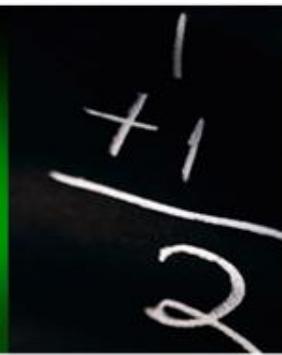
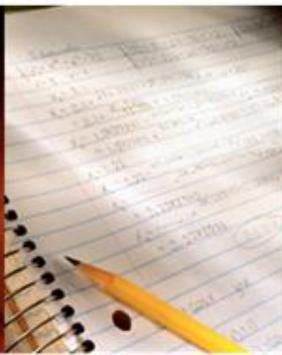




# Integrating Student Engagement Results into an Institutional Accountability and Transparency Web site

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During the last two decades, higher education has focused on providing learning environments conducive to students participating in their own learning. Institutions have tried to find ways for students to actively participate with faculty members and to encourage them to build a support network, form friendships and connect with their institutions. Learning communities, in their various forms, have assisted higher education in providing these experiences.





# WHAT ARE LEARNING COMMUNITIES

- The origin of learning communities dates back to 1927 when Alexander Meiklejohn formed the two-year Experimental College at the University of Wisconsin. Students and faculty read and discussed classic Greek literature the first year and compared it to the contemporary American literature in the second-year. Students were required to connect these ideas and write a paper during the summer between the first and second years. Although this first attempt at a learning community was short-lived--only six years--it provided the foundation for the learning communities we know today.





- Although learning communities in their basic form have existed in one form or another for over seventy years, their recent resurgence has expanded to include many different models. Learning communities intentionally restructure the curriculum to connect students and faculty in common courses, often including seminars or a peer advising component.



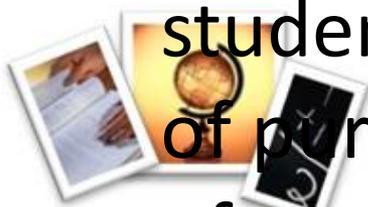


- According to Gabelnick, MacGregor, Matthews, & Smith (1990, p. 19), "A learning community is any one of a variety of curricular structures that link together several existing courses--or actually restructure the curricular material entirely--so that students have opportunities for deeper understanding and integration of the material they are learning, and more interaction with one another and their teachers as fellow participants in the learning enterprise."





- Learning communities help students link their academic work with active and increased intellectual interaction with each other and with faculty. Learning communities also promote coherence among students and create a sense of common purpose and community. Alexander Astin (1985, p. 161) in Schroeder & Mable (1994, p. 167) defines learning communities as "small subgroups of students. . .characterized by a common sense of purpose. . .that can be used to build a sense of group identity, cohesiveness, and





# MODELS

Currently, there are five major learning community models in existence.

Many institutions find that choosing a single model is not as beneficial as using bits and pieces from two or three models.

Each institution has its own mission and can design the learning communities that best fit that mission.





**Rock**solid  
**Education**



- "Linked Courses" - This model links a cohort of students with two common courses. One course is typically content-based (science, math) and the other is an application course (writing, speech). The faculty of each course may teach independently or together and coordinate syllabi and assignments so that the classes compliment each other. The Linked Courses Model provides a shared experience for students that focuses on a content-based course that is actively supported by a skills course





- The University of Washington has a nationally recognized Interdisciplinary Writing Program in which students take an expository writing course that is linked with a general education lecture course. Students can choose up to 27 different general education courses.

Instructors work together to generate ideas for assignments in the writing class based on the general education course. The community

is formed in the small writing classes and students share a common identity and purpose while in the general education





- "Learning Clusters" - The Learning Cluster Model is similar to the Linked Course Model except that instead of linking two courses together, three or four courses are linked with one cohort, often serving as the students' entire course load. However, in Learning Clusters, the courses are usually based on a theme, historical periods, issues, or problems. The degree to which the three or four faculty work together depends on the institution but can vary from common syllabi, joint assignments to team teaching. Often Learning





- At Western Michigan University, the Honors College Program has at least four Learning Clusters each semester. Some examples have included: Human Nature (Introduction to Biomedical Sciences, Thought and Writing, and General Psychology); Thought and Politics (Thought and Writing, Principles of Sociology, and Introduction to Political Science); and Information Processing (Informational Writing, Finite Mathematics with Applications, and Principles of Sociology).





- "Freshman Interest Groups" (FIGs) - The Freshman Interest Groups (FIGs) are similar to Linked Courses in that they link three freshmen courses together by theme; this is especially suited for large universities because many FIGs can be offered simultaneously. FIGs are linked around academic majors and include a peer advising component where freshman can discuss course work and problems adjusting to college. Because of the weekly seminars, led by a peer advisor, faculty play a lesser role, but may be active in the





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# Thematic Learning Communities

Thematic Learning Communities integrate two or more courses using a common theme. By connecting subjects through readings and assignments, understanding of the material is easier and learning is improved. Furthermore, you'll work with the same community of students in the linked classes, helping each other succeed and making friends along the way.





# One Institution's Approach to Accountability

- **What is a Thematic Learning Community?**
- A set of two or more courses that focus on a common theme
- The same students take all classes of the set in the same term
- Instructors coordinate content and assignments related to the theme



## How does it work?

- Two or more courses are linked as co-requisites into a set or community using a theme.
- When a student signs up for one of the courses within a set, a pop-up reminder window will be displayed to alert the student to also register for the co-requisite course.
- Courses will remain separate on transcripts and thus will transfer as courses taken in a traditional format.
- Students are encouraged to [register](#) early if they wish to participate in a Thematic Learning Community.



## What are the benefits of taking courses in this format?

- Better connections with classmates
- Increased interaction between faculty and students
- Increased understanding of the connections between disciplines
- Stronger connections between courses and learning
- Greater course satisfaction
- Potential for smaller classes
- Courses offered at prime times
- Increased satisfaction with the college experience





# Responding on Accountability

- The SRU accountability and transparency profile includes mission critical information on student engagement, student learning, and assessment.
- Nearly all of the information presented in the accountability Web site already existed in many disparate locations on the university's Web site; this effort serves to pull this information together into one central repository that is current, relevant and easy to navigate.



# Responding on Accountability

The link to the accountability information is prominently displayed on the university's home page.

The development of an institutional accountability Web site enables the university to centralize the location of important information and to provide additional relevant information that may not be possible through the national accountability initiatives.



Slippery Rock University of Pennsylvania

About SRU | Academics | Admissions | Administration | Athletics | Directories | Library | E-cards

Search Slippery Rock University  GO

- Prospective Students
- Current Students
- Graduate Students
- Lifelong Learning
- Faculty & Staff
- Giving to SRU
- Fine & Performing Arts Calendars
- Visitors & Community
- Alumni
- Parents & Family
- Employment Opportunities
- Emergencies
- Personal Response Guide

Your Rock Solid Future Starts Here  
SEE FOR YOURSELF >

Rock Solid Stop

College Portrait  
Voluntary System of Accountability  
EARLY ADOPTER

## Rocksolid Education

### Events

- Fall Saturday Showcase
- Guidance Counselor Information Day
- Fall Course Schedule
- SRU Calendar

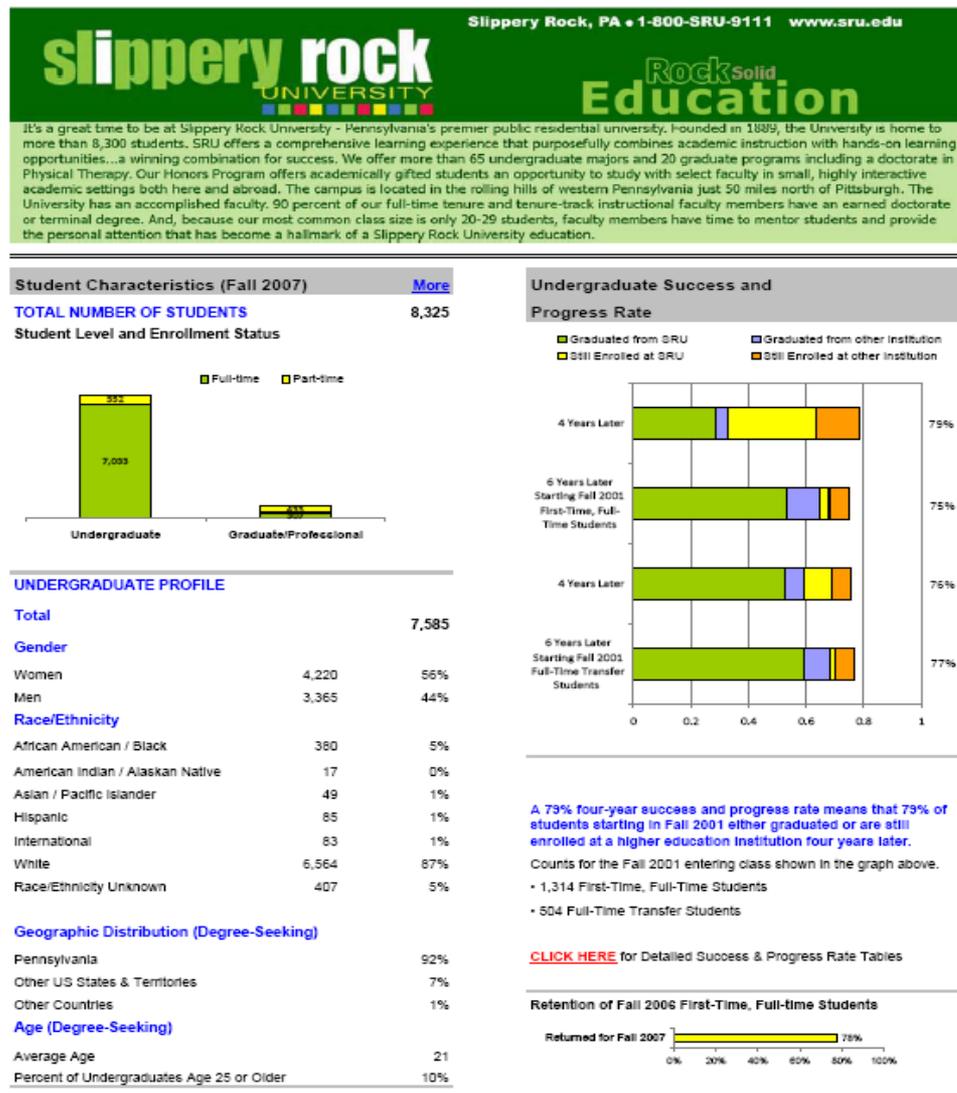
### SRU News

- Slippery Rock University launches College Portrait accountability site
- Political satire group 'Capitol Steps' invades SRU Sept. 12
- SRU is one of the 'Best in the Northeast' says The Princeton Review
- SRU Performing Arts Series features harmonies, Irish music, comedy
- Student loan program runs smoothly at SRU
- Environmental center launches Critter Quest PA Web site
- New Classroom Activity Center benefits SRU education majors
- SRU hosts 'Deliberative Poll on the Issue of Marriage in America'
- Read about SRU's new faculty; Jeff Smith and Wenhao Liu's China trip; and more in rockpride online.

MORE >

# National Accountability Initiative: VSA

The [Voluntary System of Accountability \(VSA\)](#) communicates information on the undergraduate student experience through a common Web reporting template, the College Portrait.





# VSA NSSE Highlights

The VSA is a voluntary initiative for four-year public colleges and universities. Developed through a partnership between the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC),

- Consumer information
- Student experiences and perceptions
- Student learning outcomes



Shippery Rock University Page 4

### Student Experiences and Perceptions

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

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

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

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

<h4>Group Learning Experiences</h4> <ul style="list-style-type: none"><li>88% percent of seniors worked with classmates on assignments outside of class.</li><li>58% of seniors tutored or taught other students</li><li>27% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports</li></ul>	<h4>Student Satisfaction</h4> <ul style="list-style-type: none"><li>73% of seniors would attend this institution if they started over again</li><li>64% of seniors rated their entire educational experience as good or excellent</li><li>69% of seniors reported that other students were friendly or supportive</li></ul>
<h4>Active Learning Experiences</h4> <ul style="list-style-type: none"><li>66% of seniors spent at least 6 hours per week preparing for class</li><li>17% of seniors worked on a research project with a faculty member</li><li>55% of seniors participated in an internship, practicum, or field experience</li><li>72% of seniors participated in community service or volunteer work</li><li>7% of seniors participated in study abroad</li><li>67% of seniors made at least one class presentation last year</li></ul>	<h4>Student Interaction with Campus Faculty and Staff</h4> <ul style="list-style-type: none"><li>59% of seniors believed that the campus staff were helpful, consistent, or flexible</li><li>61% of seniors believed that faculty are available, helpful, or sympathetic</li><li>98% of seniors reported that faculty members provided prompt feedback on their academic performance</li><li>71% of seniors discussed readings or ideas with faculty members outside of class</li></ul>
<h4>Institutional Commitment to Student Learning and Success</h4> <ul style="list-style-type: none"><li>66% of seniors believe this institution provides support for student success</li><li>72% of seniors rated the quality of academic advising at this institution as good or excellent</li><li>61% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities</li><li>67% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations</li></ul>	<h4>Experiences with Diverse Groups of People and Ideas</h4> <ul style="list-style-type: none"><li>60% of seniors reported that they often tried to understand someone else's point of view</li><li>66% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds</li><li>50% of seniors often had serious conversations with students of a different race or ethnicity</li></ul>

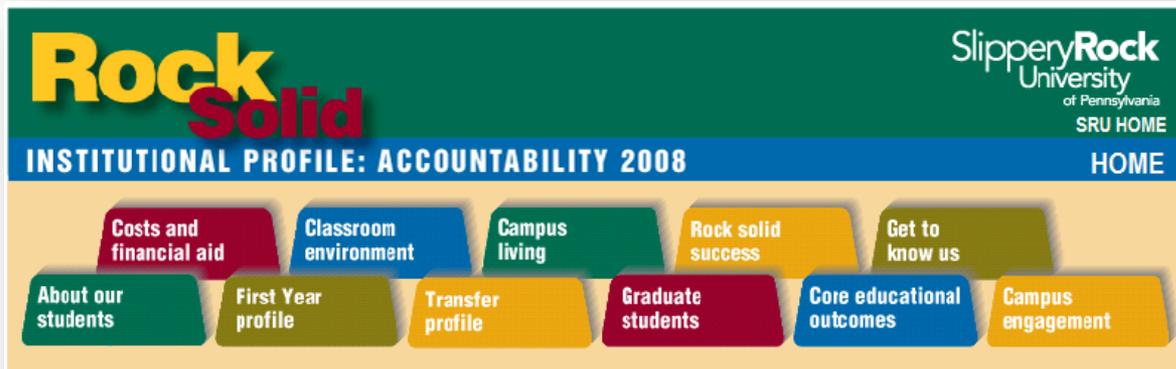
# Web-Site Development- Transparency & Accountability Recommendation

## Section Contents:

- President's Welcome
- Frequently Used Content Links

## •Sections

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



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

- [S Admissions requirements](#)
- [S Fees and charges](#)
- [S Financial Aid Calendar for parents](#)
- [S Supporting your student's transition to college](#)
- [S Academic departments](#)
- [S Academic program resources](#)

# About Our Students



## Section Contents:

Total Fall Enrollment

Total Enrollment by College

Distribution of total enrollment from the seven state regions

First year student application to matriculation

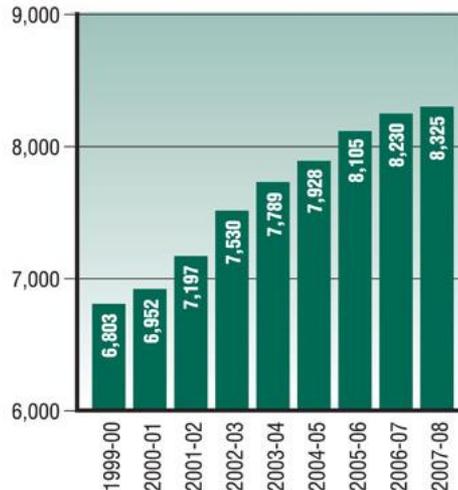
Most popular declared majors

Enrollment by geographic origin



## About Our Students

**Total Fall Enrollment**  
(9 Year Comparison)



**Most popular declared majors**  
Fall 2007

Undergraduate	Number
Elementary Education	608
Exercise Science	544
Special Education	540
Health and Physical Education	423
Management	225
Criminology and Criminal Justice	221
Health Science (Safety and Environmental Mgmt.)	192
Sport Management	191
Marketing	186
Secondary Education (Social Science-History)	186
Graduate	Number
Physical Therapy	125
Elementary Education (Reading)	56
Special Education (Master Teacher)	54
School Counseling	46
Nursing (w/Clarion University)	42
Secondary Education (Math/Science - Teacher Cert.)	39
English - Traditional	27
Student Affairs in Higher Education	27
History	25
Sport Management	24

**Total Enrollment by College**  
Fall 2007

	UG	Grad	Total	% of Total	Last Year	% Change
Business, Info & Social Sciences	1,831	—	1,831	21.99%	1,825	.33%
Education	2,109	438	2,547	30.59%	2,567	-0.78%
Health, Environment & Science	2,251	218	2,469	29.66%	2,268	8.86%
Humanities, Fine & Performing Arts	583	62	645	7.75%	620	4.03%
Exploratory/Other	811	22	833	10.01%	950	-12.32%
<b>University Total</b>	<b>7,545</b>	<b>740</b>	<b>8,325</b>	<b>100.00%</b>	<b>8,230</b>	<b>1.15%</b>

**Enrollment by geographic origin**  
Fall 2007



**By Country**

United States	8,234	Kenya	5
United Kingdom	10	China	4

# About Our Students

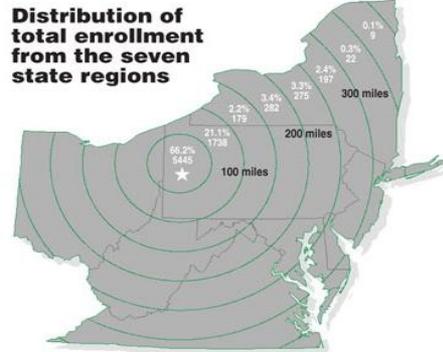
## Section Contents:

Distribution of total enrollment from the seven state regions

First year student application to matriculation

Enrollment by geographic origin

By State  
By County



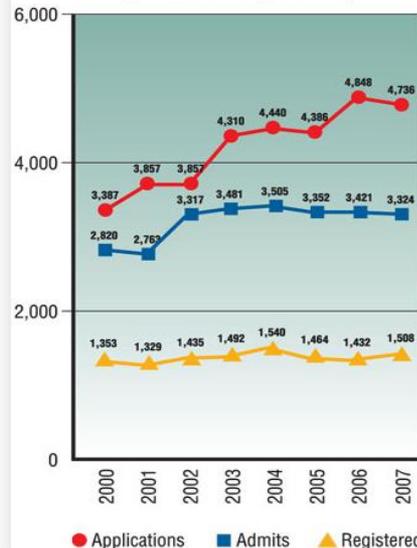
United States	8,234	Kenya	5
United Kingdom	10	China	4
Japan	9	Korea, Republic of	4
Ireland	6	Nigeria	4
Sri Lanka	6	Trinidad and Tobago	3

### By State

Pennsylvania	7,665
Ohio	280
New York	91
New Jersey	45
Maryland	30
Virginia	26
West Virginia	19
Illinois	9
Connecticut	7
Florida	7



### First year student application to matriculation (8 Year Comparison)



### By County

Allegheny	1,723
Butler	1,295
Lawrence	702
Mercer	641
Beaver	524
Westmoreland	402
Erie	303
Washington	172
Armstrong	152
Cambria	141





# First Year Profile

## Section Contents:

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



## First Year Profile

### Top states for new first year students

Undergraduate	2003	2005	2007
Pennsylvania	94.1%	89.1%	88.9%
Ohio	1.1%	4.9%	4.7%
New York	1.2%	1.4%	1.9%
New Jersey	0.9%	0.5%	0.7%
Maryland	0.7%	0.0%	0.7%
Virginia	0.5%	0.4%	0.4%
West Virginia	0.0%	0.5%	0.4%

### Most popular declared majors for new first year students

2003	
Elementary Education	9.0%
Exercise Science	7.2%
Special Education	6.3%
Health and Physical Education	5.4%
Athletic Training	4.1%
Biology	3.9%
Sport Management	3.4%
Citizenship	3.2%
Psychology	2.2%
Parks and Recreation	1.7%

2007	
Exercise Science	12.0%
Elementary Education	8.6%
Special Education	6.0%
Health and Physical Education	4.4%
Biology - Professional	3.9%
Business	3.8%
Athletic Training	3.4%
Sport Management	2.9%
Secondary Education (Social Science-History)	2.9%
Criminology and Criminal Justice	2.4%

### 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.

# First Year Profile Continued

## Section Contents:

New enrolled first year students by gender

New first year students by ethnicity

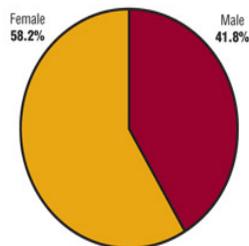
New first year students by college

Why do students choose to attend college?

First year orientation fun facts

### New enrolled first year students by gender

Fall 2007



### New first year students by ethnicity

Ethnicity	2005	2006	2007
White, Non-Hispanic	89.7%	85.8%	84.3%
Black, Non-Hispanic	5.3%	7.3%	6.4%
Unknown, Non-Resident Alien	2.6%	4.4%	6.6%
Hispanic	1.1%	1.3%	1.9%
Asian or Pacific Islander	1.0%	0.8%	0.8%
American Indian or Alaskan Native	0.3%	0.3%	0.0%
Asian or Pacific Islander	0.0%	0.0%	0.0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### New first year students by college\* (Percent of enrollment)

First Year by College*	2003	2005	2007	% Change**
Business, Info and Social Sciences	18.2%	19.9%	16.7%	-6.0%
Education	29.7%	27.4%	27.0%	-6.9%
Health, Environment and Science	30.4%	29.2%	32.7%	10.3%
Humanities, Fine and Performing Arts	6.9%	6.4%	8.4%	25.7%
Exploratory/Other	14.8%	17.0%	15.1%	4.6%
<b>Total Percentage</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	

\* New students entering Summer or Fall and are enrolled in the Fall.  
\*\*Percent change is calculated between Fall 2003 and Fall 2007 enrollment headcount (by college).

### 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

### First year orientation fun facts:

- 99.5% of the freshman class attended an Orientation program last year.
- 1,315 freshmen (86%) brought at least one guest to their Orientation program.
- A total of 4,570 students and family members participated in the freshmen Orientation programs.
- About 1% of freshmen who attend SRU's 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 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





# First Year Profile Continued

## Section Contents:

SAT composite scores for all new first year students

Top school districts for new first year students

Top counties for new first year students

### SAT composite scores for all new first year students\*

First Year by College*	2003	2005	2007	% Change**
Business, Info and Social Sciences	984	1,004	970	-1.5%
Education	973	981	1,001	2.9%
Health, Environment and Science	1,018	1,031	1,020	0.2%
Humanities, Fine and Performing Arts	1,022	1,031	1,034	1.2%
Exploratory/Other	958	969	987	3.1%
<b>Total</b>	<b>990</b>	<b>1,002</b>	<b>1,002</b>	<b>1.3%</b>

\* New students entering Summer or Fall and are enrolled in the Fall.

\*\*Percent change is calculated between Fall 2003 and Fall 2007.

### Top school districts for new first year students

Butler Area Senior High School	Shaler Area High School
Slippery Rock High School	Woodland Hills High School
Grove City Area High School	Mohawk Area Jr-Sr High School
Highlands High School	Norwin Senior High School
McDowell High School	Ambridge Area High School
Gateway Senior High School	Mars Area High School
Seneca Valley High School	Neshannock High School
North Hills High School	New Castle Senior High School
North Allegheny High School	Pine-Richland High School
Riverside High School	Plum Senior High School
Knoch Senior High School	Shenango High School

### Top counties for new first year students

Allegheny County	Mercer County
Butler County	Lawrence County
Beaver County	Erie County
Westmoreland County	





# First Year Profile Continued

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# First Year Profile Continued

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# First Year Profile Continued

## 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 police
- course improved knowledge of academic services
- course improved managing time/priorities
- course improved knowledge of wellness
- sense of belonging/acceptance
- usefulness of course readings
- satisfaction with college/university
- course included engaging pedagogy
- overall course effectiveness

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

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

Click here for more information on the [Carnegie Classification Institutions of Higher Education](#).





# Transfer Profile

## Section Contents:

Transfer Students

Transfer students by college

New undergraduate transfer students by college

Most popular declared majors for new undergraduate transfer students

New transfer students by ethnicity and gender

Top transfer institutions, Fall 2007



### Transfer Profile

#### 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 (undeclared).
- ◆ The average transfer grade point average is 2.94.

#### Most popular declared majors for new undergraduate transfer students

2005	
Elementary Education	7.8%
Nursing	4.5%
Special Education	4.3%
Sport Management	4.3%
Exercise Science	3.8%
Business	3.7%
Health and Physical Education	3.5%
Management	3.0%
Safety and Environmental Management	2.3%
Marketing	2.2%

2007	
Elementary Education	5.7%
Nursing	5.2%
Criminology and Criminal Justice	5.2%
Health and Physical Education	5.2%
Business	4.5%
Special Education	3.8%
Psychology	3.7%
Management	3.5%
Exercise Science	3.1%
Sport Management	3.1%

#### Transfer students by college\* (Percent of Enrollment)

	2005	2007	% Change**
Business, Info and Social Sciences	32.8%	31.2%	-9.1%
Education	18.5%	21.6%	11.7%
Health, Environment and Science	26.3%	26.3%	-4.4%
Humanities, Fine and Performing Arts	5.8%	5.9%	-2.9%
Exploratory/Other	16.6%	15.0%	-14.0%
<b>Total Percentage</b>	<b>100%</b>	<b>100%</b>	

#### New transfer students by ethnicity and gender

Ethnicity	2005	2007
White, Non-Hispanic	86.2%	81.9%
Unknown, Non-Resident Alien	10.1%	10.5%
Black, Non-Hispanic	1.5%	5.7%
Hispanic	1.0%	1.0%
Asian or Pacific Islander	0.5%	0.7%
American Indian or Alaskan Native	0.7%	0.2%

# Transfer Students

## Transfer Students

- ◆ Transfer student acceptance rate is 78%.
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- ◆ The average transfer grade point average is 2.94.

## New undergraduate transfer students by college

*Fall 2007*

	FR	SO	JR	SR	Total
Business, Info and Social Sciences	28.3%	31.8%	34.4%	30.4%	31.2%
Education	19.4%	26.3%	19.8%	13.0%	21.6%
Health, Environment and Science	20.6%	23.0%	31.3%	50.0%	26.3%
Humanities, Fine and Performing Arts	8.9%	5.1%	5.3%	0.0%	5.9%
Exploratory/Other	22.8%	13.8%	9.2%	6.5%	15.0%
<b>Total by class level</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



# Core Educational Outcomes

## Section Contents:

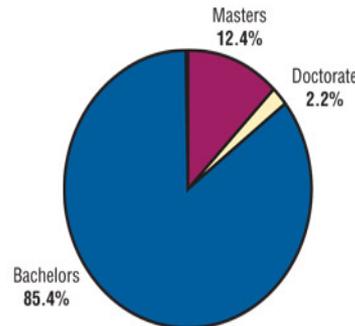
- Degrees Conferred
- Student Persistence Rate
- Six year graduation rate percentages
- Retention rate of new full-time first year students
- One year retention rate of new full-time first year students
- How is the university using assessment to improve student learning



## Core Educational Outcomes

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

Degrees	2007	2006	% Change
Bachelors	1,552	1,252	24.0%
Masters	225	216	4.2%
Doctorate	41	48	-14.6%
<b>University Total</b>	<b>1,818</b>	<b>1,516</b>	<b>19.9%</b>



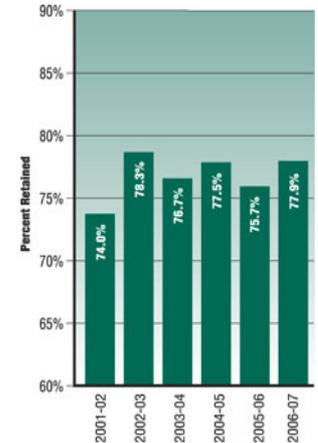
Student Persistence Rate

- 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).

### Six year graduation rate percentages\*

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

FY 2001-2002 to FY 2006-2007



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

College	2002-2003 % Retained	2004-2005 % Retained	2006-2007 % Retained
Business, Info & Social Sciences	75.9%	73.2%	76.0%
Education	81.3%	80.9%	84.0%
Health, Environment & Science	79.4%	79.5%	80.0%
Humanities, Fine & Performing Arts	83.3%	74.3%	79.0%
Exploratory/Other	70.4%	72.2%	68.8%
<b>University Total</b>	<b>78.3%</b>	<b>77.5%</b>	<b>77.9%</b>

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

### How is the university using assessment to improve student learning

#### INSTITUTIONAL ASSESSMENT:

Assessment is the process through which effective

# Core Educational Outcomes

## Six year graduation rate percentages\*

Graduated In	Cohort Year	Graduated Overall %
2002-2003	1996	49.0%
2004-2005	1998	49.7%
2006-2007	2000	51.7%
2007-2008	2001	53.0%

## How is the university using assessment to improve student learning

### INSTITUTIONAL ASSESSMENT:

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

Click here for more information on assessment:  
<http://administration.sru.edu/provost/assessment/>



# Student Persistence

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

College	2002-2003 % Retained	2004-2005 % Retained	2006-2007 % Retained
Business, Info & Social Sciences	75.9%	73.2%	76.8%
Education	81.3%	80.9%	84.8%
Health, Environment & Science	79.4%	79.5%	80.8%
Humanities, Fine & Performing Arts	83.3%	74.3%	79.8%
Exploratory/Other	70.4%	72.2%	68.8%
<b>University Total</b>	<b>78.3%</b>	<b>77.5%</b>	<b>77.9%</b>

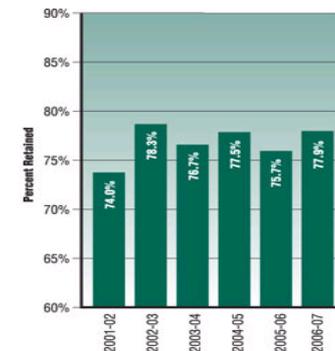
\* New students entering Summer or Fall and are full-time in the Fall.

## 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).

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

FY 2001-2002 to FY 2006-2007



# National Accreditations

## Section Contents:

Institutional Accreditation

College of Health,  
Environment and Science

College of Education

College of Business,  
Information, and Social  
Science

College of Humanities, Fine  
and Performing Arts  
Student Life



## NATIONAL ASSOCIATION ACCREDITATIONS

### Institutional Accreditation

- ◆ Middle States Commission on Higher Education

### 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 credentialed 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 nationally established accreditation standards."*

- ◆ Commission on Accreditation of Athletic Training Education (CAATE)
  - Athletic Training

*"CAATE commends the Athletic Training Program at Slippery Rock University for their commitment to continuous quality improvement in education and recognizes the program's substantial compliance with the nationally established accreditation standards."*

- ◆ National Recreation and Park Association (NRPA)
  - Park and Resource Management
  - Resort Management/Tourism
  - Therapeutic Recreation

*"The National Recreation and Park Association/American Association for Physical Activity and Recreation Council on Accreditation for Recreation, Park Resources and Leisure Education recognizes Slippery Rock University's programs with the following statement. Their accrediting team noted these particular strengths: opportunities for students to participate in applied, learning, the time and effort dedicated to student advising and the quality and the background experience of the faculty, particularly the therapeutic recreation faculty."*

- ◆ Institute for Safety and Health Management

### College of Education

- ◆ National Council for Accreditation of Teacher Education
  - College of 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

*"SRU has a strong Computer Science program that is supported by a dedicated faculty."*

- ◆ Council on Social Work Education (CSWE)
  - Social Work

### College of Humanities, Fine and Performing Arts

*SRU is one of only 25% of all regional universities have all of their arts programs accredited."*

- ◆ National Association of Schools of Art & Design (NASAD)
  - Art
  - Fine Arts
- ◆ National Association of Schools of Dance (NASD)
  - Dance
- ◆ National Association of Schools in Music (NASM)
  - Music Instrumental
  - Music Performance
  - Music Therapy
- ◆ National Association of Schools of Theatre (NAST)
  - Theatre

### Student Life

- ◆ Accreditation Association for Ambulatory Health Care, Inc. (AAAH)
  - Health Services
- ◆ National Association for the Education of Young Children (NAEYC)
  - Child care center



## Section Contents:

### 2006 National Survey of Student Engagement (NSSE)

### Level of Academic Challenge

### Active and Collaborative Learning

### Student-Faculty Interaction

### Enriching Educational Experiences

### Supportive Campus Environment



## Campus Engagement

### 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 attain from attending college. Survey items on The National Survey of Student Engagement represents 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 or "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.sru.edu/pages/8179.asp>

To read more about Student Engagement and NSSE, please read this [USA Today news article](#).

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

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

### Level of Academic Challenge (LAC)

**Benchmark Comparisons:**

Class	Slippery Rock	Institutional Peers	Carnegie Peers	NSSE 2006
	Mean	Mean	Mean	Mean
First-Year	51.7	49.5	50.5	51.8
Senior	57.8	54.6	55.3	55.8

### Active and Collaborative Learning (ACL)

**Benchmark Comparisons:**

Class	Slippery Rock	Institutional Peers	Carnegie Peers	NSSE 2006
	Mean	Mean	Mean	Mean
First-Year	43.3	40.2	40.9	41.3
Senior	54.7	50.4	50.8	50.4

### Student-Faculty Interaction (SFI)

**Benchmark Comparisons:**

Class	Slippery Rock	Institutional Peers	Carnegie Peers	NSSE 2006
	Mean	Mean	Mean	Mean
First-Year	34.8	30.83	31.7	32.1
Senior	45.1	39.6	40.4	41.3

### Enriching Educational Experiences (EEE)

**Benchmark Comparisons:**

Class	Slippery Rock	Institutional Peers	Carnegie Peers	NSSE 2006
	Mean	Mean	Mean	Mean
First-Year	28.1	25.0	25.8	26.7
Senior	39.9	36.31	37.4	39.

### Supportive Campus Environment (SCE)

**Benchmark Comparisons:**

Class	Slippery Rock	Institutional Peers	Carnegie Peers	NSSE 2006
	Mean	Mean	Mean	Mean
First-Year	60.0	57.2	58.6	59.1
Senior	60.0	55.2	56.6	56.6



# NSSE Benchmarks

## Section Contents:

NSSE Benchmarks

Level of Academic Challenge

Active and Collaborative Learning

Student-Faculty Interaction

Enriching Educational Experiences

Supportive Campus Environment



### Level of Academic Challenge (LAC)

#### Benchmark Comparisons:

Class	Slippery Rock Mean	Institutional Peers Mean	Carnegie Peers Mean	NSSE 2006 Mean
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Senior	54.7	50.4	50.8	50.4

### Student-Faculty Interaction (SFI)

#### Benchmark Comparisons:

Class	Slippery Rock Mean	Institutional Peers Mean	Carnegie Peers Mean	NSSE 2006 Mean
First-Year	34.8	30.83	31.7	32.1
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#### Benchmark Comparisons:

Class	Slippery Rock Mean	Institutional Peers Mean	Carnegie Peers Mean	NSSE 2006 Mean
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### Supportive Campus Environment (SCE)

#### Benchmark Comparisons:

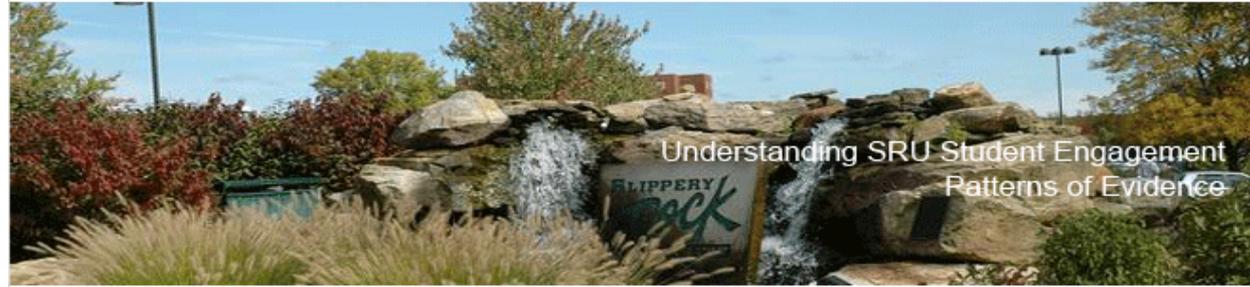
Class	Slippery Rock Mean	Institutional Peers Mean	Carnegie Peers Mean	NSSE 2006 Mean
First-Year	60.0	57.2	58.6	59.1
Senior	60.0	55.2	56.6	56.6



# Link to NSSE Web site

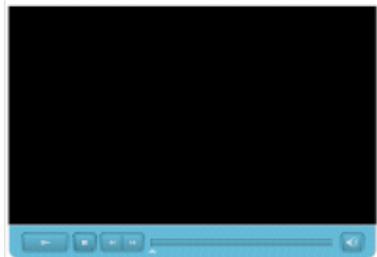
<http://administration.sru.edu/WebComm/Admissions/NSSE/>

## National Survey of Student Engagement (NSSE)



Home page >> Reports >> Presentation >> Links >>

### + What is student engagement



- > The student engagement trinity
  - :: What students do  
time devoted to educational activities
  - :: What institutions do  
using effective educational practices
  - :: Educationally effective institutions  
channel energy toward activities that matter

### NSSE reports

- > Learn About NSSE
  - :: NSSE [Project Scope](#)
  - :: What the College Student [Report Covered](#)
  - :: Effective Education: [Benchmarks](#)

- > What have learned from the NSSE report?
  - :: [Description](#) of SRU NSSE results
  - :: Carnegie [Means](#)
  - :: [Longitudinal](#) 2003-2008
  - :: [PASHHE](#) Means
  - :: [Educational](#) Benchmarks



### SRU results

- 
  - :: Discover [current levels of engagement](#) (institution, major field, year in school)
  - :: Determine if levels are [satisfactory](#) (criterion reference, normative, or peer comparison)
  - :: Target areas for improvement
- 
  - :: Modify [programs and policies](#) accordingly
  - :: Monitor [institutional performance](#)
- 



Educate & Inform the Internal and External Community

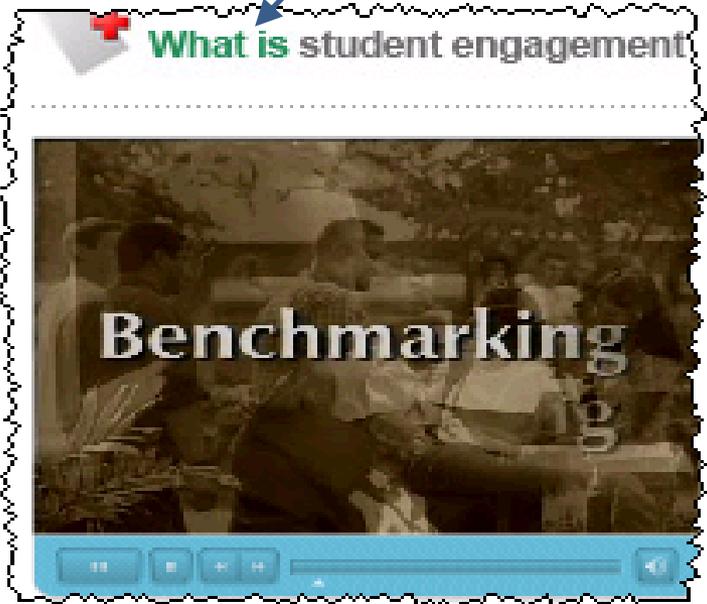
SRU Web Site on NSSE Results





# NSSE Web site

NSSE Video



Reports    Presentation    Links

- Carnegie Means
- NSSE Respondents
- FSSE\_NSSE
- Longitudinal 2003-2008
- PASHHE Means
- Educational Benchmarks
- Multi-Year Benchmarks
- Additional PASSHE Questions?
- SRU Results Mapped To MS Accreditation
- BCSSE-NSSE
- Description of SRU NSSE results

SRU Report Dropdown

- Links
- For Students and Families
  - NSSE Home
  - Institutional Reports (Secure Environment)
  - In the Media
  - Research
  - Conferences & Presentations
  - Accreditation Toolkit

NSSE Links Dropdown



# NSSE Web site

SRU Presentation  
on NSSE Results



SlipperyRock  
University  
of Pennsylvania

2008 NSSE

## National Survey of Student Engagement (NSSE)

Understanding SRU Student Engagement  
Patterns of Evidence



# Costs and Financial Aid

## Section Contents:

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



## Costs and Financial Aid

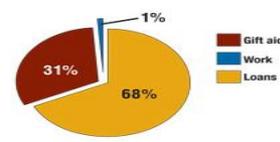
### Costs of attendance and financial aid

Annual expenses 2007-08	
Typical Undergraduate Tuition Costs for a Full-Time In-State Student	\$5,178
Typical Undergraduate Tuition Costs for a Full-Time Out-of-State Student with a 3.0 or greater GPA	\$7,766
Room/board: New Residential Suites (avg)	\$7,862
Additional Mandatory Fees	\$1,492 PA/ \$1,582 non-PA
Minimum credits per term a student can take for the full-time tuition rate	12
Maximum credits per term a student can take for the full-time tuition rate	18
Cost per credit hour	\$216 PA / \$539 non-PA
Estimated books and supplies	\$1,278/year

Financial aid awards 2007-08 (September 2007)	
Type of Financial Aid Distributed to Undergraduates	Award Amounts
State Grants	\$8,210,000
Federal Grants	\$6,111,000
SRU Scholarships and Waivers	\$3,207,000
Other Scholarships and Grants	\$3,222,509
Student Loans	\$33,058,000
Federal Work-Study	\$1,005,000
Percent of undergraduate students receiving Federal Pell grants	27%
Percent of undergraduate students receiving state grants	36%

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

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



More than 90% of SRU's financial aid applicants file the Free Application for Federal Student Aid electronically at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

### Non-Resident Tuition Reduction Program

	Fall 04	Fall 05	Fall 06	Fall 07
Non-PA full-time undergraduates	324	394	473	523
% of total receiving NRTR	55%	58%	65%	69.4%
<b>Subsets of Above:</b>				
% of First year students receiving NRTR	79%	79%	75%	81%
% of new transfers receiving NRTR	27%	21%	35%	44%
% of continuing students receiving NRTR	42%	47%	62%	66%

### Financial aid and scholarship awards

Fall 2007 Full-time undergraduates	First year full time	All undergraduates
<b>Need-based aid applicants</b>		
Students who applied for need based financial aid	93%	89%
Need-based aid applicants determined to have financial need	74%	75%
Students receiving need-based aid whose need was fully met (excluding PLUS or other private loans):	46%	46%
Percentage of need met for students receiving need-based aid	69%	72%
Average financial aid package for students with need	\$7,944	\$8,153
(% of needy students awarded any aid)	98%	97%
Average need-based grant or scholarship for students with need	\$3,655	\$3,469
(% of needy students awarded this aid)	71%	69%
Average self-help aid, such as work study or loans	\$3,372	\$3,828
(% of needy students awarded this aid)	90%	86%
Average need-based loan of needy students receiving aid (excluding PLUS or private loans)	\$3,368	\$3,795
<b>Non-need students with aid</b>		
Average merit aid	\$4,648	\$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
FY2005 Official Cohort Default Rate for Family Education Loan and Direct Loan Programs.	National	4.6%
	State	3.6%
	Public 4 yrs+	3.0%
	SRU	2.9%

While a variety of factors can impact a school's default rate, some of the factors that help to keep SRU's rate low are our high retention rate and debt management programming for students.

For more information, visit the Office of Financial Aid at this web site <http://www.sru.edu/finaid>.

# Classroom Environment

## Section Contents:

### Important Faculty Facts

### Full-time faculty vs. part-time faculty

### Use of Technology

### Wireless areas on campus

### Class Size

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



**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. or other terminal degree ..... 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

Class Size	Percentage
2 to 29 students	55%
30 to 49 students	37%
50+ students	8%

#### Full-time faculty vs. part-time faculty

Faculty Type	Percentage
Part-time	10.5%
Full-time	89.5%

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

#### 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 300 faculty are active users of Blackboard. Blackboard is used by the campus community outside of the classroom experience. More than 550 shells have been created as academic advisement shells.

#### Use of Technology

- Number of computer labs on campus ..... 49
- Number of computers in those labs ..... 1,253
- Number of classrooms with computer projection ..... 140
- Number of laptop carts ..... 21
- % of residence hall students with computers .....92%

#### Wireless areas on campus:

- Classroom Buildings
  - ECB Building
  - Advanced Technology and Science Hall
  - Bailey Library
  - University Union
  - New Residential Halls Lobbies and Common Spaces

# Campus Living



## Section Contents:

### Student Housing

### Residential Commons and Residential Interest Communities

### Current Residential Commons

### Current Residential Interest Communities

### Campus Safety

### Emergency Alerts



## 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/11671.asp>

### 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 FYRST 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>

### Emergency Alerts

In an effort to better disseminate emergency information, Slippery Rock University's new "emergency text messaging" system will alert students, faculty and staff during, and only during, a campus emergency or weather alert. Powered by 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.

# Residential Suites – Residential Commons

## Section Contents:

Residential Commons and Residential Interest Communities

Current Residential Commons

Current Residential Interest Communities

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# Final Comments

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

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

