Annual Assessment Report
Adult and Graduate Studies
2002-2003

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Executive Summary

The highlights of assessment and accreditation activities for FY 2002-03 include:

- A successful accreditation visit by the National Council for the Accreditation of Teacher Education (NCATE) resulting in full seven-year re-accreditation and recognition of Graduate Education as a national model.

- Further documentation that there is not a significant difference in outcomes of online education compared to on site education.

- A study of retention/withdrawal of online students

- A proposal submitted to the Higher Learning Commission to become a doctorally granting institution

- Substantial progress on assessment for the College of Graduate Studies

- Highlights of Departmental Assessment

    o **Business and Management:**

        - Implementation of an assessment test for BS-Accounting

        - Alumni survey of BSA Graduates

        - Focus group interviews with accounting employers

        - Review of selected BSA student papers

        - Discussion of new objectives for BSA

        - Study of BSBIS including analysis of End of Course Surveys, Entrance Surveys, a survey of current students, a survey of non-matriculating students, costs and enrollment data.

        - Changes based on assessment include:

            - **In response to comments by alumni, employers and faculty, curricular changes have been made in the BS-Accounting degree to include more practice of accounting using the latest technology.**

- **In response to surveys of current students and employers, changes were made in the BSBIS courses to better meet the needs of the student population.**

- **Adjustments to the assessment plans in BSA and BSBIS so that they better measure program objectives**

o **Graduate Education**

- Re-accreditation from NCATE including commendations for faculty quality, service and unit assessment system. The Self Study was recommended as a national model.

- Program Evaluation Day and Course Assessment Day which included input from about 100 stakeholders (students, faculty, alumni, employers)

- Implementation of assessment plans for two new programs: Transition to Teaching and Principal Licensure Program

- Implementation of an electronic assessment database which chronicles the progress of students on individual assessment activities.

- 100% of PLP candidates passed the licensure test. The Indiana passing score is 158. The IWU average score is 174 with a high score of 187.

- Changes based on assessment include:

  - **In response to End of Course Survey data and faculty focus groups, improvements were made in the on-site and online modules.**

  - **In response to faculty focus groups, articulation and coordination issues among and between courses have been addressed and have either been improved or are in the process of being improved.**

  - **General Information surveys have been giving relatively low scores on the spiritual dimensions of the program. So faculty have reviewed the extent of implementation of the technology and diversity strands and the Christian Worldview in each course. Plans are underway to more fully address these variables across the curriculum.**

  - **In response to faculty focus groups, there has been more communication among faculty via course-specific message boards and the appointment of a lead faculty for each course.**

- o **RN-BS Completion Program**
  - Review of selected student papers
  - Refinement of the Portfolio Assessment System
  - Changes based on assessment include:
    - **Portfolio assessment process was reviewed and required inclusions were changed to reflect curriculum changes.**
- o **General Studies**
  - Faculty review of a sampling of Personal Learning Anthologies
  - Administration of a standardized test of general education knowledge to a representative sampling of beginning and ending ASB students
  - Changes based on assessment include:
    - **After a retention study done in 01-02 found that students are at high risk during the first three courses, we have increased faculty communication regarding ways to reduce attrition.**
    - **When a study of RN-BS graduation rates revealed that many are prevented from graduating because of a lack of access to electives, more online offerings were developed.**
    - **In response to retention studies from 01-02 which indicated that study group problems can contribute to a student's decision to withdraw, we have incorporated more help on study group dynamics in UNV 111 and faculty training**
- o **Graduate Studies in Counseling**
  - The development of an assessment plan
  - Alumni study completed
  - Progress on a proposal to the Indiana Professional Standards Board to offer a School Counseling Program
  - Changes based on assessment include:
    - **In response to alumni comments that more female faculty were needed, the department has hired one additional female professor.**
    - **In response to alumni comments, faculty are discussing curricular changes to provide more better preparation for practice in mental health facilities.**

- o **Graduate Nursing**
  - ▪ The development of an assessment plan
  - ▪ Changes based on assessment:
    - • **Alumni Surveys of RN-BS graduates (administered in 99, 00 and 01) have indicated a high demand for an APS-style program in graduate nursing. In response, we have begun to offer the program at various sites throughout Indiana.**
    - • **An assessment project conducted in 2001 indicated that there is no difference in graduation rates for students admitted on probation. Therefore Graduate Nursing made a change in admissions requirements so that a GRE score is no longer required for students with a GPA of 3.0 or higher.**
- o **Graduate Studies in Ministry**
  - ▪ Substantial progress in clarifying and writing program objectives
  - ▪ Focus group interview with District Board of Ministry Directors to ascertain the needs of the Wesleyan Church.
  - ▪ A market study of a concentration in Youth Ministry
  - ▪ Changes based on assessment include:
    - • **The addition of a Youth Ministry Concentration to reflect market demands**
    - • **Changes in admissions criteria to better fit market needs.**
    - • **The addition of new courses which better fit the demands of students.**

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Progress on Assessment Goals for 2002-03

Cynthia Tweedell, as new Assistant Dean for Accreditation and Assessment for both the College of Adult and Professional Studies and the College of Graduate Studies worked to further develop the assessment program for these expanding colleges. These were her specific goals and objectives for FY2002-03 with a summary of progress made on each:

Goal #1: In collaboration with the Dean of Graduate Studies, the Assistant Dean will work extensively with all the programs within this college to refine and implement assessment plans. Each program will have an Assessment Day wherein:

1. The Graduate Counseling Program will streamline their assessment plan, begin to analyze data and make program improvements. *Completed (see p. 24 & 62)*

2. The Christian Ministries Program will write objectives and methods to measure student outcomes. *Made substantial progress on objectives and measures (see p. 58)*

3. The Graduate Nursing Program will refine their objectives and analyze data to make program improvements. *Completed Assessment Plan(see p. 60). Will refine objectives when permanent program director is appointed.*

Goal #2: We will continue to follow the College of APS Five-Year Program Review Schedule.

1. Conduct an extensive review of the BS-Accounting Program including alumni/employer surveys, pre/post testing and analysis of selected student papers. *Completed (see pp. 10-12)*

2. Conduct an extensive review of the General Education curriculum including administering the Academic Profile to a sampling of beginning and ending students, and an analysis of a sampling of Personal Learning Anthologies. *Completed (see pp. 17-22)*

Goal #3: APS faculty will become more involved in the assessment process.

1. Faculty in each program will review and revise objectives as needed. *Completed. Objectives revised in MED, BSA and BSBIS.*

2. Faculty in each program will review and revise means of collecting assessment data. *Completed. Assessment Plans revised in MED, BSA, BSBIS, RN-BS.*

3. Faculty will submit assessment samples. *Completed. Assessment samples collected for MED, BSA, RN-BS, ASB.*

4. Academic directors will submit annual assessment report for each program. *Completed. Each director reviewed assessment plans and reported on progress.*

Goal #4: Assessment data will inform program improvements.

1. Review 2001-2002 MBA formal assessment data and implement program improvements. *Completed, Summer 02.*

2. Review Graduate Education assessment data and implement program improvements. *Completed in preparation for NCATE visit, Summer 02.*

3. Review RN-BS assessment data and implement program improvements. *Completed, Summer 02.*

4. Review General Studies assessment data and implement program improvements. *Put on hold pending appointment of new General Studies director.*

5. Conduct a marketing study of the BS-BIS by surveying students and employers. *Completed, January 03. (See pp. 12-13)*

6. Use assessment data, where possible, to justify proposals to Academic Affairs Committee. *Completed.*

Goal #5: Technological improvements will make data collection/management more efficient.

1. Implement electronic portfolios in Graduate Education. *Completed (online only).*

2. Formulate a plan to implement electronic portfolios in RN-BS. *Completed (online only).*

3. Formulate a plan to implement electronic portfolios in General Studies. *Completed (online only).*

4. Implement online assessments (entrance and general information surveys, and pre- and post-testing) in online programs. *Pre/post testing implemented in BSMOL and MBAOL. Other surveys not yet implemented.*

Goal #6: Gain accreditations and approvals necessary to continue to expand and maintain excellence in academic reputation.

1. Gain NCATE re-accreditation. *Completed.*

2. Have Kentucky Council of Postsecondary Education approve additional sites in Kentucky. *Site approved for Ft. Knox. No other sites desired at this time.*

3. Get approval from Texas Higher Education Coordinating Board to offer our programs in Dallas and Houston. *Re-directed. No longer looking at offering programs in Texas.*

4. Submit a request to the Higher Learning Commission to offer degree programs in China. *China project on hold for most of the year. It has been recently come under re-consideration.*

5. Submit a request to the Higher Learning Commission to offer a doctoral degree in Leadership. *Request submitted May 31, 2003.*

Goal Area #1: Professional Community

Goal: APS will demonstrate enhancement of the professional community by increasing communication avenues, upgrading the quality of faculty through better hiring and training processes, professional growth plans, increasing scholarship, and evaluation of faculty.

Diversity of Faculty Hiring:

	FY2002-03		Previous FY	
	Women	**Diverse**	**Women**	**Diverse**
Interviewed	137	62	96	60
Hired	78	21	59	23
Percentage of new hires	35%	9%	35%	14%

Faculty Scholarship:

Activity	FY 2002-3	FY 2001-02	% Change
Presentations at professional meetings	40	43	-7%
Articles/chapters published	12	5	+58%
Books published	3	3	0
Books in process	8	10	-20%
Doctoral work in process	7	4	+75%
Doctoral work completed	1	0	+100%
Consulting	34	19	+79%
Total	**105**	**84**	**+31%**

Changes made based on assessment:

- **In response to faculty focus groups requesting better communication, departments have increased communication to faculty in the following ways:**
  - **General Studies: Regular emails, faculty training, class visits**

- o **Business & Management: Email communication by combined B&M department or by degree program with adjuncts. Coaching sessions, ongoing faculty training, focus groups, class visits**
- o **Nursing: Emails sent to all adjunct and full time faculty at the end of each month.**
- o **RNBS has prepared specific adjunct faculty development materials.**
- o **Identified and disseminated names of lead/key faculty for online courses**
- o **Each department conducted semiannual faculty development meetings**
- o **Conducted an all faculty social event in July**
- o **Conducted quarterly on-site faculty meetings before classes**
- **In response to assessment data on grade inflation (1999), we have initiated a Faculty Training course on Grading on Blackboard. Online quiz pays $25 stipend for successful completion.**

<div align="center">**Goal Area #2   Academic Integrity**</div>

<u>**Goal:**</u> To create academically challenging curricula, which follows sound academic practice, upholds academic policy, and assures that student learning outcomes are reflective of program goals and objectives.

<div align="center">**Business and Management**</div>

<u>**Assessment Plans**</u> (see pp. 35-41)

<u>**Assessment Projects**</u> (for specific data, see Assessment Projects Notebook and Business and Management Assessment Notebook, 2002-03)

BSA Curriculum

<u>Process of Goal Selection:</u> The BSA Program Goals and Objectives were formulated in 1998 by a faculty task force who worked on developing the degree for APS. The program was launched in 1999. This program review is the first opportunity to assess the outcomes of the program. This program review was undertaken in 2002 by a new set of faculty. As they examined the original goals and objectives of the program in September 2002, and conducted focus groups with employers, they suggested an additional objective in technology. This new objective is designed to meet the needs and desires of students and employers.

<u>Objectives for Goals:</u>

Original Program Objectives (4/99)

1.Demonstrate an understanding of decision making from a Christian world view.
2. Demonstrate knowledge of current accounting principles, tax law, current auditing standards, the use of accounting information by management.
3. Develop critical thinking, problem solving, and communication skills.
• Apply accounting theory in a practical manner.

New Program Objective (added 9/02)

5. Demonstrate technology skills necessary to solve accounting problems

<u>Selection of Assessment Measures:</u>

1. MGT 425 (Ethics) Papers
2. Accounting pre/post test
3. ACC 491 (Seminar) Projects

Performance Criteria

1. 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.
2. 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.
3. When a sample of MGT 425 papers are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills.
4. When a sample of ACC 491 projects are reviewed by business faculty, 90% will demonstrate application of accounting theory in a practical manner.

Collection and Analysis of Data

1. 62.4% of students scored "proficient" on Christian World View.
2. Pre-test mean score: 19.37%
    Post-test mean score: 22.47%
    Change: +16.00%
3. 82.6% of students scored "proficient" on Critical Thinking
4. 95.8% of students scored "proficient" on Application of Accounting Theory

Comparison Study:

Percentage of Students Scoring "Proficient"

	2000	**2001**	**2002**
Christian world view	0%	4%	62.4%
Critical thinking	n.a.	60%	82.6%

Alumni Study:

An Alumni Study measured the attitudes of 14 graduates of the BSA program during November, 2002. These graduates chose the program primarily because of its convenience, although the academic reputation of the university and content of the courses were also important factors. They are particularly pleased with the clarity of degree requirements, registration procedures, program length, financial aid, library, and spiritual emphasis of the university. Program objectives appear to be accomplished. Although there were concerns raised about faculty, study groups and curriculum, most alumni are satisfied with the program and would choose it again.

Employer Focus Groups:

Two focus group meetings were held with area employers (one in Marion and one in Ft. Wayne). A total of eight employers were interviewed about their accounting needs and our graduates' performance. Employers were favorably impressed with our graduates and counted them as good as or better than graduates from other programs. They need

accountants who have a broad understanding of business and accounting, good communication skills and high ethical standards.

BSBIS Market Study

In Fall 2002, a new study was done on the BSBIS program which had been revised in 2001. This year's assessment included 1. a survey of current students; 2. a survey of non-matriculating students; 3. analysis of BSBIS End of Course Surveys; 4. analysis of BSBIS Entrance Surveys; 5. analysis of costs and enrollment data. Based on this study, we found a generally positive response from the current students about the changes made to the program's sequence in 2001. However, we have not seen the growth rate we had expected in the BSBIS program.

Therefore, the Fall 2002 *market study* revealed a need to adjust certain aspects of the program, specifically length and total cost of the program. We proposed to keep the BSBIS program as one of the five APS business bachelor programs, but reduce the total credit hours in the BSBIS degree program in order to:
1) be more similar in length and hours to the other Bachelor degree programs
2) reduce the total cost for interested students
3) differentiate from other programs by making BSBIS more IS/IT oriented
4) and encourage use of the core drop-in policy to provide general business courses as electives

Enrollment Decline

Table 1   *BSBIS total enrollment for FTE report each September*

STUDENTS	Sept 1998	Sept 1999	Sept 2000	Sept 2001	Sept 2002	Dec. 02	Jan 03
Total	24	137	251	243	244	216	228
Onsite	24	137	251	214	176	133*	148
Online	n/a	n/a	n/a	29	77	83	80

- 4 core groups (33) graduated in Dec 02

Cost Comparison

Table 2   *Total Program Cost (2002 Tuition, Laptop, Books, and Fees)*

Program	BSM	BSBA	BSBIS	BSA	BSMK
Onsite	$10,786	$10,900	**$15,740**	$10,924	$12,195
Online	$11,656	n/a	**$17,365**	n/a	n/a

Adding Online Delivery

Table 3   *Percentage Online as of September, 2002*

Degree Program	MBA (started 98)	Med (01)	BSM (01)	BSBIS (01)
% Online (9/02)	18.1 %	16.8 %	19.7 %	30.4 %

This study supports the projection that *online* enrollment will accelerate more for BSBIS than other programs. Online delivery is a natural choice for this student market

(as seen by the greater percentage growth in BSBIS online, and the higher rate of transfers for BSBIS withdrawals).

Graduation Rate

Graduation rate for the BSBIS program is lower (59%) than for other CAPS undergraduate degree programs at IWU. While this graduation rate is above the national average for bachelor programs at 41.3% (ACT, Inc., 2001), it is not as good as the other degree programs within the same college (CAPS): BSBA, 78%; BSM, 74%; BSA, 63%.

Job Market

Experts in the field of IS/IT agree there has been a downturn in this job sector. It started with the dot.com bust in 2001 and hastened fall '02. A *USA Today* article focused on the 10-30% decline in computer majors at colleges and universities, however, the writers noted previous cycles in this field and forecasted a shortage of technology-skilled graduates when the economy bounces back (Kessler, 2002).

New Survey – Current Students

A new survey was developed to get more specific data from current BSBIS students, to learn *why they come* and *what they expect* from the courses. Response rate was (34%) or 95 out of 278 current students who were sent the survey (online and onsite). Overall, they were very positive about the BSBIS program, with several unsolicited positive comments about the curriculum changes from 2 years ago, and only one negative general comment in 95 surveys returned.

Employment categories from the demographic data showed how split the cohorts are:
- 54% were already employed in IS/IT-related jobs
- 45% were not employed in that job sector (jobs ranged from Plant Managers, Engineers, Accountants, to Sales Reps, Nurses, and Customer Service Personnel)

Career aspirations clustering in four general themes:
- advancing in IT field—40
- changing to a job in IT—21
- owning my own company—11
- same work but more skilled with computers—10
  (rest were blank)

The top three reasons for choosing the BSBIS degree at IWU on a 3-point scale (1=very important; 3=not important) were:
- Personal satisfaction, 2.77
- Opportunity for faster degree completion, 2.76
- Career Advancement, 2.73

Perceived value of courses: Current students were asked to rate (on a scale of 1-4) their *perceived value of each BSBIS course to their career development.*

	N	Mean	Std. Deviation
BIS350: Web Application Development	63	3.683	0.668
BIS360: Business Systems Analysis and Design	65	3.662	0.668
BIS340: Business Programming I	74	3.635	0.653
BIS224: BIS Technology	75	3.627	0.610
BIS320: Managerial Relational Database Systems	66	3.621	0.651
BIS341: Business Programming II	72	3.597	0.664
BIS352: Advanced Web Application	57	3.544	0.847
BIS343: Business Programming IV	61	3.508	0.766
BIS342: Business Programming III	65	3.508	0.732
BIS220: Analytical Thinking and Problem Solving	73	3.479	0.852
BIS450: BIS Project	63	3.413	0.927
BIS215: Introduction to BIS	80	3.350	0.695
MGT421: Strategies in Marketing Management	66	3.333	0.791
MGT412: Financial Planning and Control Systems	60	3.267	0.899
MGT205: Professional Communication	77	3.247	0.781
ECO330: Microeconomics	64	3.172	0.808
ADM320: Business Statistics	74	3.162	0.759

Business and Management Changes Based on Assessment

- **In response to comments by alumni, employers and faculty, curricular changes have been made in the BS-Accounting degree to include more practice of accounting using the latest technology.**

- **In response to surveys of current students and employers, changes were made in the BSBIS courses to better meet the needs of the student population.**

- **Adjustments to the assessment plans in BSA and BSBIS so that they better measure program objectives**

Graduate Education

Assessment Plans

Unit Assessment System

- In preparation for an NCATE visit in October 2002, and in accordance with the Five Year Program Review and Assessment Schedule, the Masters in Education underwent intensive review during 2001-02. Faculty met in July, 2002 to review assessment data and suggest changes.
- During FY 2002-03 the MED program implemented a computerized student assessment system. This system keeps track of scores for each individual student on each assessment day.
- Assessment from PLP and TTT assessment activities are currently being stored in paper form. Transition to using an electronic database to store data for these latter two programs is in the planning stage.

PLP Portfolio Reliability Test

Process: A training session was conducted August 2, 2002 for the purpose of training Principal Preparation Assessors to score the Applied Principals Portfolios. Each Assessor was given three portfolio exhibits (i.e., commentary and supportive documents) to score as per the 4 point portfolio rubric. Each Assessor then scored three different portfolio exhibits using the same 4 point portfolio rubric.

Results: Only 15.2% of the scores varied from other assessors. This means that there is a reliability level of 84.4%.

Graduate Education changes based on assessment

- **In response to End of Course Survey data and faculty focus groups, improvements were made in the on-site and online modules.**

- **In response to faculty focus groups, articulation and coordination issues among and between courses have been addressed and have either been improved or are in the process of being improved.**

- **General Information surveys have been giving relatively low scores on the spiritual dimensions of the program. So faculty have reviewed the extent of implementation of the technology and diversity strands and the Christian Worldview in each course. Plans are underway to more fully address these variables across the curriculum.**

- **In response to faculty focus groups, there has been more communication among faculty via course-specific message boards and the appointment of a lead faculty for each course.**

RN-BS Completion Program

Assessment Plan (see pp. 45-48)

Assessment Projects: : (for specific data, see Assessment Projects Notebook and Nursing Assessment Notebook, 2002-03)

RN-BS Curriculum:

Portfolio Review

1. A representative sampling of completed portfolios (3 from each finishing group) were collected and scanned onto CD-ROM. Near Assessment Day, portfolio submissions for NUR 490, 370, and 205 were located and copied from the CDs.
2. Two of the eight RNBS Program Objectives were chosen for review. On May 2, 2003, Nursing faculty scored papers. Two faculty looked at each paper and rated on a scale of 3=exemplary, 2=proficient, 1=marginal, 0=deficient.
3. The Asst. Dean of Assessment calculated a mean score for each paper on each objective.
4. The Asst. Dean of Assessment calculated the percentage of papers which were proficient on each objective:

Objective #1: Apply relevant theories and research from nursing, life sciences, social sciences, the humanities, and Christian thought to the practice of nursing.
   NUR332 (Spirituality Paper): 83.3% were proficient

Objective #3: Exhibit a commitment to lifelong learning and professionalism
   NUR490 (Professional Development Plan): 72.2% were proficient

RN-BS changes based on Assessment:

- **Alumni Surveys of RN-BS graduates (administered in 99, 00 and 01) have indicated a high demand for an APS-style program in graduate nursing.   In response, we have begun to offer the program at various sites throughout Indiana.**

- **An assessment project conducted in 2001 indicated that there is no difference in graduation rates for students admitted on probation. Therefore Graduate Nursing made a change in admissions requirements so that a GRE score is no longer required for students with a GPA of 3.0 or higher.**

General Studies

Assessment Projects: (For more complete details please see the General Education Assessment Notebook and the Assessment Projects Notebook for 2002-03.)

General Education Curriculum

Process of Goal Selection: As APS developed its General Education curriculum in the 1990s, Dr. Keith Iddings identified ten essential life skills that would be developed through the ASB courses. These life skills became known as the "10 Across Objectives." When the university adopted a new mission statement in 1999 ("a Christ-centered academic community committed to changing the world by developing students in character, scholarship and leadership") it was determined that the 10 Across Objectives were consistent with this new mission.

In 2000 the university faculty, upon recommendation of the General Education Committee, accepted World Changer Outcomes that all university students should achieve. These were integrated into the Assessment Plan for APS General Education (see pp. 49-50).

Objectives for Goals:
1. Demonstrate an understanding of the Christian worldview.

2. Apply ethical thought and action in both a professional and personal setting.

3. Exhibit the values and skills necessary for lifelong learning.

4. Comprehend complex materials.

5. Apply critical thinking skills concerning ideas and performance

6. Develop skill in problem solving and making decisions.

7. Demonstrate effective written communication skills.

8. Demonstrate effective oral communication skills.

9. Exhibit the ability to find needed information (information literacy).

10. Demonstrate the ability to work effectively in teams.

Selection of Assessment Measures:.
1. Portfolio (Personal Learning Anthology)

2. Academic Profile (standardized test by ETS)

Performance Criteria
Generally, it is expected that students will experience a 10% improvement in most areas. Students will be college-level writers and readers, as measured by portfolio assessment and the Academic Profile.

Collection and Analysis of Data
1. A representative sampling of portfolios (Personal Learning Anthologies) were collected over a two year period. They were scanned onto CD-ROM and returned to the students.
2. As Assessment Day approached, the appropriate items were located in the CD-ROM files and printed. These included the Pre/Post Ethics Writing Samples, ENG141 essays, Pre/Post Group Process Assessments, and Pre/Post Oral Presentation Rubrics.
3. On Assessment Day, April 4 2003, six faculty gathered to assess the Pre/Post Ethics Writing Sample, and ENG141 essays.
4. Faculty utilized the rubrics that were included in the modules for these courses.
5. Each essay had three faculty scores.
6. Here is a summary of the results:
    a. Writing: 62.3% of students were proficient on all six scoring traits
    b. Critical Thinking: 80% had 10% improvement
    c. Problem Solving: 80% had 10% improvement
    d. Ethical Thought: 80% had 10% improvement
    e. Christian World View: 70% had 10% improvement
    f. Information Literacy: 100% had 10% improvement

Comparisons were made on the Oral Presentation Scores from early in the program to later.
    20% had 10% improvement

Comparisons were made on the Group Process Scores from early in the program to later.
    0% had 10% improvement

Academic Profile:

1. In Fall, 2002 the Short Form (40 minutes) of the Academic Profile was again administered to a representative sampling of 196 ASB and ASGS students at the beginning and end of their program. These tests were administered by Cynthia Tweedell (Assistant Dean for Accreditation and Assessment), Julia Bickel (Director of General Studies), and R.B. Kuhn (Assistant Director of General Studies).
2. IWU scores had small but significant differences from the national sample. APS freshmen come in with significantly lower scores in critical thinking, writing, math, and natural sciences. They continue to have lower scores in these same areas as sophomores.

3. The scores are only .6% higher for sophomores. This is not a statistically significant difference (t-tests showed a p=.27) While this may seem a little disappointing, it is better than the national sample. Sophomores nationwide scored .1% lower than freshmen.
4. Scores for ASGS students were significantly lower than for ASB students. These students come in with lower scores and differences remain through the program.
5. Scores were not significantly different than those from IWU students in 1994 and 1999.
6. It is encouraging to see that proficiency levels are higher in for sophomores than for freshman in all areas except math. The number of students who are "not proficient" is much lower for the sophomores in all skill areas. This is an indication of student growth through the program.
7. The largest growth area appears to be in reading skills.

Academic Profile Summary of Scores
Total Scores by Major

Total Score	Freshmen			Sophomores		
	N	Mean	St.Dev	N	Mean	St.Dev
IWU	**102**	**437.3***	**15.9**	**94**	**439.9***	**16.1**
ASGS	16	431.6	19.7	20	433.9**	17.5
ASB	85	438.6	15.1	73	441.6**	15.6
National Sample	26,511	444.6	18.2	7,895	444.1	18.5

- T tests indicate a significant difference between IWU scores and National Sample. (p<.05)

**T tests indicate a significant difference between scores of majors (p<.05)

Sub Scores

	Freshmen		Sophomores	
Critical Thinking	Mean Score	St. Dev.	Mean Score	St. Dev.
IWU	109.1*	5.7	109.8*	5.5
National Sample	110.3	1.9	111.1	2.3
Reading				
IWU	117.8	6.1	118.5	6.1
National Sample	117.4	2.3	118.5	2.2
Writing				
IWU	113.2*	4.79	113.9*	4.6
National Sample	114.9	1.7	115.7	2.3
Math				
IWU	110.8*	5.2	111.0*	5.3
National Sample	114.1	2.2	114.0	2.4
Humanities				
IWU	113.7	6.2	114.7	5.9
National Sample	114.0	2.0	114.8	2.1

Social Sciences				
IWU	112.4	5.9	113.4	6.1
National Sample	113.0	1.8	113.7	1.9
Natural Sciences				
IWU	113.4*	6.19	113.4*	6.1
National Sample	115.4	2.0	116.5	2.2

- T Tests indicate a significant difference between IWU scores and National Sample (p<.05)

Comparison Study:

Academic profile scores were slightly lower than national averages. Sophomore scores were .6% lower than freshmen scores.

General Studies changes based on assessment:

- **After a retention study done in 01-02 found that students are at high risk during the first three courses, we have increased faculty communication regarding ways to reduce attrition.**

- **When a study of RN-BS graduation rates revealed that many are prevented from graduating because of a lack of access to electives, more online offerings were developed.**

- **In response to retention studies from 01-02 which indicated that study group problems can contribute to a student's decision to withdraw, we have incorporated more help on study group dynamics in UNV 111 and faculty training**

College of Graduate Studies

Graduate Studies in Ministry

<u>**Assessment Plan**</u> (see p.58-59)

(For more specific data, see the Graduate Studies in Ministry Assessment Notebook, 2002-03)

During the past year we have held numerous discussions with constituents, key influencers, and faculty and staff about the Department of Graduate Studies in Ministry. Those discussions have led to important insights. New directions have been suggested.

<u>Analysis of current students</u>

Discussions with faculty led us to conclude that many of our current students express an interest in going forward with an M.Div. program, and some express interest in completing doctoral studies.

Analysis of FTE and Head Count from 1995-2003 indicates that there has been a dramatic decline in enrollment in the last few years. In 99-00 there were 54.1 FTE and in 02-03 there were 14.3 FTE.

While there are no graduation statistics, it is reported by faculty that few students graduate from the program.

<u>Analysis of the market</u>

Research into other programs led us to conclude that the most commonly used Masters degree for ministerial study is the Master of Divinity. Master of Arts degrees are usually reserved for areas of specialization other than ministerial studies. Thus, for example, it is most common for institutions to offer the Master of Arts with concentrations in such fields as Biblical Studies, Christian Education, Youth Ministries, or Urban Ministries. This points to a dilemma. We offer a graduate program for ministers that is not a commonly recognized and respected "in the industry" – a Master of Arts with a concentration in Ministry.

We must offer a comprehensive track that leads BOTH to the completion of the M.A. program, AND to the completion of a recognized and "respectable" credential for ministerial leaders.

<u>Focus Group with District Board of Minister Directors of the Wesleyan Church</u>

Within a day long meeting with Wesleyan Church leaders a focus group was held on the Graduate Studies in Ministry. In attendance were six church leaders and 9 Indiana Wesleyan administrators/faculty.

Although this focus group was planned to discuss the MA in Ministry, the discussion centered on continuing education and credentialing courses. There was not much interest shown in the MA in Ministry.

<u>Changes based on assessment:</u>

- **The addition of a Youth Ministry Concentration to reflect market demands**
- **Changes in admissions criteria to better fit market needs.**
- **The addition of new courses which better fit the demands of students.**

Graduate Studies in Nursing

<u>**Assessment Plan**</u> (see p.60)

Graduate Studies in Nursing completed their assessment plan in March, 2003.

<u>**Changes based on assessment:**</u>

- **Alumni Surveys of RN-BS graduates (administered in 99, 00 and 01) have indicated a high demand for an APS-style program in graduate nursing. In response, we have begun to offer the program at various sites throughout Indiana.**

- **An assessment project conducted in 2001 indicated that there is no difference in graduation rates for students admitted on probation. Therefore Graduate Nursing made a change in admissions requirements so that a GRE score is no longer required for students with a GPA of 3.0 or higher.**

Graduate Counseling

Graduate Studies in Counseling completed their assessment plan in September 2002. There was extensive discussion about the implementation of a portfolio system which would produce useful assessment data.

Alumni Study

In May 2003, surveys were sent to all 47 counseling alumni. The 19 who returned surveys were overwhelmingly positive about the program. Though most had only been out for a year, they greatly appreciated the faculty and spiritual focus of the program. All would choose the program again and recommend it to a friend. They particularly appreciated the interaction opportunities with faculty. A few expressed concerns about changes in the personalized nature of the program as it grows.

The responses of these Counseling graduates indicate they are more similar to traditional IWU students than to adult students. Compared to other IWU graduate programs, these graduates are much younger and lower paid.   Their reasons for attending are more similar to traditional aged undergraduates. Convenience is much less important than for other IWU adult students. Like traditional IWU students, these graduates were strongly attracted to the Christian world view, academic reputation of the university and scholarly faculty. However, because they had little career experience coming into the program, some felt a little unprepared for the real world of a mental health facility.

These graduates enthusiastically endorse the Graduate Counseling program. All program objectives appear to be met. They give very high ratings to almost all aspects of the program.

Changes based on assessment

- **In response to alumni comments that more female faculty were needed, the department has hired one additional female professor.**

- **In response to alumni comments, faculty are discussing curricular changes to provide more better preparation for practice in mental health facilities.**

Goal Area #3: Student Oriented Services

<u>Goal:</u> The goal of Student Services is to promote academic excellence, to demonstrate integration of faith, and to foster a supportive atmosphere for APS students.

<u>Assessment Plans</u> (see p. 55-57)

<u>Assessment Projects:</u> (for specific data, see Assessment Projects Notebook, 2002-03)

First Year Experience

<u>Process:</u> As part of the University examination of the First Year Experience, a focus group on the APS freshman experience was conducted. Participants were 9 adult students from a Marion ASB group that was mid-way through their program. Questions were asked about various Hallmarks of Excellence that had been discussed by the University Task Force on First Year Experience.

<u>Results:</u> This group indicated a need for more orientation to the processes of APS (library, computers), but didn't feel the university had a responsibility to help them with the socio-emotional adjustment to college. As adults, they believed that they already had the personal skills necessary to be successful at IWU. So they really didn't have much use for any of the Hallmarks.

In talking with this group, it is clear that good facilitators are the key to success for the freshman level adult student. They need facilitators who understand their adult lives and can ease them through the transition to academic life. Above all, they want to be treated like adults and not like the traditional-aged student.

Generally speaking, their experience at APS has been very positive. They have learned a great deal and feel good about themselves. They like the way the religious aspect of the university is apparent in all classes, but it is not forced on anyone.

Indianapolis Site Research

<u>Measures used</u>:
1. Site survey of current Indianapolis students
   a. March 2002
   b. 1536 respondents
2. Population density maps (source: IU-PUI)
3. Demographic profile of selected Indiana townships (source: U.S. Census Bureau)

<u>Highlights of Data:</u>
- Current students prefer North Central and Northeast site
- Current students choose site primarily for proximity to home (not work)
- Current students prefer to travel less than 10 miles from class to home, however, nearly 10% will travel over 30 miles.

- Population density indicates growth on the north central and south central sectors (along U.S. 31)
- Home ownership is strongest north of the city. This has a high concentration of young families.
- South of the city (Greenwood) has an older population and lower income than north of the city (Fishers, Carmel, Noblesville). Home ownership is much lower in Greenwood than in these communities on the north.
- Fishers and Carmel residents have very high income and education levels. These residents may not need our services.
- Noblesville and Westfield residents have moderately high income and are more likely to lack a bachelor degree. This may be our best target area.

Graduation Statistics

ASB	50%
ASGS	26%
BSBA	78%
BSM	74%
BSMOL	45%
BSBIS	56%
BSA	64%
RNBS	76%
MBA	75%
MBAOL	47%
MSM	82%
MED	94%
MEDOL	90%

Graduation Self-Assessment of Spiritual Change

April 2002 – June 2003

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

	Frequency	Percent
Stayed the same	185	27.9
Somewhat increased	295	44.5
Greatly increased	183	27.6
Total	663	100.0

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

	Frequency	Percent
More negative	21	3.2
Stayed the same	300	45.6
More positive	337	51.2
Total	658	100.0

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

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

	N	Mean	Std. Dev
With Jesus Christ?	653	3.8	0.8
With family?	655	3.7	0.9
With friends?	662	3.6	0.9
With people most unlike yourself?	659	3.8	0.7
With yourself?	660	4.1	0.8

**How have the following elements of IWU programs
influenced your spiritual growth?**

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

	N	Mean	Std. Dev
IWU faculty	645	2.0	0.7
IWU chaplains	641	1.8	0.7
Fellow students	646	2.0	0.7
Spiritcare Videos	421	1.5	0.6
Other IWU staff	612	1.5	0.7
IWU curriculum	636	1.9	0.7

How often do you attend church?

	Frequency	Percent	Cum. %
Once a week	274	44.8	44.8
A couple times a month	117	19.1	63.9
Once a month	43	7.0	70.9
A couple times year	98	16.0	86.9
Rarely or never	80	13.1	100.0
Total	612	100.0	

How often do you pray?

	Frequency	Percent	Cum. %
At least daily	402	63.0	63.0
A couple times a week	159	24.9	87.9
Once a week	32	5.0	92.9
Seldom	42	6.6	99.5
Never	3	0.5	100.0
Total	638	100.0	

Entrance Survey Results — Analysis by State
FY 2002-2003
Why did you choose to get a college degree at this point in your life?

(Scale 1-5; 5 = very important)

		Indiana	Kentucky	Ohio
	N=	2067	272	39
Career advancement		4.41	4.54	4.18
Salary increase		4.21	4.41	4.05
Desire to change careers		3.25	3.08	2.84
Personal satisfaction of having degree		4.41	4.50	4.21
Self development		4.34	4.41	4.05
Need to develop specific skills		3.88	4.01	3.79
Job security		3.80	4.00	3.75
God's will in your life		3.95	4.00	3.42
Other		4.40	4.24	5.00

What was the primary reason for choosing to go to college at this time?

			(%)
Personal satisfaction	38.5	35.7	39.5
Development of a new career	21.6	17.5	18.4
Career advancement	39.9	46.8	42.1
Total	*100.0*	*100.0*	*100.0*

What were the reasons that you chose IWU?

		Indiana	Kentucky	Ohio
	N=	2039	269	38
Convenience		4.59	4.62	4.33
Accessibility		4.42	4.45	4.03
Acceptance of previous college credits		3.32	3.42	3.18
Flexible class hours		4.49	4.60	4.29
Program specifically designed for the adult student		4.61	4.61	4.55
Academic reputation of IWU		3.94	3.84	3.47
Opportunity of faster degree completion		4.57	4.67	4.69
Christian world view		3.79	3.83	3.15
Affordability		3.54	3.70	3.82
Study group format		3.14	3.27	3.29
Other		4.21	2.89	5.00

What was your primary reason for choosing IWU?

			(%)
Convenience	74.7	77.2	79.5
Academic reputation	11.7	8.6	2.6
Christian world view	11.4	11.2	2.6
Affordability	2.1	3.0	15.4
Total	*100.0*	*100.0*	*100.0*

How important were the following people in your decision to choose IWU?

	N=	1979	253	37
Current students		2.82	2.68	2.47
Former students		3.04	2.34	2.78
Employer		2.54	2.40	2.19
IWU faculty		2.40	2.61	2.03
IWU staff or administrator		2.58	2.92	3.00
Other		3.96	4.16	5.00

In what program are you currently enrolled?

			(%)
ASB	22.0	26.9	34.2
BSBA	4.6	6.5	0.0
BSM	15.3	15.6	0.0
BSA	2.9	0.7	0.0
BSBIS	3.0	0.0	0.0
RNBS	6.3	7.6	34.2
MED	19.4	33.1	28.9
MBA	11.8	4.7	2.6
MSM	4.2	0.4	0.0
BSMK	0.7	0.0	0.0
TTT	8.0	4.4	0.0
PLP	1.0	0.0	0.0
GRNC	0.9	0.0	0.0
Total	*100.0*	*100.0*	*100.0*

What is your race?

			(%)
African American	14.7	21.0	12.8
White	81.5	76.8	84.6
Hispanic	1.6	0.4	0.0
Other	2.2	1.9	2.6
Total	*100.0*	*100.0*	*100.0*

What is your gender?

			(%)
Male	34.6	29.5	25.6
Female	65.4	70.5	74.4
Total	*100.0*	*100.0*	*100.0*

How long has it been since you took a college course?

Never	6.0	7.0	10.3
Less than 1 year	30.6	27.0	30.8
1-3 years	24.6	27.4	23.1
3-5 years	12.7	8.9	15.4
5-10 years	13.4	15.9	15.4
Over 10 years	12.7	13.7	5.1
Total	*100.0*	*100.0*	*100.0*

What is your family income?

			(%)
Under $20k	4.4	6.0	5.7
$20k-$40k	25.9	30.5	22.9
$41k-$60k	25.5	25.2	17.1
$61k-$80k	23.0	22.2	28.6
$81k-$100k	13.4	10.2	17.1
over $100k	7.8	6.0	8.6
Total	*100.0*	*100.0*	*100.0*

How often do you attend church?

			(%)
Weekly	46.7	50.2	29.4
A couple times a month	14.6	14.7	14.7
Once a month	6.5	9.7	0.0
A couple times a year	16.5	12.0	38.2
Rarely or never	15.6	13.5	17.6
Total	*100.0*	*100.0*	*100.0*

How often do you pray?

			(%)
At least daily	58.7	58.7	47.4
A couple times a week	20.4	20.1	21.1
Once a week	5.7	5.0	13.2
Seldom	12.1	11.2	15.8
Never	3.1	5.0	2.6
Total	*100.0*	*100.0*	*100.0*

Do you consider yourself a Christian?

			(%)
Yes	91.2	91.3	97.4
No	4.4	3.4	2.6
Don't know	4.5	5.3	0.0
Total	*100.0*	*100.0*	*100.0*

What church do you attend? (%)

Catholic	19.9	23.2	47.1
Baptist	18.1	36.2	5.9
Methodist	13.0	8.1	11.8
Non-denominational	17.7	14.6	17.6
Wesleyan	4.3	1.2	0.0
Other	26.9	16.7	17.6
Total	*100.0*	*100.0*	*100.0*

Where do you have computer access for studying?

(%)

Home	35.2	40.7	43.6
Work	6.8	9.3	7.7
Home and work	55.1	47.0	35.9
Don't	1.8	1.9	5.1
Other	1.1	1.1	7.7
Total	*100.0*	*100.0*	*100.0*

Withdrawal from Online Programs

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

Results:
1. 62.5% of withdrawals occur in the first three courses
2. Reasons for withdrawing are mostly due to conflicts with job, family, and personal issues
3. These are the same withdrawal reasons as for the on site APS students.

Conclusion: Adult students, whether online or on site, need a convenient system which will remove obstacles to their success. The retention strategies for on site adult students are also useful for online students. These strategies include:
- Good orientation- including attention to study skills/computer skills
- Close student/faculty relationships
- Establish cohesive support groups
- Careful design of the first three courses so they are sensitive to the needs of the returning adult student
- Online support for students with low skills

Off Campus Library Services (see Assessment Plan, pp. 56)

Assessment Measures:

1. General satisfaction surveys
    o Survey results for OCLS indicate continued satisfaction with the services (3.8 to 4.2 on a 5 point scale).

2. Two times per year, we assess our turnaround time to see if we are meeting our goal of 48 hours. We have had the following results from that assessment, using a 3-week period of time.
    Nov 2002 – 98%

3. Anecdotal assessments are filed. These include emails, letters, cards, comments on faxes, etc., that have been sent, unsolicited by students/faculty. These are available in the office of OCLS.

4. Student/faculty complaints are taken seriously and acted upon when possible.
    o Example: Increased calls from online students from the MSM/ASB/MED online programs have been addressed. It was determined that these students have received little specific instruction for library services. This is being rectified.

Assessment Goals for 2003-04

Cynthia Tweedell is now Associate Dean for Institutional Effectiveness and her duties have expanded to include student outcomes assessment for the entire campus. She will continue to develop assessment activities in the College of Graduate Studies while also advising on student outcomes assessment for the College of Arts and Sciences. Under her supervision, John Kutil will coordinate assessment activities for the College of Adult and Professional Studies. Specific goals include:

1. Analyze the impact of new delivery modes

    a. Compare MBA and BSM test results online with on site

    b. Compare MED portfolio scoring: online with on site

2. Implement Program Review according to the APS 5-year schedule.

    a. Program review of BSBA including pre/post testing, alumni/employer surveys and scoring of selected papers.

    b. Program review of PLP, including alumni surveys, employer focus group, and portfolio review.

3. Assure that an IWU degree is standardized regardless of location

    a. Devise and implement an assessment plan for regional campuses

4. Assure quality service to all students

    a. Devise and implement assessment plans for all service areas: student services, chaplain, resources, financial aid, AES, accounting

5. Review survey system for APS

    a. Research and propose a new software system (or outsourcing) to deliver and process all university surveys

    b. Suggest strategies to improve response rates.

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

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

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

3/31/03
Cynthia Tweedell

PROGRAM ASSESSMENT
ASB

Objective	World Changing Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Demonstrate an understanding of the decision making from a Christian worldview.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 50 Personal Learning Anthologies are reviewed by the Coordinator of Assessment, 90% will meet or exceed the criteria of a 10 % improvement in Christian world view as indicated by a scoring rubric of 2 writing samples.	Due March, 2005	Assessment FY 2004-05
2. Develop an academic foundation for the completion of a business-related baccalaureate degree.	1c- Competency in a discipline 2c- Communication 2d- Self-discipline 2e- Lifelong learning	80 % of graduates who subsequently enroll in a baccalaureate program in business will successfully complete within 10 years	Due 2010	Assessment FY 2010
3. Develop a knowledge base that demonstrates exposure to liberal arts instruction.	1b- Liberal arts foundation 3b- Inclusion	When a sample of 50 Personal Learning Anthologies are reviewed by the Coordinator of Assessment, 90% will demonstrate exposure to liberal arts instruction.	Due March, 2005	Assessment FY 2004-05
4. Integrate basic business principles, concepts, and skills.	1c- Competency in a discipline 1d- Integration of knowledge 2a- Creativity 2b- Critical thinking 2f- Leadership 2g- Servanthood	When a sample of 50 BUS274 papers are reviewed by 3 business faculty, 90% will demonstrate an ability to integrate basic business principles, concepts, and skills the criteria as indicated by faculty generated scoring rubric.	60% scored "Proficient"	**New rubric for BUS274**

5/01

PROGRAM ASSESSMENT
BS – Accounting

Objective	World Changing Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
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

Objective	World Changing Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
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.**	Faculty review of nine papers indicated 0% 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.	Due Spring, 2005	Program assessment FY 2004-05
3.Develop critical thinking, problem solving, and communication skills.	1d- Integration of knowledge 2a- Creativity 2b- Critical thinking 2c- Communication 2e- Lifelong learning 3b- Inclusion	When a sample of 25 ADM 495 papers are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. **	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.**	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.**	Faculty review of 20 ADM 316 papers indicated that 65% demonstrate ability to apply technology.	Program review: April,2000.

** As indicated by a faculty-generated scoring rubric.
3/13/00

PROGRAM ASSESSMENT
BS – BUSINESS INFORMATION SYSTEMS

	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.**	Due Spring, 2004	Program assessment FY 2003-04
2. Demonstrate knowledge of a broad set of technical skills used in business information systems.	1c- Competency in a discipline 2f -Leadership 2g- Servanthood 2d- Stewardship	90% of students who take a faculty-generated pre-test at the beginning of the program will demonstrate a 10% improvement in scores on the same test given towards the end of the program	Due Spring, 2004	Program assessment FY 2003-04
3. Develop critical thinking, problem solving, and communication skills.	1d- Integration of knowledge 2a- Creativity 2b- Critical thinking 2c- Communication 2e- Lifelong learning 3b- Inclusion	When a sample of 50 BIS 360 are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. **	Due Spring, 2004	Program assessment FY 2003-04
4. Apply information systems theory in a practical manner.	1d- Integration of knowledge 2e- Lifelong learning	When a sample of 50 BIS 450 final project are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. **	Due Spring, 2004	Program assessment FY 2003-04

** as indicated by a faculty-generated scoring rubric.
9/13/02
cbt

PROGRAM ASSESSMENT
BS – Management

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

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

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.**	Faculty review of 25 ADM 525 papers indicated that 8% demonstrate an understanding of decision making from a Christian world view.	Revision of ADM 525 to include a Christian perspective. Assignment revised to require Biblical citations.
2. Master advanced subject matter in management and leadership.	1c Competency in a discipline 2f Leadership 2g Servanthood 2d Stewardship	90% of students who take a faculty-generated pre-test at the beginning of the program will demonstrate a 10% improvement in scores on the same test given towards the end of the program.	Due 2005	Program assessment: FY 2004-05
3. Integrate core knowledge and practical experience.	1d Integration of knowledge 2e Lifelong learning 2f Leadership 2g Servanthood 3d Stewardship 3g Agent of change	When a sample of 25 Applied Management Projects are reviewed by three business faculty, 90% will demonstrate that students are able to integrate core knowledge and practical experience.**	Criteria not met. Faculty review of 22 Applied Management Projects indicate that 86% integrate core knowledge and practical experience.	Revision of Applied Management Project, Fall, 2000.
4. Develop the skills necessary to function as an effective manager.	2a Creativity 2b Critical thinking 2c Communication 2d Self-discipline 2e Lifelong learning 2f Leadership 2g Servanthood 3b Inclusion 3g Agent of change 3h Selflessness	When a sample of 25 Applied Management Projects are reviewed by three business faculty, 90% will demonstrate that students have developed skills necessary to function as effective managers.**	Criteria met. Faculty review of 22 Applied Management Projects indicated that 91% demonstrate management skills.	Revision of Applied Management Project, Fall, 2000.

** as indicated by a faculty-generated scoring rubric
3/13/00
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PROGRAM ASSESSMENT
MBA

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

** as indicated by a faculty generated scoring rubric.

PROGRAM ASSESSMENT
Master in Education

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. The M.Ed. conceptual framework is integrated into all aspects of that program.	a. Conceptual framework is aligned with state and professional standards b. Core and elective courses' curricula align with the conceptual framework c. Expectations for proficiency in candidates' knowledge, performances, and dispositions are determined by standards expressed in the conceptual framework d. Faculty qualifications and evaluations of their teaching effectiveness are aligned with the conceptual framework	2002-2003	2003-2004
2. M.Ed. program data are regularly and systematically collected, analyzed, evaluated, and reported.	a. Multiple assessment points, both internal and external, are used when making decisions about an individual candidate's performance in the program. b. Quarterly, semi-annual, and annual stakeholder meetings (both online and onsite) are used to evaluate program data. c. A technology database of information regarding candidates, faculty, and program components is used to create aggregated and disaggregated reports on a regular basis.	2002 - 2003	2003 - 2004
3. M.Ed. decisions made for program improvement are based upon multiple forms of assessment data.	a. Decisions regarding the continuation of candidates in the program are based on data from multiple assessment points. b. Requirements for the performance-based portfolio process are derived from the systematic review of program data analyses. c. Inter-rater reliability measures are instituted to assure implementation of program fidelity. d. Long-range strategic planning occurs regularly, based on the use of data for program improvement.	2002 – 2003	2003 - 2004

Program Assessment
Principal Licensure Program

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. The Principal Licensure Program conceptual framework is integrated into all aspects of the program.	a. Conceptual framework is aligned with state and professional standards b. Core and elective courses' curricula align with the conceptual framework c. Expectations for proficiency in candidates' knowledge, performances, and dispositions are determined by standards expressed in the conceptual framework d. Faculty qualifications and evaluations of their teaching effectiveness are aligned with the conceptual framework	2002-2003	2003-2004
2. Principal Licensure Program data are regularly and systematically collected, analyzed, evaluated, and reported.	a. Multiple assessment points, both internal and external, are used when making decisions about individual candidates' performance in the program. b. Quarterly, semi-annual, and annual stakeholder meetings are used to evaluate program data.	2002 – 2003	2003 - 2004
3. Program improvement decisions for the Principal Licensure Program are based upon multiple forms of assessment data.	a. Decisions regarding the continuation of candidates in the program are based on data from multiple assessment points. b. Requirements for the performance-based portfolio process are derived from the systematic review of program data analyses. c. Inter-rater reliability measures are instituted to assure implementation of program fidelity. d. Long-range strategic planning occurs regularly, based on the use of data for program improvement.	2002 – 2003	2003 - 2004

Program Assessment
Transition to Teaching

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. The Transition to Teaching conceptual framework is integrated into all aspects of that program.	a. Conceptual framework is aligned with state and professional standards b. Core and elective courses' curricula align with the conceptual framework c. Expectations for proficiency in candidates' knowledge, performances, and dispositions are determined by standards expressed in the conceptual framework d. Faculty qualifications and evaluations of their teaching effectiveness are aligned with the conceptual framework	2002-2003	2003 - 2004
2. Transition to Teaching program data are regularly and systematically collected, analyzed, evaluated, and reported.	a. Multiple assessment points, both internal and external, are used when making decisions about individual candidates' performance in the program. b. Quarterly, semi-annual, and annual stakeholder meetings (both online and onsite) are used to evaluate program data.	2002 – 2003	2003 – 2004
3. Transition to Teaching decisions made for program improvement are based upon multiple forms of assessment data.	a. Decisions regarding the continuation of candidates in the program are based on data from multiple assessment points. b. Requirements for the performance-based portfolio process are derived from the systematic review of program data analyses. c. Inter-rater reliability measures are instituted to assure implementation of program fidelity. d. Long-range strategic planning occurs regularly, based on the use of data for program improvement.	2002 – 2003	2003 - 2004

PROGRAM ASSESSMENT

RNBS Completion Program

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.	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 (Theorists Presentation) , NUR436 (Research Proposal) and NUR350 (Written Book Review) will apply relevant theories and research as scored by Faculty with input from the Assessment Director.	2001 Employer Survey: Knowledge & Skills = 4.7 Ethics = 4.8 Portfolio evaluation: 83.3% proficient	
2. Assume professional responsibility for the design, management, and coordination of outcome-oriented comprehensive nursing care in an evolving health care system.	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 (Nursing's Role in Health Care Systems); and NUR 490 (Management project proposal) will demonstrate design and management of nursing care as scored by an assessment committee.	2001Employer Survey: Leadership = 3.9 Management of materials = 4.5 nursing care = 4.7 2001 Alumni Survey: Leadership skills = 4.10 Portfolio evaluation: NUR205: 91% proficient NUR490 : 95% proficient NUR370 : 78% proficient	Re-write NUR490 (Management Course) strengthening materials management. New Leadership course. NUR370: Write in more faculty training on case management. Changed portfolio inclusions

3. Exhibit a commitment to lifelong learning and professionalism.	Alumni Survey indicates that at least 25% of graduates have enrolled in or completed a graduate degree within 5 years of graduation. 85% of portfolio inclusions for NUR 490 (Professional development plan) will demonstrate commitment to lifelong learning and professionalism as scored by an assessment committee.	2001 Alumni Survey: Lifelong learning = 4.27 Portfolio evaluation: 72.2% proficient	
4. Manage information, technology, and human resources pivotal to health promotion and risk reduction across the lifespan.	Mean scores on Employer Survey meet or exceed 4.0 on questions regarding managing information, technology and human resources. 85% of portfolio inclusions for NUR 490 (Analysis of Budget Workshop) and NUR 224 (Power Point presentation) will demonstrate ability to manage information, technology and human resources as scored by an assessment committee	2001 Employer Survey: Management of materials and human resources= 4.5 Portfolio evaluation: NUR490: 95% proficient	

5. Provide competent nursing care for diverse populations based upon ethical principles and Christian accountability.	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	2001 Employer Survey: Ethics = 4.8 Cultural diversity = 4.8 2001 Alumni Survey: Ethics and cultural diversity = 4.24 Portfolio Evaluation: Spring, 2004	
6. Demonstrate mastery of the scientific principles underlying technical skills.	Pathophysiology Pre/Post Test will demonstrate a 20% increase in knowledge. 85% of portfolio inclusions for NUR 334 (Physical assessment) 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% Portfolio evaluation: Spring, 2004	
7. Demonstrate critical thinking and effective communication in application of the nursing process.	85% of journal entries from practicum (NUR 370, NUR478) will demonstrate critical thinking and effective communication as scored by an assessment committee.	Portfolio evaluation, Spring, 2005	

| 8. Display value-based behaviors in the practice of holistic care of individuals, groups, and communities. | 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 (Paper describing values and value conflict) will display value-based behaviors as scored by an assessment committee. | Alumni Survey: Value based behaviors in holistic care = 4.33

Portfolio Evaluation: Spring, 2006 | |

Cynthia Tweedell
7/22/03

APS GENERAL EDUCATION

Objective	World Changer Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Demonstrate an understanding of a Christian worldview	1a- Basics of the Christian faith 3a- Commitment to truth 3c- Human worth 3d- Stewardship	**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.	**Ethics Writing Sample:** 70% had 10% improvement in Christian worldview	
2. Apply ethical thought and action in both a professional and personal setting.	1a- Basics of the Christian faith 1d- Integration of knowledge 3g- Agents of change	**Pre/post Ethics Writing Sample:** When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in ethical thought as indicated by a faculty written scoring rubric.	**Ethics Writing Sample** 80% had 10% improvement in ethical thought	
3. Exhibit values and skills necessary for lifelong learning	2e- Life-long learning	**Academic Profile:** Institutional scores will meet or exceed scores from a national sample of other comprehensive universities.	**Academic Profile:** IWU scores are slightly lower compared to national sample	
4. Comprehend complex reading materials	1b- Liberal arts foundation	**Academic Profile:** College Reading scores will meet or exceed scores from a national sample of comprehensive universities.	**Academic Profile:** IWU reading scores are comparable to a national sample.	
5. Apply critical thinking skills concerning ideas and performance.	1b- Liberal arts foundation 2b- Critical thinking	**Academic Profile:** Critical thinking scores will meet or exceed scores from a national sample of comprehensive universities. **Pre/post Ethics Writing Sample:** When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in critical thinking as indicated by a faculty-written scoring rubric.	**Academic Profile:** IWU critical thinking scores are slightly below a national sample. **Ethics Writing Samples:** 80% had 10% improvement on critical thinking.	
6. Develop skill in problem solving and decision making.	1d- Integration of knowledge 2a- Creativity 3d- Stewardship	**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.	**Ethics Writing Samples:** 80% had 10% improvement in problem solving.	

7. Demonstrate effective written communication skills.	2c- Communication	**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	**Essays:** 62.5% had a score of 3 or more on all 6 traits. Lowest trait was Conventions. **Academic Profile:** IWU scores are slightly below national sample.	
8. Demonstrate effective oral communication skills.	2c- Communication	**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.	**Oral Presentations:** 20% had a 10% improvement	
9. Exhibit the ability to find needed information.	1b- Liberal arts foundation 2f- Leadership	**Pre/post Writing Sample:** When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in information literacy as indicated by a faculty-written scoring rubric.	**Ethics Writing Samples:** 100% had a 10% improvement	
10. Demonstrate the ability to work effectively in teams.	3h- Selflessness 2a- Creativity 2f- Leadership 2g- Agents of change 3b- Inclusion	**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	

Other World Changer Outcomes Assessment Measures:
2d- Self discipline: assessed by graduation rates
3b- Inclusion: assessed by diversity in student profile

World Changer Outcomes Assessed in Major (Not applicable to General Education):
3e- Life calling
3f- Service
1c- Competency in a discipline

4/8/03
Cynthia Tweedell

World Changer Outcomes
Assessment Plan
ASB

Objective	Assessment Criteria & Procedures	Assessment Results
1 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 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. Personal Learning Anthology: 90% of BIL102 papers will show evidence of understanding of Christian world view as indicated by a faculty-written scoring rubric..	**Ethics Writing Sample:** 70% had 10% improvement in Christian worldview
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.	Academic Profile Scores are slightly lower than a national sample.
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 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..	2003 Graduation rate in Bachelor programs is 74% 60% scored "proficient"
INTEGRATION OF KNOWLEDGE: The integration of knowledge with one's faith across academic disciplines.	Pre/post Ethics Writing Sample: When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in ethical thought as indicated by a faculty written scoring rubric	**Ethics Writing Sample** 80% had 10% improvement in ethical thought

CREATIVITY: The ability to make connections between various bodies of information and to create new forms and structures.	Pre/post Ethics Writing Sample: When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in problem solving and decision making as indicated by a faculty-written scoring rubric Personal Learning Anthology: When a sample of 50 BUS 274 (ASB) or SOC 150 (ASGS) papers are reviewed by faculty, 90% will demonstrate a creative approach to problem solving.	**Ethics Writing Samples:** 80% had 10% improvement in problem solving
CRITICAL THINKING: The ability to process information both analytically and critically in order to determine the validity of competing truth claims, and to be an effective problem solver.	Academic Profile: Critical thinking scores will meet or exceed scores from a national sample of comprehensive universities. Pre/post Ethics Writing Sample: When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in critical thinking as indicated by a faculty-written scoring rubric.	**Academic Profile** IWU scores are slightly lower than national sample. **Ethics Writing Samples:** 80% had 10% improvement on critical thinking
COMMUNICATION: The ability to read critically, to write clearly, and to communicate effectively in various other forms	Essay Samples: When a sample of 50 are reviewed by faculty, 90% will have a score of 3 or more on each of 6 traits on a standardized writing rubric. Academic Profile: College writing scores will meet or exceed scores from a national sample of comprehensive universities Pre/post Oral Presentation: When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in oral communication skills as indicated by a faculty-written scoring rubric.	**Essays:** 62.5% had a score of 3 or more on all 6 traits. Lowest trait was Conventions **Academic Profile** IWU scores are slightly lower than national sample. **Oral Presentations:** 20% had a 10% improvement
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.	2003 graduation rates for bachelor students is 74%

LIFELONG LEARNING: The ability to discover and process information as a self-directed learner.	Academic Profile: Institutional scores will meet or exceed scores from a national sample of other comprehensive universities. Personal Learning Anthology (PLA) inclusions will exhibit values and skills necessary for lifelong learning.	**Academic Profile** IWU scores are slightly lower than a national sample. Lowest performance in math skills.
LEADERSHIP: The ability to effect change within various group settings; to martial resources to accomplish one's vision	Pre/post Group Process Assessment: When a sample of 50 assessments are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in group process as indicated by a Group Processes Assessment in the middle and end of their program.	**Group Process Assessment** 0% had a 10% improvement
SERVANTHOOD: The ability to see and meet the needs of others.	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.	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.	FY 2002-03: 19% of entering APS on site students of diverse background
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.	2002-03 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 sampling of 50 BIL102 (New Testament) 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 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 Student/faculty accounts of service	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 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. Student/faculty examples of selflessness	**Group Process Assessment** 0% had a 10% improvement

APS STUDENT SERVICES

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

Off Campus Library Services
Assessment Plan
2002/2003

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. In addition to MEd, MBA, RNBS, BSBIS core groups by the end of 2001/2002 academic year, all new MSM core groups will additionally have a structured BI session.		MSM starting course was rewritten to include OCLS as a part of the first course. Impacts number of BI sessions for OCLS	**Program improvement for MSM students in their information literacy skills.**
	b. By June 2000, provide online tutorials for all the major databases used by APS students.	*We have a Database Tutorial section on our OCLS web pages where several tutorials are available to students.	As of Jan 2003, PowerPoint tutorials were available from the OCLS website for specific instruction in each database available. *PowerPoints for bibliographic instruction are continuously updated and kept current *Unfortunately the programs that have developed since MBAOL have very little specific instruction for library services. This is resulting from the instructional designers.	**Program improvement**

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 3 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%	Continue to strive for a turnaround time of +99%..
3. To provide useful classroom bibliographic instruction in a face to face environment.	Scores of library related questions on the General Information Survey would meet or exceed 4.2 on a Likert scale of 5.	Monitor the GIS results on a quarterly basis.	Oct-Dec 2000: 3.9; 4.2 Jan-Mar 2001: 3.9; 4.2 Apr-Jun 2001: 3.9; 4.2 Jul-Sept 2001: 4.0; 4.1 Oct-Dec 2001: 4.0; 4.1 Jan-Mar 2002: 3.8; 4.1 Apr-Jun 2002: 3.8; 4.1 Jul-Sept 2002: 3.9; 4.1 Oct-Dec 2002: 4.0; 4.1	Program improvement

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 assist them in their ministries.	**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.	.	

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

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

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

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Graduate Counseling
Assessment Plan

Objectives	Criteria and Procedures	Assessment Results	Use of Results
1. Students will demonstrate mastery of comprehensive counseling curriculum	a. 95% pass rate on certification exam(of those who choose to take it) b. 90% Portfolio submissions reflect high comprehension as judged by a faculty designed rubric.		
2. Students will demonstrate mastery in reading, interpreting, evaluating and applying scholarly research	a.90% of students will produce a scholarly research proposal which is scored 4 out of 5 points on a faculty-written rubric. b. 90% of research papers in portfolio will reflect mastery of reading, interpreting, evaluating and applying scholarly research		
3. Students will demonstrate clinical expertise.	a. 90% of students will have 60% of clients report positive change on client survey. b. 100% of students will score "proficient" on clinical skills as measured by a faculty designed rubric of clinical experience.		
4. Students will demonstrate multicultural awareness in clinical practice.	90% of students' post tests on Multicultural Competency Scale show 50% improvement (Multicultural Counseling Course)		
5. Students will develop professional integrity	90% of students will be scored superior by supervisors and employers on professional integrity.		
6. Students will integrate faith and counseling practice.	Portfolio submission: 90% of students will score "proficient" on a faculty-designed rubric for a faith-integration paper.		
7. Students will demonstrate superior communication skills, including writing, speaking and listening.	Papers, presentations, clinical portfolio: 90% of student will score "superior" on faculty-designed rubrics.		

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