

NASULGC and AASCU's Voluntary System of AccountabilitySM

NASULGC's Board has regularly reviewed and been kept informed about the Voluntary System of Accountability (VSASM) initiative, Lumina Foundation has funded the effort and 79 very high level representatives of the roughly 650 public universities our associations represent are currently working in seven taskforces to complete development of the system. The development effort should be completed in September, 2007, and considered for adoption by NASULGC and AASCU boards in November, 2007. Assuming approval, individual member universities will be asked to become VSA participants.

As further background, on April 7, 2006, Peter McPherson and David Shulenburg, NASULGC Vice President for Academic Affairs, released a first draft paper to Presidents and Provosts describing how an accountability system might work. Extensive comment from members on that first paper led to release of a second draft paper on July 6, 2006 which was the primary subject of discussion at that summer's provosts meeting. An advisory board chaired by **Chancellor Brit Kirwan, University of Maryland System**, added valuable comment and advice. Based on a wealth of suggestions for improvement, the third draft of the paper which has become the design template for the system <http://www.nasulgc.org/vsa-8-31-06.pdf> was released on August 31, 2006. As this process moved forward AASCU became a full partner with NASULGC in developing the idea. Thus, the VSA design is a product of the NASULGC and AASCU communities as is the effort to complete that system described in some detail below.

This voluntary system is expected to provide information about NASULGC and AASCU member universities to students, parents, board members, lawmakers and others on each participating university's website. VSA is organized into three components: Student and Family Information, Core Educational Outcomes and Campus Student Engagement. VSA will include transparent information about each participating university and its programs utilizing common definitions and format. Each university's VSA web page will include:

- descriptive data about the university, the programs offered and characteristics of its students,
- a mechanism for the students to calculate their estimated net cost of attendance,
- various success measures such as graduation rates and continued enrollment of students who transfer into other universities,
- a measures of post graduation plans,
- direct learning outcome measurement of the value-added by the university to undergraduates in the areas of critical thinking, analytic reasoning and written communications ability,
- indicators of the engagement exhibited by the campus' students in several strategic areas.

On January 10, Presidents McPherson of NASULGC and Curris of AASCU announced the appointment of 79 presidents, provosts, student affairs and institutional research officers as members of task forces and workgroups to fully develop VSA (For a full listing of these task forces visit [www.nasulgc.org/CAA/vsa%20participant%20release1%20\(2\).pdf](http://www.nasulgc.org/CAA/vsa%20participant%20release1%20(2).pdf)). Each of the task forces is headed by the president of a member university. In addition to the members of the taskforces another 125 individuals are serving in the role of “monitor” by following the progress of the project and making regular suggestions about future directions. The following is an update on the progress of each of the VSA task forces and workgroups. Their work is summarized in the VSA template, a preliminary version of the look of each school’s VSA web site.

Student and Family Information

This task force, led by **Chancellor Loren Crabtree, University of Tennessee**, has decided on a reporting template and has developed the specific reporting elements it will contain. Results from a number of focus groups empanelled by ACE aided the task force’s work. The focus groups included students and families from a range of geographic locations and income levels, as well as diverse racial and ethnic backgrounds. The task force also recommends the optional use of a simple net tuition calculator on each institution’s website to help students estimate what their cost of attendance will be. They have investigated the use of data from the National Student Clearinghouse to provide a cost-effective means of tracking the large proportion of students who transfer into and out of our universities and propose that a “student success” measure derived from this data be included in VSA. Using this data, each VSA participant will be able to report student success data that is more meaningful than federally defined graduation rates. Finally, the task force has proposed a uniform survey of graduating seniors to gain data on their plans post graduation.

Core Educational Outcomes Task Force, Learning Outcomes and Student Growth Workgroups

The core educational outcomes task force, chaired by **President Dan Fogel, University of Vermont**, and the associated workgroups, chaired by Presidents **Jolene Koester, Cal State Northridge**, and **F. King Alexander, Cal State Long Beach**, have now decided on a set of core learning outcomes tests that, at a minimum, measure critical thinking, analytic reasoning and written communication, and that also can be used in a value-added format. Those tests are: CLA, CAAP and MAPP. The entire CLA, two sub scores from MAPP tests will be used along with three modules from CAAP will be use to reflect the gains traditional students and transfer students make in attaining these higher order skills. Each participating university will choose from among these three tests one test for measuring core learning outcomes on their campus. The task force has also recommended specific guidelines for sampling, test administration and motivation of test takers.

A number of educational outcomes that reflect student growth in other areas, such as leadership, have been assembled and efforts are underway to identify reliable methods to measure such growth. This effort is more tentative than measuring learning outcomes because the area is less developed. Accordingly, universities participating in

the VSA will not be required to measure student growth but we hope to provide an option for them to measure growth outcomes in some limited manner.

Campus Student Engagement

This task force, led by **Chancellor Richard Wells, University of Wisconsin, Oshkosh**, has conceptualized the student engagement/involvement constructs that are related to student learning outcomes. They have mapped six constructs onto the measurement instruments, NSSE, the CIRP surveys (Freshman Survey, YFCY, and CSS), UCUES and CSEQ and found that each adequately measures the constructs. Accordingly, they recommend that each of the four instruments be available as options from which each campus would select one instrument to measure student engagement on each campus. Finally, they have selected a few questions from each survey that reflect campus engagement within each of the six constructs and recommend that the answers to those questions (in a student/parent readable form) be reported as a part on each university's VSA website. The attached VSA template reports mock response on these questions for a university using the NSSE instrument.

Presidential Advisory Committee

The committee chaired by **Chancellor Brit Kirwan, University of Maryland System**, (Members: **Ben Allen, Molly Broad, Robert Bruininks, Sally Clausen, Muriel Howard, Robert Perry, Charles Reed, Mary Sias, Denise Trauth, John Welty, and Mark Yudof**) has received progress reports from the workgroups and task forces, met with their chairs and provided guidance to them. This process will continue until each task force and work group completes its responsibilities, which should be in mid- to late- July. By early August project staff will compile the recommendations of each of the task forces and submit them to the Presidential Advisory Committee. After any modifications requested by the Presidential Advisory Committee are addressed, feedback on the specific elements proposed to constitute VSA will be sought from AASCU and NASULGC members. Simultaneously, the System Design and Information Task Force chaired by **Chancellor Ruth Person, Indiana University, Kokomo**, will meet and recommend to the Presidential Advisory Committee the system design, implementation procedure, and a mechanism to ensure long-run maintenance and dynamic adaptation for VSA. Based on feedback from member universities and the recommendations of the Systems Design Task Force, the Presidential Advisory Committee will recommend action on VSA to AASCU and NASULGC this fall.

Time Schedule

The development process is on schedule and is expected it to remain so. Each task force and workgroup is working vigorously toward the goal of delivering a quality, affordable accountability system on time. The community of interest of those involved is deep and well understood and the leadership exhibited by the chairs is effective and inspired. Barring unforeseen events and depending upon acceptance of VSA by the Presidential Advisory Committee and NASULGC and AASCU, member universities may decide to become VSA participants in late 2007. By mid-2008 universities may have the student and family information portion of VSA on their websites in a fully functional

form. Measuring and reporting the value-added learning outcomes and campus engagement measures of VSA will take longer to appear as schools will want to administer these measures for a few years to establish a base line before making the data public; but universities with baseline experience might elect to report results earlier.

For Additional Information

Please consult the web sites of AASCU and NASULGC for updates on the VSA project. The AASCU web site is www.aascu.org/accountability. Contact David Shulenburger, principal Investigator, or Christine Keller ckeller@nasulgc.org or George Mehaffy at MehaffyG@AASCU.org or John Hammang at HammangJ@AASCU.org

Accountability University

Washington, DC • 202.478.6043 • www.nasulgc.org

NOTE: All data on "Accountability University" is fabricated

At AU, you'll find great academics, including 101 majors, honors programs, and award-winning faculty. You'll find great opportunities for undergraduate research, internships, study abroad, and more. That's all in a great location--in the heart of the nation's capital.

NOTE: Most data in the first two pages of the template are taken from existing data sources (the Common Data Set and IPEDS)

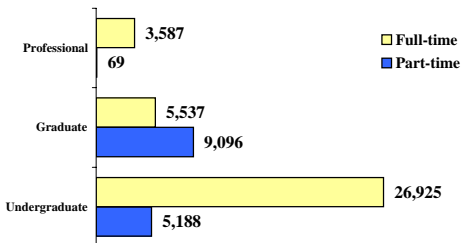
FALL 2006 DATA

ABOUT OUR STUDENTS

Student Characteristics [More](#)

Total Number of Students 50,402

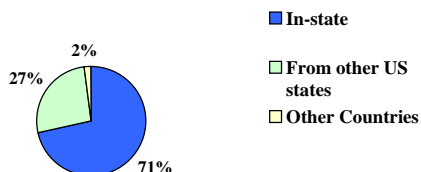
Student Level



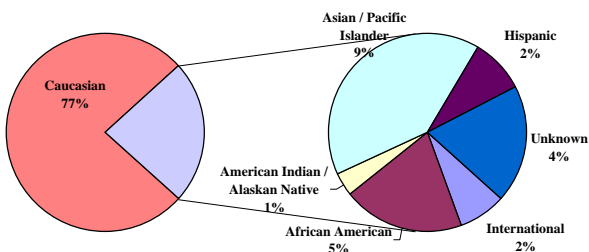
Gender

Women Students 26,757 (53%)
Men Students 23,645 (47%)

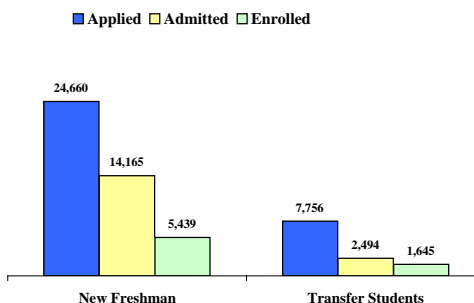
Geographic Distribution



Race/Ethnicity



Undergraduate Admissions [More](#)



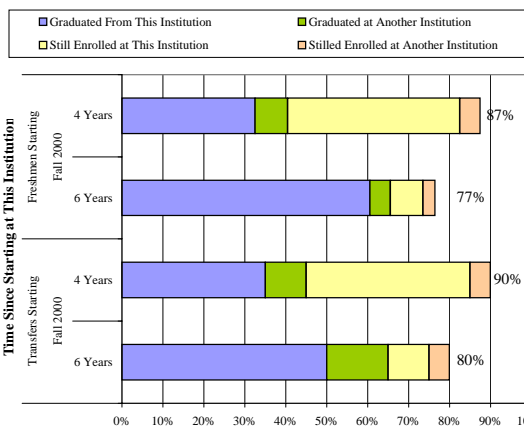
Academic Preparation of New Freshmen [More](#)

50% of New Freshmen

- Scored between 23 and 28 on the ACT Composite
- Scored between 23 and 28 on ACT Math
- Scored between 21 and 28 on ACT Reading
- Between 1120 and 1360 on the SAT Combined
- Between 580 and 690 on SAT Math
- Between 540 and 670 on SAT Critical Reading

Percent in top 25% of HS Graduating Class 77%
Percent in top 50% of HS Graduating Class 97%
Average High School GPA 3.00

Undergraduate Success & Progress [More](#)



[CLICK HERE](#)
for Detailed Student Success & Progress Tables

- 4,865 new freshmen started in Fall 2000
- 2,500 new transfer students started in Fall 2000
- 86% of new freshmen who started in the Fall 2005 semester were still enrolled in the Fall 2006 semester.

Voluntary System of Accountability

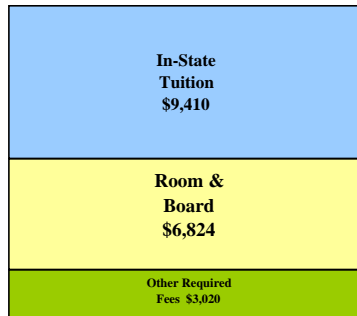
Data are provided as part of the Voluntary System of Accountability (VSASM) Program
For other universities participating in the VSASM [Click Here](#)

COSTS OF ATTENDANCE

Typical Undergraduate Costs for a Full-Time In-State Student

[More](#)

Total: \$19,254



The numbers above reflect the average cost of attendance for a full-time, in-state student. For information on your specific situation, please visit: www.aascu.org

[Click Here](#)
To Estimate YOUR cost of attending the Accountability University

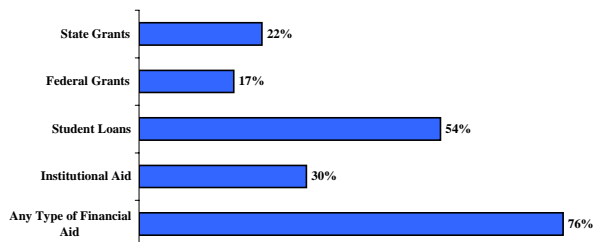
Financial Aid

[More](#)

- 93% of Fall 2005 full-time undergraduates received financial aid; their average financial aid award for the year was \$ 12,162
- 70% of Fall 2005 full-time undergraduates received need-based scholarships or grants; their average scholarship and grant award for the year was \$ 7,596
- 62% of Fall 2005 full-time undergraduates received loans; their average loan amount for the year was \$ 5,922

Type of Financial Aid Received by Fall 2005 New Freshmen

[More](#)



CLASSROOM ENVIRONMENT

[More](#)

Students per Faculty.....	15/1
% of class sections with more than 50 students	16%
% of class sections with more than 100 students	6%

ABOUT OUR FULL-TIME FACULTY

[More](#)

Total	1,991
% women	31%
% faculty of color	13%

ABOUT OUR GRADUATES

Degrees Awarded 2005-06

[More](#)

Bachelor's Degrees	6,319
Master's degrees	2,962
Doctoral degrees	751
First professional degrees	785
Total	10,817

Most Common Degree Areas

[More](#)

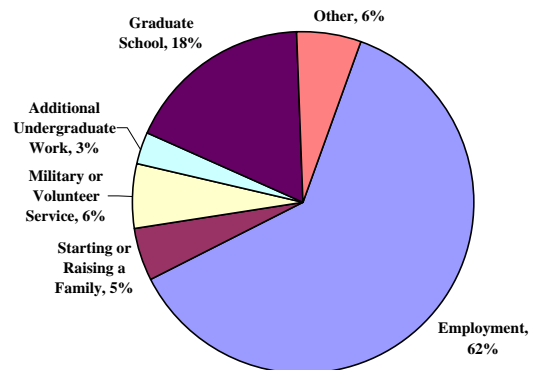
Social sciences	13%
Business/marketing	12%
Engineering	9%
Psychology	7%
Biological/life sciences	7%
All Other Majors	52%
Total	100%

Click here for a list of all our undergraduate programs of study: www.aascu.org

Future Plans of 2005-06

[More](#)

Bachelor Degree Recipients



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Data are provided as part of the Voluntary System of Accountability (VSASM) Program
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ABOUT CAMPUS LIFE

Student Housing

• 78% of new freshmen live on campus

• 23% of all undergraduates live on campus

[More](#)

Campus Safety

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

[CLICK HERE](#) for more information and statistics.

[More](#)

GETTING TO KNOW US!

Click on the buttons for more information on these activities and programs

[More](#)



STUDENT EXPERIENCES ON CAMPUS

Selected Results from 2005-06 National Survey of Student Engagement (NSSE)

[More](#)

(NOTE: NSSE results are provided as an illustrative example, VSA participants can also select from CSEQ, UCUES, or CIRP-CSS to measure student engagement and involvement)

[< introductory text here >](#)

Student Satisfaction

- 94% of students would attend AU again if they started over
- 88% of AU students rate their educational experience as good or excellent
- 75% of AU student say that other students are friendly or supportive

Active Learning Experiences

- 74% of students at AU participated in community service or volunteer work
- 61% of students at AU made at least one class presentation last year
- 33% of students at AU worked on a research project with a faculty member

Group Learning Experiences

- 74% of AU students worked with classmates on a group project
- 21% of AU students participated in a learning community where groups of students take two or more classes together

Institutional Commitment for Student Learning and Success

- 83% of students believe the AU provides "quite a bit" of support for student success
- 77% of students rate the quality of academic advising at AU as good or excellent
- 60% of students report that AU provides help in coping with work, family and other responsibilities

Student Interaction with Campus Faculty and Staff

- 78% of students believe that the campus offices are helpful
- 76% of students report that faculty members provide prompt feedback on their academic performance
- 32% of AU students often discuss readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

- 80% of AU students report that they often try to understand someone else's point of view
- 77% of students believe they have a better understanding of people of other racial and ethnic background
- 55% of AU students often have serious conversations with students of a different race or ethnicity

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For other universities participating in the VSASM [Click Here](#)

STUDENT LEARNING OUTCOMES

Selected Results from 2005-06 Collegiate Learning Assessment (CLA)

[More](#)

(NOTE: CLA results are provided as an illustrative example, VSA participants can also select from CAAP or MAPP to measure student learning outcomes)

[< introductory text here >](#)

CLA Results for Students Who Entered Accountability University as First-Time, Full-Time Freshmen

Institutional Mean Scores on CLA of Freshmen

	Expected Institutional Mean Score ¹	Actual Institutional Mean Score	National Comparison
Performance Task	1006	1003	At Expected
Analytic Writing Task	954	1005	At Expected

CLA Results for Students Who Entered Accountability University as Transfer Students with 30 to 60 Credit Hours

Institutional Mean Scores on CLA of Entering Transfer Students

	Expected Institutional Mean Score ¹	Actual Institutional Mean Score	National Comparison
Performance Task	1002	1008	At Expected
Analytic Writing Task	995	1009	At Expected

Institutional Mean Scores on CLA of Seniors

	Expected Institutional Mean Score ¹	Actual Institutional Mean Score	National Comparison
Performance Task	1063	1071	At Expected
Analytic Writing Task	1087	1176	At Expected

Institutional Mean Scores on CLA of Senior Transfer Students

	Expected Institutional Mean Score ¹	Actual Institutional Mean Score	National Comparison
Performance Task	1068	1073	At Expected
Analytic Writing Task	1060	1030	Below Expected

VALUE-ADDED:

The Difference Between the Institutional Mean Scores of Freshmen and Seniors

	Difference Between Actual Institutional Mean Scores (Seniors minus Freshmen)	National Comparison
Performance Task	+68	At Expected
Analytic Writing Task	+171	At Expected

VALUE-ADDED:

The Difference Between the Institutional Mean Scores of Entering and Senior Transfer Students

	Difference Between Actual Institutional Mean Scores (Senior Transfers minus Entering Transfers)	National Comparison
Performance Task	+65	At Expected
Analytic Writing Task	+21	Below Expected

¹ Expected Institutional Mean Scores for the CLA are computed based on the average academic ability of the students participating in the CLA program.

Voluntary System of Accountability

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DETAILED STUDENT SUCCESS TABLES

Retention and Graduation Rates

Full-time, First-time Freshmen Fall 2000 Cohort (N=4200)	After 1 year	After 2 years	After 3 years	After 4 years	After 5 years	After 6 years	After 7 years	After 8 years
Graduated from AU	0	3	150	1,034	633	568	125	53
Graduated from other 2-year	6	12	36	27	19	13	5	4
Graduate from other 4-year	0	5	27	77	121	83	20	14
Graduated This Term: All Institutions	6	20	213	1138	773	664	150	71
Cumulative Graduates: All Institutions	6	26	239	1377	2150	2814	2964	3035
% Cumulative Graduated: AU	0%	0%	4%	28%	43%	57%	60%	61%
% Cumulative Graduated: Other	0%	1%	2%	5%	8%	10%	11%	11%
% Cumulative Graduated: TOTAL	0%	1%	6%	33%	51%	67%	71%	72%
Enrolled at AU	3,355	3,102	2,999	1,588	706	276	155	64
Enrolled at other 2-year	115	289	234	204	127	91	47	28
Enrolled at other 4-year	174	324	380	404	252	173	111	53
Total Enrolled This Term: All Institutions	3,644	3,715	3,613	2,196	1,085	540	313	145
% Enrolled: AU	80%	74%	71%	38%	17%	7%	4%	2%
% Enrolled: Other Institutions	7%	15%	15%	14%	9%	6%	4%	2%
% Enrolled: TOTAL	87%	88%	86%	52%	26%	13%	7%	3%

New Transfer Students Fall 2000 Cohort (N=2500)	After 1 year	After 2 years	After 3 years	After 4 years	After 5 years	After 6 years	After 7 years	After 8 years
Graduated from AU	25	234	324	335	251	150	101	53
Graduated from other 2-year	0	13	15	12	9	8	5	4
Graduate from other 4-year	0	11	27	40	65	57	22	14
Graduated This Term: All Institutions	25	258	366	387	325	215	128	71
Cumulative Graduates: All Institutions	25	283	649	1036	1361	1576	1704	1775
% Cumulative Graduated: AU	1%	10%	23%	37%	47%	53%	57%	59%
% Cumulative Graduated: Other	0%	0%	0%	0%	0%	0%	0%	0%
% Cumulative Graduated: TOTAL	1%	11%	26%	41%	54%	63%	68%	71%
Enrolled at AU	1,932	1,592	1,184	767	491	335	187	43
Enrolled at other 2-year	45	53	43	36	19	12	10	9
Enrolled at other 4-year	143	211	234	186	116	65	54	43
Total Enrolled This Term: All Institutions	2,120	1,856	1,461	989	626	412	251	95
% Enrolled: AU	77%	64%	47%	31%	20%	13%	7%	2%
% Enrolled: Other Institutions	0%	0%	0%	0%	0%	0%	0%	0%
% Enrolled: TOTAL	85%	74%	58%	40%	25%	16%	10%	4%

Data Source: National Student Clearinghouse, Student Tracker Program