



**Adult and Graduate Studies
Annual Assessment Report
2005-2006**

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Table of Contents

Executive Summary.....	2
Progress on Assessment Goals for 2004-05.....	4
Business and Management.....	5
Associate Programs.....	5
Bachelor Programs.....	5
Masters Programs.....	9
Graduate Education.....	11
MED.....	11
TTT.....	13
PLP.....	16
RN-BS Completion Program.....	19
Liberal Arts and Electives.....	22
Graduate Studies in Ministries.....	23
Graduate Studies in Nursing.....	26
Graduate Counseling.....	28
Doctorate in Organizational Leadership.....	30
Student Services.....	32
Assessment Goals for 2006-07.....	33
Assessment Plans.....	34
Five-Year Program Review and Assessment Schedule.....	34
ASB.....	36
AS-Accounting.....	37
AS-Computer Information Technology.....	38
BS-Accounting.....	39
BSBA.....	40
BS-Business Information Systems.....	41
BS-Management.....	42
BS-Marketing.....	43
MS-Management.....	44
MBA.....	45
M.Ed.....	46
Transition to Teaching.....	56
Principal Licensure.....	75
RN-BS Completion Program.....	88
World Changer Outcomes: Associate Programs.....	92
Student Services: Admissions.....	96
Student Services: Advising.....	97
Student Services: Chaplaincy.....	98
Student Services: Prior Learning Assessment.....	99
Off Campus Library Services.....	100
Graduate Ministries.....	103
Graduate Nursing.....	105
Graduate Counseling.....	107
Ed.D. in Organizational Leadership.....	108

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Executive Summary

The highlights of assessment and accreditation activities for FY 2005-06 include:

- **BSM 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.6-8.)
- **Ohio Board of Regents** made a site visit to review our requests to add Associate Degrees in Computer Information Technology and Accounting in Ohio.
- **CACREP** made a site visit to review the Graduate Counseling Programs.
- **Unit Assessment System** for Masters of Education was completed.
- Highlights of Departmental Assessment
 - **Business and Management (see pp. 5-9):**
 - Implementation of assessment test for BSM
 - Alumni survey of ASB and BSM Graduates
 - Review of selected ASB and BSM student papers
 - Changes based on assessment include:
 - **Curricular and sequencing changes**
 - **Addition of content threads in the MBA**
 - **Graduate Education (see pp. 11-18):**
 - Transition to Teaching Effectiveness Review indicates that the IWU program produces teachers that are as effective (and in many cases more effective) than traditional programs.
 - Changes based on assessment include:
 - **Curricular changes**
 - **Additional faculty training in some areas**
 - **RN-BS Completion Program (see pp. 19-21)**
 - Review of selected student papers
 - Refinement of the Portfolio Assessment System
 - Changes based on assessment include:
 - **Curricular changes**

- **Additional faculty training**
- **Liberal Arts and Electives (see p. 22):**
 - Review of student papers for Christian world view and communication skills.
 - Changes based on assessment include:
 - **Revision of ENG140-141 curricula**
- **Graduate Studies in Counseling (see p. 28)**
 - Review of student papers
 - Self Study for CACREP Re-Accreditation
 - Changes based on assessment include:
 - **Curricular changes**
 - **More emphasis on APA style**
- **Graduate Nursing (see p. 26)**
 - Benchmarking study of graduating students
 - Changes based on assessment:
 - **Policy changes**
 - **Curricular changes**
- **Graduate Studies in Ministry (see p. 23)**
 - Changes based on assessment include:
 - **Curricular revision based on student feedback**
- **Doctorate in Organizational Leadership (see p. 30)**
 - Changes based on assessment include:
 - **Course revision based on student/faculty feedback.**

Progress on Assessment Goals for 2005-06

Dr. Cynthia Tweedell, Associate Dean for Institutional Effectiveness, with the help of Chau Jackson, Assessment Specialist for APS, brought assessment to a higher level as student enrollments climbed. Here are the goals for 05-06 with notes on the progress on each:

- 1. Organize Assessment Reports on Pearl so they are easily accessible to Directors.**
Done. All reports are now on Pearl and 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.**
Done. There are now 24 online surveys including End of Course, End of Program, and Entrance Surveys
- 3. Program Reviews for**
 - a. BSM (comparing outcomes online with onsite)**
Completed, including alumni surveys, pre/post testing and review of student papers.
 - b. ASB (comparing outcomes online with onsite)**
Alumni survey completed. Review of selected student papers on Christian world view and communications.
 - c. BS-Marketing**
Alumni Survey completed. Review of student papers is deferred to next year because of a vacancy in the Director of Bachelor of Business Programs for half of the year.
- 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.**
A new system tracking the volume and progress of survey reports indicates the average time to process End of Course Surveys is now 3 business days.
- 5. Implement an End of Program Survey which incorporates the Spiritual Assessment Survey.**
Done. An End of Program Survey is now part of all programs in CAPS. It has not been completely implemented in online programs yet.
- 6. Implement assessment in all service areas: Financial Aid, Student Services, Advising, Chaplaincy, Accounting, Resources, Sites**
Done. There are now Assessment Plans implemented for Advising, Prior Learning Assessment, Chaplaincy, Records, Admissions, Resources, and Accounting.

Business and Management

Assessment Plans (see pp. 36-45)

Associate Program

Director: Mike Manning

Changes based on assessment

Change	Assessment Data Used (rationale)
Developed the ASA Assessment Plan Onsite & OL	
The following courses were updated in response	End of Course Surveys, Faculty feedback and Focus Groups
to collected assessment data:	
UNV111, BUS105, BUS150, BUS220, BUS230, BUS274, CIT120, CIT140, CIT262, ENG140, ENG141 and ENG242	

Bachelor Programs

Directors: George Howell & Mike Manning

Changes based on assessment

Change

The following courses were updated in response to collected assessment data:

Assessment Data Used (rationale)

End of Course Surveys, Faculty feedback and Focus Groups

Course

MGT460 International Issues in Business
 ACC491 Accounting Seminar
 ACC371 Federal Income Tax I
 ACC372 Federal Income Tax II
 ADM447 Business Law

 BUS220P Managerial Accounting Prerequisite
 ACC423 Auditing

 ADM320 Business Statistics

Change

Additional faith integration & workshop agendas
 Laptops for students
 Additional faith integration & workshop agendas
 Additional faith integration & workshop agendas
 Additional faith integration & workshop agendas
 Additional faith integration & workshop agendas, and
 Personal Trainer Software
 Additional faith integration & workshop agendas
 Additional faith integration & workshop agendas,
 incorporated review of relevant math and statistics

ADM448 Strategic Planning
BIS220 Analytical Thinking and Problem
Solving
BIS344 Visual Basic.net
ACC451 Advanced Accounting

Additional faith integration & workshop agendas

Additional faith integration & workshop agendas

Additional faith integration & workshop agendas

Additional faith integration & workshop agendas

The following changes were made to the BIS program based on the BIS program assessment conducted in 2004-05:

Current Course Number	Existing Course Name	Current Credits	Current Weeks
BIS215	Intro to Business Info Systems	3	7
MGT205	Professional Communications	3	5
BIS224	Business Info Systems Technology	3	5
BIS220	Analytical Thinking and Prob Solving	3	7
BIS340	Business Programming I	3	5
BIS341	Business Programming II	3	5
BIS342	Business Programming III	3	5
BIS343	Business Programming IV	3	5
BUS220P	Managerial Accounting Prerequisite	0	3
MGT412	Financial Planning & Control Systems	3	6
BIS320	Managerial Relational DB Systems	3	5
MGT421	Strategies in Marketing Management	3	5
BIS350	Web Application Dev in a Bus Environ	3	5
BIS352	Advanced Web Appl Development	3	5
BIS460	Business Systems Analysis and Design	4	8
Total		43	81

	Proposed Course Number	Proposed Course Name	Proposed Credits	Proposed Weeks
#	ADM201	Principles of Self-Management	2	4
*	BIS2xx	Information Systems & Project Management	3	5
#	MGT205	Professional Communications	3	5
	BIS220	Analytical Thinking and Prob Solving	3	7
**	BIS3xx	Visual Basic .NET Programming	4	8
***	BIS3xx	Java Programming	4	8
#	MGT421	Strategies in Marketing Mgmt	3	5
#	BUS220P	Managerial Accounting Prerequisite	0	3
#	MGT412	Financial Planning & Control Systems	3	6
****	BIS3xx	Networking, Systems, & Security	4	8
	BIS320	Managerial Relational DB Systems	3	5
*****	BIS3xx	Web Application Development	4	8
	BIS460	Business Systems Analysis and Design	4	8
Total			40	80

- Reworking BIS215 (BIS2xx) to incorporate Project Mgmt and less cohort start-up concepts
- * concepts
- ** BIS340 and BIS341 merging to become BIS3xx
- *** BIS342 and BIS343 merging to become BIS3xx
- Reworking BIS224 (BIS3xx) to include more security and systems administration
- ****
- ***** Combining BIS350/352
- # Indicates courses that could be facilitated with BSM core

BSM Curriculum Review

Assessment Tools	Results
Pre/post test	2001: Post-test scores are 18% higher than pre-test scores. 2006: Post test scores 30% higher than pre-test for on site; 11% higher for online.
Review of papers	<u>Critical Thinking, Communication and Problem Solving:</u> 2001: 60% of students scored “proficient” 2006: 96% of students scored “proficient” <u>Christian world view</u> 2001: 4% of students scored “proficient” 2006: 68% scored “proficient”.
Alumni Study	1. Very satisfied with convenience and clarity of degree requirements 2. Almost all would do the program again and recommend to friends. 3. A few are unhappy, mainly with study groups. 4. On site graduates more satisfied with faculty than online.

BSM Pre/Post Test Scores

	BSM Onsite Pre & Post test				BSM Online Pre & Post Test			
	Pre- (n=46)	Post (n=81)			Pre- (n=109)	Post (n=17)		
	% correct	% correct	Differ- ence	% increase	% correct	% correct	Differ- ence	% increase
Accounting	33.86	45.02	11.16	33%	43.85	53.78	9.93	23%
Comp. & Info process	37.88	47.08	9.20	24%	50.27	57.74	7.48	15%
Ethics	30.11	47.01	16.91	56%	39.95	50.47	10.52	26%
International Business	53.31	66.52	13.21	25%	64.13	71.59	7.45	12%
Management	39.21	51.94	12.73	32%	51.00	57.64	6.64	13%
Marketing	33.12	45.48	12.36	37%	45.43	46.79	1.35	3%
Organization behavior	46.47	51.96	5.49	12%	53.09	48.34	-4.76	-9%
Total average	39.14	50.72	11.58	30%	49.68	55.19	5.52	11%
Mean	39.14	50.72	11.58	0.31	49.68	55.19	5.52	0.12
Median	37.88	47.08	12.36	0.32	50.27	53.78	7.45	0.13
Standard Deviation	8.18	7.52	3.56	0.14	7.85	8.40	5.42	0.12
Minimum	30.11	45.02	5.49	0.12	39.95	46.79	-4.76	-0.09
Maximum	53.31	66.52	16.91	0.56	64.13	71.59	10.52	0.26

Mean Scores from 2001 33.70 41.00

MBA Program

Director: Jim Kraai

Changes based on assessment

Change	Assessment Data Used (rationale)
<p>ADM511 enhanced to ADM508 The following threads were started in ADM508,510,471P,514 and will be continued and refined throughout the curriculum.</p> <p>Business Thread-students should be able to explain current and classical leadership and management practices, applications, and theories and apply them to the functions of an organizational leader.</p> <p>Ethics/Faith Thread-students should be able to describe how a Christian worldview affects the world of business.</p> <p>Research /Analysis Thread-students should be able to use APA writing style, the IWU OCLS services and the ability to find and evaluate business information on the WWW.</p> <p>Technology Thread-students should become proficient in the use of Microsoft Office suite focusing on Word, Excel, and PowerPoint in communicating and finding solutions to business problems.</p> <p>Learning Support Thread-students should learn to use PH Train and Assess, PH Words, MyMath Lab, MBA Primer/ Survival Kit, MyDropBox, and SMARTHINKING tutor referral service to support skills necessary for academic success and business operations.</p>	<p>Student feedback from EOCS comments Facilitator feedback from CFF Start faculty focus group</p>

ADM519 changed to ADM510 The threads are being added to this course	Student feedback from EOCS Faculty feedback from the CFF
ADM471P made mandatory for all students and Personal Trainer is introduced in this essentials course	Student feedback from EOCS Recommendations from the Accounting focus group
ADM514 uses Personal Trainer for all homework assignments	Student feedback from EOCS Recommendations from the Accounting focus group Faculty feedback from the CFF
Specializations were identified to provide industry specific coursework to enhance the MBA in accounting and health care	Information from the IPD and AES groups Survey information summarized from other MBA programs

Graduate Education

Assessment Plans (see pp. 46-87)

MED

Director: Jim Freemyer

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.

Changes based on assessment

Change	Assessment Data Used (rationale)
The M.Ed. Program changed its focus in spiritual integration by providing faculty with new specially designed devotions to go along with the Maxwell Study Bibles provided students. An emphasis on spiritual integration had a significant impact as reflected statistically in the end-of-course surveys data. Maxwell Study Bible were added to the curriculum, devotions based on the study bible were added, and the faculty were encouraged to integrate spiritual truths. The data reflects a full year's integration with very positive results. The changes were based on lower scores previously as indicated in the column to the right.	The faculty had a desire to improve even more in the student scores on the end-of-course survey data regarding spiritual issues. The lower score on that data prompted the change. Average score was 4.67 on a 5.0 scale in 2004. After making the change the average score on End-of-course surveys data was 4.78 on a 5.0 scale. This is up .08 from last year. This is significantly up from the previous year.
The faculty agreed to make major changes in the curriculum including re-writing all the core course modules.	Faculty administrative evaluations in 2004 in curriculum were at 3.67 on a 4.00 scale. The faculty feedback was rated the curriculum at 4.49/5.00 The faculty decided to make changes in curriculum based upon this data. The data for this year indicate a major improvement in both scores with 3.90/4.00 scale in administrative evaluations and end-of-course surveys being 4.66/5.00 scale.

<p>In 2004, the M.Ed. Program scored low with administrative faculty evaluations as it relates to assessment. New faculty orientation and faculty development workshops focused on helping faculty with their assessment needs. In addition an online faculty meeting was conducted with assessment as a focus. Administrative evaluations included specific examples of how students rated faculty on assessment. Faculty awareness of this issue increased significantly. Assessment data scores have improved significantly.</p>	<p>In 2004, the administrative evaluation of faculty on assessment was 3.00/4.00 scale. In 2006, the ratings have increased to 3.74/4.00 based on these new initiatives. End-of-course survey data also improved between 2004 and 2006.</p>
<p>In 2004 and in 2005 administrators and students rate the faculty low in modeling instructional strategies. While there has been a slight improvement from the past two years, the administration of M.Ed. decided to focus on this area. Faculty development sessions were held around the state with approximately 97 faculty attending. The actual results will be available one year from now.</p>	<p>In 2004, the administrative evaluation of faculty on instruction was 3.39/4.00 scale. In 2006, the ratings have increased to 3.43/4.00 based on these new initiatives. End-of-course survey data was up this past year from the previous year .15. The scores on how student's rate faculty related to instruction still remain low. More needs to be done.</p>
<p>Faculty development sessions the past two years have focused on the sharing of instructional strategies and providing an atmosphere conducive to adult learning styles. Graduation survey data provided the emphasis for this focus. Graduation data is 18 months away from changes so this data is slow assessing. Initial assessments are headed in the positive direction.</p>	<p>In 2005 the graduation survey scored the faculty at 3.22/4.00 scale for providing an atmosphere conducive to learning. This year the graduation survey scored the faculty at 3.36/4.00 scale.</p>
<p>Student satisfaction with the diversity course is one of our lowest rated courses. Attempting to meet NCATE requirements and improve student satisfaction with diversity issues appeared to be counter productive. The course was designed to meet diversity standards but then re-designed based on qualitative and quantitative data.</p>	<p>Student dissatisfaction as voiced during the July Program Assessment Day in 2005 was the impetus for making major changes to this course. The graduation survey data from 2005 rated student satisfaction with diversity issues at 3.37/4.00 scale. This year scores indicate some improvement with the scores being 3.48/4.00 scale.</p>

Transition To Teaching

Director: Ted Batson

Changes based on assessment

Change	Assessment Data Used (rationale)
EDU620 is being adapted to use as a training tool for student teaching supervising teachers	Feedback from student end of course surveys and anecdotal data from supervising teachers and University Representatives indicate that the quality of the student teaching experience could be enhanced by training in mentoring student teachers.
A document has been developed that clearly identifies which courses can be taught by each TTT/CBE professor by geographic location in the state of Indiana. This document is being used to insure that the best qualified professors are assigned to teach each course and to aid Faculty Recruitment Services in recruiting efforts.	The audit of faculty credentials conducted by the director of TTT/CBE
The TTT/CBE conceptual framework has been revised and is now a guiding document in the revision of the curriculum and the development of the Applied Competency Assessment Portfolio.	A faculty audit of each course in the program which was used by the faculty committee to redefine the conceptual framework to bring it more in line with the National Board and the Division of Professional Standards of the Indiana Department of Education Standards.
New student teaching policies were applied to the CBE options to better insure the quality of the student teaching experience and the efficiency of the student teacher placement process.	University Representative and Student Teacher Placement office data indicated that expanded policies were in order.
A group approach to training Instructor/Advisors in the development and grading of the ACAP (portfolio) is scheduled for August 2006.	A review of end of course surveys and email communications from students and Instructor/Advisors after individual orientations conducted by the program director indicate that among the I/As there is a broad degree of interpretation of what the portfolio is to be and how it is to be graded.
The director of TTT/CBE is working with the administration of ICAN to develop a customized CD that would be used to train student teachers in the use of this standards based electronic tool for teachers.	Student end of course survey data and class representative emails indicate a high level of frustration from students who do not have access to high speed internet service and because of the complexity of options in the ICAN site.
A new approach to locating University Representatives from the school corporations in which the student teachers are assigned, is being implemented for the fall of 2006.	A study of the location of the residences of U/Rs and the distance to their observation sites as well as a review of the mileage and overnight cost dictate the development of a more cost effective approach to observing student teachers.

<p>A gate system has been designed for the SEDO program that will pass through the approval processes in July and August of 2006.</p>	<p>A study of student withdrawals from the field practicum courses revealed a pattern of some student misusing the program to renew emergency permits when they had no intention of completing the program. This practice presented an ethical dilemma for the university in that we had to verify that these students were pursuing a permanent license through our program.</p>
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An Assessment of the Outcomes of Transition to Teaching Programs

Alice Robertson, DOL student, and Cynthia Tweedell conducted a study comparing those teachers who received their licenses through the Transition to Teaching Program with teachers who went through a traditional licensure program. The method of measurement for this study consisted of a twenty-item survey. Items on the survey were adapted only slightly from the Interstate New Teacher Assessment and Support Consortium (INTASC) standards (Indiana, n.d.). The INTASC standards are used in the certification process for new teachers to establish that all teachers receiving certification are highly qualified to continue in the teaching profession.

The sample population for the research study was comprised of graduates from IWU's TTT program and graduates traditional teacher education programs representing a variety of universities. Contacts were made through phone conversations, e-mails, personal contacts, and traditional mail correspondence. These contacts were made in the fall, several weeks after the start of school, to ensure participants had adequate time to readjust to school routines for a new school year.

Those contacts willing to participate in the study were provided a cover letter further explaining the project, a survey for an administrator of the participant to complete, a survey for the mentor teacher of the participant to complete, and two stamped return envelopes for the completed surveys. Participants were instructed to have those completing the surveys return them within two weeks, if possible. Parties completing the surveys were to return the surveys using enclosed stamped envelopes to ensure confidentiality of the reports. The potential bias which accompanies self-reporting was eliminated as others were establishing the degree of effectiveness of the beginning teachers. Follow-up contacts were made to remind participants of the surveys and encourage their completion.

Results of the Study

The results of the surveys were divided into one of two categories. These categories included surveys pertaining to the TTT graduates surveys and surveys pertaining to the traditional graduates. The mean and standard deviations for TTT graduates versus traditional graduates can be found in *Table 1*. As the table shows, the mean score of TTT graduates on twelve of the twenty variables was higher than the mean score of the traditional graduates. This seems to indicate a slightly greater degree of effectiveness among the TTT graduates as beginning teachers. To be fair, the variables were comparable between both groups of graduates.

Table 1: A Comparison of TTT and Non-TTT Beginning Teachers

Variable <i>Scale: 1 = Strongly Agree, 2 = Agree, 3 = Somewhat, 4 = Disagree, 5 = Strongly Disagree</i>	TTT Completers (n=15)		Traditional Graduates (n=12)	
	Mean	St. Dev.	Mean	St. Dev.
1. The beginning teacher exemplifies standards-based teaching in the classroom.	1.93	1.16	1.75	0.75
2. The beginning teacher creates learning experiences to make subject matter meaningful for students.	2.00	1.35	1.83	0.72
3. The beginning teacher understands how students learn and develop and provides opportunities to support student learning, growth, and development.	1.93	1.16	2.00	0.95
4. The beginning teacher believes all students can perform at high levels.	1.87	1.30	2.08	0.67
5. The beginning teacher values the enrichment of learning from diverse backgrounds.	2.00	1.31	1.75	0.75
6. The beginning teacher creates instructional opportunities adapted to students with diverse backgrounds and/or learning styles.	2.33	1.23	2.25	0.97
7. The beginning teacher knows major areas of research on teaching and resources for learning.	2.20	0.94	2.08	0.67
8. The beginning teacher makes use of a variety of instructional strategies.	2.07	1.03	2.00	0.74
9. The beginning teacher creates a learning environment to encourage positive social interaction, active engagement in learning, and self-motivation.	1.73	1.22	2.17	0.94
10. The beginning teacher instructs fluently with few surprises, in control of the learning environment.	1.87	1.06	2.25	0.75
11. The beginning teacher effectively uses verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	1.93	0.96	2.17	0.94
12. The beginning teacher makes use of a variety of tools to foster timely communication with parents or guardians, colleagues, and administrators.	2.13	1.06	2.08	0.90
13. The beginning teacher is able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	1.93	1.16	2.25	1.06
14. The beginning teacher knows his/her own learning and teaching style and is able to plan instruction accordingly.	2.00	1.13	2.17	0.94
15. The beginning teacher understands and is able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.	2.07	0.88	2.17	0.58
16. The beginning teacher uses assessment to direct the course of future instruction to meet student learning needs.	2.20	0.94	2.00	0.43
17. The beginning teacher is committed to personal and collegial reflection on instructional practices.	1.93	1.22	1.83	0.72
18. The beginning teacher exemplifies being a lifelong learner who pursues opportunities for professional development.	1.60	1.24	0.91	0.87
19. The beginning teacher is able to communicate and interact with parents or guardians, colleagues, and the community to support student learning and well-being.	1.87	0.99	1.58	0.67
20. The beginning teacher knows and applies collegial behavior and is a positive influence on school morale.	1.80	1.08	1.75	0.75

At the conclusion of the study, the results of the surveys were analyzed using a two-tailed t-test for each of the variables in the study. The test was set up with a 95% confidence level. T-tests for each variable were significantly above the .05 critical scores which might have indicated significant differences between the TTT and non-TTT graduates. (*Table 2* illustrates the findings of the t-tests.) Thus, the t-tests found no statistically significant difference between the ratings on the surveys of TTT graduates when compared with the survey ratings of traditional graduates for any of the variables. This may be due to the small size of the sample.

(reported by Alice Robertson)

Principal Licensure Program

Director: William Roberson

Changes based on assessment

As data collection enters the second year the portfolio system requires some modifications. Cohorts begin in January and June, however, both groups finish EDL 625 and defend portfolio in June. Approximately 8% do not finish and defend the portfolio at conclusion of EDL 625. The following changes have been implemented to increase the completion rate, and to provide the director receives the data for June reporting.

Assessment Data Used (rationale)

1. EDL 613, Portfolio Continuation Course, was added to the program in January 2006. If candidate does not complete and defend portfolio by the conclusion of EDL 625, candidate must enroll in EDL 613 and pay for 1 hour credit for 10 weeks. Director will audit completion rate to determine effectiveness when data is available in 2007.
2. The 2007 schedule has been changed to accommodate EDL 625 finishing in mid-May and data received by director before June 1.
3. Training of faculty will occur in August 2006. The training will focus on the portfolio to improve the scoring and reporting process.
4. A comprehensive orientation program has been finalized for mentor training. The program includes a Power Point on CD. The revised orientation will be instituted in August 2006.
5. Portfolio exhibits have been scanned and distributed to faculty for Inter-rater Reliability.
6. PLP faculty and alumni will participate in Assessment Day on July 26, 2006.

Change	Assessment Data Used (rationale)
<p>Spiritual assessment was included in 2006.</p>	<p>The following assessment instruments were applied to collect data:</p> <ol style="list-style-type: none"> 1. Student End of course Survey-Students assess faculty members on their effectiveness of demonstrating their Christian faith. This is consistent with M.Ed. assessment and speaks to the university's Mission Statement. 2. Faculty Professional Growth Plan-annually faculty members assess areas for personal and professional growth initiatives. 3. Faculty Administrative Evaluation-Faculty members are observed by director. Data from the observations are recorded in the Unit Assessment System and summary reports analyzed. <p>Spiritual commitment, modeling and growth are consistent with the university's Mission Statement.</p>
<p>Technology assessment was included in 2006.</p>	<p>Candidate End of Course Surveys was analyzed to assess faculty members' use of multiple resources in their instruction.</p> <p>Adult learners require multiple methods of delivering instruction. PLP is writing the program's first online course. Data is required to assess where the faculty stands with the application of technology.</p>
<p>Curriculum, Instruction and Assessment were included in 2006.</p>	<p>The following assessment instruments were applied to collect data:</p> <p>Candidate End of Course Surveys-Students assess faculty members on their effectiveness of instruction, teaching the curriculum and assessment.</p> <p>Data will be discussed with faculty to improve the delivery and assessment of the program. Course revisions and professional development for faculty will be a focus.</p> <p>Faculty Administrative Evaluation-Faculty is observed and evaluated by director. Data from evaluations are used to discuss strengths and weaknesses and to define faculty development.</p> <p>Faculty Professional Growth Plan-Faculty self-assess professional growth opportunities and set growth goals.</p>

	<p>Data will be used to identify areas of need and faculty development.</p> <p>Faculty End of Course Feedback Form-Faculty members provide feedback about the recommended curriculum, instruction and assessment built into faculty course guides.</p> <p>Date will be used to write revisions to course guides and faculty development.</p>
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RN-BS Completion Program

Assessment Plan (see pp. 88-91)

Director: Carol Bence

Portfolio Review

<p>Spring, 2006 (Core Groups #132-150)</p> <p>NUR 470 76.92% of portfolio inclusions demonstrated proficiency on Vulnerability Paper.</p> <p>NUR 332 50% of portfolio inclusions demonstrated proficiency on Spirituality Paper.</p> <p>NUR 365 80% of portfolio inclusions demonstrated proficiency on Values Clarification Paper.</p>

Changes based on assessment

Change	Assessment Data Used (rationale)
<p>1. Revise NUR 332 module to address the spiritual aspect in WS 2 of NUR 332 before paper due in WS 3 so students will have more direction before assignment due.</p>	<p>NUR 332 Theory - assessment data spring 2006 indicates 50% scored 3 or 4 indicating proficient score on Spirituality Paper as scored by the Faculty on Assessment day. Assessment Plan states 85% of portfolio inclusions for NUR 332 Spirituality Paper will display value-based behaviors as scored by an assessment committee.</p>
<p>2. Students need increased direction in discussion of difference between religion and spiritual care. Revise NUR 332 to reflect this addition as well as the following points:</p> <p>a. Curriculum set up so student completes assignment then discusses in class. This done in adult model to increase critical thinking by students. Perhaps better to present content in mini lecture then student writes paper for next workshop</p> <p>b. Faculty could review Grading Grid before assignment due to respond to personal aspect of providing spiritual care</p> <p>c. Provide direction for students to see spiritual care as an integrated component of nursing care not something that is</p>	<p>See assessment data in #1 above</p>

<p>compartmentalized as an extra task but that spiritual care is a caring presence offered to clients by the nurse.</p>	
<p>3. Need to give older nurses more guidance on incorporating spiritual care into nursing care as they may not have had that focus in their nursing education. Holistic nursing care has only recently included spiritual aspect of care. Revise NUR 332 to reflect this change.</p>	<p>See assessment data in #1 above</p>
<p>4. Christian perspective lacking in students' written assignment in Values Clarification Paper in NUR 365. Include #4 and #5 in revision of NUR 365.</p> <p>Faculty should email students the week before Ethics begins and delineate assignment since assignment due before first class meets or revise module so assignment due WS 2. Revise to include this in the Faculty Guide for NUR 365.</p>	<p>NUR 365 Ethics – assessment data spring 2006 indicates 80% scored 3 or 4 indicating proficient score on Values Clarification Paper as scored by the Faculty on assessment day. Assessment Plan states 85% of portfolio inclusions for NUR 365 Clarification Values assignment will display value-based behaviors as scored by an assessment committee</p>
<p>5. World Changer focus was underemphasized in the paper. It appeared students added this component in conclusion at the end of the paper. Faculty need to review Grading Grid giving emphasis to the World Changer focus to the paper. Revise NUR 365 to reflect this change.</p>	<p>See assessment data in #4 above</p>
<p>6. Students discussed the values of the different client populations but the references were sometimes subtle and superficial.</p> <p>Faculty need to discuss Grading Grid before assignment due to clearly outline expectation.</p> <p>Revise NUR 470 to reflect this change.</p>	<p>NUR 470 Community Health Nursing – 76.92% of students scored 3 or 4 indicating proficient score on Vulnerability Paper as scored by the Faculty on assessment day. Assessment Plan states 85% of portfolio inclusions for NUR 470 Vulnerability Paper will display value-based behaviors as scored by an assessment committee.</p>

General Implications

1. Student Handbook and courses need to be more intentional about explaining Baccalaureate Program Objectives earlier in the RNBS Completion Program. Encourage students to be more outcome-focused all during the program.

2. Strengthen Academic Advising so students know when to take electives and not to take electives with practicum courses or Theory or Research due to the content of these courses.

Invite Advisors to come to NUR 205 to discuss electives early in the program or create a power point for offsite locations.

3. Suggestion made by Faculty that in the future clearer instructions need to be given to those doing the assessment on evaluation criteria. Also suggest that faculty discuss in their groups the findings and implications.

Liberal Arts and Electives

Assessment Plan (see pp. 92-95)

Director: Bradford Sample

Review of student papers

In 2005-06 the Liberal Arts and Electives Department focused assessment activities on two World Changer Objectives:

Objective:	“Demonstrate effective written communication skills.”
Assessment Criteria:	“When a sample of 50 papers are reviewed by faculty, 90% will have a score of 3 or more on each of 6 traits on a standardized writing rubric.”
Findings 2006:	76% of ENG 141 papers reviewed scored a 3 or more on each of 6 traits. 72% of ENG 242 papers reviewed scored a 3 or more on each of 6 traits.
Findings 2003:	62.3% of ENG papers reviewed scored a 3 or more on each of 6 traits.
Objective:	“Demonstrate an understanding of a Christian worldview.”
Assessment Criteria:	“When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria”
Findings 2006:	68% met or exceeded the criteria.
Findings 2003:	70% met or exceeded the criteria.

Changes based on assessment

As a result of data collected to 2004, the Liberal Arts & Electives office undertook sweeping changes to the English 140, 141, and 242 curricula, implemented in October 2005.

The May 2006 review included data collected between December 2005 and May 2006, after the change in curriculum took place.

The change in English curricula appears to have been justified and has improved the scores of those reviewed.

College of Graduate Studies

Graduate Studies in Ministry

Assessment Plan (see p.103)

Chair: Bob Whitesel

Graduate Studies in Ministry has added two intensive elective courses during the summer. The first is a new course on prayer and its effects upon strategies that foster the creation of World-Changers. It was taught by Dr. Elmer Towns, co-founder and Dean of the School of Theology at Liberty University. The second course is an off-campus case-study of a growing church that is co-taught by Associate Professor Bob Whitesel and award-winning author Dan Kimball at Vintage Faith Church in Santa Cruz. Both of these courses were attended by over twice the minimum number of students that were required.

There have been considerable changes in structure and delivery due to input received from cohort groups onsite and online cohort groups. Holidays and breaks for cohorts are now standardized, elective schedules are published each August for the following academic year, and the online residentials have been adjusted to allow greater student interaction as well as heightened student familiarization with the online interface.

A graduation (exit) assessment is given to all matriculating seniors and has added to a heightened emphasis on faculty suitability, course expectations, as well as team-building processes for cohorts. This year, an evaluation of students' *spiritual disciplines* has been added to the Entrance Survey and the End of Program Survey to enable us to measure our effectiveness at encouraging spiritual growth. Research has shown that without a focus upon spiritual disciples in graduate education, pastors can graduate with less spiritual fervor. Our increased emphasis upon spiritual disciples such as prayer, fasting, Scriptural meditation, etc. is designed to offset this trend in higher education.

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

Thought the department is without a director, the interim director, Dr. Bob Whitesel, has implemented an assessment plan for adjunct faculty that will assess content suitability along with teaching skills. Based upon an Internal Factors Analysis (IFA) matrix, the following table is being applied to all adjunct faculty to assess suitability to teach a particular subject, as well as student satisfaction levels with his or her facilitation:

Table 1.0
Adjunct Faculty Internal Factors Analysis (IFA)
Assessing Skill and Suitability:

Course Title & Number			
Adjunct Name:	<i>Weighted</i> teaching / classroom skills based upon student assessments:	<i>Rating</i> of suitability for course content, based upon assessment of transcript:	Individual adjunct faculty score for this course:
Adjunct #1	.10	3	.30
Adjunct #2	.30	2	.60
Adjunct #3	.20	2	.40
Adjunct #4	.05	4	.20
Adjunct #5	.15	2	.30
Adjunct #6	.20	3	.60
	Total = 1.00		

Legend:

Teaching Skills Weight:

0.0 = unskilled

1.0 = highly skilled

Total of Column 2 must equal 1.00

Rating of Suitability:

1 = not suitable

2 = low suitability

3 = moderate suitability

4 = high suitability

Score of Skills and Suitability:

Highest-rated adjunct facilitators are offered courses first.

Changes based on assessment strategies and processes include:

- **Mandatory training for adjunct faculty has been implemented based upon the above Internal Factors Analysis.**
- **Process for assigning courses to adjunct faculty has been restructured based upon the above Internal Factors Analysis.**
- **Recruitment of adjunct faculty has also been restructured based upon the above Internal Factors Analysis.**
- **Curricular revision based on student feedback.**

- **Calendar revision based upon student feedback.**
- **Online residential content and structure revised based upon student feedback.**
- **Elective schedules codified and publicized in August each year for the following year based upon student feedback.**
- **Off-campus electives utilizing a case-study format allow students to visit a church that is producing World-Changers first-hand and personally interface with their leaders and staff.**
- **On-campus summer intensives utilize well-known authors and leaders to expose students personally to these World-Changers, as well as to increase the Graduate Studies in Ministry recognition and distinction.**

Graduate Studies in Nursing

Assessment Plan (see p. 105)

Chair: Pam Giles

Changes based on assessment:

Change	Assessment Data Used (rationale)
<p>Progression policy changes:</p> <ul style="list-style-type: none"> • GNUR 528 prerequisite to GNUR 559 • All core courses prerequisite to entering the major • Students must obtain a “B” in each course in the major • All courses are prerequisite to GNUR 590 	<p>Students were being allowed to progress into their major courses without having successfully passed all prior, core courses. Students displaying difficulty completing their GNUR 590 (Investigation) course typically had not successfully passed Biostatistics and/or Research. After discussion it was decided that all core courses lay a knowledge foundation for success in the courses in the major – and particularly GNUR 590. Therefore, students should be required to demonstrate the ability to successfully complete core courses before being allowed to proceed to the major.</p>
<p>Changes to “Incomplete” policy for GNUR 590</p> <ul style="list-style-type: none"> • If GNUR 590 is not completed by the last night of class, a grade of “I” will be issued; • The student will automatically be enrolled in a 10-week, 1-credit GNUR 595 course, and will pay tuition. • GNUR 595 is a CR/NC course. • Students are only allowed to enroll in two (2) sections of GNUR 595 • If the research project is not completed by the end of the second section, an “F” will be awarded for GNUR 590, and the student will repeat the course. 	<p>Approximately 20 students carried grades of “Incomplete” for the GNUR 590 course for two (2) years or more. In addition, many students were not finishing the GNUR 590 course requirements within the allotted time, and were automatically enrolled in the GNUR 595 extension course. Although faculty were hired and utilized to work with students in these extension courses no tuition was charged to cover these expenses since the GNUR 595 was a non-credit course, which resulted in a departmental budget drain.</p> <p>The policy changes are designed to motivate and encourage students to finish their research projects, and provide immediate consequences if they do not. In addition, it allows the department to hire quality faculty as needed to mentor and work with students toward this goal.</p>
<p>PYC re-enrollment policy changes:</p> <ul style="list-style-type: none"> • If the student has withdrawn or stopped out, and it has been six (6) months since they took PYC 512, PYC 514 and/or PYC 552 – • Student must take the appropriate competency exam(s) • Each competence exam must be passed at 87% or higher 	<p>Approximately a dozen students had withdrawn from the PYC program for either academic or personal reasons. After an extended withdrawal period (>6 months) they requested to re-enroll and continue their PYC education.</p> <p>Maintaining current knowledge in the PYC field is vital to the success of any NP student. Faculty expressed great concern at allowing a student to re-enroll and take clinical courses after such a lengthy absence from the classroom. It was decided that the students’ knowledge in three vital areas needed to be validated before they would be allowed</p>

<ul style="list-style-type: none"> • If the score is <87%, the student must repeat the associated course and satisfactorily repeat the exam 	<p>to enter the clinical experience. The competency exams are taken directly from the NONPF materials. The 87% score was selected because it is the equivalent of a “B” in the graduate nursing programs, which complies with earlier policies related to progression in the major.</p>
<p>Addition of practicum component (70 hours) to PYC 552</p>	<p>Feedback from NP’s in the field and from our current students indicated there was a need for students to have experience in the advanced assessment of ill adults prior to entering the first major practicum experience.</p> <p>Up to this point students had only been assessing each other in the PYC 552 course. When they began their first practicum experience, several weeks were needed to bring their assessment skills up to speed, which did not leave them the full amount of time for the actual practicum course.</p> <p>This change was implemented in March, 2006, and student feedback has been overwhelmingly positive. They are particularly pleased with the additional assessment practice prior to beginning the major practicum experiences.</p>
<p>Addition of Prescriber’s Newsletter – beginning with GNUR 559.</p>	<p>One area of weakness identified in the PYC program was a lack of emphasis or focus on evidence-based nursing apart from the official Research and Investigation courses. Students would finish their Research course and dive into the major courses and practicum courses, without giving much thought to integrating current research and new knowledge into their classes.</p> <p>Students receive a two-year subscription to the Prescriber’s Newsletter, beginning with their Research course. This newsletter is produced monthly, and includes information and exercises on incorporating evidence based nursing within NP practice. Students are given assignments in each course from the Newsletter with the intent of keeping research in the forefront so that the GNUR 590 course is more relevant.</p>

Graduate Counseling

Assessment Plan (see p. 107)

Chair: Jerry Davis

Graduate Counseling Department had their CACREP Visit in June 2006. In preparation for that visit, an assessment plan was implemented, including an electronic portfolio system. Graduate Counseling had their first annual Assessment Day in August where they scored student papers and discussed the curricular changes needed based on the data.

Objective	Assessment Method	Results	Changes
1. 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	a. 10% scored proficient	APA Workshop
2. 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.		
3. Students will demonstrate multicultural awareness in clinical practice.	Students’ post tests on Multicultural Competency Scale show 50% improvement (Multicultural Counseling Course)	42% Improvement in scores	Focus group with minority students
4. 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.	
5. 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.	44% proficient	

6. Students will demonstrate proficiency in communication skills.	Papers, presentations, clinical portfolio: 90% of student will score "superior" on faculty-designed rubrics.	40% scored proficient 0% scored superior	
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Doctorate in Organizational Leadership

Assessment Plan (see p. 108)

Chair: Vern Ludden

Changes based on assessment

Change	Assessment Data Used (rationale)
The course sequence for the program was changed so that DOL 820 - Advanced Research and Design is offered prior to the DOL 810 Statistical Research Design course.	There were two problems that we discovered in talking with students in both the DOL 810 & DOL 820 courses and by reviewing portfolio assignments that there were two problems with the course sequence. First, the Summer Institute class meetings were too frequent in nature to allow students to work through statistical problems and assimilate the information. Second, students lacked some of the research skills that the DOL 820 course can provide them.
A formal 4-year plan for graduation was created.	Several students found that the intensity of taking two courses every term is more than they are able to accommodate as working adults. This information began to form in the Blackboard conversations for the Seminar and Internship courses. It was decided that a standard program format and sequence should be developed where students can take just one course each term—other than the Summer Institute term.
Prerequisites were added to courses.	The change in program sequence and plans means that particularly the DOL 760 & 860 Seminar and Internship courses need to be taken in sequence so the prerequisites were established. This same logic applied to the pre-dissertation courses (900a, 900b, & 910) so these also had prerequisites established.
A Seminar and Internship program with a global leadership emphasis was created. This resulted in the development of an innovative program that will entail individual coaching of leaders in Ukraine by the DOL students for 26 weeks followed by a 9-day visit to Kiev and the implementation of a leadership project.	The first class of students going through the program were submitting portfolios that demonstrated limited or no global leadership experience. Most students emphasized their multicultural experience in lieu of global leadership experience.
Future students will be assigned to cohorts of 7-9 students. There will be four cohorts accepted each year. The cohorts will then be rotated so that they eventually will take 5 courses with all students that start the program at the same time.	Faculty reviews of student portfolios and interactions with students in classes resulted in the faculty identifying the limited interaction that was developing among students. High level leaders—as exemplified by many DOL students—were not having an opportunity to interact and network with each other even though they

	were taking the same courses in the same term. The change is intended to student leadership exposure.
Pre-Dissertation courses DOL 900a, 900b, & 910 will be scheduled in the fall term of students third year. The course will be offered in conjunction with a dissertation seminar in the fall term. However, each student will proceed through their dissertation work in an individualized manner. They will not get credit for the course until they have fully completed all requirements.	The department chair coordinated the dissertation courses and was able to monitor the student outcomes from those courses. It was evident that the majority of students were not able to produce the quality of brief, prospectus, and proposal that was anticipated when the curriculum was originally developed. Repeated discussions in faculty meetings resulted in the decision to place the courses in the fall term of the third year.
The workload for courses in the first-year of the Summer Institute was reduced and consideration is being given to moving DOL 730 to the summer and DOL 710 to the fall.	There were two students who dropped from the program during the summer program last year. An additional three students dropped from the program a few weeks into the fall term. Conversations with these students revealed that the amount of work required during the first three courses of the program was simply overwhelming. Faculty discussed whether the work was necessary or was simply a method for guaranteeing that the program would be viewed as rigorous. It was decided that the amount of work could be reduced without impacting the academic integrity of the course or program.

Student Services

Assessment Plans (see pp. 96-99)

	<u>UNDER GRADUATE</u>			<u>GRADUATE</u>			<u>CUMULATIVE</u>		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Other Aspects of IWU [Scale 1-5: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree]									
18. I was satisfied with the timeliness of textbook delivery	22,524	4.53	0.664	9,213	4.46	0.663	31,737	4.51	0.665
19. I was satisfied with the helpfulness of university staff	17,201	4.23	0.825	7,433	4.12	0.841	24,634	4.20	0.831
20. I was satisfied with the accessibility of the chaplaincy staff	12,385	4.02	0.984	5,291	3.91	0.872	17,676	3.98	0.953
21. I was satisfied with the helpfulness of the chaplaincy staff	11,824	3.97	0.963	5,066	3.86	0.878	16,890	3.94	0.939
22. I was satisfied with the accessibility of the academic advising	14,457	4.02	0.914	5,458	3.85	0.896	19,915	3.97	0.912
23. I was satisfied with the helpfulness of the academic advising	14,341	4.02	0.920	5,388	3.84	0.904	19,729	3.97	0.919
24. I was satisfied with the Accounting Department	15,219	3.99	0.956	6,445	3.93	0.921	21,664	3.97	0.946
25. I was satisfied with the Financial Aid Department	14,034	3.94	0.974	5,857	3.87	0.953	19,891	3.92	0.968
26. I was satisfied with the Library Services	14,201	4.06	0.874	6,213	4.02	0.833	20,414	4.04	0.862
27. I was satisfied with the Enrollment Services	13,741	4.07	0.867	5,660	3.97	0.856	19,401	4.04	0.865
28. I was satisfied with the Records Department	12,779	4.00	0.876	5,370	3.89	0.861	18,149	3.96	0.873
Valid N (listwise)	10,059			4,169			14,228		

Assessment Goals for 2006-07

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. Program Reviews for**
 - a. MBA- Core** (not specializations)
 - b. BSMK**
 - c. RNBS**

- 2. Completion of Unit Assessment System for TTT.** Make substantial progress toward UAS for SEDO, PLP, and Rank 1.

- 3. Development of benchmarks with other adult programs for student learning outcomes.**

- 4. Work toward integration of Institutional Research and Assessment functions throughout the university.**

Five Year Program Review & Assessment Schedules

College of Adult and Professional Studies

FY 2006-2007	FY 2007-2008	FY 2008-2009	FY 2009-2010	FY2010-2011
MBA: Core MED RNBS BS-Marketing	ASCIT ASA BSA TTT SEDO MBA: Specializations	PLP BSBA ASCJ BSCJ	MSM BSBIS	BSM ASB

Yearly

Annual Program Report

Department discussion about assessment data collected and how it should be used for program improvement.

Every 5 Years

Complete program review (self-study) including:

Alumni Survey

Employer Survey (or focus group luncheon)

Review of a representative sampling of student work

College of Graduate Studies

FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10
Nursing	Christian Ministries Ed.D.	Nursing (CCNE) Counseling	Addictions Counseling

Program Review will include:

1. Alumni surveys
2. Employer Surveys
3. Review of student work/portfolios

Ongoing Assessment Measures include

1. End of course surveys
2. Spiritual development surveys

**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.		
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.	96% of alumni working on or have completed bachelor degree	
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.		
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.		

**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
AS Information Technology

Objective	Criteria and Assessment Measures	Results	
Objective Assessment Criteria & Procedures Assessment Results 1. To develop an appreciation and understanding of a Christian world view.	BIL 102 Papers: 90% of a representative sampling of BIL102 papers will show evidence of understanding of Christian world view as indicated by a faculty-written scoring rubric.	Program Review: 2009	
2. To inspire students to see the value and necessity of practicing good customer service.	CIT280 Project Information & Integration Final Project: When a sample of 50 are reviewed by faculty, 90% will be proficient on Customer Service Component	Program Review: 2009	
3. To instruct students in the basics of quantitative skills and logic, preparing graduates to recognize and define problems and execute solutions.	CIT120 Introduction to Programming Concepts: Group Project: When a sample of 50 are reviewed by faculty, 90% will demonstrate proficiency in logic. Business Math Pre/Post Test: Mean post-test score will be 30% higher than mean pre-test score.	Program Review: 2009	
4. To inculcate excellent communications skills, enabling graduates to synthesize data and adequately inform non-technical persons of technological problems and solutions.	CIT280 Project Information & Integration Final Project When a sample of 50 are reviewed by faculty, 90% will demonstrate proficiency in Communication Skills.	Program Review: 2009	
5. To help students become familiar with hardware and the most popular software programs and to develop a working knowledge of how to provide customers with excellent service through efficient problem solving	CIT272 Hardware & Software Troubleshooting Project: When a sample of 50 are reviewed by faculty, 90% will demonstrate proficiency in hardware and software troubleshooting.	Program Review: 2009	
6. To make students aware of the connections between current technology and business application, granting graduates a glimpse of the potential for future possibilities	CIT112 Intro. To Computer Information Systems Paper on impact of technology on culture. When a sample of 50 are reviewed by faculty, 90% will demonstrate an awareness of connection between current technology and business application.	Program Review: 2009	
7. To create a capstone opportunity for students to apply what they have learned in an integrated format	CIT280 Project Information & Integration Final Project: When a sample of 50 are reviewed by faculty, 90% will apply concepts in an integrated format.	Program Review: 2009	

PROGRAM ASSESSMENT

BS – Accounting

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

<p>1. Demonstrate an understanding of decision making from a Christian world view</p>	<p>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</p>	<p>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.**</p>	<p>Criteria not met. Faculty review of nine papers indicated 46% included decision making from a Christian world view.</p>	<p>Revision of MGT 425 to include more emphasis on Christian world view. Revision of the assignment to require biblical citations.</p>
<p>2. Demonstrate knowledge in the functional areas of business.</p>	<p>1c Competency in a discipline 2f Leadership 2g Servanthood 2d Stewardship</p>	<p>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.</p>	<p>Criteria is met: 2004 Pre/Post test indicated 12% difference from pre to post test.</p>	
<p>3. Develop critical thinking, problem solving, and communication skills.</p>	<p>1d Integration of knowledge 2a Creativity 2b Critical thinking 2c Communication 2e Lifelong learning 3b Inclusion</p>	<p>When a sample of 25 ADM 495 papers are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. **</p>	<p>Criteria not met. Faculty review of 19 ADM 495 papers indicated that 89% demonstrated critical thinking skills.</p>	<p>Seminar in business (ADM 495) revision.</p>
<p>4. Develop quantitative and qualitative skills</p>	<p>1b Liberal arts foundation 1c Competency in a discipline 2d Self discipline</p>	<p>When a sample of 25 ADM 495 papers are reviewed by three business faculty, 90% will demonstrate quantitative and qualitative skills.** **</p>	<p>Criteria not met. Faculty review of 19 ADM495 papers indicated 37% demonstrated quantitative/qualitative skills.</p>	<p>Seminar in business (ADM 495) assignment revised to require quantitative/qualitative skills.</p>
<p>5. Apply technology to business opportunities within the workplace.</p>	<p>1d Integration of knowledge 2e Lifelong learning</p>	<p>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.**</p>	<p>Criteria not met. Faculty review of 20 ADM 316 papers indicated that 65% demonstrate ability to apply technology.</p>	

**PROGRAM ASSESSMENT
BS – BUSINESS INFORMATION SYSTEMS**

Objective	World Changing Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
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 <i>3h- Selflessness</i>	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	
2. Demonstrate knowledge of a broad set of technical skills used in business information systems.	<i>1c- Competency in a discipline</i> 2f Leadership 2g Servanthood <i>2d Stewardship</i>	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	
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%	

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

PROGRAM ASSESSMENT
BS – Management

Objective	World Changing Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
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.**	Program Review 06-07	
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.**	Program Review 06-07.	
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.**	Program Review 06-07	
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.**	Program Review 06-07	

**as indicated by a faculty-generated scoring rubric

**PROGRAM ASSESSMENT
MS- Management**

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 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

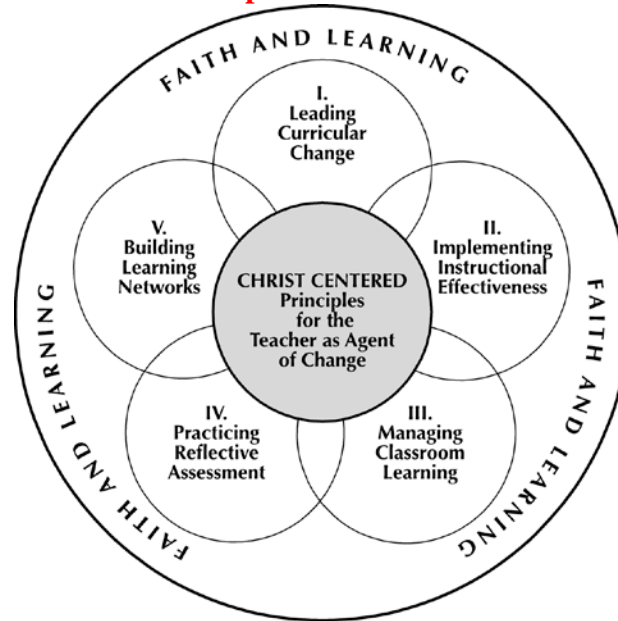
**PROGRAM ASSESSMENT
MBA**

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.

**Annual Assessment Report
Program: Masters in Education
2006 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>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was 3.80 on the 4.0 scale representing an increase in .01 from the previous year.	This high score is the second year in a row that faculty evaluations indicated that the faculty continues to integrate spiritual principles throughout the curriculum. 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 growth 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 84.% of the time representing a 9% decrease from last year.	An emphasis on spiritual growth has substantially decreased the number of faculty who seek assistance in this area. Substantial effort was made to provide assistance for faculty in this area including the development of the Maxwell Bible workshop activities.
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 4.78 on a 5.0 scale. This is up .08 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 had a significant impact as 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 3.23 on a 4.0 scale representing a .19 increase.	Changes in the spiritual realm of the program have had some impact on overall impact on candidates' spiritual dimension. This represents a significant improvement in the in how our students rate the spiritual impact on their lives.
Curriculum				
Faculty Administrative Evaluation	<i>Administrative Observation of Faculty</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was 3.90 on a 4.0 scale representing a .02 decrease 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 4.56 on a 5.0 scale representing an increase .10.	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. This focus has made a significant impact on faculty understanding of the curriculum. EDU 550 and EDU 556 appear to need some work 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 3.33 on a 4.0 scale representing a increase of .01 .	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 3.45 on a 4.0 scale. This represents a decrease of .01 from last year.	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. The changes in the curriculum has not had any impact on how students rate the program related to their personal growth in understanding curriculum. This score expresses a very positive satisfaction level with the program in the area of curriculum.
Faculty Growth Plan	<i>Faculty self-asses professional growth opportunities and set growth goals.</i>	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Curriculum was mentioned as a need 46.7% 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 4.66 on a 5.0 scale up .31 from last year. Last year's rating was 4.35.	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 very effective. A focus on specifically improving EDU 550 and EDU 557 by working with the faculty had a significant impact. EDU 550 was rated 4.64 and EDU 557 was rated 4.69.

Instrument of Evaluation	Assessment Measures	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes
Assessment				
Faculty Administrative Evaluation	<i>Administrative Observation of Faculty</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was 3.74 on a 4.0 scale representing a .05 decrease from last year.	The faculty training focus on assessment appears to have made a significant positive impact. This is the second year in a row that faculty have been rated high for assessment. The sharing of assessment ideas during the winter online faculty meeting might help explain this high score.
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 4.47 on a 5.0 scale representing a decrease of .03.	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. A low score for the EDU 589 Diversity score skewed the data lower. The faculty should explore ways to improve the assessment of the diversity course, a new course to the curriculum.
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 3.30 on a 4.0 scale representing an increase of .01 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 26.6% 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 4.46 on a 5.0 scale. That is down .01 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 since these scores are about the same as last year. This might be an area of emphasis in next year's professional growth sessions.
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 3.43 on a 4.0 scale. This is the same score from a year ago.	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old 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
Instruction				
Faculty Administrative Evaluation	<i>Administrative Observation of Faculty</i>	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was 3.43 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. The focus during the spring faculty sessions was too late to impact this score. Next year's data should be revealing.
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 4.45 on a 5.0 scale representing an increase of .05.	Faculty members indicated that the recommended instruction concepts are somewhat effective in helping them facilitate the courses that they instruct. The data indicate that the focus on professional growth in this area has had a positive impact.

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 3.28 on a 4.0 scale representing an increase of .01	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 66.9% 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 4.39 on a 5.0 scale. This is up .15 from last year.	Students rated instructors’ abilities to effectively vary instructional approaches as high. This represents a significant increase from the previous year. Faculty members themselves appreciated some help in this area. The significant increase in ratings indicate that the emphasis on sharing ideas at the winter online faculty session was very 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 3.46 on a 4.0 scale. This is up .12 from last year.	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old 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
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 3.82 on a 4.0 scale representing a .01 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. The spring faculty sessions should have a significant impact. Approximately 97 faculty members attended the training sessions. A dvd was sent to the rest of the faculty.
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 3.24 on a 4.0 scale representing a decrease of .01 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 3.36 on a 4.0 scale. This is up . 12 from last year.	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. This score expresses a very positive satisfaction level with the program in the area of managing classroom learning.
Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program</i>	Strongly Disagree Disagree Agree Strongly Agree	99.2% agreed or strongly agreed Collaborative atmosphere was positive	Students appreciate the opportunity to dialogue with colleagues which has a positive impact on their 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 41.9% 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 4.54 on a 5.0 scale. This is up .09 from last year.	Students gave very high ratings to instructors' abilities to effectively provide an appropriate classroom atmosphere. The emphasis during the spring faculty growth sessions explains the significant increase in student ratings in this area. The emphasis during new faculty orientation seems to set a tone that professors carry throughout their teaching experience with Indiana Wesleyan University.
Instrument of Evaluation	Assessment Measures	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes
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 3.21 on a 4.0 scale the same as 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 79% by the faculty representing a 5% decrease from last year.	The online faculty meeting which focused on faculty members networking with other was very well received. This initiative occurred after the faculty completed the growth plan. Next year's rating should reflect this faculty development effort.

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 3.40 on a 4.0 scale. This score is down .03 from last year.	This score was represents a decrease from the previous year after extensive changes in the curriculum. This score expresses a very positive satisfaction level with the program in the area of networking but the slight decrease in rating warrants further monitoring.
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 4.46 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.
Instrument of Evaluation	Assessment Measures	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes
Diversity				
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 3.48 on a 4.0 scale. This is an increase in .11 from last year.	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 represents an improvement from last year indicated the new course has made a positive difference. With low scores on other issues related to the diversity course the faculty should consider how to improve the course.
Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program</i>	Strongly Disagree Disagree Agree Strongly Agree	96.5% of respondents noted that they had grown in their ability to work with diverse pop'n	The new diversity course is having a positive impact on students' ability to work with diverse populations.

Technology				
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 4.48 on a 5.0 scale. This represents no change from last year.	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. Keeping the computers throughout the program should increase this score even more.
Life-Long Learning				
Graduation Survey	<i>Students complete a survey during the final course in the program to assess the overall effectiveness of the program</i>	Strongly Disagree Disagree Agree Strongly Agree	Average score life long learning was 3.55/ 4.0 .	A major goal of the M.Ed. Program is to inspire candidates to desire to become a life-long learner. This score represents a positive reflection on how the program as a whole encouraged students to become life-long learners.

Transition to Teaching/Career Builders for Educators

SPIRITUAL

Instrument of Evaluation	Assessor/ Assessed	Frequency of Use	Assessment Measures	Performance Criteria	Data Reporting	Sources for Triangulation of Data
Faculty Observation Form	Administrator/ faculty	Annually	Presence and magnitude of selected spiritual indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Growth Self-Assessments, Faculty Growth Plan, Student End-of-Course Surveys, and Graduation Surveys
Faculty Growth Self-Assessment Form	Faculty member/ self	Annually	Presence and magnitude of selected spiritual indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Growth Self-Assessments, Faculty Growth Plan, Student End-of-Course Surveys, and Graduation Surveys
Faculty Growth Plan	Faculty member/ self	Annually	Self-report of completion of curriculum goals in prior year plan	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Growth Self-Assessments, Faculty Growth Plan, Student End-of-Course Surveys, and Graduation Surveys
Student End-of-Course Surveys	Student/ course materials and professor	At conclusion of each course	Presence and magnitude of selected spiritual indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Growth Self-Assessments, Faculty Growth Plan, Student End-of-Course Surveys, and Graduation Surveys
Program Completion Survey	Students/ program	During last course of program	Presence and magnitude of selected spiritual indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Growth Self-Assessments, Faculty Growth Plan, Student End-of-Course Surveys, and Graduation Surveys

CURRICULUM

Instrument of Evaluation	Assessor/ Assessed	Frequency of Use	Assessment Measures	Performance Criteria	Data Reporting	Sources for Triangulation of Data
Faculty Observations	Program administrator/ faculty	Annually	Consistency of application of a course's curriculum elements	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Faculty Course Evaluation Form	Faculty/ course curriculum	After each course taught	Presence and quality of selected curriculum scope, sequence, pacing, materials, and delivery mode elements	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Faculty Growth Self-Assessment Form	Faculty member/ self	Annually	Magnitude of knowledge, skill, and dispositions in curriculum selection and implementation	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys

Faculty Growth Plan	Faculty member/own growth plan's results	Annually	Self-report of completion of curriculum goals in prior year plan	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Student End-of-Course Surveys	Student/ curriculum elements and professor's fidelity to course curriculum	At conclusion of each course	Presence and magnitude of selected curriculum indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
University Representative Observations	University representative/ student teacher	Three times each during EDU575,579, and 581	Magnitude of knowledge, implementation skill and dispositions in selected curriculum indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys

Supervising Teacher Assessment Form	Supervising teacher/ student teacher	Two times each during EDU575,579, and 581	Magnitude of knowledge, implementation skill and dispositions in selected curriculum indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Program Completion Survey	Student/ program	During last course of program	Assess program's contribution toward student's growth in knowledge of, skill in implementation of, and dispositions toward selected curriculum indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys

ASSESSMENT

Instrument of Evaluation	Assessor/ Assessed	Frequency of Use	Assessment Measures	Performance Criteria	Data Reporting	Sources for Triangulation of Data
Faculty Observation Form	Administrator/ faculty	Annually	Magnitude of knowledge, skill, and dispositions in selection and implementation of assessment of student learning strategies	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys

Faculty Growth Self-Assessment Form	Faculty member/self	Annually	Magnitude of knowledge, skill, and dispositions in selection and implementation of assessment of student learning strategies	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Faculty Growth Plan	Faculty member/own growth plan's results	Annually	Self-report of completion of curriculum goals in prior year plan	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Student End-of-Course Surveys	Students/ course assignments and professor	At conclusion of each course	Magnitude of knowledge, skill, and dispositions (fairness) in selection and implementation of assessment of student learning strategies	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys

University Representative Observations	University representative/ Student teacher	Three times each during EDU 575 and 579 for sec. teachers and three times each during EDU575,579, and 581 for elementary teachers	Magnitude of knowledge, implementation skill and dispositions (fairness) in selected assessment of student learning indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Supervising Teacher Assessment Form	Supervising teacher/ student teacher	Two times each during EDU 575 and 579 for sec. teachers and two times each in EDU575,579, and 581 for elementary teachers	Magnitude of knowledge, implementation skill and dispositions (fairness) in selected assessment of student learning indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Program Completion Survey	Student/ program	During Last Course of Program	Assess program's contribution toward student's growth in knowledge of, skill in implementation of, and dispositions (fairness) toward selected assessment of student learning indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys

INSTRUCTION

Instrument of Evaluation	Assessor/ Assessed	Frequency of Use	Assessment Measures	Performance Criteria	Data Reporting	Sources for Triangulation of Data
Faculty Observation Form	Administrator/ Faculty	Annually	Magnitude of knowledge, skill, and dispositions in selection and implementation of instructional practices to facilitate student learning	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Faculty Growth Self-Assessment Form	Faculty member/self	Annually	Magnitude of knowledge, skill, and dispositions in selection and implementation of instructional practices to facilitate student learning	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Faculty Growth Plan	Faculty member/own growth plan's results	Annually	Self-report of completion of curriculum goals in prior year plan	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys

Student End-of-Course Surveys	Student/course assignments, professor	At conclusion of each course	Magnitude of knowledge, skill, and dispositions in selection and implementation of instructional practices to facilitate student learning	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
University Representative Observations	University Representative/student teacher	Three times each during EDU575,579, and 581	Magnitude of knowledge, skill, and dispositions in selection and implementation of instructional practices to facilitate student learning	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Supervising Teacher Assessment Form	Supervising Teacher/student teacher	Two times each during EDU575,579, and 581	Magnitude of knowledge, skill, and dispositions in selection and implementation of instructional practices to facilitate student learning	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Program Completion Survey	Student/program	During last course of program	Assess program's contribution toward student's growth in knowledge of, skill in implementation of, and dispositions	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course

			toward selected instructional indicators			Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
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CLASSROOM MANAGEMENT

Instrument of Evaluation	Assessor/ Assessed	Frequency of Use	Assessment Measures	Performance Criteria	Data Reporting	Sources for Triangulation of Data
Faculty Observation Form	Administrator/ faculty	Annually	Magnitude of knowledge, skill, and dispositions in selection and implementation of classroom management strategies	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Faculty Growth Self-Assessment Form	Faculty Member/ self	Annually	Magnitude of knowledge, skill, and dispositions in selection and implementation of classroom management strategies	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Student End-of-Course Surveys	Student/ professor	At conclusion of each course	Knowledge, skill, and dispositions in selection and implementation of classroom management strategies	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation

						Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
University Representative Observations	University representative/ student teacher	Three times each during EDU575,579, and 581	Magnitude of knowledge, skill, and dispositions in selection and implementation of classroom management strategies	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Supervising Teacher Assessment Form	Supervising teacher/ student teacher	Two times each during EDU575,579, and 581	Magnitude of Knowledge, Skill, and Dispositions in selection and implementation of classroom management strategies	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Program Completion Survey	Students	During Last Course of Program	Assess program's contribution toward student's growth in knowledge of, skill in implementation of, and dispositions toward selected classroom management indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys

BUILDING LEARNING NETWORKS

Instrument of Evaluation	Assessor/ Assessed	Frequency of Use	Assessment Measures	Performance Criteria	Data Reporting	Sources for Triangulation of Data
Faculty Observation Form	Administrator/ Faculty	Annually	Magnitude of Knowledge, Skill, and Dispositions in building learning networks	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Faculty Growth Self-Assessment Form	Faculty Members/self	Annually	Magnitude of Knowledge, Skill, and Dispositions in building learning networks	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Student End-of-Course Surveys	Students/faculty	At conclusion of each course	Magnitude of Knowledge, Skill, and Dispositions in building learning networks	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys

University Representative Observations	University Representative/ Student teacher	Three times each during EDU575,579, and 581	Magnitude of Knowledge, Skill, and Dispositions in building learning networks	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Supervising Teacher Assessment Form	Supervising Teacher/ Student teacher	Two times each during EDU575,579, and 581	Magnitude of Knowledge, Skill, and Dispositions in building learning networks	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Program Completion Survey	Student/program	During Last Course of Program	Assess program's contribution toward student's growth in knowledge of, skill in implementation of, and dispositions toward selected networking for learning indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys

DIVERSITY

Instrument of Evaluation	Assessor/ Assessed	Frequency of Use	Assessment Measures	Performance Criteria	Data Reporting	Sources for Triangulation of Data
Faculty Observation Form	Administrator/ faculty	Annually	Magnitude of knowledge, Skill, and Dispositions in designing curriculum and instruction to meet the needs of diverse learners	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Faculty Growth Self-Assessment Form	Faculty Members/ self	Annually	Magnitude of knowledge, Skill, and Dispositions in designing curriculum and instruction to meet the needs of diverse learners	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Student End-of-Course Surveys	Students/ professor	At conclusion of each course	Magnitude of knowledge, Skill, and Dispositions in designing curriculum and instruction to meet the needs of diverse learners	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys

University Representative Observations	University Representative/ Student teacher	Three times each during EDU575,579, and 581	Magnitude of knowledge, Skill, and Dispositions in designing curriculum and instruction to meet the needs of diverse learners	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Supervising Teacher Assessment Form	Supervising Teacher/ Student teacher	Two times each during EDU575,579, and 581	Magnitude of knowledge, Skill, and Dispositions in designing curriculum and instruction to meet the needs of diverse learners	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Program Completion Survey	Students/ program	During Last Course of Program	Assess program's contribution toward student's growth in knowledge of, skill in implementation of, and dispositions toward meeting the needs of diverse learners indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys

TECHNOLOGY

Instrument of Evaluation	Assessor/ Assessed	Frequency of Use	Assessment Measures	Performance Criteria	Data Reporting	Sources for Triangulation of Data
Faculty Observation Form	Administrator/ faculty	Annually	Magnitude of knowledge, Skill, and Dispositions in selection and implementation of appropriate technologies for instruction and assessment of student learning	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Faculty Growth Self-Assessment Form	Faculty Members/ self	Annually	Magnitude of knowledge, Skill, and Dispositions in selection and implementation of appropriate technologies for instruction and assessment of student learning	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
University Representative Observations	University Representative/ Student teacher	Three times each during EDU575,579, and 581	Magnitude of Knowledge, Skill, and Dispositions in selection and implementation of appropriate technologies for instruction and assessment of student learning	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys

Supervising Teacher Assessment Form	Supervising Teacher/ Student teacher	Two times each during EDU575,579, and 581	Magnitude of Knowledge, Skill, and Dispositions in selection and implementation of appropriate technologies for instruction and assessment of student learning	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Student End-of-Course Surveys	Students/ professor	Conclusion of each course	Magnitude of knowledge, Skill, and Dispositions in selection and implementation of appropriate technologies for instruction and assessment of student learning	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Program Completion Survey	Students/ program	During Last Course of Program	Assess program's contribution toward student's growth in knowledge of, skill in implementation of, and dispositions toward technology indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys

DISPOSITIONS

Instrument of Evaluation	Assessor/ Assessed	Frequency of Use	Assessment Measures	Performance Criteria	Data Reporting	Sources for Triangulation of Data
University Representative Observations	University Representative/ Student teacher	Three times each during EDU575,579, and 581	Magnitude of student attainment of the TTT/CBE selected disposition indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Supervising Teacher Assessment Form	Supervising Teacher/ Student teacher	Two times each during EDU575,579, and 581	Magnitude of student attainment of the TTT/CBE selected disposition indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Student Dispositions Self-analysis	Student/self	1) At beginning of EDU575 for all TTT and CBE students. 2) At the end of EDU575 for all CBE students, at the end of EDU579 for TTT secondary students, and at the end of EDU581 for TTT elementary students	Magnitude of student attainment of the TTT/CBE selected disposition indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	

STUDENT TEACHING EXPERIENCE

Instrument of Evaluation	Assessor/ Assessed	Frequency of Use	Assessment Measures	Performance Criteria	Data Reporting	Sources for Triangulation of Data
Student Teaching Placement Assessment Form	University representative/ student teaching site and supervising teacher	At beginning of each student teaching placement	Presence and magnitude of selected indicators	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
Student Teaching Experience Assessment Form	Supervising teacher/ student teaching experience	At end of EDU575, 579, and 581	Presence and magnitude of selected indicator	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
UR Training Assessment Form	University Representative/ Program Knowledge, technology & reporting skills	Annually	Presence and magnitude of selected indicator	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys

Supervising Teacher Assessment Form	Supervising Teacher/ Program Knowledge, Supervisory duties, assessment & reporting skills	Beginning of student teaching experience	Presence and magnitude of selected indicator	5= outstanding 4= above average 3= average 2= below average 1= needs improvement	Means, medians, modes, standard deviations, and anecdotal notes	Faculty Observations, Faculty Self-Assessments, Faculty Growth Plan Assessment, Faculty Course Evaluation, Student End-of-Course Surveys, UR Observation Form, Supervising Teacher Assessment Form, Program completion, and Employment surveys
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**Program Assessment
Principal Licensure Program
2005-2006**

Objectives (Conceptual Framework)	Assessment Criteria & Procedures	Assessment Results	Use of the Results
<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><i>Note: This is IPSB/ISLLC Standard # 1 and the 1st Domain in the Portfolio.</i></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 > 3.0 on a 4.0 scale.</p> <p><i>Note: The next alumni survey will occur in the fall of 2006 and appear in 2007 Annual Assessment Report.</i></p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be >3.0 on a 4.0 scale.</p> <p><i>Note: Data will be analyzed by mid-July.</i></p> <p>3. Cumulative mean scores on intern end of course surveys will be > 4.0 on a 5.0 scale.</p> <p><i>Note: This assessment will be compared to 2005 data in each of the six standards.</i></p>	<p>1. Data will be available in Fall 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 will be >3 on a 4.0 scale.</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 4.89.</p>	<p>1. No program changes for 04-05 were warranted given the cycle of data collection. Data from Fall 2006 will be compared to 2004 to assess changes from 2007.</p> <p>2. The data will be discussed with faculty to improve portfolio performance. The Philosophy Paper is a key element of Domain 1 and will be a focus for data analysis.</p> <p>3. This data will be 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</p>

	<p>4. Inter-rater reliability data on portfolio exhibits will show a correlation >90% for exhibits in this domain.</p> <p><i>Note: EDL 625 finished in June. Exhibits have been scanned and are currently being scored by faculty. 2007 course schedule has been revised to end EDL 625 in mid-May.</i></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>improvement in the score at 625 indicates intern growth as the assignment is completed. The mean score of 3.67 on this variable was the lowest of all end of course survey scores. Faculty discussions, assessment day and faculty development will focus on Continuous School Improvement Project.</p> <p>4. The need to maintain content and format integrity in the portfolio will stressed at faculty meetings and training sessions for new faculty. <i>Orientation for faculty and mentors has been improved.</i></p>
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Objectives (Conceptual Framework)	Assessment Criteria & Procedures	Assessment Results	Use of the Results
<p>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>	<p>1. <i>Note: The next alumni survey will occur in the fall of 2006 and appear in 2007 Annual Assessment Report.</i></p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be >3.0 on a 4.0 scale.</p> <p><i>Note: Data will be analyzed by mid-July.</i></p> <p>3. Cumulative mean scores on intern end of course surveys will be > 4.0 on a 5.0 scale.</p> <p>4. Inter-rater reliability data on portfolio exhibits will show a correlation >90% for exhibits in this domain.</p> <p><i>Note: EDL 625 finished in June and exhibits are currently being scored by faculty. 2007 course schedule has been revised to end EDL 625 in mid-May.</i></p>	<p>2. All scores for program completers on portfolio exhibits for this domain are >3 on a 4.0 scale. Systems are being developed to report summary data by domain and score source.</p> <p>3. The mean score was 4.55 in EDL 612 and 4.92 in EDL 625.</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>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. <i>Orientation for faculty and mentors has been improved.</i></p>

Objectives (Conceptual Framework)	Assessment Criteria & Procedures	Assessment Results	Use of the Results
<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. <i>Note: The next alumni survey will occur in the fall of 2006 and appear in 2007 Annual Assessment Report.</i></p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be >3.0 on a 4.0 scale.</p> <p><i>Note: Data will be analyzed by mid-July.</i></p> <p>3. Cumulative mean scores on intern end of course surveys will be > 4.0 on a 5.0 scale.</p> <p>4. Inter-rater reliability data on portfolio exhibits will show a correlation >90% for exhibits in this domain.</p> <p><i>Note: Data will be analyzed by mid-July.</i></p>	<p>2. All scores for program completers on portfolio exhibits for this domain are >3 on a 4.0 scale. Systems are being developed to report summary data by domain and score source.</p> <p>3. The mean score was 4.01 in EDL 612 and 4.38 in EDL 625.</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>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><i>Orientation for faculty and mentors has been improved</i></p>

Objectives (Conceptual Framework)	Assessment Criteria & Procedures	Assessment Results	Use of the Results
<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. <i>Note: The next alumni survey will occur in the fall of 2006 and appear in 2007 Annual Assessment Report.</i></p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be >3.0 on a 4.0 scale.</p> <p><i>Note: Data will analyzed by mid-July.</i></p> <p>3. Cumulative mean scores on intern end of course surveys will be > 4.0 on a 5.0 scale.</p> <p>4. Inter-rater reliability data on portfolio exhibits will show a correlation >90% for exhibits in this domain.</p> <p><i>Note: Data will be analyzed by mid-July.</i></p>	<p>2. All scores for program completers on portfolio exhibits for this domain are >3 on a 4.0 scale. Systems are being developed to report summary data by domain and score source.</p> <p>3. The mean score was 4.66 in EDL 612 and 5.00 in EDL 625.</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>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. <i>Orientation for faculty and mentors has been improved</i></p>

Objectives (Conceptual Framework)	Assessment Criteria & Procedures	Assessment Results	Use of the Results
<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. <i>Note: The next alumni survey will occur in the fall of 2006 and appear in 2007 Annual Assessment Report.</i></p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be >3.0 on a 4.0 scale.</p> <p><i>Data will be analyzed by mid-July.</i></p> <p>3. Cumulative mean scores on intern end of course surveys will be > 4.0 on a 5.0 scale.</p> <p>4. Inter-rater reliability data on portfolio exhibits will show a correlation >90% for exhibits in this domain.</p> <p><i>Note: Data will be analyzed by mid-July.</i></p>	<p>2. All scores for program completers on portfolio exhibits for this domain are >3 on a 4.0 scale. Systems are being developed to report summary data by domain and score source.</p> <p>3. The mean score is 4.77 in EDL 612 and 4.83 in EDL 625.</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>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><i>Orientation for faculty and mentors has been improved</i></p>

Objectives (Conceptual Framework)	Assessment Criteria & Procedures	Assessment Results	Use of the Results
<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 > 3.0 on a 4.0 scale.</p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be >3.0 on a 4.0 scale.</p> <p><i>Note: Data will be analyzed by mid-July.</i></p> <p>3. Cumulative mean scores on intern end of course surveys will be > 4.0 on a 5.0 scale.</p> <p>4. Inter-rater reliability data on portfolio exhibits will show a correlation >90% for exhibits in this domain.</p> <p><i>Note: Data will be analyzed by mid-July.</i></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 >3 on a 4.0 scale. Systems are being developed to report summary data by domain and score source.</p> <p>3. The mean score is 4.88 in EDL 612 and 4.87 in EDL 625.</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. <i>Orientation for faculty and mentors has been improved</i></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"> • Improvement in intern performance mean scores from 612 to 625 • Improvement in intern ratings of mentors from 612 to 625 • Improvement in intern ratings of University Supervisor from 612 to 625. <p>3. Intern end of course survey mean ratings of faculty performance will be >4.0 on a 5.0 scale.</p> <p>4. School Leaders Licensure Assessment 4a. 100% will pass</p> <p><i>Note: SLLA scores for 2006 have not been reported to IWU by ETS.</i></p>	<p>1. Data is stored in a database pending development of a data management system</p> <p>3. The overall mean score in 4.5605 in EDL 612 and 4.7772 in EDL 624. The range of mean scores is 3.67 to 4.95 in EDL 612 and 4.38 to 4.96 in EDL 625.</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>1. Until data management system is available, no conclusions from data can be drawn.</p> <p>3. 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>4b. IWU mean will exceed national mean</p> <p>4c. IWU median will exceed national median</p> <p>4d. IWU average performance range will exceed national range.</p>	<p>4c. IWU median is 180. National median is 177.</p> <p>4d. IWU average performance range is 173-185. National is 170-183.</p>	
<p>Spiritual Growth for Faculty</p>	<p>1. Faculty members annually assess areas of personal and professional growth. The data identifies targeted areas of growth. The data indicates what percentage of faculty chose the area for growth initiative.</p> <p>2. Faculty members are observed by the director. Data from the observation are recorded in the Unit Assessment System and summary reports were analyzed.</p>	<p>1. Spiritual Growth was mentioned on 70% of the growth plans. This is the first year for the data.</p> <p>2. The average score for faculty was 3.67 on the 4.0 scale. This is the first year for this data.</p>	<p>1. To encourage commitment to spiritual improvement devotions in each workshop were expanded in the course guides to include the Maxwell Bible.</p> <p>2. Faculty demonstrated a focus on the spiritual area of teaching. The devotions and lessons were centered on a Biblical worldview. Devotions were expanded in 2006 to include the Maxwell Bible.</p>

	3. Students assess faculty members on end of course surveys on their effectiveness of demonstrating their Christian faith.	3. The question on the survey asks if the instructor's Christian faith was clear. The average mean score was 4.955 on a 5.0 scale	3. Student's gave high ratings to instructors' abilities to demonstrate a clear Christian faith. This is the first year to add Biblical Leadership Truths from the Maxwell Bible in each course guide.
Technology Applied to Teaching Methods	1. Candidates assess faculty on end of course surveys on use of multiple resources in their instruction.	1. The average score was 4.585 on a 5.0 scale.	1. The results are high and will be discussed in faculty development to increase the use of technology and multiple resources for instruction and future online instruction.
Curriculum	1. Candidates assess faculty members on an end of course survey on their effectiveness of teaching curriculum. 2. Faculty members provide feedback about curriculum after teaching a course.	1. The average score for faculty was 4.7875 on a 5.0 scale. This is the first year for this data. 2. Average score was 4.42 on a scale of 5.0. This was the first year for the data.	1. Candidates rated instructors' abilities high to effectively cover key components of the curriculum. The data will be discussed with faculty during assessment day and help focus faculty development. 2. Faculty members have indicated that curriculum components are effective in measuring course objectives. The data validates that effectiveness.

	<p>3. Faculty members are observed by the director. Data from the observation are recorded in the Unit Assessment System and summary reports were analyzed.</p> <p>4. Faculty members annually assess areas of personal and professional growth. The data identifies targeted areas of growth. The data indicates what percentage of faculty chose the area for growth initiative.</p>	<p>3. Average score for faculty was 3.3 on a 4.0 scale. This was the first year for the data.</p> <p>4. Curriculum was mentioned as a need % of the time. This is the first year for the data.</p>	<p>3. The data will be discussed with faculty members and the focus of faculty development.</p> <p>4. Additional focus will be given to the five year plan that is updated annually. The data will be discussed with faculty and a focus of faculty development.</p>
Instruction	<p>1. Candidates assess faculty members on an end of course survey on their effectiveness of instruction.</p> <p>2. Faculty members provide feedback about instruction after teaching a course.</p> <p>3. Faculty members are observed by the director. Data from the observation are recorded in the Unit Assessment System and summary reports were analyzed.</p>	<p>1. The average score for faculty was 4.5985 on a 5.0 scale. This is the first year for this data.</p> <p>2. Average score was 4.42 on a scale of 5.0. This was the first year for the data.</p> <p>3. The average score for faculty was 4.5985 on the 5.0 scale. This is the first year for this data.</p>	<p>1. Candidates rated instructors' abilities high to effectively cover key components of the instruction. The data will be discussed with faculty during assessment day and help focus faculty development.</p> <p>2. Faculty members have indicated that instruction components are effective in measuring course objectives. The data validates that effectiveness.</p> <p>3. The data will be discussed with faculty members and the focus of faculty development.</p>

	<p>4. Faculty members annually assess areas of personal and professional growth. The data identifies targeted areas of growth. The data indicates what percentage of faculty chose the area for growth initiative.</p>	<p>4. Instruction was mentioned as a need 60% of the time. This is the first year for the data.</p>	<p>4. Additional focus will be given to the five year plan that is updated annually. The data will be discussed with faculty and a focus of faculty development.</p>
Assessment	<p>1. Candidates assess faculty members on an end of course survey on their effectiveness of faculty assessment.</p> <p>2. Faculty members provide feedback about assessment after teaching a course</p> <p>3. Faculty members are observed by the director. Data from the observation are recorded in the Unit Assessment System and summary reports were analyzed.</p>	<p>1. The average score for faculty was 4.84 on a 5.0 scale. This is the first year for this data.</p> <p>2. Average score was 4.42 on a scale of 5.0. This was the first year for the data.</p> <p>3. The average score for faculty was 4.84 on the 5.0 scale. This is the first year for this data.</p>	<p>1. Candidates rated instructors' abilities high to effectively cover key components of the assessment. The data will be discussed with faculty during assessment day and help focus faculty development.</p> <p>2. Faculty members have indicated that assessment components are effective in measuring course objectives. The data validates that effectiveness.</p> <p>3. The data will be discussed with faculty members and the focus of faculty development.</p>

	<p>4. Faculty members annually assess areas of personal and professional growth. The data identifies targeted areas of growth. The data indicates what percentage of faculty chose the area for growth initiative.</p>	<p>4. Assessment was mentioned as a need 40% of the time. This is the first year for the data.</p>	<p>4. The data will be discussed with faculty members and the focus of faculty development. Additional focus will be given to the five year plan that is updated annually. The data will be discussed with faculty and a focus of faculty development.</p>
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RNBS COMPLETION PROGRAM ASSESSMENT 2005-2006

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
<p>1. Apply relevant theories and research from nursing, life sciences, social sciences, the humanities, and Christian thought to the practice of nursing. Assessed Spring 2002</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>2004 *Employer Survey: Knowledge & Skills = 4.63 Ethics = 4.83</p> <p>Portfolio evaluation: 83.3% proficient</p>	<p>New course, NUR 350, Seminar in Nursing Leadership added to curriculum in 2003 to strengthen leadership from feedback on the Employer Survey.</p> <p>Assess spring 2007</p>
<p>2. Assume professional responsibility for the design, management, and coordination of outcome-oriented comprehensive nursing care in an evolving health care system. Assessed Spring 2002</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>2004 Employer Survey: Leadership = 3.96 Management of materials = 4.25 nursing care = 4.71</p> <p>2004 *Alumni Survey: Leadership skills = 4.44</p> <p>Portfolio evaluation: NUR205: 91% proficient NUR490 :95% proficient NUR370 :78% proficient</p>	<p>Enhance NUR 490 Management Course, strengthening principles on management.(2004)</p> <p>New Seminar in Nursing Leadership course. (2003)</p> <p>NUR370: Prepare additional faculty guidelines on case management.</p> <p>Changed portfolio inclusions (2003)</p> <p>Assess spring 2007</p>
<p>3. Exhibit a commitment to lifelong learning and professionalism. Assessed Spring 2003</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>Portfolio evaluation: 72.2% proficient</p> <p>2004 Alumni Survey: Lifelong learning = 4.70</p> <p>2004 Alumni Survey indicates that at least 25% of graduates have enrolled in or completed a graduate degree within 5 years of graduation</p>	<p>Graduate nursing program offered in offsite model to serve this population in 2002</p>

<p>4. Manage information, technology, and human resources pivotal to health promotion and risk reduction across the lifespan. Assessed Spring 2003</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>2004 Employer Survey: Management of materials and human resources= 4.25</p> <p>Portfolio evaluation: NUR 490: 95% proficient</p>	<p>NUR 490 revised 2004 to strengthen focus on management.</p> <p>Course curriculum revisions for NUR 224 2004-05 FY includes Ergonomics.</p>
<p>5. Provide competent nursing care for diverse populations based upon ethical principles and Christian accountability. Assessed Spring 2004</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>2004 Employer Survey: Ethics = 4.83 Cultural diversity = 4.54 2004 Alumni Survey: Ethics and cultural diversity = 4.59</p> <p>Spring, 2004 Portfolio Evaluation: NUR 365 Score: 87% proficient - expectations met. NUR 401 Score: 71% proficient</p>	<p>NUR 401 Review of cultural assessment guidelines for clarity and integration of faith based information, diversity and cultural emphasis. NUR 401 revised July 2006 with integration of Evidenced Based Practice. Name changed to Transcultural Nursing.</p>
<p>6. Demonstrate mastery of the scientific principles underlying technical skills. Assessed Spring 2004</p>	<p>Weekly 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% Guidelines need more clarity. Examples limited in number at review.</p>	<p>Fall 2004 NUR 334 – Course revision 2005 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.</p> <p>Results more accurately reflect learning when guidelines for testing instructed facilitators not to share correct pre-test answers until after giving post test following class content presentation. Change made in 2005-2006 curriculum.</p>

<p>7. Demonstrate critical thinking and effective communication in application of the nursing process. Assessed Spring 2005</p>	<p>85% of journal entries from practicum (NUR 470, NUR478) will demonstrate critical thinking and effective communication as scored by an assessment committee.</p>	<p>Spring 2005 Portfolio evaluation: (Core Groups # 115-131)</p> <p>NUR 470: 72% proficient on Critical Thinking</p> <p>77% proficient on Communication</p> <p>NUR478: 76% proficient on Critical Thinking</p> <p>85% proficient on Communication.</p>	<p>NUR470 revised with new text and expanded guidelines for journaling assignment. 2005</p> <p>NUR478 phased out of curriculum 2005 with replacement of 2 new courses - Perspectives on Poverty and Health, and the second course - Alternative Medical and Healing Therapies to meet the need of educating for current health care delivery today.</p> <p>2006 This course name changed to Complementary and Alternative Therapies.</p>
<p>8. Display value-based behaviors in the practice of holistic care of individuals, groups, and communities. Assessment Spring 2006</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 Values assignment) will display value-based behaviors as scored by an assessment committee.</p>	<p>2004 Alumni Survey: Value based behaviors in holistic care = 4.33 on a 1-5 scale.</p> <p>Portfolio Evaluation: Spring, 2006 (Core Groups #132-150)</p> <p>NUR 470 76.92% of portfolio inclusions demonstrated proficiency on Vulnerability Paper.</p> <p>NUR 332 50% of portfolio inclusions demonstrated proficiency on Spirituality Paper.</p>	<p>Criteria met on Alumni Survey.</p> <p>NUR 470 revised with facilitator instruction to explain assignment and review Grading Grid before assignment due.</p> <p>NUR 332 revised to include Mini Lecture on difference between religion and spiritual care. Intent was for students to submit assignment then discuss spiritual aspects in class to increase critical thinking. Revise so discuss in class then complete assignment following discussion. Review Grading Grid before assignment due</p> <p>Paper due WS 1. Revised course so faculty clarifies assignment via email before class so students are clear on</p>

		<p>NUR 365 80% of portfolio inclusions demonstrated proficiency on Values Clarification Paper.</p>	<p>expectations for assignment. Revised assignment so World Changer focus is clearer in assignment description.</p>
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6/5/2006 Cynthia Tweedell/Carol Bence

*Employer & Alumni Surveys based on a 1-5 scale: 1=Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

**World Changer Outcomes
Associate Programs**

<i>Objective</i>	Assessment Criteria and Procedures	Assessment Results	Use of Results
<i>BASICS OF THE CHRISTIAN FAITH:</i> 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>Pre/Post Ethics Writing Sample: 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>Personal Learning Anthology: 90% of BIL102 papers will show evidence of understanding of Christian world view as indicated by a faculty-written scoring rubric.</p>	Ethics Writing Sample: 70% had 10% improvement in Christian worldview.	
<i>LIBERAL ARTS FOUNDATION:</i> A solid grasp of the general studies that have been associated with a liberal arts education.	<p>Academic Profile: College Reading scores will meet or exceed scores from a national sample of comprehensive universities.</p> <p>Personal Learning Anthology: 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>Academic Profile: Criteria met. IWU scores are comparable to a national sample.</p> <p>PLA: Criteria met.</p>	<p>Academic Profile: No action needed at this time.</p> <p>PLA: No action needed at this time.</p>
<i>COMPETENCY IN A DISCIPLINE:</i> A competency in at least one major discipline of the University curriculum.	<p>Baccalaureate Completion: 80 % of graduates who subsequently enroll in a baccalaureate program will successfully complete within 10 years.</p> <p>ASB: 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>ASCIS: 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>Completion: 2003 Graduation rate in Bachelor programs is 74%.</p> <p>ASB: 60% scored “proficient”.</p> <p>ASCIS: New program. Due: 2009.</p>	

<i>Objective</i>	Assessment Criteria and Procedures	Assessment Results	Use of Results
INTEGRATION OF KNOWLEDGE: The integration of knowledge with one's faith across academic disciplines.	Pre/Post Ethics Writing Sample: 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.	Ethics Writing Sample 80% had 10% improvement in ethical thought	
CREATIVITY: The ability to make connections between various bodies of information and to create new forms and structures.	Pre/Post Ethics Writing Sample: 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. Personal Learning Anthology: 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.	Ethics Writing Sample 80% had 10% improvement in ethical thought.	
CRITICAL THINKING: 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.	Academic Profile: Critical thinking scores will meet or exceed scores from a national sample of comprehensive universities. Pre/Post Ethics Writing Sample: 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.	Academic Profile: IWU critical thinking scores are slightly below national sample. Ethics Writing Sample 80% had 10% improvement in ethical thought.	
COMMUNICATION: The ability to read critically, to write clearly, and to communicate effectively in various other forms.	Essay Samples: 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. Academic Profile: College writing scores will meet or exceed scores from a national sample of comprehensive universities. Pre/Post Oral Presentation: 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.	Essays: 62.5% had a score of 3 or more on all 6 traits. Lowest trait was Conventions. Academic Profile: IWU scores are slightly below national sample.	

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

<i>Objective</i>	Assessment Criteria and Procedures	Assessment Results	Use of Results
HUMAN WORTH: A belief that God created all life and therefore all people have worth.	Pre/Post Ethics Writing Sample: 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.	Ethics Writing Sample: 70% had 10% improvement in Christian world-view.	
STEWARDSHIP: A valuing of the created order as a trust from God and a commitment to the wise use of all the resources of life.	Evidence of effective time management: Class attendance records and completion of courses.	Evidence: 2003 graduation rate is 74%.	
LIFE CALLING: The cultivation of a sense of purpose and a passion to pursue God's call.	Pre/Post Ethics Writing Sample: 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 BIL102 Papers: 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.	Ethics Writing Sample: 70% had 10% improvement in Christian world-view. BIL102 Papers: 100% reflect life calling.	
SERVICE: A commitment to view one's career as a vocation (calling) rather than an obligation or an end in itself.	Pre/Post Ethics Writing Sample: 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.	Ethics Writing Sample: 70% had 10% improvement in Christian world-view.	
AGENTS OF CHANGE: A commitment to become an agent of God's redemptive plan	Pre/Post Ethics Writing Sample: 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. Student/faculty reports of change agents.	Ethics Writing Sample: 80% had 10% improvement in ethical thought.	
SELFLESSNESS: The motivation to put others before self.	Pre/Post Group Process Assessment: 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	Group Process Assessment: 0% had a 10% improvement.	

Admissions

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
Accurate, timely turn-around of admissions files.	Criteria: 1 day turn-around. Tracking system	2005-06: 1.78 day turnaround	Continue to refine processes and maintain accurate records to determine turnaround time.

PROGRAM ASSESSMENT Advising

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Students will be properly advised for graduation.	<p>Graduation rates for bachelor level programs will be over 60% (national average for adults)</p> <p>Evaluation Card after advising session will confirm good advising.</p>	2005-06: Bachelor graduation rate is at 74%	Advisors will continue to work with individual students to identify degree completion plans to ensure timely graduation.
2. Students will get quality academic advising which gives them a clear understanding of what they need in order to fulfill their academic goals.	<p>End of Program Survey: Mean scores on questions of academic advising will be over 4.0 (of 5).</p>	2005-06: EOPS – 3.97	Have hired an additional online advisor to reduce the advisor:online student ratio. Have put in a request to hire an advisor for the Northwest area which will reduce the advisor:onsite student ratio.

PROGRAM ASSESSMENT Chaplaincy

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Each APS student will have access to a chaplain	End of Program Survey: Student satisfaction with accessibility of chaplain: Mean: 4.0 out of 5.0	2005-06: Mean score of 3.98	Hired a Director of Spiritcare in order to increase emphasis on program. Currently reviewing all processes and procedures, breakdowns in systems, lack of chaplain recruiting, etc. Comprehensive plan will be put in place to address deficiencies.
2. Chaplain will be helpful in crisis intervention.	End of Program Survey: Student satisfaction with helpfulness of chaplain: Mean 4.0 out of 5.0	2005-06: Mean score of 3.94	Creation of cluster chaplains in outlying regions (to cover multiple isolated cohorts within a general locale). Recruit local pastors for crisis intervention.
3. Chaplain will formally promote the mission/vision of the university.	End of Program Survey: Mean score on Chaplain influence on spiritual growth: 2.0 out of 3.0.		

PROGRAM ASSESSMENT
Prior Learning Assessment

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Provide a quality option for earning elective credit	Criteria: 30 day processing of files Tracking system Student satisfaction after processing	2005-06: 95% meet criteria	
2. Provide students with excellent access to tools to file for elective credit.	Student satisfaction after processing	2005-06: 5% met some progress being made with portfolio manual revisions.	Will continue to work on refining the tools available to students.
3. Work with companies to do pre-assessment for certifications and training	Student satisfaction after processing	2005-06: 0% met	Will develop a plan to move forward with this goal.

**Off Campus Library Services
Assessment Plan
2005/2006**

Objective	Assessment Criteria	Assessment Procedures	Assessment Results	Use of the Results
<p>1. To provide opportunities for students to learn about how to do library research.</p>	<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>*We have a Database Tutorial section on our OCLS web pages where several tutorials are available to students.</p>	<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>Although OCLS is mentioned, facilitators are not requesting presentations, thus we are seeing no significant percentage differences with MSM usage. (2005, 2006)</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>Program improvement for MSM students in their information literacy skills.</p> <p>Need further curriculum adjustments. (2005, 2006)</p> <p>BSM/BSBA/BSMK will have an established timeframe for OCLS to provide library instruction, starting with the 2006 fiscal year.</p>

			Although not available publically for all students, new MED students (MED305 onwards) are receiving a link to introductory education databases. Then in a later class (EDU565) they receive more in depth face to face instruction.	This was as a result of EOC surveys where students wanted more library instruction in their first course. (Spring 2006)
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% July 2005 – 100% Feb 2006 – 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, 2006)	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.	2006—See comment above on MED tutorials.	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% August 2005 – 82% Dec. 2005 – 82% April 2006 – 84%	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>Parish Survey: 80% of those surveyed will note that the pastor has become more effective in preaching and leadership after taking courses at IWU. Alumni Survey: 80% of graduates will perceive that they:</p> <ol style="list-style-type: none"> 1. have achieved a new level of spiritual character 2. can effectively apply what they have learned <p>Selected student papers: 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>Alumni Survey: 80% of graduates will feel their needs are met, have a retreat-like experience and are supported by fellow students and staff. End of Course Surveys: 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

Program Objectives	Nursing Administration Outcomes	Nursing Education Outcomes	Primary Care Outcomes
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>

DGSNE Program Objectives	NURA Outcomes	NURE Outcomes	PYC Outcomes
<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	a. 10% scored proficient	APA Workshop
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.	Students’ post tests on Multicultural Competency Scale show 50% improvement (Multicultural Counseling Course)	42% Improvement in scores	Focus group with minority students
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.	44% proficient	
7. Students will demonstrate proficiency in communication skills.	Papers, presentations, clinical portfolio: 90% of student will score “superior” on faculty-designed rubrics.	40% scored proficient 0% scored superior	

10/25/05 rev. 6/15/06, cbt

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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