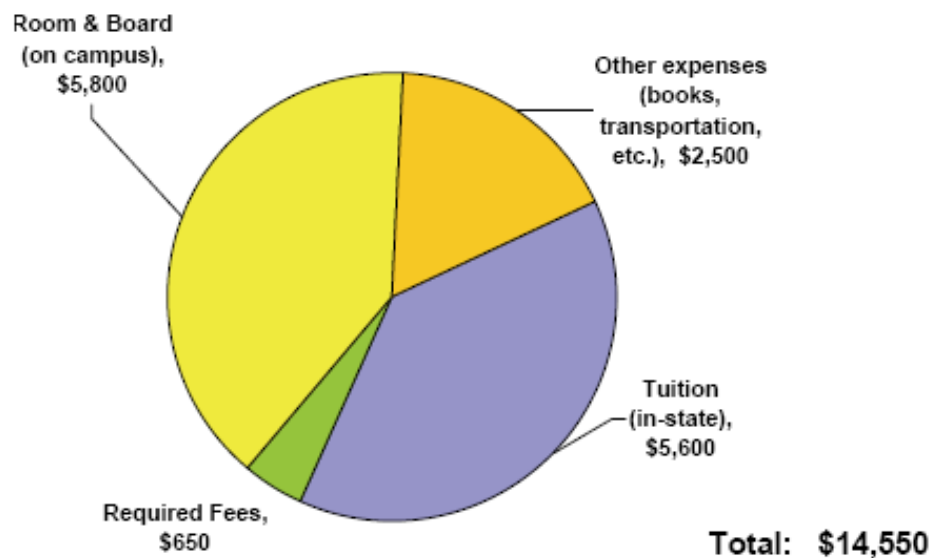
A 85% four-year success and progress rate means that 85% of students starting in Fall 2000 either graduated or are still enrolled at a higher education institution four years later.

Data Source: National Student Clearinghouse

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

Standard cost numbers allow gross comparison across institutions

Data Source: CDS

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

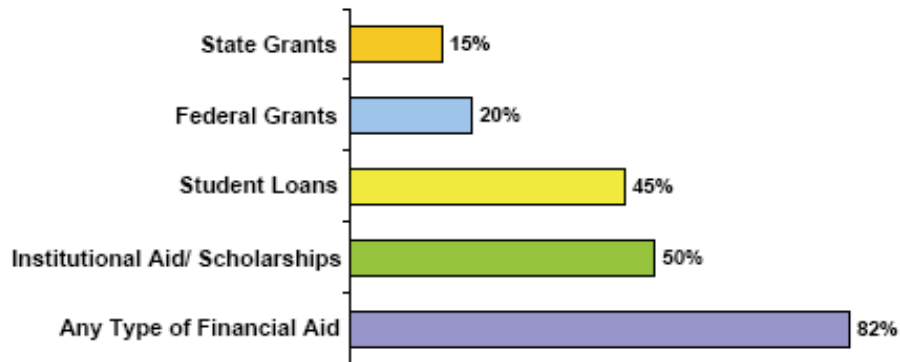
- 30% of Fall 2005 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$3,800.

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.

Financial aid by
average amounts
and types

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



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

Data Source: CDS & IPEDS

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

[CLICK HERE](#)

To get a cost estimate for students like you!

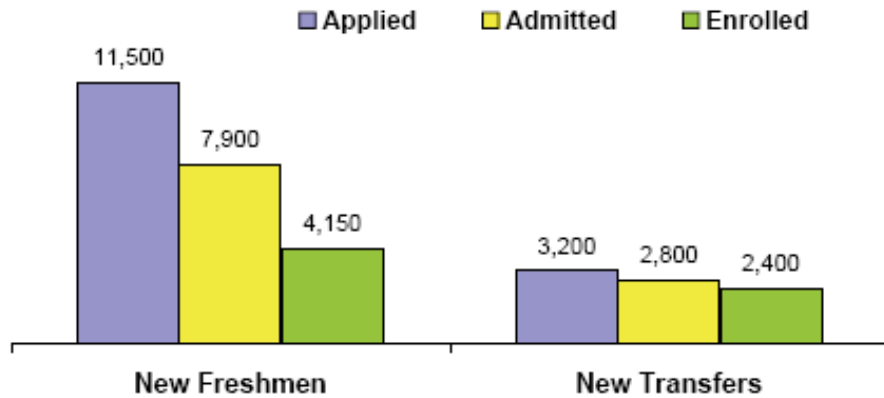
Institutions can
customize VSA
calculator or use
their own

Individualized
estimate of net
cost helps show
that college is
affordable

Data Sources:

VSA Cost Calculator or Institution Calculator

Undergraduate Admissions [More](#)



Provides general information on admission requirements to help prospective students gauge their chance of being admitted

Test(s) Required for Admission: ACT or SAT

<u>Middle 50% of Test Score Range</u>	<u>ACT</u>	<u>SAT</u>
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

Data Source: CDS

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
Total	6,295

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%
	100%

Information on the level and type of degrees awarded at institution

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

Data Source: CDS

Data Source: Institution



Institution provides information on what makes the campus distinctive and highlights special programs and services through button links

Data Source: CDS

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%



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 and are equipped with a First Aid Kit and a portable police radio in the event of an emergency.

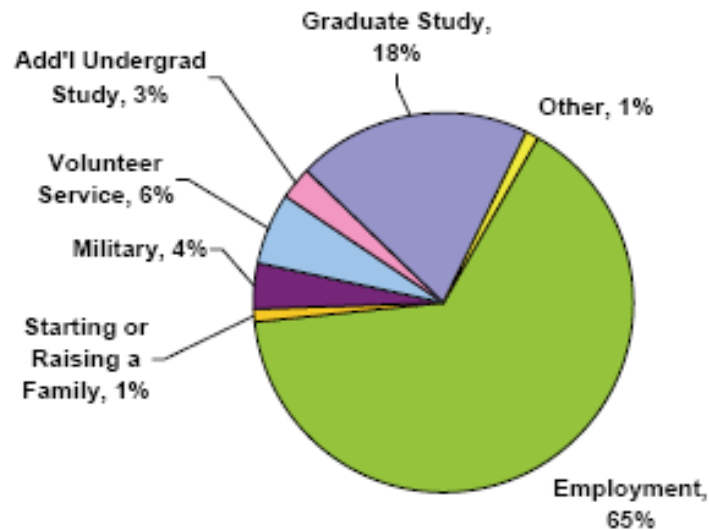


Information gives student an idea of typical class sizes and who will be teaching

Campus safety information is important for students and their families - link goes to Clery Report

Future Plans of 2005-06 Bachelor's Degree Recipients

[More](#)



Single question can be added to existing senior exit surveys or included in application for degree process

[CLICK HERE](#)

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

Data Source: Institution

Student Experiences & Perceptions

- Institution-specific assessments and national student surveys
- Choose from four surveys: CSEQ, CSS, NSSE, UCUES
- Survey responses reported for VSA-selected questions under six common constructs
- Estimated cost for a large institution: \$5,000 to \$15,500 every three years

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. Examples of how AU evaluates the experiences of its students can be found by [CLICKING HERE](#).



**Institution-specific examples of
student life initiatives and
programming**

Student Experiences and Perceptions

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 questions from the 2006-07 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 AU seniors who participated in the survey.

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

[CLICK HERE](#) for CSS national comparison data.

Group Learning Experiences

xx% of seniors have discussed course content with students outside of class.

Active Learning Experiences

xx% of seniors have participated in an internship program.

Experiences with Diverse Groups of People and Ideas

xx% of seniors stated that their knowledge of people from different races/cultures is stronger since entering college.

Student Satisfaction

xx% of seniors are satisfied with overall college experience.

Institutional Commitment to Student Learning and Success

xx% of seniors are satisfied with tutoring or other academic assistance.

Student Interaction with Campus Faculty and Staff

xx% of seniors are satisfied with their ability to find a faculty or staff mentor.

Examples of selected questions from
CSS for each construct

Student Learning Outcomes

- Institution-specific assessments and educational outcomes
- Pilot project to measure learning gains in critical thinking, analytic reasoning, written communication at institution level
- Choose from three instruments: CAAP, CLA, MAPP
- Estimated cost of \$6,200 to \$10,200 every three years.

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.

AU's approach to measuring student learning is as follows:

Institution text block (100 words)

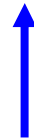
Includes link to other assessment initiatives and post graduation success examples.

Institution-specific measures of student learning and links to outcomes data such as professional licensure exams and employer satisfaction surveys.

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 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.



Pilot project to measure gains in broad cognitive skills at institution level using common methodology and reporting conventions. Results reported after 4 year trial period.

Student Learning Outcomes

p. 5

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.

Common methodology evaluates whether learning gains (value-added) at an institution are what would be expected given the academic abilities of its students.

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

Actual average scores demonstrate absolute learning gains between frosh and seniors

Disappointments

- No Data on post degree employment, earnings or career types available
- No data on enrollment by family income category available
- No data on development of soft-skills, e.g. leadership, ability to work in groups, civic engagement
- Less understanding of the three measures of core learning outcomes than desired

Next Steps

- The NASULGC Board unanimously approved VSA on November 11. The AASCU board will consider VSA on November 19. (Note: VSA was passed unanimously by AASCU.)
- Template available in early 2008
- Oversight board established