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Assessment News

April 14, 2008

Volume 7, Issue 4

Does GS Area Affect SOOT Ratings?

By: Dr. Jack Williamsen, Data Analyst

In a previous issue (May 6, 2006) of the *Assessment News* we presented findings comparing average SOOT scores for Q19 (Overall rating of Course) and Q20 (Overall rating of Instructor) for major, elective, and General Studies courses. In this article we examine the same SOOT means for all twelve GS areas.

We looked at mean Q19 & Q20 scores for GS courses from 1992/02 to 2006/01 (8 semesters). The total number of GS classes reviewed was 1277, with over 21,000 ratings used to compute mean SOOT scores in the twelve GS areas.

Page 3 contains four tables. Each table shows the twelve GS areas and their associated mean SOOT scores for *Course* (the left upper and lower tables) and *Instruction* (the right upper and lower tables). The number of ratings (N) on which each mean is based, and the standard deviation for each mean score, are also provided. The upper tables show GS areas in "GS label" order, from lowest to highest. Also included for comparison are means for non-GS courses and All SNC courses). For convenience, the lower left and right tables contain the same information as their counterparts above, but in order of mean SOOT score (from highest to lowest), rather than "GS label" order. These tables make it easy to determine the mean score rank order of the twelve GS areas at a glance.

Page 4 provides information on statistically reliable differences among the twelve GS areas. Each of the two tables clusters the GS areas into subsets (based on mean SOOT scores). Mean scores *within* a subset are statistically similar.

For example, in the upper table, GS8 & GS12 ("Subset 1") do not differ statistically from each other, but they do differ from GS areas in Subsets 2-6. Thus, for all practical purposes, GS8 & 12 mean scores should be treated as "identical." Similarly, although Subset 4 contains five mean scores, ranging from 3.85 to 3.95, the five scores should be viewed as essentially similar. Thus the twelve GS means for Q19 ("Course") collapse into six statistically defensible subsets (seven subsets for Q20 ("Instructor")).

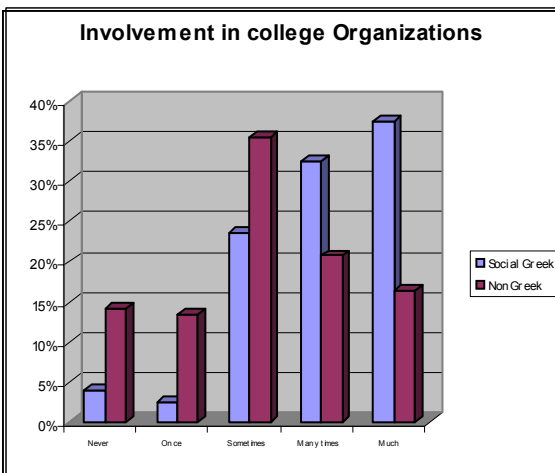
Conclusion: Students rate GS courses differently, why they do so remains unknown. (Continued on Page 3)

Multi Institutional Study of Leadership

By: Cassandra R. Bjorkman

In 2005 the Multi Institutional Study of Leadership (MSL) was taken by 922 individuals on the St. Norbert Campus. This is a survey that is designed to examine leadership at both the institutional and national levels with specific attention being paid to environmental factors that influence student leadership development. The Social Change Model of Leadership Development serves as a theoretical frame due to its broad applicability and identification as one of the most well known student leadership models. There are eight variables in this social change model that include consciousness of self, congruence, commitment, common purpose, controversy with civility, citizenship and change. Each of these eight models are measured as an average score of all cases for each outcome by the measured variable. The range is 1-5 with one being lower self perception than five.

Working with MSL for the past year, there has been a lot of interesting information that has stood out for me. The following are a series of graphs that represent some of this information. The first two consist of data I found on Social Greeks.



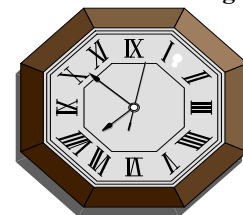
Comment: The graph shows that there is a significantly larger percent of Social Greeks involved in college organizations many times or much of the time, 70% compared to only 37% of those who are not Social Greeks.

(Continued on Page 2)

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The Clock is Ticking . . .



2006 - Focused Visit by HLC

2007 - 2009—Time to assess student learning and file a new report

2010—HLC Self-Study

2011—HLC On-Site Visit

Assessment Conferences

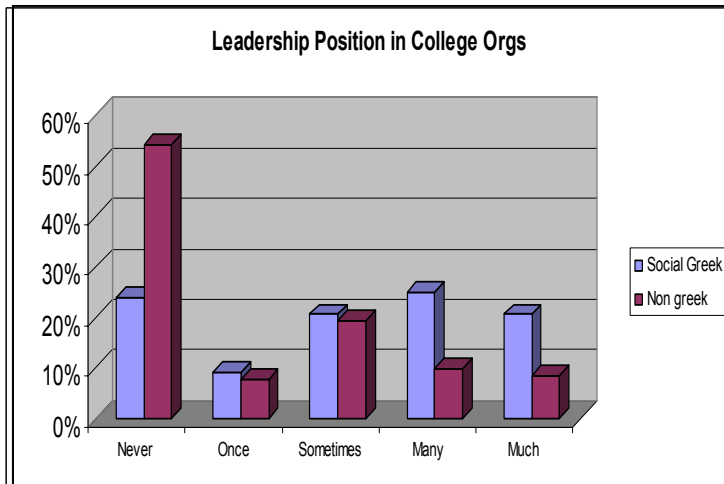
2008 NC State Undergraduate Assessment "Breaking Barriers: Building a Culture of Assessment", April 25-27, 2008, Embassy Suites Hotel, Cary, NC.

Higher Learning Commission, Commitment vs. Compliance: Building Shared Responsibility and an Institutional Culture for Assessing & Improving Student Learning, May 28-30, 2008, Lisle, IL.

Higher Learning Commission, Making a Difference in Student Learning: Assessment as Core Strategy. July 23-25, 2008, Lisle, IL.

Multi Institutional Study of Leadership

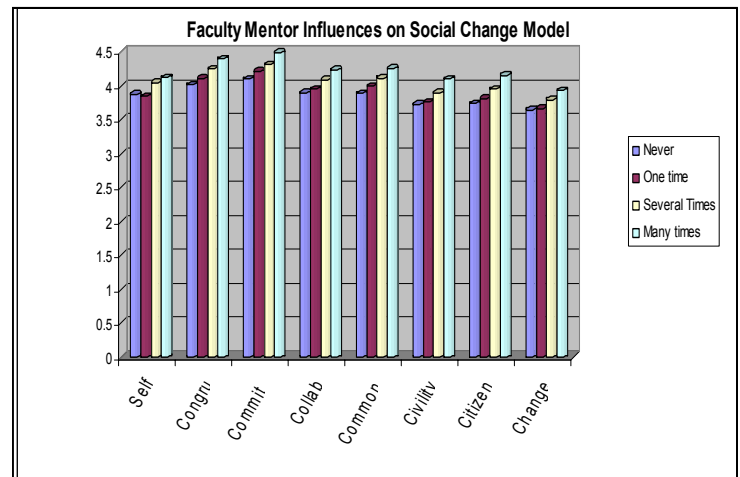
By: Cassandra R. Bjorkman (Continued from Page 1)



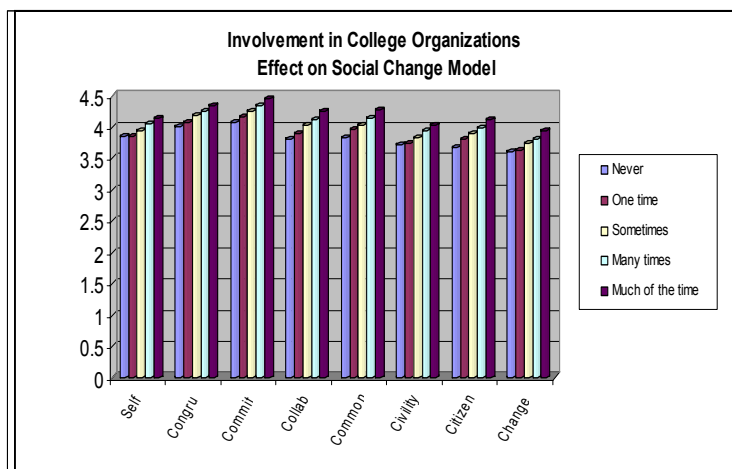
Comment: Of the 203 students involved in Social Greeks, 46% report having held a leadership position many times or much of the time in college organizations versus less than 20% of the 758 students not in a Social Greek Group.

The next graphs deal with the social change model and different variables included in it.

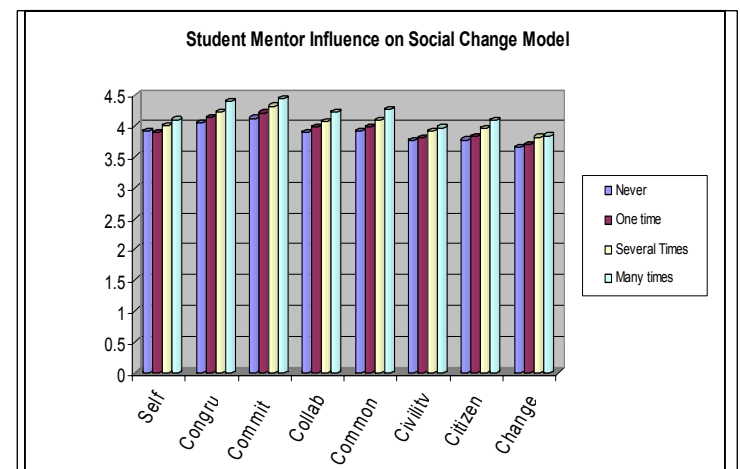
Comment: The same is true for those who have held leadership positions in college organizations many times or much of the time. These leaders have a significantly higher perception of self than those that do not hold leadership positions or have only done so one time.



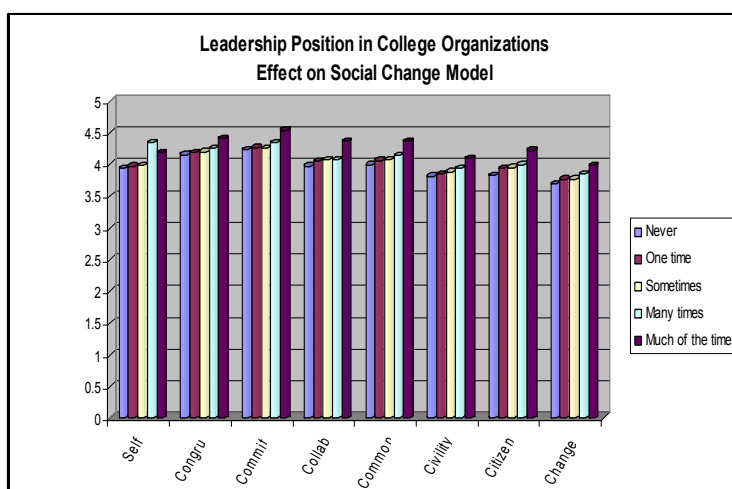
Comment: Students that were mentored by faculty members many times or several times scored higher on aspects of the social change model than those that were only mentored one time or never.



Comment: For each of the eight variables, those involved in college organizations many times or much of the time have a higher self perception than those never involved or involved only one time.



Comment: Students that were mentored by other students many times or several times scored higher on aspects of the social change model than those that were only mentored one time or never.



ASSESSMENT RESOURCES

Robert A. Rutter, A.V.P. for Institutional Effectiveness (403-3964)
 Jack Williamsen, Data Analyst (403-3993)
 Patricia Wery, Administrative Assistant (403-3855)
 Deborah Anderson, Natural Sciences Assessment Specialist (403-3199)
 Ray Zurawski, Academic Programs Assessment Specialist (403-3202)
 Joanne Blascak, Data Retrieval Specialist (403-3238)

Travis Vanden Heuvel—Research Assistant (403-3855)
 Kevin Steiner—Research Fellow (403-3855)
 Caressa Swanson—Research Fellow (403-3855)
 Angela Virtues—Research Fellow (403-3855)

Office of Institutional Effectiveness
 Main Hall, Room 219
 (Phone: 403-3855) FAX: 403-4096
 Web site: www.snc.edu/oie/

SOOT Means for Q19 and Q20

GS and Non_GS Courses

The two tables below show Mean SOOT ratings of Course (left table) and Instructor (right table) by GS area

Student overall rating of course is...

General Studies Area	Mean	N	Std. Deviation
GS 1	3.79	1,808	1.081
Gs 2	3.88	1,826	0.956
Gs 3	3.85	2,227	1.045
GS 4	3.69	1,843	1.103
GS 5	4.20	2,124	0.869
GS 6	3.95	1,709	0.952
GS 7	4.09	2,354	0.886
GS 8	3.54	2,204	1.008
GS 1 Upper	4.08	1,496	0.956
GS 10	3.94	1,069	0.971
GS 11	3.89	1,120	1.052
GS 12	3.57	1,284	1.105
Non-GS Courses	4.01	29,676	0.969
All Courses	3.95	50,740	0.991

Student overall rating of instructor is....

General Studies Area	Mean	N	Std. Deviation
GS 1	4.06	1,807	1.098
Gs 2	4.17	1,823	0.931
Gs 3	3.97	2,229	1.121
GS 4	3.85	1,846	1.184
GS 5	4.44	2,128	0.849
GS 6	4.13	1,708	0.941
GS 7	4.30	2,355	0.874
GS 8	3.79	2,205	1.111
GS 1 Upper	4.34	1,495	0.893
GS 10	4.24	1,069	0.944
GS 11	4.07	1,120	1.052
GS 12	3.72	1,285	1.135
Non-GS Courses	4.16	29,676	0.987
All Courses	4.13	50,746	1.010

Note: Mean scores from SOOT years 1999/02 to 2006/01 (8 semesters)

N = 50, 746 Total Ratings

Total Number of Courses Rated = 1277

The two tables below are ordered by Mean Ratings, from highest to lowest

Student overall rating of course is...

General Studies Area	Mean	N	Std. Deviation
GS 5	4.20	2,124	0.869
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SOOT Q19 and Q20 Means by GS Area Statistically Reliable Differences

Student overall rating of course is...

Tukey HSD

Subset for alpha = .05

Means in each subset do not differ statistically

GS Area:	N	Subset 1	Subset 2	Subset 3	Subset 4	Subset 5	Subset 6
GS 8	2204	3.54					
GS 12	1284	3.57					
GS 4	1843		3.69				
GS 1	1808		3.79	3.79			
GS 3	2227			3.85	3.85		
GS 2	1826			3.88	3.88		
GS 11	1120			3.89	3.89		
GS 10	1069				3.94		
GS 6	1709				3.95		
GS 1 Upper	1496					4.08	
GS 7	2354					4.09	
GS 5	2124						4.20
Sig.		1.000	0.205	0.117	0.084	1.000	1.000

Means for groups in homogeneous subsets are displayed.

Uses Harmonic Mean Sample Size = 1643.290.

The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Student overall rating of instructor is....

Tukey HSD

Subset for alpha = .05

Means in each subset do not differ statistically

GS Area:	N	Subset 1	Subset 2	Subset 3	Subset 4	Subset 5	Subset 6	Subset 7
GS 12	1285	3.72						
GS 8	2205	3.79	3.79					
GS 4	1846		3.85					
GS 3	2229			3.97				
GS 1	1807			4.06	4.06			
GS 11	1120			4.07	4.07			
GS 6	1708				4.13	4.13		
GS 2	1823				4.17	4.17		
GS 10	1069					4.24	4.24	
GS 7	2355						4.30	
GS 1 Upper	1495						4.34	4.34
GS 5	2128							4.44
Sig.		0.606	0.910	0.154	0.070	0.110	0.107	0.219

Means for groups in homogeneous subsets are displayed.

Uses Harmonic Mean Sample Size = 1643.552.

The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Note: Mean scores from SOOT years 1999/02 to 2006/01 (8 semesters)

Note" Mean Scores based on Unmodified Scales where 1= UND and 5 = Strongly Agree