Adult and Graduate Studies
Annual Assessment Report
2006-2007

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Annual Assessment Report
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Associate Dean for Institutional Effectiveness

Executive Summary

The highlights of assessment activities for FY 2006-07 include:

- Program reviews for MBA and BS-Marketing.
- Addition of a second staff person, Eve Grant, to help process End of Course Surveys.
- Successful Site Visit by a consultant-evaluator from the Higher Learning Commission. She praised IWU for its attention to student services and academic rigor at hotel sites in Lafayette and Michigan City.
- Several Brown Bag sessions to inform faculty regarding assessment activities.
- CCCU Consultation in February including representatives from 35 institutions to discuss a Research Agenda for Adult Higher Education. This was supported by a Lilly Scholarship Grant.
- Continuing work on CCCU Task Forces on Retention in Adult Education; Student Learning Outcomes; Spiritual Development of Adult Students and Return on Investment in Adult Programs.

- Highlights of Departmental Assessment
    - **Business and Management (see pp. 5-7):**
        - MBA Program Review culminated in an Assessment Day which produced insights in to the differences in our program outcomes online and on site.
        - MBA Alumni Survey and Focus Group revealed strong support for the program.
        - BSMK Alumni Survey revealed 100% would take the program again and recommend it to a friend.
        - Many curricular changes were made based on End of Course Surveys, Faculty Feedback and Program Review.
    - **Graduate Education (see pp. 9-10):**
        - The computerized Program Assessment System was completed for MED.
        - Substantial progress was made on the Program Assessment System for Rank 1, PLP and TTT.
        - Assessment Days for all Graduate Education programs produced ideas which sparked many curricular changes.

- **RNBS Completion Program (see pp. 11-12)**
    - Assessment Day consisted of faculty review of selected papers in NUR350, NUR332 and NUR436. There were many good suggestions for curriculum revision that will be utilized in the coming months.
- **Liberal Arts and Electives (see p. 13):**
    - Revision of curriculum based on End of Course Survey data and Faculty Feedback.
    - Plans to participate in a CCCU project to measure spiritual development of adult students.
- **Graduate Studies in Counseling (see p. 17)**
    - Successful CACREP re-accreditation.
- **Graduate Nursing (see p. 16)**
    - Alumni survey revealed positive attitudes.
    - Curriculum revision based on End of Course Survey data and Faculty Feedback.
- **Graduate Studies in Ministry (see p. 14)**
    - Stakeholder Focus Groups have investigated the overall effectiveness of the program.
    - Changes based on assessment include:
        - Mandatory training for adjunct faculty
        - Curricular revision, particularly in the capstone course.
        - Calendar revision to better accommodate youth pastors.
- **Doctorate in Organizational Leadership (see p. 18)**
    - Assessment of internship yielded some valuable data.
    - Course revision based on student/faculty feedback**.**
- **Student Services (see p.19)**
    - End of course/program surveys show improvement in advising.
    - End of program surveys show

Progress on Assessment Goals for 2006-07

Dr. Cynthia Tweedell, Associate Dean for Institutional Effectiveness, with the help of Chau Jackson, Assessment Specialist for AGS, and Eve Grant, Assessment Assistant for AGS, brought assessment to a higher level as student enrollments climbed. Here are the goals for 06-07 with notes on the progress on each:

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

We had Assessment Days for MBA and RNBS in which we reviewed student work and survey results. We completed an Alumni Study for MBA including a survey and focus group. We plan to conduct an RNBS Alumni Survey in fall, 2007. We are still collecting BSMK student papers and will hold an Assessment Day in the fall, 2007.

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

Because of challenges from the Kentucky Education Professional Standards Board, we re-prioritized UAS development and are working on completing Rank 1. We have made some progress on PLP and TTT and plan to finish in 2008.

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

IWU hosted a CCCU Consultation on Research in Adult Learning, at which a Task Force on Student Learning Outcomes was formed. This Task Force (chaired by Cynthia Tweedell) has identified a writing assignment and rubric for assessment benchmarking in 2007-08.

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

With the addition of Dr. Don Sprowl as Assistant to the Vice President for Institutional Research, there has been greater integration between IR and Assessment. We had a very productive meeting in January with Drs. Bence, Bonner, Gauby, Tweedell and Sprowl to help clarify the roles of IR, Assessment and Regulatory Affairs.

Business and Management

Assessment Plans (see pp. 25-35)

Programs: ASB, ASCIT, ASA
Directors: Kevin Cabe & Jeanne Craig

Change	Assessment Data Used (rationale)
BUS230 textbook selection	Student and Faculty feedback
Added APA quick reference pages to faculty and student guides for all AS courses	Student, Faculty and Administrator feedback
ECO205 textbook changes and faculty/student guide revision	Student and Faculty feedback
Implementation of standardized attendance policy into all ASOL programs	Facilitator and Administrator feedback
Implementation of standardized late policy into all ASOL programs	Facilitator and Administrator feedback
Implementation of student honesty statement into all ASOL programs	Facilitator and Administrator feedback
Revised discussion rubric inserted into all ASOL programs	Facilitator and Administrator feedback
Removed PLA assignments from all AS curriculum	Administrator feedback, other sources of data

Programs: BSM, BSBA, BSBIS, BSA & BSMK
Directors: Mike Manning & Kevin Jones

Change	Assessment Data Used (rationale)
BS Business Program Wide – Creation and Implementation of new Faculty/Student Guide Template – 26 of 46 BS Business courses	Focus Group
ACC312 Intermediate Financial Accounting – textbook selection	Faculty Feedback – Faculty Focus Group
ACC341 Managerial Cost Accounting – inclusion of web-based learning tool	Faculty Focus Group
BIS346 Java Programming – creation and implementation of new course,	BSBIS Program Review and Assessment
ADM471 Managerial Accounting – inclusion of web-based learning tool	Faculty Feedback – Faculty Focus Group

BUS220P Managerial Accounting Prerequisite inclusion of web-based learning tool –	Faculty Feedback – Faculty Focus Group
MGT441 Philosophy of Corporate Culture – new text selection and workshop activities	Student End of Course Surveys and Faculty Feedback
BIS324 Networking, Systems & Security - creation	BSBIS Program Review and Assessment
BIS353 Web Application Development – creation and implementation of new course	BSBIS Program Review and Assessment
BIS216 Information Systems & Project Management – creation and implementation of new course	BSBIS Program Review and Assessment
BIS344 Visual Basic.Net Programming – creation and implementation of new course	BSBIS Program Review and Assessment
MGT450 Negotiation/Conflict Resolution – major rewrite, new text and new workshop activities	Student End of Course Surveys and Faculty Feedback
BISOL – BIS344, BIS346, BIS353 and BIS320 New/revised courses recommended, written and implemented beginning with BISO31	BSBIS Program Review and Assessment
ACC201 and ACC202 – courses revised to accommodate both ASA and BSA programs	Faculty Focus Group and Task Force
Implementation of standardized attendance policy into all BSOL programs	Facilitator and Administrative Feedback
Implementation of standardized late policy into all BSOL programs	Facilitator and Administrative Feedback
Implementation of student honesty statement into all BSOL programs	Facilitator and Administrative Feedback
Revised discussion rubric inserted into all BSOL programs	Facilitator and Student Feedback

BSMK Alumni Survey
Sent in January and November 2006 to 21 alumni. 13 respondents.

1. Graduates are satisfied with their degree
2. All would take the program again
3. All would recommend it to a friend.

Programs: MBA and MSM
Directors: Jim Kraai & Paul Richardson

Change	**Assessment Data Used (rationale)**
Added OCLS toolbar to improve student access to off campus library	EOCS and FFF
Added IWU specific APA information and include APA software assistance	EOCS and FFF
Expanded use of new self assessment tools	Focus group, EOCS, and FFF
Faith and Learning Curriculum Thread has been expanded by a specific writer for each courses devotional	EOCS
Reduced points associated with group work	FFF and EOCS
Increased use of Personal Trainer in Accounting and Finance courses	Focus group, EOCS, and FFF
Implemented MSM Primer software tutorial for Finance and Economics courses	EOCS and FFF
Negotiated a learning technology software service agreement with Thomson at no additional charge	Direct facilitator and student feedback
Created 12 new courses in collaboration with third party experts	Direct facilitator and student feedback EOCS and FFF
Replaced ADM 566 with ADM 554 to include highly requested Operations course	EOCS , FFF, and direct student requests
Reordered the MSM course sequence to allow students to transfer from the MBA to the MSM without lose of time, credits, or money	Focus group, EOCS, and FFF

MBA Curriculum Review

Assessment Tools	Results
Pre/post test	Accounting weakest area Online students stronger
Review of papers	**Integrate core knowledge and practical experience:** **2002:** 100% of students scored "proficient" **2007:** Online: 82% of students scored "proficient" On site: 100% of students scored "proficient" **Christian world view** **2002:** 50% scored "proficient" **2007:** 71% scored "proficient".
Alumni Survey	1. Similar results as previous survey in 2001 2. 92% satisfied with program 3. Most graduates have not seen much of an impact of the MBA on their careers or their salaries. 4. Concern over leniency in admissions and grading. 5. Some dissatisfaction with unevenness of the quality of instructors. 6. Higher satisfaction among online graduates. 7. 99% of online and 82% of on site say they would choose the program again.
Alumni Focus Group	1. Appreciated the faith component 2. Appreciated the accessibility of education 3. Concerns about inconsistency of faculty quality 4. Suggest more international focus 5. Suggest more practical statistical applications.

Graduate Education

Assessment Plans (see pp.36-76)

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)
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.	*Faculty Administrative Evaluation*: Average score for all faculty was **3.38** on a 4.0 scale representing a .12 increase from last year.
The faculty guides are becoming more effective in helping practitioner faculty teach in the M.Ed. Program. The faculty resource page on BlackBoard has been updated with ideas to assist professor.	*Faculty Feedback Forms*: Average score for assessment was **4.65** on a 5.0 scale representing an increase of **.09**.
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.	*End of Course Surveys:* Average score was **4.60** on a 5.0 scale. This is up .06 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.	*Faculty Growth Plan:* Networking was mentioned **54%** by the faculty representing a 25% decrease from last year

Change	Assessment Data Used (rationale)
One hour of seat time was added to each	End of Course Survey and Annual Assessment Day

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.	*Faculty Growth Self Assessment:* Spiritual Growth was mentioned **25 %** of the time representing a significant decrease 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.	*End of Course Surveys:* Average score was **4.69** on a 5.0 scale. This is down slightly from last year.
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.** The addition of the Maxwell study Bible and specific devotions added to the EDU 550, EDU 553, and EDU 551 have caused student positive feedback to increase significantly over the past three years.	*Graduation Survey:* Average score was **3.31** on a 4.0 scale representing a **.08 increase.**

Principal Licensure Program

Director: William Roberson

The PLP 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.

workshop for EDL 610, 612, & 625.	(Additional time on task for a rigorous curriculum)
School Finance added to each core course. EDL610, EDL612, EDL616, EDL 618, EDL625	(End of Course Survey and Annual Assessment Day (School Finance was identified as a curriculum weakness. Assignments placed on Blackboard that also adds a seat time increase, technology and communication element to the program.)
Program Completion Survey	Paper scored survey at conclusion of EDL 625 (Increase data to improve curriculum, instruction, and assessment.) June 2007 is the first year for this data.

RNBS Completion Program

Assessment Plan (see pp.77-80)

Director: Carol Bence

Portfolio Review

Spring, 2007

NUR 350: 73.3% had score of 3 or 4.
NUR 332: 57.9% had score of 3 or 4.
NUR 436: 36.8% had score of 3 or 4.

Changes based on assessment

Change	Assessment Data Used (rationale)
1. Grading Grid in NUR 332 needs to be clarified in the assignment - Client Assessment Paper, to be sure students differentiate between a nursing diagnosis and a medical diagnosis	NUR 332 Client Assessment Paper. Faculty assessment indicated that 57.9% of papers met the proficiency level. This indicates that clarifications are needed with this assignment. For reasons undetermined, the Client Assessment Papers planned on were not available for the Assessment. The papers were then secured from RNBO online so they came from the same cohort pool. Perhaps the low score is a reflection of this challenge.
2. Define and describe #2 from Neuman source, providing correct definition. The grading grid needs to be reviewed and revised for the Client Assessment paper. Post sample paper on Blackboard Faculty Resource for faculty and encourage them to use this source for an example. Require new faculty to log on to Blackboard to demonstrate competency in use of Blackboard Faculty Resource during faculty orientation. There is a gap/disconnect between theory and practice (student's application in the workplace). Grappling with theory and a discussion of metacognition might have a place in the classroom. Next revision should include a greater emphasis on mid-range theory to assist students in application to practice.	

3. Provide a sample paper for students to help them understand this assignment better. Develop a tutorial on Neuman and place on Blackboard Faculty Resource. 4. Ellen Urquhart and Jeannie Short, FT faculty who teach this course will review and revise this assignment. 5. Consider providing five articles on Neuman and require students to apply Neuman to their practice based on the article review.	
1. NUR 350 Written Book Review was a strong assignment and there was not a lot of need for improvement.	NUR 350 Written Book Review was assessed with 73.3% of the papers meeting the proficiency level which will require clarification with this assignment. The results were difficult to understand as the faculty who reviewed this assignment said they were very positive about the review and thought little needed to be changed.
2. Watch grading grid to be sure students are following instructions. 3. Recommend OCLS purchase the "Fish" video to use in the last workshop of this course. The Fish book is in the IWU library for use by faculty.	
1. NUR 436 Researchable Problem - students need to identify more clearly the researchable problem – noting difference between independent and dependent variable or ones that are neither. 2. Paper due 2nd week of class but not yet familiar with the researchable problem. Change sequencing. 3. Change assessment so critique due in week 3. 4. This assessment occurs on written assignment for workshop 2. Perhaps if faculty assessed student learning in workshop 5 they would find that students had better met the course objectives by that time in the course.	NUR 436 Researchable Problem was assessed by faculty at a 36.8% proficiency level. This course is under major course revision. Originally the course was designed with the assignment before the content presented to challenge the critical thinking skills of the students. This did not prove to be beneficial for learning and there often were concerns raised by students on the End of Course Surveys that they needed the content before the assignment. Faculty suggestions will be shared with the faculty revising this course as well as the assessment results.

Liberal Arts and Electives

Assessment Plan (see pp. 81-84)

Acting Director: RB Kuhn

The Liberal Arts and Electives department continued to revise curriculum based on End of Course Survey data and Faculty Feedback.

Personal Learning Anthology for Associate students was phased out in favor of collecting specific samples of student work.

Liberal Arts and Electives had planned to do an assessment of the faith component of General Education, using the Spiritual Transformation Inventory, but a pilot of this electronic survey did not prove to be satisfactory. The university is working with a CCCU Task Force on Spiritual Development in Adult Students to design a tool that can be used for this purpose.

In the coming year Liberal Arts and Electives will pilot the Collegiate Learning Assessment on a few adult students to see if this tool would be a useful assessment of critical thinking, analytic reasoning and communication skills of adult students.

College of Graduate Studies

Graduate Studies in Ministry

Assessment Plan (see p. 92)

Chair: Russ Gunsalus

Student / Potential Student Focus Groups
Department Chair Russ Gunsalus: Student focus groups have been conducted by Professor Gunsalus to ascertain student satisfaction with the program along with improvements. In addition, Professor Gunsalus has engaged potential students one-on-one at various Wesleyan venues. Professor Gunsalus investigates the overall direction, effect and satisfaction of the program.

Associate Professor Bob Whitesel: Associate professor Bob Whitesel has conducted focus groups on student satisfaction and program improvement with students enrolled in the summer elective courses in Santa Cruz, CA, Indianapolis, IN and Marion, IN. In addition, Dr. Whitesel engages potential students at his many seminars, gleaning insights for marketing, degree expectation, suitability of faculty, and issues of practical application.

Professor Charlie Alcock: Professor Alcock continues to engage both potential and current students in a one-on-one dialogue on the viability and relevance of our Masters of Art in Youth Ministry. In addition, his mentorship of students allows Professor Alcock to assemble student insights and expectations into tactical plans.

Entrance and Exit Surveys:
Entrance and Exit Surveys have been standardized and now are administered to all incoming and matriculating students. These surveys are analyzed by the director along with relevant faculty and the IWU Assessment Staff to evaluate attainment of program goals, student satisfaction levels, and learning objectives.

End-of Course Surveys:
The End of Course Survey for Graduate Studies in Ministry continues to be administered by Chau Jackson, Assessment Specialist, in the same manner as other AGS courses are assessed. Relevant comments are forwarded to appropriate faculty, including face-to-face meetings with the chairperson as warranted.

Improvements / Changes:
As a result, there have been changes in structure and delivery of both onsite and online courses.

Online: Due to the unique circumstances of ministerial leaders, the online courses which previously began on a Tuesday morning and ended the following Monday at midnight, were adjusted to begin Friday morning and commence the following Thursday at midnight. This new schedule allows

ministerial students to complete weekend responsibilities without jeopardizing the quality of their class participation.

Onsite and Online: Changes based on assessment strategies and processes include:

- Mandatory training for adjunct faculty.
- Curricular revision based on student and focus group feedback. The most significant revision is with the capstone course. The current schedule of 8 weeks has proven to be too short to adequately accomplish the out comes for the course. A complete re-write is under way to break the course into two sections with the first section set earlier in the program.
- Calendar revision based upon student feedback. In addition to the schedule adjustment above the Youth concentration has also been adjusted to 10 days during the summer months when summer camps and mission trips, with their attendant disruption of online access make it nearly impossible to keep up with the 7 day schedule.

Graduate Studies in Nursing

Assessment Plan (see p. 95)

Chair: Pam Giles

Alumni survey had a 40% response rate. They have very positive attitudes about the program. Almost all would take the program over again and recommend it to a friend. A few acknowledged that since it was a new delivery modality, there were some rough edges. One noteworthy suggestion was to provide more guidance on the mechanics of NP licensure. But overall, these alumni greatly admired the faculty and the Christian perspective of the program.

Pre/post test is giving faculty information about the quality of the program. It is based on the Nurse Practitioner certification exam and administered at the beginning and end of the program.

Graduate Nursing Portfolio is being developed by Deb Drake using the Assessment Informatics electronic system.

Computer Tracking System (Assessment Informatics) is being implemented to inform faculty regarding clinical experiences of NP students.

Graduate Counseling

Assessment Plan (see p. 96)

Chair: Jerry Davis

CACREP Site Visit was June 11-14, 2006. Evaluators praised the facilities, OCLS, administrative support (new president), clinical program and Marriage and Family Therapy program. The team had several suggestions and recommendations, particularly for the new School Counseling program. The Department sent a response to the Visit Team Report highlighting recent changes made in the School Counseling Program bringing it more in line with CACREP standards. The report was accepted and accreditation was reaffirmed.

All 9 graduates passed the NCE exam! The student scores in all content areas (except one) were superior to the national norms. These positive results yielded no change in our assessment plan.

The following data is from our counseling satisfaction surveys.
100% of our clients who returned surveys reported that they would return here for counseling again if needed.
96% of our clients who returned surveys reported that they were very satisfied with their counseling experience.
These positive results yielded no change in our assessment plan.

The following data is from the multicultural pre and post test.
Counselors' awareness of their own cultural values and biases: the post-test revealed a 34% increase in awareness.
Counselors' awareness of their clients' worldview: the post-test revealed a 45% increase in awareness.
Counselors' awareness of culturally appropriate intervention strategies: the post-test revealed a 41% increase in awareness.
Overall these scores were superior to the reports from our last assessment but still fall short of our goal of a 50% increase in these areas. We will continue to assess this area but we may consider lowering our goal to a more realistic level. It may be difficult to gain a 50% level of awareness from one graduate course.

Doctorate in Organizational Leadership

Assessment Plan (see p. 97)

Chair: Vern Ludden

DOL Assessment of Internship yielded some valuable data. Students rated the program highly on the development of a personal philosophy of leadership and development of personal relationships with mentors. However, responses were widely scattered on most factors, with some students very disappointed in the internship component. Students had many useful suggestions for program improvement.

Student Services

Assessment Plans (see pp. 85-88)

End of Course Survey Annual Report

Other Aspects of IWU [Scale 1-5: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree]	UNDER GRAD			GRADUATE			CUMMULATIVE 2005-2007		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
17. I was satisfied with the effectiveness of group work	28,089	4.04	1.049	11,524	3.96	1.001	86,749	4.02	1.019
18. I was satisfied with the timeliness of textbook delivery	30,788	4.55	0.642	12,115	4.47	0.654	92,885	4.51	0.668
19. I was satisfied with the helpfulness of university staff	22,615	4.26	0.819	9,585	4.05	0.989	72,231	4.19	0.854
20. I was satisfied with the accessibility of the chaplaincy staff	15,526	4.08	0.862	6,990	3.67	1.167	52,400	3.96	0.953
21. I was satisfied with the helpfulness of the chaplaincy staff	14,903	4.04	0.875	6,695	3.60	1.188	50,242	3.92	0.956
22. I was satisfied with the accessibility of the academic advising	18,583	4.10	0.933	7,216	3.65	1.184	58,715	3.96	0.968
23. I was satisfied with the helpfulness of the academic advising	18,465	4.09	0.916	7,084	3.62	1.197	58,156	3.96	0.969
24. I was satisfied with the Accounting Department	19,710	4.05	0.958	8,267	3.81	1.120	63,375	3.96	0.982
25. I was satisfied with the Financial Aid Department	17,950	3.99	0.976	7,586	3.74	1.153	58,415	3.90	1.028
26. I was satisfied with the Library Services	18,560	4.13	0.860	8,264	4.02	0.925	60,759	4.06	0.876
27. I was satisfied with the Enrollment Services	17,602	4.12	0.876	7,429	3.81	1.127	57,586	4.04	0.911
28. I was satisfied with the Records Department	16,145	4.07	0.880	7,069	3.70	1.155	53,692	3.95	0.925

* Graduate students do not use academic advising services, but the questions #22 and #23 were included in the survey, so the responses might not be accurate.

5. How satisfied were you with the program?

	N	%
Very dissatisfied	9	0.63
Dissatisfied	34	2.38
Neutral	54	3.78
Satisfied	504	35.27
Very satisfied	828	57.94
Total	1429	100.00

6. Knowing what you know now, would you choose the program again?

	N	%
No, definitely not	19	1.33
No, probably not	58	4.07
Neutral	47	3.30
Yes, with reservations	333	23.35
Yes, without reservations	969	67.95
Total	1426	100.00

7. Would you recommend the program at IWU to a friend?

	N	%
No, definitely not	16	1.12
No, probably not	44	3.09
Neutral	52	3.65
Yes, with reservations	319	22.40
Yes, without reservations	993	69.73
Total	1424	100.00

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

	N	%
Stayed the same	376	26.70
Somewhat increased	601	42.68
Greatly increased	431	30.61
Total	1408	100.00

9. As a result of your IWU experience, how has your attitude toward Christianity changed?

	N	%
More negative	18	1.30
Stayed the same	622	45.07
More positive	740	53.62
Total	1380	100.00

10. As a result of your experience with IWU, how have the following relationships changed?

	Std. Dev.	N	Mean
10a. With Jesus Christ changed?	0.782513	1398	3.99
10b. With your family changed?	0.870831	1395	3.78
10c. With your friends changed?	0.863968	1389	3.73
10d. With people most unlike yourself changed?	0.759328	1388	3.88
10e. With yourself changed?	0.806302	1390	4.11
Valid N (listwise)		1373	

11. How have the following elements of IWU academic programs influenced your spiritual growth?

	Std. Dev.	N	Mean
11a. IWU faculty?	0.691525	1393	2.15
11b. IWU Chaplains?	0.707195	1379	1.77
11c. Your fellow students?	0.713317	1383	2.02
11d. The SpiritCare Videos (if applicable)?	0.660782	1175	1.60
11e. Other IWU staff?	0.675528	1335	1.67
11f. IWU curriculum (texts, modules, etc.)?	0.687956	1353	1.99

Graduation Statistics 1985-2006

PROGRAM	TOTAL GRADS	PERCENT
ASB	3699	47%
ASBO	71	24%
AST	10	37%
ASGS	42	41%
BSBA	2159	76%
BSM	2962	74%
BSMOL	471	68%
BSBIS	386	61%
BSBISOL	144	54%
BSA	343	72%
BSMK	73	68%
RNBS	1748	78%
RNBO	81	48%
MBA	3228	77%
MBAOL	409	57%
MBAX	25	52%
MSM	1641	82%
MSMO	170	54%
MSME	8	100%
MED	4003	93%
MEDOL	526	64%
CHN	34	85%
PYC	111	69%
MML	10	40%
MMLO	12	27%
MYMO	8	33%

Assessment Goals for 2007-08

Dr. Cynthia Tweedell, Associate Dean for Institutional Effectiveness, with the help of Chau Jackson, Assessment Specialist for APS, and Eve Grant, Assessment Assistant, will bring assessment to a higher level as student enrollments climb. We sill also work toward the AGS Strategic Goals. Specifically these are the Institutional Effectiveness goals for the coming year:

1. Provide "Christ-like service and support to students" by providing End of Course Survey reports within 2 weeks of receipt. This will require some upgrade in technology.

2. Develop a Center for Research in Adult Learning and sponsor an Adult Education Conference in Indianapolis.

3. Kick off the Higher Learning Commission Self Study process by identifying a steering committee and subcommittees and begin work on defining committee tasks.

4. Develop a Self Study Web Site which will combine Institutional Research, Assessment and other business of the Subcommittees.

5. Program Reviews for
    a. BSA
    b. TTT
    c. ELMO/ELMS
    d. MBA: Specializations
    e. BS-Marketing
    f. Graduate Ministries
    g. Doctorate in Org. Leadership

Indiana Wesleyan University
College of Adult and Professional Studies
Five Year Program Review & Assessment Schedule

FY 2007-2008	FY 2008-2009	FY 2009-2010	FY2010-2011	FY 2011-2012
BSA	PLP	MSM	BSM	MBA
TTT	BSBA	BSBIS	ASB	BS-Marketing
ELMO/ELMS	RNBS	ASCJ		
MBA:	MED	BSCJ		
Specializations	ASA			
BS-Marketing	ASCIT			

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

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.	

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 ***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.**	Insufficient data	
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***	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.** Onsite and online: Ethical Solutions paper due in workshop five.	**2001:** 4% of students scored "proficient" **2006:** 68% 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	Mean scores for graduating students on a faculty generated comprehensive test will be 10% higher than for beginning students.	**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.	
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 MGT490 papers are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. ** Onsite and online: Project team scenario paper due in workshop one.	**2001:** 60% of students scored "proficient" **2006:** 96% of students scored "proficient"	ADM 495 rewritten
4. Integrate core knowledge into an applied management framework.	1d Integration of knowledge 2d Self-discipline 2f Leadership	When a sample of ADM 495 papers are reviewed by three business faculty, 90% will demonstrate integration of core knowledge into an applied management framework.** Onsite and online: Project team scenario paper due in workshop one.	**2001:** 40% of students scored "proficient" **2006:** Not measured	ADM 495 rewritten. Assessment revised so group project is not used.

Objective	World Changing Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
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.** Onsite and online: final group project paper due in workshop 5.	**2001:** 82.3% of students scored "proficient." **2006:** 52% of students scored "proficient"	Assessment revised so that Group Project is not used. Same Project online as on site.

** 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 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 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 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 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. Careful selection of faculty for ADM525
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.	Change test to make sure we test what is being taught.
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 1006% integrate core knowledge and practical experience.	
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.	Need to re-write objective in a manner in which it can be assessed.

** as indicated by a faculty-generated scoring rubric 7/13/05 cbt

PROGRAM ASSESSMENT
MBA

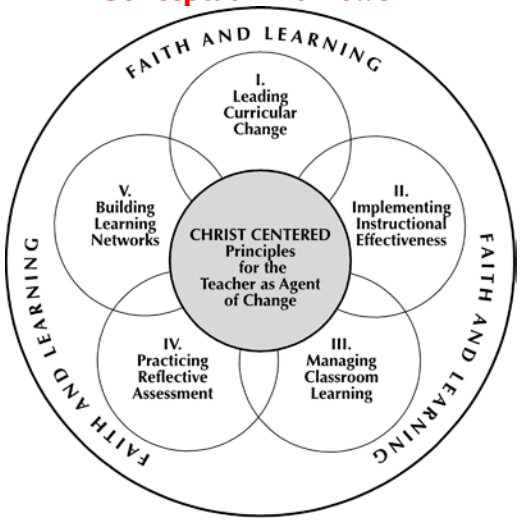
Objective	World Changing Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1.Demonstrate an understanding of decision making from a Christian worldview.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth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

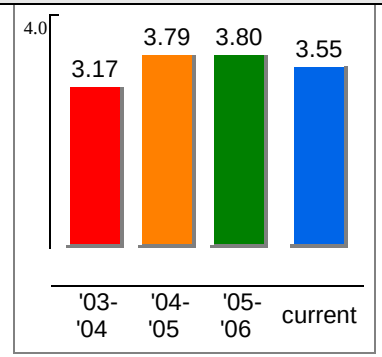
** as indicated by a faculty generated scoring rubric.

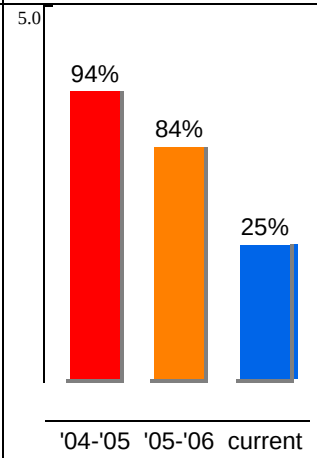
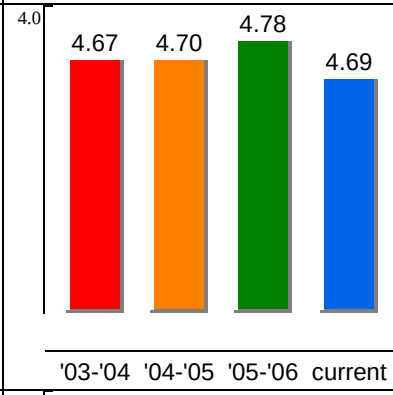
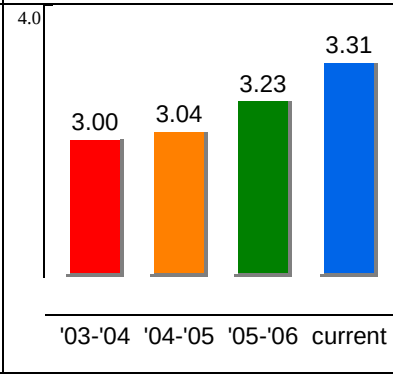
Masters in Education

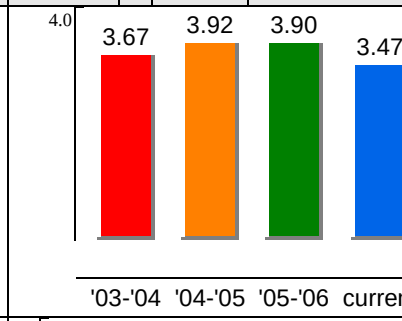
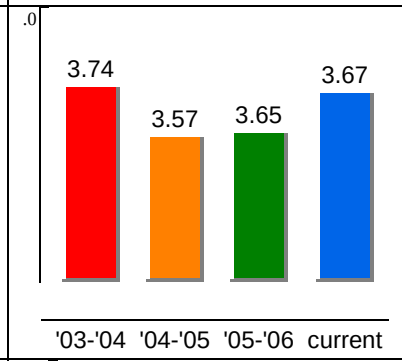
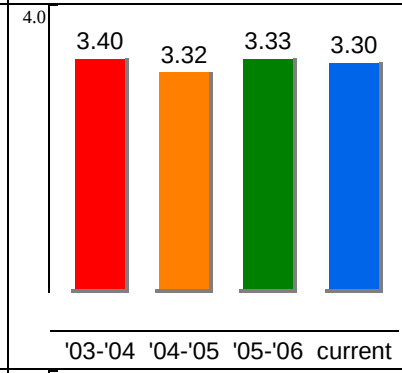
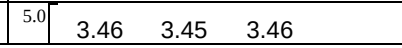
2007 Program Assessment System Final Report

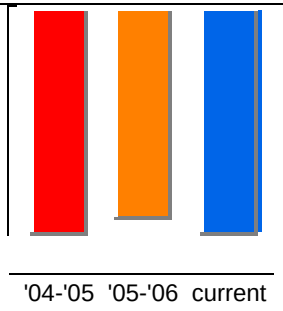
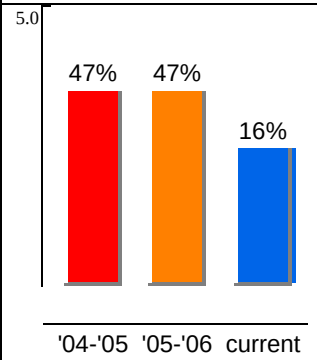
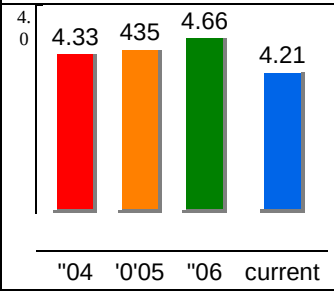
Conceptual Framework

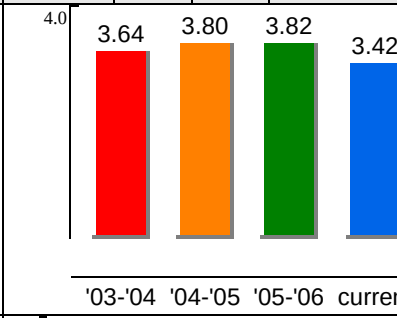
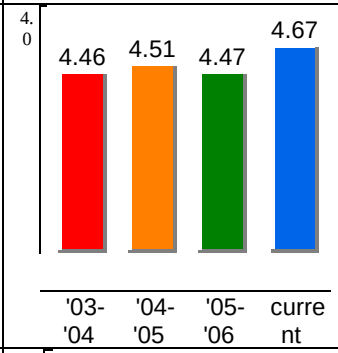
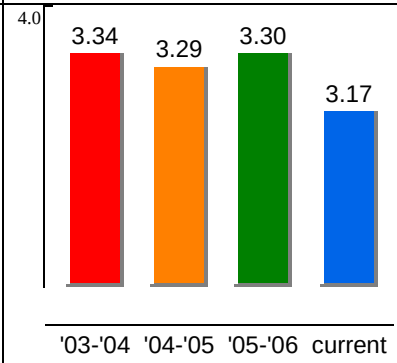


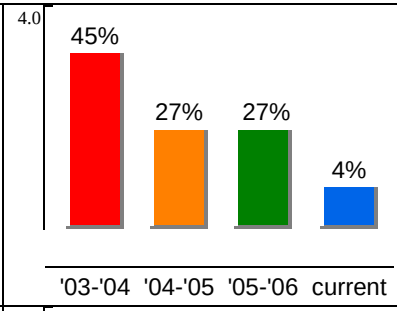
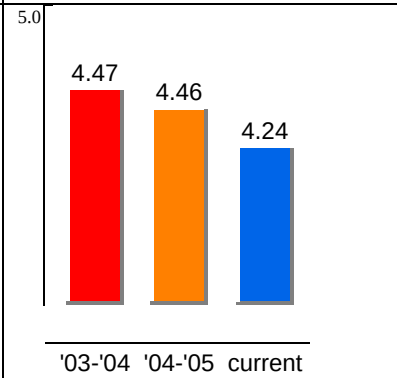
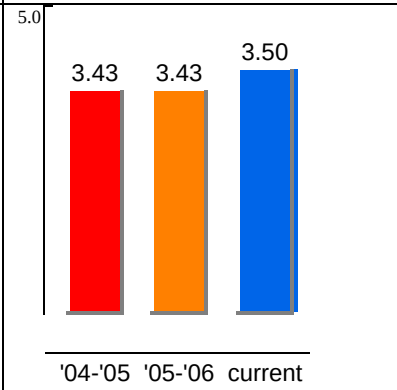
Instrument of Evaluation	*Assessment Measures*	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes	Comparative Graph Last Few Years
	Spiritual				
Faculty Evaluation	***Administrative Observation of Faculty*** *Faculty members are observed by administrative staff. Data from the observations are recorded in the Unit Assessment System and summary reports were analyzed.*	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was **3.55** on the 4.0 scale representing an decrease in .25 from the previous year.	This decline in scores raises concerns. It possibly reflects the number of new faculty who have been observed recently. Since new faculty members are observed the first three times they teach it tends to lower the overall scores. The recent focus on spiritual issues which has included providing faculty with new resources for devotions might have raised the standard and subsequently lowered administrative ratings. More emphasis in training for spiritual issues during new faculty orientation should be considered. Students and faculty continue to rate this area high.	

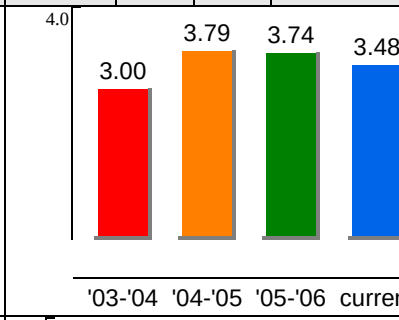
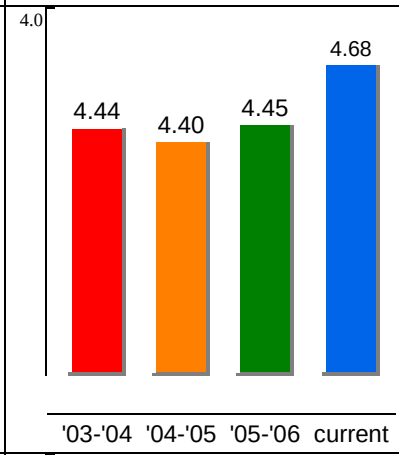
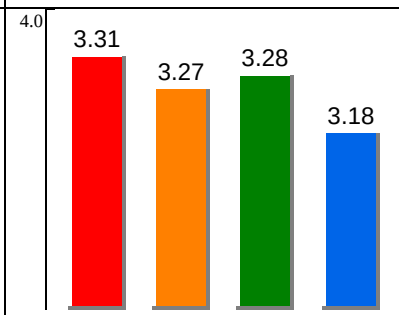
Faculty Growth Self-Assessment	*Annually faculty members assess areas for personal professional grow initiatives.*	The data identified targeted areas of growth. The data indicates what percentage of faculty chose the area for growth initiative.	Spiritual Growth was mentioned **25 %** of the time representing a significant 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	*Students assess faculty members on their effectiveness of demonstrating their Christian faith.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was **4.69** on a 5.0 scale. This is down slightly 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	*Students complete a survey during the final course in the program to assess the overall effectiveness of the program*	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score was **3.31** on a 4.0 scale representing a **.08 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.** The addition of the Maxwell study Bible and specific devotions added to the EDU 550, EDU 553, and EDU 551 have caused student positive feedback to increase significantly over the past three years.	

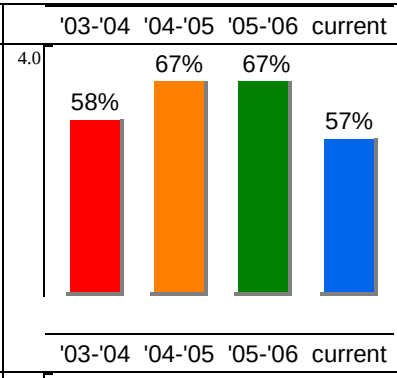
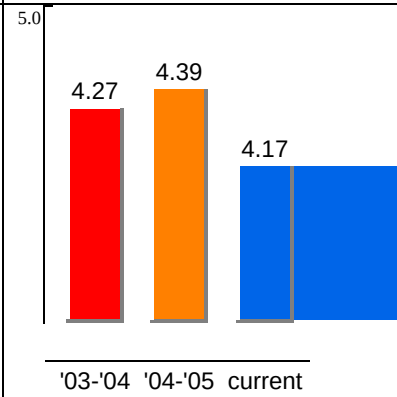
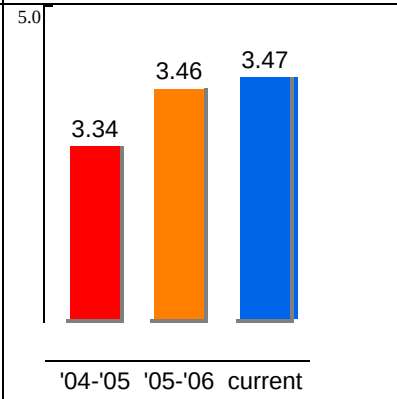
Instrument of Evaluation	*Assessment Measures*	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes	
Curriculum					
Faculty Administrative Evaluation	*Administrative Observation of Faculty*	4=Accomplished ; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was **3.47** on a 4.0 scale representing a .45 decrease from last year.	Recent changes in curriculum might explain why administrative evaluation of faculty understanding has gone down. The addition of a new administrator who observes and evaluates faculty understanding of the curriculum might have an impact on the lower scores. The feedback from faculty and students (overall assessment of curriculum) has actually improved positively over the past four years.	
Faculty Feedback	*Faculty members provide feedback about the curriculum and assessment after teaching each course.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score for curriculum was **3.67**on a 5.0 scale representing an increase .12.	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	*Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to curriculum proficiency.*	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was **3.30** on a 4.0 scale representing a increase of .03 .	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	*Students complete a*	4=Accomplished	Average score was	The recent changes in the curriculum have not	

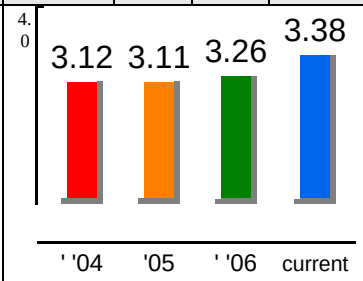
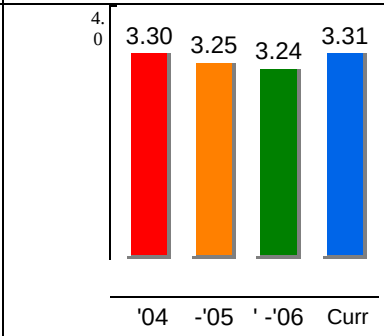
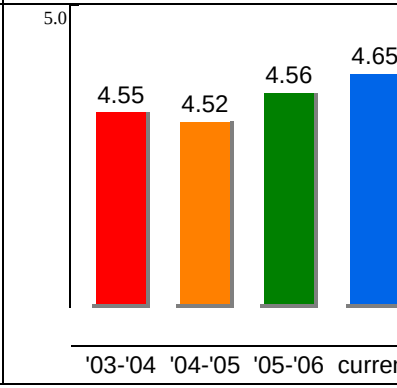
Survey	*survey during the final course in the program to assess the overall effectiveness of the program.*	; 3=Proficient; 2= Emerging; 1= Improving	**3.46** on a 4.0 scale. This represents a increase of .01 from last year.	negatively impacted how students rate the program related to their personal growth in understanding curriculum. Specific issues related to the curriculum to include the dissatisfaction with the diversity class has not had an overall negative impact upon the curriculum as a whole. This score expresses a very positive satisfaction level with the program in the area of curriculum.	
Faculty Growth Plan	*Faculty self-asses professional growth opportunities and set growth goals.*	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Curriculum was mentioned as a need **16%** of the time representing an decrease in 30% from last year.	Initiatives to better inform faculty of curriculum changes have had a dramatic decrease in the number of faculty who indicate they want to focus on curriculum issues. This represents a very positive impact on faculty understanding of curriculum.	
End-of-Course Surveys	*Students assess faculty members on their effectiveness of teaching the curriculum.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was **4.21** on a 5.0 scale down .45 from last year. Last year's rating was 4.66.	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. **Current changes in the curriculum warrant further emphasis to help faculty effectively deliver the curriculum.**	

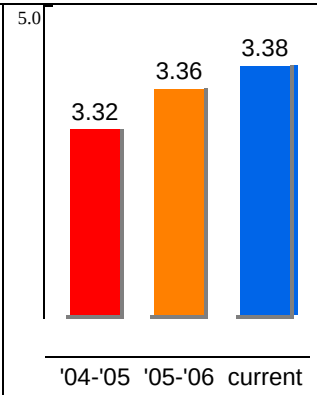
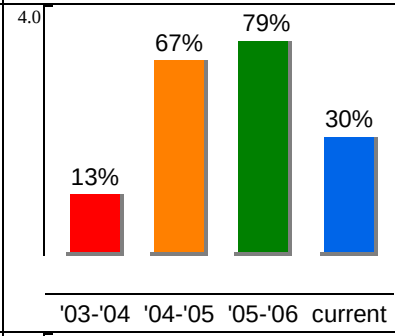
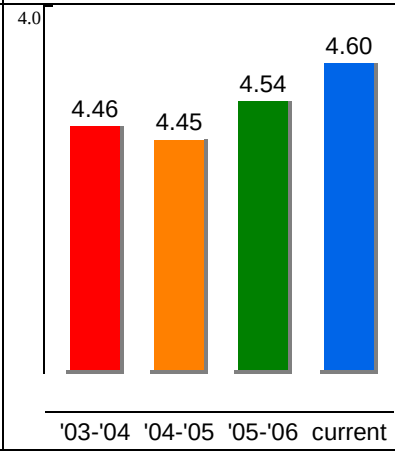
Instrument of Evaluation	*Assessment Measures*	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes	
Assessment					
Faculty Administrative Evaluation	*Administrative Observation of Faculty*	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was **3.42** on a 4.0 scale representing a .05 decrease from last year.	The new process of obtaining more meaningful feedback from faculty on their ability to provide quality assessment to students is reflected in these scores. A new process of administrative evaluation provides frank discussions on faculty commitment to providing specific feedback on papers rather than just grades have provided a more realistic evaluation of faculty assessment of candidate work.	
Faculty Feedback	*Faculty members provide feedback about the curriculum and assessment after teaching each course.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score for assessment was **4.67** on a 5.0 scale representing a increase in .20.	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. The faculty feel they are improving in their understanding of assessment and the use of rubrics.	
Portfolio Assessment	*Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to assessment proficiency.*	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was **3.17** on a 4.0 scale representing a decrease of .13 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. The sudden decline in scores suggests the faculty should consider making assessment a focus in the near future.	

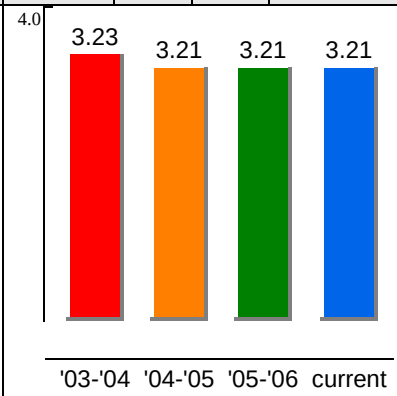
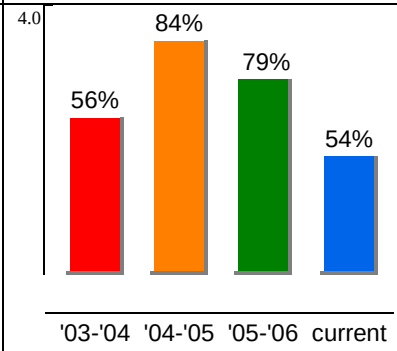
Faculty Growth Plan	*Faculty self-assess professional growth opportunities and set growth goals.*	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Assessment was mentioned only **4%** of the time a decrease of 20%.	The faculty development focus on assessment last year appears to have made a significant 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	*Students assess faculty members on their effectiveness of faculty assessment.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was **4.24** on a 5.0 scale. That is down .01 from last year.	Students rate instructors' abilities to effectively assess student work very high. The recent decline in scores should be monitored. 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. Candidates continue to rate this very high on the completion of their course work. This might be an area of emphasis in next year's professional growth sessions.	
Graduation Survey	*Students complete a survey during the final course in the program to assess the overall effectiveness of the program*	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score was **3.50** on a 4.0 scale. This is up .07 from a year ago.	An emphasis on faculty modeling effective assessment techniques has positively impacted this score. This score expresses a very positive satisfaction level with the program in the area of assessment.	

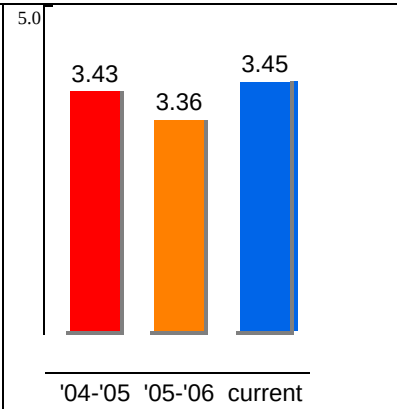
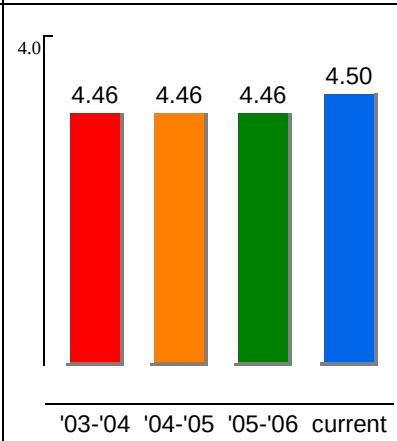
Instrument	*Measures*	Criteria	Analysis of Data	Assessment-based Changes	
Instruction					
Faculty Administrative Evaluation	*Administrative Observation of Faculty*	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was **3.48** on a 4.0 scale representing a modest 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 to late to impact this score. Next year's data should be revealing.	
Faculty Feedback	*Faculty members provide feedback about the recommended instructional approaches built into faculty guides.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score for assessment was **4.68** on a 5.0 scale representing an increase of .23.	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	*Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to instructional proficiency.*	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was **3.18** on a 4.0 scale representing a decrease of .10	Candidate portfolio assessment data indicate that students in the program score well on personal "instruction" portfolio evaluation.	

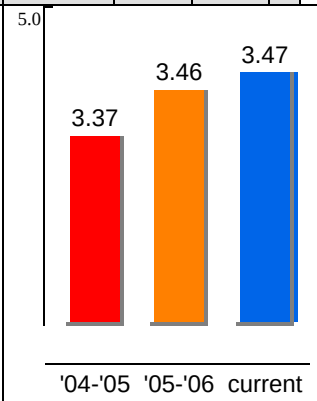
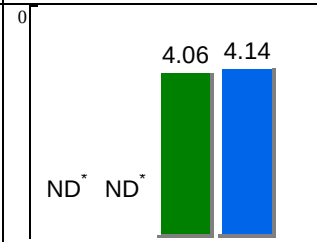
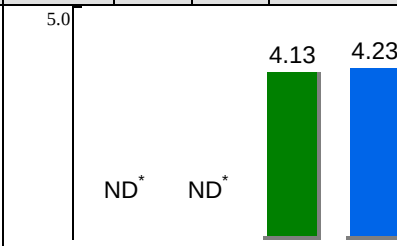
Faculty Growth Plan	*Faculty self-assess professional growth opportunities and set growth goals.*	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Instruction was mentioned **57%** of the time representing an 8% increase.	More than half the faculty indicated a need to improve in personal instruction skills. The number warrants more extensive increase in focus for the upcoming year. Summer 2007 had a focus on instructional approaches. The summer training session will include instruction as one focus.	
End-of-Course Surveys	*Students assess faculty members on individual effectiveness of teaching instruction.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was **4.17** on a 5.0 scale. This is **down .22** from last year.	Students rated instructors' abilities to effectively vary instructional approaches as high. Faculty members themselves appreciated some help in this area.	
Graduation Survey	*Students complete a survey during the final course in the program to assess the overall effectiveness of the program*	4=Accomplished ; 3=Proficient; 2= Emerging; 1= Improving	Average score was **3.47** on a 4.0 scale. **This is up .01 from last year.**	This score represents a minor increase for the recent years. This should become a focus in future growth initiatives with faculty and students. This score expresses a very positive satisfaction level with the program in the area of instruction.	

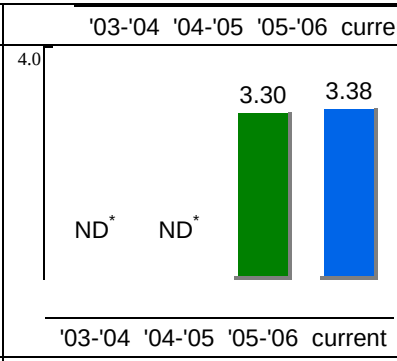
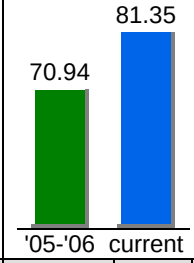
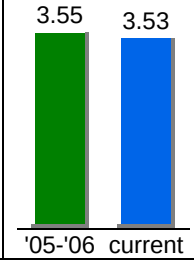
Instrument of Evaluation	*Assessment Measures*	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes	
Managing Classroom Learning					
Faculty Administrative Evaluation	*Administrative Observation of Faculty*	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculty was **3.38** on a 4.0 scale representing a .12 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	*Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to managing classroom learning proficiency.*	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was **3.31** on a 4.0 scale representing a increase of .07 from last year.	Candidate portfolio assessment data indicate that students in the program score well on the classroom management portfolio evaluation.	
Faculty Feedback	*Faculty members provide feedback about the recommended instructional approaches built into faculty guides.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score for assessment was **4.65** on a 5.0 scale representing an increase of **.09**.	The faculty guides are becoming more effective in helping practitioner faculty teach in the M.Ed. Program. The faculty resource page on BlackBoard has been updated with ideas to assist professor.	

Graduation Survey	*Students complete a survey during the final course in the program to assess the overall effectiveness of the program*	4=Accomplished ; 3=Proficient; 2= Emerging; 1= Improving	Average score was **3.38** on a 4.0 scale. **This is up . 02 from last year.**	This domain outcomes remains the lowest academic score. While it continues to improve minimally this would be an area that the faculty might consider in which to focus. This score expresses a very positive satisfaction level with the program in the area of managing classroom learning.	
Faculty Growth Plan	*Faculty self-assess professional growth opportunities and set growth goals.*	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	*Students assess faculty members on the appropriateness of the classroom environment.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs	Average score was **4.60** on a 5.0 scale. This is up .06 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	*Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to building learning networks proficiency.*	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	*Faculty self-assess professional growth opportunities and set growth goals.*	4 = Accomplished 3 = Proficient 2= Emerging 1= Improving	Networking was mentioned **54%** by the faculty representing a 25% 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	*Students complete a survey during the final course in the program to assess the overall effectiveness of the program*	4=Accomplished ; 3=Proficient; 2= Emerging; 1= Improving	Average score was **3.45** on a 4.0 scale. This score is up .09 from last year.	**This score was represents a significant increase from the previous year.** 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	*Students assess faculty members use of multiple resources in their instruction.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was **4.50** 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 Measure*	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes	
Diversity					
Graduation Survey	*Students complete a survey during the final course in the program to assess the overall effectiveness of the program*	4=Accomplished ; 3=Proficient; 2= Emerging; 1= Improving	Average score was **3.47** on a 4.0 scale. This is an decrease in .01 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 a slight decrease from last year. Introducing the new course was a positive but candidate feedback quickly indicated that the new course had some significant issues. The faculty has made upgrading the diversity course a priority. The new curriculum for the course will go into affect in January of 08.	
End-of-course survey	*Students assess their technology growth on end-of-course surveys.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was **4.14** on a 5.0 scale. This represents an increase in .08.	The faculty has been focused on program improvement related to the diversity course. A new textbook has been adopted.	
Technology					
End-of-Course Surveys	*Students assess their technology growth on end-of-course surveys.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was **4.23** on a 5.0 scale. This represents an increase in .10.	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.	

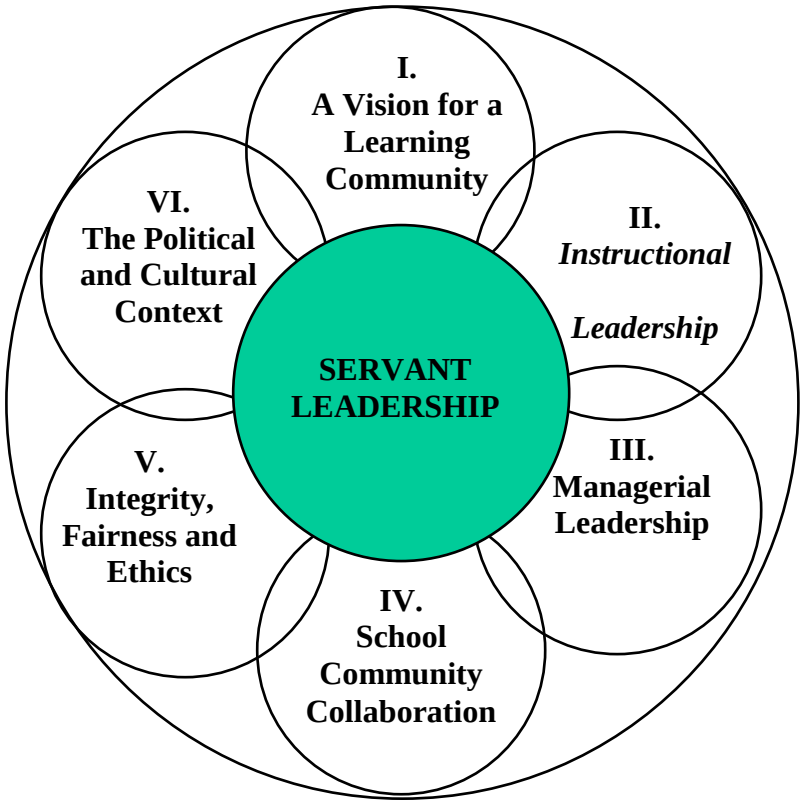
Student and Faculty combined technology assessment	*Combining all feedback from faculty and students related to technology*	4=Accomplished ; 3=Proficient; 2= Emerging; 1= Improving	Average score was **3.38** on a 4.0 scale. This represents an increase in .08.	Students and faculty rate the programs high related to technology growth and application. The emphasis on technology with a course devoted to technology integration and the portfolio technology strand makes this a program positive.	
Pre test / Post test technology results	*Candidates take a pre test before the technology class and then take a post test when they complete the course.*	Students have 60 questions. The score represents the percentage of questions answered correctly.	The score of 81.36 represents growth of over 10 percentage points.	Students take a pre test and post test during the technology class. This score represents the student academic growth over the course.	
Life-Long Learning					
Graduation Survey	*Students complete a survey during the final course in the program to assess the overall effectiveness of the program*	Strongly Disagree Disagree Agree Strongly Agree	Average score life long learning was **3.53/ 4.0.** This represents a slight decrease from one year ago.	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.	

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.

Program: Principal Licensure Program
2007 Unit Assessment System Final Report

Conceptual Model



Instrument of Evaluation	*Assessment Measures*	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes
Spiritual				
Faculty Evaluation	*Administrative Observation of Faculty-Faculty members are observed by administrative staff. Data from the observations are recorded in the Unit Assessment System and summary reports were analyzed.*	4=Accomplished 3=Proficient 2=Emerging 1=Improving	The average score for faculty was **3.67** on the 4.0 scale in 2006. This was the first year for this data. The Devotion and Prayer in 2006/07 was linked to Conceptual framework and was 4 on a 4.0 scoring scale.	Faculty demonstrated a focus on the spiritual area of teaching. The devotions and lessons were centered on a Biblical worldview. Devotions were expanded in the course guide in 2006 to include the Maxwell Leadership Bible. The evaluation instrument was changed in 2007 to reflect links to Conceptual Framework and Standards.
Faculty Growth Self-Assessment	*Annually faculty members assess areas for personal growth initiatives.*	The data identified targeted areas of growth. The data indicates what percentage of faculty chose the area for growth initiative.	Spiritual Growth was mentioned on 70% of the growth plans in 2006. This was the first year for the data. The response in 2007 was 67%.	To encourage commitment to spiritual improvement devotions in each workshop were expanded to include the Maxwell Leadership Bible.
End-of-Course Surveys	*Students assess faculty members on their effectiveness of demonstrating their Christian faith.*	5=Outstanding 4=Above average 3=Average 2=Below Average\1=Needs Improvement	The question (#14) in the survey asks if the instructor's Christian faith was clear. The average mean score was **4.955** in 2006 and **4.93** in 2007 on a 5.0 scale.	Candidates 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 Leadership Bible in each course guide for each workshop. Anecdotal data from written and verbal responses from EOC and Annual Assessment Day indicated a need for school finance and strategic planning. Both areas were added to onsite coursework and online assignments (Blackboard) in June 2007.

Alumni Survey	*Alumni, after completion of program, complete a survey each three years in the fall (2004/05) to assess the overall effectiveness of the program. This was changed to the fall of 2006/07.*	4=Excellent; 3=Good; 2=Fair; 1=Poor	The survey was completed in 2004/05 and scheduled for every three years. It was completed again in the Fall of 2006. The average score 2006 was **3.40** on a 4.0 scale (Question # 13.7 & 14.7).	The Alumni Survey validates the End of Course Survey data and Program Completion Survey that the Instructors incorporate Biblical Truths in the program and emphasize core vales for Servant Leadership.
PLP Completion Survey	*Students assess the program after EDL 625.*	4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree	The question in the survey (#16) asks if the coursework enabled the candidate to grow spiritually. The first survey was 6/2007.	This is the first year for the data. The data will be discussed in faculty meetings and Annual Assessment Day (focus groups). The average score indicates an overall satisfaction with the program.
Instrument of Evaluation	***Assessment Measures***	**Performance Criteria**	**Collection and Analysis of Data**	**Assessment-based Changes**
Curriculum				
Faculty Administrative Evaluation	*Administrative Observation of Faculty*	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculties was **3.3** on a 4.0 scale. This was the first year for the data. The average score in 2006/07 was 4.0.	The evaluation instrument was changed in 2007 to reflect links to Conceptual Framework and Standards. The data will be discussed with faculty members and the focus of faculty development.
Faculty Feedback	*Faculty members provide feedback about the curriculum, instruction and assessment after teaching each course. Data was extracted from questions #1, 2, 3, 4, and 7.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score for curriculum was **4.42** in 2006. This was the first year for the data. The average sore in 2007 was **4.55.**	Faculty members have indicated that curriculum components are effective in measuring course objectives. The data validates that effectiveness. The data is discussed at faculty meetings and Annual Assessment Day with faculty and alumni. The score increased in 2007.

Portfolio Assessment	*Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to curriculum proficiency.*	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was **3.32** on a 4.0 scale representing a decrease of **1.6**.	Candidate portfolio assessment data indicated that students in the program score well on their curriculum portfolio evaluation. This is a slight decrease from the previous year.
Alumni Survey	*Alumni, after completion of program, complete a survey each three years in the fall (2004/05l to assess the overall effectiveness of the program. This was changed to the fall of 2006/07.*	4=Excellent; 3=Good; 2= Fair; 1= Poor	Average score was **3.46** on a 4.0 scale in 2004/05 and **3.40** in 2006 (Questions 14.4 & 14.11).	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of curriculum.
Faculty Growth Plan	*Faculty self-asses professional growth opportunities and set growth goals.*	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Curriculum was mentioned as a need **40%** of the time. This was the first year for the data. The response was 100% in 2007.	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.
End-of-Course Surveys	*Students assess faculty members on their effectiveness of teaching the curriculum.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was **4.7875** in 2006**.** This was the first year for the data. The average score in 2007 was **4.66**.	Candidates rated instructors' abilities high to effectively cover key components of the curriculum. The data is discussed in faculty meetings and with faculty and alumni on Annual Assessment Day to assist in focusing faculty development and curriculum enrichment. Anecdotal data from written and verbal responses from EOC and Annual Assessment Day indicated a need for school finance and strategic planning. Both areas were added to onsite coursework and online assignments (Blackboard) in June 2007.

PLP Completion Survey	*Students assess the program after EDL 625.*	4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree	The question in the survey (#8) asks if the student became familiar with best practices and current literature. The first survey was 6/2007.		This is the first year for the data. The data will be discussed in faculty meetings and Annual Assessment Day (focus groups). The average score indicates an overall satisfaction with the program.
Instrument of Evaluation	***Assessment Measures***	**Performance Criteria**	**Collection and Analysis of Data**		**Assessment-based Changes**
Assessment					
Faculty Administrative Evaluation	*Administrative Observation of Faculty*	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculties was **4.84** on the 5.0 scale. This was the first year for the data. The average score in 2006/07 was 4 on a 4.0 scoring scale.	The data will be discussed with faculty members and the focus of faculty development. The evaluation instrument was changed in 2007 to reflect links to Conceptual Framework and Standards. The data will be discussed with faculty members and the focus of faculty development.	
PLP Completion Survey	*Students assess the program after EDL 625.*	4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree	The questions in the survey (#15, 23) focused on assessments. The first survey was 6/2007.	This is the first year for the data. The data will be discussed in faculty meetings and Annual Assessment Day (focus groups). The average score indicates an overall satisfaction with the program.	

Faculty Feedback	*Faculty members provide feedback about the curriculum, instruction and assessment after teaching each course.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score for assessment was **4.42** in 2006. This was the first year for the data. The average score in 2007 was **4.53**.	Faculty members have indicated that assessment components are effective in measuring course objectives. The data validates that effectiveness. The data is discussed at faculty meetings and Annual Assessment Day with faculty and alumni.
Portfolio Assessment	*Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to assessment proficiency.*	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was **3.29** on a 4.0 scale representing a decrease of .05 from last year.	Candidate portfolio assessment data indicate that students in the program score well on personal ability to create effective assessment pieces in their portfolio evaluation.
Faculty Growth Plan	*Faculty self-assess professional growth opportunities and set growth goals.*	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Assessment was mentioned only **40%**. This was the first year for the data. The response in 2007 was 100%.	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.

End-of-Course Surveys	*Students assess faculty members on their effectiveness of faculty assessment. Data was extracted from questions #5, 6, and 8.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was **4.84** in 2006 on a 5.0 scale. This was the first year for the data. The average score in 2007 was **4.60**.	Candidates rated instructors' abilities high to effectively cover key components of the assessments. The data is discussed in faculty meetings and with faculty and alumni on Annual Assessment Day to assist in focusing faculty development and curriculum enrichment. Anecdotal data from written and verbal responses from EOC and Annual Assessment Day indicated a need for school finance and strategic planning. Both areas were added to onsite coursework and online assignments (Blackboard) in June 2007.
Alumni Survey	*Alumni, after completion of program, complete a survey each three years in the fall (2004/05) to assess the overall effectiveness of the program. This was changed to the fall of 2006/07.*	4=Excellent; 3=Good; 2= Poor; 1= Fair	Average score was **3.43** on a 4.0 scale in 2004/05 and **3.41** in 2006/007 (Questions 14.3 & 14.6).	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of assessment.

Instrument of Evaluation	*Assessment Measures*	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes
Instruction				
Faculty Administrative Evaluation	*Administrative Observation of Faculty*	4=Accomplished; 3=Proficient; 2= Emerging; 1= Improving	Average score for all faculties was **4.60** on a 5.0 scale. This was the first year for the data. The average score in 2006/07 was 4.0.	This has now become the lowest of evaluated areas for faculty. The end-of-course surveys from candidates collaborate the finding that faculty could use help in providing a variety of instructional approaches in their teaching. Full-time faculty has generated ideas to share with adjunct faculty. The evaluation instrument was changed in 2007 to reflect links to Conceptual Framework and Standards. The data will be discussed with faculty members and the focus of faculty development.
PLP Completion Survey	*Students assess the program after EDL 625.*	4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree	The question in the survey (#18) asks if the program enabled me to demonstrate greater instructional effectiveness. The first survey was 6/2007.	This is the first year for the data. The data will be discussed in faculty meetings and Annual Assessment Day (focus groups). The average score indicates an overall satisfaction with the program.
Faculty Feedback	*Faculty members provide feedback about the recommended instructional approaches built into faculty guides. Data was extracted from question # 9.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score for assessment was **4.42** in 2006**.** This was the first year for the data. The average score in 2007 was **4.61**.	Faculty members have indicated that instruction components are effective in measuring course objectives. The data validates that effectiveness. The data is discussed at faculty meetings and Annual assessment Day with faculty and alumni.

Portfolio Assessment	*Candidates, mentors, and advisors assess candidate effectiveness on domain indicators related to instructional proficiency.*	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was **3.27** on a 4.0 scale representing a decrease of .04	Candidate portfolio assessment data indicate that students in the program score well on personal "instruction" portfolio evaluation.
Faculty Growth Plan	*Faculty self-assess professional growth opportunities and set growth goals.*	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Instruction was mentioned **60%** of the time. This was the first year for the data. The response in 2007 was 100%.	Additional focus will be given to the five year plan that is updated annually. The data will be discussed with faculty and will be a focus of faculty development.
End-of-Course Surveys	*Candidates assess faculty members on individual effectiveness of teaching instruction. Data was extracted from question #8.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was **4.5985** in 2006**.** This was the first year for the data. The average score in 2007 was **4.66**.	Candidates rated instructors' abilities high to effectively cover key components of the instruction. The data is discussed in faculty meetings and with faculty and alumni on Annual Assessment Day to assist in focusing faculty development and curriculum enrichment. Anecdotal data from written and verbal responses from EOC and Annual Assessment Day indicated a need for school finance and strategic planning. Both areas were added to onsite coursework and online assignments (Blackboard) in June 2007.

Alumni Survey	*Alumni, after completion of program, complete a survey each three years in the fall (2004/05l to assess the overall effectiveness of the program. This was changed to the fall of 2006/07.*	4=Excellent; 3=Good; 2= Fair; 1= Poor	Average score was **3.34** on a 4.0 scale in 2004/05 and **4.2** in 2006/07 (Question 14.2).	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of instruction.
Instrument of Evaluation	***Assessment Measures***	**Performance Criteria**	**Collection and Analysis of Data**	**Assessment-based Changes**
Assessment of Candidate in Internship				
Internship Feedback Forms: EDL625	*Candidate self-assessment and mentor assessment of candidate. Scores are reported for both.*	5=Completely 4=Mostly 3=Somewhat 2=Very Little 1=Not at All	This is the first year for the data to be stored and recorded. The Mentor score for six questions was 4.27 on a 5.0 scale. The Intern score for five questions was 4.43 on a 5.0 scale.	The data indicates overall satisfaction with the Internship from both Mentor and Intern. This will be the base year to compare data.
Portfolio Assessment	*Candidates, mentors, and advisors assess candidate effectiveness on 30 exhibits (5 in each of the 6 standards)*	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Average score on portfolio assessment was **3.25** on a 4.0 scale in 2005/06 representing a decrease of .05 from last year. The average score in 2006/07 was 3.71.	Candidate portfolio assessment data indicate that students in the program score well on the classroom management portfolio evaluation.

School Leaders Licensure Assessment (SLLA)	*Candidates are required to take and pass a national exam (SLLA) to receive licensure.* 1. *100% will pass;* 2. *2. IWU mean will exceed national mean;* 3. *3. IWU median will exceed national median;* 4. *IWU average performance range will exceed national range.*	1. 83 of 85 interns- 97.65% passed the 2006 test during the ETS reporting period that coincide with this calendar year. 2. IWU mean is 180.72. National mean is 175.97. 3. IWU median is 180. National median is 177. 4. IWU average performance range is 173-185. National is 170-183.	1. The % passing the test decreased from 98.36% in 2005 to 97.65% in 2006. 85 took the exam and 2 did not pass (1 missed by 4 points and the other by 5 points). The passing score cutoff is 165. IWU had a 200 and three 199 scores. 2. IWU mean score in 2005 was 178. 28 %. IWU mean in 2006 increased to 180.72. 3. IWU median in 2005 was 180 and in 2006 it increased to 181.5 4. IWU average performance range was 173-185 in 2005 and was 160-200 in 2006.	SLLA Supplement has been developed for all courses and is currently in use. Results of SLLA testing are shared at orientations, faculty meetings, Annual Assessment Day, and program presentations.

Faculty Growth Plan	*Faculty self-assess professional growth opportunities and set growth goals.*	4 =Accomplished 3 = Proficient 2= Emerging 1= Improving	Classroom climate was mentioned **41.9%** of the time representing a 28% increase from last year. The response was 100% in 2007.	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 in EDL 612 and EDL 625	*Students assess faculty members on the appropriateness of the classroom environment.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs	Average score was **4.45** on a 5.0 scale in 2006. This is down .01 from last year. The average score in 2007 was 4.65.	Students gave very high ratings to instructors' abilities to effectively provide an appropriate classroom atmosphere. These high scores justify the lack of emphasis in this area at summer training session. The emphasis during new faculty orientation seems to set a tone that professor's carry throughout their teaching experience with Indiana Wesleyan University. Anecdotal data from written and verbal responses from EOC and Annual Assessment Day indicated a need for school finance and strategic planning. Both areas were added to onsite coursework and online assignments (Blackboard) in June 2007.
Alumni Survey	*Alumni, after completion of program, complete a survey each three years in the fall (2004/05l to assess the overall effectiveness of the program. This was changed to the fall of 2006/07.*	4=Excellent; 3=Good; 2= Fair; 1= Poor	Average score was **3.34** on a 4.0 scale in 2004/05 and **4.2** in 2006/07 (Question 14.2).	This score was not impacted by recent curriculum changes since all candidates who have completed the program are on the old curriculum. This score will be a good benchmark for the new curriculum. This score expresses a very positive satisfaction level with the program in the area of instruction.

PLP Completion Survey	*Students assess the program after EDL 625.*	4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree	The question in the survey (#22) addressed learning networks in internship. The first survey was 6/2007.	This is the first year for the data. The data will be discussed in faculty meetings and Annual Assessment Day (focus groups). The average score indicates an overall satisfaction with the program.
Instrument of Evaluation	***Assessment Measures***	**Performance Criteria**	**Collection and Analysis of Data**	**Assessment-based Changes**
Building Learning Networks: IPSB/ISLLC Standards				
Portfolio Assessment: Conceptual Framework	Assessment Measures	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes
Standard 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.	*Alumni Survey* *Alumni, after completion of program, complete a survey each three years in the fall (2004/05l to assess the overall effectiveness of the program. The survey was moved up from three years and was given again in the Fall of 2006 (2006/07).*	An alumni survey was conducted in the Spring of 2004. Another was conducted in the Fall of 2006. Mean scores related to the ISLLC performances, knowledge, and dispositions for this domain will be greater than 3.0 on a 4.0 scale. For 2006 the average score for the cumulative indicators for Standard 1was 3.0 on a 4.0 scale.	Data is available for Spring 2004 and Fall 2006. Most current results are reported below for continuity. **Mean Scores: 5/04** Performances: **3.50** Knowledge: **3.35** Dispositions: **3.40** **Mean Scores: 11/06** Performances: **3.46** Knowledge: **3.50** Dispositions: **3.44** All scores for program completers on portfolio exhibits for this domain will be Greater than 3.0 on a 4.0 scale.	No program changes for 2004-05 were warranted given the cycle of data collection. Data from Fall 2006 will be compared to 2005 at faculty meetings and Annual Assessment Day to assess changes for 2007/08. A Program Completion Survey was given at the conclusion of the Internship (EDL 625) beginning in 2007. The Alumni Survey will be every two years. All scores were between 3 and 4 on a 4.0 scale. A slight drop in Performances and increase in Knowledge and Dispositions are not significant enough to indicate a change.

			The average score in 2005/06 was 3.68 and the average score in 2006/07 was	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.
	Portfolio Exhibits	1=Clear, consistent, and convincing evidence of proficiency; 2=Good evidence of demonstrated leadership practices; 3=Some evidence of demonstrated modest leadership practices; 4=Little or no evidence of demonstrated school leadership practices.	Inter-rater Reliability data on portfolio exhibits for 2006 displayed a relationship of 44% for exhibits in this domain in 2006 and % in 2007. Summary of end-of-course survey data shows that a score of 3.67 resulted on a variable in EDL 612 related to linking continuous improvement actions to student learning results. The score on the related variable for EDL 625 is 4.89. In 2007 the questions were expanded to #1, 4, 6, and 10. The data for 2007 is 4.66.	The need to maintain content and format integrity in the portfolio will be stressed at faculty meetings and training sessions for new faculty. The collection of data must be improved and improved principal-mentor orientation and one on one training session with facilitators has been implemented. The data is discussed at faculty meetings and Annual Assessment day.
	Portfolio Exhibits: Inter-rater Reliability	Data on portfolio exhibits will show a relationship greater than 90% for exhibits in this domain. Nine exhibits were randomly selected from each cohort, numbered and scored by two facilitators in		This data will be discussed at a faculty meeting. This variable manifests itself primarily in the Continuous School Improvement Project, which

	End-of Course Survey	addition to university supervisor. Cumulative mean scores on intern end of course surveys will be greater than 4.0 on a 5.0 scale.		is begun in EDL 612 and completed in EDL 625. The improvement in the score at EDL 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 in 2006, however, increased to 4.06 in 2007. Expanding the data to include questions 1, 4, 6, and 10 in 2007 gives a clearer picture for comparison data. Faculty discussions, assessment day, and faculty development will focus on Continuous School Improvement project. Increasing "seat hours" in professional courses, adding Blackboard activities to professional courses and internship, and revising course guides resulted from student comments, faculty recommendation and alumni at Assessment Day. Anecdotal data from written and verbal responses from EOC and Annual Assessment Day indicated a need for school finance and strategic planning. Both areas were added to onsite coursework and online assignments (Blackboard) in June 2007.
PLP Completion Survey	*Students assess the program after EDL 625.*	4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree	The question in the survey (#1) asks if the Philosophy Paper in Standard 1 gave an overview of all ISLLC Standards. The first survey was 6/2007.	This is the first year for the data. The data will be discussed in faculty meetings and Annual Assessment Day (focus groups). The average score indicates an overall satisfaction with the program.
Standard 2. Instructional Leadership: A school leader promotes the success of all students and staff by advocating, nurturing, and	*Alumni Survey* *Alumni, after completion of program, complete a survey each three years in the fall*	An alumni survey was conducted in the Spring of 2004. Another was conducted in the Fall of 2006. Mean scores related to the ISLLC	Data is available for Spring 2004 and Fall 2006. Most current results are reported below for continuity. **Mean Scores: 5/04** Performances: **3.50** Knowledge: **3.35**	No program changes for 2004-05 were warranted given the cycle of data collection. Data from Fall 2006 will be compared to 2005 at faculty meetings and Annual Assessment Day to assess changes for 2007/08. A Program Completion Survey was given at the conclusion of the Internship (EDL 625) beginning in 2007. The Alumni Survey will be every two years.

sustaining a school culture and instructional program conducive to student learning and staff professional growth.	*(2004/05) to assess the overall effectiveness of the program. The survey was moved up from three years and was given again in the Fall of 2006 (2006/07).*	performances, knowledge, and dispositions for this domain will be greater than 3.0 on a 4.0 scale. For 2006 the average score for the cumulative indicators for Standard 2was 3.0 on a 4.0 scale.	Dispositions: **3.40** **Mean Scores: 11/06** Performances: **3.38** Knowledge: **3.74** Dispositions: **3.37** All scores for program completers on portfolio exhibits for this domain will be Greater than 3.0 on a 4.0 scale. The average score in 2005/06 was 3.70 and the average score in 2006/07 was	The decrease in Performances and Dispositions were insignificant, however, Knowledge is a significant increase. The Director has asked a reading to develop curriculum for teaching reading to be added to the program. This is based on anecdotal information from practitioners, including alumni. Editing revisions were made on the portfolio question sets for this domain.
	Portfolio Exhibits	1=Clear, consistent, and convincing evidence of proficiency; 2=Good evidence of demonstrated leadership practices; 3=Some evidence of demonstrated modest leadership practices; 4=Little or no evidence of demonstrated school leadership practices.	Inter-rater Reliability data on portfolio exhibits will show a correlation greater than 44% for exhibits in this domain for 2006 and % in 2007. Summary of end-of-course survey data (questions 2, 6, and 8) shows that a score of 3.67 on question #6 resulted on a variable in EDL 612 related to linking continuous improvement actions to student learning results. The score on the related variable for EDL 625 is 4.89. The data was increased in 2007 to include questions 2, 6, and 8 and the average score was 4.62.	The need to maintain content and format integrity in the portfolio was stressed at faculty meetings and training. Orientation for faculty and mentors has been improved.

	Portfolio Exhibits: Inter-rater Reliability *End-of Course Survey*	Data on portfolio exhibits will show a correlation greater than 90% for exhibits in this domain. Nine exhibits were randomly selected from each cohort, numbered and scored by two facilitators in addition to university supervisor. Cumulative mean scores on intern end of course surveys will be greater than 4.0 on a 5.0 scale.		Increasing "seat hours" in professional courses, adding Blackboard activities to professional courses and internship, and revising course guides resulted from student comments, faculty recommendation and alumni at Assessment Day. Increasing "seat hours" in professional courses, adding Blackboard activities to professional courses and internship, and revising course guides resulted from student comments, faculty recommendation and alumni at Assessment Day. The need to maintain content and format integrity in the portfolio will be stressed at faculty meetings and training sessions for new faculty. The collection of data must be improved and improved principal-mentor orientation and one on one training session with facilitators has been implemented. Anecdotal data from written and verbal responses from EOC and Annual Assessment Day indicated a need for school finance and strategic planning. Both areas were added to onsite coursework and online assignments (Blackboard) in June 2007.
PLP Completion Survey	*Students assess the program after EDL 625.*	4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree	The question in the survey (#18) addressed instruction. The first survey was 6/2007.	This is the first year for the data. The data will be discussed in faculty meetings and Annual Assessment Day (focus groups). The average score indicates an overall satisfaction with the program.

Standard 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.	*Alumni Survey* *Alumni, after completion of program, complete a survey each three years in the fall (2004/05) to assess the overall effectiveness of the program. The survey was moved up from three years and was given again in the Fall of 2006 (2006/07).*	An alumni survey was conducted in the Spring of 2004. Another was conducted in the Fall of 2006. Mean scores related to the ISLLC performances, knowledge, and dispositions for this domain will be greater than 3.0 on a 4.0 scale. For 2006 the average score for the cumulative indicators for Standard 3 was 2.98 on a 4.0 scale.	Data is available for Spring 2004 and Fall 2006. Most current results are reported below for continuity. **Mean Scores: 5/04** Performances: **3.50** Knowledge: **3.35** Dispositions: **3.40** **Mean Scores: 11/06** Performances: **3.34** Knowledge: **3.33** Dispositions: **3.37** All scores for program completers on portfolio exhibits for this domain will be Greater than 3.0 on a 4.0 scale. The average score in 2005/06 was 3.65 and the average score in 2006/07 was	No program changes for 2004-05 were warranted given the cycle of data collection. Data from Fall 2006 will be compared to 2005 at faculty meetings and Annual Assessment Day to assess changes for 2007/08. A Program Completion Survey was given at the conclusion of the Internship (EDL 625) beginning in 2007. The Alumni Survey will be every two years. The difference in scores between 2004 and 2006 are insignificant, however, the cumulative score of 2.98 is close to the 3.0 in Standard 1 and 2 and all three deserve further analysis and discussion with faculty and alumni. Editing revisions were made on the portfolio question sets for this domain.
	Portfolio Exhibits	1=Clear, consistent, and convincing evidence of proficiency; 2=Good evidence of demonstrated leadership practices; 3=Some evidence of demonstrated modest	Inter-rater Reliability data on portfolio exhibits will show a correlation greater than 44% for exhibits in this domain in 2006 and % in 2007. Summary of end-of-course survey data shows that a score of 3.67 resulted on a variable in EDL 612 (question #6) related to linking	

		leadership practices; 4=Little or no evidence of demonstrated school leadership practices.	continuous improvement actions to student learning results. The score on the related variable for EDL 625 is 4.89. The data was increased in 2007 to questions # 3, 5, 6, and 9. The average score was 4.50.	The need to maintain content and format integrity in the portfolio was stressed at faculty meetings and training. Orientation for faculty and mentors has been improved.
	Portfolio Exhibits: Inter-rater Reliability	Data on portfolio exhibits will show a correlation greater than 90% for exhibits in this domain. Nine exhibits were randomly selected from each cohort, numbered and scored by two facilitators in addition to university supervisor.		
	End-of Course Survey	Cumulative mean scores on intern end of course surveys will be greater than 4.0 on a 5.0 scale.		Increasing "seat hours" in professional courses, adding Blackboard activities to professional courses and internship, and revising course guides resulted from student comments, faculty recommendation and alumni at Assessment Day. The need to maintain content and format integrity in the portfolio will be stressed at faculty meetings and training sessions for new faculty. The collection of data must be improved and improved principal-mentor orientation and one on one training session with facilitators has been implemented. Anecdotal data from written and verbal responses from EOC and Annual Assessment Day indicated a need for school finance and strategic planning. Both areas were added to onsite coursework and online assignments (Blackboard) in June 2007.

PLP Completion Survey	*Students assess the program after EDL 625.*	4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree	The question in the survey (#20) addressed instruction. The first survey was 6/2007.	This is the first year for the data. The data will be discussed in faculty meetings and Annual Assessment Day (focus groups). The average score indicates an overall satisfaction with the program.
Standard 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.	*Alumni Survey* *Alumni, after completion of program, complete a survey each three years in the fall (2004/05) to assess the overall effectiveness of the program. The survey was moved up from three years and was given again in the Fall of 2006 (2006/07).* *Portfolio Exhibits*	An alumni survey was conducted in the Spring of 2004. Another was conducted in the Fall of 2006. Mean scores related to the ISLLC performances, knowledge, and dispositions for this domain will be greater than 3.0 on a 4.0 scale. For 2006 the average score for the cumulative indicators for Standard 4 was 2.99 on a 4.0 scale. 1=Clear, consistent, and convincing evidence of proficiency; 2=Good evidence	Data is available for Spring 2004 and Fall 2006. Most current results are reported below for continuity. **<u>Mean</u> <u>Scores:</u> <u>5/04</u>** Performances: **3.50** Knowledge: **3.35** Dispositions: **3.40** **<u>Mean</u> <u>Scores:</u> <u>11/06</u>** Performances: **3.71** Knowledge: **3.40** Dispositions: **3.32** All scores for program completers on portfolio exhibits for this domain will be Greater than 3.0 on a 4.0 scale. The average score in 2005/06 was 3.72 and the average score in 2006/07 was Inter-rater Reliability data on portfolio exhibits will show a correlation greater than 44% for exhibits in this domain in 2006 and % in 2007.	No program changes for 2004-05 were warranted given the cycle of data collection. Data from Fall 2006 will be compared to 2005 at faculty meetings and Annual Assessment Day to assess changes for 2007/08. A Program Completion Survey was given at the conclusion of the Internship (EDL 625) beginning in 2007. The Alumni Survey will be every two years. The average sores do not indicate a significant difference in the two surveys. Editing revisions were made on the portfolio question sets for this domain.

		of demonstrated leadership practices; 3=Some evidence of demonstrated modest leadership practices; 4=Little or no evidence of demonstrated school leadership practices.	Summary of end-of-course survey data shows that a score of 3.67 (question #6) resulted on a variable in EDL 612 related to linking continuous improvement actions to student learning results. The score on the related variable for EDL 625 is 4.89. The data was extracted from EDL 616and increased in 2007 to include questions #1-14. The average score was 4.65	The need to maintain content and format integrity in the portfolio was stressed at faculty meetings and training. Orientation for faculty and mentors has been improved.
	Portfolio Exhibits: Inter-rater Reliability	Data on portfolio exhibits will show a correlation greater than 90% for exhibits in this domain. Nine exhibits were randomly selected from each cohort, numbered and scored by two facilitators in addition to university supervisor.		Increasing "seat hours" in professional courses, adding Blackboard activities to professional courses and internship, and revising course guides resulted from student comments, faculty recommendation and alumni at Assessment Day
	End-of Course Survey	Cumulative mean scores on intern end of course surveys will be greater than 4.0 on a 5.0 scale.		The need to maintain content and format integrity in the portfolio will be stressed at faculty meetings and training sessions for new faculty. The collection of data must be improved and improved principal-mentor orientation and one on one training session with

				facilitators has been implemented. Anecdotal data from written and verbal responses from EOC and Annual Assessment Day indicated a need for school finance and strategic planning. Both areas were added to onsite coursework and online assignments (Blackboard) in June 2007.
PLP Completion Survey	*Students assess the program after EDL 625.*	4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree	The question in the survey (#19) addressed collaborative leader. The first survey was 6/2007.	This is the first year for the data. The data will be discussed in faculty meetings and Annual Assessment Day (focus groups). The average score indicates an overall satisfaction with the program.
Standard 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.	*Alumni Survey* *Alumni, after completion of program, complete a survey each three years in the fall (2004/05) to assess the overall effectiveness of the program. The survey was moved up from three years and was given again in the Fall of 2006 (2006/07).*	An alumni survey was conducted in the Spring of 2004. Another was conducted in the Fall of 2006. Mean scores related to the ISLLC performances, knowledge, and dispositions for this domain will be greater than 3.0 on a 4.0 scale. For 2006 the average score for the cumulative indicators for Standard 5 was 3.0 on a 4.0 scale.	Data is available for Spring 2004 and Fall 2006. Most current results are reported below for continuity. **Mean Scores: 5/04** Performances: **3.50** Knowledge: **3.35** Dispositions: **3.40** **Mean Scores: 11/06** Performances: **3.52** Knowledge: **3.57** Dispositions: **3.49** All scores for program completers on portfolio exhibits for this domain will be Greater than 3.0 on a 4.0 scale. The average score in 2005/06 was 3.71 and the average score in 2006/07 was	No program changes for 2004-05 were warranted given the cycle of data collection. Data from Fall 2006 will be compared to 2005 at faculty meetings and Annual Assessment Day to assess changes for 2007/08. A Program Completion Survey was given at the conclusion of the Internship (EDL 625) beginning in 2007. The Alumni Survey will be every two years. The differences in scores between 2004 and 2006 are insignificant to draw conclusions. Editing revisions were made on the portfolio question sets for this domain.

	Portfolio Exhibits	1=Clear, consistent, and convincing evidence of proficiency; 2=Good evidence of demonstrated leadership practices; 3=Some evidence of demonstrated modest leadership practices; 4=Little or no evidence of demonstrated school leadership practices.	Inter-rater Reliability data on portfolio exhibits will show a correlation greater than 44% for exhibits in this domain in 2006 and % in 2007. Summary of end-of-course survey data shows that a score of 3.67(question #6) resulted on a variable in EDL 612 related to linking continuous improvement actions to student learning results. The score on the related variable for EDL 625 is 4.89. The data was increased in 2007 to include questions 6, 7, 11, and 12. The average score was 4.77.	The need to maintain content and format integrity in the portfolio was stressed at faculty meetings and training. Orientation for faculty and mentors has been improved.
	Portfolio Exhibits: Inter-rater Reliability	Data on portfolio exhibits will show a correlation greater than 90% for exhibits in this domain. Nine exhibits were randomly selected from each cohort, numbered and scored by two facilitators in addition to university supervisor.		Increasing "seat hours" in professional courses, adding Blackboard activities to professional courses and internship, and revising course guides resulted from student comments, faculty recommendation and alumni at Assessment Day. Anecdotal data from written and verbal
	End-of Course Survey	Cumulative mean scores on intern		

		end of course surveys will be greater than 4.0 on a 5.0 scale.		responses from EOC and Annual Assessment Day indicated a need for school finance and strategic planning. Both areas were added to onsite coursework and online assignments (Blackboard) in June 2007.
PLP Completion Survey	*Students assess the program after EDL 625.*	4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree	The question in the survey (#9) addressed ethics. The first survey was 6/2007.	This is the first year for the data. The data will be discussed in faculty meetings and Annual Assessment Day (focus groups). The average score indicates an overall satisfaction with the program.
Standard 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	*Alumni Survey* *Alumni, after completion of program, complete a survey each three years in the fall (2004/05) to assess the overall effectiveness of the program. The survey was moved up from three*	An alumni survey was conducted in the Spring of 2004. Another was conducted in the Fall of 2006. Mean scores related to the ISLLC performances, knowledge, and dispositions for this domain will be greater than 3.0 on a 4.0 scale.	Data is available for Spring 2004 and Fall 2006. Most current results are reported below for continuity. **<u>Mean</u> <u>Scores:</u> <u>5/04</u>** Performances: **3.50** Knowledge: **3.35** Dispositions: **3.40** **<u>Mean</u> <u>Scores:</u> <u>11/06</u>** Performances: **3.45**	No program changes for 2004-05 were warranted given the cycle of data collection. Data from Fall 2006 will be compared to 2005 at faculty meetings and Annual Assessment Day to assess changes for 2007/08. A Program Completion Survey was given at the conclusion of the Internship (EDL 625) beginning in 2007. The Alumni Survey will be every two years.

cultural context.	*years and was given again in the Fall of 2006 (2006/07).*	For 2006 the average score for the cumulative indicators for Standard 6 was 3.04 on a 4.0 scale.	Knowledge: **3.36** Dispositions: **3.30** All scores for program completers on portfolio exhibits for this domain will be Greater than 3.0 on a 4.0 scale. The average score in 2005/06 was 3.69 and the average score in 2006/07 was	The differences in scores between 2004 and 2006 are insignificant to draw conclusions. Editing revisions were made on the portfolio question sets for this domain in 2006 and 2007. Blackboard assignments in School Finance were added to the course guide in June 2007. Samples of assessments, strategic planning information, plagiarism guidelines, and core teaching dispositions for faculty were also added in June 2007.
	Portfolio Exhibits	1=Clear, consistent, and convincing evidence of proficiency; 2=Good evidence of demonstrated leadership practices; 3=Some evidence of demonstrated modest leadership practices; 4=Little or no evidence of demonstrated school leadership practices.	Inter-rater Reliability data on portfolio exhibits will show a correlation greater than 44% for exhibits in this domain in 2006 and % in 2007. Summary of end-of-course survey data shows that a score of 3.67 (question #6) in 2006 resulted on a variable in EDL 612 related to linking continuous improvement actions to student learning results. The score on the related variable for EDL 625 is 4.89. In 2007 data from questions #1-14 were extracted from EDL 618. The average score was 4.53.	The need to maintain content and format integrity in the portfolio was stressed at faculty meetings and training. Orientation for faculty and mentors has been improved.
	Portfolio Exhibits: Inter-rater Reliability	Data on portfolio exhibits will show a correlation greater than 90% for exhibits in this domain.		

		Nine exhibits were randomly selected from each cohort, numbered and scored by two facilitators in addition to university supervisor. Cumulative mean scores on intern end of course surveys will be greater than 4.0 on a 5.0 scale.		Increasing "seat hours" in professional courses, adding Blackboard activities to professional courses and internship, and revising course guides resulted from student comments, faculty recommendation and alumni at Assessment Day. Questions #1-14 were extracted from EDL 618 EOC in 2007 for the data. These questions focused on school law, culture, community, and collaboration. Anecdotal data from written and verbal responses from EOC and Annual Assessment Day indicated a need for school finance and strategic planning. Both areas were added to onsite coursework and online assignments (Blackboard) in June 2007.
PLP Completion Survey	*Students assess the program after EDL 625.*	4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree	The question in the survey (#24) addressed working knowledge of political, social, economic, legal, and cultural context. The first survey was 6/2007.	This is the first year for the data. The data will be discussed in faculty meetings and Annual Assessment Day (focus groups). The average score indicates an overall satisfaction with the program.

Instrument of Evaluation	*Assessment Measures*	Performance Criteria	Collection and Analysis of Data	Assessment-based Changes
Diversity				
Program Completion Survey	*Students complete a survey during the final course in the program(EDL625) to assess the overall effectiveness of the program*	4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree	The question in the survey (#10) addressed multiculturally diverse population of students. The first survey was 6/2007.	This is the first year for the data.
Technology				
End-of-Course Surveys	*Students assess faculty member's use of multiple resources in their instruction.*	5 =Outstanding 4 = Above Average 3= Average 2=Below average 1= Needs Improvement	Average score was **4.59** in 2006 and 4.73 in 2007 on a 5.0 scale.	The results are high and will be discussed in faculty development to increase the use of technology and multiple resources for onsite and online instruction. Blackboard was added to the curriculum beginning June 2007.
PLP Completion Survey	*Students assess the program after EDL 625.*	4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree	The question in the survey (#14) addressed lifelong learning and technology. The first survey was 6/2007.	

RNBS COMPLETION PROGRAM ASSESSMENT 2006-2007

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Apply relevant theories and research from nursing, life sciences, social sciences, the humanities, and Christian thought to the practice of nursing. Assessed Spring 2007	Mean scores on Employer Surveys will meet or exceed 4.0 on questions regarding nursing knowledge, ethics and practice. 85% of portfolio inclusions for NUR332 (Client Assessment Paper), NUR350 (Written Book Review) and NUR 436 (Researchable Problem) will apply relevant theories and research as scored by Faculty with input from the Assessment Director.	2004 *Employer Survey: Knowledge & Skills = 4.63 Ethics = 4.83 Portfolio evaluation: NUR 332: 57.9% NUR 350: 73.3% NUR 436: 36.8%	NUR 332 Grading Grid needs to be clarified in this assignment. Be sure in Client Assessment Paper students differentiate between a nursing diagnosis and a medical diagnosis. Define and describe #2 from Neuman source, providing correct definition. Post sample paper on Blackboard Faculty Resources as an example to faculty. Disconnect between theory and practice (student's application in the workplace). Grappling with theory and a discussion of metacognition might have a place in classroom. Next revision should include greater emphasis on mid-range theory to assist students in application to practice. This assignment will be reviewed by FT faculty who teach course. Consider providing five articles on Neuman and require students to apply Neuman to their practice based on article review. NUR 350 Written Book Review was strong assignment as assessed by faculty. Be sure students follow instructions on grading grid. Recommend OCLS purchase the "Fish" video to use in the last workshop. NUR 436 Researchable Problems – students need to identify more clearly the researchable problem – noting difference between independent and dependent variable or ones that are neither. Change sequencing of when paper due so it is after they have the content. NUR 436 is under major course revision so these faculty suggestions will be shared with faculty revising course as well as assessment outcomes.

			Recommend for Assessment Day 2008 that if faculty rate below a 3 or 4 on the assessment scale that a comment must accompany the rating to strengthen process. Remind faculty that all papers must be assessed by all faculty rating that assignment so there is reliability in the data. Spring 2007
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	Mean scores on Employer Surveys will meet or exceed 4.0 on questions regarding design, management, leadership of nursing. Mean scores on Alumni Surveys will meet or exceed 4.0 on questions regarding leadership skills. 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.	2004 Employer Survey: Leadership = 3.96 Management of materials = 4.25 nursing care = 4.71 2004 *Alumni Survey: Leadership skills = 4.44 Portfolio evaluation: NUR205: 91% proficient NUR490 :95% proficient NUR370 :78% proficient	Enhance NUR 490 Management Course, strengthening principles on management.(2004) New Seminar in Nursing Leadership course. (2003) NUR370: Prepare additional faculty guidelines on case management. Changed portfolio inclusions (2003) Assess spring 2008
3. Exhibit a commitment to lifelong learning and professionalism. Assessed Spring 2003	85% of portfolio inclusions for NUR 490 (Professional Development Plan) will demonstrate commitment to lifelong learning and professionalism as scored by an assessment committee.	Portfolio evaluation: 72.2% proficient 2004 Alumni Survey: Lifelong learning = 4.70 2004 Alumni Survey indicates that at least 25% of graduates have enrolled in or completed a graduate degree within 5 years of graduation	Graduate nursing program offered in offsite model to serve this population in 2002 Assess spring 2008

4. Manage information, technology, and human	Mean scores on Employer Survey meet or exceed 4.0 on questions regarding managing information,	2004 Employer Survey: Management of materials	NUR 490 revised 2004 to strengthen focus on

resources pivotal to health promotion and risk reduction across the lifespan. Assessed Spring 2003	technology and human resources. 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	and human resources= 4.25 Portfolio evaluation: NUR 490: 95% proficient	management. Course curriculum revisions for NUR 224 2004-05 FY includes Ergonomics**.**
5. Provide competent nursing care for diverse populations based upon ethical principles and Christian accountability. Assessed Spring 2004	Mean scores on Employer Survey meet or exceed 4.0 on questions regarding ethics and cultural diversity. Mean scores on Alumni Survey meet or exceed 4.0 on questions regarding ethics. 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	2004 Employer Survey: Ethics = 4.83 Cultural diversity = 4.54 2004 Alumni Survey: Ethics and cultural diversity = 4.59 Spring, 2004 Portfolio Evaluation: NUR 365 Score: 87% proficient - expectations met. NUR 401 Score: 71% proficient	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.
6. Demonstrate mastery of the scientific principles underlying technical skills. Assessed Spring 2004	Weekly 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% Guidelines need more clarity. Examples limited in number at review.	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. 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.

7. Demonstrate critical thinking and effective communication in application of the nursing process. Assessed Spring 2005	85% of journal entries from practicum (NUR 470, NUR478) will demonstrate critical thinking and effective communication as scored by an assessment committee.	Spring 2005 Portfolio evaluation: (Core Groups # 115-131) NUR 470: 72% proficient on Critical Thinking 77% proficient on Communication NUR478: 76% proficient on Critical Thinking 85% proficient on Communication.	NUR470 revised with new text and expanded guidelines for journaling assignment. 2005 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. 2006 This course name changed to Complementary and Alternative Therapies.
8. Display value-based behaviors in the practice of holistic care of individuals, groups, and communities. Assessment Spring 2006	Mean scores on Alumni Survey will meet or exceed 4.0 on questions regarding value-based behaviors in holistic care. 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.	2004 Alumni Survey: Value based behaviors in holistic care = 4.33 on a 1-5 scale. Portfolio Evaluation: Spring, 2006 (Core Groups #132-150) NUR 470 76.92% of portfolio inclusions demonstrated proficiency on Vulnerability Paper. NUR 332 50% of portfolio inclusions demonstrated proficiency on Spirituality Paper. NUR 365 80% of portfolio inclusions demonstrated proficiency on Values Clarification Paper.	Criteria met on Alumni Survey. NUR 470 revised with facilitator instruction to explain assignment and review Grading Grid before assignment due. 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 Paper due WS 1. Revised course so faculty clarifies assignment via email before class so students are clear on expectations for assignment. Revised assignment so World Changer focus is clearer in assignment description.

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

World Changer Outcomes

Objective	Assessment Criteria and Procedures	Assessment Results	Use of Results
BASICS OF THE CHRISTIAN FAITH: 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.	**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. **Sampling of Student Papers:** 90% of BIL102 papers will show evidence of understanding of Christian world view as indicated by a faculty-written scoring rubric.	**2003 Ethics Writing Sample:** 70% had 10% improvement in Christian worldview. **2006:** 68% were proficient in Christian world view.	
LIBERAL ARTS FOUNDATION: A solid grasp of the general studies that have been associated with a liberal arts education.	**Academic Profile:** College Reading scores will meet or exceed scores from a national sample of comprehensive universities. **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**.**	**2003 Academic Profile:** Criteria met. IWU scores are compara-ble to a national sample. **PLA:** Criteria met.	**Academic Profile:** No action needed at this time. **PLA:** No action needed at this time.
COMPETENCY IN A DISCIPLINE: A competency in at least one major discipline of the University curriculum.	**Baccalaureate Completion:** 80 % of graduates who subsequently enroll in a baccalaureate program will successfully complete within 10 years. **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. **ASCIT:** a When a sample of 50 are reviewed by faculty, 90% will demonstrate proficiency in CIS as indicated by faculty generated scoring rubric.	**Completion:** 2003 Graduation rate in Bachelor programs is 74%. **2003 ASB:** 60% scored “proficient”. **ASCIT:** New program. Due: 2009.	

Objective	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.	**2003 Ethics Writing Sample** 80% had 10% improve-ment 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. **Sampling of Papers:** 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.	**2003 Ethics Writing Sample** 80% had 10% improve-ment 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.	**2003 Academic Profile:** IWU critical thinking scores are slightly below national sample. **2003 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.	**2003 Essays:** 62.5% had a score of 3 or more on all 6 traits. Lowest trait was Conventions. **2006**: 76% scored 3 or higher on all traits. **2003 Academic Profile:** IWU scores are slightly below national sample.	

Objective	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.	**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.
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.	Need to re-assess how this assessment is done.
SERVANTHOOD: The ability to see and meet the needs of others.	**ASCIT: 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.	**Project Management Paper:** 60% scored "proficient".	
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% improvement in Christian worldview.	
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.	

Objective	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 worldview.	
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 worldview. **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 worldview.	
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.	**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.	**Graduation rates** for bachelor level programs will be over 60% (national average for adults) **Evaluation Card** after advising session will confirm good advising.	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.	**End of Program Survey**: Mean scores on questions of academic advising will be over 4.0 (of 5).	2005-06: EOPS – 3.97 2006-07: Undergrad EOPS – Accessibility 4.0 Quality 4.2	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.

9/29/05
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Updated 7/06; 7/07

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: 3.98 2006-07: 3.83	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: 3.94 2006-07: 3.84	Creation of cluster chaplains in outlying regions (to covermultiple 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.	2006-07: 1.77	

9/29/05
Cbt
Updated 7/06; 7/07

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
2006/2007

Objective	**Assessment Criteria**	**Assessment Procedures**	**Assessment Results**	**Use of the Results**
1. To provide opportunities for students to learn about how to do library research.	a. By July 2007 we are providing library instruction for all new cohorts of AGS.	Monitor all new cohorts and appropriately schedule a library instruction period**.**	OCLS Director monitors all new cohorts for AGS and assigns them to OCLS librarians. Although exact percentages are not available, probably OCLS makes an initial contact either in person or online presence with > 95% of all new cohorts.	2006/07 an analysis will be made of the percentage of cohorts that are reached.
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% Jul 2006 – 100% Nov 2006– 100% Feb 2007—100%	Continue to strive for a turnaround time of +99%..

Objective	**Assessment Criteria**	**Assessment Procedures**	**Assessment Results**	**Use of the Results**
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 4.0 on a Likert scale of 5.	Monitor the GIS results on a quarterly basis.	Jul – Dec 2006 – 4.05 (I was satisfied with the library services)	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.	1. Monitor email/verbal comments/notes on EOC surveys to improve services of OCLS. 2. Created the OCLS Toolbar to facilitate easier access to the library resources. 3. Redesign of the OCLS web pages.	2. Sent a survey about the toolbar to 162 faculty/students who had been instructed on its download. We received a 1/3 response and over 72% rated it as "very easy" in the areas of 1. Installation (76%) 2. Performing a search (72%) 3.Using the dropdown menus (78%) 4. Overall usability (81%). Redesign for greater eye appeal and ease of use.	Program improvement.

Objective	**Assessment Criteria**	**Assessment Procedures**	**Assessment Results**	**Use of the Results**
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% Aug 2006 – 89% Dec 2006 – 90%	Strive for maintaining a percentage of 70% or better.
6. Program evaluation to continually work to improve library instruction to various programs.	Through consultation with program directors, assessment of what we are doing and implementing ways to continually improve.	Ex: Discovered that Med students were not given the needed information to view the OCLS tutorials for EDU545. Solution: Implemented further ways of communicating with students by contacting the IA; facilitator and individual emails to students. Ex: After each DOL summer intensive week, we evaluate what we have done with the DOL faculty to continue to improve our teaching strategies.	Student and faculty anecdotal.	Continuing program improvements for library instruction.

PROGRAM ASSESSMENT
Graduate Ministries

Goal	Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Students will achieve learning outcomes that enrich their ministries and thus the life of the church	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.	**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: 1. have achieved a new level of spiritual character 2. can effectively apply what they have learned **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.		
2. Students will feel enriched and challenged by the courses and the learning environment.	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	**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.	.	

	assist them in their ministries. 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.	The student should be able to: Critique and evaluate selected theories and research principles as related to the role of the nurse administrator. Apply validated theory and research principles to the nurse administrator role. Utilize critical and creative thinking for continued development and improvement of practice in nursing administration.	The student should be able to: Critique and evaluate selected theories and research principles as related to the role of the nurse educator. Apply validated theory and research principles to the nurse educator role. Utilize critical and creative thinking for continued development and improvement of practice in nursing education.	The student should be able to: Critique and evaluate selected theories and research principles as related to the role of the nurse practitioner. Apply validated theory and research principles to the nurse practitioner role. Utilize critical and creative thinking for continued development and improvement of practice in primary care nursing.
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.	Acquire core knowledge in health care policy, organizational behavior and financing of health care. Utilize basic principles of fiscal management, budgeting and health economics in the health care delivery system. Understand and respect human/cultural commonalities and diversities. Develop effective stewardship of human, financial and health care resources.	Acquire core knowledge in the delivery and assessment of health care education. Utilize basic principles of teaching, learning, program development and assessment in health care education. Understand and respect human/cultural commonalities and diversities. Develop effective stewardship of human, financial and health care resources.	Acquire core knowledge in the provision of health care. Utilize basic principles of assessment, diagnosis and treatment in the delivery of health care. Understand and respect human/cultural commonalities and diversities. Develop effective stewardship of human, financial and health care resources.

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

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.	06-07: All nine graduates passed the NCE exam.	
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. 06: 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.	100% reported that they would return for counseling again if needed. 96% reported that they were very satisfied with their counseling experience.	
4. Students will demonstrate multicultural awareness in clinical practice.	Students' post tests on Multicultural Competency Scale show 50% improvement (Multicultural Counseling Course)	06-07: Awareness of Cultural values and biases: 34% increase Awareness of clients' worldview: 45% increase Awareness of their clients' worldview: 45% increase	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, 8/6/07, cbt

PROGRAM ASSESSMENT

Ed.D. in Organizational Leadership

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Demonstrate personal authenticity in leadership.	Field Project: 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.	Field Project: 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.	Comprehensive exams: All doctoral students will demonstrate an understanding of organizational theory. Field Project: 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.	Field Project: 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	Course Papers: 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	Field Project: 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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