



**Adult and Graduate Studies  
Annual Assessment Report  
2003-2004**

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Associate Dean for Institutional Effectiveness**

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Assessment Specialist for AGS**

**July 2004**

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**Executive Summary**

The highlights of assessment and accreditation activities for FY 2003-04 include:

- **Spiritual Growth** perceived by our graduates is significantly higher than growth perceived last year (see pp. 23-24).
- **Data continue to indicate no significant difference** in student outcomes for on-site students compared to online (see p. 14, 15, 25).
- **All surveys are being launched on WebSurveyor**, which will send email invitations and reminders to participants.
- **End of Course and General Information Surveys** are being combined into one more efficient form.
- **BSBA Program Review** shows improvement in spiritual emphasis and student satisfaction from 1999. Student learning outcome criteria were met (see pp. 7-12).
- **PLP Program Review** indicates a high level of satisfaction, particularly with the quality of instruction and effectiveness of learning activities (see p.15).
- **School Counseling Program** was approved by the Indiana Professional Standards Board
- **First IWU doctorate:** Ed.D. in Organizational Leadership was approved by the Higher Learning Commission (NCA).
- **IWU Assessment Handbook** is revised and available online.
- **Ohio Board of Regents and Higher Learning Commission (NCA)** approved request to offer classes in Cincinnati and Dayton.
- Highlights of Departmental Assessment
  - **Business and Management:**
    - Implementation of an assessment test for BSBA
    - Alumni survey of BSBA Graduates
    - Review of selected BSBA student papers
    - Changes based on assessment include:
      - **In response to BSBA test scores indicating that students do not show much growth in computer skills, the ADM316 course has been upgraded (see data on p. 7-12).**



- **New elective classes (BUS315 Fraud Examination PHE141- Long Distance Running) were added in response to a survey of student desires**
    - **New elective class (UNV101) added to fit the needs of the community to explore career options.**
  - **Graduate Studies in Counseling**
    - The development of an assessment plan
    - Alumni study completed
    - Progress on a proposal to the Indiana Professional Standards Board to offer a School Counseling Program
    - Changes based on assessment include:
      - **As a result of dialog with Indiana Health Professions Bureau concerning state educational requirements for licensure in Marriage and Family Therapy (MFT), some curricular changes have been made.**
      - **As a result of faculty feedback, changes were proposed in “incomplete” procedures for internship.**
  - **Graduate Nursing**
    - Changes based on assessment:
      - **As a result of student and faculty feedback, a didactic course was added to accompany the practicum in the Adult Primary Care curriculum**
  - **Graduate Studies in Ministry**
    - Substantial progress in clarifying and writing program objectives
    - Changes based on assessment include:
      - **The addition of a Youth Ministry Concentration online to reflect market demands**
      - **The addition of a Ministerial Leadership Concentration in Indianapolis, in response to feedback.**
      - **The addition of new courses which better fit the demands of students.**

## Progress on Assessment Goals for 2003-04

Cynthia Tweedell is now Associate Dean for Institutional Effectiveness and her duties have expanded to include student outcomes assessment for the entire campus. She continues to lead assessment activities in the Colleges of Adult and Graduate Studies while also advising on student outcomes assessment for the College of Arts and Sciences. Following are the specific goals for the FY 03-04 with notes on progress made:

1. Analyze the impact of new delivery modes
  - a. Compare MBA and BSM test results online with on site  
*T-tests indicate no significant difference between online and on site post-test scores. (see p. 14)*
  - b. Compare MED portfolio scoring: online with on site  
*T-tests indicate no significant difference in portfolio scores for online and on site students. (see p. 15)*
2. Implement Program Review according to the APS 5-year schedule.
  - a. Program review of BSBA including pre/post testing, alumni/employer surveys and scoring of selected papers.  
*Pre/post testing, alumni surveys, employer focus group and scoring of ethics papers is completed. Scoring of two other sets of papers is planned for fall, 04. (see pp 7-12)*
  - b. Program review of PLP, including alumni surveys, employer focus group, and portfolio review.  
*Alumni surveys completed. Superintendents' focus group planned for summer, 04. (see pp. 15)*
3. Assure that an IWU degree is standardized regardless of location
  - a. Devise and implement an assessment plan for regional campuses  
*Assessment plan completed and will be implemented in 04-05.*
4. Assure quality service to all students
  - a. Devise and implement assessment plans for all service areas: student services, chaplain, resources, financial aid, AES, accounting  
*Put on hold due to Datatel conversion.*
5. Review survey system for APS
  - a. Research and propose a new software system (or outsourcing) to deliver and process all university surveys  
*After exploring several options, a decision was made to use WebSurveyor. This will be implemented in 04-05.*
  - b. Suggest strategies to improve response rates.  
*WebSurveyor (see above) will send email invitations and reminders to students.*

c. Review content of General Information and End of Course Surveys.

*A team of directors met to revise the surveys. The General Information and End of Course Surveys will be combined into a more streamlined form which will be launched on WebSurveyor.*

## **Business and Management**

**Assessment Plans** (see pp. 29-37)

**Assessment Projects** (for specific data, see Assessment Projects Notebook and Business and Management Assessment Notebook, 2003-04)

### **BSBA Curriculum**

**Process of Goal Selection:** Business and Management faculty met to write objectives on Assessment Day in May, 1999. By August, 1999, objectives and an assessment plan had been written. In 1999-00 the BSBA underwent program review, which resulted in curricular changes. This is the second round of assessment for this program and provides an opportunity to assess the changes made in 2000.

#### **Objectives Measured:**

Demonstrate an understanding of decision making from a Christian world view.

#### **Selection of Assessment Measures:**

MGT 425 papers: Ethics papers

#### **Performance Criteria**

90% of MGT 425 papers will demonstrate an understanding of decision making from a Christian world view.

#### **Collection and Analysis of Data**

1. Faculty used the rubric they designed in 2000 to assess this objective
2. Papers were collected from ADM 425 (27 papers from 3 cohorts)
3. A representative sampling of these papers was chosen for faculty scoring. (5 from each cohort group)
4. On May 7, 2004 Business and Management faculty scored papers. (see Assessment Day Procedures)
5. The Assessment Specialist calculated a mean score for each paper on each objective. (see Evaluators' Scoring Summary)
6. An average score of "3.5" or above (out of 5 points) was considered "proficient."
7. The Assessment Specialist calculated the percentage of papers which were proficient on each objective

#### **Results**

**46% of papers demonstrated proficiency on decision-making from a Christian world view.**

#### **Comparison**

2000: BSBA Mgt 425 papers: 0% demonstrated proficiency

2001: BSM Mgt 425 papers: 4% demonstrated proficiency

2003: BSA Mgt 425 papers: 64.2% demonstrated proficiency



### **BSBA Alumni Study:**

In January 2004, a survey was mailed to a random sample of 465 alumni of the BSBA program. There were 105 surveys returned, which is a response rate of 22.5%. Results indicate general satisfaction with the program. Alumni report that they chose the program for its convenience, and are consequently satisfied with the clarity of degree requirements, registration, and program length. Comparisons with an earlier BSBA Alumni Survey (1999) indicate recent graduates have significantly higher satisfaction with the spiritual emphasis and academic quality. Their comments indicate that they appreciate the opportunity to complete their degree without sacrificing their personal and professional lives. Program objectives appear to be met more consistently than in the past survey. There are some strong negative feelings about study group projects and mixed feelings about the impact of the program on graduates' careers. Many report frustration that their degree has not produced career advancement or salary increase. Generally speaking, these alumni are very enthusiastic about the program: Almost all would choose the program again and would recommend it to a friend.

### **BSBA Employer Focus Group:**

An employer focus group was held at the Indianapolis Education Center on April 13, 2004. There were also follow up phone interviews with some employers who could not make it to the meeting. Results indicate that employers are pleased with the emphasis on teamwork and urged us to stress general communication and problem solving skills.

### **BSBA Pre-Post Testing**

**Objective:** Demonstrate knowledge in the functional areas of business.

**Assessment Measure:** Faculty-written pre/post test consisting of 90 multiple choice questions covering the content of the BSBA curriculum. This test was an adaptation of the BSM test administered in 2001. At that time, several faculty were paid to develop and submit questions to an assessment test bank. The BSBA test includes some additional questions in Marketing, Business Law, and Statistics.

**Performance Criteria:** Mean scores for graduating students on a faculty generated comprehensive test will be 10% higher than for beginning students.

**Collection and Analysis of Data:** The BSBA test was administered in class to selected ADM201 cores in their second night of class. The post-test (which was the same test) was administered on the fourth or fifth night of ADM495, the final course in the BSBA. Students were told that this test would not be included in their grades and not count against them in any way. Students were given about an hour to complete the test. Following is a listing of the core groups tested:

Type	Program	Location	Test Date	Facilitator	Admin'r	# Received
Pre Test	BSBA 296	Fort Wayne EC	1/19/2004	Wendy Collins	GH	11 exams
Pre Test	BSBA 297	Rensselaer, IN	1/22/2004	Heather Stark	JK	14 exams
Pre Test	BSBA 298	Merrillville, IN	2/10/2004	Heather Stark	HS	11 exams

Pre Test	BSBA 299	Indianapolis EC	2/25/2004	Enid Bennett	EB	17 exams
Pre Test	BSBA 302	Fort Wayne EC	4/14/2004	Wendy Collins	JK	13 exams
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Post Test	BSBA 278	Indianapolis EC	2/10/2004	Patricia Highbaugh	JK	11 exams
Post Test	BSBA 280	Fort Wayne EC	3/18/2004	Mark Hazelet	JK	13 exams
Post Test	BSBA 281	Columbus EC	3/22/2004	Charles E. Coffin	GC	12 exams
Post Test	BSBA 282	Greenwood, IN	4/15/2004	Tim Tapp	GH	11 exams
Post Test	BSBA 283	La Porte, IN	4/23/2004	William Jarrett	WJ	13 exams

Data are attached.

**Areas of Strength:**

- Economics
- Statistics
- Business Law

**Areas of Weakness:**

- Marketing
- Accounting
- Computers

The criterion was met. Graduating students' mean score was 12% higher than beginning students.

There were significant differences in Post-Tests by location, as indicated by ANOVA ( $p=.07$ ). La Porte and Fort Wayne were significantly lower on ethics, accounting, statistics and economics. There were no significant differences in Pre-Test scores.

**Comparison Study**

A similar test administered to BSM students in 2001 also had similar results. Here is the summary of that study. Results are attached.

**Areas of strength:**

- International Business
- Marketing (stipulation: several questions were confusing)
- Accounting

**Areas of weakness:**

- Computers (stipulation: students come in with much knowledge so there is little growth)
- Ethics (stipulation: this tested a new curriculum to which these students had not been exposed)

## Conclusions

- The BSBA program meets its objective of increasing knowledge in functional areas of business.
- Students come in with strong computer skills, so that some of the coursework does not contribute to their growth.

<b>BSBA Pre/Post Test 2004</b>				
<b>Area</b>	<b>TOTAL</b>	<b>TOTAL</b>	<b>%Difference</b>	
	<b>Mean</b>	<b>Mean</b>		
	<b>%Correct</b>	<b>%Correct</b>		
<b>Mgmt/Leadership</b>	45.83	50.18	<b>+ 9.50</b>	
<b>Computer</b>	50.11	53.56	<b>+ 6.88</b>	
<b>Ethics</b>	42.20	47.77	<b>+ 13.20</b>	
<b>Accounting</b>	43.81	45.59	<b>+4.06</b>	
<b>Marketing</b>	51.10	51.24	<b>+ 0.26</b>	
<b>Bus Law</b>	66.41	79.17	<b>+ 19.22</b>	
<b>Statistics</b>	38.07	48.59	<b>+ 27.63</b>	
<b>Economics</b>	47.51	54.75	<b>+ 15.22</b>	
<b>Mean</b>	<b>47.45</b>	<b>53.34</b>	<b>+12.41</b>	
<b>St. Dev.</b>	<b>25.90</b>	<b>22.12</b>		

## **BSBA Pre-Post Test By Location -- 2004**

<b>Area</b>	<b>Pre Test</b>	<b>Pre Test</b>	<b>Pre Test</b>	<b>Pre Test</b>
	<b>BSBA297</b>	<b>BSBA298</b>	<b>average</b>	<b>BSBA299</b>
	<b>Rensselaer</b>	<b>Merrillville</b>	<b>Fort Wayne</b>	<b>Indy EC-N</b>
	<b>% Correct</b>	<b>% Correct</b>	<b>%Correct</b>	<b>%Correct</b>
	<b>n=14</b>	<b>n=11</b>	<b>n=27</b>	<b>n=17</b>
<b>Mgmt/Leadership</b>	48.21	41.36	46.10	47.35
<b>Computer</b>	53.57	51.52	48.72	48.04
<b>Ethics</b>	38.89	43.43	24.77	43.14
<b>Accounting</b>	48.90	42.66	44.51	38.46
<b>Marketing</b>	52.10	48.66	53.85	47.06
<b>Law</b>	71.43	63.64	66.72	63.53
<b>Statistics</b>	37.14	38.18	43.99	27.06
<b>Economics</b>	49.40	37.12	50.52	50.00
<b>Class Mean</b>	<b>43.79</b>	<b>39.45</b>	<b>44.03</b>	<b>40.65</b>
<b>St. Dev.</b>	<b>6.78</b>	<b>7.70</b>	<b>6.88</b>	<b>7.65</b>

Area	Post Test BSBA278	Post Test BSBA281	Post Test BSBA282	Post Test BSBA283	Post Test BSBA280 Fort Wayne
	Indy EC-N % Correct n=11	Columbus % Correct n=12	Greenwood %Correct n=11	LaPorte %Correct n=13	% Correct n=13
Mgmt/Leadership	52.27	56.25	55.46	40.77	46.15
Computer	56.06	54.17	57.58	51.28	48.72
Ethics	52.53	53.70	56.56	39.31	36.75
Accounting	51.05	49.36	48.25	34.32	44.97
Marketing	46.21	57.64	56.82	44.87	50.64
Law	80.00	75.00	85.46	70.77	84.62
Statistics	52.73	56.67	58.18	32.31	43.08
Economics	56.36	56.67	64.55	46.92	49.23
<b>Class Mean</b>	<b>*49.45</b>	<b>*50.92</b>	<b>*54.18</b>	<b>*48.00</b>	<b>*44.08</b>
<b>St. Dev.</b>	<b>7.89</b>	<b>7.20</b>	<b>6.06</b>	<b>11.40</b>	<b>11.29</b>

\* ANOVA indicates significant difference in Post-Tests by Location: p=.07

### Benchmarking: 2004 with 2001

#### 2001 BSM Pre-Test/Post-Test

Content Area	# of Questions	10% increase	20% increase	Decline
1. Management and Leadership	20	12%	8%	8%
2. Computers and Info Processing	7	0%	14%	14%
3. Ethics	9	0%	22%	11%
4. Organizational Behavior	9	22%	0%	11%
5. Accounting	11	9%	18%	18%
6. International Business	11	18%	54%	0%
7. Marketing	13	23%	15%	30%

## 2004 BSBA Pre/Post Test

Content Area	# of Questions	<10% Increase	10-19% Increase	20% or more Increase	Decline
Management and Leadership	20	5%	30%	30%	35%
Computer & Info Processing	6	33%	33%	0%	33%
Ethics	9	11%	11%	44%	33%
Managerial Accounting	13	38%	15%	15%	31%
Marketing Management	17	12%	6%	41%	41%
Business Law	5	20%	20%	40%	20%
Business Statistics	5	0%	20%	60%	20%
Economics	12	8%	8%	50%	33%
<b>Total</b>	<b>87</b>				

## BSBS Changes Based on Assessment

### Revise ADM201 Principles of Self-management

- Add workshop activities on how to use the OCLS library website. The curriculum revision would be prescribed to enable an instructor to facilitate the OCLS activities or an OCLS librarian.

#### Assessment tools

Faculty input on changes on end of course feedback forms:

- From an instructor in BSBA300 “I would require a visit by an OCLS librarian. This information is so valuable to students...”

### Revise ADM316 Computers and Information Processing

- Increase level of computer skills
- Include workshop activities on balance of Office 2003

#### Assessment tools

BSBA pre-post testing conclusions:

- “Students come in with strong computer skills, so that some of the coursework does not contribute to their growth.”

Faculty input on changes on end of course feedback forms:

- From an instructor in BSBA283 “Course work was too simple, not difficult enough, thus the reason for all A’s in grading.”
- From an instructor in BSBA274 “Teach rest of Office 2000-not just Excel.”
- Also received similar comments in personal communication with instructors

## **Add ADM318 Mathematics for Business and Economics**

### Assessment tools

Survey of CAAHE institutions:

- Three out of the nine CAAHE institutions surveyed offered this type of course.
- In addition, the average program length of the CAAHE schools surveyed is approximately 86 weeks. The IWU BSBA program is 76 weeks and with the addition of a five or six week course, IWU would still be below the CAAHE average program length.

Faculty input on changes on end of course feedback forms:

- From an instructor of ADM320 in BSBA283, “I found that my students were a bit rusty in basic math skills such as algebra and how to use the statistical functions on their computers...”

Alumni input:

- “The program is not as tough as some because it doesn’t focus as much on math”

## **Revise ADM471 Managerial Accounting & ADM474 Managerial Finance**

- Integrate on-line the financial tool and website, Edgar, which is available free on the internet from the Securities and Exchange Commission (SEC) website:  
<http://www.sec.gov/cgi-bin/srch-edgar>
- Integrate on-line the financial tool and website, Edgar Online, which is available free on the internet from the PriceWaterhouseCoopers website:  
<http://edgarscan.pwcglobal.com/servlets/edgarscan>

### Assessment tools

Alumni input:

- “I would ensure there are internet resources such as Edgar Online for students.”

Other university programs:

- Anderson University uses both of these websites as internet resources in their accounting/finance classes.

## **Revise ADM495 Seminar in Business**

- Differentiate capstone course for BSBA/BSM
- Add simulation software, such as “Mike’s Bike”, starting in 2005-06 fiscal year
- Change integrative final case study to an individual assignment

### Assessment tools

Survey of CAAHE institutions:

- Cardinal Stritch: “Students complete an integrative paper which is a case study of a management decision problem....” This course is 10 weeks and 5 credits.
- Medaille College: “The students will participate in a business simulation that will require the recognition and resolution of complex problems regularly encountered in business.” This course is 5 weeks and 3 credits.
- Montreat College: “A case study and/or simulation approach designed to integrate the areas of marketing, management, accounting, finance and economics.” This course is 5 weeks and 3 credits.

Alumni input:

- “The final business seminar course was a waste of time.”

**MBA Pre-Tests  
Online Compared to On Site Students**

	FORMAT	N	Mean	Std. Deviation	Std. Error Mean
SCORE	online	14	46.86	7.18	1.92
	onsite	52	44.92	6.04	.84

t-test indicates no significant difference between the groups (p=.311)

<b>BSM Pre/Post Tests</b>				
<b>Online/On Site Compare</b>				
<b>**Online/On Site Combined</b>				
		N	Mean	Std. Deviation
SCORE	pre	293	37.68	8.40
	post	142	43.87	9.48
<b>**Online Only</b>				
		N	Mean	Std. Deviation
SCORE	pre	209	39.47	7.24
	post	113	44.61	9.05
<b>*Post Test</b>				
		N	Mean	Std. Deviation
SCORE	On site	29	40.97	10.66
	online	113	44.61	9.05
<i>* T-test significant at .10 level</i>				
<i>** T-test significant at .05 level</i>				

## Graduate Education

Assessment Plans (see pp.38-42 )

### Graduate Education Assessment Day

On July 23, 2003 the Graduate Education Department sponsored an Assessment Day which included feedback sessions with about 50 stakeholders (students, faculty, alumni) on each of the three programs: Med, TTT, and PLP. Groups made suggestions on specific course and program revisions which were later considered in faculty meetings.

### PLP Program Review

In January 2004, a survey was mailed to all 70 alumni of the PLP program. Included were alumni from the first two years of the program: One was a pilot year and the second was the first year after IPSB approval. There were 21 surveys returned, which is a response rate of 30%. Results indicate a high level of satisfaction with the program. Alumni report that they chose the program for its convenience, and are consequently satisfied with the program length. There was also high satisfaction with the quality of instruction and effectiveness of learning activities. Program standards appear to be met. Generally speaking, these alumni are very enthusiastic about the program: All would choose the program again and would recommend it to a friend.

### Online/On-site Comparison

Portfolio scores were compared between MED-Online and MED-On-Site. T-tests indicated no significant difference in mean scores:

	Online	On-site
MEAN	3.35	3.32
T-test p=	0.110165	
<b>Null hypothesis is not rejected:</b>		
There is no significant difference in portfolio scores by delivery mode.		

### Graduate Education changes based on assessment

- In response to Alumni Survey, PLP Portfolio has been revised.
- When data reflected that the spiritual realm is the second lowest score for faculty evaluation, particular efforts have been made to give faculty the training and resources needed to share their faith.
- Curricula have been revised, based on feedback from faculty and students.
- When half the faculty indicated a need to improve in their instruction skills, a summer training session now includes instruction as one focus.



## RN-BS Completion Program

Assessment Plan (see pp 43-46)

### Portfolio Review

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

#### Objectives for Goals:

Of the eight RN-BS objectives, two were measured on Assessment Day 2004:

6. Demonstrate mastery of the scientific principles underlying technical skills
5. Provide competent nursing care for diverse populations based upon ethical principles and Christian accountability.

#### Selection of Assessment Measures:

1. NUR 334 Physical assessment papers
2. NUR 365 Ethics papers
3. NUR 401 Intercultural Nursing papers

#### Performance Criteria

1. 85% of portfolio inclusions for NUR 365 and NUR 401 will demonstrate competent nursing care for diverse populations based on ethical principles and Christian accountability, as scored by an assessment committee.
2. 85% of portfolio inclusions for NUR 334 will demonstrate mastery of scientific principles underlying technical skills as score by an assessment committee

#### Collection and Analysis of Data

1. A representative sampling of completed portfolios (3 from each finishing group) were collected and scanned onto CD-ROM. Near Assessment Day, portfolio submissions for NUR 365, 401 and 334 were located and copied from the CDs.
2. On April 2, 2004, Nursing faculty scored papers. Two faculty looked at each paper and rated on a scale of 1-4.
3. The Assessment Specialist calculated a mean score for each paper on each objective. (see Evaluators' Scoring Summary)
4. The Assessment Specialist calculated the percentage of papers which were proficient on each objective:

#### **Objective #5: Provide competent nursing care for diverse populations based upon ethical principles and Christian accountability.**

NUR 365: 87% were proficient

NUR 401: 71% were proficient

**Objective #6: Demonstrate mastery of the scientific principles underlying technical skills.**  
NUR 334: 67% were proficient

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

- **Portfolio assessment process was reviewed and required inclusions were changed to reflect curriculum changes.**
- **Curriculum revisions in response to portfolio analysis:**
  - **NUR224 now includes ergonomics**
  - **NUR401 to include Christian faith-based text**
  - **NUR334 to include more clarity in instructions and grading grids**

## General Studies

**Assessment Plan** (see pp.47-50 )

**General Studies changes based on assessment:**

- **New elective classes (BUS315 Fraud Examination and PHE141- Long Distance Running) were added in response to a survey of student desires**
- **New elective class (UNV101) added to fit the needs of the community to explore career options.**

## **College of Graduate Studies**

### **Graduate Studies in Ministry**

#### **Assessment Plan** (see p.54-55)

Graduate Studies in Ministry has added two new concentrations: Youth Ministries and Ministerial Leadership. There have been considerable changes in delivery as a cohort groups has started in Indianapolis with an online component. Assessment of these new concentrations and formats will be assessed in 05-06 as students graduate.

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

#### **Changes based on assessment:**

- **The addition of a Youth Ministry Concentration online to reflect market demands**
- **The addition of a Ministerial Leadership Concentration in Indianapolis, in response to feedback.**
- **The addition of new courses which better fit the demands of students.**

## **Graduate Studies in Nursing**

**Assessment Plan** (see p. 56-57)

**Changes based on assessment:**

- **As a result of student and faculty feedback, a didactic course was added to accompany the practicum in the Adult Primary Care curriculum**

## **Graduate Counseling**

### **Assessment Plan** (see p. 58)

Upon the suggestion of the Associate Director of CACREP, Graduate Counseling requested an extension on the CACREP self-study which was due in summer, 2004. This extension was based on three factors:

1. The addition of a School Counseling program which will be included in CACREP accreditation.
2. The addition of Mental Health Counseling as an additional program to be included in CACREP accreditation.
3. The decision to change the accreditation of the Marriage and Family Program from CACREP to AAMFT upon the recommendation of the Indiana Health Professions Board.

### **School Counseling**

A proposal was presented to the Indiana Professional Standards Board in October, 2003. This proposal included many pages of charts aligning course objectives with the Board Standards for Counseling, for School Services, and the Four Developmental Levels. In March the IPSB Teacher Education Committee discussed the proposal and it was sent, with some required revisions to the entire Board for a vote in June. It was approved and the program will be implemented immediately. Most of the components of the program are already in place and part of the Graduate Counseling core.

### **Changes based on assessment**

- **As a result of dialog with Indiana Health Professions Bureau concerning state educational requirements for licensure in Marriage and Family Therapy (MFT), some curricular changes have been made.**
- **As a result of faculty feedback, changes were proposed in incomplete procedures for internship.**

## **Doctorate in Organizational Leadership**

### **Assessment Plan** (see p. 59)

In June, 2003 a Request for Institutional Change was sent to the Higher Learning Commission (NCA). This included considerable study by the Doctorate Task Force on the market and curriculum for an Ed.D. in Organizational Leadership.

In September a Focus Visit Team recommended that the degree be approved without stipulations. In February, a Reader's Panel recommended and the Board approved the addition of a Progress Report due in July, 2004 on curriculum development and staffing.

Curriculum development has continued and the program will commence in July 04.

## Student Services

**Assessment Plans** (see p. 51-53)

**Assessment Projects:** (for specific data, see Assessment Projects Notebook, 2003-04)

### Graduation Statistics

<b>Program</b>	<b>02-03</b>	<b>03-04</b>
ASB	50%	49%
ASGS	26%	31%
BSBA	78%	77%
BSM	74%	75%
BSMOL	45%	58%
BSBIS	56%	59%
BSBISOL	NEW	54%
BSA	64%	68%
RNBS	76%	78%
MBA	75%	75%
MBAOL	47%	45%
MSM	82%	81%
MED	94%	94%
MEDOL	54%	65%

### Graduation Self Assessment Of Spiritual Change

**April 2002 – May 2004**

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

	<u>2002-2003</u>		<u>2003-2004</u>	
	Frequency	Percent	Frequency	Percent
Greatly increased	183	27.6	184	25.1
Somewhat increased	295	44.5	316	43.2
Stayed the same	185	27.9	232	31.7
<b>Total</b>	<b>663</b>	<b>100.0</b>	<b>732</b>	<b>100.0</b>

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

	Frequency	Percent	Frequency	Percent
More positive	337	51.2	434	59.4
Stayed the same	300	45.6	288	39.4
More negative	21	3.2	9	1.2
<b>Total</b>	<b>658</b>	<b>100.0</b>	<b>731</b>	<b>100.0</b>



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

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

	N	Mean	Std. Dev	N	Mean	Std. Dev
*With Jesus Christ?	653	3.8	0.8	729	3.99	0.80
*With family?	655	3.7	0.9	726	3.79	0.89
*With friends?	662	3.6	0.9	728	3.75	0.89
With people most unlike yourself?	659	3.8	0.7	729	3.87	0.79
With yourself?	660	4.1	0.8	728	4.07	0.83

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

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

	N	Mean	Std. Dev	N	Mean	Std. Dev
*IWU faculty	645	2.03	0.66	720	2.07	0.68
*IWU chaplains	641	1.82	0.73	704	1.91	0.79
Fellow students	646	2.01	0.70	712	2.10	0.71
*Spiritcare Videos	421	1.46	0.62	532	1.86	0.82
*Other IWU staff	612	1.52	0.66	672	1.87	0.78
*IWU curriculum	636	1.88	0.69	707	2.05	0.67

\*T-tests indicate significant difference between years.(p<.05)

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

	Frequency	Percent	Frequency	Percent	Cum.%
Once a week	274	44.8	330	48.2	48.2
A couple times a month	117	19.1	102	14.9	63.1
Once a month	43	7.0	48	7.0	70.1
A couple times year	98	16.0	123	18.0	88.0
Rarely or never	80	13.1	82	12.0	100.0
<b>Total</b>	<b>612</b>	<b>100.0</b>	<b>685</b>	<b>100.0</b>	

### 6. How often do you pray?

	Frequency	Percent	Frequency	Percent	Cum.%
At least daily	402	63.0	492	68.6	68.6
A couple times a week	159	24.9	149	20.8	89.4
Once a week	32	5.0	31	4.3	93.7
Seldom	42	6.6	40	5.6	99.3
Never	3	.5	5	0.7	100.0
<b>Total</b>	<b>638</b>	<b>100.0</b>	<b>717</b>	<b>100.0</b>	

## **Withdrawal from Online Programs**

Process: A withdrawal survey is sent to all students who are permanently withdrawing from online programs.

Results:

1. 77.8% of withdrawals occur in the first three courses
2. Reasons for withdrawing are mostly due to conflicts with job, family, and personal issues
3. These are the same withdrawal reasons as for the on site APS students.

Conclusion: Adult students, whether online or on site, need a convenient system which will remove obstacles to their success. The retention strategies for on site adult students are also useful for online students. These strategies include:

- Good orientation- including attention to study skills/computer skills
- Close student/faculty relationships
- Establish cohesive support groups
- Careful design of the first three courses so they are sensitive to the needs of the returning adult student
- Online support for students with low skills

**Off Campus Library Services** (see Assessment Plan, pp. 52-54 )

Assessment Measures:

1. General satisfaction surveys
  - Survey results for OCLS indicate continued satisfaction with the services (4.0 on a 5 point scale).

### **Assessment Goals for 2004-05**

Dr. Cynthia Tweedell, Associate Dean for Institutional Effectiveness, with the help of John Kutil, 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. Further develop the Assessment Web Site, placing more assessment reports on the web.
2. Put all surveys online using WebSurveyor.
3. Program Reviews for
  - a. BSBIS
  - b. MSM
  - c. TTT
4. Make improvements in the ASB Portfolio system.
5. Implement an End of Program Survey which incorporates the Spiritual Assessment Survey.
6. Implement assessment in all service areas: Financial Aid, Student Services, Advising, Chaplaincy, Accounting, Resources, Sites

### Five Year Program Review & Assessment Schedules

#### College of Adult and Professional Studies

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

#### College of Graduate Studies

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

**PROGRAM ASSESSMENT  
ASB**

<b>Objective</b>	<b>World Changing Outcome</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
1. Demonstrate an understanding of the decision making from a Christian worldview.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 50 Personal Learning Anthologies are reviewed by the Coordinator of Assessment, 90% will meet or exceed the criteria of a 10 % improvement in Christian world view as indicated by a scoring rubric of 2 writing samples.	Due March, 2006	Assessment FY 2005-06
2. Develop an academic foundation for the completion of a business-related baccalaureate degree.	1c- Competency in a discipline 2c- Communication 2d- Self-discipline 2e- Lifelong learning	80 % of graduates who subsequently enroll in a baccalaureate program in business will successfully complete within 10 years	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 are reviewed by the Coordinator of Assessment, 90% will demonstrate exposure to liberal arts instruction.	Due March, 2006	Assessment FY 2005-06
4. Integrate basic business principles, concepts, and skills.	1c- Competency in a discipline 1d- Integration of knowledge 2a- Creativity 2b- Critical thinking 2f- Leadership 2g- Servanthood	When a sample of 50 BUS274 papers 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.	60% scored "Proficient"	<b>New rubric for BUS274</b>

**PROGRAM ASSESSMENT**

**BS – Accounting**

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

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

**PROGRAM ASSESSMENT  
BSBA**

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

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





**PROGRAM ASSESSMENT  
BS – BUSINESS INFORMATION SYSTEMS**

	<b>World Changing Outcome</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
1. Demonstrate an understanding of Christian principles in ethical decision making.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3f- Service 3g- Agent of change 3h- Selflessness	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.**	Due Spring, 2005	Program assessment FY 2004-05
2. Demonstrate knowledge of a broad set of technical skills used in business information systems.	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	Due Spring, 2005	Program assessment FY 2004-05
3. Develop critical thinking, problem solving, and communication skills.	1d- Integration of knowledge 2a- Creativity 2b- Critical thinking 2c- Communication 2e- Lifelong learning 3b- Inclusion	When a sample of 50 BIS 360 are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. **	Due Spring, 2005	Program assessment FY 2004-05
4. Apply information systems theory in a practical manner.	1d- Integration of knowledge 2e- Lifelong learning	When a sample of 50 BIS 450 final project are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. **	Due Spring, 2005	Program assessment FY 2004-05

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

7/15/04

cbt

**PROGRAM ASSESSMENT  
BS – Management**

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

\*\* As indicated by a faculty-generated scoring rubric.  
3/9/01

**PROGRAM ASSESSMENT  
BACHELOR OF SCIENCE IN MARKETING**

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

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

5/28/03

cbt

**PROGRAM ASSESSMENT**  
**MS- Management**

<b>Objective</b>	<b>World Changing Outcome</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
1. Demonstrate an understanding of decision making from a Christian worldview	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3e Life calling 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 25 ADM 525 papers are reviewed by three business faculty, 90% will demonstrate an understanding of decision making from a Christian world view.**	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	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.	Due 2005	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 86% 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 91% demonstrate management skills.	Revision of Applied Management Project, Fall, 2000.

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

**PROGRAM ASSESSMENT  
MBA**

<b>Objective</b>	<b>World Changing Outcome</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
1. Demonstrate an understanding of decision making from a Christian worldview.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3e Life calling 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 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.

**PROGRAM ASSESSMENT**  
**Master in Education**

<b>Objective</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
1. The M.Ed. conceptual framework is integrated into all aspects of that program.	<ul style="list-style-type: none"> <li>a. Conceptual framework is aligned with state and professional standards</li> <li>b. Core and elective courses' curricula align with the conceptual framework</li> <li>c. Expectations for proficiency in candidates' knowledge, performances, and dispositions are determined by standards expressed in the conceptual framework</li> <li>d. Faculty qualifications and evaluations of their teaching effectiveness are aligned with the conceptual framework</li> </ul>		
2. M.Ed. program data are regularly and systematically collected, analyzed, evaluated, and reported.	<ul style="list-style-type: none"> <li>a. Multiple assessment points, both internal and external, are used when making decisions about an individual candidate's performance in the program.</li> <li>b. Quarterly, semi-annual, and annual stakeholder meetings (both online and onsite) are used to evaluate program data.</li> <li>c. A technology database of information regarding candidates, faculty, and program components is used to create aggregated and disaggregated reports on a regular basis.</li> </ul>		
3. M.Ed. decisions made for program improvement are based upon multiple forms of assessment data.	<ul style="list-style-type: none"> <li>a. Decisions regarding the continuation of candidates in the program are based on data from multiple assessment points.</li> <li>b. Requirements for the performance-based portfolio process are derived from the systematic review of program data analyses.</li> <li>c. Inter-rater reliability measures are instituted to assure implementation of program fidelity.</li> <li>d. Long-range strategic planning occurs regularly, based on the use of data for program improvement.</li> </ul>		

**Program Assessment  
Transition to Teaching**

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. The Transition to Teaching conceptual framework is integrated into all aspects of that program.	a. Conceptual framework is aligned with state and professional standards b. Core and elective courses' curricula align with the conceptual framework c. Expectations for proficiency in candidates' knowledge, performances, and dispositions are determined by standards expressed in the conceptual framework d. Faculty qualifications and evaluations of their teaching effectiveness are aligned with the conceptual framework	Due Spring 2006	
2. Transition to Teaching program data are regularly and systematically collected, analyzed, evaluated, and reported.	a. Multiple assessment points, both internal and external, are used when making decisions about individual candidates' performance in the program. b. Quarterly, semi-annual, and annual stakeholder meetings (both online and onsite) are used to evaluate program data.	Due Spring 2006	
3. Transition to Teaching decisions made for program improvement are based upon multiple forms of assessment data.	a. Decisions regarding the continuation of candidates in the program are based on data from multiple assessment points. b. Requirements for the performance-based portfolio process are derived from the systematic review of program data analyses. c. Inter-rater reliability measures are instituted to assure implementation of program fidelity. d. Long-range strategic planning occurs regularly, based on the use of data for program improvement.	Due Spring 2006	



**Program Assessment  
Principal Licensure Program**

<b>Objectives (Conceptual Framework)</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
<p>1. A Vision for a Learning Community: A school leader promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the greater school community.</p>	<p>1. The mean score on the alumni survey items related to the performances, knowledge and dispositions for this domain will be &gt;3.0 on a 4.0 scale.</p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be &gt;3 on a 4.0 scale.</p> <p>3. Cumulative mean scores on intern end-of-course surveys will be &gt; 4.0 on a 5.0 scale.</p>	<p><u>1. Mean Scores: 5/04</u> Performances: 3.25 Knowledge: 3.30 Dispositions: 3.30</p> <p>2. Pending: Data is being collected uniformly on the 03-04 internship group and will be available by Fall '04.</p> <p>3. Pending: Current end-of-course survey items need to be cross-referenced to the conceptual framework.</p>	<p>1. Portfolio question set 1.1 has been revised to include additional required reflections and faculty assessment for use with the 04-05 intern groups.</p>
<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. The mean score on the alumni survey items related to the performances, knowledge and dispositions for this domain will be &gt;3.0 on a 4.0 scale.</p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be &gt;3 on a 4.0 scale.</p> <p>3. Cumulative mean scores on intern end-of-course surveys will be &gt; 4.0 on a 5.0 scale.</p>	<p><u>1. Mean Scores: 5/04</u> Performances: 3.50 Knowledge: 3.35 Dispositions: 3.40</p> <p>2. Pending: Data is being collected uniformly on the 03-04 internship group and will be available by Fall '04.</p> <p>3. Pending: Current end-of-course survey items need to be cross-referenced to the conceptual framework.</p>	<p>1. Portfolio question set 2.5 has been deleted and 2.3 and 2.4 are being combined with others for use with the 04-05 intern groups.</p>

<p>3. Managerial Leadership: A school leader promotes the success of all students and staff by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.</p>	<p>1. The mean score on the alumni survey items related to the performances, knowledge and dispositions for this domain will be &gt;3.0 on a 4.0 scale.</p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be &gt;3 on a 4.0 scale.</p> <p>3. Cumulative mean scores on intern end-of-course surveys will be &gt; 4.0 on a 5.0 scale.</p>	<p><u>1. Mean Scores: 5/04</u> Performances: 3.10 Knowledge: 3.10 Dispositions: 3.15</p> <p>2. Pending: Data is being collected uniformly on the 03-04 internship group and will be available by Fall '04.</p> <p>3. Pending: Current end-of-course survey items need to be cross-referenced to the conceptual framework.</p>	<p>1. Portfolio question sets have been revised to increase emphasis on finance.</p>
<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. The mean score on the alumni survey items related to the performances, knowledge and dispositions for this domain will be &gt;3.0 on a 4.0 scale.</p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be &gt;3 on a 4.0 scale.</p> <p>3. Cumulative mean scores on intern end-of-course surveys will be &gt; 4.0 on a 5.0 scale.</p>	<p><u>1. Mean Scores: 5/04</u> Performances: 3.30 Knowledge: 3.30 Dispositions: 3.25</p> <p>2. Pending: Data is being collected uniformly on the 03-04 internship group and will be available by Fall '04.</p> <p>3. Pending: Current end-of-course survey items need to be cross-referenced to the conceptual framework.</p>	<p>1. Portfolio question set 4.3 has been revised to heighten emphasis on leadership processes and 4.1 and 4.4 are being combined with others for use with the 04-05 intern groups.</p>

<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. The mean score on the alumni survey items related to the performances, knowledge and dispositions for this domain will be &gt;3.0 on a 4.0 scale.</p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be &gt;3 on a 4.0 scale.</p> <p>3. Cumulative mean scores on intern end-of-course surveys will be &gt; 4.0 on a 5.0 scale.</p>	<p><u>1. Mean Scores: 5/04</u> Performances: 3.65 Knowledge: 3.60 Dispositions: 3.60</p> <p>2. Pending: Data is being collected uniformly on the 03-04 internship group and will be available by Fall '04.</p> <p>3. Pending: Current end-of-course survey items need to be cross-referenced to the conceptual framework.</p>	<p>1. Portfolio question sets 5.1 and 5.5 are being consolidated with others for use with the 04-05 intern groups.</p>
<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. The mean score on the alumni survey items related to the performances, knowledge and dispositions for this domain will be &gt;3.0 on a 4.0 scale.</p> <p>2. Cumulative mean scores on portfolio exhibits for this domain will be &gt;3 on a 4.0 scale.</p> <p>3. Cumulative mean scores on intern end-of-course surveys will be &gt; 4.0 on a 5.0 scale.</p>	<p><u>1..Mean Scores: 5/04</u> Performances: 3.15 Knowledge: 3.20 Dispositions: 3.15</p> <p>2. Pending: Data is being collected uniformly on the 03-04 internship group and will be available by Fall '04.</p> <p>3. Pending: Current end-of-course survey items need to be cross-referenced to the conceptual framework.</p>	<p>1. Portfolio question sets 6.1 and 6.2 have been combined and a new question set related to student discipline is being written for use with the 04-05 intern groups.</p>

**PROGRAM ASSESSMENT  
RNBS Completion Program**

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

<p>3. Exhibit a commitment to lifelong learning and professionalism.</p>	<p>Alumni Survey indicates that at least 25% of graduates have enrolled in or completed a graduate degree within 5 years of graduation.</p> <p>85% of portfolio inclusions for NUR 490 (Professional development plan) will demonstrate commitment to lifelong learning and professionalism as scored by an assessment committee.</p>	<p>2001 Alumni Survey: Lifelong learning = 4.27</p> <p>Portfolio evaluation: 72.2% proficient</p> <p>Spring 2003</p>	<p>Graduate nursing program offered in offsite model to serve this population.</p>
<p>4. Manage information, technology, and human resources pivotal to health promotion and risk reduction across the lifespan.</p>	<p>Mean scores on Employer Survey meet or exceed 4.0 on questions regarding managing information, technology and human resources.</p> <p>85% of portfolio inclusions for NUR 490 (Analysis of Budget Workshop) and NUR 224 (Creative Presentation) will demonstrate ability to manage information, technology and human resources as scored by an assessment committee</p>	<p>2001 Employer Survey: Management of materials and human resources= 4.5</p> <p>Portfolio evaluation: NUR490: 95% proficient</p> <p>Spring 2003</p>	<p><b>NUR 490 course revised 2003.</b></p> <p><b>Course and text revisions for NUR 224 beginning 2004 with inclusion of Ergonomics.</b></p>
<p>5. Provide competent nursing care for diverse populations based upon ethical principles and Christian accountability.</p>	<p>Mean scores on Employer Survey meet or exceed 4.0 on questions regarding ethics and cultural diversity.</p> <p>Mean scores on Alumni Survey meet or exceed 4.0 on questions regarding ethics.</p>	<p>2001 Employer Survey: Ethics = 4.8 Cultural diversity = 4.8</p> <p>2001 Alumni Survey: Ethics and cultural diversity = 4.24</p> <p>Spring, 2004 Portfolio</p>	<p>Review cultural</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	Evaluation: NUR365 Score: 87% proficient - expectations met. NUR401 Score: 71%- proficient	assessment guidelines and revise for clarity and ADD Christian/faith based text to healthcare on diversity and cultural emphasis.
6. Demonstrate mastery of the scientific principles underlying technical skills.	Pathophysiology Pre/Post Test will demonstrate a 20% increase in knowledge.  85% of portfolio inclusions for NUR 334 (Health History) will demonstrate mastery of scientific principles underlying technical skills as scored by an assessment committee	Mean Score increases: Test 1 26.79% Test 2 19.28% Test 3 23.91% Test 4 17.02%  Spring 2004 Portfolio Evaluation: NUR334 Score: 67% Inconsistent information due to old course material not clear and review limited for information.	NUR 334 – Course rewrite with new text provided to meet needs of onsite and online students. Variety of faculty teaching course presents need for more clarity in instructions and grading grids for health history and final physical exam.

7. Demonstrate critical thinking and effective communication in application of the nursing process.	85% of journal entries from practicum (NUR 470, NUR478) and (NUR 370 Personal Aging Process Paper.) will demonstrate critical thinking and effective communication as scored by an assessment committee.	Portfolio evaluation, Spring, 2005	
8. Display value-based behaviors in the practice of holistic care of individuals, groups, and communities.	<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 Valuse assignment) will display value-based behaviors as scored by an assessment committee.</p>	<p>Alumni Survey: Value based behaviors in holistic care = 4.33</p> <p>Portfolio Evaluation: Spring, 2006</p>	

Cynthia Tweedell/John Kutil  
5/3/04

**World Changer Outcomes  
ASB and ASCIS**

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



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

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

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

**APS STUDENT SERVICES**

<b>Objectives</b>	<b>World Changer Outcome</b>	<b>Assessment Criteria &amp; Procedures</b>	<b>Assessment Results</b>	<b>Use of the Results</b>
1. To promote quality academic advising through communicating accurate information about academic options.	1b- Liberal Arts Foundation 1c. Competency in a Discipline	<b>Tracking Information Accuracy:</b> 98% of APS students will have no errors at the time of graduation audit.	<b>Tracking Information Accuracy:</b> April 2003 99.8% accurate	
2. To provide students with quality access to academic advisors.	2g- Servanthood 3c. Human Worth 3e. Lifecalling	<b>General Information Survey:</b> The mean scores for two questions about advising will meet or exceed 4.2.	<b>General Information Survey:</b> July,2002-June 2003 Advisor question: mean=3.9	<b>Regional Advising Plan</b> Hired Advising Support Person for Indianapolis
3. To provide students with opportunities for Christian faith growth.	1a- Basics of the Christian faith.	<b>General Information Survey:</b> The mean scores for chaplaincy program will meet or exceed 4.2.	<b>General Information Survey:</b> July,2002-June,2003 Chaplaincy mean=3.9	<i>Spiritcare Plan</i>  Implemented the Regional Chaplain staffing plan.

**Off Campus Library Services  
Assessment Plan  
2003/2004**

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>b. By June 2005, provide online tutorials for all the major databases used by APS students.</p>	<p>*We have a Database Tutorial section on our OCLS web pages where several tutorials are available to students. In 2004/05, we would like to move to incorporating some Flash tutorials.</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>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 *New software will allow this development if staff have the additional time to learn and incorporate the software.</p>	<p><b>Program improvement for MSM students in their information literacy skills.</b></p> <p><b>Program improvement</b></p>

2. To provide all information to all students/faculty in a timely and professional manner.	a. Continue to maintain a response time of 48 hrs. for all reference requests and document delivery requests by assessing in 4/year and achieving a rate of 99% or higher.	Two times/year staff will monitor the response time for a 2 week period.	Nov. 1998 – 98.9% Feb. 1999 – 98.9% Oct. 1999 – 100% Feb 2000 – 99.4% May 2000 – 100% Oct 2000 – 100% Mar 2001 – 100% Oct 2001 – 100% May 2002 – 99% Nov 2002 – 98% Oct. 2003 – 100%	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	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.	Example: Students complained when they were not given forwarning about the ending of EDRS online database. OCLS immediately prepared and sent out via email to all class representatives and via Blackboard to all online classes an appropriate announcement about the database.	Program improvement.

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

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

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

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**PROGRAM ASSESSMENT**  
**Graduate Nursing**

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Critically analyze health and health care delivery system's issues and policies, utilizing diverse theoretical frameworks and perspectives.	<u>Employer Survey</u> CHN510 PAPERS: A representative sampling indicate high level of application of theory to health care delivery system. (Faculty scored rubric) <u>Project or Thesis:</u> Evidence of high level of application of theory.	2002 Employer Survey: Mean = 4.2	
2. Integrate theoretical frameworks and current research findings from nursing and related disciplines in the assessment, planning, intervention and evaluation of nursing and health care for individuals and aggregates.	<u>Practica:</u>  <u>Case Studies:</u> Give evidence of ability to apply knowledge. (Representative sampling)	.	
3. Engage in the critique, production and application of nursing knowledge through scholarly inquiry, nursing research and research-based advanced practice.	<u>Employer Survey</u> <u>Thesis or Project:</u> demonstrates critique, production and application of knowledge <u>Class critiques:</u>	2002 Employer Survey Research Skill=4.3	

4. Exhibit a commitment to life-long learning for professional and personal development	<u>Employer Survey</u> <u>Graduation rate:</u> Gives evidence of commitment to professional development. <u>Alumni studies</u>	2002 Employer Survey Commitment to life long learning = 4.8	
5. Serve individuals, families and communities through the provision of appropriate, accessible, competent, culturally sensitive, collaborative and ethical nursing care in the context of diverse primary health care settings and systems.	<u>Practica:</u> Ability to serve as reported by supervisor.  <u>Employer Studies:</u> Ability to service patients.	2002 Employer Survey Culturally competent=4.4 Collaborative=4.4 Integrity & honesty=5.0 Ethics = 5.0	
6. Assume the role of change agent through effective, efficient provision and management of health care within diverse health care systems, the production and application of knowledge and the development and analysis of health policies.	<u>Employer Survey</u> <u>CHN510 Papers:</u> Shows ability to apply change theory in diverse health care systems.  <u>Capstone Projects:</u> Show ability to effect social change in a health care system.	2002 Employer Survey Management of human resources = 4.2	

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**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 mastery in reading, interpreting, evaluating and applying scholarly research	a.90% of students will produce a scholarly research proposal which is scored 4 out of 5 points on a faculty-written rubric. b. 90% of research papers in portfolio will reflect mastery of reading, interpreting, evaluating and applying scholarly research		
3. Students will demonstrate clinical expertise.	a. 90% of students will have 60% of clients report positive change on client survey. b. 100% of students will score “proficient” on clinical skills as measured by a faculty designed rubric of clinical experience.		
4. Students will demonstrate multicultural awareness in clinical practice.	90% of students’ post tests on Multicultural Competency Scale show 50% improvement (Multicultural Counseling Course)		
5. Students will develop professional integrity	90% of students will be scored superior by supervisors and employers on professional integrity.		
6. Students will integrate faith and counseling practice.	Portfolio submission: 90% of students will score “proficient” on a faculty-designed rubric for a faith-integration paper.		
7. Students will demonstrate superior communication skills, including writing, speaking and listening.	Papers, presentations, clinical portfolio: 90% of student will score “superior” on faculty-designed rubrics.		

11/14/02, 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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