- Project FOE 101 –

Beyond Assessment to Implementation:

Leveraging the Energies to Implement and Execute

National FYE Conference
The initial phase of the Foundations of Excellence (FOE) project has already benefited Slippery Rock University’s understanding of the first year experience by informing the campus of student transition issues and calling attention to the gaps, but the real application is currently underway through the ongoing implementation and execution stages for improving the first year experience.

This presentation will focus on the processes used to move the project from one of a comprehensive self-study assessment to one of implementation and how energies must be leveraged from one phase to the next.
1. Taking stock of and considering the self-study results and the accomplishments achieved throughout the self-study process.

The developmental phases for writing the final report will be shared.

Discussion will also include considerations for celebration with the entire taskforce membership at the end of the assessment phase.
2. Our institution’s approach to navigating through the maze of recommendations made by the 100 + member taskforce. Themes for recommended actions will be shared along with specific action strategies including the formation of a president’s council on the foundations of excellence for the first year experience, the development of a philosophy statement, the implementation of a first year campus conference aimed at sharing best practices, the development of a first year advocacy award, and the development of a website on the first year experience as a professional development tool.
First Year Self-Guided Improvement Process

Foundations of Excellence Organization Structure

- **Policy Center**
  - Dr. John Gardner
- **Co-Liaisons**
- **Steering Committee**
- **Dimension Leadership**
  - The “engine” of the FOE process
- **Dimension Members**

Foundations of Excellence® Process

**“Behind the Scenes”**

Make Decisions About Surveys – Complete Current Practices Inventory Research - Communicate to Taskforce Members – Launch FOE at President’s Retreat & Taskforce Meetings

Foundations of Excellence® Dimension Leaders Launch Work of Each Dimension

Dimension Timeline for Reports

- Philosophy – November 15
- Organization – December 15
- Learning – February 28
- Faculty – February 28
- Transitions – February 15
- All Students – February 28
- Diversity – February 2
- Roles and Purpose – March 1
- Improvement – March 1
- Steering Committee Final Report - March 20
- Dimension Leader & Taskforce Presentations April

Task Force Review – Pulling It All Together

Final Task Force Report

Dimension Leadership Presentations

- Philosophy
- Organization
- Learning
- Faculty
- Transitions
- All Students
- Diversity
- Roles and Purpose
- Improvement
- Steering Committee

Dimension Leader & Taskforce Presentations

April
Slippery Rock University of Pennsylvania

A Vision of Excellence in the First College Year

Foundations of Excellence Project
Final Report
2006-2007

Foundations of Excellence Taskforce
Co-Liaisons
Steering Committee
Dimension Leaders
Dimension Members
FOE Report: A Glance at the Report Elements

- Introduction
- Overview of the FOE Project
- Current Practices Inventory (CPI)
- Faculty-Staff & Student Surveys
- Additional Assessments
  - NSSE
  - FYI
  - Freshman Survey
- Recommended Actions by Common Themes
- Concluding Comments
- Statement of Appreciation
FOE Project Overview – A Year at a Glance

- SRU FOE Steering National Launch Meeting
- Dimension Leader Breakfast Kickoff
- Dimension Groups Continuous Work
- Mid-point Full Taskforce Update Breakfast
- Taskforce Celebration and Dimension Presentations
- Dimension Report Preparation & Feedback from Policy Center
- Implementation Phase Begins
- FOE Council

Timeline:
- Summer 2006
- Fall 2006
- Spring 2007
- Summer 2007
- Fall 2007
Recommended Actions
Common Themes
Program/Service Improvements

- Pre-College - Orientation
- Engagement & Involvement in the First Year
- Learning & Curriculum
- FYRST Seminar/LCC Initiative
- Academic Advising/Early Alert/Student Outreach Actions
Current Practices Inventory: First-Year Policies

The task force will inventory policies that are either solely aimed at first-year students or that particularly shape the experience of first-year students. Please consider policies that impact either the curricular and institutionally sponsored, out-of-class experiences of students. Examples of first-year polices include parking/automobile restrictions for first-year students, required first-year courses, registration priority, and required orientation attendance.

Current Practices Inventory – Inventory of First-Year Policies

- FYRST Requirements (100% ?)
- Grade Change (3%)
- Grade Reporting Policy (99%)
- Math Placement (12%)
- NC Basic Competencies Policy (8%)
- Pass/No Credit (0%)
- Plagiarism & Cheating
- Priority Registration (19%)
- Refund Policy (1%)
- Registration Process (Impacts 100% - 91-92% register)
- Repeat a Course (5%)
- Serving Students w/ Disabilities (4%)
- Transfer Credits (10%)
- Transient Clearance (4%)
- University – Withdrawal (8% for fall and 15% for spring)

Current Practices Inventory – Inventory of First-Year Policies

What we learned from looking at participation level estimates

- Lack of Data
  - Many areas could not identify how many first year students actually are impacted through some of the policies and procedures and how they are impacted

- Predominance of Academic Policy and Procedure in the CPI Inventory of First Year Policies
  - Most of the information provided in this section focuses on academic policy and procedure. Future efforts need to consider specific policies that impact first-year students in the housing, judicial, and student life areas
    - For example, requiring first year students to live on campus, permitting first-year students to bring cars to campus, permitting first-year students to become members of Greek organizations.

How might this information meaningful?
How can we use it in our planning efforts?

Current Practices Inventory – Inventory of First-Year Policies

- Academic Advisor Assignment Procedure (100%)
- Academic Probation (12%)
- Academic Progress for Financial Aid Recipients (5)
- Good Academic Standing (99%)
- Adding Classes (15%)
- Change of Major (27%)
- Class Attendance (100%)
- Classification of Students (100%) – Policy Change – 0-24 to 0-29 credits
- Code of Conduct (100%) –
- Course Levels - 3% -Enrolled in junior/senior level courses
- Course Withdrawal – 38%
- Dean’s List – 24%
- Declaring Minors (7%)
- Declaring Second Major (16%)
- Dropping Classes (18%)
- English Placement (9% Taking the Placement Test)
- Excess Hours (1%)
Campuses have a variety of programs/interventions (e.g., advising, learning communities, first-year seminars, placement testing) that have a significant impact on how first-year students experience higher education. The task force will identify the major programs/interventions that, by design or circumstance, have a unique impact on first-year students.

**Current Practices Inventory – Inventory of Programs**

**Participation Level Estimates**

- Act 101 Program (4%)
- Advising Structure (100%)
- ARC Recreation Center Usage (7)
- Career Services (7)
- Freshman Leader Scholar Program (5%)
- College Success Workshops (50%)
- Counseling Center (74%)
- Exploratory Program (20%)
- Financial Aid (100%)
- Food Services (7)
- Frederick Douglas Institute (5%)
- FYRST Seminar (95%)
- FYRST Seminar Peer Leadership (75%)
- Honors Program (5%)
- Help Desk – Technology (7)
- ID Office (100%)
- Intercultural Programs (7%-8%)
- International Student Services (5%)
- Judicial Affairs (7)
- Learning Communities (72%)
- Orientation (98%)
- Placement Testing – Modern Languages (500-600)
- Placement Testing – English (200-245)
- Residence – Housing – (57%)
- Living-Learning Communities (15%)
- Retention Services (100%-Interventions-)
- Service Learning Institute (40%??)
- Services for Students w Disabilities (4-6%)
- Student Accounts (100%)
- Student Support Services Program (20%)
- Summer Reading Program (90%)
- Supplemental Instruction (10%)
- Tutorial Services (34%)
- Welcome Week (90-100%)
- Writing Center (7%)

**What we learned from looking at the inventory of programs...**

- Inventoryed Programs/Services with Participation Level in Mind
- Lack of Data
  - Many areas could not identify how many first year students actually use the service or program because participation levels are either not recorded or not broken out by student group
- Lower Participation Levels in Some Areas
  - Some areas had lower participation levels than anticipated
- Higher Participation Levels in Some Areas
  - Some areas had higher participation levels than anticipated

How might this information meaningful? How can we use it in our planning efforts?
Campuses have a variety of committees, councils and other governance structures that set policy, advise, and/or monitor aspects of the first year (e.g., admissions committee, retention committee, first-year council, general education curriculum committee). The task force will identify the committees and councils that have responsibility for aspects of the first year and describe each.

Current Practices Inventory – Inventory of Committees & Councils

- Academic Deans Council and Directors
- Association of Residence Hall Students
- Enrollment Council
- Enrollment Services Directors/FYRST Program Representation (Recruitment & Retention)
- Enrollment Services Directors/Student Life Directors
- FYRST Seminar Faculty Planning Group
- Housing Release Committee
- Judicial Hearing Board
- Liberal Studies Committee
- Library Committee
- National Coalition for Building Institute
- Parking Committee
- Residence Hall House Councils
- Scholarship Committee
- Student Government Association
- Student Health Advisory Board
- Student Life Director Meetings
- TLTR (Teaching Learning Technologies Roundtable)
- University Athletic Committee
- University Programming Board

Current Practices Inventory – Inventory of Committees/Councils

What we learned from reviewing the committees/councils ....

- Large number of committees that have a responsibility for some aspect of policy, procedure, program, or service development impacting first year students
  - Do these committees/councils consider the impact of policy, procedure, program, or service on first year students?
  - Do these committees/councils study the impact of policy, procedure, program, or services on first year students?

How might this information meaningful? How can we use it in our planning efforts?
Executive Summary - Report

Executive Summary

The Foundation's of Excellence Project at Slippery Rock University of Pennsylvania is committed to establishing a model for student success in higher education. The project is designed to create a comprehensive and integrated approach to improving student outcomes. This report summarizes the progress made in the first year of the project and outlines the future directions for continued improvement.

Introduction

The Foundation's of Excellence Project at Slippery Rock University of Pennsylvania is a multidisciplinary initiative that focuses on enhancing student success. The project is supported by a grant from the Carnegie Foundation for the Advancement of Teaching and is led by a team of faculty and staff members. The project's goals are to identify best practices for student success, develop strategies to implement these practices campus-wide, and evaluate the effectiveness of these strategies.

Methodology

The project employs a variety of research methods, including surveys, focus groups, and case studies. Data is collected from students, faculty, and staff members. The data is then analyzed to identify areas for improvement and to develop strategies to address these issues.

Findings

The project has made significant progress in its first year. Key findings include:

1. Improved student engagement and retention: Data showed a decrease in student attrition and an increase in student engagement.
2. Enhanced faculty development: Professional development opportunities were increased, leading to improved faculty satisfaction and student outcomes.
3. Improved academic support: The establishment of a learning center and the provision of additional tutoring services resulted in improved student success.
4. Improved institutional climate: Addressing faculty and staff concerns led to a more positive institutional climate.

Implementation

The project has implemented a number of strategies to improve student success. These strategies include:

1. Development of a comprehensive curriculum: A curriculum that is aligned with student needs and goals has been developed.
2. Enhanced academic support services: Additional tutoring and counseling services have been provided.
3. Professional development for faculty and staff: Ongoing professional development opportunities have been provided.
4. Improved communication: Improved communication channels have been established to facilitate more effective collaboration among faculty, staff, and students.

Conclusion

The Foundation's of Excellence Project at Slippery Rock University of Pennsylvania has made significant progress in its first year. Continued support and resources are needed to sustain and expand these efforts. The project will continue to evaluate its strategies and make improvements as necessary.
FOE Survey Results - Report

Foundations of Excellence First-Year Survey Results

In the second phase, the Foundations of Excellence first-year surveys were recommended and served as an integral part of the self-study. One standardized survey for faculty and staff and one for students were available exclusively online through the Foundation’s partnership with Educational Benchmarking, Inc. These surveys were designed to assist institutions in identifying, defining, and assessing existing protocols in regard to the first-year. It should be noted that SRU did add institution specific questions to each of the surveys. The selection of questions was determined by committee deliberations. Full-time faculty and staff who were most likely to teach or interact with first-year students were asked to complete and submit the survey when it went live in early October (365 responses). First-year students completed the survey at the end of the fall semester (300 responses).

What did you value the most in your first year of college?

The following academic experiences, activities, and organizations on campus were cited most frequently by first-year students as providing them with the opportunity to feel connected to campus in their first semester. Evidence of strengths was provided by over 340 students. The response cited most frequently by the students included:

1. FYRM Seminar and Learning Community Cluster initiative,
2. good instructor,
3. living-learning communities,
4. major department gatherings (social and academic in nature),
5. learning services,
6. campus organizations,
7. living-learning communities,
8. learning experiences and organizations,
9. Jump Start and travel programming,
10. peer leaders and mentors,
11. members of the community
12. Residential suite,
13. Welcome events,
14. Leadership programming,
15. organizations,
16. Study areas, and
17. social events and social in the halls.

Additionally, students were asked to describe a contact or a connection that they made with a faculty or staff member at this institution that has positively impacted their experience. Over 300 students provided comments in this section. Most of these comments were positive statements about specific faculty, staff members, and academic advisors who made a noteworthy influence on the student in their first semester. Many comments were directed toward a specific faculty member in the student’s major department, FYRM Seminar, or College Success course.

Students were also asked how SRU can best encourage students to do their very best work. Again, several hundred comments were provided. The most frequent response cited by the student indicated that the university was already doing this. Additionally, commonly cited responses included:

1. opportunities to learn and demonstrate leadership skills,
2. personal growth and development;
3. success in recognizing student achievement;
4. opportunities for homework completed or attendance to class;
5. opportunities for study groups;
6. opportunities to have more one-on-one contact with academic advisors;
7. opportunities to have more one-on-one contact with academic advisors;
8. opportunities to have more one-on-one contact with academic advisors;
The third phase, Foundations of Excellence, was the culmination of the First-Year Project and the major data-gathering phase. This phase contributed a model that provided the opportunity to evaluate and improve in the future. These were our assumptions as developed by the Policy Center. These assumptions were as follows:

- The academic mission of an institution is paramount.
- The first college year is central to the achievement of an institution’s mission and lays the foundations for which undergraduate education is built.
- Systematic evidence provides validation of the dimensions.

The concept of Foundations of Excellence is a model for improving excellence as comprised of a set of principles that are termed Foundations of Excellence. These Dimensions, based upon 10 years of research and developed collaboratively with over 200 institutions, provide a good measurement of institutional effectiveness. The model for the beginning college experience for students through elevators, instruction, and development is as follows:

1. Philosophy
2. Offense
3. Leadership
4. Faculty
5. Enrollment
6. Teaching
7. Research
8. Service and Community
9. Facilities
10. Administration

The model was designed to accomplish the following:

- To improve the college experience for students
- To improve the college experience for faculty
- To improve the college experience for staff
- To improve the college experience for administrators
- To improve the college experience for parents
- To improve the college experience for alumni
- To improve the college experience for donors
- To improve the college experience for the community

The model was designed to accomplish the following:

- To improve the college experience for students
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- To improve the college experience for staff
- To improve the college experience for administrators
- To improve the college experience for parents
- To improve the college experience for alumni
- To improve the college experience for donors
- To improve the college experience for the community

A common template into which the research was fitted was as follows:

1. Philosophy
2. Offense
3. Leadership
4. Faculty
5. Enrollment
6. Teaching
7. Research
8. Service and Community
9. Facilities
10. Administration

This template was designed to accomplish the following:

- To improve the college experience for students
- To improve the college experience for faculty
- To improve the college experience for staff
- To improve the college experience for administrators
- To improve the college experience for parents
- To improve the college experience for alumni
- To improve the college experience for donors
- To improve the college experience for the community

Although developing with the Policy Center, the dimensions were adopted by the entire campus to improve the college experience for students.
FOE Dimensions – Recommended Actions Reporting

Foundations of Excellence Dimensions:

1. Philosophy Dimension

Best Practice
Foundations outline an organizational structure and processes that provide comprehensive, integrated, and collaborative approach to the entire FOE. These structures and policies provide oversight and alignment of all FOE efforts. A cohesive philosophy experience is realized and maintained through effective partnerships among Academic Affairs, Student Affairs, and other administrative units and by ensuring quality and professional staff development activities and appropriate budgetary arrangements.

- There is a comprehensive single unit administrative structure that provides oversight and alignment of FOE efforts. The unit's approach on the campus organizational chart, a diverse administration, and teams of both the campus and departmental level, has a strong operational budget.


2. Organization Dimension

Best Practice
Foundations outline organizational structures and policies that provide a comprehensive, integrated, and collaborative approach to the FOE. These structures and policies provide oversight and alignment of all FOE efforts. A cohesive philosophy experience is realized and maintained through effective partnerships among Academic Affairs, Student Affairs, and other administrative units and by ensuring quality and professional staff development activities and appropriate budgetary arrangements.

- There is a comprehensive single unit administrative structure that provides oversight and alignment of FOE efforts. The unit's approach on the campus organizational chart, a diverse administration, and teams of both the campus and departmental level, has a strong operational budget.


Recommended Actions by Common Themes:

Welcome --- Informing --- Supporting --- Engaging

First-Year Student at Slippery Rock University

After a thorough study and with the assistance and guidance of the Excavator, the FOE Taskforce has identified a system for evaluating and reporting results from the FOE experience to address the needs of first-year students. This reflective and systematic approach is an effort to continuously improve our first-year experience.

The common themes for each of the recommended actions have been made after careful analysis of the outcomes of the focus on the needs of first-year students, ensuring that the recommendations are made to enhance, future develop, and initiate new directions to improve student learning and engagement in the first college year.

The above chart has been made with more than one of the dimensions above have been combined and replaced under the "Best Fit" combination. While we have many examples of an outstanding first-year experience for students, these recommendations are made to enhance, future develop, and initiate new directions to improve student learning and engagement in the first college year.

The above chart has been made with more than one of the dimensions above have been combined and replaced under the "Best Fit" combination. While we have many examples of an outstanding first-year experience for students, these recommendations are made to enhance, future develop, and initiate new directions to improve student learning and engagement in the first college year.
Establishing the President’s Council on the FOE for the FYE

President's Council on the Foundations of Excellence for the First Year Experience:

After the year-long study process and the assistance and guidance of Dr. John Gardner, SRU’s FOE project advisor, the SRU FOE taskforce has identified a path to the creation of a model for excellence in the first-year experience for Slippery Rock University. It is recognized that through completion of the self-study, the institution has in place a plethora of programs, activities, and services that are specifically designed to address the needs of first-year students. At the time this executive summary was prepared, 101 recommended action items were identified by the steering committee as a result of the work of each of the nine dimension groups.

While SRU has many components of an outstanding first-year experience for our students, these recommendations are made to enhance, future develop, and initiate new directions to improve student learning and engagement in the first college year.
Purpose of the FOE Council

The President’s Council on the Foundations of Excellence for the First Year Experience (FOE Council) -

The President’s Council on the Foundations of Excellence for the First Year Experience was established to guide and facilitate the process of carrying out the recommendations prepared by the FOE Taskforce. Each of the Council members either served as a member of the Foundations of Excellence Taskforce during the 2006-2007 academic year or they are currently in a key leadership role related to the first year experience at Slippery Rock University. During the 2006-2007 academic year, the university had undertaken a comprehensive, guided self-study and improvement process for the first year that involved over 100 campus constituencies in an effort to identify areas that we need to enhance to further improve our ability to realize our goals for student learning, success, and persistence. The “FOE Council” will begin the implementation process for many of the recommendations which have been made by as a result of the initial self-study.
FOE Council Responsibilities

Initial FOE Council Responsibilities:

- The FOE council will review the recommendations prepared by the nine dimensions committees and summarized and assembled by the FOE steering group in the final report (including the Top Ten Action Item List).
- The FOE council will affirm priority categories for each of the recommendations: (1) In process of implementation, (2) Highest Priority, (3) Medium Priority, (4) Longer Term Priority, and (5) Not for Consideration at this Time.
- The FOE council will meet with appropriate constituency groups on recommendations for implementation. Consider ongoing assessment processes.

Welcoming...Informing...Supporting...Engaging

Our First Year Students
FROM: Dr. Robert M. Smith, President

RE: “President’s Council on the Foundations of Excellence for the First Year Experience”

DATE: August 29, 2007

As a member of the Foundations of Excellence Taskforce during the 2006-2007 academic year, you played a key role in assisting the university with an important self study on the first year experience at Slippery Rock University. During this coming year, we will be moving our efforts to the implementation phase of this project.

I am inviting you to serve on the President’s Council on the Foundations of Excellence for the First Year Experience. Last year, we had undertaken a comprehensive, guided self-study and improvement process for the first year that involved over 100 campus constituencies in an effort to identify areas that we need to enhance to further improve our ability to realize our goals for student learning, success, and persistence. This council will begin the implementation process for many of the recommendations which have been made by the initial self-study taskforce.

I am asking you to attend the first council meeting on Monday, September 17 at 2:00 PM in 121 North Hall. Dr. Amanda Yale and Dr. Paula Olivero have agreed to serve as the facilitators for the Council which will report directly to me. They will provide the taskforce with information about the process during the introductory session and I will discuss the role of the council as it relates to the FOE Project Recommendations.

I am looking forward to beginning the work of this very important council. Please plan to join us. **If you are unable to attend, please contact Amanda or Paula so they can meet with you individually.** Thank you for continuing to support our students and improve our first college year efforts.

Cc: FOE Steering Committee – Ex-Officio Members
President’s Cabinet
Dean’s Council
President’s Council on the Foundations of Excellence for the First Year Experience  
September 17, 2007

Agenda

1. Welcome to the FOE Council – President Smith
2. FOE Council - Roles and Purpose
3. FOE Council Tasks:
   a. Recommendation Actions
      i. Review the outreach areas identified for each of the recommendations and consider additions, revisions, changes
      ii. Consider assignment of FOE Council members to specific recommendations
      iii. Consider time line for communications to specific areas
      iv. Consider process for development and communication of outcomes.
   b. Development of First-Year Philosophy Statement
   c. Development of Professional Development Activity on First-Year Students
   d. Development of First-Year Advocacy Award for Faculty/Staff
Communicating with the Initial Taskforce

Greetings FOE Taskforce Members,

As a member of the Foundations of Excellence Taskforce during the 2006-2007 academic year, you played a key role in assisting the university with an important self study on the first year experience at Slippery Rock University. Last year, we had undertaken a comprehensive, guided self-study and improvement process for the first year that involved over 100 campus constituencies in an effort to identify areas that we need to enhance to further improve our ability to realize our goals for student learning, success, and persistence. At this time, we would like to provide you with an update on these efforts.

This year, we have moved our efforts to the implementation phase of this project. The President’s Council on the Foundations of Excellence for the First Year Experience (FOE Council) was established to guide and facilitate the process of carrying out the recommendations prepared by the FOE Taskforce. Each of the Council members either served as a member of the Foundations of Excellence Taskforce during the 2006-2007 academic year or they are currently in a key leadership role related to the first year experience at Slippery Rock University. The Council on the Foundations of Excellence for the First Year Experience has been formed and met twice already this fall. The attachment provides the highlights of their role.

The FOE Council members will be meeting with varied university constituencies for discussion of the FOE Taskforce recommendations. As a faculty member or administrator you may be contacted from one of the FOE Council Teams. Each of the FOE Council members paired up with another council member and volunteered for assignment to specific groups of recommendations.

Later this semester, you will also be hearing more about opportunities for a professional development opportunity on the first year experience which will be scheduled for the spring semester.

FOE Council:
Dr. Susan Overman
Dr. Robert Snyder
Dr. Steve Stain
Dr. Theresa Nada
Dr. Chris Klock
Ms. Jessamine Monroe
Dr. Chris Walker
Ms. Chris Wasko
Ms. Jamie Russell
Mr. Brad Klock
Mr. Jon Crum
Ms. B. Roberts

Thank you so very much for your continuing interest to improve our first year experience efforts. We will continue to provide you with updates throughout the year.

Amanda Yale and Paula Oliver, Co-Facilitators, FOE Council
Beginning Stages:

**FOE Final Report – Common Themes for Recommended Action Items**
The recommendations prepared in the FOE final report are organized by common themes. Action items are identified under each of the common themes. The common themes for each of the recommended actions have been made after careful analysis of the sources of evidence (or recognition of the lack of sources of evidence), consideration of the survey assessment results and other institutional assessment results, and a high degree of dialogue, discussion, and debate among the dimension members and leaders for each dimension committee.

*Common Themes*
Organization – Philosophy – Communications – Assessment -- Data and Information -- Professional Development/Recognition -- Resource Allocation/Support – Faculty – Diversity -- Financial Aid/College Costs -- Program/Service Improvements*

*The common theme “program/service improvements” recommendations were further subdivided into programmatic groupings: (1) College – Orientation; (2) The First Year, Engagement and Involvement; (3) Learning and Curriculum; (4) FYRST Seminar/LCC Initiative; and (5) Academic Advising, Early Alert/Retention Outreach, All Students*
Top Ten Action Items

Widening...Informing...Supporting...Engaging Our First Year Students
Top Ten Recommended Action Items

- After careful review of each of the dimension reports, the Foundations of Excellence steering committee identified ten action items that are the highest priority for implementation.

1. Create a first-year council to provide advisement on the coordination, integration, implementation, and assessment of first-year student programs (Immediate Priority). The President’s Council on the Foundations of Excellence for the First Year Experience (FOE Council) was formed in fall 2007. The purpose of the council is to commence the implementation process for the self-study recommendations made by the FOE taskforce.
   One of the council’s initial tasks should be to develop a university-wide philosophy statement on the first year experience (Immediate Priority). One of the initial tasks of the FOE Council will be to develop a university-wide philosophy statement on the first year experiences for Slippery Rock University.
2. Prepare a comprehensive budget analysis on first-year programming and activities (High Priority). The FOE Council will gather information related to programming and services for first year students.
3. Redesign the institution’s Web site with a focus on ease of navigation and to improve on- and off-campus communication and dissemination of information (High Priority). A web designer position was approved during the fall 2007.
4. Develop and implement a communications plan to disseminate relevant program and assessment data to constituents working with first-year students (Immediate Priority – Planning Process). A one-stop Web site will be developed which provides information on assessments related to the first year experience.
6. Promote faculty and staff professional development initiatives that advance first-year student success (High Priority). A half-time faculty position in the department of academic services has been re-organized to provide added focus for faculty advisement development and student advisement resources.
7. Establish department representation and college level leaders campus-wide who work to improve the first-year experience at the department, college, and division levels (High Priority). Encourage departments to institute practices that help students connect with academic departments (High Priority).
8. Enhance student life out-of-class and co-curricular experiences for first-year students and connect these services more directly with the academic experience (living-learning communities, freshman leadership programming, intercultural programming, etc).
9. Improve the promotion and support for out-of-class diversity opportunities both in and out of the classroom (High Priority).
10. Create an integrated approach to all aspects of the first-year students’ transitional and academic experiences (Immediate Priority – Planning Process). The FOE Council will serve as the initial step for improving our efforts to integrate all aspects of a students’ first year experience.
## FOE Meeting Schedule
(Revised 11/14/07)

<table>
<thead>
<tr>
<th>Meeting Day/Date</th>
<th>Time</th>
<th>Where</th>
<th>Who</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, November 1</td>
<td>10:30 AM</td>
<td>Amanda’s office</td>
<td>Amanda Y, Brad K, Carla H-C</td>
<td>Explore necessity for administrative support for academic department activities for FY students.</td>
</tr>
<tr>
<td>Friday, November 2</td>
<td>8:30 AM</td>
<td>Amanda’s office</td>
<td>Amanda Y, Connie L, Kathy B, Brad K</td>
<td>Ensure that all academic advisors attend preparation sessions who work with Orientations Programs are required to complete a preparation session to the program.</td>
</tr>
<tr>
<td>Friday, November 2</td>
<td>8:30 AM</td>
<td>Amanda’s office</td>
<td>Amanda Y, Kathy B, Brad K</td>
<td>Faculty who teach Freshman Seminar need to attend a two day professional development program.</td>
</tr>
<tr>
<td>Thursday, November 8</td>
<td>11:00 AM</td>
<td>Amanda’s office</td>
<td>Amanda Y, Brad K, Brian D.</td>
<td>Center for Teaching Excellence to inform faculty of unique academic needs of FY students and designate “Exemplary Teachers”.</td>
</tr>
<tr>
<td>Monday, November 12</td>
<td>1:00 PM</td>
<td>Paula’s office</td>
<td>Amanda Y, Paula O, Brad K</td>
<td>Improve campus-wide professional development opportunities which focus on FY students and to recognize faculty and staff contributions to FY student efforts.</td>
</tr>
<tr>
<td>Monday, November 12</td>
<td>2:00 PM</td>
<td>Paula’s office</td>
<td>Amanda Y, Paula O, Brad K, Carrie B</td>
<td>Prepare comprehensive budget analysis to determine funding of FY programs and services.</td>
</tr>
<tr>
<td>Thursday, December 6</td>
<td>8:15 AM</td>
<td>Amanda’s office</td>
<td>Brad K, Nancy</td>
<td>Summation of all mini FOE meetings</td>
</tr>
</tbody>
</table>

**Note:** Cheese Tray, Water, Soda, Coffee & Tea will be available
**Recommended Actions – Charting Our Progress**

<table>
<thead>
<tr>
<th>FOE Dimension</th>
<th>Priority Level</th>
<th>Outreach</th>
<th>FCE Council Assignment</th>
<th>Action Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create a first-year council to provide advancement on the coordination and integration of first-year student programs. As an academic community in which all members are responsible for focusing, refining, and continuously challenging points of understanding, the university, too, must continually refine its own structures to support all students, while giving special focus to the most vulnerable population—first-year students. A First-Year Council that is charged with identifying, articulating, and evaluating the needs of first-year students will extend the conversation beyond the classroom and facilitate greater communication, cooperation, and coordination between structures that support and enhance the first-year experience of our students. The council would be charged with monitoring the implementation of the Foundations of Excellence project. One of the goals of this council would be to enhance the communication between structures that work on first-year efforts. The First-Year Council could begin its work by examining the action items recommended in this report. The FOE Project Taskforce will be asked for recommendations on the composition of the Council. The council should be representative of faculty, enrollment services, academic affairs, student life, finance and administration, advancement personnel and students.</td>
<td>Action Taken In Process</td>
<td>President, Provost, and VPOL</td>
<td>FCE COUNCIL</td>
<td></td>
</tr>
</tbody>
</table>

**FOE Council Formation:** During the fall 2007 semester, the President’s Council on the Foundations of Excellence for the First Year Experience (FOE Council) was formed with the charge of coordinating implementation of the recommendations which were made by the FOE Self-Study Taskforce in the 2006-2007 academic year. The council is comprised of campus-wide representatives.

Priority for implementing the recommendations made by the FOE taskforce was further emphasized in the university’s strategic plan which was revised in fall 2007.

Priority for this process was further emphasized by the president in the state of the university opening address in September, 2007.
### Recommended Actions – Charting Our Progress

<table>
<thead>
<tr>
<th>FOE Dimension</th>
<th>Priority Level</th>
<th>Action</th>
<th>FOE Council Assignment</th>
<th>Recommendation</th>
</tr>
</thead>
</table>
| Re-design Web site | High | OUTREACH: Public Relations (Rita Abert & Sherry Mellott) and Web site Taskforce | Garcia Blockburger Susan Herzon Paula Oliver | - My Rock 1 Stop is on the home page. In order for it to be a first line on every page for current students, each department would have to put it on and have it link to the home page.
- Enrollment Services is working on this as part of a visitor portfolio.
- The home page has been updated and is updated every couple of weeks.
- Within the next few weeks, an attempt will be made through Heartland to work with Slippery Rock University in developing this and is in the process of review for possible SRU beta site testing.
- The home page is in the process of being redesigned based on the recommendations of the technology advisory committee.

There are several issues with regard to the web site. Competing interests on web requests becomes the biggest challenge. It is acknowledged that the web pages for the University need to be updated and redesigned. A request was made through the last budget process for funding of an outside company to provide a new content management system. That request was denied. Until a system can be purchased, we will continue to have bandwidth challenges (i.e. cannot do video or it will crash). On-going issues include personnel to support the web page development changes, etc. as well as funding and on-going resources. At this point in time, the goal is to streamline the front page and keep the home page as fresh as possible given current resources.
<table>
<thead>
<tr>
<th>FOE Dimension</th>
<th>Priority Level</th>
<th>Action</th>
<th>FOE Council Assignment</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Develop and implement a communications plan to disseminate relevant assessment and survey data to constituents working with first-year students. Establish a Web site for assessments related to the first-year experience.</td>
<td>Immediate</td>
<td><strong>OUTREACH:</strong> One-stop Web site on First-Year Students via the Portal. Develop a “tab” on the Enrollment Services Portal specifically designed for constituents who work with first-year students.</td>
<td>Carrie Brockbichler, Susan Hanman, Paula Olivero</td>
<td>The SAS Portal Web site will be used for professional development of the faculty and staff working with first-year students. In the spring a professional development program is being planned which will focus on first-year students and their services and connections, which are currently provided on campus. The format will most likely be a poster session, which would occur during common hour. In addition, a first-year advocacy award will be established for faculty, professional staff and support staff.</td>
</tr>
<tr>
<td>9. Increase our students’ use of their SRU e-mail. In an effort to find a common medium to communicate with our first-year students, it is recognized that their SRU e-mail address can be used to send important announcements and information. Monitoring the types of information sent to students is an important part of the process.</td>
<td>In-Process</td>
<td><strong>Action:</strong> In-Process</td>
<td>Carrie Brockbichler, Susan Hanman, Paula Olivero</td>
<td>The Office of Orientation (Robert Lappes): In an effort to build a culture among our students for using their SRU e-mail the Office of Orientation will begin to communicate with new first-year students at the time of deposit important information as they begin to become connected to our services and programs. This process will continue through orientation and the first year via important pieces of communication at critical points in their transition. The use of the SRU e-mail will be reinforced via the use of SAS during the 2007-2008 year.</td>
</tr>
<tr>
<td>10. Establish a proactive campus safety communication plan which is paramount if we want to ensure a “home-away-from-home” environment.</td>
<td>In-Process</td>
<td><strong>OUTREACH:</strong> Public Relations The recommendations will be shared with the appropriate personnel immediately by the FOE Council. 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 e2Campus, 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.</td>
<td>Carrie Brockbichler, Susan Hanman, Paula Olivero</td>
<td>The university has developed an e-alert system where the students who opt in to the program will be immediately alerted to emergency situations. The system is powered by e2Campus which will alert students by phone, e-mail, PDA, etc.</td>
</tr>
</tbody>
</table>
### Recommended Actions – Charting Our Progress

<table>
<thead>
<tr>
<th>FOE Dimension</th>
<th>Priority Level</th>
<th>Action</th>
<th>FOE Council Assignment</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Ensure that all academic advisors who work with the Orientation Programs are required to complete a preparation session prior to the program. The Diversity Dimensions Committee members also recommended that the training for orientation advisors include a piece on recommending specific courses or out-of-class experiences which would help first-year students better understand opportunities for learning about diversity on campus. This process could also be incorporated into the FYRST Seminar training.</td>
<td>Immediate In-Process</td>
<td>Outreach: Orientation Advising Coordinator, Connie Laughner. The recommendations will be shared with the appropriate personnel in this area by the FOE Council.</td>
<td>Amanda Yale, Brad Kowaleski</td>
<td>Faculty who teach the FYRST Seminar are strongly encouraged to attend the professional development workshop and are given the dates when they are asked to consider teaching the course in the invitation letter and these dates are then confirmed with them during the early spring semester. I was advised by the president of APSCUF in 2000 when I stated that faculty were “required” to attend this professional development program. I was told that I could only “strongly encourage” them to attend. Faculty who do attend are compensated for their attendance at $100.00 per day.</td>
</tr>
<tr>
<td>Attendance Stats for 2008: 56 faculty 84% (47) attended 16% (9) did not attend, 4 – attended in past years, 2 – met with individually, 3 – did not attend</td>
<td></td>
<td></td>
<td>Attendance Stats for 2007: 56 faculty 75% (44) attended 21% (12) did not attend (7 had attended in past years. 1 met with individually, 4 did not attend)</td>
<td></td>
</tr>
</tbody>
</table>
**Recommended Actions – Charting Our Progress**

<table>
<thead>
<tr>
<th>Action Taken</th>
<th>FOE COUNCIL OUTREACH ON ACTION TAKEN: Robert Lappese (Orientation/Transfer Recruitment Services)</th>
<th>Robert Snyder</th>
<th>Jon Crum</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Process</td>
<td>An August Orientation program for freshmen not attending Spring or June sessions and late admits was implemented this year. 8 of the 11 students who would participate in an Orientation program came to the August session, resulting in a 59.6% Orientation attendance rate (our best ever) for our 2007 freshman class. Only 8 freshmen did not attend an Orientation program. Recommendation: Continue with the current addition Orientation program. Incorporate into a more in-depth orientation process as described in the item 39 of 3000 Orientation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOE Dimension</td>
<td>Priority Level</td>
<td>Action</td>
<td>FOE Council Assignment</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
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<td>------------------------</td>
</tr>
<tr>
<td>41. Expand the campus tour experience for prospective students. Ensure that a professional staff member interacts with prospective students and families as part of the presentation and tour experience even if only to offer a welcome and contact information for follow-up conversation. Also, improve the PowerPoint presentation by reducing the amount of text and increasing font sizes on slides. Insure that every individual representing the university that is interacting with prospective students and families is dressed professionally and introduces himself/herself and wears an appropriate nametag.</td>
<td>Immediate In-Process</td>
<td>OUTREACH: Admissions The recommendations will be shared with the appropriate personnel in this area by the FOE Council.</td>
<td>Robert Snyder Jon Crum</td>
</tr>
<tr>
<td>Communications:</td>
<td>Immediate</td>
<td>In-Process</td>
<td>OUTREACH: Enrollment Services, Amanda Yale</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-----------</td>
<td>------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>5. Utilize the new SAS Web Portal to communicate daily enrollment information to the university community on new enrollment, retention, and advisement.</td>
<td><strong>Immediate</strong></td>
<td><strong>In-Process</strong></td>
<td><strong>OUTREACH:</strong> Enrollment Services, Amanda Yale</td>
</tr>
<tr>
<td>6. Value individual unit/department contributions to improving the first-year experience by identifying how departments are approaching the first-year experience and highlight models for the campus community. The university administration should continue to recognize and value the individual unit cultures (especially among academic departments) that have led to the development of diverse activities for their first-year students.</td>
<td><strong>Immediate</strong></td>
<td><strong>In-Process</strong></td>
<td><strong>OUTREACH:</strong> Retention Services (Carla Hradisky-Coffelt) This recommendation was initially prepared by the philosophy committee and will be assigned to the Office of Retention Services as a means of discovering what departments are already doing for first year students.</td>
</tr>
</tbody>
</table>
It's a great time to be at Slippery Rock University. The evidence is everywhere. Consumer’s Digest recently named Slippery Rock as the fifth “best value” university in America based on its quality plus affordability. Enrollment is at a record level. And the campus is beaming with new state-of-the-art academic and residence hall facilities.

Don’t just take my word for it, check out our success for yourself. This Institutional Report: Accountability 2008 was created to provide you with comparable and transparent information about the University. The pages that follow contain data elements that:

- Provide information to prospective students and their parents, which will be helpful in deciding which university best fits their educational needs.
- Document student experiences, activities and perceptions of how well the University delivers on its promise to provide a Rock Solid Education, and
About Our Students

Total Fall Enrollment
(9 Year Comparison)

Most popular declared majors
Fall 2007

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>609</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>544</td>
</tr>
<tr>
<td>Special Education</td>
<td>540</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>423</td>
</tr>
<tr>
<td>Management</td>
<td>325</td>
</tr>
<tr>
<td>Criminology and Criminal Justice</td>
<td>221</td>
</tr>
<tr>
<td>Health Science (Safety and Environmental Mgmt.)</td>
<td>192</td>
</tr>
<tr>
<td>Sport Management</td>
<td>191</td>
</tr>
<tr>
<td>Marketing</td>
<td>186</td>
</tr>
<tr>
<td>Secondary Education (Social Science-History)</td>
<td>186</td>
</tr>
</tbody>
</table>

Graduate

<table>
<thead>
<tr>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Therapy</td>
</tr>
<tr>
<td>Elementary Education (Reading)</td>
</tr>
<tr>
<td>Special Education (Master Teacher)</td>
</tr>
<tr>
<td>School Counseling</td>
</tr>
<tr>
<td>Nursing (w/Clairton University)</td>
</tr>
<tr>
<td>Secondary Education (Math/Science - Teacher Cert.)</td>
</tr>
<tr>
<td>English - Traditional</td>
</tr>
<tr>
<td>Student Affairs in Higher Education</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Sport Management</td>
</tr>
</tbody>
</table>

Total Enrollment by College
Fall 2007

<table>
<thead>
<tr>
<th>UB</th>
<th>Grad</th>
<th>Total</th>
<th>% of Total</th>
<th>Last Year</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Info &amp; Social Sciences</td>
<td>1,831</td>
<td>1,831</td>
<td>21.59%</td>
<td>1,825</td>
<td>0.33%</td>
</tr>
<tr>
<td>Education</td>
<td>2,109</td>
<td>438</td>
<td>2,547</td>
<td>30.59%</td>
<td>2,567</td>
</tr>
<tr>
<td>Health, Environment &amp; Science</td>
<td>2,251</td>
<td>218</td>
<td>2,469</td>
<td>29.66%</td>
<td>2,268</td>
</tr>
<tr>
<td>Humanities, Fine &amp; Performing Arts</td>
<td>583</td>
<td>62</td>
<td>645</td>
<td>7.75%</td>
<td>620</td>
</tr>
<tr>
<td>Exploration/Other</td>
<td>811</td>
<td>22</td>
<td>833</td>
<td>10.01%</td>
<td>960</td>
</tr>
<tr>
<td>University Total</td>
<td>7,545</td>
<td>748</td>
<td>8,293</td>
<td>100.00%</td>
<td>8,238</td>
</tr>
</tbody>
</table>

Enrollment by geographic origin
Fall 2007

By Country
- United States: 8,234
- Kenya: 5
- United Kingdom: 10
- China: 4
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>69.9%</td>
</tr>
<tr>
<td>Ohio</td>
<td>11.1%</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>0.0%</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 1002 in 2007 from 945 in 2000.
- The average high school grade point average has risen to 3.26 in 2007 from 2.96 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 (154 courses and 51 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 distinction.

Most popular declared majors for new first year students

2003

<table>
<thead>
<tr>
<th>Major</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>9.0%</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>7.2%</td>
</tr>
<tr>
<td>Special Education</td>
<td>6.3%</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>5.4%</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>4.1%</td>
</tr>
<tr>
<td>Biology</td>
<td>3.9%</td>
</tr>
<tr>
<td>Sport Management</td>
<td>3.4%</td>
</tr>
<tr>
<td>Citizenship</td>
<td>3.2%</td>
</tr>
<tr>
<td>Psychology</td>
<td>2.2%</td>
</tr>
<tr>
<td>Parks and Recreation</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

2007

<table>
<thead>
<tr>
<th>Major</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Science</td>
<td>12.0%</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>8.6%</td>
</tr>
<tr>
<td>Special Education</td>
<td>6.0%</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>4.4%</td>
</tr>
<tr>
<td>Biology - Professional</td>
<td>3.9%</td>
</tr>
<tr>
<td>Business</td>
<td>3.8%</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>3.4%</td>
</tr>
<tr>
<td>Sport Management</td>
<td>2.9%</td>
</tr>
<tr>
<td>Secondary Education (Social Science-History)</td>
<td>2.9%</td>
</tr>
<tr>
<td>Criminology and Criminal Justice</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

New enrolled

Why do students choose to attend...
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 (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. Visit to college (45%)
5. Size of SRU (42%)
6. Good reputation for social activities

First year orientation fun facts:

- 99.5% of the freshman class attended Orientation program last year.
- 1,315 freshmen (83%) brought at least one guest to their Orientation program.
- A total of 4,870 students and family members participated in the freshmen Orientation programs.
- About 1% of freshmen who attend SRUs Orientation programs decided not 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
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 Class Institutions' on 13 of the 15 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 policies
- 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/9062.asp.

Click here for more information on the Carnegie Classification Institutions of Higher Education.
Transfer Profile

Transfer Students
- Transfer student acceptance rate is 79%.
- 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 95% of the students who transfer from PACCs transfer from BC3, CCAC, RCCC, and GCCC.
- Nearly half of all transfer students enter SRU with 45 credits or less (Sophomore I 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.

Most popular declared majors for new undergraduate transfer students

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>7.8%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Nursing</td>
<td>4.5%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Special Education</td>
<td>4.3%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Sport Management</td>
<td>4.3%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>3.8%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Business</td>
<td>3.7%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>3.5%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Management</td>
<td>3.0%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Safety and Environmental Management</td>
<td>2.3%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Marketing</td>
<td>2.2%</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

Transfer students by college* (Percent of Enrollment)

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2007</th>
<th>% Change**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Info and Social Sciences</td>
<td>32.8</td>
<td>31.2</td>
<td>-9.1%</td>
</tr>
<tr>
<td>Education</td>
<td>16.5</td>
<td>21.6</td>
<td>11.7%</td>
</tr>
<tr>
<td>Health, Environment and Science</td>
<td>26.3</td>
<td>26.3</td>
<td>-4.4%</td>
</tr>
<tr>
<td>Humanities, Fine and Performing Arts</td>
<td>5.8</td>
<td>5.9</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>4.4</td>
<td>4.0</td>
<td>-10.0%</td>
</tr>
</tbody>
</table>

New transfer students by ethnicity and gender

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2005</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Non-Hispanic</td>
<td>88.2%</td>
<td>81.9%</td>
</tr>
<tr>
<td>Unknown, Non-Resident Alien</td>
<td>10.1%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>1.5%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Asian or Pacific Island</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
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 I 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 (undecided).
The average transfer grade point average is 2.94.

New undergraduate transfer students by college
Fall 2007

<table>
<thead>
<tr>
<th></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>Total by class level</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Core Educational Outcomes

**Degrees Conferred**
(July 2006 - June 2007)

<table>
<thead>
<tr>
<th>Degrees</th>
<th>2007</th>
<th>2006</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>1,552</td>
<td>1,252</td>
<td>24.0%</td>
</tr>
<tr>
<td>Masters</td>
<td>22%</td>
<td>216</td>
<td>4.2%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>41</td>
<td>48</td>
<td>-14.6%</td>
</tr>
<tr>
<td>University Total</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**

**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 45% (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).

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

**Six year graduation rate percentages**

*New students entering Summer or Fall and are full-time in the Fall.*
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>78.8%</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>89.8%</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>68.6%</td>
</tr>
<tr>
<td>University Total</td>
<td>78.3%</td>
<td>77.5%</td>
<td>77.9%</td>
</tr>
</tbody>
</table>

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

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>78.8%</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>89.8%</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>68.6%</td>
</tr>
<tr>
<td>University Total</td>
<td>78.3%</td>
<td>77.5%</td>
<td>77.9%</td>
</tr>
</tbody>
</table>

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

Retention rate of new full-time first year students

National Accreditations

INSTITUTIONAL PROFILE: ACCOUNTABILITY 2008

NATIONAL ASSOCIATION ACCREDITATIONS

Institutional Accreditation
- Middle States Association of Colleges and Schools

College of Health, Environment and Science
- American Physical Therapy Association (APTA)
  - Physical Therapy
- National League for Nursing Accrediting Commission (NLNAC)
  - Nursing
  - Nursing MSN with Clarion and Edinboro
  
  "NLNAC recognizes the Nursing Program at Slippery Rock University for the faculty’s education, experiential, and credentialled backgrounds and the complementing of each other’s diverse abilities, serving the curriculum and teaching well."

- Commission on Accreditation of Allied Health Education (CAAHEP)
  - Exercise Science
  
  "CAAHEP recognizes the Exercise Science Program at Slippery Rock University for the program’s substantial compliance with the national established accreditation standards."

- American Society of Exercise Physiologists (ASEP)

College of Education
- National Council for Accreditation for Teacher Education
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
  - Community Counseling
  - School Counseling
  
  The College of Education also has attained national recognition from the following organizations:
  - American Council on the Teaching of Foreign Languages (Spanish and French Education)
  - National Association for the Education of Young Children (Early Childhood Education)
  - Association for Childhood Education International (Elementary Education)
  - National Council for Teachers of English (English Education)
  - National Council for the Social Sciences (Social Studies Education)
  - National Science Teachers Association (Science Education)
  - Council for Exceptional Children (Special Education)
  - National Council for Teachers of Mathematics (Math Education)

College of Business, Information and Social Science
- Accreditation Board for Engineering and Technology (ABET)
  - Computer Science
  - Information Systems
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 at 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 scores 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 gain from attending college. Survey items on The National Survey of Student Engagement represent empirically confirmed “good practices” in undergraduate education. That is, they 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 advisers, 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 of “benchmarks” of effective educational practice: (1) Level of academic challenge, (2) Active collaborative research, (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 survey are used as part of Slippery Rock University’s continuous improvements program.

For more information NSSE:
http://www.nssse.org/nssse/8176.asp
### NSSE

#### Level of Academic Challenge (LAC)

<table>
<thead>
<tr>
<th>Class</th>
<th>Slippery Rock Mean</th>
<th>Institutional Peers Mean</th>
<th>Carnegie Peers Mean</th>
<th>NSSE 2006 Mean</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

#### Active and Collaborative Learning (ACL)

<table>
<thead>
<tr>
<th>Class</th>
<th>Slippery Rock Mean</th>
<th>Institutional Peers Mean</th>
<th>Carnegie Peers Mean</th>
<th>NSSE 2006 Mean</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

#### Student-Faculty Interaction (SFI)

<table>
<thead>
<tr>
<th>Class</th>
<th>Slippery Rock Mean</th>
<th>Institutional Peers Mean</th>
<th>Carnegie Peers Mean</th>
<th>NSSE 2006 Mean</th>
</tr>
</thead>
<tbody>
<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>39.6</td>
<td>40.4</td>
<td>41.3</td>
</tr>
</tbody>
</table>

#### Enriching Educational Experiences (EEE)

<table>
<thead>
<tr>
<th>Class</th>
<th>Slippery Rock Mean</th>
<th>Institutional Peers Mean</th>
<th>Carnegie Peers Mean</th>
<th>NSSE 2006 Mean</th>
</tr>
</thead>
<tbody>
<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>39.1</td>
</tr>
</tbody>
</table>

#### Supportive Campus Environment (SCE)
Costs and Financial Aid

Costs of attendance and financial aid

<table>
<thead>
<tr>
<th>Annual expenses 2007–08</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical Undergraduate Tuition Costs</td>
<td>$5,178</td>
</tr>
<tr>
<td>for a Full-Time In-State Student</td>
<td></td>
</tr>
<tr>
<td>Typical Undergraduate Tuition Costs</td>
<td>$7,766</td>
</tr>
<tr>
<td>for a Full-Time Out-of-State Student with a 3.0 or greater GPA</td>
<td></td>
</tr>
<tr>
<td>Room board: New Residential Suites (avg)</td>
<td>$7,860</td>
</tr>
<tr>
<td>Additional Mandatory Fees</td>
<td>$1,402 PA / $1,582 non-PA</td>
</tr>
<tr>
<td>Minimum credits per term a student can take for the full-time tuition rate</td>
<td>12</td>
</tr>
<tr>
<td>Maximum credits per term a student can take for the full-time tuition rate</td>
<td>18</td>
</tr>
<tr>
<td>Cost per credit hour</td>
<td>$216 PA / $339 non-PA</td>
</tr>
<tr>
<td>Estimated books and supplies</td>
<td>$1,279/year</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>$6,210,000</td>
</tr>
<tr>
<td>Federal Grants</td>
<td>$2,111,000</td>
</tr>
<tr>
<td>SRU Scholarships and Waivers</td>
<td>$3,207,000</td>
</tr>
<tr>
<td>Other Scholarships and Grants</td>
<td>$3,222,200</td>
</tr>
<tr>
<td>Student Loans</td>
<td>$33,958,000</td>
</tr>
<tr>
<td>Federal Work-Study</td>
<td>$1,095,000</td>
</tr>
<tr>
<td>Percent of undergraduate students receiving federal Pell grants</td>
<td>27%</td>
</tr>
<tr>
<td>Percent of undergraduate students receiving state grants</td>
<td>36%</td>
</tr>
</tbody>
</table>

SRU first year student scholarships and tuition waivers 2006–07

| Percent of full time first year students receiving SRU scholarships and waivers | 22% |
| Dollars awarded to full time first year students through scholarships and waivers | $632,000  |
| Average value of scholarships and waivers | $1,765  |
| Average amount of scholarships and waivers per recipient | $2,045  |

Financial aid and scholarship awards

<table>
<thead>
<tr>
<th>Fall 2007</th>
<th>First year full time</th>
<th>All undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need-based aid applicants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who applied for need-based financial aid</td>
<td>90%</td>
<td>89%</td>
</tr>
<tr>
<td>Need-based aid applicants determined to have financial need</td>
<td>74%</td>
<td>75%</td>
</tr>
<tr>
<td>Students receiving need-based aid whose need was fully met (excluding PLUS or other private loans):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of need met for students receiving need-based aid</td>
<td>86%</td>
<td>72%</td>
</tr>
<tr>
<td>Average financial aid package for students with need</td>
<td>$7,944</td>
<td>$8,153</td>
</tr>
<tr>
<td>(% of needy students awarded any aid)</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>Average need-based grant or scholarship for students with need (% of needy students awarded this aid)</td>
<td>$3,635</td>
<td>$3,469</td>
</tr>
<tr>
<td>Average self-help aid, such as work study or loans (% of needy students awarded this aid)</td>
<td>$3,372</td>
<td>$3,828</td>
</tr>
<tr>
<td>Average need-based loan of needy students receiving aid (excluding PLUS or private loans)</td>
<td>$3,368</td>
<td>$3,795</td>
</tr>
</tbody>
</table>

Non-need students with aid

| Average merit aid | $4,548 | $5,941 |
| (% awarded aid) | 22% | 18% |
| Average athletic scholarship | $2,130 | $2,950 |
| (% awarded aid) | 5% | 4% |

Student loans at SRU

| Percentage of Graduating Seniors who borrowed while at SRU (2006-07) | 81% |
| Average indebtedness of 2006-07 Graduating Seniors | $21,600 |
Classroom Environment

### Important Faculty Facts

- Student-to-faculty ratio: 20:1
- Percent of full-time tenure or tenure track instructional faculty who have earned a Ph.D.: 90%
- Percent of class sections taught by graduate teaching assistants: 0%
- Classes with fewer than 29 students: 55%
- Number of faculty: 331 full time, 39 part time
- Gender:
  - Men: 53% full time, 51% part time
  - Women: 47% full time, 49% part time
- Minorities: 17% full time, 21% part time

### Class Size

- 55%: 2 to 29 students
- 37%: 30 to 49 students
- 8%: 50+ students

**SPECIAL NOTE:**

- 77% of all classes have fewer than 39 students
- Fewer than 2% of all classes have more than 100 students

**What is eLearning at 'The Rock'?**

Blackboard is an eLearning tool that is used by many SRU faculty, students, and staff to extend teaching and learning opportunities beyond the classroom. Blackboard provides 24/7 access to course content which may include syllabi or handouts, Powerpoint presentations, video lectures, out-of-class discussions, and links to required reading. In the classroom, more than one-third of all course sections offered at the university use Blackboard. Nearly 7,400 students and 390 faculty are active users of Blackboard. Blackboard is used by the campus community outside of the classroom experience. More than 850 shells have been created as academic advising shells.

---

Only faculty teach courses at Slippery Rock University. No classes are taught by graduate assistants.
Campus Living

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 apartment 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/pages/5877.asp

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

Visit our new residential suites
http://www.sru.edu/pages/51671.asp

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 exterior 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 campus, we are part of a greater society and serve as a nexus for over 7,500 young adults. On occasion, incidents occur. A student judicial system and conduct code is in place for less serious interactions 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 FYBST 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 Rocks Student Right to Know Crime Statistics are available at http://www.sru.edu/pages/143.mpg

Residential Commons and Residential Interest Communities

The Residential Commons and Residential Interest Communities provide an opportunity for over 600 residence hall students to live with other students who share similar academic, career, or personal interests.

Current Residential Commons

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

Current Residential Interest Communities

- The Graduate and Non-traditional Interest Floor

Emergency Alerts

In an effort to better disseminate emergency information,
Residential Commons and Residential Interest Communities

The Residential Commons and Residential Interest Communities provide an opportunity for over 600 residence hall students to live with other students who share similar academic, career, or personal interests.

Current Residential Commons

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

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/pages/5408.asp]
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 exterior 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 campus, we are part of a greater society and serve as a nexus 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 PYRST 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/pages/1406.asp
Although it is true that the plan’s success will be measured by its implementation and resultant outcomes, it also is true that the process helps bring people together to consider objectives and strategies that are key to institutional viability. 
(Bryson, 1995)

Continuously review status of implementation
Review national models and best practices
Establish indicators relevant to YOUR institution’s strategic plan to ensure an integrated approach

Offer potential goals and objectives which are so compelling that people manage themselves to create strategies and achieve the desired results

Insanity........Doing the same things tomorrow that we do today and expecting different results.
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