Assessment Can Be Affirming Too

As part of the Spring, 2002 administration of the Senior CIRP, graduates were asked “What was most distinctive about your SNC education?” Selected responses from over 300 seniors appear below.

“The relationships I formed with professors here at St. Norbert were the most distinctive aspect of my education. I found some great mentors through some of my professors, particularly in my art professors. (I am an art major.) They encouraged me to travel abroad, which I loved and learned so much by doing. My professors, especially Prof. Donald Taylor, constantly challenged me and my artwork to become better. It took a lot of work but it paid off. They were always available to ask questions outside of class and because the class sizes are smaller you could have personal attention during class. The professors here, I believe, are one of the best assets that the college has to offer.”

“If you mean solely academic education, then I would have to say the professors in the English department here on SNC campus are exemplary and this was the most distinct aspect of my academic education. However, in non-academic aspects, the counseling center helped me get more in touch with my true self, and participating in the group Rainbow Alliance taught me leadership skills and how to truly stand up for what I believe in.”

“By far the most distinctive aspect of my

2002 AAHE Assessment Conference Assessment: A Shared Commitment by Cynthia Barnett

Spending a week in Boston is always a treat, but spending a week in Boston attending the AAHE Assessment Conference was an opportunity for learning. Dr. Deborah Anderson, Associate Professor of Biology, Dr. Eliot Elfner, Social science Division Chair, and I were funded by the Office of Institutional Effectiveness to attend the conference. I attended pre-conference workshops on “An Introduction to Learning Communities and Strategies for Collaboration Between Academic and Student Affairs”. Knowledgeable professionals not only shared success stories at their campuses but also provided opportunities for discussion and sharing of resources at both pre-conference workshops.

The conference theme, “Assessment: A Shared Commitment” was not only elaborated on in the workshops, plenary sessions and communities of practice but over and over again. The message was consistent, the entire institution needs to embrace assessment as the way we do our work, and assessment is not here today and gone tomorrow. Assessment practices cannot stand in silos across the campus, assessment involves everyone. Student affairs professionals need to collaborate with faculty members, faculty members need to collaborate with student affairs professionals. The process of assessment is all-inclusive
Assessment Can Be Affirming Too (Continued from Page 1)

education at St. Norbert College was the experience that I had with the faculty of the college, most especially the faculty within my major of political science. I can honestly say that I did not encounter a professor within my major field of study who was not of superior academic quality and field-specific expertise. The level of faculty-student communication, openness, and respect that I have encountered at St. Norbert I know to be unique to this school. I think that the relationships that individual professors develop with students are invaluable for academic and personal growth, and such relationships clearly are achieved at St. Norbert.”

“I could not have asked for a better psychology faculty than the one here at SNC. They are wonderful teachers and wonderful people! Their classes are challenging and I have learned so much from them. I feel extremely prepared for graduate school as a result. They also take the time to get to know their students. They are willing to give career advice and will help students no matter how busy they may be. They take a great interest in the well being of their students, and they are willing to help students work through personal problems if it is needed. They are the reason why I like SNC so much—I will miss them all!”

“Taking as many really difficult courses in as many different areas as possible. Call it “ultra-liberal-arts.”

“The most distinctive aspect of my St. Norbert College education was my participation in the education program at SNC. The reason for this is because of the great hands-on experience I got. It slowly but surely helped me to learn and progress in the teaching profession.”

“I learned to express myself better, both verbally and in writing.”

“My most distinctive aspect at St. Norbert College was the support of the success program. I am glad that I participated in the success program even though there were times I did not have to be in it. It has made me feel better about my academics and about myself. If I had not met Cindi Barnett, I am not sure I would still be at St. Norbert College. She has helped me in so many ways excel in school.”

“I felt my academic program was very goal-oriented. The instruction, advising, and help from Career Services resulted in my getting a great job which I know I am prepared for. I attended a big ten school before transferring here and felt that I had no path and no one to help me figure out how to achieve my goals. Here at St. Norbert, I got the sense that the faculty and staff want to see me succeed as much as I do, and the encouragement really helped.”

“Hands down, the faculty in the Biology major field has made my experience at St. Norbert extraordinary. I became very close to Dr. Heggland and Dr. Cochran freshman year. Dr. Heggland even brought me home freshman year to see my mom in the hospital after surgery. Both of these professors have left and that was difficult but we still keep in touch. After they left, I got to know the other professors better. I have been a teaching assistant for the biology department since sophomore year, which allowed me to know the professors on a new level. While I greatly respect each of them, I feel that I can confide in them and I consider them to be friends. They have been there for me emotionally and academically. They are a wonderful group of people and I will miss them more than some of my friends after I graduate. I feel tremendous camaraderie when I walk through the biology hallways (it usually takes me a long time because I can almost never walk the whole length of the hallway without stopping to talk to professors).”

“The community atmosphere. Also, the strong student involvement promoted by Leadership, Service & Involvement and their dedicated staff including Tamie Klumpp, John Seckel, and Garrett Grenz.”

“The most distinctive aspect of my education was definitely my teachers and most especially my “majors” teachers. I think the quality of most of the business and economics professors here are outstanding. My business seminar class taught by Joy Pahl was one of the most enjoyable, challenging, and thought provoking classes that I have had here in my four years. Joy Pahl’s love for the subject was very apparent and made the class so much more enjoyable. Likewise, the professors I have had in economics have shown their enthusiasm for the subject and made the classes enjoyable. Economics 1 and 2 taught by Marc VonderRuh were also among my favorite classes here at St. Norbert. Marc’s love for the subject and mutual respect for his students not only made each one of his classes enjoyable, but also highly educational.”

“Majoring in the communication field helped me a lot. All the different courses contributed to my education and understanding of communications. I feel that all courses were significant enough to help me in everyday life and in my future career.”

“Besides professors there are lots of great support staff that help with my education, including the staff in the Cafeteria, Health Center, Counseling Center, Library and Copy Center. The people in these areas helped me with my
Assessment Can Be Affirming Too
(Continued from page 2)

personal life so I could concentrate on my academics more clearly. These people not only provided service they also provided friendships and a little bit of home love and support.”

“The most distinctive aspect of my education at SNC was my contact with ESL students as part of my volunteer ESL tutoring. I believe that it has been a valuable experience for me, and I have learned about many cultures that I would otherwise never have been exposed to.”

“The most distinctive aspect of my learning was that the knowledge I gained in one class could be incorporated into another. A lot of the material that I learned about could be carried into many areas. The information was also useful in my day to day activities.”

“Class led discussion teaching format, as opposed to lecture.”

“The most distinctive aspect about St. Norbert is definitely the emphasis placed on community service. I believe that part of a well rounded, liberal education must broaden students’ perception of the world we live in and our place/duties in it. In my discipline (English) and in my GS courses, I feel that St. Norbert does a good job of conveying such messages. Please keep emphasizing global responsibility beginning with community service!”

“The most distinctive aspect of my education here at St. Norbert College was the unique curriculum this school has, and how it has prepared me for life after St. Norbert College. Most schools do not have curriculum that contains the amount of writing that St. Norbert does and this was a distinctive aspect that will help me in my career. Also the many group projects and presentation will also prepare me for the “real world.”

“The relationship I was able to establish with the faculty, specifically the faculty in my major. The most important of these relationships was my relationship with Dr. Phythyon. Dr. Phythyon has been my academic advisor for four years and my research advisor for one year. Although my research experience was frustrating and discouraging at times, it provided me with opportunities to learn outside the classroom. For any incoming freshman I would encourage seeking out a research advisor.”

In all, 215 students offered responses ranging from a single word to an entire page. Only 12% of these responses were negative.

2002 AAHE Assessment Conference
“Assessment: A Shared Commitment”
(Continued from Page 1)

affairs professionals. The process of assessment is all-inclusive

In addition, I found several of the many workshops I attended to be particularly relevant to my work in assessment. The workshop, “Focusing on the Big Picture: Linking Mission, Strategic Planning, Budgeting, and Assessment” presented by the President, Provost and Director of Assessment and Institutional Research at Longwood College in Virginia discussed the importance of strategic planning as a condition of how we do business and that assessment, the strategic plan and the budgeting process need to be aligned. Planning cannot be at the strategic level while the budget process is at the operational. A strategic management process of planning, budgeting and assessment is fundamental. The allocation of resources to designated planned activities calculated to achieve a set of goals is the vision we need to strive towards at St. Norbert College. These are not independent functions, they need to be interdependent, and an institutional strategic plan must be the driver of daily decisions and actions. I walked out of this thought-provoking workshop with a better understanding of the work ahead of us at S.N.C.

A workshop that focused more on immediate applications was the “CAS (Council for the Advancement of Standards in Higher Education) Student Learning and Development Domains, Criteria, and Measures” presented by Ted Miller. This workshop focused on the need for Student Life professionals to identify relevant and measurable criteria to judge learning and developmental outcomes. Outcomes such as intellectual growth, enhanced self-esteem, clarification of personal values, etc. first need to be identified and then measurable criteria to judge the outcomes must be established. Data resulting from this process would permit us to assess the learning and developmental outcomes of our programs, activities and services.

Would I attend another AAHE Assessment Conference? You bet I would! The conference provided me with a wealth of information, the opportunity to talk with a wide variety of folks who all have a need to do good assessment work. I know that we have a lot of work ahead of us, but attending this conference renewed my commitment and enthusiasm, everyone should have the opportunity to attend an assessment conference.

INTERESTED IN ATTENDING A NATIONAL CONFERENCE ON ASSESSMENT?

The OIE has funds to support increasing assessment expertise. If interested, please call x3964.
Progress Report – Year 1
Title III Strengthening Institutions Grant

Accomplished
- Offered informational sessions for SNC community, all faculty, Humanities, Natural Science, & Social Science division faculty, Humanities coordinators, Social Science assessment coordinators, and Board of Trustees
- Hired key personnel (Director, Administrative Secretary, General Education Review Chair, Academic Programs Assessment Specialist, Retention Coordinator, Natural Science Assessment Specialist, Portfolio Coordinator)
- Established office, purchased and installed computer hardware/software
- Completed required Title III handbook
- Budget monitoring and draw down process put in place
- Consolidated and filed all existing campus data
- Supported faculty/staff attendance at 5 national assessment conferences
- Hosted 4 informative presentations based on SNC assessment data
- Conducted 11 targeted workshops
- Teacher Education portfolio plan in place
- Submitted budget match analysis to Dean
- Purchased additional books for assessment library and compiled resource list
- Created file of available instruments
- Conducted follow-up study on freshmen departing SNC after 1st semester
- Hosted two workshops by nationally known experts on assessment
- Created Academic Program Assessment Plan Matrix (alternative to satisfaction/knowledge measures)
- Submitted Strategic Planning Proposal for permanent office space/furnishings
- Researched and developed a draft data use and release policy for SNC
- New Assessment Committee description and composition passed by faculty assembly
- Published 5 issues of OIE newsletter
- Published retention report
- Developed a draft institutional assessment plan for SNC
- Authorized over $50,000 in assessment mini-grants
- CSS, Alumni, and CIRP data broken out by major and sent to all disciplines
- Constructed comprehensive OIE web site
- Hosted external evaluators at mid-year and year-end
- Participated in one or more assessment related meetings with 23 different academic or student life units
- Met one or more times regarding assessment with personnel from 17 different administrative offices

In Progress
- Workshops with individual disciplines
- Preliminary discussions about rationale and process for General Education Review
- Workshop with AAC to discuss NCA “Levels of Implementation”, AQUIP, and development of an overall institutional assessment plan
- External evaluation of first year progress
- Development of an expanded statement of institutional purpose including measurable outcomes as part of an Institutional Assessment Plan
- Secure reallocated time for IET as described in grant

Not Accomplished
- Transition CSS and SOOT to on-line format
- Review and restatement of objectives by all academic and student life units

Submit Additional Questions For Current Student Survey
The Current Student Survey (CSS) will be reviewed and revised by the IET at its September 18, 2002 meeting. The current format allows for a limited number of additional questions which can be changed for each survey administration. The CSS is completed by all St. Norbert College students in November as part of the advisement and registration process. If you have any additional questions for the CSS, please email them to oie@snc.edu. The IET will review your submissions and include as many of them as possible.
## OIE Funded Projects
### 2001-2002

<table>
<thead>
<tr>
<th>Project/Administrator</th>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biology</strong> Debbie Anderson</td>
<td>To administer ETS Major Field Test in Biology to incoming freshmen and senior Biology majors.</td>
</tr>
<tr>
<td><strong>Business</strong> Paul Bursik &amp; Raj Devasagayam</td>
<td>To support the gathering and analysis of assessment data regarding student learning outcomes for business related majors. Also, the project seeks to aid the discipline in determining the best ways to adjust the curricula in light of those data.</td>
</tr>
<tr>
<td><strong>Chemistry</strong> Matt Johll</td>
<td>To support the gathering and analysis of assessment data within the chemistry discipline and for the exploration of alternative methods of assessment for possible implementation. The assessment data and subsequent analysis will be incorporated into the Chemistry discipline’s annual report.</td>
</tr>
<tr>
<td><strong>Economics</strong> Marc Von der Ruhr</td>
<td>To establish a sustainable and informative assessment plan that will serve to improve our teaching effectiveness either in the short run and the long run. This includes using national tests, discipline created tests, reviewing student research and creating a database which we may use to continue staying in contact with our graduates.</td>
</tr>
<tr>
<td><strong>English</strong> John Pennington &amp; Ed Risden</td>
<td>To conduct pilot assessments of sample English major portfolios, investigate approaches to assessing student content knowledge of literature, explore possibilities for developing portfolios electronically, and finalize the English discipline assessment plan.</td>
</tr>
<tr>
<td><strong>English</strong> John Pennington</td>
<td>To pay 5 students for compiling pilot English assessment portfolios.</td>
</tr>
<tr>
<td><strong>General Education</strong> Kristee Boehm</td>
<td>This project works toward completion of the requirements of the Title III Grant in the area of General Education Assessment and Review for 2002, which include (1) pilot assessment of two skills outcomes and two affective outcomes, and (2) work on a draft assessment plan for SNC’s General Education Program. Work will be directed by the Gen. Ed Review Chair, Kristee Boehm, but will include involvement from a diverse group of faculty with extensive knowledge of general education. Such faculty involvement is central because general education is the responsibility of all faculty and its assessment needs to reflect the philosophies and needs of faculty in all areas of the gen. ed program. The group’s objectives will be to identify central objectives of the current gen. ed. Program, compose 2-4 statements of student learning outcomes based on those objectives, begin work on devising means of assessment for the outcomes, and collaborate on all of the above with Dr. James Nichols in a one-day workshop (April 15) focusing on the outcomes statements and means of assessment that will form part of a draft assessment plan due for fall of 2002.</td>
</tr>
<tr>
<td><strong>Health</strong> Barbara Bloomer</td>
<td>To purchase The American College Health Association National College Health Assessment Survey to address a broad range of health, risk and protective behaviors, and perceptions among students and administrators and disseminate information related to the analysis of this survey during spring semester 2003, Jan-May.</td>
</tr>
<tr>
<td><strong>Leadership</strong> Nancy Mathias</td>
<td>To consolidate program data and develop an assessment plan for Service Programs</td>
</tr>
<tr>
<td><strong>Leadership</strong> Tami Klumpyan</td>
<td>To hold a Teleconference entitled, “The First Year of College: Assessing What We Value”</td>
</tr>
<tr>
<td><strong>Math</strong> Gene De Both</td>
<td>To administer ETS Major Field Test to senior Mathematics majors.</td>
</tr>
<tr>
<td><strong>Political Science</strong> David Wegge &amp; Gratzia Villarroel</td>
<td>To administer ETS Major Field Test to senior Political Science majors and to support Political Science exam dinner.</td>
</tr>
</tbody>
</table>
Psychology
Ray Zurawski
Stuart Korshavyn

To attend and present at the Assessment in Psychology Conference in September in Kennesaw, GA.

Residential Life
Corday Goddard

To assess student satisfaction as well as a number of student learning outcomes and service functions within Residential Life.

Senior CIRP
Jack Williamsen

To administer the Senior CIRP.

Teacher Education
Reid Riggie

To update current teacher education assessment data and analysis. Also, to develop a graduate follow-up study.

Portfolio Coordinator
John Ravizza

To develop and carry out teacher education workshop to establish inter-rater reliability for portfolio scoring.

Teacher Education
Kristee Lukens

To develop an electronic portfolio assessment strategy and database.

Residential Life
Corday Goddard

To pay a student assistant to assist with preparation and dissemination of information from two years worth of Benchmarking survey data.

Leadership
Jason Schreiber

To hire an evaluator (SNC graduate) familiar with Leadership programs and assessment to do the following: 1) Compile leadership programs participant data. 2) Summarize existing leadership evaluation information. 3) Qualitatively evaluate student learning outcomes from the Nubbies applications, online journals, evaluations, and participant reflections and other sources. 4) Develop a model assessment plan for leadership programs to be used in the future.

Leadership
Nancy Mathias

To assess TRIPS Program: Summarize past TRIPS data in report that shows who uses TRIPS; summarize data that shows student satisfaction with TRIPS; assess student learning outcomes of TRIPS participants; develop assessment model for future trips.

CAAP
Robert Rutter

To administer CAAP test of Critical Thinking Skills to students in Gs 12 courses.

Freshmen Departures
Robert Rutter

To survey freshmen that left the college at the end of the first semester.

St. Norbert College Current Student Survey

Do students who transfer to SNC rate academic quality differently than students who have only attended SNC?*

<table>
<thead>
<tr>
<th>Students that transferred to SNC</th>
<th>Students that entered at SNC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Instruction</td>
<td>92%</td>
</tr>
<tr>
<td>Quality of Curriculum</td>
<td>92%</td>
</tr>
<tr>
<td>Range of Courses Offered</td>
<td>74%</td>
</tr>
<tr>
<td>Quality of Course Content</td>
<td>90%</td>
</tr>
<tr>
<td>Quality of Advisement</td>
<td>90%</td>
</tr>
<tr>
<td>Preparing You for Your Career</td>
<td>83%</td>
</tr>
<tr>
<td>Preparing You for Graduate School</td>
<td>87%</td>
</tr>
<tr>
<td>Overall Major Program</td>
<td>90%</td>
</tr>
</tbody>
</table>

*% Respondents answering “very satisfied” or “somewhat satisfied” from the 1990-2001 current student surveys.

**Data based on 873 transfer students and 7915 SNC entrance students.

ASSESSMENT RESOURCES

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Kristee Boehm (Phone: 403-3448)
Robert Rutter (Phone: 403-3964)
Jack Williamsen (Phone: 403-3993)
Ray Zurawski (Phone: 403-3202)