



**Adult and Graduate Studies
Annual Assessment Report
2009-2010**

**Harry D. Hall, Ed.D.
Associate Dean for Institutional Effectiveness
Patty Koontz
Assessment Specialist**

December 2010

Table of Contents

<u>Executive Summary</u>	3
<u>Higher Learning Commission Assessment Academy</u>	5
<u>CCCU Adult Student Learning Outcomes Project</u>	8
<u>Annual Survey Reports</u>	11
<u>Student Satisfaction Survey</u>	12
<u>Entrance Survey</u>	19
<u>End of Program</u>	24
<u>Graduation Rates</u>	27
<u>Spiritual Transformation Inventory</u>	32
<u>IE Assessment Goals</u>	34
<u>Five-Year Program Review and Assessment Schedule</u>	36

**Annual Assessment Report
College of Adult and Professional Studies
2009-2010**

**Harry D. Hall, Ed.D.
Associate Dean for Institutional Effectiveness**

Executive Summary

1. The highlights of assessment activities for FY 2009-10 include:
 - Reconfiguration of Class Climate and surveys to align with organizational changes;
 - Development of mission focused learning outcomes for graduate and undergraduate students based on World Changer Aims;
 - Participation in the Higher Learning Commission Assessment Academy and implementation of a project on assessment of World Changer Outcomes;
 - Completion of the Higher Learning Commission re-accreditation visit;
 - Third year of a joint project with a group of other Christian colleges to benchmark student learning outcomes in Christian worldview, critical thinking and written communication;
 - Application of an Adult Spiritual Formation Inventory in collaboration with a Task Force from several CCCU colleges; and
 - Continuing work on CCCU Task Forces on Retention in Adult Education, Spiritual Development of Adult Students, and Return on Investment in Adult Programs.
 - School annual assessment reports will be prepared and published by the respective schools (SOEL, SBL, SON, SEM, and SOLA)

2. [Assessment Academy](#). The Academy has continued to develop university outcomes in general and specifically for general education. Additionally, Dr. Sprowl has coordinated a writing assessment that will assess written communication across all colleges in the university and those results should be available in the early summer next year. The CAPS faculty committees have developed graduate and undergraduate mission learning outcomes and those will be incorporated into the curriculum. Additionally, one of the outcomes will be assessed as a pilot to determine the best way to integrate those outcomes and rubrics. The results of the pilot assessment will be included in the final Assessment Academy report late next summer.

3. The results of three years of data for the [CCCU Adult Student Learning Outcomes Project](#) for 2010 indicate that for most measures all students experience significant change (pre versus post-tests). However, two conclusions can be made when comparing IWU with other CCCU schools: the first is that IWU students consistently have lower pre-test scores than other CCCU schools in all three measures and, secondly, IWU scores do not indicate a similar magnitude of change (pre and post-test scores) when compared to the other CCCU schools. With the exception of Christian Worldview, the other schools have experienced more consistent growth. Although the pre and post-test results were not from the same students, IWU appears to be less influential on improving the academic and spiritual growth of our students as compared to the other CCCU schools' students in this study.

4. The [Student Survey](#) data indicates a changing population of students however, Student Satisfaction [Survey](#) data of student support functions indicate that, although we have demonstrated steady and significant overall improvement in providing quality service to our student community, we still have areas that need improvement such as graduate advising. Notable for their improvement of the past five years are Enrollment Services, Chaplaincy, Records, Accounting, and Financial Aid. Student Services is to be commended for adopting an assessment plan, analyzing the results, and improving their operations as evidenced by the increase in student satisfaction scores. [Entrance Survey](#) and [End-of-Program](#) data indicate that our students are changing with the shifting economy and social conditions. Both sets of data confirm that the percentage of females in our programs is increasing. Our graduates are very satisfied with the education and support they receive and would recommend our programs.
5. Our [graduation rates](#) remain excellent but some programs obviously have room for improvement. There is significant improvement of graduation rates in our online programs which may be influenced by our growth in online delivery effectiveness as those programs mature. Overall, we are significantly above national and state norms.
6. The [Spiritual Transformation Inventory](#) is one of the research components of the CCCU Research Center in Adult Learning. These data are not from the same students in each survey however the results indicate that we do not appear to have a noticeable impact on the spiritual lives of our students. This would seem to support or confirm the possible conclusions of the [CCCU Adult Student Learning Outcomes Project](#).

[Return to Table of Contents](#)

Higher Learning Commission Assessment Academy

During 2007 Indiana Wesleyan University began participation in the Higher Learning Commission Assessment Academy (AA). This is a four-year commitment to develop a culture of assessment by pursuing various assessment projects.

The Academy Team consists of the following members:

Cynthia Tweedell, Executive Director, CCCU Center for Research

Don Sprowl, Assistant VP of Institutional Research, Chair

Darlene Bressler, Assistant VP of CAS

Jim Fuller, Dean of CGS

Harry Hall, Associate Dean for Institutional Effectiveness

Chuck Roome, CAPS Faculty

Bill Millard, CAS Faculty

Mark Gerig, CGS Faculty

At an intensive workshop in Lisle, IL, the Academy Team formulated a plan to clarify and assess the World Changer Outcomes. In monthly meetings following this workshop, the Team reviewed and mapped the Outcomes with the IWU mission. Then Task Forces met to consider criteria and means to measure these Outcomes on the bachelor and graduate level.

As that effort continued, it became clear that, in addition to the World Changer Aims (WCA) (formerly World Changer Outcomes), we needed specific student learning outcomes or objectives drawn from WCA and focused on character, scholarship, and leadership. A framework was developed based on WCA. That framework has served to guide CAPS faculty committees (undergraduate and graduate) as they developed measurable student learning outcomes (see the following outcome charts) that undergraduate and graduate students would be expected to attain as they matriculated. Eventually, all graduates of CAPS will be expected to have demonstrated proficiency in those learning outcomes during their programs. One of these outcomes will be assessed as a pilot project and the outcome included in the Academic Academy final report next year.

As a parallel and supporting effort, the AA has focused on a meta-analysis of the written communications outcome from WCA as a measure that cuts across the entire university. Consequently, AA team members will identify and collect appropriate student writing artifacts from courses at the 100, 400, and 500 levels. Using the Association of American Colleges and Universities (AAC&U) VALUE Rubric, a team of evaluators will assess a sample of artifacts from those gathered. Data will be analyzed and results shared with the faculty by mid-February, 2011.

CAPS Undergraduate Mission Learning Outcomes

Intended Learning Outcomes	1. Character Who we are; what we stand for	2. Scholarship The systematic inquiry and study of a career field	3. Leadership The ability to guide and influence others
1. Knowledge (what I need to learn) The understanding and appreciation of history, facts, principles, issues, and understandings in a career field	Who we are influences what we do and how we act	Developing scholarly appreciation of a career field	Leadership within chosen field of study
	1.1 Students will explain ethical, Christ-like attitudes, values, and worldview.	2.1 Students will describe theoretical principles and practical understandings of a career field or academic discipline.	3.1 Students will describe leadership principles related to a career field or academic discipline.
2. Skills (what I am called to do) The ability to effectively apply the relevant knowledge in a career field	Application of the knowledge of who we are	Developing scholarly skills	Leading others
	1.2 Students will demonstrate ethical, Christ-like service to the communities in which they interact.	2.2 Students will demonstrate competence and practical application of relevant theories within a career field or academic discipline.	3.2 Students will apply leadership principles related to a career field or academic discipline.
3. Dispositions (who I am called to be) Attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors	Application of dispositions (character)	Critical thinking and lifelong learning	Changing the world by Influencing others
	1.3 Students will apply ethical, Christ-like attitudes, values, and worldview within the context of a career field or academic discipline.	2.3 Students will demonstrate a personal conviction of the importance of critical thinking and lifelong learning.	3.3 Students will articulate a philosophy of leadership related to a career field or academic discipline.

[Return to Table of Contents](#)

CAPS Graduate Mission Learning Outcomes

Intended Learning Outcomes	1. Character Who we are; what we stand for	2. Scholarship The systematic inquiry and study of one's chosen field	3. Leadership The ability to guide and influence others
Dispositions –Who I am called to be Attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors	Articulate dispositions (character)	Critical thinking and lifelong learning	Changing the world by Influencing others
	1.1 Graduate students will articulate ethical, Christ-like attitudes, values, and worldview in their professional behaviors in their chosen field of study.	2.1 Graduate students will demonstrate an ongoing, personal conviction for critical thinking and lifelong learning in the study of their chosen field.	3.1 Graduate students will create a personal philosophy of leadership related to their chosen field.
Knowledge—What I need to learn The understanding and appreciation of history, facts, principles, issues, and understandings in one's chosen field	Application of the knowledge of who we should be	Developing scholarly appreciation of my chosen field	Analyzing and understanding the history, issues, and principles of leadership
	1.2 Graduate students will apply an understanding of ethical, Christ-like attitudes, values, and worldview to their professional field.	2.2 Graduate students will analyze and synthesize theoretical principles and practical understandings of their chosen field.	3.2 Graduate students will analyze and synthesize leadership principles related to their chosen field.
Skills—What I am called to do The ability to effectively apply the relevant knowledge in one's chosen field	Who we are influences what we do and how we act	Contribution of chosen field of study to the history and development of human knowledge and understanding	Leadership within my chosen field of study
	1.3 Graduate students will demonstrate ethical, Christ-like service to the communities in which they interact.	2.3 Graduate students will demonstrate graduate-level competence and practical application of relevant theories within their chosen field.	3.3 Graduate students will demonstrate leadership abilities in the purposeful guidance and influence of others.

[Return to Table of Contents](#)

CCCU Adult Student Learning Outcomes Project

This project, directed by Dr. Cynthia Tweedell, was initiated at a 2007 CCCU Consultation with deans/directors of adult programs at several CCCU schools. A Task Force was formed which met several times via conference call and implemented the following project:

- The Task Force developed a rubric and writing prompt
- IWU collected essays from several Christian colleges (early & late in their programs)
- Faculty from various colleges scored the essays
- Each college's scores were benchmarked against the sample as a whole.
- Although the students who took the pre-test are not those who took the post-test, these data give a reasonably accurate picture of the students' abilities in terms of critical thinking, Christian Worldview, and written communication.

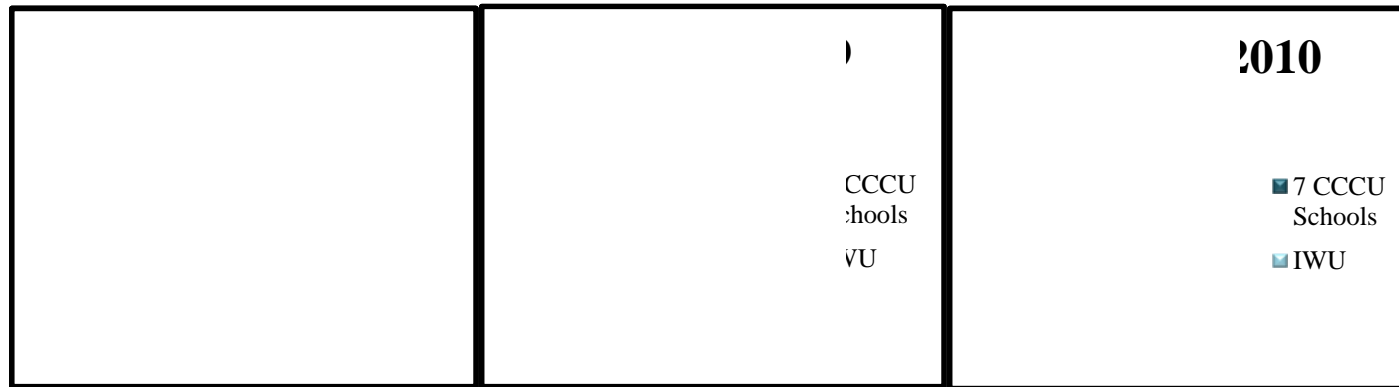
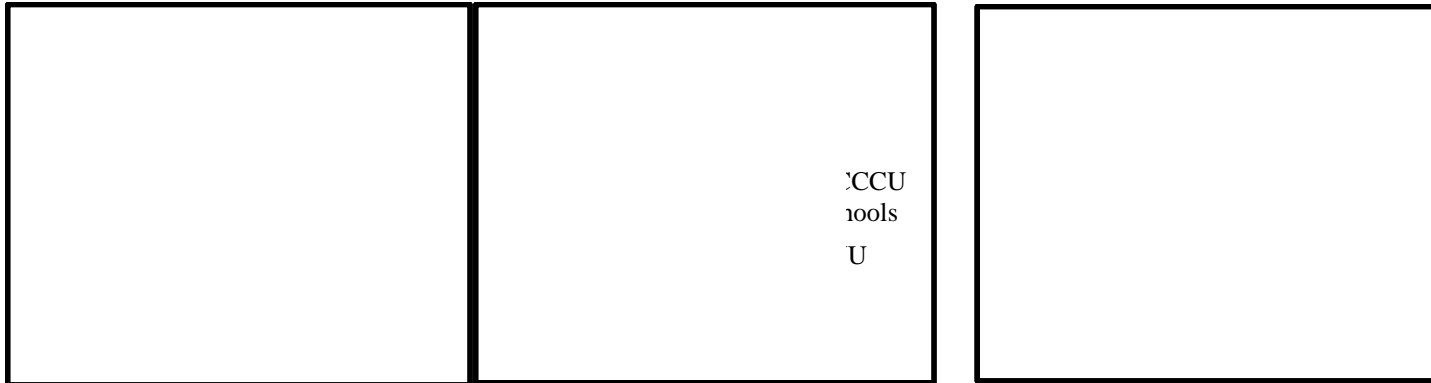
1. Comparison of Pre and Post Tests

Pre test

	2008		2009		2010	
	6 CCCU Schools	IWU	5 CCCU Schools	IWU	7 CCCU Schools	IWU
	Mean	Mean	Mean	Mean	Mean	Mean
Critical Thinking	3.27	2.84	3.10	2.86	3.28	3.1
Christian Worldview	1.92	2.32	1.77	1.49	1.9	1.4
Written communication	3.06	2.73	2.82	3.02	3.18	2.99

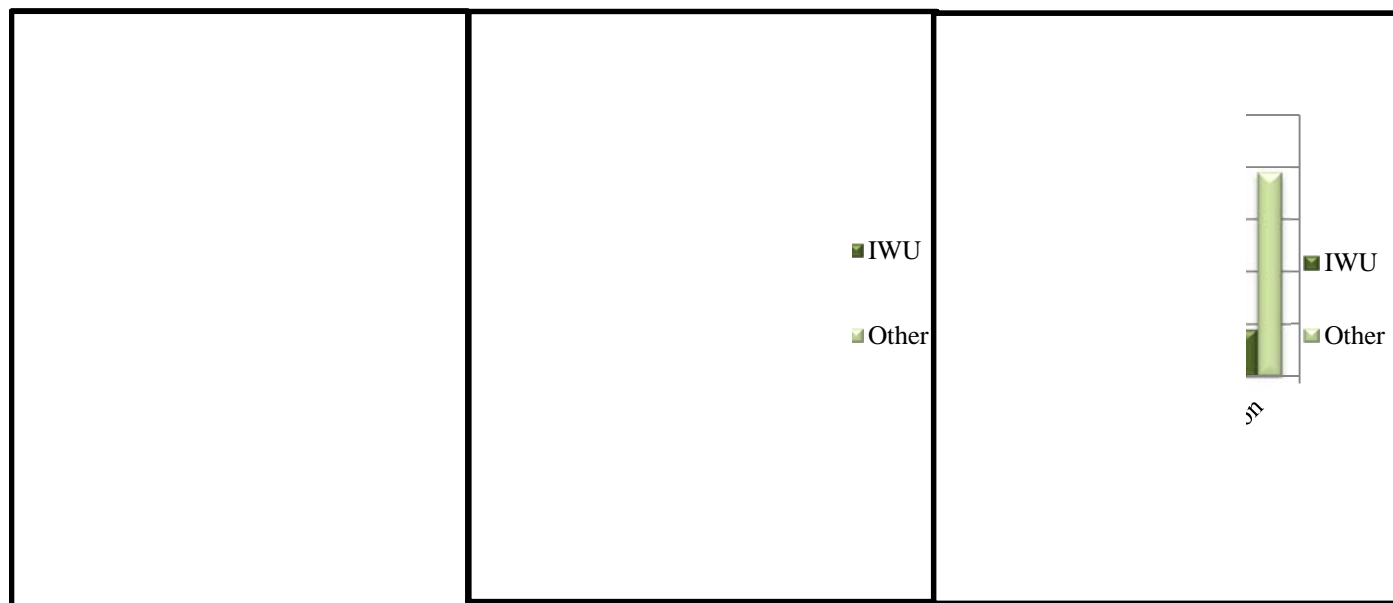
Post test

	2008		2009		2010	
	6 CCCU Schools	IWU	5 CCCU Schools	IWU	7 CCCU Schools	IWU
	Mean	Mean	Mean	Mean	Mean	Mean
Critical Thinking	3.49	3.14	3.34	3.62	3.56	3.15
Christian Worldview	1.83	2.03	1.97	1.51	2.25	1.54
Written communication	3.36	3.44	3.49	3.60	3.54	3.08



2. Benchmarking change between Pre and Post-Tests
 Indiana Wesleyan Compared to other CCCU schools.

College	2008		2009		2010	
	IWU	Other	IWU	Other	IWU	Other
Critical Thinking	0.30	0.22	0.76	0.24	0.06	0.32
Christian Worldview	-0.29	-0.09	0.02	0.20	0.12	0.39
Written Communication	0.71	0.30	0.58	0.67	0.09	0.39



[Return to Table of Contents](#)

Annual Survey Reports Summary

Meeting the needs of our students is one of our most important tasks as a college and university. Therefore, we seek out their input at several important points in their program. Annually, we administer a Student Satisfaction Survey to all CAPS students. Each student receives an Entrance Survey in the first class of their program and an End-of-Course survey at the end of each course. Most students' End-of-Course Surveys include questions about effectiveness of the instructor and curriculum. The End-of-Program Survey is administered at the end of many CAPS programs. Administrators receive results from the End-of-Course and End-of-Program survey. The graduation rate by program is the final report. Annual summaries of these surveys are provided here. The results of the surveys follow this summary.

1. The [Student Satisfaction Survey](#) report gives the undergraduate, graduate, and then cumulative scores from the Student Satisfaction Survey. There is significant improvement from last year to this year in all areas. Many areas have remarkable improvement and the college as a whole has consistently improved over the last three years. While there are still opportunities to grow, it is very clear that better meeting our students' needs has been a goal for everyone and that we are making sustained progress toward that end.
2. In the [Entrance Survey](#) report:
 - a. On the first question it appears that most of our students take their classes online. This may result from a higher proportion of our online students responding to the Entrance Survey which is also online. As our onsite classes become more engaged with the use of online features such as Blackboard, it is hoped that they will have a better response rate to this survey.
 - b. There appears to be a significant increase in those selecting IWU because of a desire to change careers and fewer for self-development.
 - c. There is a significant increase (question 8) in the proportion of females as compared to males.
 - d. Baptists, Christian (non-denominational), and Roman Catholic remain the dominate student denominational identities.
3. The [End-of-Program Survey](#) shows that our graduates are satisfied with their educational experience. They are particularly satisfied with the convenience of the program (registration and program length) and appreciate the helpfulness of faculty and faith component of the curriculum. The results of questions 8, 9, and 10, although unchanged from last year, could be viewed as not particularly impressive for a Christ-centered university that seeks to enhance the spiritual experience and faith of its students.
4. [Graduation Statistics Summary](#):
Most adult/graduate schools find it very difficult to track such graduation rates because adult students are not following prescribed programs like traditional students. Obviously, our cohort model provides us with the ability to track them but we still have difficulty accounting for students who drop out of one cohort and then back into a later cohort or shift between online and onsite programs. Student Services does an excellent job in providing this data given those challenges. Some observations:

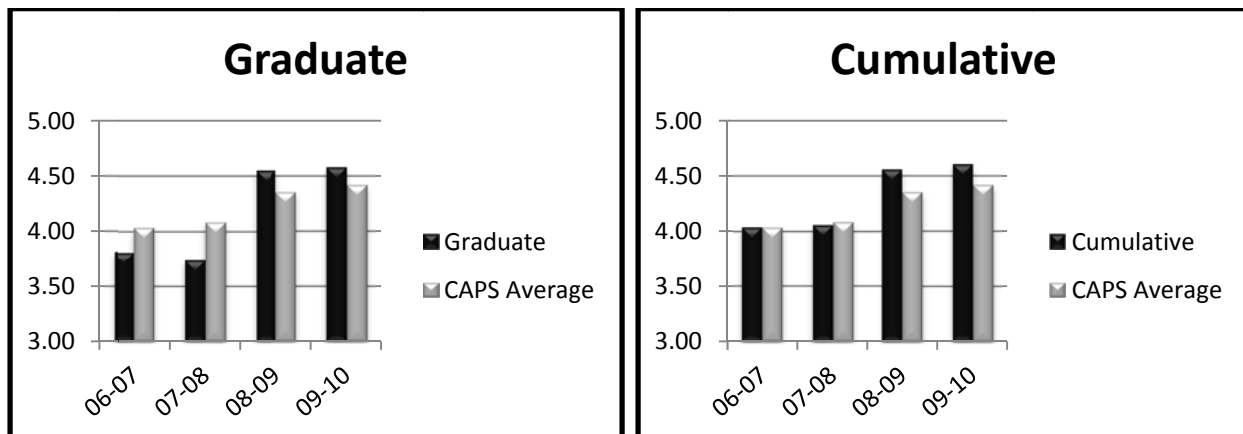
- a. Overall, our graduate programs are doing exceptionally well considering that nationally graduate programs only have an estimated graduation rate of less than 50%;
- b. While our associates programs have a low graduation rate, approximately 12% transfer over to a bachelors program and are considered as non-graduates;
- c. Generally, our online programs have a lower graduation rate although in 2009 some programs made dramatic improvements (for example, MEDO increased to over 75% and NREO to 64%);
- d. Although we do not have the data, experience tells us that, since most of our online students are in the three-state area, some drop into an onsite programs if they find that online is suited to them; and
- e. Since the graduation rate is cumulative, year-to-year changes tend to be smoothed over and not noticeable. Therefore, changes in rates such as with our online programs are significant.

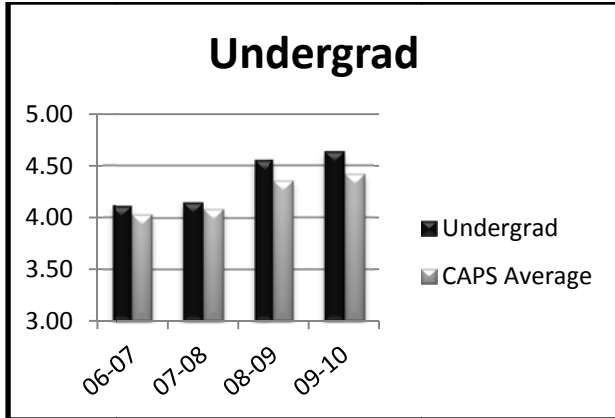
[Return to Table of Contents](#)

Student Satisfaction Survey

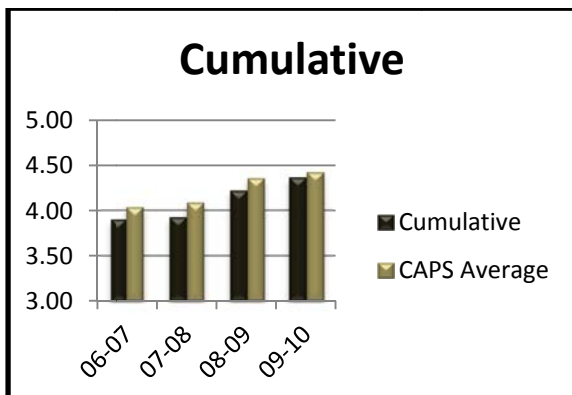
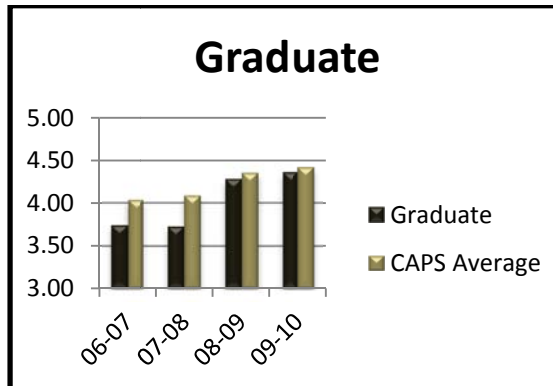
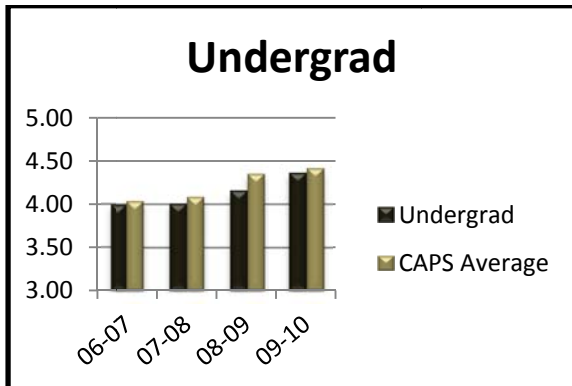
This report contains a graphical data analysis of the results to the survey titled Student Satisfaction Survey. The results analysis includes data from all respondents who took the survey in the 39 day period from Friday, June 4, 2010 to Monday, July 12, 2010. Out of 11,015 surveys that were sent to student email accounts, 3,865 completed responses were received during this time. This indicates a 35% return rate for the Student Satisfaction Survey.

Enrollment Services

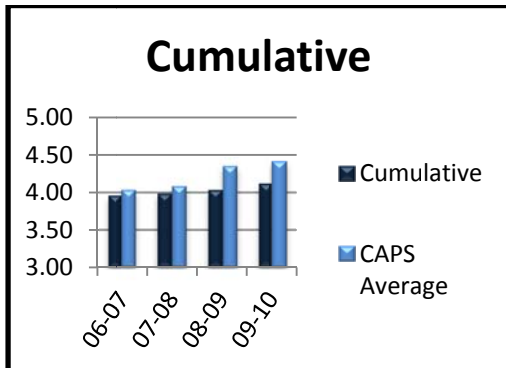
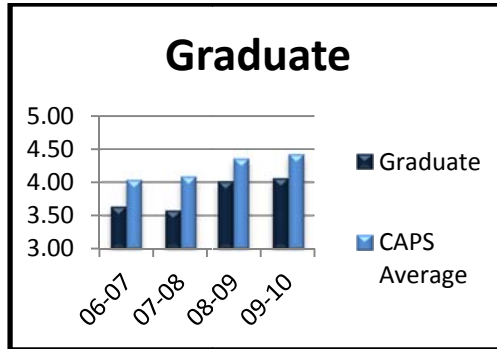
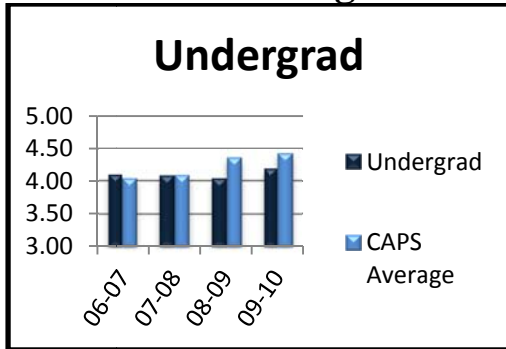




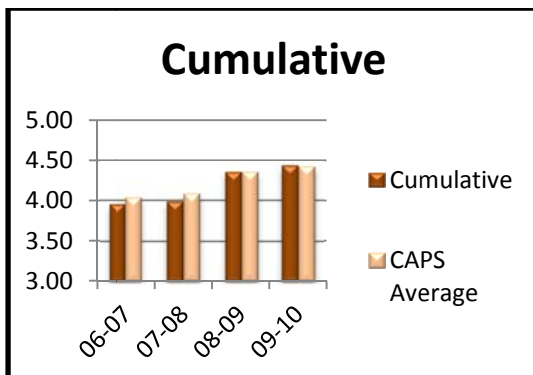
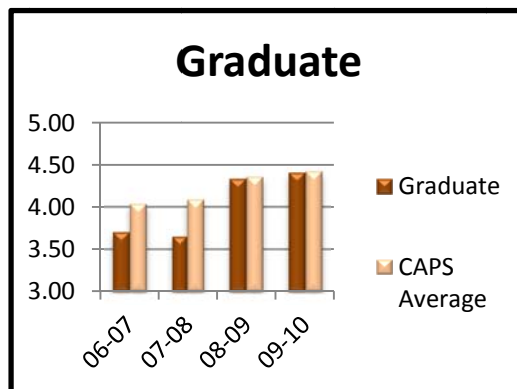
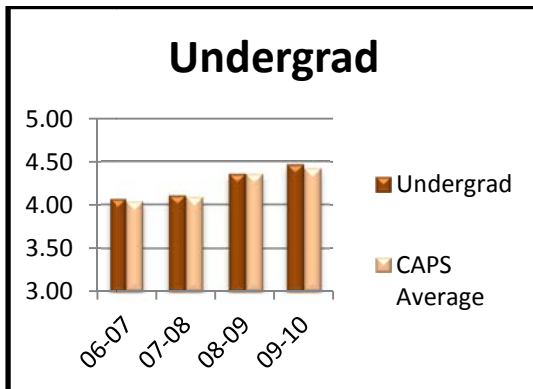
Financial Aid



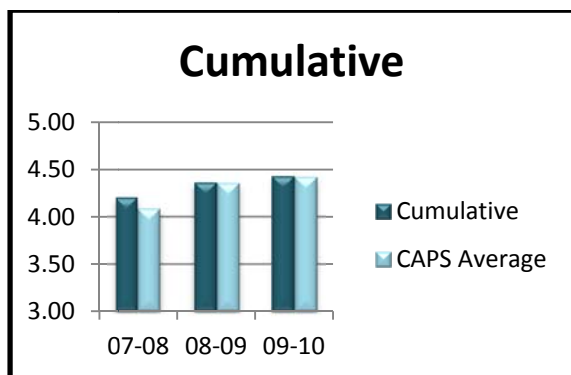
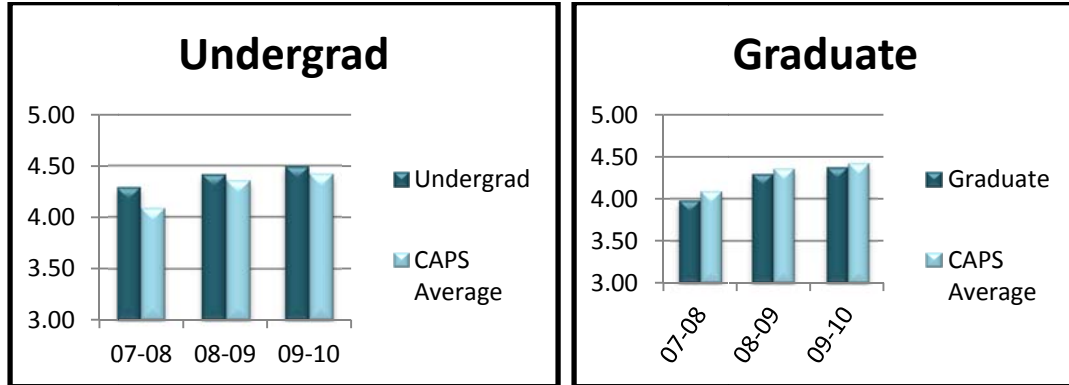
Academic Advising



Records

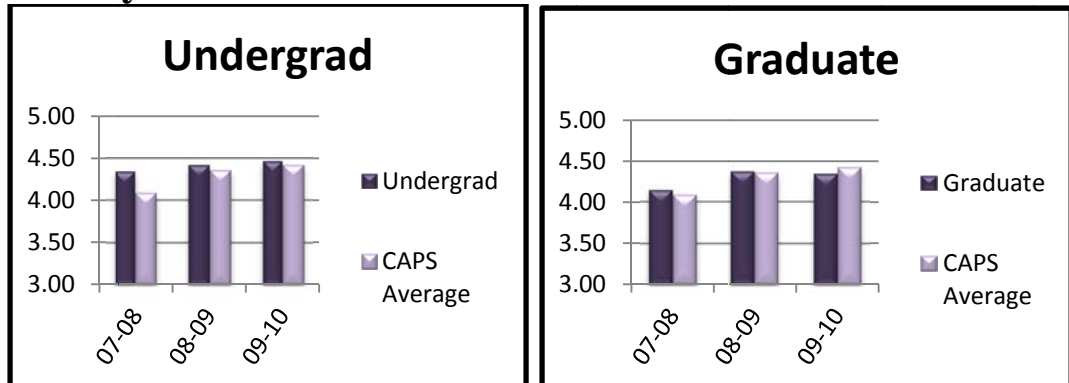


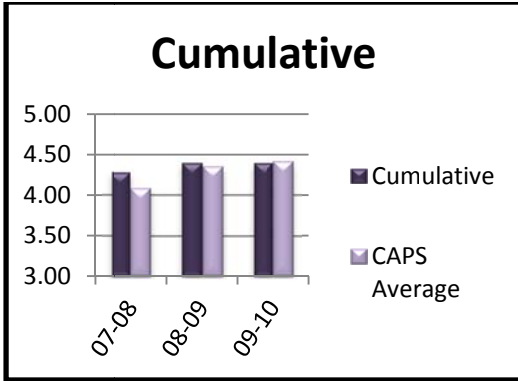
Facilities



*The 'Facilities' question was not asked in the 06-07 survey

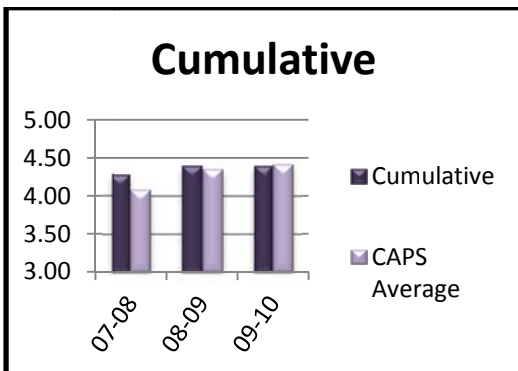
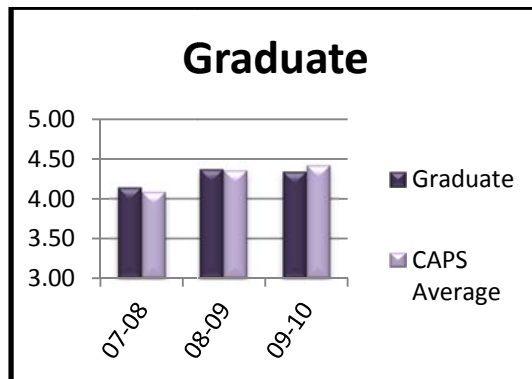
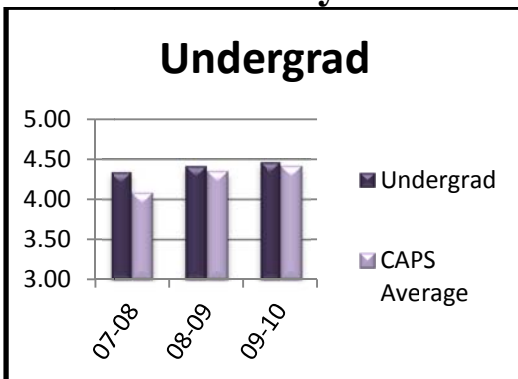
Facility Staff



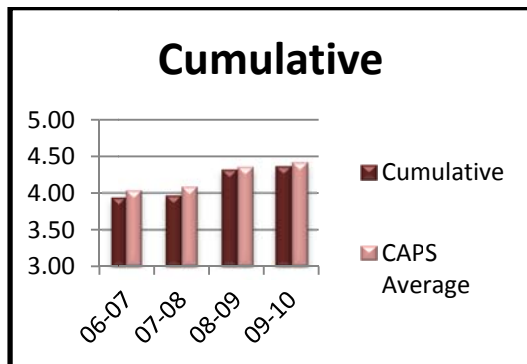
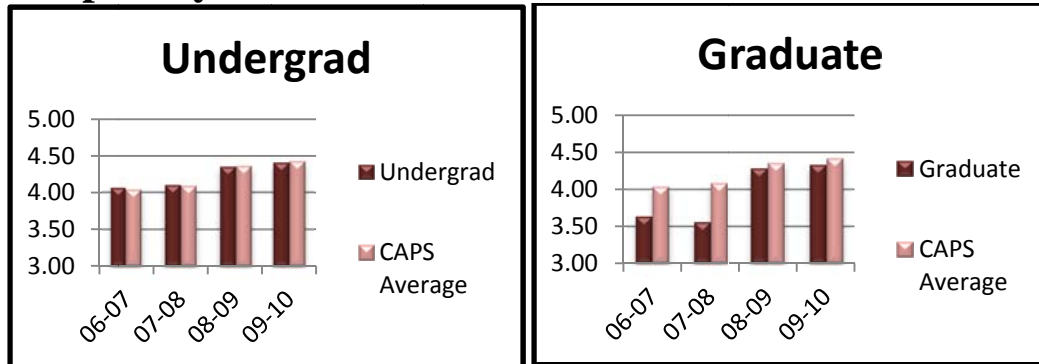


*The 'Facility Staff' question was not asked in the 06-07 survey

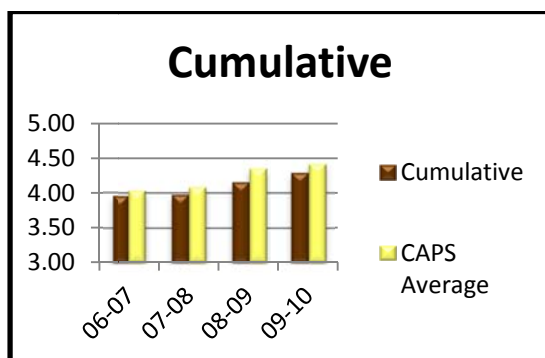
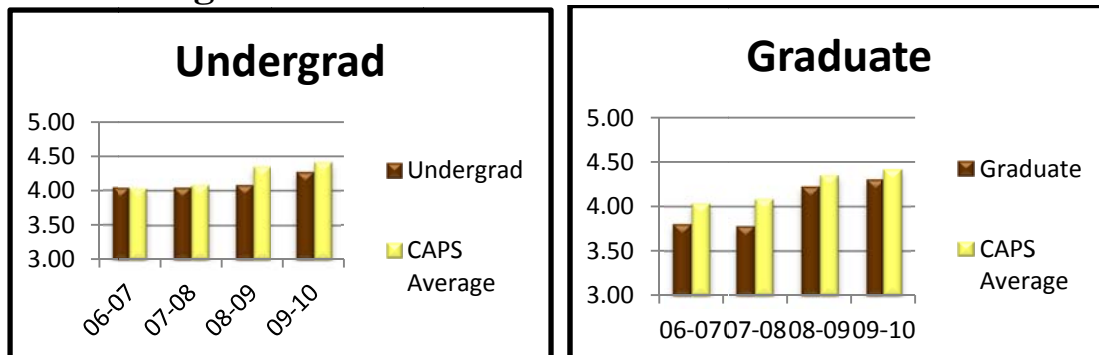
Textbook Delivery



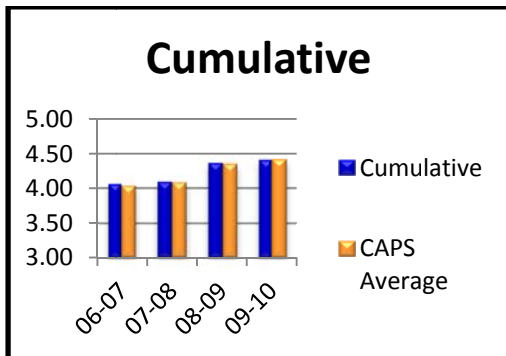
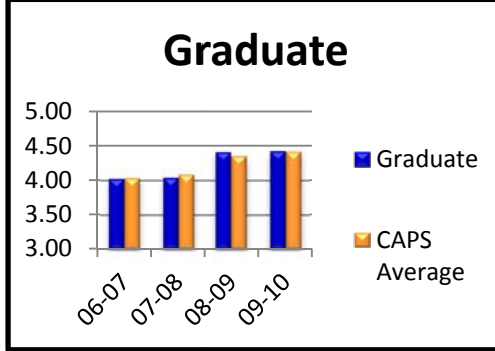
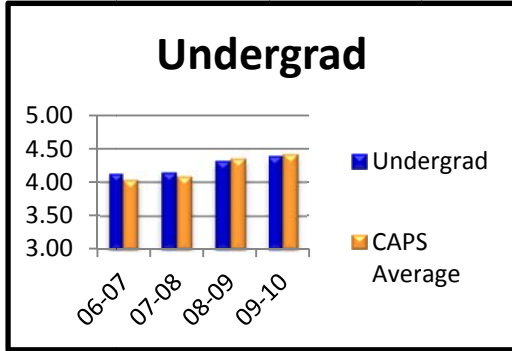
Chaplaincy



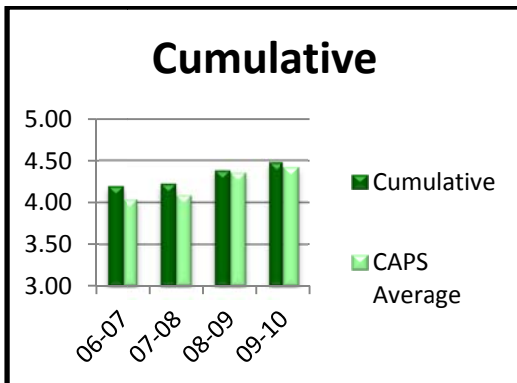
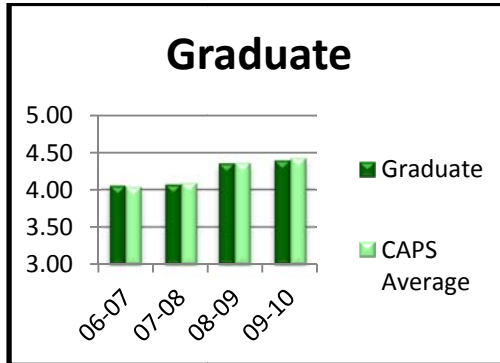
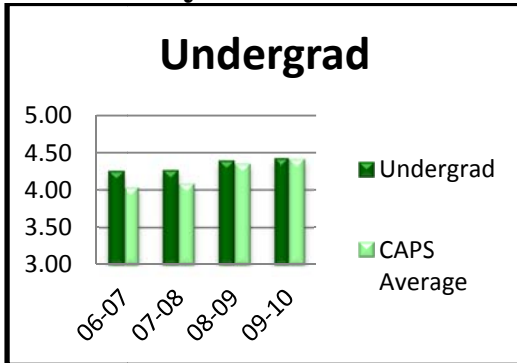
Accounting



Library Services



University Staff



[Return to Table of Contents](#)

ENTRANCE SURVEY ANNUAL REPORT

1. Where do you take your class?

	07-08	08-09	09-10
Combination online/onsite (Eduflex)	1.4%	2.1%	0.0%
Online Program	3.9%	34.1%	81.3%
Onsite Program	20.0%	0.0%	0.0%
Cincinnati, OH	8.5%	8.1%	0.9%
Cleveland, OH	3.1%	5.2%	2.5%
Columbus, OH	0.0%	0.0%	0.0%
Dayton, OH	4.5%	5.4%	0.8%
Indiana	35.2%	37.4%	12.3%
Lexington, KY	1.3%	2.8%	0.2%
Louisville, KY	6.9%	4.8%	2.0%
Total	4,403	3,179	2,116

2. Why did you choose to get a university degree at this point in your life?(5=very important, 4=important, 3=somewhat important, 2=little important, 1=not important)

	07-08 Mean	08-09 Mean	09-10 Mean
2a. Career advancement.	4.43	4.43	4.21
2b. Salary increase.	4.17	4.13	3.18
2c. Desire to change careers.	3.21	3.26	4.46
2d. Personal satisfaction of having degree.	4.44	4.42	4.55
2e. Self-development.	4.55	4.56	3.98
2f. Need to develop specific skills.	3.89	3.92	4.1
2g. Job security.	3.82	3.96	4.05
2h. God's calling in your life.	3.98	4.03	2.57

3. What was your primary reason for returning to complete your college degree?

	07-08	08-09	09-10
Personal Satisfaction	33.8%	31.1%	26.6%
Development of a New Career	21.1%	20.2%	13.4%
Career Advancement	42.6%	41.6%	39.3%
Job security	1.1%	3.0%	8.8%
God calling	0.8%	2.9%	8.5%
Other	0.6%	1.1%	3.4%
Total	4,314	3,152	2,108

4. Currently enrolled?

	07-08	08-09	09-10
ASA	1.2%	1.8%	1.9%
ASB	12.5%	17.5%	6.5%
ASCIS	0.7%	1.4%	1.8%
ASCJ	0.6%	0.8%	0.3%
ASGS	0.5%	0.3%	0.1%
ASMO	0.4%	0.8%	0.1%
BSA	3.3%	2.4%	4.9%
BSBA	5.3%	3.9%	5.0%
BIS	2.5%	2.0%	3.2%
BSCJ	0.0%	0.1%	0.2%
BSGS	0.9%	0.8%	0.0%
BSM	14.4%	10.6%	8.0%
BSMK	0.1%	1.1%	0.9%
ELM/ELMO	1.2%	0.9%	1.3%
Grad NUR	3.6%	3.0%	0.1%
MAML	0.4%	0.8%	0.0%
MAYM	0.0%	0.1%	0.0%
MBA	15.5%	13.9%	15.4%
MED	12.0%	8.4%	8.0%
MSM	4.9%	6.3%	8.6%
PLP	1.6%	1.7%	0.0%
RNBS	15.5%	16.5%	31.8%
TTT	2.2%	3.6%	1.0%
CBE	0.0%	0.3%	0.0%
Other	0.6%	1.3%	0.9%
Total	4,407	3,175	2,112

5. Why did you choose Indiana Wesleyan University?(5=very important, 4=important, 3=somewhat important, 2=little important, 1=not important)

	07-08 Mean	08-09 Mean	09-10 Mean
6a. Convenience.	4.6	4.53	3.96
6b. Location	4.07	4.06	3.82
6c. Acceptance of previous college credits.	3.63	3.58	4.77
6d. Compatible with personal schedule.	4.73	4.69	4.48
6e. Program specifically designed for the adult student.	4.45	4.43	4.32
6f. Academic reputation of IWU.	4.14	4.14	4.3
6g. Opportunity for faster degree completion.	4.43	4.39	4.33
6h. Like the format of the program.	4.33	4.31	4.08
6i. Christian world view.	4.03	4.02	2.7
6j. Employer reimbursement.	2.84	2.87	1.68

6. What is your primary reason for choosing IWU over other universities?

	07-08	08-09	09-10
Convenience	66.2%	61.5%	58.3%
Academic reputation	13.2%	16.1%	18.8%
Christian world view	17.1%	17.8%	19.7%
Affordability	3.6%	4.6%	0.0%
Employer reimbursement			3.2%
Total	4,432	3,179	2,113

7. How important were the following people in your decision to choose IWU? (5=very important, 4=important, 3=somewhat important, 2=little important, 1=not important)

	07-08 Mean	08-09 Mean	09-10 Mean
8a. Current student(s).	2.67	2.69	2.82
8b. Former student(s).	2.84	2.9	2.12
8c. Employer.	2.25	2.29	2.03
8d. IWU Faculty member.	2.3	2.37	2.34
8e. IWU Staff or administrator.	2.6	2.67	1.76

8. What is your gender?

	07-08	08-09	09-10
Male	32.4%	32.9%	24.5%
Female	67.6%	67.1%	75.5%
Total	4,432	3,179	2,106

9. What is your race?

	07-08	08-09	09-10
African	0.8%	1.2%	0.6%
African American	15.9%	17.5%	13.0%
American Indian	0.0%	0.0%	0.2%
Asian	0.9%	0.8%	1.1%
Caucasian	77.9%	76.3%	81.0%
Hispanic	2.3%	2.4%	1.8%
Multi-racial	1.5%	1.2%	1.3%
Native American	0.1%	0.0%	0.3%
Other	0.6%	0.7%	0.7%
Total	4,432	3,179	2,066

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

	07-08	08-09	09-10
Never	4.5%	5.5%	2.6%
Less than 1 year	29.3%	25.8%	30.3%
1-3 years	23.1%	20.9%	23.0%
3-5 years	13.8%	14.5%	13.1%
5-10 years	13.4%	14.6%	14.0%
Over 10 years	15.8%	18.7%	17.0%
Total	4,417	3,165	2,115

11. What is your family income?

	07-08	08-09	09-10
Under \$19,999	3.0%	4.5%	5.1%
\$20,000-\$40,999	20.2%	19.2%	20.7%
\$41,000-\$60,999	22.3%	21.9%	25.8%
\$61,000-\$80,999	21.1%	22.1%	18.5%
\$81,000-\$100,999	15.6%	14.8%	13.1%
Over \$100,000	17.7%	17.4%	16.7%
Total	4,231	2,995	1,948

12. Do you consider yourself a Christian?

	07-08	08-09	09-10
Yes	92.7%	93.4%	92.6%
No	3.3%	3.1%	3.8%
Don't Know	4.1%	3.5%	3.5%
Total	4,356	3,112	2,054

13. How often do you pray?

	07-08	08-09	09-10
At least daily	57.6%	59.0%	57.8%
A couple times a week	22.6%	21.6%	23.4%
Once a week	6.4%	6.1%	5.4%
Seldom	11.7%	11.7%	10.6%
Never	1.8%	1.5%	2.8%
Total	4,334	3,075	2,027

14. How often do you attend church?

	07-08	08-09	09-10
Weekly	42.3%	42.6%	38.8%
A couple times a month	15.1%	15.3%	15.8%
Once a month	5.5%	5.5%	6.1%
A couple times a year	18.7%	19.5%	17.2%
Rarely or never	18.3%	17.1%	22.1%
Total	4,305	3,047	1,972

15. With what denomination/religion do you identify?

	07-08	08-09	09-10
African Methodist Episcopal (AME)	0.4%	0.4%	0.6%
Apostolic	1.3%	1.1%	1.3%
Assembly of God	1.6%	1.0%	1.6%
Baptist	18.1%	17.4%	17.2%
Buddhist	0.1%	0.3%	0.2%
Charismatic	0.5%	0.5%	0.2%
Christian & Missionary Alliance	1.3%	0.9%	1.0%
Christian non-denominational	23.0%	23.8%	25.3%
Church of Brethren	0.4%	0.5%	0.4%
Church of Christ	2.6%	3.3%	2.7%
Church of God	2.5%	1.9%	2.3%
Disciples of Christ	1.0%	1.1%	0.9%
Episcopalian	0.7%	0.7%	1.1%
Evangelical Covenant	0.1%	0.1%	0.2%
Evangelical Free	0.4%	0.7%	0.3%
Friends	0.1%	0.3%	0.2%
Hindu	0.2%	0.1%	0.1%
Jehovah's Witness	0.5%	0.4%	0.2%
Jewish	0.2%	0.3%	0.3%
Latter Day Saints (Mormon)	0.5%	0.4%	0.7%
Lutheran	4.5%	4.4%	4.0%
Mennonite	0.2%	0.1%	0.3%
Missionary	0.7%	0.5%	0.5%
Muslim	0.2%	0.3%	0.2%
Native American Religion	0.1%		0.0%
Nazarene	1.7%	1.6%	1.4%
Other	6.4%	6.3%	3.3%
Orthodox	4%	0.3%	0.2%
Pentecostal	1.9%	2.5%	2.3%
Presbyterian	1.9%	2.3%	0.9%
Roman Catholic	15.8%	15.5%	14.3%
Seventh Day Adventist	0.4%	0.5%	0.7%
Unitarian	0.3%	0.3%	0.2%
United Methodist	7.8%	7.4%	7.6%
Wesleyan	1.9%	2.2%	1.7%
Wiccan/Witch	0.1%	0.1%	0.3%
Word of Faith	0.0%	0.1%	0.1%
None	0.1%	0.6%	5.2%
Total	4,268	3,034	1,977

[Return to Table of Contents](#)

END-OF-PROGRAM SURVEY ANNUAL REPORT

1. What is your age?

	07-08	08-09	09-10
25 or under yr. old	3.8%	4.9%	3.7%
26-35 yr. old	38.2%	36.6%	37.8%
36-45 yr. old	34.5%	35.6%	32.4%
46-55 yr. old	21.6%	20.9%	22.8%
Over 55 yr. old	1.9%	2.0%	3.3%
Total	1,486	800	1000

2. What is your gender?

	07-08	08-09	09-10
Male	34.5%	40.3%	29.1%
Female	65.5%	59.7%	70.9%
Total	1,396	772	998

3. How important were each of these items in your decision to enroll in the program? (5=very important, 4=more important, 3=important, 2=little important, 1=not important)

	07-08 Mean	08-09 Mean	09-10 Mean
3a. Program designed for adult students.	4.67	4.69	4.7
3b. Fitting into personal schedule.	4.83	4.82	4.87
3c. Academic reputation of IWU.	4.22	4.21	4.31
3d. Acceptance of previous credits.	4.01	3.92	3.89
3e. Convenient location of classes.	4.45	4.35	4.39
3f. Faculty who are practitioners.	4.08	4.06	3.96
3g. Quality of electives.	3.79	3.72	3.54
3h. Opportunity for faster degree completion.	4.53	4.47	4.42
3i. Cohort community.	3.77	3.76	3.76
3j. Christian world view.	4.03	3.95	4.02
Valid N (list wise)	1,491	798	969

4. How would you rate the quality of these items during your program? (5=excellent, 4=good, 3=neutral, 2=Fair, 1=poor)

	07-08 Mean	08-09 Mean	09-10 Mean
4a. Program length.	4.46	4.45	4.47
4b. Quality of instruction.	4.22	4.23	4.24
4c. Quality of overall course content.	4.26	4.28	4.3
4d. Interaction opportunities with faculty.	4.24	4.19	4.17
4e. Helpfulness of faculty.	4.32	4.3	4.29
4f. Registration procedures.	4.31	4.33	4.47

4g. Fairness of grading.	4.34	4.36	4.41
4h. Clarity of degree requirements.	4.38	4.43	4.46
4i. Accessibility of Academic advising.	3.99	3.98	4.1
4j. Quality of Academic advising.	3.97	3.96	4.06
4k. Effectiveness of project teams.	3.93	3.91	3.83
4l. Accessibility of Chaplain.	3.93	3.87	3.87
4m. Helpfulness of Chaplain.	3.92	3.83	3.79
4n. Spiritual emphasis of curriculum and faculty.	4.31	4.27	4.32
4o. Quality of Financial Aid services.	3.95	3.95	4.08
4p. Quality of Off Campus Library Services.	4.02	4.1	4.24
Valid N (list wise)	1,447	762	938

5. How satisfied were you with the program?

	07-08	08-09	09-10
Very satisfied	58.5%	59.3%	63.8%
Satisfied	34.3%	32.9%	27.8%
Neutral	5.4%	4.4%	5.0%
Dissatisfied	1.5%	2.2%	2.6%
Very dissatisfied	0.3%	1.2%	0.8%
Total	1,544	826	640

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

	07-08	08-09	09-10
Yes, without reservations	67.8%	68.8%	71.6%
Yes, with reservations	23.0%	21.5%	18.2%
Neutral	3.9%	3.9%	4.9%
No, probably not	4.4%	3.6%	4.1%
No, definitely not	0.9%	2.2%	1.2%
Total	1,545	825	997

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

	07-08	08-09	09-10
Yes, without reservations	69.3%	70.6%	71.8%
Yes, with reservations	23.1%	20.0%	19.1%
Neutral	4.3%	4.9%	4.3%
No, probably not	2.8%	2.6%	3.4%
No, definitely not	0.5%	1.9%	1.4%
Total	1,543	823	995

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

	07-08	08-09	09-10
Greatly increased	31.0%	32.4%	33.3%
Somewhat increased	41.2%	40.9%	39.7%
Stayed the same	27.7%	26.6%	27.0%
Total	1,540	823	1003

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

	07-08	08-09	09-10
More positive	55.2%	53.3%	54.8%
Stayed the same	43.5%	45.3%	44.0%
More negative	1.3%	1.4%	1.2%
Total	1,500	810	997

10. How often do you attend church?

	07-08	08-09	09-10
Once a week	47.5%	42.0%	46.3%
A couple times a month	15.4%	15.6%	13.4%
Once a month	5.8%	8.2%	6.2%
A couple times a year	17.4%	16.5%	18.1%
Rarely or never	13.9%	17.7%	16.0%
Total	1,489	802	985

11. How often do you pray?

	07-08	08-09	09-10
At least daily	62.7%	58.2%	62.5%
A couple times a week	22.8%	23.7%	22.2%
Once a week	5.5%	6.8%	5.7%
Seldom	6.8%	8.9%	7.6%
Never	2.2%	2.5%	2.0%
Total	1,520	811	992

[Return to Table of Contents](#)

Graduation Rate Summary

1997-2009

DEGREE	COHORTS	STARTS	GRADUATED ON TIME	PERCENT ON TIME	DROP IN'S*	TOTAL GRADS	TOTAL
AS	743	12590	4896	39%	1008	5904	47%
BS	1209	18755	9313	50%	4505	13818	74%
MBA	510	8129	5185	64%	713	5898	73%
MS	237	3564	2477	70%	250	2727	77%
MSN	64	759	388	51%	127	515	68%
MED	463	7360	5856	80%	642	6498	88%
MA	27	290	98	34%	77	175	60%
EDD	8	88	4	5%	8	12	14%
TOTAL	3261	51535	28217	55%	7330	35547	69%

* Drop-ins are students who temporarily drop out of their starting cohort but rejoin a later cohort and graduate with that cohort.


All Degrees

	2007	2008	2009
AS	47%	47%	47%
BS	73%	73%	74%
MBA	73%	73%	73%
MS	76%	74%	77%
MSN			68%
MED	88%	88%	88%
MA	44%	44%	60%
EDD	11%	12%	14%
Total Avg	69%	69%	69%

2007
2008
2009

Masters Degrees

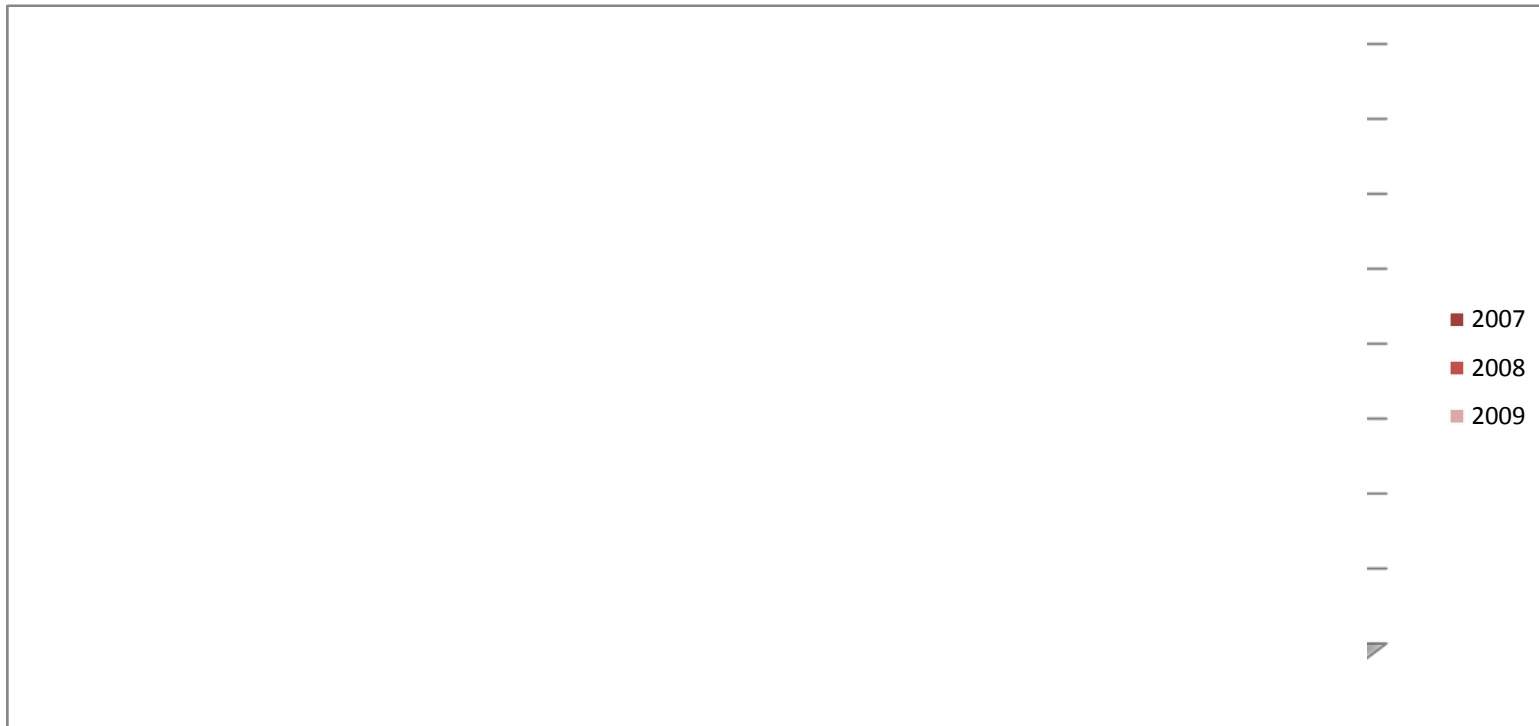
	2007	2008	2009
MBA	77%	76%	76%
MBAOL	57%	60%	62%
MSM	82%	83%	82%
MSMO	56%	57%	60%
MED	93%	93%	93%
MEDOL	68%	70%	75%
PYC	70%	70%	70%
NREO	28%	23%	64%
MMLO	38%	42%	57%
Total	80%	79%	79%



■ 2007
■ 2008
■ 2009

Bachelors Degrees

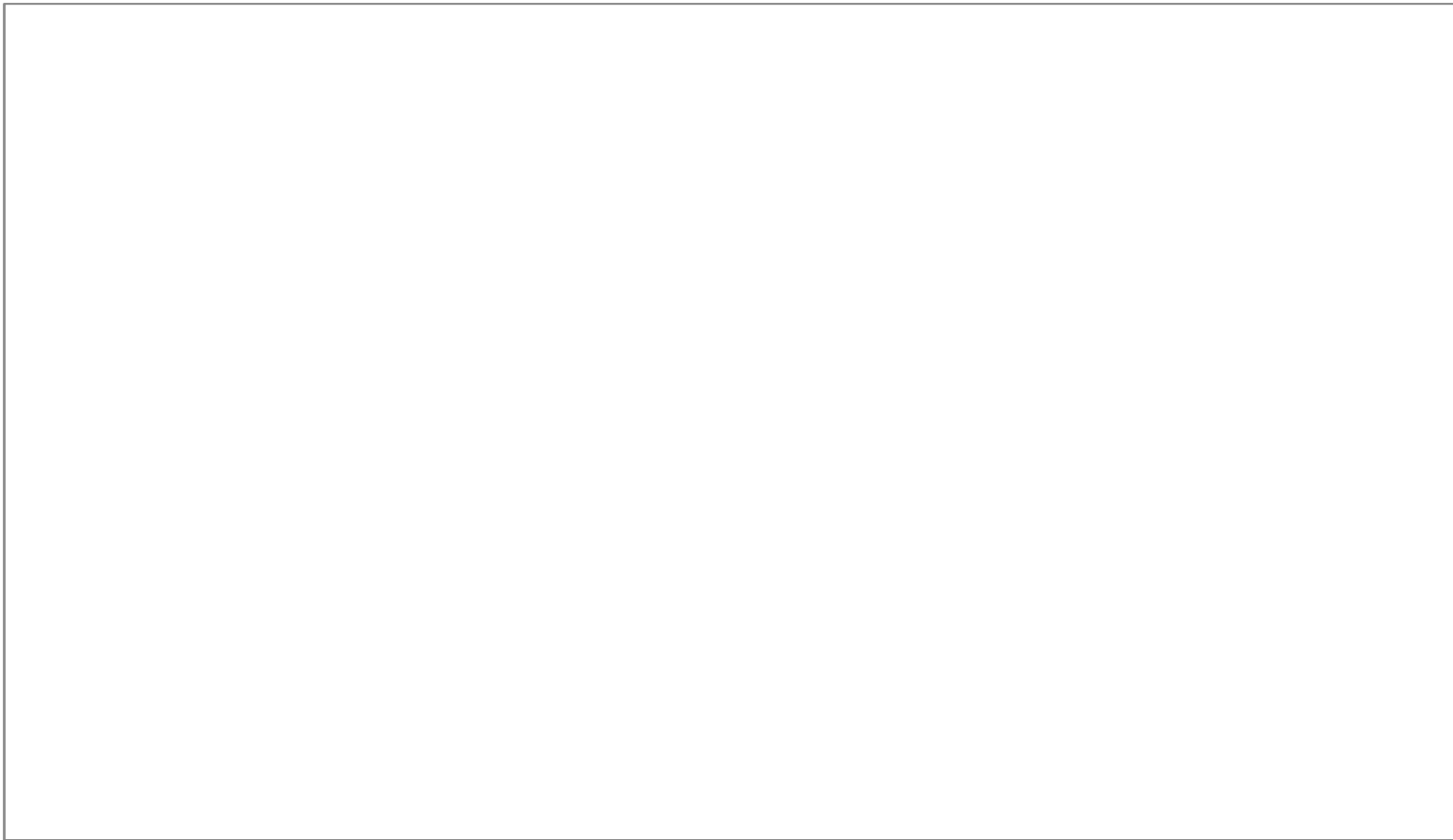
	2007	2008	2009
BSBA	77%	78%	78%
BBAO	39%	54%	63%
BSM	74%	75%	76%
BSMO	70%	70%	75%
BSMK	72%	73%	75%
BSBIS	62%	63%	63%
BISO	53%	54%	57%
BSA	75%	75%	75%
BSAO	41%	54%	56%
RNBS	78%	77%	77%
RNBO	58%	61%	62%
Total	73%	73%	74%



Associates Degrees

	2007	2008	2009
ASB	47%	47%	47%
ASBO	48%	46%	46%
AST	41%	45%	47%
ASGS	53%	41%	41%
ASAO	41%	52%	41%
Total	47%	47%	47%

The total percentage of students who either received the Associate degree or started a Bachelor program is 58.6%.



Spiritual Transformation Inventory

ENTRANCE and END OF PROGRAM 2008-2009 and 2009-2010

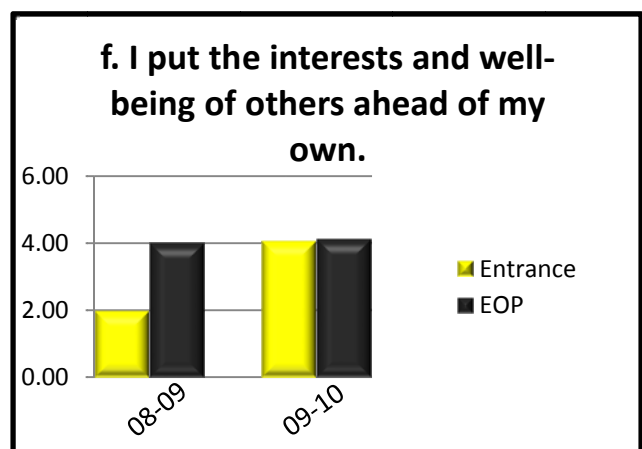
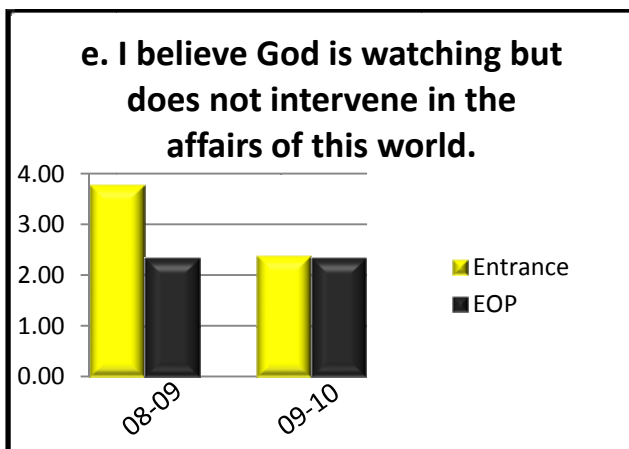
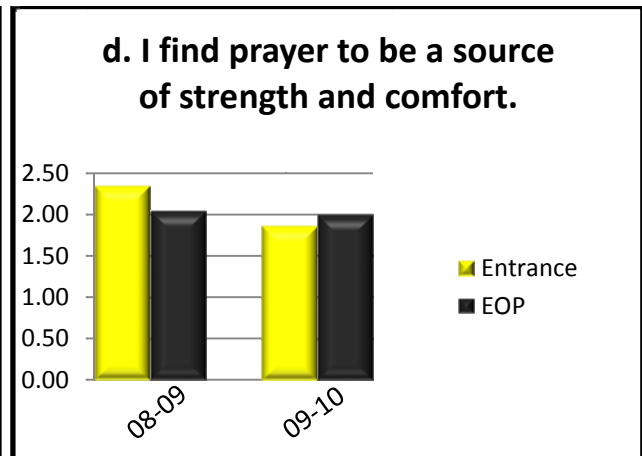
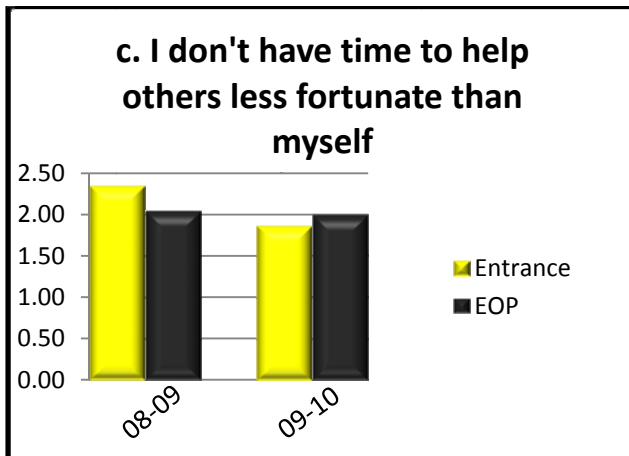
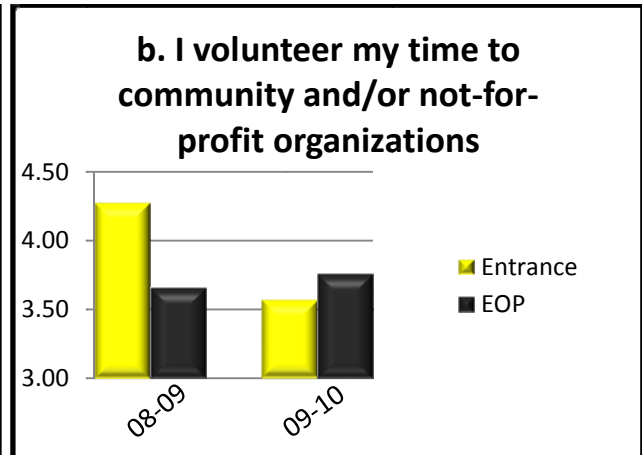
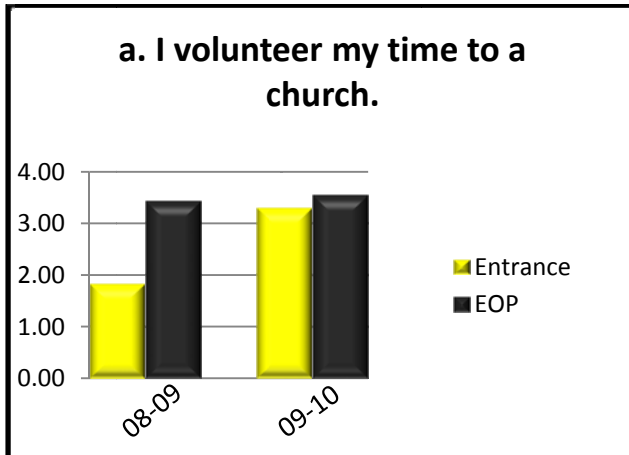
Comparison of 9 Questions that were asked on each survey

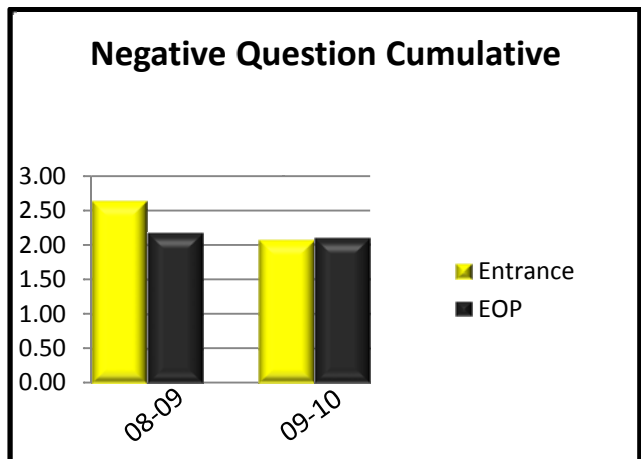
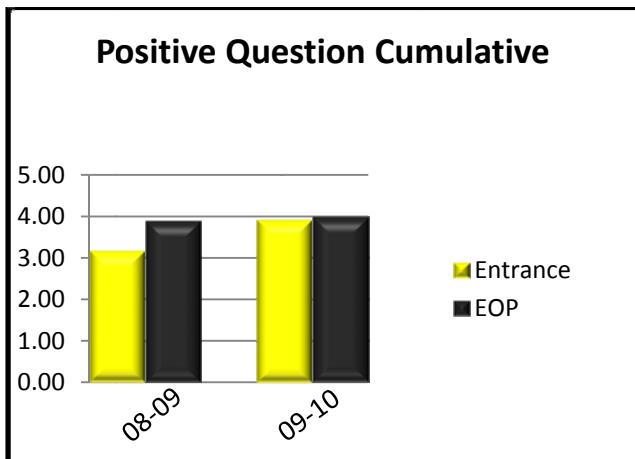
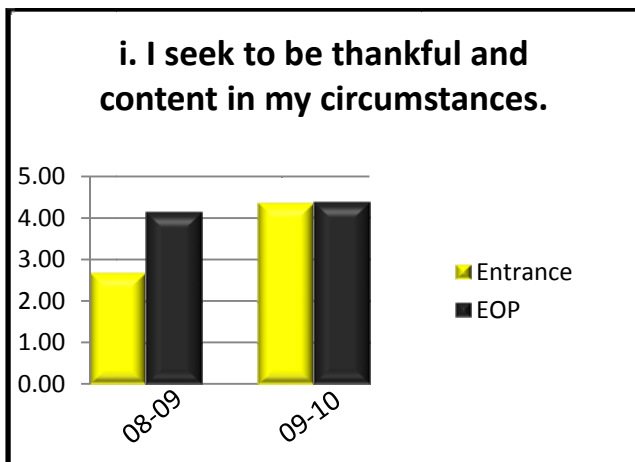
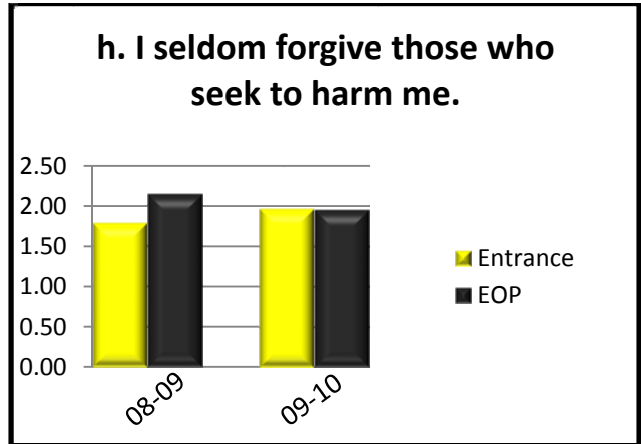
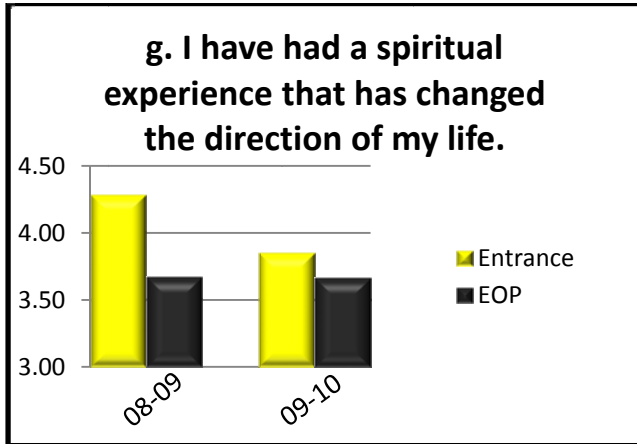
2009-2010 Sample Size: Entrance Survey—820, End-of-Program—1300

Scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree

Entrance ■

End of Program ■





[Return to Table of Contents](#)

Progress on Assessment Goals for 2008-09

Here are the Institutional Effectiveness goals for 08-09 with notes on the progress on each:

2008-2009 Goals	Progress	Continuing Actions
1. Implementation of a new software system, Class Climate, to increase the timeliness and efficiency of the End of Course and other survey processes.	Implemented Class Climate for selected programs. Hired consultant for two day workshops to refine system.	Began the process of converting all program/course related surveys to Class Climate. Goal for 09-10.
2. Implementation of a new End of Course Survey after consulting with all departments regarding revisions to the existing questions.	Reviewed all existing surveys and student learning outcomes (still under development)	Goal for 09-10.
3. Implementation of a Student Satisfaction Survey which will be sent via email once a year to all students. This survey will cover areas such as admissions, registration, records, chaplaincy, accounting, financial aid, operations, library, and textbook distribution.	Survey was completed and report generated May, 2009.	Developing graphic representations for results. Will continue with annual survey and track longitudinal results.
4. Program review for BSBA, ASA, ASCIT, PLP, and RNBS, including alumni/employer surveys and faculty review of selected student work.	Completed	Program reviews for coming year are: <ul style="list-style-type: none"> • MSM • BSBIS • ASCJ • BSCJ • Counseling • Addictions Counseling
5. Implementation of World Changer Outcomes assessment, in connection with the Assessment Academy Project.	Continuing discussions on World Changer Aims assessment.	Goal for 09-10
6. Continuation of CCCU Adult Student Learning Outcomes Project.	Completed assessment.	Results presented in Annual Report. Project is continuing.
7. Implementation of CCCU Adult Spiritual Transformation Inventory.	Completed.	
8. Completion of a working draft of the Self Study for the Higher Learning Commission.	Completed.	

Department Goals for Office of Institutional Effectiveness

CAPS Strategic Goal that serves as our guide:

Quality: CAPS goal is to have premiere quality curriculum, content delivery, and student services.

Our goals in support of Quality are:

1. Empower administrators with the tools and abilities to effectively monitor and improve the effectiveness of their organizations.
2. Provide professional development and support to faculty and administrators that will encourage and foster a sense of commitment to developing a “culture of evidence.”
3. Encourage and support student engagement and ownership in the assessment process.
4. Serve our customers with excellence, transparency, authenticity, and Christ-like love.

Office of Institutional Effectiveness Goals for 2010-2011

Goals	Effectiveness Measures	Assessment	Review Results	Notes/Changes
Better meeting the needs of our customers	Customer satisfaction	Annual survey		
Learn more about Vovici and decide how to best utilize them	Meetings and discussions with both companies	Accomplished?		
Revise internal procedures manual	Revised manual			
Assist other departments, school, and education units in understanding how we can help them, such as improving measures of effectiveness and providing data summary reports	Customer satisfaction	Annual survey		
Assist in the development of university student learning outcomes	Participation in student learning outcome development	Participated?		
Begin developing a data base for use with a dashboard	Data base established	Established?		
Improve cross-training and communications within the IE Office	Improved cross-training and communications	Consensus?		
Improve IE Handbook	Improvement	Done?		
Develop and implement comprehensive program review process	Procedures developed and implemented	Established?		

[Return to Table of Contents](#)

Five-Year Program Review & Assessment Schedule

College of Adult and Professional Studies, Seminary, Counseling, and School of Nursing

FY2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015
ASB BSBIS	MBA BSMK Virtual MBA DOL Grad. Specialization	BSA TTT ELMO/ELMS	PLP BSM HR Specialization RNBS ASA ASCIT Ministries Nursing (CCNE)	MSM ASA ASCIT BSBA BSM ASCJ BSCJ Counseling Addictions Counseling

Yearly

Annual Program Report

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

Every 5 Years

Complete program review (self-study) including:

Alumni Survey

Employer Survey (or focus group luncheon)

Review of a representative sampling of student work

[Return to Table of Contents](#)