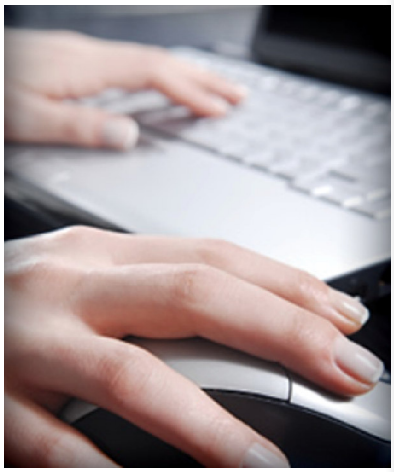

2011-12 Assessment Annual

Highlights of 2011-12 Assessment Results

NORTHWESTERN COLLEGE

ST. PAUL, MINNESOTA

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2011-2012 Assessment Annual

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Overall Satisfaction

Senior Satisfaction with NWC

Graduating seniors report high levels of satisfaction with the **overall college experience** at Northwestern. Of the students completing the **HERI College Senior Survey (CSS**), 88.3 percent indicated they were *Very Satisfied* or *Satisfied* with their overall college experience in 2012. Senior ratings for this item have consistently been near 90 percent (Chart 1).

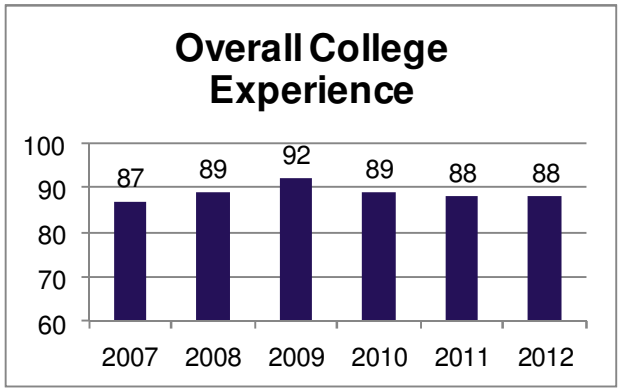

Chart 1. Satisfaction with overall college experience.

Students Rate Satisfaction with their Experience

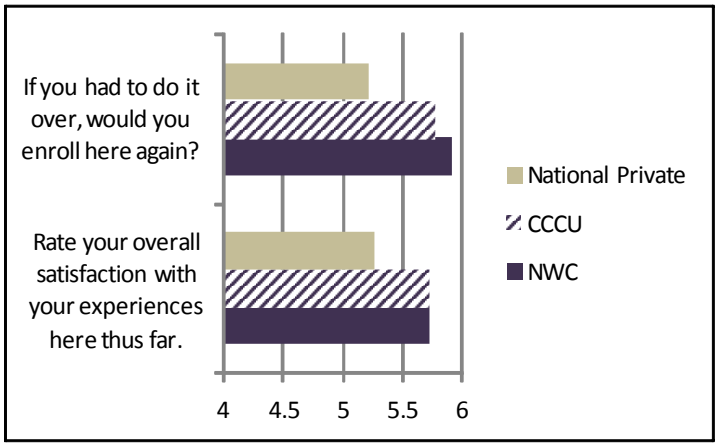

Chart 2. Overall satisfaction with experience in group.

NWC students completing the ***Student Satisfaction Inventory (SSI)*** were asked to rate *Satisfaction* with their experience at Northwestern College. The students satisfaction ratings were similar to the CCCU (Council of Christian Colleges and Universities) sample or significantly higher and higher than the National Private college (Chart 2).

Percentage of Seniors Who Would Enroll at NWC again

When asked on the ***CSS*** if they would enroll at Northwestern College again if they had the choice, 87.2 percent reported that they would *Definitely* or *Probably* enroll again (Chart 3).

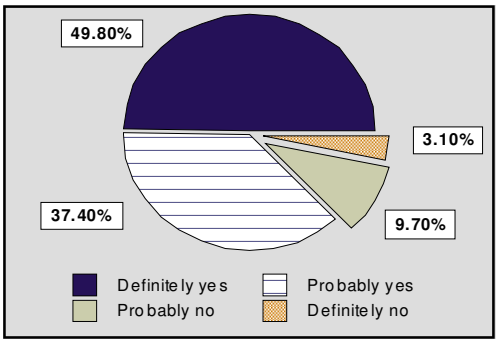

Chart 3. Percent who would enroll again.

Satisfaction with Academic Life

Senior Satisfaction with Instruction

As measured by senior surveys, the percentage of seniors reporting they are *Very Satisfied* or *Satisfied* with the overall quality of instruction has remained near 90 percent each year. The percentage reporting satisfaction with **overall quality of instruction** increased over 3 percent (92.9) in 2012. The satisfaction with the **courses in major field** remained over 85 percent (85.2%) as reflected on Chart 4.

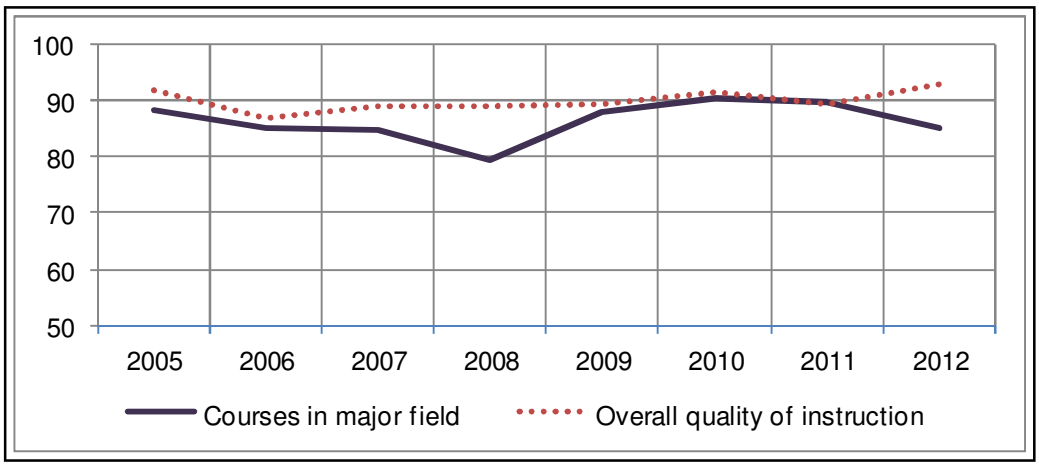

Chart 4. Satisfaction with instruction by year.

Senior Satisfaction with Faculty in Major

Upper-class students completing the ***Northwestern Senior Capstone Survey*** reported their agreement with a variety of statements about their major and faculty teaching in their major. Table 1 shows the percent who *Strongly Agreed* or *Agreed* with the statement.

Table 1. Satisfaction with faculty in major.

Faculty in my major	2012	2011	2010
Are genuinely interested in the welfare of students	99.2	98.9	100.0
Prepare carefully for their courses	98.9	98.1	99.5
Are professionally competent	98.8	89.2	100.0
Are available and accessible	97.3	98.2	98.3
Are up-to-date in their knowledge of the field	96.9	98.1	100.0
Encourage discussion of different scholarly points of view	94.2	97.4	94.7

Seniors Satisfaction with Academic Experiences at Northwestern

The percentage of seniors reporting satisfaction with aspects of the college experience on the ***HERI College Student Survey (CSS)*** compared to previous years and the National sample responses is reported in Table 2. Levels of satisfaction have increased for nearly all items.

Table 2. College experiences rated *Very Satisfactory* or *Satisfactory*

	2012	2010	2008	2006	2004	National 2012
Class size	96.3	93.1	92.6	94.0	89.1	93.6
Overall quality of instruction	92.9	91.5	88.9	87.0	89.8	87.6
Amount of contact with faculty	92.9	89.2	82.2	92.1	85.0	89.6
Relevance of course work to life	90.8	84.8	71.1	81.0	78.3	78.3
Courses in major field	90.7	90.3	79.3	85.2	87.6	89.6
General education/core curriculum	85.2	86.0	81.6	81.0	81.5	76.8
Ability to find a faculty or staff mentor	76.4	73.1	72.6	75.5	74.4	76.4

NWC Student Satisfaction with Academic Life

Students completing the ***Student Satisfaction Inventory (SSI)*** reported higher satisfaction with items dealing with faculty and instruction than did students in the National Private College sample for all items listed. Satisfaction with faculty availability, personal concern, and fairness were somewhat lower than the CCCU sample. On the seven point scale, the benchmark goal of 5.50 was achieved for all items (Chart 5.).

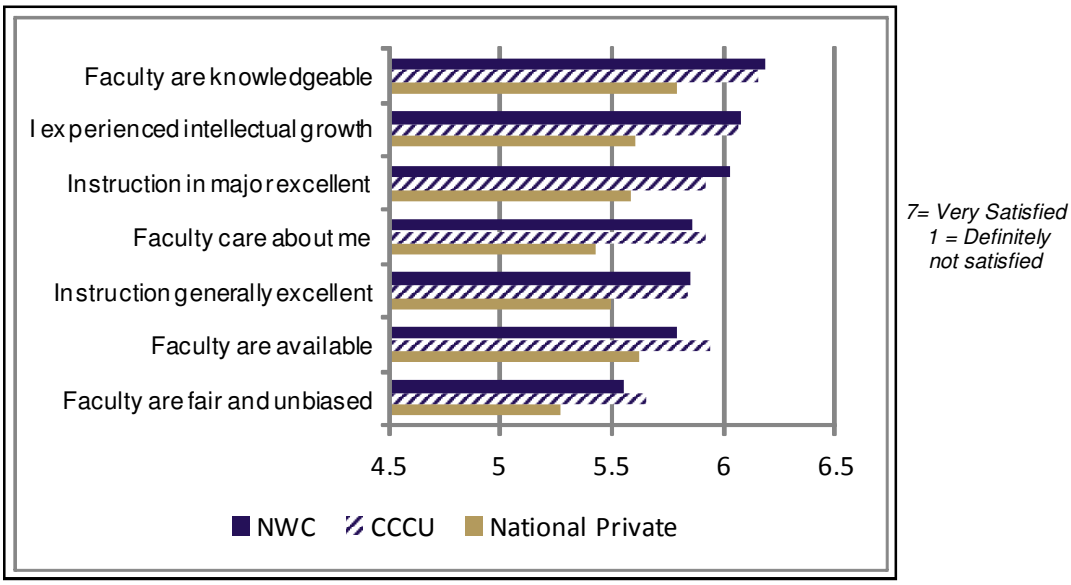

Chart 5. Satisfaction with instructional characteristics

Seniors Rate Satisfaction with their Major

The majority of academic departments administer the ***Senior Capstone Survey*** to their graduates. Questions are asked regarding agreement with a variety of statements about the academic program and faculty. Table 3 shows the percent who *Strongly Agreed* or *Agreed* with each of the statements.

Table 3. Percent of seniors *Strongly Agreed or Agreed* with item on the ***Northwestern Senior Capstone Survey***.

My Academic Major:	2012	2011	2010
I will compete well with graduates from other institutions with similar majors	94.5	95.5	97.7
I would advise a friend planning a similar major to attend NWC	93.4	94.7	92.4
I am well prepared for my first job in the field	93.4	96.2	95.9
I am well-prepared to enter graduate school or advanced study	93.1	92.8	94.2
If I were staring over, I would select this major at NWC again	89.9	89.8	91.8

Alumni Rate Satisfaction with Faculty and Academic Major

Northwestern College Alumni Survey was administered to alumni of the past 5 years during the Program Review process. Tables 4 and 5 shows the percent surveyed who *Strongly Agreed* or *Agreed* with each statement.

Table 4. .Percent of alumni who *Strongly Agreed or Agreed* with each statement on the ***Alumni Survey***.

Faculty in the department:	
were available & accessible	97.6
used teaching methods that promote learning	93.0
were genuinely interested in the welfare of students	97.6
were professionally competent	96.9
were role models of Christian maturity	94.9
had high, clearly-stated expectations for students	91.5
evaluated fairly and appropriately	93.8

Table 5. Percent of alumni who *Strongly Agreed or Agreed* with each statement on the ***Alumni Survey***.

Academic major:	
was academically demanding	90.3
was an academically stimulating environment	95.0
encouraged different scholarly points of view	82.0
encouraged critical thinking	94.7
provided a good environment for learning	95.0
was relevant and appropriate for preparation in the field	83.9
integrated biblical perspectives with the subject area	94.0
provided opportunities for faculty /student interactions outside of class	88.2

Satisfaction with Campus Life

Seniors Rate Satisfaction with Campus Services and Facilities

On the ***HERI College Student Survey (CSS)***, seniors were asked to rate their satisfaction with a variety of campus services and facilities. When compared with seniors in the National Private college sample, a higher percentage of NWC seniors reported they were more highly satisfied with campus services and campus facilities for all but one item. (See Chart 6.).

Seniors Rate Satisfaction

Northwestern seniors were most satisfied with library facilities, academic advising, career counseling, health services, and psychological services.

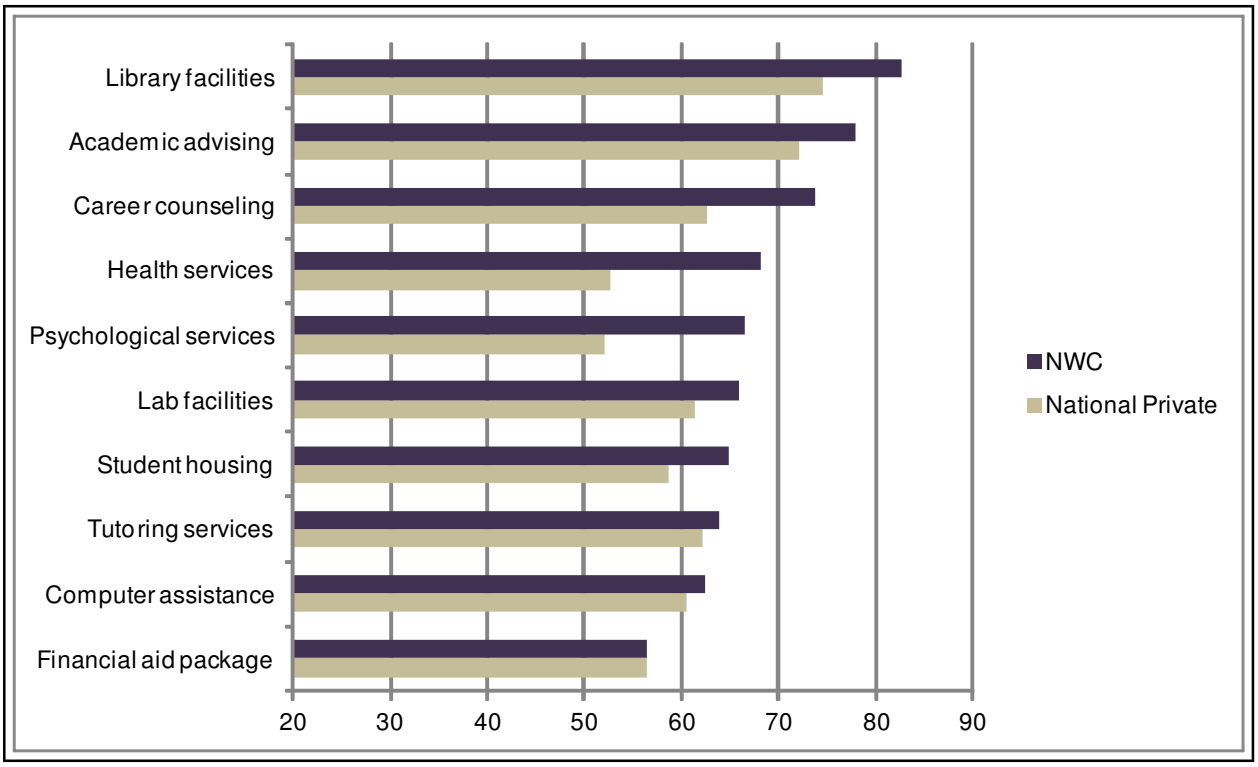

Chart 6. Seniors rate campus services and facilities

Satisfaction with Campus Life

Students taking the ***Student Satisfaction Inventory (SSI)*** rated their satisfaction with items related to campus life on a Likert scale; 7—*Highest Satisfaction to 1—Not Satisfied at All.* Results reported in Chart 7 compare NWC students' responses with those of students in the National Private College and CCCU samples. Items pertaining to residence life received the highest satisfaction scores.

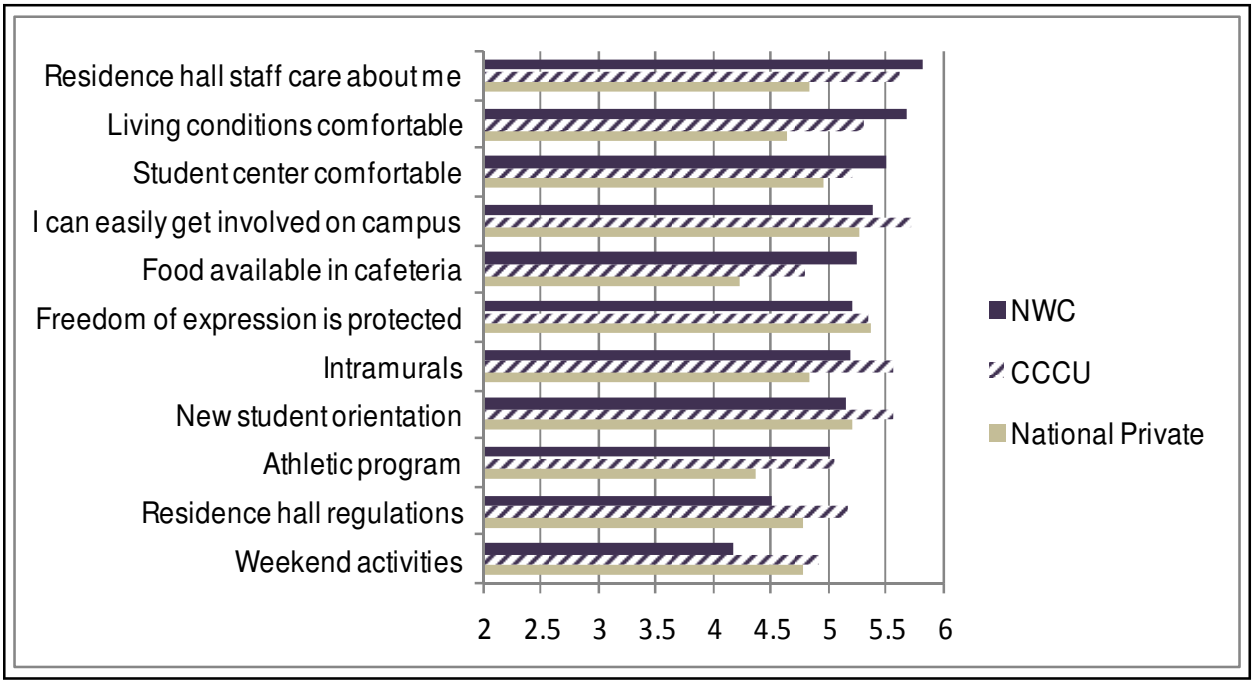

Chart 7. Overall student satisfaction with campus life

Campus Climate and Environment

Mean scores on the ***SSI*** rating agreement with items related to the college climate and environment are reported on Table 6. Mean scores were generally higher than the CCCU and National Private college samples.

Table 6. Mean score: Student satisfaction with campus climate by group

	NWC	CCCU	National Private
This institution has a good reputation in the community	6.31	6.11	5.57
The campus staff are caring and helpful	5.99	5.96	5.51
It is an enjoyable experience to be a student here	5.96	5.89	5.39
This institution shows concern for students	5.80	5.59	5.31
I feel a sense of pride about my campus	5.68	5.67	5.15
Most students feel a sense of belonging here	5.64	5.56	5.24
Tuition paid is a worthwhile investment	5.12	5.27	4.86

Living and Learning Community Goals

Christ-Centered Biblical Worldview

Student Satisfaction with Campus Spiritual Life

A representative number of students from the freshmen, sophomore, junior and senior classes were asked on the ***Student Satisfaction Inventory (SSI)*** to rate their agreement with items related to spiritual life at NWC with 7 (*Very Satisfied) to* 1 (*Not at all Satisfied)*. Northwestern College students' responses are compared in Table 7 with those of previous years and students in the CCCU sample.

Table 7. Satisfaction with spiritual life by year and compared with sample.

	2011	2009	2007	2005	CCCU
My understanding of God is strengthened here	6.07	6.14	5.99	6.01	5.91
This college is a good spiritual fit for me	5.93	6.00	5.64	5.76	5.90
This college contributes to spiritual growth	6.02	5.97	5.72	5.61	5.85
Faculty, staff, admin. are helpful in processing faith	5.60	5.77	5.57	5.51	5.74

Students Rate Integration of Faith and Learning

Two items on the ***IDEA Course Evaluation Survey*** provide students with the opportunity to describe their perception of how faith is integrated into their academic courses. On a scale of 5 (*Strongly Agree)* to 1 *(Strongly Disagree)*, the mean score for these two items is shown in Table 8.

Table 8. Course evaluations: Integration and worldview item results

	2012	2011	2010	2009
My instructor modeled Christ-like behavior during this course.	4.74	4.70	4.70	4.40
My instructor taught the course from a Christian viewpoint.	4.76	4.80	4.70	4.40

Integrity Evaluated in Internship Program

The intern supervisors using the ***On-Site Supervisor Evaluation,*** rated Northwestern interns on a scale from *5—Very High Skill: Exceptional, to 1—Very Limited Skill: Unsatisfactory.* The Supervisors rated the **Integrity** of Northwestern Interns at 4.46.

Biblical Worldview Integration

The majority of academic departments administer the ***Northwestern Senior Capstone Survey*** to their graduates. Questions are asked regarding agreement with a variety of statements about the academic program and faculty. Among them, two statements related to the integration of a biblical worldview with their academic discipline. The results suggest that graduates feel prepared to integrate their faith with their major field and to discuss the important concepts of their disciplines from a biblical perspective. The survey used a rating scale of 4 (*Strongly Agree*), to 1 (*Strongly Disagree*).

Table 9. Integration of faith and discipline percentages and mean

	Mean	Strongly Agree/
I am able to discuss the assumptions, theories and concepts of my major in relationship to a biblical worldview	3.53	55.7%
I have been prepared to integrate my faith with my academic field.	3.63	65.1%

Benefits of Chapel Rated by NWC Students

On the ***Student Life Survey***, the students were asked their opinion on the various benefits of how the chapel experience has impacted their lives during the 2011-2012 academic year. Chart 8 shows the percent who *Strongly Agreed* or *Agreed* with each statement.

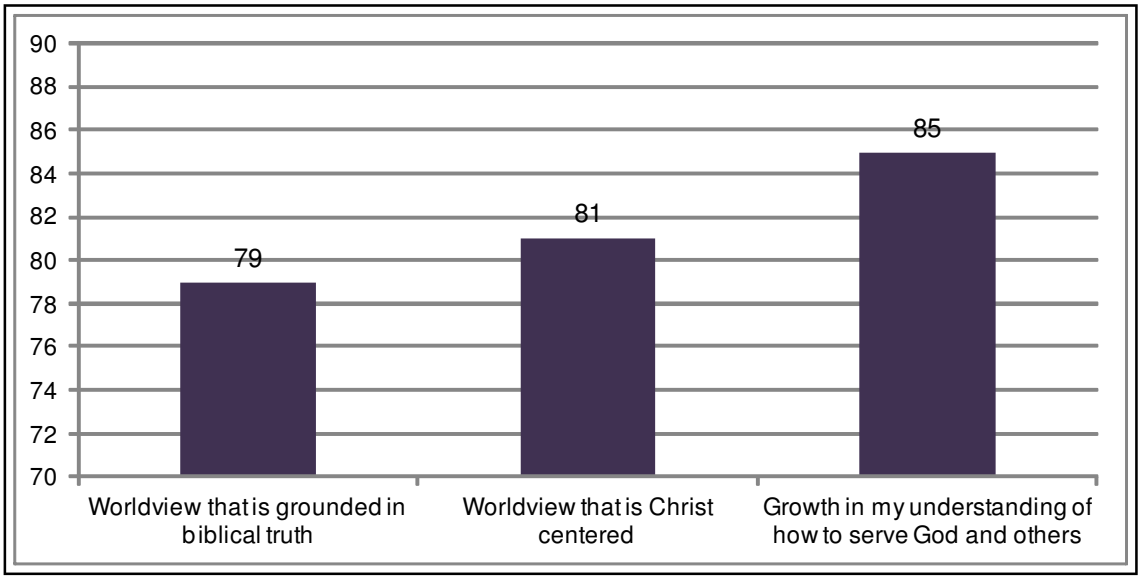

Chart 8. Students rate benefits of Chapel

Written Communication

Objective: Northwestern College seniors will demonstrate written communication skills sufficient to express ideas clearly and to communicate them effectively.

Northwestern Seniors Self-Ranking of Writing Skills

On the ***HERI College Student Survey (CSS)*** 62.6 percent of 2012 Northwestern seniors sampled rated themselves as *In the top 10 percent* or *Above Average* in "writing skills" compared with other college seniors. This percent exceeded the benchmark of 50 percent set by the Assessment Committee, but was slightly lower than the National Private sample (62.8 percent).

NWC Intern Written Communication

The ***i***ntern supervisors using the ***On-Site Supervisor Evaluation,*** rated the writing skills of Northwestern interns on a scale from *5—Very High Skill: Exceptional, to 1—Very Limited Skill: Unsatisfactory.* Table 10 shows the mean score on writing skills and the percentage of supervisors who scored the interns as *Exceeds Expectations*.

Table 10. Mean and percent exceeding expectations.

	2011-12		2010-11	
	Mean	% Exceeds	Mean	% Exceeds
Ability to use written standard American English	4.25	80.0	4.20	77.9
Ability to write texts in content, style, genre, and/or format	4.11	76.1	4.19	80.0

Editing Competency Exam Results

All students completing *ENG1105 Composition I* and *ENG1825 Honors Composition I* are required to take the ***NWC Editing Competency Exam*** as a prerequisite for *ENG2205 Composition II*. All incoming transfer students are also required to take this exam. The goal of 80 percent passing the examination on the first attempt was reached for Spring semester not Fall semester (Table 11).

Table 11. Percent passing the NWC ECE on first attempt by term and year.

Course	2011-12		2010-11		2008-09		2007-08		2006-07	
	F	S	F	S	F	S	F	S	F	S
ENG1105	74.6	82.6	70.5	87.6	84.4	86.6	81.0	87.6	83.9	89.0
ENG1825	93.7	—	94.1	—	100	100	92.6	100	100	100

Upper-level Written Communication Assessment

NWC instructors teaching upper-level courses designated as having a Written Communication Emphasis [WCE] judged the writing samples of students in four areas. Each area included several items developed to evaluate college-level writing. Table 12 shows the percent of papers judged to be either *Strong, Adequate,* or *Weak* in the four focus areas. The goal of 60 percent *Strong* ratings was reached for all of the areas. Table 13 shows the rating for each of the criteria items evaluated.

Table 12. WCE results.

Criteria	Strong	Adequate	Weak
Content	68.4	29.2	2.5
Composition Strategies	66.6	29.8	3.6
Presentation and Mechanics	66.0	30.4	3.6
Documentation	62.1	31.1	6.8

Below are the specific items for each of the criteria categories.

Table 13. WCE results detail.

Content	Strong	Adequate	Weak
Correct type (genre) for the assignment	72.3	26.6	1.1
Clear thesis or controlling concept(s)	71.5	26.3	2.3
Major ideas or components of composition are related to thesis	67.5	29.4	3.1
Evidence or details support major ideas or major components	62.1	34.5	3.4
Composition Strategies	**Strong**	**Adequate**	**Weak**
Organization is obvious and effective	65.3	29.9	4.8
Paragraphs are properly structured	70.0	27.5	2.5
Style is appropriate for genre in tone and level of formality	64.7	31.9	3.4
Presentation and Mechanics	**Strong**	**Adequate**	**Weak**
Presentation	66.1	31.4	2.5
Sentences should make sense	67.2	28.8	4.0
Proper use of punctuation	65.8	30.2	4.0
Grammatically acceptable usage	64.6	31.4	4.0
Documentation	**Strong**	**Adequate**	**Weak**
Appropriate use of sources	65.1	29.8	5.1
Correct documentation style	59.1	32.4	8.5

Oral Communication

Objective: Northwestern College students will demonstrate oral communication skills sufficient to express ideas clearly and to communicate them effectively.

Senior Public Speaking Ability

Over fifty-seven percent of Northwestern Seniors completing the ***HERI College Student Survey (CSS)*** ranked themselves *In the top 10 percent* or *Above Average* compared to other college students. The benchmark of 50 percent established by the Assessment Committee was achieved.

Table 14. Percent rating self above average after 4 years.

	2012	2010	2008	2006	2004	National 4 Year Private
Top 10 % or Above Average	57.7	54.9	57.0	45.0	40.6	50.6

NWC Intern Verbal Communication

The intern supervisors using the ***On-Site Supervisor Evaluation,*** rated the verbal communication skills of Northwestern interns on a scale from *5—Very High Skill: Exceptional, to 1—Very Limited Skill: Unsatisfactory.* Table 15. shows the mean score on oral skills and the percent of supervisors who scored the interns as *Exceeds Expectations*.

Table 15. Mean and percent exceeding expectations.

	2011-12		2010-11	
	Mean	% Exceeds	Mean	% Exceeds
Ability to use spoken standard American English	4.31	84.3	4.36	86.2
Ability to speak in content, style, genre, and/or format	4.11	76.1	4.20	82.2
Ability to use non-verbal communication	4.02	72.1	3.97	69.8

Upper-Level Oral Communication Assessment

NWC instructors teaching courses designated as having an Oral Communication Emphasis [OCE] judged the oral skills of students based on four criteria. Each criteria included several items developed to evaluate the ability to communicate effectively. Table 16 shows the percent of oral presentations judged to be either *Strong*, *Adequate* or *Weak* on the four criteria. The benchmark of 60 percent *Strong* was set for each criteria. This goal was reached for all criteria.

Table 16. OCE results.

Criteria	Strong	Adequate	Weak
Thesis/Purpose	74.0	24.3	1.7
Organization	69.0	27.3	3.7
Support Material	66.3	27.6	6.1
Delivery	64.7	30.8	4.5

Below are the specific items for each of the criteria categories.

Table 17. Detailed OCE results.

Thesis/Purpose	Strong	Adequate	Weak
Message is appropriate to the audience	79.1	20.0	0.7
Purpose/thesis is clearly presented	68.9	28.5	2.7
Organization			
Ideas are clear, logical, and effectively arranged	71.3	26.4	2.4
Includes relevant introduction and conclusion	66.7	28.2	5.0
Support Material			
Specific, credible, relevant sources used as appropriate	66.3	27.6	6.1
Delivery			
Manner is confident	66.0	30.6	3.3
Body language is appropriate (i.e. gestures, movements)	59.3	36.0	4.8
Makes eye contact	66.0	28.6	5.5
Use of voice is effective (voice inflections such as tone, cadence, rate, etc. are appropriate)	60.8	32.1	7.1
Uses technology appropriately	71.3	27.0	1.7

Leadership, Service & Citizenship

Objective: Northwestern College seniors will assume appropriate God-honoring leadership roles, discover their assets and strengths and develop strategies to utilize them, be effective stewards of personal resources such as time, finances, health, and relationships, and commit to life-long learning. In addition, seniors will understand group dynamics and work with others cooperatively as well as independently, practice responsible citizenship and service to others, act with integrity and understanding towards individuals and groups, applying biblical principles.

Equipping for God-Honoring Leadership

The ***Student Life Survey*** solicited student perceptions of how they were equipped for God-honoring leadership in various areas. A large majority *Strongly Agreed* or *Agreed* that their experiences at Northwestern equipped them for leadership in home/family, church, community and world (Table 18).

Table 18. Percent of students who feel equipped for God-honoring leadership.

	2011-12	2010-11	2009-10
My Home/ Family	87.1	87.7	85
My Church	85.0	85.3	85
My Community	84.8	89.8	81
The World	83.1	87.7	80

Leadership Development

On the ***Student Life Survey,*** a majority of the Northwestern students responded favorably to current and future leadership development opportunities (Table 19).

Table 19. Percent of students rating leadership development at Northwestern.

	2011-12	2010-11	2010-09
I am interested in developing my leadership skills	90.5	84.8	71.8
I consider myself to be a leader	87.8	84.6	71.9
Northwestern College has contributed to my leadership development this past year	87.7	77.7	68.3

NWC Intern Leadership Ability

The ***The intern supervisors using the On-Site Supervisor Evaluation,*** Northwestern interns on a scale from *5—Very High Skill: Exceptional, to 1—Very Limited Skill: Unsatisfactory.* The Supervisors rated the **Leadership ability** of Northwestern Interns with a consistent

Table 20. On-site supervisors rate leadership ability of interns from NWC.

	2011-12	2010-11	2009-10	2008-09
Leadership ability	4.02	3.97	4.08	4.05

Leadership Abilities Strengthened

NWC Seniors completing the ***College Student Survey (CSS)*** were asked to report the extent to which their leadership abilities had increased during their college years. The following percent reported *Much Stronger* leadership skills.

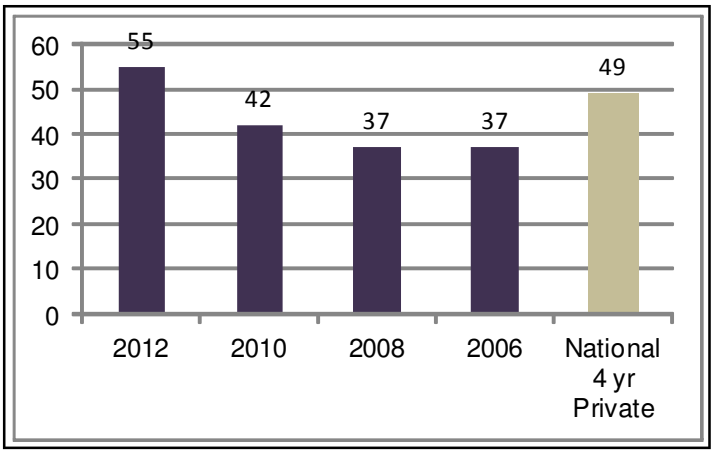

Chart 9. Seniors rate increased leadership abilities during college years.

Personal Responsibility Outcomes

On the ***Student Life Survey***, Northwestern students provided feedback on their participation in the Day of Prayer & Service. The freshman, sophomore, junior and senior classes were asked for their feedback on the importance of this day (Table 21).

Table 21. Percent of students responding to benefits gained by the Day of Service & Prayer.

Participating in the Day of Service & Prayer:	Strongly Agree / Agree
Allowed me to practice responsible citizenship	93.5
Allowed me to practice service to God and others	95.7

Seniors Report Participation in Community Service Activities and Leadership

When compared to the National Private college sample on the ***CSS***, a higher percentage of Northwestern seniors reported the importance and frequency of leadership and community service activities during their college years (Charts 10, 11, 12, 13 and 14).

Seniors were asked to rate the importance to themselves personally of **Helping others who are in difficulty**, over ninety-one percent of NWC seniors rated it *Essential* or *Very Important* compared with eight-four percent on the National Private sample.

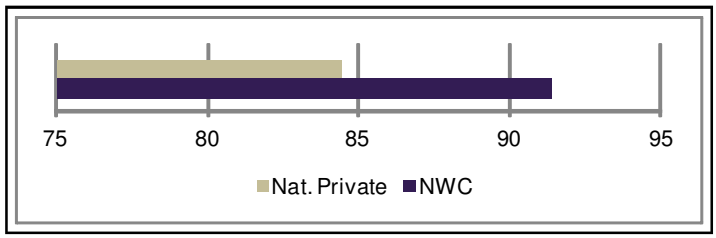

Chart 10. Seniors rate importance on helping others in difficulty.

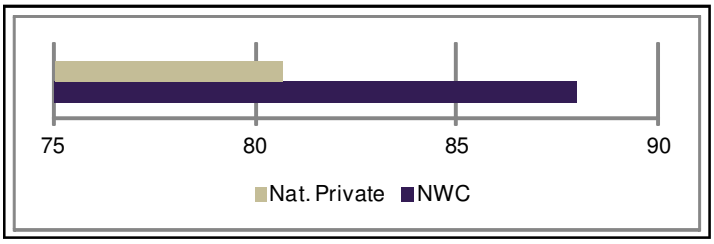

Chart 11. Seniors rate frequency of volunteer or community service work..

Eighty-eight percent of seniors reported they *Frequently* or *Occasionally* **Performed volunteer or community service work** during the past year which is several points higher than the National Private sample of eighty-one percent.

Seniors were asked a series of questions regarding what they have done since entering college. Over eighty percent of seniors *Strongly Agree* or *Agree* that they have **Effectively led a group to a common purpose**.

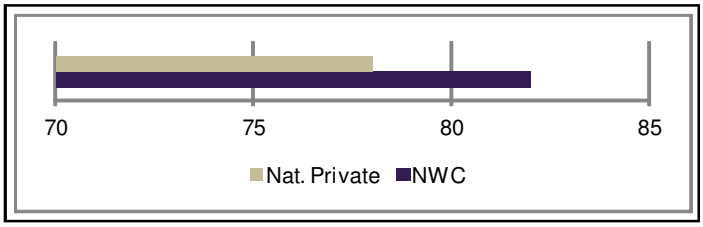

Chart 12. Seniors rate frequency of activities in past year.

Seniors were asked a series of questions regarding their participation in leadership roles and activities during their college experience.

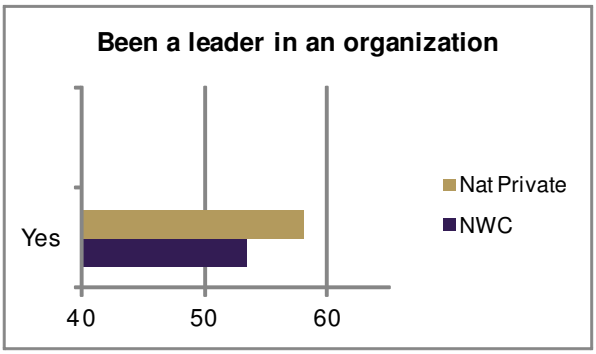

Chart 13. Seniors response to activity question

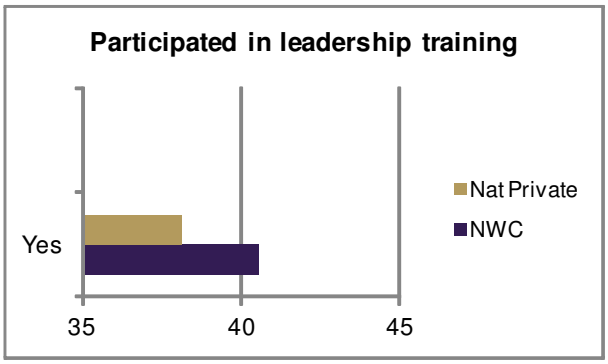

Chart 14. Seniors response to activity question

Core Curriculum Outcomes

General Education Outcomes

On the ***HERI College Student Survey (CSS)*** seniors were asked to report how they perceived their abilities and skills to have improved since beginning their college years. The table below shows the percent of seniors who reported their abilities and skills were *Much Stronger* after the four years at Northwestern. Results are compared with those reported by seniors in the National Private sample on Chart 15.

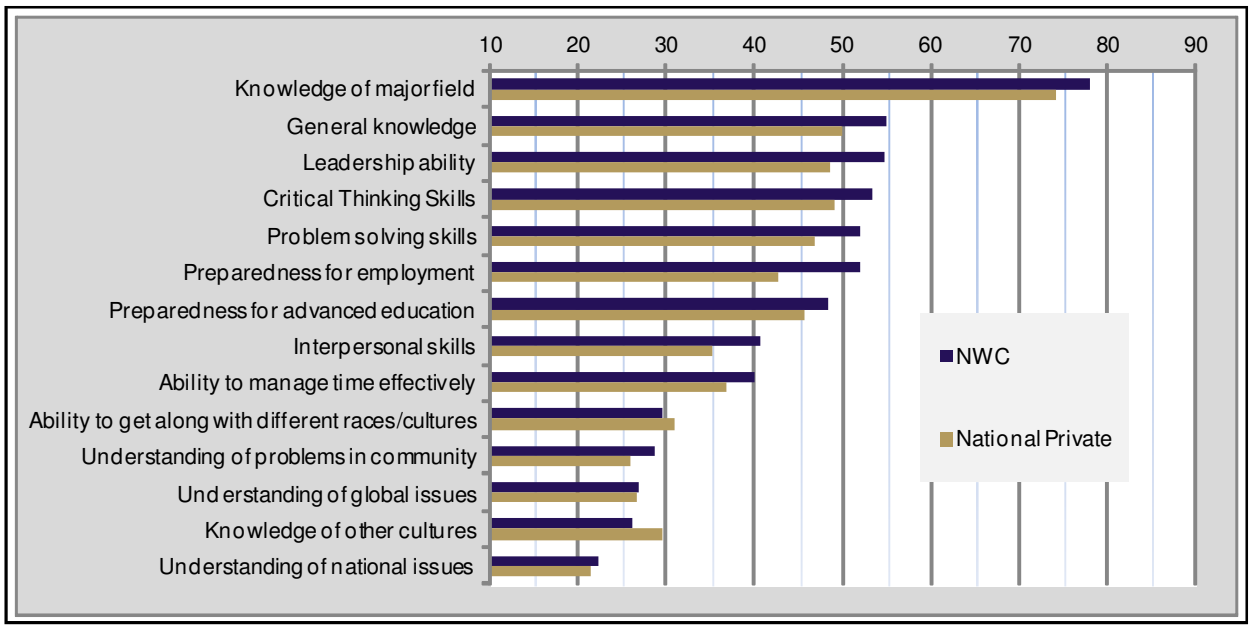

Chart 15. Percent reporting Much Stronger skills and abilities by group

GRE Scores of NWC Alumni

The ***Graduate Record Examinations*** (GRE) compares NWC alumni completing the exam with graduates from institutions of all types throughout the country (Chart 16). The benchmark of 50th percentile has been set for this evaluation

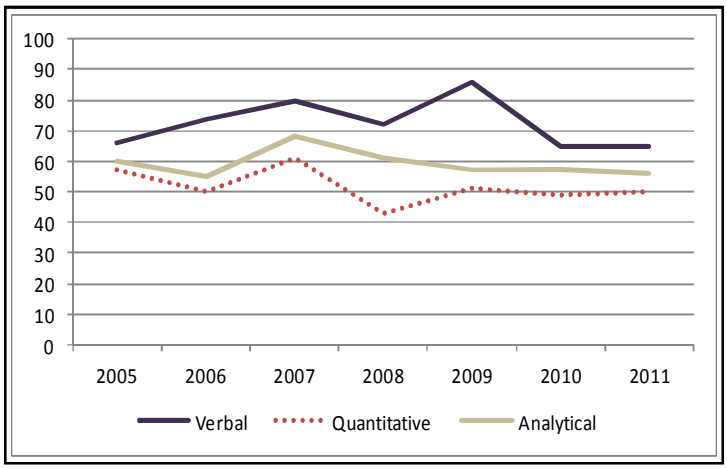

Chart 16. GRE results in verbal, quantitative and analytical skills.

Student Rating Outcomes of Achievement

Northwestern students complete the ***IDEA course evaluations*** in selected classes each year. Students are asked to rate their progress on objectives chosen as important by course instructors. Table 22 below shows the percent of students who rated their progress on these outcomes as either *Exceptional* or *Substantial*. These results are compared with the National Private sample of all college students completing the IDEA form.

Table 22. Students rate progress on instructors core outcomes.

	NWC 2011-12	NWC 2010-11	NATIONAL
Gaining factual knowledge	83	73	55
Developing professional skills	81	72	58
Learning to apply course materials	81	73	54
Learning fundamental principles and theories	76	67	50
Commitment to personal values	68	61	41
Developing creative capacities	64	64	50
Learning to analyze and critically evaluate ideas	55	55	45
Acquiring Interest in asking own questions	53	51	39
Developing skill in expressing self orally and in writing	49	45	43
Skills in working with others as a team	49	37	53
Appreciation of the arts and culture	45	42	39
Learning to find and use resources	45	42	35

NWC Intern Core Outcomes

The ***The intern supervisors using the On-Site Supervisor Evaluation,*** Northwestern interns on a scale from *5—Very High Skill: Exceptional, to 1—Very Limited Skill: Unsatisfactory.* The Supervisors rated the **General education** of Northwestern Interns at or above 4 (*Exceeds Expectations*) on most general education outcomes.

Table 23. On-site Supervisors rate general education outcomes of interns.

	2012	2011	2010	2009	2008
Ability to learn	4.34	4.34	4.38	4.36	4.42
Technical skills	4.09	4.15	4.22	4.23	4.13
Ability to organize	4.07	4.09	4.14	4.12	4.12
Ability to gather information	4.07	4.01	4.09	4.17	4.08
Ability to examine multiple perspectives	4.07	3.95	NA	NA	NA
Ability to analyze	4.04	4.04	NA	NA	NA
Ability to identify problems	4.03	4.06	4.05	4.14	4.10
Ability to formulate significant questions	4.03	4.02	NA	NA	NA
Ability to synthesize	3.99	3.98	NA	NA	NA

Longitudinal Data

Freshmen to Senior Year Changes

Longitudinal data collection process: All incoming freshmen in the 2006-2007 academic year were asked to complete the ***HERI Freshman Informational form***. On this survey, the freshmen reported future plans, essential values, and self-ratings of skills and abilities. Seniors in the 2011-2012 academic year were asked to complete the ***(CSS)*** which included the same questions. Results were obtained from students who had completed the survey in fall of 2006 as incoming freshmen and did so again in 2012 as graduating seniors. These results were important evidence of how values and perceptions changed for these students from their freshmen to their senior years.

Skills, Abilities and Characteristics

Students taking the **Freshmen Information Form** and the **CSS** were asked to rate themselves on seventeen skills, abilities, and characteristics. The table below records the percent of students who rated themselves *Above Average* as freshmen and the percent who rated themselves *Above Average* as seniors. Self-ratings increased for fourteen defined skills, abilities and characteristics, decreased for three, from the freshmen to senior years (Table 24). The two most significant increases in their personal perception in comparing themselves with others was in the areas of Leadership Ability and Self Understanding.

Table 24. Percent rating self *Above Average* in skill, ability or characteristic

	As Freshmen in 2006	As Seniors in 2012	Total Change
Leadership ability	50.0	73.8	23.8
Self understanding	52.4	76.2	23.8
Artistic ability	31.0	47.6	16.6
Public speaking	30.9	44.2	13.3
Writing ability	47.6	59.6	12.0
Computer skills	28.6	40.4	11.8
Spirituality	75.6	85.3	9.7
Creativity	54.8	64.3	9.5
Understanding of others	81.0	88.1	7.1
Mathematical ability	38.1	45.2	7.1
Self-confidence (social)	40.4	45.2	4.8
Academic ability	76.2	81.0	4.8
Cooperativeness	81.0	85.7	4.7
Drive to achieve	71.5	73.8	2.3
Self-confidence (intellectual)	61.9	59.5	-2.4
Physical health	40.5	35.7	-4.8
Emotional Health	59.5	52.4	-7.1

Assessment Instruments

ALUMNI SURVEY
This NWC instrument is administered to alumni of the past 5 years during the Program Review process.

ASSESSMENT CRITERIA FOR COLLEGE WRITING (WCE)
This form is a locally designed instrument developed to measure levels of student attainment of objectives in upper-level courses with a Written Communication Emphasis (WCE) designation.

ASSESSMENT CRITERIA FOR ORAL COMMUNICATION (OCE)
This instrument was developed by the Communications Department to measure levels of student attainment of oral communication objectives in upper-level courses with an Oral Communication Emphasis (OCE) designation.

GRADUATE RECORD EXAMINATION (GRE)
The ***Graduate Record Examination*** is produced and processed by the Educational Testing Service. GRE results compare Northwestern graduates with national norms in Verbal, Quantitative, Analytical Writing areas.

HERI COLLEGE STUDENT SURVEY (CSS)
Instrument developed by the **Higher Education Research Institute** to measure demographic, satisfaction, interests and opinions of college graduates. Comparative data is available.

IDEA COURSE EVALUATION SURVEY
This instrument is administered to Northwestern students at the completion of academic courses. The IDEA Center ***Student Reactions to Instructions and Courses*** form measures student perceptions of the course and the professor.

EDITING COMPETENCY EXAMINATION (ECE)
This instrument was developed by the English department as a test of editing competency. The instrument has been positively correlated with the ***Collegiate Assessment of Academic Proficiency (CAAP) Writing Exam.***

ON-SITE SUPERVISOR EVALUATION
This online survey is completed by On-site Supervisors at the completion of an internship experience. General education outcome assessment is included in this instrument developed by the Center of Career & Calling Development Office.

SENIOR CAPSTONE SURVEY
This locally developed instrument, given by departments during a capstone experiences, is designed to survey perceptions regarding their academic major and the faculty in their major.

STUDENT LIFE SURVEY
This locally developed instrument is administered electronically to all students in the spring of the academic year by the Student Life Office. The instrument is designed to measure achievement of Living and Learning Outcome goals.

STUDENT SATISFACTION INVENTORY (SSI)
This instrument, developed by **Noel Levitz** measures importance of and satisfaction with a wide variety of college services and experiences. Comparative data is available.