



WARTBURG AAUP

"Committed to Academic Excellence"

NEWSLETTER

November 14, 2000

GOOD NEWS: EVALUATION OF ACADEMIC DEAN IN LINE WITH AAUP RECOMMENDATIONS

This summer President Ohle invited faculty to participate in the review of the academic dean, an action that accords generally with principles of shared governance articulated by the AAUP. In its 1981 statement *Faculty Participation in the Selection, Evaluation, and Retention of Administrators*, the Association recommends that

institutions . . . develop procedures for periodic review of the performance of presidents and other academic administrators. The purpose of such periodic review should be the improvement of the performance of the administrator during his or her term of office. This review should be conducted on behalf of the governing board for the president, or on behalf of the appointing administrator for other academic administrators. Fellow administrators, faculty, students, and others should participate in the review according to their legitimate interest in the result, with faculty . . . accorded the primary voice in the case of academic administrators. The governing board or appointing administrator should publish a summary of the review, including a statement of actions taken as a result of the review.

DEAN MENZEL REVEALS HOW A COLLEGE CAN BE "ETERNALLY SUCCESSFUL"

*Dean Ferol Menzel spoke to an audience of about thirty faculty, academic administrators, and spouses at the eighth annual AAUP Faculty Dinner on October 2. In her remarks, Dean Menzel showed how ideas from Philip B. Crosby's 1988 book, *The Eternally Successful Organization*, could be applied to the liberal arts college. A summary of her talk follows.*

Crosby's recipe for successful organizations translates into four imperatives for the potentially successful college:

People do things right routinely. "First, and very important for small colleges with limited resources, is that everyone, not just a few, must be engaged and doing things right routinely."

We are not "off the hook" because we have obtained tenure, because we have achieved full professor, because "students are not what they used to be," because "the person down the hall is not doing his or her job" or because we have "paid our dues and now it's time for the Young Turks to carry the load."

Fortunately, "college faculty are intrinsically motivated" to be engaged. We are each "excited and internally driven" because we "believe in the liberal arts" and "the mission of the church-related college." We are motivated by "the challenge of teaching young people," the love of our disciplines, and the incentives built into the tenure and promotion process.

Growth is profitable and steady. Though colleges don't exist to make money, the eternally successful college must continue to show growth. Growth means "increasing resources" by "increasing enrollment," by "increasing the number of successful grants," by "increasing the number of endowed scholarships," and by "increasing deferred gifts, annual giving, and endowed support."

Academic institutions need resources. Traditional marks of quality, like academic freedom and "institutional commitment to the public interest," will not exist without growth.

Student needs are anticipated. As everyone is aware, great change is taking place in higher education. The question then arises, "What will define an educated person in the new age?"

We must recognize this change and may need to respond with "a new version of the liberal arts, a version that holds on to the important goals of a liberal arts education but in a context of fast-paced change."

Change is planned and managed. "An eternally successful college is open to possibilities, open to evaluating what works well, what change might be embraced and what change might be rejected." This process of evaluation in the face of change is the essence of the assessment movement. Experts in higher education are urging us to "assess what we do, identify opportunities, establish priorities, and develop a plan for change."

NATIONAL STUDY SUGGESTS WARTBURG EDUCATION LESS RIGOROUS

Summary data from the National Survey of Student Engagement (NSSE) indicates that the educational experience of Wartburg students deviates significantly from the experience of their counterparts in other Baccalaureate I colleges (at the time of the study, Wartburg was still classified as a Baccalaureate I institution).

In the survey, which was conducted in the spring of 2000, Wartburg students say that they engage in more group learning activities, give more class presentations, and acquire more job-related skills than do students at the other 275 Baccalaureate I schools that participated in the study. Wartburg students also read fewer books (both in and out of class), write fewer—and shorter—papers, take fewer essay exams, do less analytic and synthetic thinking, and engage in fewer conversations about ideas with their professors.

For the following items Wartburg seniors in the study showed the greatest difference (effect size of more than .36) from their counterparts at Baccalaureate I institutions.

	<u>Wartburg</u>	<u>Bacc I</u>	<u>Effect Size</u>
ACADEMIC, INTELLECTUAL, AND SOCIAL EXPERIENCES (<i>1 = never, 2 = occasionally, 3 = often, 4 = very often</i>)			
Made a class presentation	3.15	2.84	+0.39
Worked with other students on projects during class	2.76	2.37	+0.47
Worked with classmates outside of class to prepare class assignments	3.15	2.75	+0.49
Discussed ideas from your reading or classes with faculty members outside of class	1.95	2.27	-0.38
Worked with a faculty member on a research project	1.36	1.92	-0.54
READING AND WRITING (<i>1 = none, 2 = fewer than 5, 3 = between 5 and 10, 4 = between 11 and 20, 5 = more than 20</i>)			
Number of assigned textbooks, books, or book-length packs of course readings	3.50	3.97	-0.55
Number of books read on your own	1.93	2.29	-0.37
Number of written papers or reports of 20 pages or more	1.52	1.81	-0.40
NATURE OF EXAMS (<i>1 = mostly multiple choice or short answer to 7 = mostly essay or open-ended problems</i>)			
Nature of the examinations taken this year at this institution	4.11	5.27	-0.79
CHARACTER OF MENTAL ACTIVITIES (<i>1 = very little, 2 = some, 3 = quite a bit, 4 = very much</i>)			
Analyzing the basic elements of an idea, experience or theory such as examining a particular case or situation in depth and considering its components	2.99	3.26	-0.36
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	2.75	3.09	-0.41
EDUCATIONAL AND PERSONAL GROWTH (<i>1 = very little, 2 = some, 3 = quite a bit, 4 = very much</i>)			
Acquiring job or work-related knowledge or skills	3.21	2.87	+0.36
QUALITY OF RELATIONSHIPS (<i>1 = unfriendly, unsupportive, sense of alienation to 7 = friendly, supportive, sense of belonging</i>)			
Relationships with other students	6.09	5.57	+0.40

These findings are consistent with those of a 1996 study—Alexander Astin's *College Student Survey*. In that study Wartburg seniors reported significantly less growth than seniors at other private liberal arts colleges

in areas such as “critical thinking ability,” “general knowledge,” “preparation for graduate school,” “writing skills,” and “problem solving skills” (the results of the study were reported in the September 1996 issue of the Assessment Center newsletter).

For all the summary data and a more thorough description of the NSSE study, see Fred Ribich’s November 3 memorandum.

THOUGH ENROLLMENT RISES AGAIN, ACADEMIC PROFILE TAKES A SUBSTANTIAL HIT

This fall’s total enrollment of 1,600 is the highest ever, beating last year’s record of 1,546. Wartburg has now experienced five consecutive years of record enrollments.

But class rank and ACT scores have declined. The ACT composite average for this year’s freshman class is 23.7, five-tenths below last year’s mark and nine-tenths below the all-time high set by the incoming class of 1994. (This class, incidentally, also holds Wartburg’s retention records. See next item.). Thirty-one percent of this year’s freshman class graduated in the top 10% of their class, as compared to 35% of last year’s freshman class and 42% of the class of 1994.. The combination of class rank and ACT gives this year’s incoming class one of the weaker academic profiles in recent years.

<u>FALL</u>	<u>% in top 10% of grad class</u>	<u>Wartburg ACT composite avg.</u>	<u>National composite avg.</u>	<u>Iowa composite avg.</u>
1994	42%	24.6	20.8	21.9
1995	35%	24.3	20.8	21.8
1996	33%	23.6	20.9	21.9
1997	38%	24.3	21.0	22.1
1998	29%	24.1	21.0	22.1
1999	35%	24.2	22.0	22.0
2000	31%	23.7	21.0	21.4

This decline in academic profile occurred despite Admission’s unprecedented success in recruiting scholarship students. Of a record 404 participants in the Regents competition, 171 ended up coming to Wartburg, a conversion rate of 42%. Of the 239 participants in the Presidential competition, a record 148 ended up enrolling at the college, an even higher conversion rate of 62%.

Asked to assign a cause to this fall’s decline in academic profile, admissions director Doug Bowman pointed out that a completely new financial aid scheme was put in place last year. Changes in the structure of financial aid inevitably affect the makeup of the incoming class.

According to Bowman, the admissions strategy for this recruiting year is to equal or surpass last year’s success in converting Regents and Presidential aspirants but also to reduce the incoming class by 40 or 45 students, preferably by bringing in fewer matriculants from the bottom of the prospect pool.

WHY ACADEMIC PROFILE MATTERS

The class that entered in the fall of 1994 (the graduating class of 1998) set several records: it possessed the strongest academic profile of any incoming class in the last 40 years, and it achieved the best retention and graduation rates during the same period. The connection seems clear.

<u>FALL</u>	<u>Mean ACT Comp</u>	<u>Percent in Top 10%</u>	<u>1st Yr Retention</u>	<u>4th Yr Graduation</u>	<u>5th Yr Graduation</u>
1991	23.6	32%	78%	54%	61%
1992	24.2	33%	77%	53%	62%
1993	24.2	34%	80%	59%	65%
1994	24.6	42%	88%	67%	73%
1995	24.3	35%	82%	65%	70%
1996	23.6	33%	81%	65%	—
1997	24.3	38%	85%	—	—
1998	24.1	29%	77%	—	—
1999	24.2	35%	80%	—	—
2000	23.7	31%	—	—	—

(Source: Office of the Registrar)

According to Marv Ott, Director of Institutional Research, the incoming class of 1994 was the first to crack the 70% barrier for the fifth-year graduation rate. Previously, the college's goal had been to break the 60% rate, a goal which the college did not accomplish until 1989.

WARTBURG COMES CLOSE TO MEETING NEW CARNEGIE LIBERAL ARTS CUTOFF

As noted in the September 25 *AAUP Newsletter* ("Zemke: Will Carnegie Reclassification Hurt Wartburg?"), the Carnegie Foundation for the Advancement of Teaching has revised its classification system for American colleges and universities. Consequently, Wartburg is no longer listed among the liberal arts colleges. Under the old classification system, the standard for being listed as a Liberal Arts I institution was to award at least 40% of BA degrees in liberal arts fields. The new standard is 50%.

According to the Office of the Registrar, in the last eleven years Wartburg has consistently surpassed the old Carnegie Baccalaureate I standard of 40%. However, during that same period, the college has met the new 50% standard only once—in 1998 (incidentally, with the same class discussed in the previous article). It is interesting to note, however, how close the college has come in the last two years.

Percent Liberal Arts Degrees Awarded at Wartburg College, 1990-2000

	# degrees awarded	% liberal arts majors
1990	303	43%
1991	281	45%
1992	263	42%
1993	328	48%
1994	279	42%
1995	291	40%
1996	294	41%
1997	289	42%
1998	301	51%
1999	313	46%
2000	350	48%

The Office of the Registrar has interpreted liberal arts majors as including art, biochemistry, biology, chemistry, economics, English, French, German, history, international relations, mathematics, music, philosophy, physics, political science, psychology, religion, sociology, and Spanish.

GET OFF THE SIDELINES AND JOIN THE AAUP

The American Association of University Professors fosters academic excellence by promoting widely accepted standards for good academic practice. These standards entail

- defending the faculty's primacy in academic matters,
- upholding the ethical principles of the profession,
- ensuring that professional peers play a central role in faculty discipline and evaluation,
- insisting on academic due process, and
- protecting the academic freedom of teachers and students.

Joining the AAUP is easy. If you own a credit card, you can join via the AAUP Web site at <<http://www.aaup.org>> or by calling 1-800-424-2973. For more information about the AAUP, go the AAUP Web site or contact chapter officers Warren Zemke (8367), Suzanne Torkelson (8233), Josef Breutzmann (8342), or Greg Scholtz (8224).

AVERAGE STARTING SALARIES FOR NEW COLLEGE GRADUATES REACH \$37,268

According to Jobtrak.com, the number of jobs listed at college and university placement services showed an increase of 3.9% in October, with an average starting salary of \$37,268. Jobtrak Corporation provides job listing and résumé databases for more than 1,000 college and university career centers.