



**Adult and Graduate Studies  
Annual Assessment Report  
2004-2005**

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Associate Dean for Institutional Effectiveness**

**July 2005**

## Table of Contents

Executive Summary.....	2
Progress on Assessment Goals for 2003-04.....	5
Business and Management.....	6
Graduate Education.....	11
RN-BS Completion Program.....	20
College of Graduate Studies.....	22
Student Services.....	28
First Year Student Project.....	29
Assessment Goals for 2004-05.....	43
Assessment Plans.....	44
Five Year Program Review and Assessment Schedule.....	44
ASB.....	45
AS-Accounting.....	46
BS-Accounting.....	47
BSBA.....	48
BS-Business Information Systems.....	49
BS-Management.....	50
BS-Marketing.....	51
MS-Management.....	52
MBA.....	53
M.Ed.....	54
Transition to Teaching.....	62
Principal Licensure.....	64
RN-BS Completion Program.....	72
World Changer Outcomes:ASB/ASCIT.....	75
Student Services.....	79
Off Campus Library Services.....	80
Graduate Ministries.....	83
Graduate Nursing.....	85
Graduate Counseling.....	87
Ed.D. in Organizational Leadership.....	88

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**Executive Summary**

The highlights of assessment and accreditation activities for FY 2004-05 include:

- **Data continue to indicate no significant difference** in student outcomes for on-site students compared to online (see p. ).
- **Data from Foundations of Excellence in the First Year project** (analyzed by Educational Benchmarking Incorporated) indicate IWU leads five other similar colleges on overall performance with students. We lead the way on fostering social and personal competence; academic competence; work and community competence. IWU ranked first on providing an academically challenging environment to its students. (see pp.
- **National Survey of Student Engagement** indicates that IWU adult students are academically more engaged in their studies than traditional students. (see pp.
- **End of Course Survey has been launched on WebSurveyor**, which will send email invitations and reminders to participants.
- **All End of Course Survey reports are now available to Directors in PDF format on the server “Pearl,” eliminating the need to print paper reports.**
- **End of Course and General Information Surveys** have been combined into one more efficient form.
- **BSBIS Program Review** included pre/post testing, alumni surveys and review of student work. We compared online and on site outcomes and indicated areas for curriculum revision. (see pp. ).
- **MSM Program Review** included pre/post testing, alumni surveys and review of student work. Results indicated areas for program re-sequencing and revision of modules. (see p.).
- **Ohio Board of Regents** approved request for re-authorization to offer programs in Ohio.
- Highlights of Departmental Assessment
  - **Business and Management:**
    - Implementation of an assessment tests for BSBIS and MSM
    - Alumni survey of BSBIS and MSM Graduates
    - Review of selected BSBIS and MSM student papers
    - Changes based on assessment include:
      - **Refinement of the ASB Assessment Plan**
      - **Course revisions based on End of Course Surveys and Faculty Feedback forms**
      - **Revision of BSBIS to be broader focus, less technical in content**

- **Graduate Education**

- Program Evaluation Day and Course Assessment Day which included input from about 50 stakeholders (students, faculty, alumni, employers)
- Transition to Teaching Program Review including alumni survey
- Changes based on assessment include:
  - **Assistance for faculty development of spiritual activities including the development of the Maxwell Bible workshop activities.**
  - **Course revisions based on faculty feedback**
  - **Faculty development to explain new curriculum**
  - **Instructional ideas will be focus on new faculty development, since End of Course Surveys and Faculty Feedback indicate that faculty need help finding a wider variety of instructional methods.**
  - **The creation of a summer faculty training session to bring faculty who teach the same courses together to interact with other faculty members including full-time faculty who have written the courses.**
  - **Creation of new diversity course in response to student and faculty surveys.**

- **RN-BS Completion Program**

- Review of selected student papers
- Refinement of the Portfolio Assessment System
- Changes based on assessment include:
  - **NUR470 revised with new text and expanded guidelines for journaling assignment.**
  - **NUR478 phased out of curriculum with replacement of 2 new courses to meet the need of educating for current health care delivery.**
  - **NUR334 revised with new text to meet needs of a greater nursing model emphasis in the curriculum and provide more clarity in instructions and grading grids for health history and final physical exam.**

- **General Studies**

- Examination of ASCIT including
  - Student Surveys
  - Faculty Journals and weekly conversations with Coordinator of Program
  - Student Focus groups with Coordinator after each course

- Changes based on assessment include:
      - **ASCIT has been revised and re-sequenced in response to student and faculty feedback.**
- **Graduate Studies in Counseling**
  - The refinement and implementation of an assessment plan
  - Employer study completed
  - Beginning of process of Self Study for CACREP Re-Accreditation
  - Changes based on assessment include:
    - **Course revisions**
    - **Improvements in Counseling Clinic including better capability to monitor student work.**
- **Graduate Nursing**
  - Development of Goals and Outcomes for each of the programs in the Graduate Nursing Education Department (Nursing Administration, Nursing Education, and Nurse Practitioner)
  - Implementation of a pre/post test for Nurse Practitioner Program based on the national certification exam.
  - Survey of RN-BS students to see what Graduate Nursing degrees they would prefer
  - Changes based on assessment:
    - **In response to a survey of RN-BS students, we have added two new programs: Nursing Administration and Nursing Education**
- **Graduate Studies in Ministry**
  - Substantial progress in clarifying and writing program objectives
  - Changes based on assessment include:
    - **Curricular revision based on student feedback**
    - **Addition of Louisville and Lexington as approved sites, based on assessment of market there.**
- **Doctorate in Organizational Leadership**
  - Development of Dissertation Guide
  - Changes based on assessment include:
    - **Course revision based on student/faculty feedback.**

## Progress on Assessment Goals for 2004-05

Dr. Cynthia Tweedell, Associate Dean for Institutional Effectiveness, with the help of John Kutil, Assessment Specialist for APS, worked to make assessment more efficient as student enrollments climbed. Specifically these were the goals for 2004-05 with notes on progress:

1. Further develop the Assessment Web Site, placing more assessment reports on the web.  
*The site <http://family.indwes.edu/assessment/> now includes a section for “Results” and has results from several surveys. The Assessment Folder on the server “Pearl” has been re-organized so that assessment results are easier for Directors to access. All End of Course Survey Reports are now viewable in PDF format in a folder on Pearl (access restricted to Academic Directors). This development continues.*
2. Put all surveys online using WebSurveyor.  
*End of Course Survey and Alumni Survey are online. More and more students are using the online system for surveys. Online courses and on site courses now use the same survey. Alumni Surveys were only mailed for those programs for which there was insufficient return from online surveys.*
3. Program Reviews for
  - a. BSBIS  
*Review included review of student work, alumni survey, pre/post tests, employer focus group, and review of end of course surveys. Comparison was made between online and on site formats (see pp. ).*
  - b. MSM  
*Review included review of student work, pre/post tests, alumni survey and review of end of course surveys. Comparison was made between online and on site formats (see pp. ).*
  - c. TTT  
*Progress was delayed because of a change in directors. Assessment Day got feedback from students and faculty. Began a research project to compare 1<sup>st</sup> year teachers who completed a traditional program with those who completed TTT.*
4. Make improvements in the ASB Portfolio system.  
*Portfolio inclusions were revised so that they more clearly reflect the objectives.*
5. Implement an End of Program Survey which incorporates the Spiritual Assessment Survey.  
*Implemented the End of Program Survey in all programs.*
6. Implement assessment in all service areas: Financial Aid, Student Services, Advising, Chaplaincy, Accounting, Resources, Sites  
*Postponed due to pre-occupation with Datatel conversion issues.*

## Business and Management

### Assessment Plans (see pp.)

(For specific data, see Business and Management Assessment Notebook, 2004-05)

### BSBIS Curriculum

#### Assessment Tools

Pre/post test

#### Results

1. Over 10% increase from pre to post test in all areas except Communications and Technical.
2. Online students show greater growth from pre to post test.

#### Use of Results

- 1. Propose less technical content in curriculum; more emphasis on communications in assignments.**

Review of papers

1. 70% proficient in critical thinking.
2. 80% proficient in problem solving.
3. 80% proficient in communication

Alumni Study

1. 78% were satisfied with the program
2. 70% would definitely or probably take the program again.
3. 42% would recommend it without reservations; 28% with reservations.
4. Comments indicate some frustration with lack of employment after degree completion.

- 1. Propose broader focus in degree to give graduates more flexibility in employment. More emphasis on developing communication skills so that graduates can be liaison between programmers and organization leadership.**

Employer Focus Group

Need for broader skills, flexibility to change with the industry.

**See above.**

BSBIS Pre-Post Test Summary -- 2005

Area	Total Mean Pre Onsite %Correct <u>n=24</u>	Total Mean Post Onsite %Correct <u>n=25</u>	% Diff	Total Mean Pre Online %Correct <u>n=34</u>	Total Mean Post Online %Correct <u>n=5</u>	% Diff
Intro Sub score	65.15	59.80	-8.21	68.63	70.00	2.00
Prof Com Sub score	66.24	46.69	-29.51	41.60	62.86	51.10
BIS Tech Sub score	70.25	61.36	-12.65	59.89	76.36	27.50
Analyzing Sub score	56.57	64.40	13.86	44.44	66.67	50.00
Program I/II Sub score	51.51	65.23	26.62	40.20	68.89	71.38
Program III/IV Sub score	39.09	49.63	26.97	29.71	62.00	108.71
Accounting Sub score	49.35	54.37	10.16	39.92	60.00	50.32
Managerial Sub score	38.38	43.11	12.31	31.05	51.11	64.61
Marketing Sub score	37.37	49.18	31.59	29.09	44.44	52.81
Web App Su score	29.55	48.38	63.75	35.30	72.50	105.41
Class Mean	47.21	54.73	15.94	39.35	58.20	47.90
St. Dev.	7.75	11.48		18.13	4.66	

**MSM Program Review**

**Assessment Tools**

Pre/post tests

**Results**

1. 6.71% improvement from beginning to end of the program.  
 2. Strengths are International Business, Communication, Finance, and Marketing.  
 3. Weaknesses were MGT 510, Ethics (MGT 525), Legal, Economics.

**Use of Results**

**Change the test to make sure we test what is being taught.**

Review of papers

1. 100% Proficient on Critical Thinking.  
 2. 100% Proficient on Problem Solving  
 3. No significant difference between on site and online students.

**1. Re-write the Management Skills objective so it can be assessed.**  
**2. Re-write MGT 525 and carefully select faculty in this course to emphasize integration of faith. Place it later in the sequence of courses.**

## Alumni Survey

1. 87% said course content was good or excellent.
2. 96% were satisfied with program
3. 88% would definitely or probably choose it again.
4. 96% would recommend it to a friend.
5. Online alumni had significantly lower evaluation of instruction.

**Improved quality of instruction online: Re-vamped online expectations, grading rubrics, assignments, etc.**

## ASCIT

Assessment Tool: Feedback from ASCIT students and faculty gathered by Frank Zeng. This included

- Faculty weekly journals
- Weekly conversations between faculty and Frank Zeng.
- Student focus group held at the end of every course by Frank Zeng.

Results: Students had concerns about the General Education courses at the beginning of the program (particularly English), consistency of expectations of instructors, level of difficulty of computer classes, need for more math before advanced computer class.

**Use of Results: The ASCIT has been revised and re-sequenced: All courses revised based on instructor and student feedback. Students now take math course earlier in their sequence prior to CIT120. ASCIT is now coordinated with ASB so that cores start together and take some General Education classes together. This means more CIT cores can start and students can easily switch between ASB and ASCIT.**

## ASB

Assessment Tools: End of Course Surveys and Faculty Feedback Forms

**Use of Results: Courses were revised:**

- **BUS230 Global Issues**
- **BUS225 Legal Environment of Business**
- **BUS220 Accounting for Business**
- **UNV111 Philosophy and Practice of Life Long Learning**
- **ENG140 Communications I**
- **ENG141 Communications II**
- **ENG242 Literature and Ideas**
- **BUS274 Business Case Study**

**Assessment Plan was revised and updated in preparation for Program Review next year.**

**MBA: Comparing Online with On-Site Outcomes**

Assessment Tool: Pre/post test

Results: MBA online students start out and end significantly higher than MBA on-site students.

**MBA Pre/Post Test -- On-Site versus Online (2002-2005)**

Area	<u>On-Site</u>		<u>On-line</u>	
	MBA Pre %Correct	MBA Post %Correct	MBA Pre %Correct	MBA Post %Correct
Int Bus Subscore	57.42	60.01	64.35	72.22
MIS Subscore	35.28	38.90	41.46	54.45
Quant Subscore	19.78	25.64	18.39	31.62
Economics Subscore	60.72	63.48	57.74	66.67
Gen Mgt Subscore	55.57	61.39	56.00	68.78
Marketing Subscore	52.04	59.63	58.00	62.22
Legal Subscore	43.27	53.30	51.84	68.89
Acct Subscore	46.34	57.77	54.82	70.00
Finance	25.19	41.59	26.22	42.86
Class Mean	44.88 *	51.95 *	48.42 *	60.33 *
St. Dev.	5.69	6.06	7.12	10.01

\* T-test indicates significant difference between online and on-site (p<.05)

**ASA**

Associate Degree in Accounting Assessment Plan was developed, including Objectives and Methods of Assessment. This program will begin in July 05.

**Comparison of Traditional and Non-Traditional Outcomes**

Research Question: Do students graduating from an accelerated degree completion program learn as much as students in a traditional program?

Methodology:

1. Students beginning the IWU Master of Management program were given a comprehensive test on business which was developed by the IWU business faculty.
2. On the test students indicated the name of their undergraduate school and major.
3. Tests were scored.
4. The researcher divided the students' scores into two groups: those with business-related degrees from traditional degree programs; and those with business-related degrees from non-traditional (accelerated) programs.
5. Mean scores, standard deviations and t-test were calculated.

Results:

1. After eliminating scores from students with non-business degrees, there were 11 students from accelerated programs and 10 students from traditional programs. Most of the accelerated degrees were from Indiana Wesleyan but there was also one student from University of Phoenix and one student from Ottawa University. Students from traditional programs were from Wilburforce University, Miami University, Northern Kentucky University, University of Cincinnati, Wilmington College and Huntington College.
2. Mean score from traditional program: 46.5; St. dev.: 3.7
3. Mean score from non-traditional program: 52.0; St. dev.: 8.9
4. T-test showed no significant difference.  $p=.3170$

Conclusion: There is no significant difference in learning outcomes for business students in accelerated degree completion programs compared to students in traditional programs.

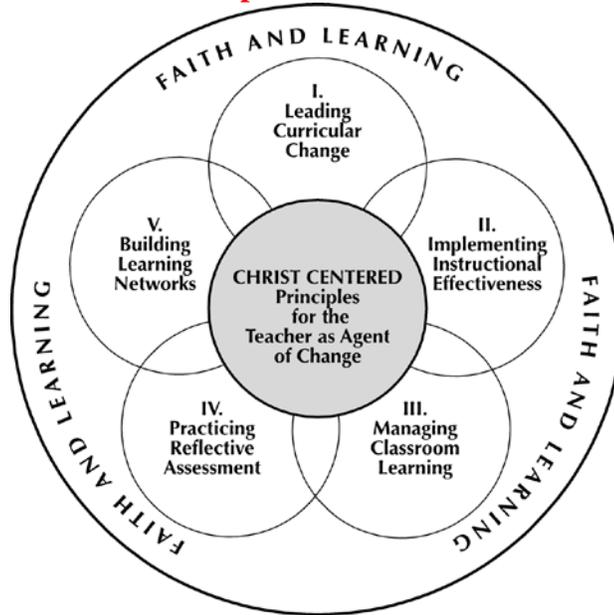
Implications for further study: We will continue collecting data from MSM tests to get a larger sample for a more complete study.

## Graduate Education

Assessment Plans (see pp.)

### 2005 Unit Assessment System Final Report

#### Conceptual Framework



Instrument of Evaluation	Assessment Measures	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes
Spiritual				
Faculty Evaluation	<i>Administrative Observation of Faculty</i> <i>Faculty members are observed by administrative staff. Data from the observations are recorded in the Unit Assessment System and summary reports were analyzed.</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was <b>3.79</b> on the 4.0 scale representing an increase in .60 from the previous year.	Last year the data reflected that the <u>spiritual realm</u> was the second lowest score for faculty evaluation. This year the average scores are equivalent to other areas. This validates the faculty development focus for last year. Study assignments added to the core courses to prompt faculty to engage in increased spiritual focus seem to have been effective. The biblical worldview video that was added to the curriculum to assist faculty in their spiritual focus helped to improve the scores.
Faculty Growth Self-Assessment	<i>Annually faculty members assess areas for personal professional grow initiatives.</i>	The data identified targeted areas of growth. The data indicates what percentage of faculty chose the area for growth initiative.	Spiritual Growth was mentioned <b>93.5%</b> of the time representing a 6% increase from last year.	A substantial number of faculty would like to grow in their ability to integrate spiritual truths. Substantial effort was made to provide assistance for faculty in this area including the development of the Maxwell Bible workshop activities. It appears that further focus in this area is warranted.

End-of-Course Surveys	<i>Students assess faculty members on their effectiveness of demonstrating their Christian faith.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was <b>4.70</b> on a 5.0 scale. This is up .03 from last year.	Students gave high ratings to instructors' abilities to demonstrate a clear Christian faith. While faculty evaluation and instructor self-evaluation did not rate as highly, it is good to know that students see a distinct Christian difference in the faculty. An emphasis on spiritual integration by professors from adding Maxwell Study Bible among other initiatives was reflected statistically in the end-of-course surveys data.
Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score was <b>3.04</b> on a 4.0 scale representing a .04 increase.	Changes in the spiritual realm of the program have had some impact on overall impact on candidates' spiritual dimension.
<b>Instrument of Evaluation</b>	<b>Assessment Measures</b>	<b>Performance Criteria</b>	<b>Collection and Analysis of Data</b>	<b>Assessment-based Changes</b>
<b>Curriculum</b>				
Faculty Administrative Evaluation	<i>Administrative Observation of Faculty</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was <b>3.92</b> on a 4.0 scale representing a .25 increase from last year.	The faculty development focus on training facilitators on the new curriculum was successful. The average score validates the effectiveness of our efforts to assist faculty in understanding the curriculum.
Faculty Feedback	<i>Faculty members provide feedback about the curriculum and assessment after teaching each course.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score for curriculum was <b>4.46</b> on a 5.0 scale representing a decrease of .03.	Faculty members appear to understand and effectively use the curriculum that is provided. Full-time faculty members spent significant time improving the curriculum in the M.Ed. Program. Recent changes have not been in effect long enough to make any significant difference in this area.
Portfolio Assessment	<i>Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to curriculum proficiency.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was <b>3.32</b> on a 4.0 scale representing a decrease of 1.6 .	Candidate portfolio assessment data indicated that students in the program score well on their curriculum portfolio evaluation. This is a slight decrease from the previous year.

Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program.</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score was <b>3.46</b> on a 4.0 scale.	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of curriculum.
Faculty Growth Plan	<i>Faculty self-assesses professional growth opportunities and set growth goals.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Curriculum was mentioned as a need <b>46.7%</b> of the time representing an increase in 8% from last year.	The faculty self-assessment percentage in understanding the curriculum, while 8% higher than last year, still remains relatively low. The increase can be attributed to the unveiling of the new Glacier Mist Curriculum. Faculty development activities should focus on further explanation of the new curriculum.
End-of-Course Surveys	<i>Students assess faculty members on their effectiveness of teaching the curriculum.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was <b>4.35</b> on a 5.0 scale up .02 from last year.	Students rated instructors' abilities to effectively cover key components of the curriculum very high. Scores indicate that the vast majority of faculty generally cover the course module. Faculty development activities designed to help faculty with the changes in curriculum appear to have been effective. Data from last year indicate that two courses scored lower in end-of-course surveys rating from the previous year: EDU 550 and EDU 557. <b>The faculty will need to examine these scores carefully to determine ways to improve student evaluation of these two courses.</b>

Instrument of Evaluation	Assessment Measures	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes
<b>Assessment</b>				
Faculty Administrative Evaluation	<i>Administrative Observation of Faculty</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was <b>3.79</b> on a 4.0 scale representing a .79 increase from last year.	The faculty training focus on assessment appears to have made a significant positive impact.

Faculty Feedback	<i>Faculty members provide feedback about the curriculum and assessment after teaching each course.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score for assessment was <b>4.509</b> on a 5.0 scale representing an increase of .04.	Faculty members have indicated that the embedded assessment pieces are effective in measuring course objectives. The data indicate that the curriculum assessment is effective in meeting objectives.
Portfolio Assessment	<i>Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to assessment proficiency.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was <b>3.29</b> on a 4.0 scale representing a decrease of .05 from last year.	Candidate portfolio assessment data indicate that students in the program score well on personal ability to create effective assessment pieces in their portfolio evaluation.
Faculty Growth Plan	<i>Faculty self-assess professional growth opportunities and set growth goals.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Assessment was mentioned only <b>26.6%</b> of the time a decrease of 20%.	The faculty development focus on assessment last year appears to have made a significant difference in what the faculty described as areas of need. Faculty development should focus on other areas in the year to come.
End-of-Course Surveys	<i>Students assess faculty members on their effectiveness of faculty assessment.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was <b>4.47</b> on a 5.0 scale. That is up more than .03 from last year.	Students rate instructors' abilities to effectively assess student work very high. The emphasis on improving faculty assessment through faculty development and the emphasis on new faculty orientation appears to be effective. A new initiative to focus on faculty provision of quality feedback to candidates by means of an emphasis on administrative comments appears to be effective.
Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score was <b>3.43</b> on a 4.0 scale.	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of assessment.

Instrument of Evaluation	Assessment Measures	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes
<b>Instruction</b>				
Faculty Administrative Evaluation	<i>Administrative Observation of Faculty</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was <b>3.41</b> on a 4.0 scale representing a modest improvement on last year's scores.	This has now become the lowest of evaluated areas for faculty. The end-of-course surveys from candidates collaborate the finding that faculty could use help in providing a variety of instructional approaches in their teaching. Full-time faculty have generated ideas to share with adjunct faculty.
Faculty Feedback	<i>Faculty members provide feedback about the recommended instructional approaches built into faculty guides.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score for assessment was <b>4.40</b> on a 5.0 scale representing a decrease of .04.	Faculty members indicated that the recommended instruction concepts are somewhat effective in helping them facilitate the courses that they instruct. The data indicate that more work is needed in this area. Therefore, instructional ideas will be an emphasis in the summer faculty training sessions.
Portfolio Assessment	<i>Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to instructional proficiency.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was <b>3.27</b> on a 4.0 scale representing a decrease of .04	Candidate portfolio assessment data indicate that students in the program score well on personal "instruction" portfolio evaluation.
Faculty Growth Plan	<i>Faculty self-assess professional growth opportunities and set growth goals.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Instruction was mentioned <b>66.9%</b> of the time representing an 8% increase.	More than half the faculty indicated a need to improve in personal instruction skills. The 8% increase warrants more extensive increase in focus for the upcoming year. The summer training session will include instruction as one focus.
End-of-Course Surveys	<i>Students assess faculty members on individual effectiveness of teaching instruction.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was <b>4.22</b> on a 5.0 scale. This is down .02 from last year.	Students rated instructors' abilities to effectively vary instructional approaches as high. Faculty members themselves would appreciate some help in this area. The fall in ratings underscores the need to focus on this for next year.

Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score was <b>3.34</b> on a 4.0 scale.	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of instruction.
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Instrument of Evaluation	Assessment Measures	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes
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## Managing Classroom Learning

Faculty Administrative Evaluation	<i>Administrative Observation of Faculty</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was <b>3.80</b> on a 4.0 scale representing a .14 increase from last year.	New faculty training has focused on the need to establish a collaborative work environment in the classroom. The high average indicates that the focus is bearing positive results. The data indicate the need to maintain the same focus.
Portfolio Assessment	<i>Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to managing classroom learning proficiency.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was <b>3.25</b> on a 4.0 scale representing a decrease of .05 from last year.	Candidate portfolio assessment data indicate that students in the program score well on the classroom management portfolio evaluation.
Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score was <b>3.22</b> on a 4.0 scale.	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of managing classroom learning.
Faculty Growth Plan	<i>Faculty self-assess professional growth opportunities and set growth goals.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Classroom climate was mentioned <b>41.9%</b> of the time representing a 28% increase from last year.	This dramatic increase is surprising. The summer focus group should look closely at this data to determine the direction of focus for this area.

End-of-Course Surveys	<i>Students assess faculty members on the appropriateness of the classroom environment.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs	Average score was <b>4.45</b> on a 5.0 scale. This is down .01 from last year.	Students gave very high ratings to instructors' abilities to effectively provide an appropriate classroom atmosphere. These high scores justify the lack of emphasis in this area at summer training session. The emphasis during new faculty orientation seems to set a tone that professors carry throughout their teaching experience with Indiana Wesleyan University.
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<b>Instrument of Evaluation</b>	<b>Assessment Measures</b>	<b>Performance Criteria</b>	<b>Collection and Analysis of Data</b>	<b>Assessment-based Changes</b>
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### Building Learning Networks

Portfolio Assessment	<i>Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to building learning networks proficiency.</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score on portfolio assessment was <b>3.21</b> on a 4.0 scale representing a decrease of .12 from last year.	Candidate portfolio assessment data indicate that students in the program score well on their ability to grow through effective dialogue with other educators through their portfolio evaluation.
Faculty Growth Plan	<i>Faculty self-assess professional growth opportunities and set growth goals.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Networking was mentioned <b>84.7%</b> by the faculty representing a 12% increase from last year.	A substantial number of faculty would like to grow by sharing ideas with other faculty members. Therefore, substantial effort was made to provide assistance for faculty in this area including the creation of a summer faculty training session to bring faculty who teach the same courses together to interact with other faculty members including full-time faculty who have written the courses.
Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score was <b>3.43</b> on a 4.0 scale.	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of networking.

End-of-Course Surveys	<i>Students assess faculty members use of multiple resources in their instruction.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was <b>4.46</b> on a 5.0 scale representing no change from last year.	Students gave very high ratings to instructors' ability to effectively assist their development in collaborating with other teacher. These high scores justify the lack of emphasis in this area at the past summer training session.
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Instrument of Evaluation	Assessment Measures	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes
<b>Diversity</b>				
Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score was <b>3.37</b> on a 4.0 scale.	Candidates responded to the survey statement: The M.Ed. program allowed me to sharpen the skills and knowledge required to provide greater success for multiculturally diverse pop'n of students. This score was not impacted by recent curriculum which includes the addition of a new diversity course. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of diversity.
<b>Technology</b>				
End-of-Course Surveys	<i>Students assess faculty members use of multiple resources in their instruction.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was <b>4.35</b> on a 5.0 scale.	Students gave very high ratings on their growth in technology after they complete the technology course. The average score on technology related issues was very high.

Only 8% of the faculty reported a need for continued growth in the area of diversity while 54% noted that they would like to grow in the area of technology.

### Process of Formulating Changes

The M.Ed. faculty annually analyzes data from the Unit Assessment System and conduct Program Assessment Days (Focus Groups) to recommend changes. Full-time faculty, adjunct faculty, students, and alumni attend Program Assessment Days to provide input and guidance. A curriculum steering committee summarizes results and makes recommendations for future changes. Full-time faculty members are charged with implementing the needed changes.

## **Transition To Teaching Program Review**

### **Assessment Tools:**

#### **Assessment Tools**

Alumni Survey

Mentor/principal survey

Review of portfolios

#### **Results**

1. 75% said quality of course content good or excellent.

2. 92% satisfied or very satisfied with program

3. 92% would choose again

4. 92% employed as teacher

In process

In process

#### **Use of Results**

## **RN-BS Completion Program**

### **Assessment Plan** (see pp )

CCNE Five-year Continuous Improvement Progress Report was submitted and accepted. This was a mid-term accreditation report which is required from all institutions.

### **Portfolio Review**

On April 30, 2005 faculty from RN-BS met to evaluate portfolio samples from Objective #7: Demonstrate critical thinking and effective communication in application of nursing processes.

Process of Goal Selection: Faculty from the Division of Nursing wrote eight objectives in 1998. The means to assess these objectives were established by nursing faculty in 1999. A portfolio was added in 2000.

### Objectives for Goals:

Of the eight RN-BS objectives, one was measured on Assessment Day 2005:

Objective #7: Demonstrate critical thinking and effective communication in application of nursing processes.

### Selection of Assessment Measures:

1. NUR 470 Community Health Nursing papers
2. NUR 478 Critical Care papers

### Performance Criteria

85% of portfolio inclusions for NUR 470 and NUR 478 will demonstrate critical thinking and effective communication in application of nursing processes, as scored by an assessment committee.

### Collection and Analysis of Data

1. A representative sampling of NUR 470 and NUR 478 papers were collected.
2. On April 30, 2005, Nursing faculty scored papers. Three faculty looked at each paper and rated on a scale of 1-4.
3. The Assessment Specialist calculated a mean score for each paper on each objective.
4. The Assessment Specialist calculated the percentage of papers which were proficient on each objective:

<u>Results:</u> Critical Thinking-	NUR470 72% Proficient
	NUR478 76% Proficient
Effective Communication	NUR470 77% Proficient
	NUR478 85% Proficient

## Employer Survey

### 6. How important are each of these characteristics in your organization and how would you rate the IWU graduate on them?

	<u>Organization</u>		<u>IWU Graduate</u>	
	<u>Mean</u>	<u>Std. Dev</u>	<u>Mean</u>	<u>Std. Dev</u>
	<i>[Scale 1-5; 5 = high] [N for both was 24]</i>			
Integrity and honesty.	4.75	0.53	4.92	0.28
Ethics in nursing practice.	4.75	0.53	4.83	0.48
Management of nursing care.	4.83	0.56	4.71	0.55
Knowledge and skills necessary to perform his/her job well.	4.75	0.44	4.63	0.71
Preparation for employment in a health care organization.	4.50	0.66	4.54	0.72
Maintaining a positive attitude towards the job and others.	4.70	0.56	4.54	0.59
Sociable and cooperative in projects that require teamwork.	4.50	0.60	4.54	0.59
Ability to work in a culturally diverse environment.	4.33	0.70	4.54	0.66
Decision-making skills (the ability to choose the best alternative).	4.75	0.53	4.50	0.66
Problem-solving skills.	4.83	0.48	4.50	0.66
Written communication skills.	4.38	0.65	4.25	0.74
Management of materials and human resources.	4.42	0.72	4.25	0.74
Ability to apply new skills.	4.42	0.65	4.21	0.72
Oral communication skills.	4.67	0.56	4.08	0.88
Leadership abilities.	4.38	0.77	3.96	0.81

### 7. How would you rate the IWU graduate as he/she compares with graduates of other colleges/universities?

	<u>N</u>	<u>Mean</u>	<u>Std. Dev</u>
	<i>Scale 1-5; 1 = much worse, 5 = much better</i>		
Professional ethics.	22	4.27	0.70
Critical thinking / problem-solving skills.	22	4.00	0.82
Technical skills.	22	4.00	0.76
Leadership abilities.	22	3.95	0.72
Management of resources.	22	3.86	0.71
Communication skills (oral and written).	22	3.86	0.77
Knowledge of life sciences, social sciences and humanities.	22	3.86	0.77
Knowledge of nursing theories and research.	21	3.76	0.70

### **RN-BS changes based on Assessment:**

- **NUR470 revised with new text and expanded guidelines for journaling assignments which will encourage more critical thinking and communication.**
- **NUR478 phased out of curriculum with replacement of 2 new courses: Perspectives on Poverty and Health, and Alternative Medical and Healing Therapies to encourage more critical thinking in these very current areas in health care delivery.**
- **As a result of faculty concerns over inconsistencies in APA formatting in the student papers reviewed on Assessment Day, a monthly email will be sent to faculty giving them guidance on APA issues.**

## College of Graduate Studies

### Graduate Studies in Ministry

#### Assessment Plan (see p.)

Graduate Studies in Ministry has added two new concentrations: Youth Ministries and Ministerial Leadership. There have been considerable changes in delivery as cohort groups have started in Indianapolis and online. Assessment of these new concentrations and formats will be assessed after students graduate.

The End of Course Survey for Graduate Ministries is now being administered by Chau Jackson, Assessment Specialist, in the same manner as other AGS courses are assessed.

Currently the Department is without a Director. Once a new Director is in place, assessment plans include the completion and implementation of an Assessment Plan which will specify objectives and methods of data collection for both programs.

Changes based on assessment include:

- **Curricular revision based on student feedback**
- **Addition of Louisville and Lexington as approved sites, based on assessment of market there.**

## Graduate Studies in Nursing

### Assessment Plan (see p. )

A new Director of Graduate Nursing began in July. She has implemented many changes to the curriculum which brings it more in line with the current needs of the health care industry. A Survey of RN-BS Students helped to understand market demands for graduate degrees. The Community Health Nursing Program has been discontinued, and two new programs have been added: Nursing Administration and Nursing Education. The Primary Care Nursing Program continues. The faculty re-wrote the Objectives so they would be shared by all three programs and specified Student Outcomes for each of the three programs.

Assessment plans for the coming year include

- Completing and implementing the Assessment Plan including methods of data collection for each of the outcomes.
- Implementation of an electronic portfolio
- Placing all End of Course Surveys online

Changes based on assessment:

- **In response to a survey of RN-BS students, we have added two new programs: Nursing Administration and Nursing Education**

## Graduate Counseling

### Assessment Plan (see p. )

Graduate Counseling Department prepared for their CACREP Visit (coming in Fall 2005) by revising their Assessment Plan, including specific methods of data collection. This Plan is being implemented, making extensive use of the portfolio system of assessment.

### Employer Survey

#### 6. How important are each of these characteristics in your organization and how would you rate the IWU graduate on them?

*[Scale 1-5: 1 = poor, 3 = average, 4 = good, 5 = very good]*

	<u>Organization</u> <i>N = 14</i>		<u>IWU Graduate</u> <i>N = 13</i>	
	<u>Mean</u>	<u>Std. Dev</u>	<u>Mean</u>	<u>Std. Dev</u>
Preparation for employment in a counseling organization.	4.79	0.43	4.54	0.52
Knowledge and skills necessary to perform his/her job well.	4.79	0.43	4.46	0.78
Decision-making skills (the ability to choose the best alternative).	4.71	0.47	4.46	0.66
Ethics in counseling practice.	5.00	0.00	4.77	0.44
Problem-solving skills.	4.79	0.43	4.31	0.63
Mastery in interpreting and applying scholarly research.	3.93	0.73	3.77	0.73
Written communication skills.	4.57	0.51	4.15	0.80
Oral communication skills.	4.64	0.50	4.38	0.65
Clinical proficiency.	4.79	0.43	4.38	0.65
Maintaining a positive attitude toward clients.	4.93	0.27	4.69	0.48
Sociable and cooperative in projects that require teamwork.	4.43	0.76	4.38	0.65
Professional integrity and honesty.	5.00	0.00	4.85	0.38
Ability to counsel culturally diverse peoples.	4.36	0.74	4.25	0.62

#### 7. How would you rate the IWU graduate as he/she compares with graduates of other colleges/universities?

*Scale 1-5: 1 = worse, 3 = comparable, 5 = much better*

	<u>N</u>	<u>Mean</u>	<u>Std. Dev</u>
Preparation for employment in a counseling organization.	13	3.77	0.60
Knowledge and skills necessary to perform his/her job well.	13	3.77	0.73
Decision-making skills (the ability to choose the best alternative).	13	3.38	0.51
Ethics in counseling practice.	13	3.69	0.75
Problem-solving skills.	13	3.77	0.73
Mastery in interpreting and applying scholarly research.	13	3.38	0.77
Written communication skills.	13	3.62	0.65
Oral communication skills.	13	3.54	0.66
Clinical proficiency.	13	4.00	0.58
Maintaining a positive attitude towards clients.	13	3.38	0.65
Sociable and cooperative in projects that require teamwork.	13	3.08	0.49
Professional integrity and honesty.	13	3.46	0.66
Ability to counsel culturally diverse peoples.	12	3.08	0.29

Future assessment plans include an Assessment Day in the Summer, 2005 to review a representative sampling of sampling of student work. The Department plans to implement an electronic portfolio by Fall, 2005.

## **Doctorate in Organizational Leadership**

### **Assessment Plan** (see p. )

The Department of Organizational Leadership refined their assessment processes as they got feedback from students and faculty in the first year of the program. They developed a Dissertation Guide.

Changes based on assessment include:

- **Course revision based on student/faculty feedback.**

## Student Services

Assessment Plans (see p. )

### Graduation Self Assessment Of Spiritual Change

**June 2004 – April 2005**

**1. As a result of your experience at IWU, how has your knowledge about Christianity changed?**

	Frequency	Percent
Greatly increased	237	26.0
Somewhat increased	436	47.9
Stayed the same	238	26.1
<b>Total</b>	<b>911</b>	<b>100.0</b>

**2. As a result of your experience at IWU, has your attitude toward Christianity changed?**

	Frequency	Percent
More positive	421	46.7
Stayed the same	392	43.5
More negative	89	9.8
<b>Total</b>	<b>902</b>	<b>100.0</b>

**3. As a result of your experience at IWU, how have the following relationships changed?**

(1=greatly declined; 2=declined somewhat; 3=stayed the same; 4=somewhat improved; 5=greatly improved)

	N	Mean	Std. Dev
With Jesus Christ?	907	3.60	1.00
With family?	901	3.46	0.96
With friends?	905	3.43	0.96
With people most unlike yourself?	888	3.55	0.95
With yourself?	907	3.69	1.07

**4. How have the following elements of IWU programs influenced you spiritual growth?**

(1=No effect; 2=somewhat affected; 3=strongly affected)

	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>
IWU faculty	884	2.03	0.68
IWU chaplains	852	1.81	0.83
Fellow students	881	2.00	0.71
Spiritcare Videos	692	1.79	0.78
Other IWU staff	825	1.76	0.78
IWU curriculum	864	1.93	0.69

**5. How often do you attend church?**

	<b>Frequency</b>	<b>Percent</b>	<b>Cum. Percent</b>
Once a week	539	60.7	49.1
A couple times a month	183	20.6	63.8
Once a month	49	5.5	69.7
A couple times year	65	7.3	84.8
Rarely or never	52	5.9	100.0
<b>Total</b>	<b>888</b>	<b>100.0</b>	

**6. How often do you pray?**

	<b>Frequency</b>	<b>Percent</b>	<b>Cum. %</b>
At least daily	418	49.1	60.7
A couple times a week	125	14.7	81.3
Once a week	50	5.9	86.8
Seldom	129	15.2	94.1
Never	129	15.1	100.0
<b>Total</b>	<b>851</b>	<b>100.0</b>	

## **First Year Students**

Indiana Wesleyan University participated in a two-year national study: Foundations of Excellence in the First College Year. This required the university to participate in several data collection activities including qualitative analysis of the First Year by a university Task Force, data reports on retention, participation in the National Survey of Student Engagement (see results below), and a Faculty Survey (see summary below).

Persistence data: Analysis of university data on first year students indicated that 74% persist from the first to the second year. This rate is NOT lower for our African American students.

## **National Survey of Student Engagement 2004**

### **Background**

The National Survey of Student Engagement (NSSE) collects data from colleges and universities around the country. It is directed by George Kuh at the Center for Postsecondary Research at Indiana University-Bloomington. The survey derives from a wealth of research in the 1960s-90s indicating that the quality of higher education is directly related to the degree to which the process engages students in intellectual activity. The survey includes questions about how much time students spend in academic and non-academic activities, what kinds of activities engage them in and out of class, their perceptions of the institution, and how their education has impacted their lives.

Over 200,000 students from 473 colleges and universities participated in this survey in Spring 2004. Indiana Wesleyan was required to participate as part of the Foundations of Excellence in First Year Project. Cynthia Tweedell managed the administration of the survey at IWU. She sent a list of 1,965 first year and 1,642 senior students to NSSE which included email and U.S. mail addresses. The list also designated the student's educational format (APS, CAS, Online) so NSSE could include this important information in the data file. From this listing NSSE selected a random sample of 348 first year and 348 seniors who received an invitation to participate in the survey in February 2004. The response rate was 56% which is much higher than the total NSSE response rate of 38%. Of these respondents 70% are APS students. About one-third of the respondents chose to complete the survey online. (See file "Respondent Characteristics" available at <http://family.indwes.edu/assessment/>)

Data analysis includes some important comparisons.

1. NSSE sent us a report comparing IWU to
  - a. 7 schools in the Council of Independent Colleges who are also in the Foundations Project (Augsburg, Aurora, Franklin Pierce, Indiana Wesleyan, Maryville, Nazareth, St. Edward's)
  - b. about 150 other Master's Colleges and Universities
  - c. 473 other institutions that completed the NSSE in 2004.(See file "Mean Comparisons" available at <http://family.indwes.edu/assessment/>)
2. Cynthia Tweedell used the data file NSSE provided to compare
  - a. CAS and APS
  - b. APS and Online.(See file "online.aps.cas.compare" available at <http://family.indwes.edu/assessment/>)

## What We Learned

### Results Comparing Indiana Wesleyan with other Institutions

- **Students at IWU are much more engaged than those at other institutions.** The report is filled with significant differences largely stemming from IWU's emphasis on student-to-student and student-to-faculty interaction and attention to the spiritual lives of our students.
- **IWU students are significantly more engaged in their academic work than other independent college students.** They are more likely to contribute to class discussions, make a class presentation, work with classmates outside of class, prepare two or more drafts of a paper before submission, come to class having completed the assignments, and work harder in their first year than they thought they could to meet an instructor's standards or expectations.
- **IWU students encounter less diversity than those from other colleges.** They are less likely to have serious conversations with students who are of a different race/ethnicity or have different religious beliefs, political opinions, or personal values. First year students are less likely to perceive that IWU encourages contact among students from different economic, social, and racial or ethnic backgrounds. This finding is a little surprising given that the IWU sample has a much higher percentage of African American students (13%) than other colleges (7%). Further analysis of this revealed that APS students are not significantly lower on conversations with diverse people, but CAS students are very low.
- **Senior IWU students do significantly less memorization than seniors at other colleges.** They do more synthesizing and application than those at other colleges.
- **IWU students are much more likely to report that IWU has helped them develop a deepened sense of spirituality.** They are more likely to participate in spiritual activities. This religious engagement is a strongly unique distinctive for our students.
- **IWU students are less likely to participate in other college-related cultural, sport, or educational experiences.** This is not a surprise given our adult model of bringing education to the students. They are less likely to be involved in community service, an internship, field experience, or study abroad.
- **Freshman at IWU are more likely to perceive academic and personal growth than first year students at other institutions.** They say that examinations have challenged them. They believe they are acquiring a broad general education along with work-related knowledge and skills. They say that IWU has helped them in writing, speaking, critical thinking, quantitative and group skills. But clearly the strongest impact of IWU appears to be in a deepened sense of spirituality.
- **Students at IWU spend about the same amount of time on schoolwork as those at other institutions.** For first year students 19% spend less than 5 hours per week, and 76% spend less than 15 hours per week preparing for class. Nationally, 66% of first year students spend less than 15 hours per week. For seniors, 25% spend less than 5 hours per week, and 67% spend less than 15 hours per week preparing for class. Nationally, 64% of seniors spend less than 15 hours per week.
- **Despite spending the same amount of time on schoolwork, students at IWU produce significantly more academic work than students at other institutions.** Students write more

papers than those at other colleges. First year students read more books on their own than those at other colleges.

- **The overall satisfaction of IWU students is significantly higher than for those at other colleges.** If they could start over again, they are very likely to go to IWU again. They rate the quality of their relationships with other students, with other faculty and with other administrative personnel much higher than students from other colleges.

#### **Results Comparing Adult Students (APS) with Traditional Students (CAS)**

- **Both adults and traditional students are satisfied with their education at IWU.** Both evaluate their entire educational experience very highly and would choose IWU again.
- **Adults are very engaged in their education, but the nature of that engagement is slightly different than traditional students.** Adults have significantly more conversations with fellow students, family, friends and co-workers about their academic work. They spend more time preparing for classes and produce more academic work (papers, presentations) than traditional students. They are less likely to come to class without completing readings or assignments. In class, they are more likely to ask questions or contribute to discussions. Traditional students are more engaged in co-curricular activities including community-based projects, internships, worship, special speakers, cultural performances and athletic events.
- **Adult students may know fewer of their fellow students, but have very close relationships with those students.** They rate the quality of their relationships with fellow students significantly higher than traditional students. They work with classmates outside of class to prepare class assignments. They perceive that the institution encourages contact among students from different economic, social, and racial/ethnic backgrounds. They perceive that IWU has contributed to their skill in working effectively with others.
- **Both adults and traditional students report good relationships with faculty.** Both rate IWU faculty significantly better than students at other institutions.
- **Traditional students are more involved in unpaid service to the community.** They are more likely to be involved in an internship or service project. They are more likely to perceive that IWU contributes to the welfare of the community and that IWU has made them more likely to contribute their time to volunteer service work.
- **Traditional students have a stronger perception that IWU has contributed to their personal and spiritual growth.** They are more likely to say that IWU contributed to a deepened sense of spirituality and provides the support they need to thrive socially. Compared to when they first enrolled, they are more likely to talk about issues of faith with others. Traditional students also rate academic advising more highly than adult students.
- **Many differences in the academic impact are obviously related to differences in the curriculum between APS and CAS.** Adult students more likely perceive the coursework emphasized analysis, synthesis, and making judgments. Traditional students more likely perceive their coursework emphasized memorizing. Adult students are more likely to perceive growth in writing, speaking, group, quantitative and computer skills.
- **Adults at IWU are similar to students at other institutions in their exposure and commitment to diverse people and ideas.** They are more likely to have had serious conversations with students who are very different in race/ethnicity or religious/ political/

personal values. They have included diverse perspectives in class discussions or writing assignments. They perceive that IWU encourages contact among students from different economic, social and racial or ethnic backgrounds and that the institution has contributed to their growth in understanding people from diverse backgrounds. Compared to when they first enrolled, adults more likely believe that the real value of a college education lies in being introduced to different ideas and values. After their experience at IWU, they are more likely to consider all sides of an issue before making up their minds.

### **Results Comparing On-Site (APS) Students with Online Students**

- **Overall, there are relatively few significant differences in the responses of on-site students compared to online.** This supports the hypothesis that online is comparable to on-site education.
- **Online students spend significantly more time on academic work than on-site students.** The mean scores indicate that most online students spend 11-20 hours per week on their coursework. Most on-site students spend 6-15 hours per week on coursework. However, it must be noted that the on-site students were not counting the 4 hours per week they spend in class.
- **Online students produce more written papers than on-site students.** During the current school year, most online students produced 5-10 papers that were 5-19 pages. On-site students produced significantly less (1-10 papers of 5-19 pages).
- **On-site students perceive the university as a more warm and caring place than online students.** On-site students are more likely to report high quality relationships with fellow students and faculty. They report that IWU has helped them in speaking skills. They are more likely to believe the institution helps them cope with non-academic responsibilities (work, family, etc.), and provides the support they need to thrive socially.
- **On-site students are more likely to engage in activities with diverse people.** They are more likely to have had a serious conversation with students who are very different from them in race/ethnicity or religious/political/personal values. This is undoubtedly the effect of the diversity in the APS classroom and the lack of opportunities for online students to have live conversations with other students. But online students are also less likely to include diverse perspectives in writing assignments. On-site students are more likely to say that IWU has contributed to their understanding of diverse populations.
- **Online students use more independent means of learning.** They are more likely to say that IWU has enabled them to learn effectively on their own. They are more likely to report development of skills in computing and technology.
- **Both online and on-site students are very satisfied with their IWU experience.** If they could start over again, they would choose IWU again.

## Faculty Survey, Spring 2004

This survey was administered by the Penn State University Center for the Study of Higher Education (CSHE). It was sent to about 600 IWU faculty of first year students (from both CAS and APS) and compares IWU with faculty at 11 other Council of Independent Colleges (CIC) institutions. Most of the 324 faculty who responded to our survey were APS (77%).

Results were reported by CSHE to the university in September, 2004. There were significant differences (t-tests,  $p < .10$ ) between IWU and the CIC sample on practically every question.

APS/CAS Differences: Unfortunately CSHE did not include any indicator of the college in which the faculty teaches. But we know that almost all the part-time faculty in the sample are from APS. So we conducted t-tests comparing full and part time faculty. We discovered that there were significant differences on many factors. Part time faculty tend to have better attitudes toward our first year program than full time faculty. Selected results are below:

### **Faculty Survey , Spring 2004 (CSHE)**

<b>Scale: 1-5 (5=Strongly agree)</b>		N	Mean	Std. Deviation
*The first-year students at this institution know what is expected of them academically. (11a)	Part-time	242	4.05	0.78
	Full-time	73	3.79	0.90
*My institution does a good job of: Communicating to new students what it has to offer academically. (11d-1)	Part-time	241	4.36	0.66
	Full-time	74	4.15	0.70
My institution does a good job of: Enrolling new students who can benefit from what this institution has to offer. (11d-2)	Part-time	242	4.37	0.70
	Full-time	74	4.24	0.68
My institution does a good job of: Informing new students about the values this institution considers important. (11d-4)	Part-time	242	4.62	0.64
	Full-time	74	4.57	0.66
My institution does a good job of: Helping new students get off to a good start academically. (11-d7)	Part-time	240	4.06	0.79
	Full-time	72	3.97	0.90
*My institution does a good job of: Facilitating new student's early involvement in the non-academic life of the institution. (11d-9)	Part-time	237	3.30	0.82
	Full-time	74	3.65	1.20

My institution does a good job of: Conveying to new students the sense that, if they make the effort, they can succeed here. (11d-10)	Part- time	242	4.33	0.69
	Full- time	74	4.31	0.74
My institution does a good job of: Conveying to new students the sense that they "belong" here. (11d-11)	Part- time	241	4.18	0.78
	Full- time	74	4.15	0.89
*This institution has a comprehensive approach to helping first-year students succeed. (12a)	Part- time	197	4.20	0.95
	Full- time	71	3.82	1.09
*This institution has a coherent approach to helping first-year students succeed. (12b)	Part- time	203	4.24	0.89
	Full- time	71	3.86	1.07
*This institution has a clear curricular plan for students during their first year. (12c)	Part- time	219	4.74	0.66
	Full- time	67	4.25	0.84
First-year student success is a priority for this institution. (12d)	Part- time	212	4.50	0.83
	Full- time	71	4.51	0.77
Faculty and Student Affairs staff members work closely together in orienting first-year students. (12h)	Part- time	160	3.65	1.16
	Full- time	62	3.45	1.26
*This institution provides clear leadership to faculty and staff in promoting first-year students' success. (12j)	Part- time	214	4.12	1.05
	Full- time	72	3.85	1.02
*To what extent are your institution's first- year courses, programs, and services: Intentional (i.e., has stated goals and objectives) (13c)	Part- time	215	2.79	0.51
	Full- time	68	2.44	0.70
*To what extent are your institution's first- year courses, programs, and services: Active (i.e., actively pursues those goals and objectives) (13d)	Part- time	206	2.73	0.56
	Full- time	65	2.35	0.72

**Scale: 1-4 (4=a great deal)**

In your courses that serve first-year students, to what extent do you use: Lecture (16a)	Part-time	164	2.23	0.68
	Full-time	52	2.15	0.87
*In your courses that serve first-year students, to what extent do you use: Discussion (16b)	Part-time	163	2.80	0.46
	Full-time	53	2.34	0.78
*In your courses that serve first-year students, to what extent do you use: Collaborative/cooperative learning (16c)	Part-time	161	2.74	0.56
	Full-time	53	2.08	0.92
*In your courses that serve first-year students, to what extent do you use: Experiential/problem-based learning (16d)	Part-time	163	2.46	0.78
	Full-time	53	1.98	1.01
*In your courses that serve first-year students, to what extent do you use: Group projects (16e)	Part-time	161	2.72	0.55
	Full-time	53	1.79	1.03
In your courses that serve first-year students, to what extent do you use: Multiple drafts of written work (16f)	Part-time	162	1.51	1.15
	Full-time	53	1.21	1.25
*In your courses that serve first-year students, to what extent do you use: Community service as an integral part of the course (16g)	Part-time	163	1.23	1.65
	Full-time	53	0.98	1.38
In your courses that serve first-year students, to what extent do you use: Community service for extra credit only (16h)	Part-time	162	1.14	1.74
	Full-time	53	0.60	1.25
In your courses that serve first-year students, to what extent do you use: Frequent feedback to students on their progress (16i)	Part-time	163	2.77	0.54
	Full-time	51	2.65	0.56

In your courses that serve first-year students, to what extent do you use: Detailed feedback to students on their progress (16j)	Part-time	163	2.52	0.74
	Full-time	52	2.37	0.71
In your courses that serve first-year students, to what extent do you use: Multiple-choice tests/exams (16k)	Part-time	163	1.88	1.03
	Full-time	53	2.00	1.13
In your courses that serve first-year students, to what extent do you use: Essay or other open-ended quizzes and exams (16l)	Part-time	163	1.95	1.01
	Full-time	53	1.64	1.09
*In your courses that serve first-year students, to what extent do you use: Papers or other open-ended assignments (16m)	Part-time	163	2.71	0.60
	Full-time	53	2.25	1.00
*In your courses that serve first-year students, to what extent do you use: Student presentations (16n)	Part-time	164	2.66	0.64
	Full-time	53	1.79	1.18
*In your courses that serve first-year students, to what extent do you use: Feedback from students (16o)	Part-time	164	2.41	0.80
	Full-time	53	2.08	0.83
How many courses do you teach that serve primarily first-year students (exclude first-year seminars)? (17a)	Part-time	170	2.71	2.10
	Full-time	55	2.62	2.13
*Of those courses, how many are, in your view, too large to allow you to engage students individually? (17b)	Part-time	162	0.31	2.00
	Full-time	53	1.21	4.83
*How many times per month do you interact outside of class with first-year students to: Discuss matters related to their future (18b)	Part-time	218	1.77	2.41
	Full-time	72	3.71	4.59
*How many times per month do you interact outside of class with first-year students to: Help them resolve a personal problem (18c)	Part-time	217	1.36	2.31

	Full-time	71	2.93	4.41
*How many times per month do you interact outside of class with first-year students to: Discuss intellectual or course-related matters (18d)	Part-time	220	3.13	4.59
	Full-time	71	5.52	7.86
<b>Scale 1-4: (4=very often)</b>				
Provide opportunities for your first-year students in your classes to learn about people who differ from them in: Background characteristics (19a-1)	Part-time	223	1.52	0.94
	Full-time	71	1.48	0.89
Provide opportunities for your first-year students in your classes to learn about people who differ from them in: Attitudes or values (19a-2)	Part-time	221	1.73	0.91
	Full-time	72	1.74	0.90
*Give your first-year students assignments that require them to examine ideas/perspectives other than their own? (19b)	Part-time	224	1.90	0.93
	Full-time	72	1.65	1.02
*Champion a less-accepted point of view for the sake of argument (i.e., play the devil's advocate)? (19c)	Part-time	224	1.55	0.88
	Full-time	72	1.25	0.93
Ask first-year students in class to wrestle with ideas or points of view that differ from their own? (19d)	Part-time	222	1.70	0.82
	Full-time	71	1.58	0.92
*Require students to integrate things they're learning in other courses around a common theme? (19e)	Part-time	226	1.62	0.87
	Full-time	71	1.28	0.81
Changed course content or your teaching in response to student feedback? (19f)	Part-time	225	1.65	0.79
	Full-time	70	1.60	0.81
*Faculty are rewarded (e.g., P&T, merit salary) for teaching first-year students. (21a)	Part-time	229	3.27	1.53
	Full-time	74	2.59	1.38

Faculty are encouraged to interact with first-year students outside the classroom (21b)	Part-time	229	3.10	1.26
	Full-time	73	3.18	0.93
*Teaching is more important than research. (21c)	Part-time	231	3.44	0.87
	Full-time	74	3.65	0.63
When hiring new faculty members, candidates' teaching abilities are more important than their research abilities. (21d)	Part-time	231	3.52	0.78
	Full-time	74	3.57	0.70
Faculty are encouraged to learn about first-year students and how to help them succeed. (21e)	Part-time	230	3.28	0.90
	Full-time	74	3.11	0.82
*My faculty colleagues consider the first-year as a time to help students lay the foundation for the rest of their college education. (21f)	Part-time	231	3.60	0.84
	Full-time	74	3.28	0.73
*This institution provides instructors adequate support for working with students who are: From a variety of cultural backgrounds (22a)	Part-time	236	3.29	0.90
	Full-time	74	2.80	0.81
This institution provides instructors adequate support for working with students who are: Underprepared for college work (22b)	Part-time	235	2.98	1.08
	Full-time	74	2.91	0.88
This institution provides instructors adequate support for working with students who are: Gifted (22c)	Part-time	233	3.17	1.10
	Full-time	73	3.07	0.96
This institution provides instructors adequate support for working with students who: Have disabilities (22d)	Part-time	232	3.25	1.05
	Full-time	74	3.22	0.90

*This institution provides instructors adequate support for working with students who: Have family and/or work obligations (22e)	Part-time	237	3.63	0.71
	Full-time	74	3.20	0.81
*This institution provides instructors adequate support for working with students who: Are older or returning students (22f)	Part-time	237	3.77	0.61
	Full-time	74	3.43	0.76

\* t-test indicates significant difference  
p<.05

**Benchmarking:**

Educational Benchmarking Incorporated (EBI) compared IWU with other comparable colleges using the NSSE and Faculty Survey. Using factor analysis, they found 21 Faculty Factors and 11 Student Factors that are related to success in first year programming. When IWU is compared to 17 other Independent Colleges, here are the rankings:

<b>Faculty Factor</b> (75% of sample is APS Adjuncts)	<b>Difference in Mean</b> <b>between IWU and 17</b> <b>Similar Institutions</b>	<b>Rank Within the 17</b> <b>Institutions</b>
Active teaching method	.63	1
Active and coherent first year	.52	1
Setting expectations	.51	1
Conveying a sense of the place	.47	3
Clarity about offerings	.46	1
Passive teaching methods	.37	3
Organized approach	.34	5
Supporting faculty work with all students	.31	4
Institutional effectiveness in meeting needs of all students	.30	4
Assessment for improvement	.29	4
Early involvement	.14	7
Importance placed on first year	.11	7
Faculty/Student Affairs cooperation	.09	8
Feedback to students	.05	8
Promoting encounters with diversity	-.01	10
Community service	-.08	10
Emphasis on written work	-.09	12
Importance placed on teaching first year students	-.10	14

Faculty development regarding needs of first year students	-0.15	14
Preparing faculty to refer first year students to appropriate student services	-0.34	16
Resource allocation for programs supporting first year students	-0.43	15

<b>Student Factor</b> (75% of sample is APS students)	<b>Difference in Mean between IWU and 14 Similar Institutions</b>	<b>Rank Within the 14 Institutions</b>
Social and personal competence	.44	1
Overall performance of institution (student satisfaction)	.36	2
Academic competence	.34	4
All students dimension (support given students by faculty and administrators)	.22	4
Work and community competence	.19	5
Academic (engagement in studies)	.09	4
Institutional challenge (time spent on studies)	.08	7
Cognitive (emphasized critical thinking, analysis, synthesis in coursework)	.04	5
Interactions (with fellow students and faculty outside class)	-.10	9
Out-of-class	-.39	14
Co-curricular	-.91	14

### **Assessment Goals for 2005-06**

Dr. Cynthia Tweedell, Associate Dean for Institutional Effectiveness, with the help of Chau Jackson, Assessment Specialist for APS, will bring assessment to a higher level as student enrollments climb. Specifically these are the goals for the coming year:

1. Organize Assessment Reports on Pearl so they are easily accessible to Directors.
2. Further development of web based surveying so that more students are completing surveys online and reports are more quickly and easily accessed by directors.
3. Program Reviews for
  - a. BSM (comparing outcomes online with onsite)
  - b. ASB (comparing outcomes online with onsite)
  - c. BS-Marketing
4. Make End of Course Survey processing more efficient so there is a two week turn around between the time surveys are received and reports are ready for Directors.
5. Implement an End of Program Survey which incorporates the Spiritual Assessment Survey.
6. Implement assessment in all service areas: Financial Aid, Student Services, Advising, Chaplaincy, Accounting, Resources, Sites

### Five Year Program Review & Assessment Schedules

#### College of Adult and Professional Studies

Goal Area	FY 2003-2004	FY 2004-2005	FY2005-2006	FY 2006-2007	FY 2007-2008
<b>Academic Integrity (Program Review)</b>	PLP BSBA	MSM BSBIS TTT	BSM(onsite and online) ASB BS-Marketing	MBA (onsite and online) MED (onsite and online) RNBS	New AS (?) New Nursing(?) General Education BSA
<b>Student Oriented Services</b>	Spiritual Assessment Online Retention	Service Initiatives Student Survey Process	Orientation Retention	Academic Advising Chaplaincy	Web site
<b>Professional Community</b>	Faculty Evaluation System	Grading	Faculty Orientation	Curriculum Development Process	Faculty Development Processes
<b>Resource Allocation</b>	Site Processes  Financial performance	Financial performance	Financial performance	Financial performance	Financial performance

#### College of Graduate Studies

FY 2004-05	FY 2005-06	FY 2006-07	FY 2007-08
Counseling	Nursing Christian Ministries	Counseling	Nursing Christian Ministries Ed.D.

**PROGRAM ASSESSMENT  
ASB**

Objective	World Changing Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Demonstrate an understanding of the decision making from a Christian worldview.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 50 Personal Learning Anthologies are reviewed by the Coordinator of Assessment, 90% will meet or exceed the criteria of a 10 % improvement in Christian world view as indicated by a scoring rubric of 2 writing samples.	Due March, 2006	Assessment FY 2005-06
2. Develop an academic foundation for the completion of a business-related baccalaureate degree.	1c- Competency in a discipline 2c- Communication 2d- Self-discipline 2e- Lifelong learning	Alumni Survey: 80% of ASB graduates who completed at least three years ago will have completed a bachelor degree.	Due 2006	Assessment FY 2010
3. Develop a knowledge base that demonstrates exposure to liberal arts instruction.	1b- Liberal arts foundation 3b- Inclusion	When a sample of 50 Personal Learning Anthologies are reviewed by the Coordinator of Assessment, 90% will demonstrate exposure to liberal arts instruction.	Due March, 2006	Assessment FY 2005-06
4. Integrate basic business principles, concepts, and skills.	1c- Competency in a discipline 1d- Integration of knowledge 2a- Creativity 2b- Critical thinking 2f- Leadership 2g- Servanthood	When a sample of 50 BUS274 papers (30 onsite from IEC, CLEC and LEC; 20 online) are reviewed by 3 business faculty, 90% will demonstrate an ability to integrate basic business principles, concepts, and skills the criteria as indicated by faculty generated scoring rubric.		<b>New rubric for BUS274</b>

**PROGRAM ASSESSMENT  
ASA**

Objective	World Changing Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Demonstrate an understanding of the decision making from a Christian worldview.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 50 Personal Learning Anthologies are reviewed by the Coordinator of Assessment, 90% will meet or exceed the criteria of a 10 % improvement in Christian world view as indicated by a scoring rubric of 2 writing samples.	Due March, 2010	Assessment FY 2010
2. Develop an academic foundation for the completion of a business-related baccalaureate degree.	1c- Competency in a discipline 2c- Communication 2d- Self-discipline 2e- Lifelong learning	Alumni Survey: 80% of ASA graduates who completed at least three years ago will have completed a bachelor degree.	Due 2010	Assessment FY 2010
3. Develop a knowledge base that demonstrates exposure to liberal arts instruction.	1b- Liberal arts foundation 3b- Inclusion	When a sample of 50 Personal Learning Anthologies (20 online and 10 each from IEC, CLEC and LEC) are reviewed by the faculty, 90% will demonstrate exposure to liberal arts instruction.	Due March, 2010	Assessment FY 2010
4. Demonstrate a competency in fundamental accounting and business principles.	1c- Competency in a discipline 1d- Integration of knowledge 2a- Creativity 2b- Critical thinking 2f- Leadership 2g- Servanthood	ASA pre/post test: Scores from a representative sampling of both online and on site students will show a 10% difference between pre and post tests.		

**PROGRAM ASSESSMENT**

**BS – Accounting**

<b>Objective</b>	<b>World Changing Outcome</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
1. Demonstrate an understanding of decision making from a Christian world view.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of MGT 425 papers are reviewed by three business faculty, 90% will demonstrate an understanding of decision making from a Christian world view. **	62.4% of students scored “proficient” on Christian world view.	
2. Demonstrate knowledge of current accounting principles, tax law, current auditing standards, the use of accounting information by management.	1c Competency in a discipline 2f Leadership 2g Servanthood 2d Stewardship	90% of students who take a faculty-generated test at the end of the program will show 10% higher scores than those taking the test at the beginning of the program.	Graduating students had scores that were 16% higher than beginning students.	
3. Develop critical thinking, problem solving, and communication skills.	1d Integration of knowledge 2a Creativity 2b Critical thinking 2c Communication 2e Lifelong learning 3b Inclusion	When a sample of MGT425 papers are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. **	82.6% scored “proficient” on critical thinking	
4. Apply accounting theory in a practical manner.	3f Service 3g Agent of change 3h Selflessness	When a sample of 25 ACC 491 projects are reviewed by three business faculty, 90% will demonstrate application of accounting theory in a practical manner. **	95.8% of ACC491 projects are proficient on application of accounting theory	ACC 491 has been revised to integrate Peachtree software and Chart of Accounts Project.
5. Demonstrate technology skills necessary to solve accounting problems	1c Competency in a discipline 1d Integration of knowledge 3f Service 3g Agent of change	When a sample of 25 ACC 491 accounting projects are reviewed by three business faculty, 90% will demonstrate technology skills needed to solve accounting problems.	100% of ACC491 projects demonstrate technology skills.	ACC 491 has been revised to integrate Peachtree software and Chart of Accounts Project.

\*\*as indicated by a faculty-generated scoring rubric

**PROGRAM ASSESSMENT  
BSBA**

<b>Objective</b>	<b>World Changing Outcome</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
1. Demonstrate an understanding of decision making from a Christian world view	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3e Life calling 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 25 MGT 425 papers are reviewed by three business faculty, 90% will demonstrate an understanding of decision making from a Christian world view.**	Criteria not met. Faculty review of nine papers indicated 46% included decision making from a Christian world view.	Revision of MGT 425 to include more emphasis on Christian world view. Revision of the assignment to require biblical citations.
2. Demonstrate knowledge in the functional areas of business.	1c Competency in a discipline 2f Leadership 2g Servanthood 2d Stewardship	90% of students who take a faculty-generated pre-test at the beginning of the program will demonstrate a 10% improvement in scores on the same test given towards the end of the program.	Criteria is met: 2004 Pre/Post test indicated 12% difference from pre to post test.	
3. Develop critical thinking, problem solving, and communication skills.	1d Integration of knowledge 2a Creativity 2b Critical thinking 2c Communication 2e Lifelong learning 3b Inclusion	When a sample of 25 ADM 495 papers are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. **	Criteria not met. Faculty review of 19 ADM 495 papers indicated that 89% demonstrated critical thinking skills.	Seminar in business (ADM 495) revision.
4. Develop quantitative and qualitative skills	1b Liberal arts foundation 1c Competency in a discipline 2d Self discipline	When a sample of 25 ADM 495 papers are reviewed by three business faculty, 90% will demonstrate quantitative and qualitative skills.** **	Criteria not met. Faculty review of 19 ADM495 papers indicated 37% demonstrated quantitative/qualitative skills.	Seminar in business (ADM 495) assignment revised to require quantitative/qualitative skills.
5. Apply technology to business opportunities within the workplace.	1d Integration of knowledge 2e Lifelong learning	When a sample of 25 ADM 316 papers are reviewed by three business faculty, 90% will demonstrate an ability to apply technology to business opportunities within the workplace.**	Criteria not met. Faculty review of 20 ADM 316 papers indicated that 65% demonstrate ability to apply technology.	

\*\* As indicated by a faculty-generated scoring rubric.

**PROGRAM ASSESSMENT**  
**BS – BUSINESS INFORMATION SYSTEMS**

	<b>World Changing Outcome</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
1. Demonstrate an understanding of Christian principles in ethical decision making.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3f- Service 3g- Agent of change <b>3h- Selflessness</b>	When a sample of 50 BIS215 final projects are reviewed by three business faculty, 90% will demonstrate an understanding of decision making from a Christian world view.**	Insufficient data	Program assessment FY 2004-05
2. Demonstrate knowledge of a broad set of technical skills used in business information systems.	<b>1c- Competency in a discipline</b>  2f Leadership 2g Servanthood <b>2d Stewardship</b>	Pre/post test: Students at the end of the program will have 10% higher scores than student at the beginning of the program.	On-site students: mean score 16% higher at end Online students: mean score 48% higher at end	Program assessment FY 2004-05
3. Develop critical thinking, problem solving, and communication skills.	1d Integration of knowledge 2a Creativity 2b Critical thinking 2c Communication 2e Lifelong learning 3b Inclusion	When a sample of BIS 450 final project are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. **	Critical thinking: 70% Problem Solving: 80% Communication: 80%	Program assessment FY 2004-05

\*\* as indicated by a faculty-generated scoring rubric.

**PROGRAM ASSESSMENT**  
**BS – Management**

<b>Objective</b>	<b>World Changing Outcome</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
1. Demonstrate an understanding of the Christian worldview and ethical decision.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3e- Life calling 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 50 MGT 425 papers are reviewed by three business faculty, 90% will demonstrate an understanding of decision making from a Christian world view.**	4% of students scored “proficient”	Re-write ADM425 to include Christian principles.
2. Demonstrate knowledge of management, leadership, and management-related principles.	1c- Competency in a discipline 2f- Leadership 2g- Servanthood 2d- Stewardship	90% of students who take a faculty-generated pre-test at the beginning of the program will demonstrate a 10% improvement in scores on the same test given towards the end of the program	Post-test scores are 18% higher than pre-test scores.	
3. Develop critical thinking, problem solving, and communication skills.	1d- Integration of knowledge 2a- Creativity 2b- Critical thinking 2c- Communication 2e- Lifelong learning 3b- Inclusion	When a sample of 50 ADM 495 papers are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. **	60% of students scored “proficient”	ADM495 rewritten
4. Integrate core knowledge into an applied management framework.	1d Integration of knowledge 2d Self-discipline 2f Leadership	When a sample of 50 ADM 495 papers are reviewed by three business faculty, 90% will demonstrate integration of core knowledge into an applied management framework.**	40% of students scored “proficient”	ADM 495 rewritten
5. Develop their ability to apply technology to business opportunities within the workplace.	2g Agents of change	When a sample of 50 ADM 316 papers are reviewed by three business faculty, 90% will demonstrate an ability to apply technology to business opportunities within the workplace.**	82.3% of students scored “proficient”	

\*\* As indicated by a faculty-generated scoring rubric.

**PROGRAM ASSESSMENT  
BACHELOR OF SCIENCE IN MARKETING**

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Demonstrate an understanding of sales and applied marketing from a Christian world view.	When a sample of 25 MGT425 papers are reviewed by three business faculty, 90% will demonstrate an understanding of sales and applied marketing from a Christian world view.**		
2. Develop critical thinking and problem solving skills	When a sample of 25 projects from MKG496 are reviewed by three business faculty, 90% will demonstrate that students have critical thinking and problem solving skills.**		
3. Demonstrate the ability to apply sales and marketing principles to business opportunities in the marketplace.	When a sample of 25 individual papers from MKG353 are reviewed by three business faculty, 90% will demonstrate that students are able to apply sales and marketing principles to business opportunities in the marketplace.**		
4. Integrate core knowledge into a sales and applied marketing framework.	When a sample of 25 projects from MKG496 are reviewed by three business faculty, 90% will demonstrate that students are able to integrate core knowledge into a sales and applied marketing framework.**		

\*\*as indicated by a faculty-generated scoring rubric

**PROGRAM ASSESSMENT  
MS- Management**

<b>Objective</b>	<b>World Changing Outcome</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
1. Demonstrate an understanding of decision making from a Christian worldview	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3e Life calling 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 25 ADM 525 papers are reviewed by three business faculty, 90% will demonstrate an understanding of decision making from a Christian world view.**	Criteria not met. Faculty review of 25 ADM 525 papers indicated that 8% demonstrate an understanding of decision making from a Christian world view.	Revision of ADM 525 to include a Christian perspective. Assignment revised to require Biblical citations.
2. Master advanced subject matter in management and leadership.	1c Competency in a discipline 2f Leadership 2g Servanthood 2d Stewardship	Pre/Post Test: 10% difference in scores on the same test given at the beginning and the end of the program.	6.71% difference in scores from pretest to post test.	Program assessment: FY 2004-05
3. Integrate core knowledge and practical experience.	1d Integration of knowledge 2e Lifelong learning 2f Leadership 2g Servanthood 3d Stewardship 3g Agent of change	When a sample of 25 Applied Management Projects are reviewed by three business faculty, 90% will demonstrate that students are able to integrate core knowledge and practical experience.**	Criteria not met. Faculty review of 22 Applied Management Projects indicate that 100% integrate core knowledge and practical experience.	Revision of Applied Management Project, Fall, 2000.
4. Develop the skills necessary to function as an effective manager.	2a Creativity 2b Critical thinking 2c Communication 2d Self-discipline 2e Lifelong learning 2f Leadership 2g Servanthood 3b Inclusion 3g Agent of change 3h Selflessness	When a sample of 25 Applied Management Projects are reviewed by three business faculty, 90% will demonstrate that students have developed skills necessary to function as effective managers.**	Criteria met. Faculty review of 22 Applied Management Projects indicated that 100% demonstrate management skills.	Revision of Applied Management Project, Fall, 2000.

\*\* as indicated by a faculty-generated scoring rubric

## PROGRAM ASSESSMENT MBA

Objective	World Changing Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Demonstrate an understanding of decision making from a Christian worldview.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3e Life calling 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 50 ADM 519 papers are reviewed by three business faculty, 90% will demonstrate an understanding of decision making from a Christian world view.**	50% of papers indicate proficiency	Re-write rubric to more accurately measure expectations.
2. Master advanced subject matter in the functional areas of business.	1c Competency in a discipline 2f Leadership 2g Servanthood 2d Stewardship	Mean scores on a CAAHE-generated MBA test given to beginning and ending classes will demonstrate a 10% improvement in scores.	Pre-test mean: 44.88% Post-test mean: 51.95%	
3. Integrate core knowledge and practical experience.	1d Integration of knowledge 2e Lifelong learning 2f Leadership 2g Servanthood 3d Stewardship 3g Agent of change	When a sample of 50 Applied Management Projects are reviewed by three business faculty, 90% will demonstrate that students are able to integrate core knowledge and practical experience.**	100% of papers indicated proficiency.	
4. Develop the skills needed to function as an effective manager.	2f Leadership 2g Servanthood 3d Stewardship 3g Agent of change 3f Service 3h Selflessness	When a sample of 50 ADM 559 papers are reviewed by three business faculty, 90% will demonstrate that students have developed the skills necessary to function as effective managers. **	100% of papers indicated proficiency.	Eliminate this objective: Subsume under Objective #3
5. Develop their ability to apply technology to business opportunities within the workplace.	1d Integration of knowledge 2e Lifelong learning	When a sample of 50 ADM 566 course assignments are reviewed by three business faculty, 90% will demonstrate an ability to apply technology to business opportunities within the workplace.**	100% of papers indicated proficiency.	Rewrite ADM566 to include assignment which will better measure this objective.

\*\* as indicated by a faculty generated scoring rubric.

**Masters in Education  
2005 Unit Assessment System Final Report**

Instrument of Evaluation	Assessment Measures	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes
<b>Spiritual</b>				
Faculty Evaluation	<i>Administrative Observation of Faculty</i> Faculty members are observed by administrative staff. Data from the observations are recorded in the Unit Assessment System and summary reports were analyzed.	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was <b>3.79</b> on the 4.0 scale representing an increase in .60 from the previous year.	Last year the data reflected that the <u>spiritual realm</u> was the second lowest score for faculty evaluation. This year the average scores are equivalent to other areas. This validates the faculty development focus for last year. Study assignments added to the core courses to prompt faculty to engage in increased spiritual focus seem to have been effective. The biblical worldview video that was added to the curriculum to assist faculty in their spiritual focus helped to improve the scores.
Faculty Growth Self-Assessment	<i>Annually faculty members assess areas for personal professional grow initiatives.</i>	The data identified targeted areas of growth. The data indicates what percentage of faculty chose the area for growth initiative.	Spiritual Growth was mentioned <b>93.5%</b> of the time representing a 6% increase from last year.	A substantial number of faculty would like to grow in their ability to integrate spiritual truths. Substantial effort was made to provide assistance for faculty in this area including the development of the Maxwell Bible workshop activities. It appears that further focus in this area is warranted.
End-of-Course Surveys	<i>Students assess faculty members on their effectiveness of demonstrating their Christian faith.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was <b>4.70</b> on a 5.0 scale. This is up .03 from last year.	Students gave high ratings to instructors' abilities to demonstrate a clear Christian faith. While faculty evaluation and instructor self-evaluation did not rate as highly, it is good to know that students see a distinct Christian difference in the faculty. An emphasis on spiritual integration by professors from adding Maxwell Study Bible among other initiatives was reflected statistically in the end-of-course surveys data.

Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score was <b>3.04</b> on a 4.0 scale representing a .04 increase.	Changes in the spiritual realm of the program have had some impact on overall impact on candidates' spiritual dimension.
<b>Instrument of Evaluation</b>	<b>Assessment Measures</b>	<b>Performance Criteria</b>	<b>Collection and Analysis of Data</b>	<b>Assessment-based Changes</b>
<b>Curriculum</b>				
Faculty Administrative Evaluation	<i>Administrative Observation of Faculty</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was <b>3.92</b> on a 4.0 scale representing a .25 increase from last year.	The faculty development focus on training facilitators on the new curriculum was successful. The average score validates the effectiveness of our efforts to assist faculty in understanding the curriculum.
Faculty Feedback	<i>Faculty members provide feedback about the curriculum and assessment after teaching each course.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score for curriculum was <b>4.46</b> on a 5.0 scale representing a decrease of .03.	Faculty members appear to understand and effectively use the curriculum that is provided. Full-time faculty members spent significant time improving the curriculum in the M.Ed. Program. Recent changes have not been in effect long enough to make any significant difference in this area.
Portfolio Assessment	<i>Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to curriculum proficiency.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was <b>3.32</b> on a 4.0 scale representing a decrease of 1.6 .	Candidate portfolio assessment data indicated that students in the program score well on their curriculum portfolio evaluation. This is a slight decrease from the previous year.
Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program.</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score was <b>3.46</b> on a 4.0 scale.	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of curriculum.

Faculty Growth Plan	<i>Faculty self-assesses professional growth opportunities and set growth goals.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Curriculum was mentioned as a need <b>46.7%</b> of the time representing an increase in 8% from last year.	The faculty self-assessment percentage in understanding the curriculum, while 8% higher than last year, still remains relatively low. The increase can be attributed to the unveiling of the new Glacier Mist Curriculum. Faculty development activities should focus on further explanation of the new curriculum.
End-of-Course Surveys	<i>Students assess faculty members on their effectiveness of teaching the curriculum.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was <b>4.35</b> on a 5.0 scale up .02 from last year.	Students rated instructors' abilities to effectively cover key components of the curriculum very high. Scores indicate that the vast majority of faculty generally cover the course module. Faculty development activities designed to help faculty with the changes in curriculum appear to have been effective. Data from last year indicate that two courses scored lower in end-of-course surveys rating from the previous year: EDU 550 and EDU 557. <b>The faculty will need to examine these scores carefully to determine ways to improve student evaluation of these two courses.</b>
<b>Instrument of Evaluation</b>	<b>Assessment Measures</b>	<b>Performance Criteria</b>	<b>Collection and Analysis of Data</b>	<b>Assessment-based Changes</b>
<b>Assessment</b>				
Faculty Administrative Evaluation	<i>Administrative Observation of Faculty</i>	4=Accomplished 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was <b>3.79</b> on a 4.0 scale representing a .79 increase from last year.	The faculty training focus on assessment appears to have made a significant positive impact.
Faculty Feedback	<i>Faculty members provide feedback about the curriculum and assessment after teaching each course.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score for assessment was <b>4.509</b> on a 5.0 scale representing an increase of .04.	Faculty members have indicated that the embedded assessment pieces are effective in measuring course objectives. The data indicate that the curriculum assessment is effective in meeting objectives.
Portfolio Assessment	<i>Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to assessment proficiency.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was <b>3.29</b> on a 4.0 scale representing a decrease of .05 from last year.	Candidate portfolio assessment data indicate that students in the program score well on personal ability to create effective assessment pieces in their portfolio evaluation.

Faculty Growth Plan	<i>Faculty self-assess professional growth opportunities and set growth goals.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Assessment was mentioned only <b>26.6%</b> of the time a decrease of 20%.	The faculty development focus on assessment last year appears to have made a significant difference in what the faculty described as areas of need. Faculty development should focus on other areas in the year to come.
End-of-Course Surveys	<i>Students assess faculty members on their effectiveness of faculty assessment.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was <b>4.47</b> on a 5.0 scale. That is up more than .03 from last year.	Students rate instructors' abilities to effectively assess student work very high. The emphasis on improving faculty assessment through faculty development and the emphasis on new faculty orientation appears to be effective. A new initiative to focus on faculty provision of quality feedback to candidates by means of an emphasis on administrative comments appears to be effective.
Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program</i>	4=Accomplished ; 3=Proficient; 2= Emerging; 1= Improving	Average score was <b>3.43</b> on a 4.0 scale.	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of assessment.
<b>Instrument of Evaluation</b>	<b>Assessment Measures</b>	<b>Performance Criteria</b>	<b>Collection and Analysis of Data</b>	<b>Assessment-based Changes</b>
<b>Instruction</b>				
Faculty Administrative Evaluation	<i>Administrative Observation of Faculty</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was <b>3.41</b> on a 4.0 scale representing a modest improvement on last year's scores.	This has now become the lowest of evaluated areas for faculty. The end-of-course surveys from candidates collaborate the finding that faculty could use help in providing a variety of instructional approaches in their teaching. Full-time faculty have generated ideas to share with adjunct faculty.
Faculty Feedback	<i>Faculty members provide feedback about the recommended instructional approaches built into faculty guides.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score for assessment was <b>4.40</b> on a 5.0 scale representing a decrease of .04.	Faculty members indicated that the recommended instruction concepts are somewhat effective in helping them facilitate the courses that they instruct. The data indicate that more work is needed in this area. Therefore, instructional ideas will be an emphasis in the summer faculty training sessions.

Portfolio Assessment	<i>Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to instructional proficiency.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was <b>3.27</b> on a 4.0 scale representing a decrease of .04	Candidate portfolio assessment data indicate that students in the program score well on personal “instruction” portfolio evaluation.
Faculty Growth Plan	<i>Faculty self-assess professional growth opportunities and set growth goals.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Instruction was mentioned <b>66.9%</b> of the time representing an 8% increase.	More than half the faculty indicated a need to improve in personal instruction skills. The 8% increase warrants more extensive increase in focus for the upcoming year. The summer training session will include instruction as one focus.
End-of-Course Surveys	<i>Students assess faculty members on individual effectiveness of teaching instruction.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was <b>4.22</b> on a 5.0 scale. This is down .02 from last year.	Students rated instructors’ abilities to effectively vary instructional approaches as high. Faculty members themselves would appreciate some help in this area. The fall in ratings underscores the need to focus on this for next year.
Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score was <b>3.34</b> on a 4.0 scale.	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of instruction.

Instrument of Evaluation	Assessment Measures	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes
<b>Managing Classroom Learning</b>				
Faculty Administrative Evaluation	<i>Administrative Observation of Faculty</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was <b>3.80</b> on a 4.0 scale representing a .14 increase from last year.	New faculty training has focused on the need to establish a collaborative work environment in the classroom. The high average indicates that the focus is bearing positive results. The data indicate the need to maintain the same focus.
Portfolio Assessment	<i>Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to managing classroom learning proficiency.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was <b>3.25</b> on a 4.0 scale representing a decrease of .05 from last year.	Candidate portfolio assessment data indicate that students in the program score well on the classroom management portfolio evaluation.
Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score was <b>3.22</b> on a 4.0 scale.	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of managing classroom learning.
Faculty Growth Plan	<i>Faculty self-assess professional growth opportunities and set growth goals.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Classroom climate was mentioned <b>41.9%</b> of the time representing a 28% increase from last year.	This dramatic increase is surprising. The summer focus group should look closely at this data to determine the direction of focus for this area.

End-of-Course Surveys	<i>Students assess faculty members on the appropriateness of the classroom environment.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs	Average score was <b>4.45</b> on a 5.0 scale. This is down .01 from last year.	Students gave very high ratings to instructors' abilities to effectively provide an appropriate classroom atmosphere. These high scores justify the lack of emphasis in this area at summer training session. The emphasis during new faculty orientation seems to set a tone that professors carry throughout their teaching experience with Indiana Wesleyan University.
<b>Instrument of Evaluation</b>	<b>Assessment Measures</b>	<b>Performance Criteria</b>	<b>Collection and Analysis of Data</b>	<b>Assessment-based Changes</b>
<b>Building Learning Networks</b>				
Portfolio Assessment	<i>Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to building learning networks proficiency.</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score on portfolio assessment was <b>3.21</b> on a 4.0 scale representing a decrease of .12 from last year.	Candidate portfolio assessment data indicate that students in the program score well on their ability to grow through effective dialogue with other educators through their portfolio evaluation.
Faculty Growth Plan	<i>Faculty self-assess professional growth opportunities and set growth goals.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Networking was mentioned <b>84.7%</b> by the faculty representing a 12% increase from last year.	A substantial number of faculty would like to grow by sharing ideas with other faculty members. Therefore, substantial effort was made to provide assistance for faculty in this area including the creation of a summer faculty training session to bring faculty who teach the same courses together to interact with other faculty members including full-time faculty who have written the courses.

Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score was <b>3.43</b> on a 4.0 scale.	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of networking.
End-of-Course Surveys	<i>Students assess faculty members use of multiple resources in their instruction.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was <b>4.46</b> on a 5.0 scale representing no change from last year.	Students gave very high ratings to instructors' ability to effectively assist their development in collaborating with other teacher. These high scores justify the lack of emphasis in this area at the past summer training session.
<b>Instrument of Evaluation</b>	<b>Assessment Measures</b>	<b>Performance Criteria</b>	<b>Collection and Analysis of Data</b>	<b>Assessment-based Changes</b>
<b>Diversity</b>				
Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score was <b>3.37</b> on a 4.0 scale.	Candidates responded to the survey statement: The M.Ed. program allowed me to sharpen the skills and knowledge required to provide greater success for multiculturally diverse pop'n of students. This score was not impacted by recent curriculum which includes the addition of a new diversity course. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of diversity.
<b>Technology</b>				
End-of-Course Surveys	<i>Students assess faculty members use of multiple resources in their instruction.</i>	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was <b>4.35</b> on a 5.0 scale.	Students gave very high ratings on their growth in technology after they complete the technology course. The average score on technology related issues was very high.

**Program Assessment  
Transition to Teaching**

<b>Objective</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
<p>1. The Transition to Teaching conceptual framework is integrated into all aspects of that program.</p>	<p>a. Conceptual framework is aligned with state and professional standards            b. Core and elective courses' curricula align with the conceptual framework            c. Expectations for proficiency in candidates' knowledge, performances, and dispositions are determined by standards expressed in the conceptual framework            d. Faculty qualifications and evaluations of their teaching effectiveness are aligned with the conceptual framework</p>	<p>a. June 15, 2005 40 alumni, faculty, and university representatives met for the day at IEC to assess the TTT program and to update the TTT program completion profile.            b. In August, 2005 the TTT Faculty Committee will conduct a curriculum audit that will assess the accurateness of the alignment with the conceptual framework.            c. The data gathered at the program assessment day along with the appropriate state and national standards will be used to assess the quality of the conceptual framework.            d. A faculty qualifications/conceptual framework alignment audit will be conducted in November 2005.</p>	<p>a. The TTT Faculty Committee is to meet July 19, 2005 to review the data gathered at the June 15 program assessment day and to develop a revised TTT conceptual framework. The new conceptual framework will be used the fall of 2005 and winter and spring of 2006 to guide the rewriting of the TTT program's courses.            b. All core courses will be rewritten during the 05/06 school year using the revised conceptual framework as a guide.            c. The results of the conceptual framework assessment will be used to up-date it in July of 2005.            d. Result of the faculty qualifications/conceptual framework alignment audit will be used for faculty teaching assignments and training sessions beginning January 2006.</p>
<p>2. Transition to Teaching program data are regularly and systematically collected, analyzed, evaluated, and reported.</p>	<p>a. Multiple assessment points, both internal and external, are used when making decisions about an individual candidate's performance in the program.            b. Quarterly, semi-annual, and annual stakeholder meetings (both online and onsite) are used to evaluate program data.</p>	<p>a. The Student Teaching Experiences are the backbone of the program. Each student is assessed by the supervising teachers, the university representative, the building principal, and the student's I/A.            b. These regional meetings will involve faculty, university representatives, and program administrators and are scheduled to begin August 8, 2005</p>	<p>a. Failure to pass a student teaching assignment will result in repeating the assignment or dismissal from the program. Data are also used to up-grade the gates in the program as well as input into course revisions.            b. Results will be used for program improvement and agenda items for future faculty and university representative training sessions beginning the fall of 2005.</p>

<p>3. Transition to Teaching decisions made for program improvement are based upon multiple forms of assessment data.</p>	<p>a. Decisions regarding the continuation of candidates in the program are based on data from multiple assessment points.  b. Requirements for the performance based portfolio process are derived from the systematic review of program data.  c. Inter-rater reliability measures are instituted to assure program fidelity.  d. Long-range strategic planning occurs regularly, based on the use of data for program improvement.</p>	<p>a. In May of 2005, new policies were passed redefining the assessment gates that a TTT student must pass to go to the next Phase of the program.  b. Data gathered at the June 15, 2005 Program Assessment Day along with EDU575 and EDU579 end of course surveys will be used to assess the portfolio process.  c. In September of 2005, a sample of portfolios will be assessed by a select group of TTT faculty to determine inter-rater reliability weaknesses and strengths.  d. In March of 2005 curriculum data from end of course surveys was analyzed and revealed that a change was needed in the program's course sequence.</p>	<p>a.. Results of the a student's performance at each gate will determine continuance or termination from the program.  b. The recommendations for portfolio process improvement will be implemented with the cohorts beginning January 2006.  c. The data gathered from the inter-rater reliability study will be used to develop a training program for all portfolio grades. These training sessions will begin in October, 2005.  d. In April and May of 2005, the TTT Faculty Committee developed a new course sequence that was approved by the graduate education faculty and the Academic Affair Council.</p>
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**Program Assessment  
Principal Licensure Program**

<b>Objectives (Conceptual Framework)</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
<p>1. A Vision for a Learning Community: A school leader promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the greater school community.</p>	<p>1. An alumni survey was conducted in the Spring of 2004. Another is tentatively scheduled for the Spring of 2006. Mean scores related to the ISLLC performances, knowledge, and dispositions for this domain will be &gt; 3.0 on a 4.0 scale.</p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be &gt;3.0 on a 4.0 scale.</p> <p>3. Cumulative mean scores on intern end of course surveys will be &gt; 4.0 on a 5.0 scale.</p>	<p>1. Data will be available in Spring of 2006. Most current results are reported below for continuity. <u>Mean Scores: 5/04</u> Performances: 3.50 Knowledge: 3.35 Dispositions: 3.40</p> <p>2. All scores for program completers on portfolio exhibits for this domain are &gt;3 on a 4.0 scale. Systems are being developed to report summary data by domain and score source.</p> <p>3. Summary end of course survey data shows that a score of 3.67 resulted on a variable in EDL612 related to linking continuous improvement actions to student learning results. The score on the related variable for EDL 625 is 4.81.</p>	<p>1. No program changes for 04-05 are warranted given the cycle of data collection.</p> <p>2. Editing revisions were made on the portfolio question sets for this domain.</p> <p>3. This data was discussed at a faculty meeting. This variable manifests itself primarily in the Continuous School Improvement Project, which is begun in EDL 612 and completed in EDL 625. The improvement in the score at 625 indicates intern growth as the assignment is completed.</p>

	4. Inter-rater reliability data on portfolio exhibits will show a correlation >90% for exhibits in this domain.	4. The process for conducting inter-rater reliability is in place. Systems are being developed to collect and report summary data.	4. The need to maintain content and format integrity in the portfolio was stressed at faculty meetings and training sessions for new faculty.
2. Instructional Leadership: A school leader promotes the success of all students and staff by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	<p>1. An alumni survey was conducted in the Spring of 2004. Another is tentatively scheduled for the Spring of 2006. Mean scores related to the ISLLC performances, knowledge, and dispositions for this domain will be &gt; 3.0 on a 4.0 scale.</p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be &gt;3.0 on a 4.0 scale.</p> <p>3. Cumulative mean scores on intern end of course surveys will be &gt; 4.0 on a 5.0 scale.</p> <p>4. Inter-rater reliability data on portfolio exhibits will show a correlation &gt;90% for exhibits in this domain.</p>	<p>1. Data will be available in Spring of 2006. Most current results are reported below for continuity.  <u>Mean Scores: 5/04</u>  Performances: 3.50  Knowledge: 3.35  Dispositions: 3.40</p> <p>2. All scores for program completers on portfolio exhibits for this domain are &gt;3 on a 4.0 scale. Systems are being developed to report summary data by domain and score source.</p> <p>3. The mean for all variables on the surveys is 4.49. The range of scores for all variables is 3.67, discussed in Domain I, to 4.92</p> <p>4. The process for conducting inter-rater reliability is in place. Systems are being developed to collect and report summary data.</p>	<p>1. No program changes for 04-05 are warranted given the cycle of data collection.</p> <p>2. Editing revisions were made on the portfolio question sets for this domain.</p> <p>3. Increasing “seat hours” in professional courses and editing course guides resulted from a factor analysis of written comments from students.</p> <p>4. The need to maintain content and format integrity in the portfolio was stressed at faculty meetings and training sessions for new faculty.</p>

<p>3. Managerial Leadership: A school leader promotes the success of all students and staff by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.</p>	<p>1. An alumni survey was conducted in the Spring of 2004. Another is tentatively scheduled for the Spring of 2006. Mean scores related to the ISLLC performances, knowledge, and dispositions for this domain will be &gt; 3.0 on a 4.0 scale.</p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be &gt;3.0 on a 4.0 scale.</p> <p>3. Cumulative mean scores on intern end of course surveys will be &gt; 4.0 on a 5.0 scale.</p> <p>4. Inter-rater reliability data on portfolio exhibits will show a correlation &gt;90% for exhibits in this domain.</p>	<p>1. Data will be available in Spring of 2006. Most current results are reported below for continuity.  <u>Mean Scores: 5/04</u>  Performances: 3.50  Knowledge: 3.35  Dispositions: 3.40</p> <p>2. All scores for program completers on portfolio exhibits for this domain are &gt;3 on a 4.0 scale. Systems are being developed to report summary data by domain and score source.</p> <p>3. The mean for all variables on the surveys is 4.49. The range of scores for all variables is 3.67, discussed in Domain I, to 4.92</p> <p>4. The process for conducting inter-rater reliability is in place. Systems are being developed to collect and report summary data.</p>	<p>1. No program changes for 04-05 are warranted given the cycle of data collection.</p> <p>2. Editing revisions were made on the portfolio question sets for this domain.</p> <p>3. Increasing “seat hours” in professional courses and editing course guides resulted from a factor analysis of written comments from students.</p> <p>4. The need to maintain content and format integrity in the portfolio was stressed at faculty meetings and training sessions for new faculty.</p>
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<p>4. School-Community Collaboration: A school leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p>	<p>1. An alumni survey was conducted in the Spring of 2004. Another is tentatively scheduled for the Spring of 2006. Mean scores related to the ISLLC performances, knowledge, and dispositions for this domain will be &gt; 3.0 on a 4.0 scale.</p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be &gt;3.0 on a 4.0 scale.</p> <p>3. Cumulative mean scores on intern end of course surveys will be &gt; 4.0 on a 5.0 scale.</p> <p>4. Inter-rater reliability data on portfolio exhibits will show a correlation &gt;90% for exhibits in this domain.</p>	<p>1. Data will be available in Spring of 2006. Most current results are reported below for continuity.  <u>Mean Scores: 5/04</u>  Performances: 3.50  Knowledge: 3.35  Dispositions: 3.40</p> <p>2. All scores for program completers on portfolio exhibits for this domain are &gt;3 on a 4.0 scale. Systems are being developed to report summary data by domain and score source.</p> <p>3. The mean for all variables on the surveys is 4.49. The range of scores for all variables is 3.67, discussed in Domain I, to 4.92</p> <p>4. The process for conducting inter-rater reliability is in place. Systems are being developed to collect and report summary data.</p>	<p>1. No program changes for 04-05 are warranted given the cycle of data collection.</p> <p>2. Editing revisions were made on the portfolio question sets for this domain.</p> <p>3. Increasing “seat hours” in professional courses and editing course guides resulted from a factor analysis of written comments from students.</p> <p>4. The need to maintain content and format integrity in the portfolio was stressed at faculty meetings and training sessions for new faculty.</p>
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<p>5. Integrity, Fairness, and Ethics: A school leader promotes the success of all students and staff by acting with integrity and fairness and in an ethical manner.</p>	<p>1. An alumni survey was conducted in the Spring of 2004. Another is tentatively scheduled for the Spring of 2006. Mean scores related to the ISLLC performances, knowledge, and dispositions for this domain will be &gt; 3.0 on a 4.0 scale.</p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be &gt;3.0 on a 4.0 scale.</p> <p>3. Cumulative mean scores on intern end of course surveys will be &gt; 4.0 on a 5.0 scale.</p> <p>4. Inter-rater reliability data on portfolio exhibits will show a correlation &gt;90% for exhibits in this domain.</p>	<p>1. Data will be available in Spring of 2006. Most current results are reported below for continuity.  <u>Mean Scores: 5/04</u>  Performances: 3.50  Knowledge: 3.35  Dispositions: 3.40</p> <p>2. All scores for program completers on portfolio exhibits for this domain are &gt;3 on a 4.0 scale. Systems are being developed to report summary data by domain and score source.</p> <p>3. The mean for all variables on the surveys is 4.49. The range of scores for all variables is 3.67, discussed in Domain I, to 4.92</p> <p>4. The process for conducting inter-rater reliability is in place. Systems are being developed to collect and report summary data.</p>	<p>1. No program changes for 04-05 are warranted given the cycle of data collection.</p> <p>2. Editing revisions were made on the portfolio question sets for this domain.</p> <p>3. Increasing “seat hours” in professional courses and editing course guides resulted from a factor analysis of written comments from students.</p> <p>4. The need to maintain content and format integrity in the portfolio was stressed at faculty meetings and training sessions for new faculty.</p>
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<p>6. The Political and Cultural Context: A school leader promotes the success of all students and staff by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<p>1. An alumni survey was conducted in the Spring of 2004. Another is tentatively scheduled for the Spring of 2006. Mean scores related to the ISLLC performances, knowledge, and dispositions for this domain will be &gt; 3.0 on a 4.0 scale.</p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be &gt;3.0 on a 4.0 scale.</p> <p>3. Cumulative mean scores on intern end of course surveys will be &gt; 4.0 on a 5.0 scale.</p> <p>4. Inter-rater reliability data on portfolio exhibits will show a correlation &gt;90% for exhibits in this domain.</p>	<p>1. Data will be available in Spring of 2006. Most current results are reported below for continuity.  <u>Mean Scores: 5/04</u>  Performances: 3.50  Knowledge: 3.35  Dispositions: 3.40</p> <p>2. All scores for program completers on portfolio exhibits for this domain are &gt;3 on a 4.0 scale. Systems are being developed to report summary data by domain and score source.</p> <p>3. The mean for all variables on the surveys is 4.49. The range of scores for all variables is 3.67, discussed in Domain I, to 4.92</p> <p>4. The process for conducting inter-rater reliability is in place. Systems are being developed to collect and report summary data.</p>	<p>1. No program changes for 04-05 are warranted given the cycle of data collection.</p> <p>2. Editing revisions were made on the portfolio question sets for this domain.</p> <p>3. Increasing “seat hours” in professional courses and editing course guides resulted from a factor analysis of written comments from students.</p> <p>4. The need to maintain content and format integrity in the portfolio was stressed at faculty meetings and training sessions for new faculty.</p>
<p>Additional Assessments Covering Multiple Domains</p>	<p>1. Mid-semester feedback forms collected from each intern in EDL 612 and EDL 625 will show:</p> <ul style="list-style-type: none"> <li>• Improvement in intern performance mean scores from 612 to 625</li> </ul>	<p>1. Data is stored in a database pending development of a data management system</p>	<p>1. Until data management system is available, no conclusions from data can be drawn.</p>

	<ul style="list-style-type: none"> <li>• Improvement in intern ratings of mentors from 612 to 625</li> <li>• Improvement in intern ratings of University Supervisor from 612 to 625.</li> </ul> <p>2. Promotions Survey by telephone was conducted in the Spring of 05 to determine how many program completers were promoted to paid school leader positions.</p> <p>3. Intern end of course survey mean ratings of faculty performance will be &gt;4.0 on a 5.0 scale.</p> <p>4. School Leaders Licensure Assessment</p> <p>4a. 100% will pass</p> <p>4b. IWU mean will exceed national mean</p> <p>4c. IWU median will exceed national median</p>	<p>2. Summary results show that 47.4% of 97 program completers contacted were promoted to a paid school leadership position.</p> <p>3. The overall mean score is 4.726. The range of mean scores is 4.32 to 4.96.</p> <p>4a. 60 of 61 interns (98.36%) passed the test during the ETS reporting period that coincides with this fiscal year.</p> <p>4b. IWU mean is 178.28. National mean in 175.97.</p> <p>4c. IWU median is 180. National median is 177.</p>	<p>2. No program changes warranted. Data was used as a public relations/marketing tool.</p> <p>Reports for individual faculty members are reviewed by the Director, who writes comments for each set received and sends them to the faculty member. Overall summary results are shared at faculty meetings.</p> <p>4. SLLA Supplement has been developed for all courses and is currently in use. Results of SLLA testing are shared at orientations, faculty meetings, and program presentations.</p>
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	<p>4d. IWU average performance range will exceed national range.</p> <p>5. Faculty end of course surveys are collected at the end of each course.</p> <p>5a. Numerical data is collected on 9 variables each time a course is taught. Mean ratings will be &gt;4 on a 5-point scale.</p> <p>5b. Factor analysis of written comments identifies continuous improvement needs.</p>	<p>4d. IWU average performance range is 173-185. National is 170-183.</p> <p>5a. Data is stored in database but results by year are not available currently.</p> <p>5b.1 reading assignments need to be integrated into the course guides.</p> <p>5b.2 more time per workshop is needed in professional courses</p> <p>5b.3 guides need editing for consistency and language problems</p>	<p>5a. An operational database will provide information for future actions.</p> <p>5b.1 reading assignments in the 610 guide have been specified.</p> <p>5b.2 faculty decided to increase workshop hours in professional courses to 5 on 1/6/06 with the official time set as 9 am to 3pm including an hour for lunch.</p> <p>5b.3 all modules except 618 have been revised in the past year.</p>
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**PROGRAM ASSESSMENT  
RNBS Completion Program**

<b>Objective</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
<p>1. Apply relevant theories and research from nursing, life sciences, social sciences, the humanities, and Christian thought to the practice of nursing.</p>	<p>Mean scores on Employer Surveys will meet or exceed 4.0 on questions regarding nursing knowledge, ethics and practice.</p> <p>85% of portfolio inclusions for NUR332 (Theorists Presentation) , NUR436 (Research Proposal) and NUR350 (Written Book Review) will apply relevant theories and research as scored by Faculty with input from the Assessment Director.</p>	<p>2001 Employer Survey: Knowledge &amp; Skills = 4.7 Ethics = 4.8</p> <p>Portfolio evaluation: 83.3% proficient</p> <p>Spring 2002</p>	<p>New course developed in leadership.</p>
<p>2. Assume professional responsibility for the design, management, and coordination of outcome-oriented comprehensive nursing care in an evolving health care system.</p>	<p>Mean scores on Employer Surveys will meet or exceed 4.0 on questions regarding design, management, leadership of nursing.</p> <p>Mean scores on Alumni Surveys will meet or exceed 4.0 on questions regarding leadership skills.</p> <p>85% of portfolio inclusions for NUR 205 ( Exemplar); and NUR 490 (Management project proposal) will demonstrate design and management of nursing care as scored by an assessment committee.</p>	<p>2001Employer Survey: Leadership = 3.9 Management of materials = 4.5 nursing care = 4.7</p> <p>2001 Alumni Survey: Leadership skills = 4.10</p> <p>Portfolio evaluation: NUR205: 91% proficient NUR490 : 95% proficient NUR370 : 78% proficient</p> <p>Spring 2002</p>	<p>Re-write NUR490 (Management Course) strengthening materials management.</p> <p>New Leadership course. (2003)</p> <p>NUR370: Write in more faculty training on case management.</p> <p>Changed portfolio inclusions (2003)</p>

<p>3. Exhibit a commitment to lifelong learning and professionalism.</p>	<p>Alumni Survey indicates that at least 25% of graduates have enrolled in or completed a graduate degree within 5 years of graduation.</p> <p>85% of portfolio inclusions for NUR 490 (Professional development plan) will demonstrate commitment to lifelong learning and professionalism as scored by an assessment committee.</p>	<p>2001 Alumni Survey: Lifelong learning = 4.27</p> <p>Portfolio evaluation: 72.2% proficient</p> <p>Spring 2003</p>	<p>Graduate nursing program offered in offsite model to serve this population.</p>
<p>4. Manage information, technology, and human resources pivotal to health promotion and risk reduction across the lifespan.</p>	<p>Mean scores on Employer Survey meet or exceed 4.0 on questions regarding managing information, technology and human resources.</p> <p>85% of portfolio inclusions for NUR 490 (Analysis of Budget Workshop) and NUR 224 (Creative Presentation) will demonstrate ability to manage information, technology and human resources as scored by an assessment committee</p>	<p>2001 Employer Survey: Management of materials and human resources= 4.5</p> <p>Portfolio evaluation: NUR490: 95% proficient</p> <p>Spring 2003</p>	<p><b>NUR 490 course revised 2003.</b></p> <p><b>Course and text revisions for NUR 224 beginning 2004 with inclusion of Ergonomics.</b></p>
<p>5. Provide competent nursing care for diverse populations based upon ethical principles and Christian accountability.</p>	<p>Mean scores on Employer Survey meet or exceed 4.0 on questions regarding ethics and cultural diversity.</p> <p>Mean scores on Alumni Survey meet or exceed 4.0 on questions regarding ethics.</p> <p>85% of portfolio inclusions for NUR 365 (Ethical analysis paper), NUR 401 (Cultural Assessment) will exhibit competent nursing care based on ethical principles and Christian accountability as scored by an assessment committee</p>	<p>2001 Employer Survey: Ethics = 4.8 Cultural diversity = 4.8</p> <p>2001 Alumni Survey: Ethics and cultural diversity = 4.24</p> <p>Spring, 2004 Portfolio Evaluation: NUR365 Score: 87% proficient - expectations met. NUR401 Score: 71%-proficient</p>	<p>Review cultural assessment guidelines and revise for clarity and ADD Christian/faith based text to healthcare on diversity and cultural emphasis.</p>

<p>6. Demonstrate mastery of the scientific principles underlying technical skills.</p>	<p>Pathophysiology Pre/Post Test will demonstrate a 20% increase in knowledge.</p> <p>85% of portfolio inclusions for NUR 334 (Health History) will demonstrate mastery of scientific principles underlying technical skills as scored by an assessment committee</p>	<p>Mean Score increases:  Test 1 26.79%  Test 2 19.28%  Test 3 23.91%  Test 4 17.02%</p> <p>Spring 2004 Portfolio Evaluation:  NUR334 Score: 67%  Inconsistent information due to old course material not clear and review limited for information.</p>	<p>NUR 334 – Course rewrite with new text provided to meet needs of onsite and online students. Variety of faculty teaching course presents need for more clarity in instructions and grading grids for health history and final physical exam.</p>
<p>7. Demonstrate critical thinking and effective communication in application of the nursing process.</p>	<p>85% of journal entries from practicum (NUR 470, NUR478) and (NUR 370 Personal Aging Process Paper.) will demonstrate critical thinking and effective communication as scored by an assessment committee.</p>	<p>Portfolio evaluation,  Spring, 2005</p>	
<p>8. Display value-based behaviors in the practice of holistic care of individuals, groups, and communities.</p>	<p>Mean scores on Alumni Survey will meet or exceed 4.0 on questions regarding value-based behaviors in holistic care.</p> <p>85% of portfolio inclusions for NUR 470 (Vulnerability paper), NUR 332 (Spirituality paper) and NUR365 (Clarification Value assignment) will display value-based behaviors as scored by an assessment committee.</p>	<p>Alumni Survey: Value based behaviors in holistic care = 4.33</p> <p>Portfolio Evaluation:  Spring, 2006</p>	

**World Changer Outcomes  
ASB and ASCIT**

<i>Objective</i>	<b>Assessment Criteria and Procedures</b>	<b>Assessment Results</b>	<b>Use of Results</b>
<p><b><i>BASICS OF THE CHRISTIAN FAITH:</i></b> A knowledge of the basic themes and truths of the Old and New Testaments and the basic beliefs of Christianity; an awareness of Bible-based morality and social responsibility; and a reasoned understanding of a Christian worldview and the meaning of salvation as expressed in evangelical Christianity.</p>	<p><b>Pre/Post Ethics Writing Sample:</b> When a sample of 50 papers are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in articulating a Christian worldview as indicated by a faculty-written scoring rubric.</p> <p><b>Personal Learning Anthology:</b> 90% of BIL102 papers will show evidence of understanding of Christian world view as indicated by a faculty-written scoring rubric.</p>	<p><b>Ethics Writing Sample:</b> 70% had 10% improvement in Christian worldview.</p>	
<p><b><i>LIBERAL ARTS FOUNDATION:</i></b> A solid grasp of the general studies that have been associated with a liberal arts education.</p>	<p><b>Academic Profile:</b> College Reading scores will meet or exceed scores from a national sample of comprehensive universities.</p> <p><b>Personal Learning Anthology:</b> When a sample of 50 Personal Learning Anthologies are reviewed by a team of faculty, 90% will demonstrate exposure to liberal arts instruction.</p>	<p><b>Academic Profile:</b> Criteria met. IWU scores are comparable to a national sample.</p> <p><b>PLA:</b> Criteria met.</p>	<p><b>Academic Profile:</b> No action needed at this time.</p> <p><b>PLA:</b> No action needed at this time.</p>
<p><b><i>COMPETENCY IN A DISCIPLINE:</i></b> A competency in at least one major discipline of the University curriculum.</p>	<p><b>Baccalaureate Completion:</b> 80 % of graduates who subsequently enroll in a baccalaureate program will successfully complete within 10 years.</p> <p><b>ASB:</b> When a sample of 15 BUS274 papers are reviewed by 3 business faculty, 90% will demonstrate an ability to integrate basic business principles, concepts, and skills as indicated by faculty generated scoring rubric.</p> <p><b>ASCIT:</b> a When a sample of 50 are reviewed by faculty, 90% will demonstrate proficiency in CIS as indicated by faculty generated scoring rubric.</p>	<p><b>Completion:</b> 2003 Graduation rate in Bachelor programs is 74%.</p> <p><b>ASB:</b> 60% scored “proficient”.</p> <p><b>ASCIT:</b> New program. Due: 2009.</p>	

<i>Objective</i>	<b>Assessment Criteria and Procedures</b>	<b>Assessment Results</b>	<b>Use of Results</b>
<b>INTEGRATION OF KNOWLEDGE:</b> The integration of knowledge with one's faith across academic disciplines.	<b>Pre/Post Ethics Writing Sample:</b> When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in ethical thought as indicated by a faculty written scoring rubric.	<b>Ethics Writing Sample</b> 80% had 10% improvement in ethical thought	
<b>CREATIVITY:</b> The ability to make connections between various bodies of information and to create new forms and structures.	<b>Pre/Post Ethics Writing Sample:</b> When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in problem solving and decision making as indicated by a faculty-written scoring rubric.  <b>Personal Learning Anthology:</b> When a sample of 50 BUS 274 (ASB) or Project Management (ASCIS) papers are reviewed by faculty, 90% will demonstrate a creative approach to problem solving.	<b>Ethics Writing Sample</b> 80% had 10% improvement in ethical thought.	
<b>CRITICAL THINKING:</b> The ability to process information both analytically and critically in order to determine the validity of competing truth claims, and to be an effective problem solver.	<b>Academic Profile:</b> Critical thinking scores will meet or exceed scores from a national sample of comprehensive universities.  <b>Pre/Post Ethics Writing Sample:</b> When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in critical thinking as indicated by a faculty-written scoring rubric.	<b>Academic Profile:</b> IWU critical thinking scores are slightly below national sample.  <b>Ethics Writing Sample</b> 80% had 10% improvement in ethical thought.	
<b>COMMUNICATION:</b> The ability to read critically, to write clearly, and to communicate effectively in various other forms.	<b>Essay Samples:</b> When a sample of 50 are reviewed by faculty, 90% will have a score of 3 or more on each of 6 traits on a standardized writing rubric.  <b>Academic Profile:</b> College writing scores will meet or exceed scores from a national sample of comprehensive universities.  <b>Pre/Post Oral Presentation:</b> When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in oral communication skills as indicated by a faculty-written scoring rubric.	<b>Essays:</b> 62.5% had a score of 3 or more on all 6 traits. Lowest trait was Conventions.  <b>Academic Profile:</b> IWU scores are slightly below national sample.	

<i>Objective</i>	<b>Assessment Criteria and Procedures</b>	<b>Assessment Results</b>	<b>Use of Results</b>
<b>SELF-DISCIPLINE:</b> The development of personal habits of self-discipline and control.	<b>Graduation Rates:</b> 80% of APS students will develop the self discipline to persist to graduation.	<b>Graduation:</b> 2003 graduation rates for bachelor students are 74%.	
<b>LIFELONG LEARNING:</b> The ability to discover and process information as a self-directed learner.	<b>Academic Profile:</b> Institutional scores will meet or exceed scores from a national sample of other comprehensive universities.  <b>Personal Learning Anthology:</b> inclusions will exhibit values and skills necessary for lifelong learning.	<b>Academic Profile:</b> Criteria met. IWU scores are comparable to a national sample. Lowest performance in math skills.	<b>Academic Profile:</b> No action needed at this time.  <b>PLA:</b> Need to reevaluate how assessment is done.
<b>LEADERSHIP:</b> The ability to effect change within various group settings; to martial resources to accomplish one's vision	<b>Pre/Post Group Process Assessment:</b> When a sample of 50 assessments are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in group process as indicated by a Group Processes Assessment in the middle and end of their program.	<b>Group Process Assessment:</b> 0% had a 10% improvement.	.
<b>SERVANTHOOD:</b> The ability to see and meet the needs of others.	<b>ASCIT: COM115 Servant Leader Paper:</b> When a sample of 50 are reviewed by faculty, 90% will demonstrate understanding of customer service within a servant leadership framework..  <b>Project Management Paper:</b> When a sample of 50 are reviewed by faculty, 90% will be proficient on Customer Service Component.  <b>ASB:</b> When a sample of 15 BUS274 papers are reviewed by 3 business faculty, 90% will demonstrate an ability to integrate basic business principles, concepts, and skills as indicated by faculty generated scoring rubric.	<b>ASCIT:</b> Due 2004.  <b>Project Management Paper:</b> 60% scored "proficient".	<b>ASCIS:</b> New program, so no action is needed at this time.
<b>COMMITMENT TO TRUTH:</b> A commitment to the search for objective truth as revealed in the Bible and in God's created order.	<b>Pre/Post Ethics Writing Sample:</b> When a sample of 20 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in Christian worldview as indicated by a faculty-written scoring rubric.	<b>Ethics Writing Sample:</b> 70% had 10% improvement in Christian worldview.	
<b>INCLUSION:</b> The desire to dialogue across perspectives and cultures without surrendering a commitment to truth.	<b>Diversity of Student Profile:</b> 10% of APS students will be of diverse race/ethnic background.	<b>Diversity:</b> FY 2000-01: 17% of APS students of diverse background.	

<i>Objective</i>	<b>Assessment Criteria and Procedures</b>	<b>Assessment Results</b>	<b>Use of Results</b>
<b>HUMAN WORTH:</b> A belief that God created all life and therefore all people have worth.	<b>Pre/Post Ethics Writing Sample:</b> When a sample of 20 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in Christian worldview as indicated by a faculty-written scoring rubric.	<b>Ethics Writing Sample:</b> 70% had 10% improvement in Christian worldview.	
<b>STEWARDSHIP:</b> A valuing of the created order as a trust from God and a commitment to the wise use of all the resources of life.	<b>Evidence of effective time management:</b> Class attendance records and completion of courses.	<b>Evidence:</b> 2003 graduation rate is 74%.	
<b>LIFE CALLING:</b> The cultivation of a sense of purpose and a passion to pursue God's call.	<b>Pre/Post Ethics Writing Sample:</b> When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in articulating a Christian worldview as indicated by a faculty-written scoring rubric  <b>BIL102 Papers:</b> When a random sample of 50 papers are reviewed, 80% reflect a sense of God's call, as measured by a faculty-written scoring rubric.	<b>Ethics Writing Sample:</b> 70% had 10% improvement in Christian worldview.  <b>BIL102 Papers:</b> 100% reflect life calling.	
<b>SERVICE:</b> A commitment to view one's career as a vocation (calling) rather than an obligation or an end in itself.	<b>Pre/Post Ethics Writing Sample:</b> When a sample of 20 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in Christian worldview as indicated by a faculty-written scoring rubric.	<b>Ethics Writing Sample:</b> 70% had 10% improvement in Christian worldview.	
<b>AGENTS OF CHANGE:</b> A commitment to become an agent of God's redemptive plan	<b>Pre/Post Ethics Writing Sample:</b> When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in ethical thought as indicated by a faculty written scoring rubric.  <b>Student/faculty reports of change agents.</b>	<b>Ethics Writing Sample:</b> 80% had 10% improvement in ethical thought.	
<b>SELFLESSNESS:</b> The motivation to put others before self.	<b>Pre/Post Group Process Assessment:</b> When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in group process as indicated by a Group Processes Assessment in the middle and end of their program.  Student/faculty examples of selflessness	<b>Group Process Assessment:</b> 0% had a 10% improvement.	

**APS STUDENT SERVICES**

<b>Objectives</b>	<b>World Changer Outcome</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
1. To promote quality academic advising through communicating accurate information about academic options.	1b- Liberal Arts Foundation 1c. Competency in a Discipline	<b>Tracking Information Accuracy:</b> 98% of APS students will have no errors at the time of graduation audit.	<b>Tracking Information Accuracy:</b> April 2003 99.8% accurate	
2. To provide students with quality access to academic advisors.	2g- Servanthood 3c. Human Worth 3e. Lifecalling	<b>End of Course Survey:</b> The mean scores for two questions about advising will meet or exceed 4.2.	<b>End of Course Survey:</b> July,2004-April 2005 Advisor question: mean=3.93	
3. To provide students with opportunities for Christian faith growth.	1a- Basics of the Christian faith.	<b>End of Course Survey:</b> The mean scores for chaplaincy program will meet or exceed 4.2.	<b>End of Course Survey:</b> July,2004-April,2005 Chaplaincy mean scores Undergrad: Helpful: 3.93 Accessible: 3.95 Grad. Helpful: 3.84 Accessible: 3.84	

**Off Campus Library Services  
Assessment Plan  
2004-05**

<b>Objective</b>	<b>Assessment Criteria</b>	<b>Assessment Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
1. To provide opportunities for students to learn about how to do library research.	<p>a. In addition to MEd, MBA, RNBS, BSBIS core groups by the end of 2001/2002 academic year, all new MSM core groups will additionally have a structured BI session.</p> <p>b. By June 2005, provide online tutorials for all the major databases used by APS students.</p>	*We have a Database Tutorial section on our OCLS web pages where several tutorials are available to students.	<p>MSM starting course was rewritten to include OCLS as a part of the first course.</p> <p>Impacts number of BI sessions for OCLS</p> <p><b>Although OCLS is mentioned, facilitators are not requesting presentations, thus we are seeing no significant percentage differences with MSM usage. (2005)</b></p> <p>As of Jan 2003, PowerPoint tutorials were available from the OCLS website for specific instruction in each database available. *PowerPoints for bibliographic instruction are continuously updated and kept current (2005) Still need to add tutorials for MED.</p>	<p><b>Program improvement for MSM students in their information literacy skills.</b></p> <p><b>Need further curriculum adjustments. (2005)</b></p>

2. To provide all information to all students/faculty in a timely and professional manner.	a. Continue to maintain a response time of 48 hrs. for all reference requests and document delivery requests by assessing in 4/year and achieving a rate of 99% or higher.	Two times/year staff will monitor the response time for a 2 week period.	Nov. 1998 – 98.9% Feb. 1999 – 98.9% Oct. 1999 – 100% Feb 2000 – 99.4% May 2000 – 100% Oct 2000 – 100% Mar 2001 – 100% Oct 2001 – 100% May 2002 – 99% Nov 2002 – 98% Oct. 2003 – 100% July 2004 – 100% Feb 2005 – 100%	Continue to strive for a turnaround time of +99%..
3. To provide useful classroom bibliographic instruction in a face to face environment.	Scores of library related questions on the General Information Survey would meet or exceed 4.2 on a Likert scale of 5.	Monitor the GIS results on a quarterly basis.	Oct-Dec 2000: 3.9; 4.2 Jan-Mar 2001: 3.9; 4.2 Apr-Jun 2001: 3.9; 4.2 Jul-Sept 2001: 4.0; 4.1 Oct-Dec 2001: 4.0; 4.1 Jan-Mar 2002: 3.8; 4.1 Apr-Jun 2002: 3.8; 4.1 Jul-Sept 2002: 3.9; 4.1 Oct-Dec 2002: 4.0; 4.1 Jul-Sept 2003: 4.0; 4.1 (Most recent info available, 2005)	Program improvement

4. Appropriate response to students' call for quality improvement.	Using anecdotal information to take action upon those improvements which are within the ability of OCLS to correct for the good of the department as a whole.	Monitor email/verbal comments/notes on EOC surveys to improve services of OCLS.	(2005) OCLS with the help of the program directors communicated a change of video distribution, so that they were no longer housed at IEC/FWEC. We communicated it several times for a month in advance and had very few disgruntled faculty as a result.	Program improvement.
5. Monitor graduating students' usage of OCLS to determine where weakness might be in individual program's literacy instruction.	Each graduation, the graduating students are compared to our active working student files.	Assess each graduation	Aug 2003 – 71% Dec 2003 – 74% Apr 2004 – 77% Aug. 2004 – 82% Dec. 2004 – 78% April 2005 – 76%	Strive for maintaining a percentage of 70% or better.

**PROGRAM ASSESSMENT**  
**Graduate Ministries**

Goal	Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
<p>1. Students will achieve learning outcomes that enrich their ministries and thus the life of the church</p>	<p>1a. Students will grow in their knowledge of the Word            1b. Students will become reflective learners, able to study the disciplines required for effective ministry and effectively apply what they learn to their ministries.            1c. Students will grow in spiritual character and commitment to integrity in ministry            1d. Students will gain a solid foundation of doctrinal understanding that underpins their ministries            1e. Students will master a core set of leadership skills that enable them to be Christ-like leaders of those to whom they minister.</p>	<p><b>Parish Survey:</b> 80% of those surveyed will note that the pastor has become more effective in preaching and leadership after taking courses at IWU.  <b>Alumni Survey:</b> 80% of graduates will perceive that they:</p> <ol style="list-style-type: none"> <li>1. have achieved a new level of spiritual character</li> <li>2. can effectively apply what they have learned</li> </ol> <p><b>Selected student papers:</b>            When a representative sampling of 25 papers are reviewed by three faculty, 80% of will reflect a solid foundation of doctrinal understanding and leadership skills as evidenced by a faculty-designed rubric.</p>		
<p>2. Students will feel enriched and challenged by the courses and the learning environment.</p>	<p>2a. Students feel their needs are met as they engage in ministry.            2b. Students learn what is useful for their ministries            2c. Students learn within a retreat-like setting where they are refreshed and challenged for ministry.            2d. Students have a support network of people and services that inform, encourage, and assist them in their ministries.</p>	<p><b>Alumni Survey:</b> 80% of graduates will feel their needs are met, have a retreat-like experience and are supported by fellow students and staff.  <b>End of Course Surveys:</b> 80% of students will feel their needs are met, have a retreat-like experience, and feel supported by fellow students and staff.</p>		

	2e. Students have a community of colleagues and mentors that is a safe place to bring the pain and perplexities that go with ministry; a community that will pray for, understand, challenge, support, and hold them accountable to their calling.			
3. Enrollment will grow		Measure FTEs Measure Headcounts		
4. IWUs graduate studies in ministries program will be an alternative to traditional seminary preparation				
5. Graduate studies in ministries will be good stewards of university's financial resources.				

**Department of Graduate Nursing Education**

<b>Program Objectives</b>	<b>Nursing Administration Outcomes</b>	<b>Nursing Education Outcomes</b>	<b>Primary Care Outcomes</b>
Enhance the development of the nursing profession through critical inquiry and the acquisition of advanced knowledge.	<p>The student should be able to:</p> <p>Critique and evaluate selected theories and research principles as related to the role of the nurse administrator.</p> <p>Apply validated theory and research principles to the nurse administrator role.</p> <p>Utilize critical and creative thinking for continued development and improvement of practice in nursing administration.</p>	<p>The student should be able to:</p> <p>Critique and evaluate selected theories and research principles as related to the role of the nurse educator.</p> <p>Apply validated theory and research principles to the nurse educator role.</p> <p>Utilize critical and creative thinking for continued development and improvement of practice in nursing education.</p>	<p>The student should be able to:</p> <p>Critique and evaluate selected theories and research principles as related to the role of the nurse practitioner.</p> <p>Apply validated theory and research principles to the nurse practitioner role.</p> <p>Utilize critical and creative thinking for continued development and improvement of practice in primary care nursing.</p>
Demonstrate application of knowledge, cultural competence, advanced communication skills and advanced practice competencies in the care of and health promotion of clients in various health care settings.	<p>Acquire core knowledge in health care policy, organizational behavior and financing of health care.</p> <p>Utilize basic principles of fiscal management, budgeting and health economics in the health care delivery system.</p> <p>Understand and respect human/cultural commonalities and diversities.</p> <p>Develop effective stewardship of human, financial and health care resources.</p>	<p>Acquire core knowledge in the delivery and assessment of health care education.</p> <p>Utilize basic principles of teaching, learning, program development and assessment in health care education.</p> <p>Understand and respect human/cultural commonalities and diversities.</p> <p>Develop effective stewardship of human, financial and health care resources.</p>	<p>Acquire core knowledge in the provision of health care.</p> <p>Utilize basic principles of assessment, diagnosis and treatment in the delivery of health care.</p> <p>Understand and respect human/cultural commonalities and diversities.</p> <p>Develop effective stewardship of human, financial and health care resources.</p>

<b>DGSNE Program Objectives</b>	<b>NURA Outcomes</b>	<b>NURE Outcomes</b>	<b>PYC Outcomes</b>
<p>Demonstrate professional values in various health care settings.</p>	<p>Identify biblical principles to guide/inform ethical decision-making in the health care delivery system.</p> <p>Demonstrate an understanding of decision making from a Christian worldview.</p> <p>Integrate principles of servant leadership into the role of the nurse administrator.</p>	<p>Identify biblical principles to guide/inform ethical decision-making in health care education.</p> <p>Demonstrate an understanding of decision making from a Christian worldview.</p> <p>Integrate principles of servant leadership into the role of the nurse educator.</p>	<p>Identify biblical principles to guide/inform ethical decision-making in health care delivery.</p> <p>Demonstrate an understanding of decision making from a Christian worldview.</p> <p>Integrate principles of servant leadership into the role of the nurse practitioner.</p>
<p>Assume leadership and collaborative roles with other disciplines and health care delivery systems for the purpose of improving health care.</p>	<p>Define the role of the nurse administrator within various health care settings.</p> <p>Synthesize prior and current knowledge to facilitate initial transition into the role of the nurse administrator.</p> <p>Prepare to collaborate and negotiate for effective change within the health care system.</p>	<p>Define the role of the nurse educator within various health care settings.</p> <p>Synthesize prior and current knowledge to facilitate initial transition into the role of the nurse educator.</p> <p>Prepare to collaborate and negotiate for effective change within the health care system.</p>	<p>Define the role of the nurse practitioner within various health care settings.</p> <p>Synthesize prior and current knowledge to facilitate initial transition into the role of the nurse practitioner.</p> <p>Prepare to collaborate and negotiate for effective change within the health care system.</p>

**Graduate Counseling  
Assessment Plan**

Objectives	Criteria and Procedures	Assessment Results	Use of Results
1. Students will demonstrate mastery of comprehensive counseling curriculum	a. 95% pass rate on certification exam(of those who choose to take it) b. 90% Portfolio submissions reflect high comprehension as judged by a faculty designed rubric.		
2. Students will demonstrate competence in reading, interpreting, evaluating and applying scholarly research	a.90% of students will produce a scholarly research proposal which is scored 2 out of 3 points on a faculty-written rubric. b. 90% of research papers in portfolio will reflect mastery of reading, interpreting, evaluating and applying scholarly research		
3. Students will demonstrate clinical proficiency.	a. 90% of students will have 75% of clients report positive change on client survey. b. 100% of students will score “proficient” on clinical skills as measured by a faculty designed rubric of clinical experience.		
4. Students will demonstrate multicultural awareness in clinical practice.	90% of students’ post tests on Multicultural Competency Scale show 50% improvement (Multicultural Counseling Course)		
5. Students will demonstrate professional integrity	90% of sampled graduates will be scored superior by supervisors and employers on professional integrity.	Employer Survey: 4.85 (of 5) on professional integrity	
6. Students will demonstrate an ability to integrate faith with the counseling profession.	Portfolio submission: 90% of students will score “proficient” on a faculty-designed rubric for a faith-integration paper.		
7. Students will demonstrate proficiency in communication skills.	Papers, presentations, clinical portfolio: 90% of student will score “superior” on faculty-designed rubrics.		

**PROGRAM ASSESSMENT**  
**Ed.D. in Organizational Leadership**

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Demonstrate personal authenticity in leadership.	<u>Field Project:</u> When a sample of 25 projects is reviewed by a faculty committee, 90% will demonstrate personal authenticity in leadership.**		
2. Practice the concepts, skills, and strategies required to build and lead a learning organization.	<u>Field Project:</u> When a sample of 25 projects is reviewed by a faculty committee, 90% will demonstrate the concepts, skills, and strategies required to build and lead a learning organization.**		
3. Demonstrate an understanding of organizational theory by building a servant organizational culture.	<u>Comprehensive exams:</u> All doctoral students will demonstrate an understanding of organizational theory. <u>Field Project:</u> When a sample of 25 projects is reviewed by a faculty committee, 90% will demonstrate the ability to build a servant organizational culture.**		
4. Demonstrate the ability to be a servant leader to bring about positive innovation and change.	<u>Field Project:</u> When a sample of 25 projects is reviewed by a faculty committee, 90% will demonstrate the ability to bring about positive innovation and change.**		
5. Demonstrate an understanding of the implications of globalization and multiculturalism	<u>Course Papers:</u> When a sample of 25 papers from multi-cultural course is reviewed by a faculty committee, 90% will score high on an understanding of multicultural/global organization.**		
6. Application of ethical principles to administer an organization	<u>Field Project:</u> When a sample of 25 projects is reviewed by a faculty committee, 90% will demonstrate the ability to apply ethical principles to administer an organization.**		

\*\*as indicated by a faculty generated scoring rubric.

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