

**Annual Assessment Report
Adult and Professional Studies
2000-2001**

**Cynthia Tweedell, Ph.D.
Director of Accreditation and Assessment**

Executive Summary

The highlights of assessment activities for FY 2000-2001 include:

- **Implementation of Assessment Plans** for all academic programs according to a 5-year Calendar of Program Review (see p.19)
- **Development of a Test Bank for Use in Bachelor Level Business and Management Programs.** Implementation of Pre/Post Testing in the Bachelor of Science-Management Program.
- **Alumni/Employer Surveys for RN-BS, BSM, and ASB.**
- **Implementation of an Online End of Course Survey System**
- **Assessment of the New Advising Structure in the Southern Region.**
- **Retention Study for APS** including analysis of graduation rates and withdrawal surveys resulting in new initiatives to improve retention.
- **ASB Retention Study** including analysis of withdrawal surveys and focus group interviews indicating that satisfaction in study groups and the first three courses are crucial to retention
- **Implementation of Entrance Survey** to measure student demographics, reasons for attending, and religiosity. Collaboration with other adult programs to develop a large database of adult students.
- **Departmental Assessment Days**, on which assessment data were reviewed and improvements suggested. Highlights of program improvements include:
 - ❖ **Business and Management:**
 1. Course revisions for Business Case Study (BUS 274) including a world changer emphasis and reformulation of final project.
 2. Course revision for Seminar in Business (ADM 495) to emphasize critical thinking, problem solving, quantitative and communication skills.

3. Revision of Computers and Information Processing (ADM316) so that students learn to apply technology to solve workplace problems.
4. Clarification of expectations for the Applied Management Project.
5. Implementation of new ethics courses (MGT 425, ADM 519, ADM 525) to emphasize a Christian world view.
6. Development of rubrics to assist faculty in grading assignments.
7. Efforts to communicate program objectives in the course assignments so students will understand what is expected and why.
8. Progress on a collaborative project with Baker University and Cardinal Stritch University (sponsored by IPD) to construct a standardized test for MBA students.

❖ **Graduate Education:**

1. Development of new End of Course Surveys which ask students to reflect on the ways in which the course contributed to their professional growth.
2. Changes to student assignments and methods of assessment to reflect more performance-based items that are more directly connected to the P-12 students' successes.
3. Development and implementation of Educational Leadership Electives
4. Development of a Unified Assessment System in compliance with the Indiana Professional Standards Board.
5. Implementation of a system to assess portfolios.

❖ **RN-BS Completion Program**

1. Revision of Management of Nursing (NUR490) to emphasize leadership skills.
2. Curriculum adjustments for portfolio assessment.
3. Collection of completed portfolios for assessment next spring

❖ **General Studies**

1. Refinement of Personal Learning Anthology
2. Faculty training on introducing of the Personal Learning Anthology
3. First groups complete the Personal Learning Anthology

Annual Assessment Report

2000-2001

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.

Data:

1. Diversity: July 1, 2000 – June 1, 2001

Interviews: 144 women 30 diverse
Hires: 72 women 24 diverse

2. Scholarship: July 1, 2000-May 1, 2001

Attendance at Professional Meetings: 30
Presentations at Professional Meetings: 28
Articles published: 6
Books published: 3
Books in process: 5
Doctoral work in process 4
Consulting: 4

Scholarly Meetings Hosted:

- The Association of Christian Librarians' Team for the Christian Periodical Index
- The Association of Christians Teaching Sociology

Changes made based on assessment:

- **A new End of Course Survey System which includes paper surveys of new facilitators in their first two courses and periodic surveys of all other facilitators. It is hoped that a reduction in the number of times facilitators will be evaluated will free them to be more rigorous and innovative in their teaching. Students who do not receive a paper survey will still have an opportunity to voice their opinion through a new Online End of Course Survey System.**
- **Graduate Education has improved its faculty evaluation system. They continue to survey every facilitator every time, but have implemented a new End of Course Survey which focuses on student learning.**

Goal Area #2 Academic Integrity

Goal: 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.

Business and Management

Assessment Plans (see p.20-26)

Assessment Projects (for specific data, see Assessment Projects Notebook 2000-01)

I. BSM Curriculum: In accordance with the Five-Year Program Review and Assessment Schedule, the BSM underwent extensive review during 2000-2001. It included the following process:

- **Alumni/Employer Studies**
 1. In October, 2000, a survey was mailed to a random sample of 349 alumni of the BSBA program. There were 65 surveys returned.
 2. Results indicate general satisfaction with the program. Alumni report that they chose the program for its convenience, and are consequently satisfied with the clarity of degree requirements, registration, and program length. They are also very pleased with the quality of faculty.
 3. Program objectives appear to be met
 4. Comparisons of early and later-year graduates show significant improvement in perceptions of the “spiritual emphasis” of the program.
 5. These alumni are very enthusiastic about the program. Almost all indicated they would choose it again and would recommend it to a friend.
 6. The employers of 9 alumni gave them high marks for each of the program objectives (presented as skills in the survey).
 7. Employers rated our graduates as highest in “ethical decision making.”
 8. Compared to graduates from other colleges and universities, our students were rated above average on all factors listed.
 9. Our graduates are seen as extremely ethical in decision-making, they communicate well orally, and possess team skills and human relations skills.

- **Authentic Assessment**
 1. In summer/fall, 2000, the Business and Management faculty designed rubrics by which to measure the specified objectives. Papers were collected from ADM425, 495 and 316 classes.
 2. A representative sampling of these papers was chosen for faculty scoring. On March 9, 2001, Business and Management faculty scored papers.
 3. The Director of Accreditation and Assessment calculated a mean score for each paper on each objective. A mean score of 70% or above was considered “proficient.” The Director of Accreditation and Assessment calculated the percentage of papers which were proficient on each objective:

- Develop critical thinking skills: 60% indicated proficiency
- Integrate core knowledge into applied management framework: 40% indicated proficiency
- Apply technology to workplace: 82.3% indicated proficiency
- Demonstrate understanding of decision making from Christian world view: 4% indicated proficiency

- Pre/Post Testing

1. The BSM test was administered in class to six ADM201 cores in their second night of class. Online students were mailed the test along with a cover letter and stamped envelope during the second week of their program.
2. The post-test (which was the same test) was administered to three groups on the fourth or fifth night of ADM495, the final course in the BSM. Students were told that this test would not be included in their grades and not count against them in any way. Many of them insisted on not including their names on the answer sheet. Students were given about an hour to complete the test.
3. Graduating students' mean score was 18% higher than beginning students.
4. Online students scored considerably better than on-site students.
5. Areas of strength include International Business, Marketing, and Accounting

- BSM Assessment Day: On May 11, 2001 faculty met to discuss the results of assessment. The following data were presented: Alumni Study, Assessment of papers, Assessment Test Scores, End of Course Surveys, General Information Survey. The following strengths and weaknesses were noted:

Strengths of the Program

- Quality of instruction
- Growth in student knowledge
- Study groups – students are satisfied
- Curriculum- students are satisfied with the focus

Weaknesses

- Computer course – students come in with a lot of knowledge and do not grow much

BSM Changes based on assessment:

- **A rewrite of ADM425 which includes a Christian perspective on business ethics.**
- **Review curriculum for compliance with program objectives.**
- **A rewrite ADM495 so that the project more clearly demonstrates program objectives.**
- **Include Critical Thinking skills in faculty development workshops and train faculty to write curricula which emphasizes Critical Thinking skills.**
- **Communicate the program objectives in the “Means of Assessment” so students will understand what is expected and why.**
- **Rewrite of ADM316 so that it emphasizes the application of technology in the workplace.**

II. ASB Assessment In accordance with the Five-Year Program Review and Assessment Schedule, the ASB underwent extensive review during 2000-2001. It included the following process:

- Alumni/Employer Studies

1. In Fall, 2000, a survey was mailed to a random sample of 411 alumni of the ASB program. There were 66 surveys returned.
2. Results indicate general satisfaction with the program. Alumni report that they chose the program for its convenience and are consequently satisfied with the clarity of degree requirements and registration procedures. Graduates are also very pleased with the quality of overall course content and faculty.
3. Most graduates have continued their education past the associate level. Over half have completed another degree with IWU.
4. Most felt they developed a good foundation for further study.
5. Generally speaking, alumni are satisfied with the program. Almost all would choose the program again and recommend it to a friend.
6. The employers gave our alumni high marks for each of the program objectives (presented as skills in the survey).
7. The most important skills to employers were “ethical decision making,” “team skills,” “self discipline,” “written” and “oral communications.” Our graduates were ranked highly in all of these skills.
8. Compared to graduates from other colleges and universities, our students were rated “about the same” or “better” on all factors listed.
9. “Professional ethics” and “team skills” were the highest rated categories. Our graduates excel in these skills.

- Authentic Assessment

1. A representative sampling of BUS 274 papers were chosen for faculty scoring.
2. On March 11, 2001, Business and Management faculty scored papers. The Director of Assessment and Accreditation calculated a mean score for each paper on each objective. A score of 70% or above was considered “proficient.” The Director calculated that 60% of the papers which were proficient on the objective: “Integrate basic business principles, concepts, and skills.”

- ASB Assessment Day On May 11, 2001 the faculty met to discuss assessment results. The following data were presented: Alumni Study, Assessment of BUS274 papers, Retention Study, End of Course Surveys, General Information Survey. The following strengths and weaknesses were cited:

Strengths of the Program

- Opportunity, access, convenience
- Instructors are adult-oriented (good training)
- Curriculum model: a good balance of liberal arts courses
- Students are pleased with the program

Weaknesses of the Program

- Not enough time in some areas (accounting, finance, economics) leads to students struggling with content
- Inconsistency in grading and academic standards

ASB Changes based on assessment: The following changes are being implemented:

- **Continue faculty development in grading**
- **New rubric for BUS274**
- **Possibly change objectives so that we do not expect students to integrate knowledge (a higher order skill)**
- **Communicate to faculty the connections among components of the curriculum so students can master the skills they need to apply in later coursework.**

III. ASB Retention

Selection of Assessment Measures:

1. Student Services data on graduation rates.
2. Withdrawal questionnaires of ASB students leaving IWU.
3. Focus group interviews with graduating ASB students.

Performance Criteria:

80% of students enrolling in the ASB program will get a degree from IWU (Associate or Bachelor).

Collection and Analysis of Data

1. Student Services reports that 55% of ASB students graduate with the AS degree. Based on a case by case sampling of six core groups, it appears that about 70% of ASB students eventually get an IWU degree.
2. Analysis of ASB Withdrawal Surveys indicates the following (see attached):
 - ASB withdrawal appears to be unrelated to race or gender
 - The most common time for ASB withdrawal is before completion of the fourth module.
 - ASB withdrawing students had lower attitudes about study groups than alums.
 - ASB withdrawing students were less committed to the convenience of the program than alums (program length, registration).
 - ASB withdrawing students were less satisfied with “fairness of grading” than alums.
 - ASB withdrawing students cite conflicts with work and family responsibilities as common reasons for withdrawing.
 - Many ASB withdrawing students indicate a decision to change majors.
3. ASB Focus Group Interviews indicate the following:
 - Graduating ASB students often cite the study group format as a strength of the program. But a poor study group can drive away students.
 - The English 140-141 is a particular barrier for many students. It is seen as the place where weak students are “weeded out.”
 - Students need social support from fellow students, employer and family to persist.

Changes based on assessment:

- 1. A new data entry field in CARS will enable us to calculate how many ASB students eventually get an AS or BS degree.**
- 2. Attention to the study group concept to ensure that they work for persistence rather than attrition. This includes:**
- 3. More instruction about the theory and practice of study groups during the first course.**
- 4. Curricular changes to include more meaningful study group activities that build cohesion – particularly early in the program.**
- 5. Faculty training of English 140-141 facilitators so they are sensitive to the needs of returning adult students.**
- 6. Faculty training on their role in retention**

IV. MBA Assessment:

- Assessment test: Progress was made on the construction of a standardized test for MBA students that will be utilized in a pre-post test format. This is a collaborative effort with Baker University and Cardinal Stritch University, sponsored by IPD. Test items were peer reviewed by faculty. Core content objectives were written which are common to all three universities.
- Applied Management Project: Assessment criteria were written.

Graduate Education

Assessment Plan (see p. 27)

Assessment Projects:

I. Unit Assessment System

The Indiana Professional Standards Board has mandated that all Teacher Education Units submit a Unit Assessment System, which is then reviewed by a Board of Examiners. Considerable time has been spent on the preparation of that system, which was submitted on June 1, 2001. Faculty and administrators attended several meetings sponsored by the IPSB to determine what was required in the system and corresponding report. It was also necessary to implement a computerized record keeping system to document the progress of Education students through the degree program. The basic components of the assessment system for Graduate Education include:

- Three Summative Assessment Days for degree candidates
- End of Course Surveys
- Alumni/Employer Surveys
- Faculty Observation
- Applied Masters Portfolio Rubrics
- Unifying Assessment Project Rubrics
- Program Evaluation Day
- Focus Groups

Changes based on assessment:

- **A new End of Course Survey which focuses on learning outcomes as a measure of faculty performance. This also allows for program evaluation since some questions are tied directly to course objectives.**
- **A new M.Ed. Resource Guide which includes Alignment Charts showing the relationship between course objectives, the Conceptual Framework, INTASC Principles and National Board for Professional Teaching Standards**
- **The development of grids which tie Course Assignments to Course and Workshop Objectives and to the Conceptual Framework**
- **The addition of more authentic assessment pieces in all courses**
- **New emphasis on applying action research and technology**
- **Establishment of Professional Community. The creation of a system of more frequent and extensive faculty meetings and professional development sessions offered around the State of Indiana. Faculty development has a high priority in ongoing efforts to ensure that all professors are members of the professional community.**
- **Issues of Diversity and Global and Multicultural Perspectives. Course objectives, activities and assessments have been analyzed to determine the degree to which global and multicultural perspectives have been integrated into course modules.**
- **Inclusion of World Changer perspectives in course modules.**

- **Improved portfolio process including five one-page reflective introductions to each of the domains and an expanded template for exhibit explanations that requires metacognitive reflection.**

RN-BS Completion Program

Assessment Plan (see p.28)

I. RN-BS Curriculum: (for specific data, see Assessment Projects Notebook, 2000-01) On April 5, 2001, faculty and administrators met for the RN-BS Annual Assessment Day. They reviewed data from the following measures:

- **California Critical Thinking Skills Test:** By March, 2001, 10 groups had taken both the pre- and post test. Mean scores indicated no significant differences from pre to post-test. We are investigating better ways to measure critical thinking skills.
- **Alumni Study:** There were 64 graduates from FY 98-99 who responded to an alumni questionnaire. They were very satisfied with the ease of registration and clarity of degree requirements. They were also very pleased with the spiritual emphasis of the program. This is significant because IWU's Christian world view was not an important factor in their college choice. All program objectives appear to be met. Graduates are very satisfied with their educational experience.
- **Employer Study:** Questionnaires from 15 employers of RN-BS graduates indicate that our graduates are rated highly on integrity, honesty, and professional ethics. Our graduates are rated the lowest on "leadership skills." Employers rate our graduates slightly better than those of other schools.
- **End of Course Surveys:** Students were generally well satisfied with their instruction. Some of the more difficult courses (Pathophysiology, Research) had lower scores.
- **General Information Survey:** There was discussion of the results from the past year.
- **Entrance Survey:** Compared to other APS students, RN-BS students are more interested in the degree for personal satisfaction/self development and less interested in career advancement or salary increase. The academic reputation and Christian emphasis of IWU is more of a factor in their decision than for other APS students. About one-fifth of our RN-BS students are Catholic; about one-third are not regular church attenders.
- **Pathophysiology Pre/Post Tests:** There were increases of at least 20% in the mean scores of three of the four tests. It was concluded that students become "test-wise" by the time they reach the fourth test.

Program Assessment: Faculty compiled the following list of strengths, weaknesses and needed changes:

Strengths	Weaknesses
1. Convenience	1. Leadership concepts
2. Cohort format	2. Off campus sites
2. Instructors	3. Advising
3. Curriculum	4. Graduation rate affected by electives availability
4. Students: team skills, attitude, motivation, professional	5. Practicums in specialty courses
5. Retention	6. Inflexible
6. Library	
7. Spiritual emphasis	
8. Met all objectives	

Changes based on assessment:

- **NUR 490 (Management) has been re-written to included more of a leadership emphasis.**
- **New advising and chaplaincy plans to increase services (under the direction of Student Services)**
- **Curriculum adjustments to emphasize the portfolio**
- **We will investigate new ways of measuring critical thinking.**

General Studies

Assessment Plan (see p.30)

Assessment Day: A midpoint check of the Personal Learning Anthologies was held on May 19, 2000. Results were discussed on July 5, 2000. Faculty discussed strengths, weaknesses and ways to improve the program:

Strengths

- Christian perspective is changing students' lives
- Student growth shown in information literacy and problem solving

Weaknesses

- Critical thinking and ethical thought

Changes based on data:

- **Revision of History 180 to introduce Critical Thinking**
- **Self grading of Ethics pre-test**
- **Revision of BUS274 to introduce ethical thought.**
- **More faculty training on introducing the PLA**
- **Letters sent to any student who does not have a PLA grid turned in at midpoint**

Goal Area #3: Student Oriented Services

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

Assessment Plans (see p.32-33)

Assessment Projects: (for specific data, see Student Oriented Services Notebook, 2000-01)

I. Entrance Survey

A new system of collecting student demographic and attitudinal data upon entry to the College of APS was implemented in June, 2000. All incoming students are surveyed about their reasons for coming to IWU, influential factors, demographics, and religiosity. Data are compiled quarterly and sub-grouped by program. The reports are shared with Directors. To date there have been over 2600 Entrance Surveys completed. Here are some of the highlights:

- RNBS and MED and overwhelmingly female. This may account for some of the differences in attitudes. Women are more demanding of higher education that meets personal goals within the constraints of family life.
- RNBS students are more interested in “personal satisfaction of having the degree” and less interested in “salary increase.” They see the degree as providing job security rather than advancement. They are highly motivated by the convenience of the program but are also motivated by its academic reputation and Christian world view. There is a relatively high number of Catholics (21%) in this program.
- MED students are highly motivated by potential salary increase and unlikely to change careers. Convenience is extremely important to them. They are very likely to be Catholic (30%) but not interested in the Christian world view of the program.
- There are a disproportionate number of students of color (22%) in BSBIS. Undoubtedly, this is because the program is only offered in Indianapolis and Fort Wayne. However, this may be why their statistics are different than other Business and Management students. BSBIS students are more likely to be attracted for self-development and the Christian world view of the program. Yet a relatively high number of BSBIS students (15%) are unsure of their salvation.
- MBA and MSM students have very high incomes. However, the two programs appear to attract different kinds of students: MSM students tend to be more religious desiring the degree for personal satisfaction while MBA students are more career oriented and materialistic in their motivations. MBA students are more likely to be Catholic (23%) or non-Christian (10%). They pray and attend church less than other APS students.

In addition, this survey has been broadened to include data from adult programs of other schools. So far North Park University and Concordia College-Wisconsin have joined in this collaborative effort. Here are some observations:

- Gender appears to be a strong predictor of motivations in adult education. Women are more likely to be attracted to adult education for personal development and satisfaction. Gender appears to be a stronger predictor of motivation than race.
- IWU has more graduate business students than the other colleges in the database. That undoubtedly affects the results.
- IWU has an adult model which stresses convenience. Students are strongly attracted to this model.
- North Park students are strongly attracted because of “acceptance of previous college credits.” It is reported that many students come to this college disappointed with previous experiences at unaccredited institutions.

These data help us better understand our student body so that we may better serve their needs.

II. Assessment of Advising for Southern Region

Process of Goal Selection: An APS retreat during Fall, 1998, focused on the need for better student-oriented services. In the discussion that ensued, much attention focused on the need for better student advising. A plan to increase the number of advisors was approved in concept, and a budget was allocated for a Pilot Project for the Southern Region. A new student services advisor was hired March, 2000.

Objectives for Goals. The objective of the restructuring of Advising is to more completely meet the needs of adult students by making advising more accessible.

Selection of Assessment Measures:

1. Withdrawal rates for Southern Region.
2. General Information Surveys
3. Student Comments
4. Evaluation of Service Follow-up Cards

Performance Criteria:

1. We expect a 10% decrease in withdrawals with the implementation of the advising plan.
2. We expect an increase in the mean scores for advising questions on the General Information Survey
3. We expect a decrease in complaints about advising and an increase in positive comments from students in the Southern Region.

Collection and Analysis of Data:

1. Data gathered by the Withdrawal Specialists indicate a 20% decrease in permanent withdrawals in the Southern Region during the first year of implementing the restructuring of Advising. During FY 99-00, 11% of students in the Southern Region permanently withdrew from classes. In FY 00-01 this withdrawal rate decreased to 9% in the Southern Region.
2. General Information Survey scores on advising have improved from 1998 but remain unchanged from 1999 – 2001.

3. Students tend to only put negative comments on the General Information Survey. However, emailed comments tend to be positive.
4. Advising evaluation cards are overwhelmingly positive about the advising experience.

III. Off Campus Library Services

Assessment Plan (see p.33)

Objectives for Goals:

1. To provide opportunities for students to learn about how to do library research
2. To provide all information to all students/faculty in a timely and professional manner.
3. To assess the effect of in-class bibliographic instruction in programs where this has been implemented, e.g. MEd, MBA, RNBS
4. To provide useful classroom bibliographic instruction in a face to face environment.

Selection of Assessment Measures:

1. Page counter to assess how many times the pages are accessed
2. Assessment of response time is investigated on a quarterly basis for a three-week period.
3. Survey of OCLS from the General Information Survey.

Performance Criteria:

1. 99% of reference requests will have a 48 hour turnaround time.
2. Scores of library related questions would meet or exceed 4.2.

Collection and Analysis of Data:

1. During the 2000-01 academic year assessment of 48-hour turnaround time produced the following results:

Oct. 2000	100%
Mar. 2001	100%

2. Data indicates an increase in satisfaction with library services on the *General Information Survey Form* from the previous academic years.

1998-1999	mean=3.8
1999-2000 (1 st & 2 nd quarters)	mean=4.0
2000-2001 (1 st & 2 nd quarters)	mean=4.2

Changes based on assessment

- **As of July 1, 2000 InfoTrac, Palni SiteSearch are completed and available.**
- **Tutorials are written into the curriculum for all online degree programs.**
- **PowerPoints for bibliographic instruction are continuously updated and kept current.**
- **More face to face teaching opportunities**

IV. APS Retention

Objectives for Goals: The APS Division will produce high quality graduates.

Selection of Assessment Measures:

1. Student Services data on graduation rates and retention for individual courses.
2. Withdrawal questionnaires of students leaving IWU.
3. Focus group interviews with graduating students.

Performance Criteria:

The graduation rate for each of the programs in APS will meet or exceed 80%.

Collection and Analysis of Data

1. Graduation rates (3/6/01):

ASB	54%*	MBA	75%
BSBA	76%	MSM	80%
BSM	73%	MED	94%
BSBIS	54%	RNBS	75%

*Based on a case by case sampling of six core groups, it appears that about 70% of ASB students eventually get an IWU degree, though many “jump” to the bachelor’s before finishing the associate’s.

2. Questionnaires from 186 withdrawing students are compared to 155 entering students and 177 graduates. The data indicate that students who are more closely connected to the university are less likely to withdraw. These close connections appear to be related to high motivations upon entry, successful study group experiences, and increased time in the program.
3. Focus group interviews from graduating ASB groups indicate that study groups are often a major source of stress in the program. Also adult students have particular difficulty with ENG140-141 after being out of school several years.

Changes based on assessment:

1. **Faculty training covering:**
 - **Special approaches to take in the first few modules to facilitate student adjustment to the program**
 - **Fostering group cohesiveness**
 - **Study group issues**
 - **Faculty role in retention**
2. **Curricular changes including more meaningful study group activities that build cohesion- particularly early in the program.**
3. **Implementation of a Student Retention Report form for faculty to alert advisors to possible problems.**
4. **Weekly withdrawal reports given to all directors and advisors, giving names and reasons for withdrawals.**

Future Assessment Plans

As the College of APS continues to expand in 2001-02, there will be an increased demand for checks on the consistent quality of our programs. Assessment will continue to be coordinated from Marion and all Program Assessment Plans will also apply to new sites. Assessment plans for FY 2001-02 will include:

- Program review of the MBA program including alumni/employer surveys, pre/post testing, and assessment of a representative sampling of Applied Management Projects and other papers.
- Implementation of a new rubric to assess the Applied Management Projects.
- Completion of an IPD-sponsored project with Baker University and Cardinal Stritch University to design and implement an MBA standardized exam.
- Comparison of student outcomes for MBA online with MBA on site.
- Program review of M.Ed. including alumni/employer surveys and a review of a representative sampling of Portfolios.
- Program review of RN-BS including alumni/employer surveys and a review of a representative sampling of Portfolios.
- Development of a workbook for faculty on Critical Thinking: what is it, how to teach it, how to assess it.
- Development of an electronic portfolio system in conjunction with NAI.
- Development of tools to assess the World Changers initiatives.
- Refinement of the online survey system.

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

Goal Area	FY 2001-2002	FY 2002-2003	FY 2003-2004	FY 2004-2005	FY2005-2006
Academic Integrity (Program Review)	MBA (on site and online) M.Ed. (on site and online) RNBS	BSA General Education	ASGS Ed. Leadership (?) BSBIS (online & onsite)	MSM BSBA	BSM ASB BS-Marketing
Student Oriented Services	Academic Advising Chaplaincy	Web site- Student Services	Career Development Prior Learning Assessment	Library services Student surveys	Orientation Retention
Professional Community	Professional Growth and Development Plan Curriculum Development Process	Professional Workshops Critical Thinking	Faculty Evaluation System	Grading	Faculty Orientation
Resource Allocation	Facilities management: Columbus Financial performance	Facilities management: Louisville Financial performance	Facilities management: Ohio (?) Financial performance	Financial performance	Financial performance

5/3/01
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

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 50 MGT 425 papers are reviewed by three business faculty, 90% will demonstrate an understanding of decision making from a Christian world view.**	Due Spring 2002	Program review FY2002
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 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, 2002	Program review FY2002
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 ACC 491 projects are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. **	Due: Spring 2002	Program review FY2002
4. Apply accounting theory in a practical manner.	3f Service 3g Agent of change 3h Selflessness	When a sample of 50 ACC 491 projects are reviewed by three business faculty, 90% will demonstrate application of accounting theory in a practical manner. **	Due: Spring, 2002	Program review FY2002

**as indicated by a faculty-generated scoring rubric

7/2/1999

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, 2002	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

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 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 50 BIS355 papers are reviewed by three business faculty, 90% will demonstrate an understanding of decision making from a Christian world view.**	Due Spring, 2002	Program assessment FY 2002-03
2. Demonstrate knowledge of systems design and information modeling, programming, and web application and development.	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, 2002	Program assessment FY 2002-03
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 410 are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. **	Due Spring, 2002	Program assessment FY 2002-03
4. Apply information systems theory in a practical manner.	1d- Integration of knowledge 2e- Lifelong learning	When a sample of 50 BIS 421 projects are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. **	Due Spring, 2002	Program assessment FY 2002-03

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

PROGRAM ASSESSMENT BS – Management

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

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

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 2002	Program assessment: FY 2003-04
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	World Changing Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Demonstrate an understanding of decision making from a Christian worldview.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3e Life calling 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 50 ADM 519 papers are reviewed by three business faculty, 90% will demonstrate an understanding of decision making from a Christian world view.**	Due Spring, 2001	Program assessment FY 2001-02
2. Master advanced subject matter in the functional areas of business.	1c- Competency in a discipline 2f- Leadership 2g- Servanthood 2d- Stewardship	90% of students who take a CAAHE-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, 2001	Program assessment FY 2001-02
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.**	Due Spring, 2001	Program assessment FY 2001-02
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. **	Due Spring, 2001	Program assessment FY 2001-02
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.**	Due Spring, 2001	Program assessment FY 2001-02

** as indicated by a faculty generated scoring rubric.

7/2/99

PROGRAM ASSESSMENT M.Ed.

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Proficiency in the knowledge, dispositions, and skills needed for effective teaching	<u>Portfolio</u> : All students will average “Proficient” on related expectations.	Due 2002	Assessment 2001-02
2. Proficiency in curriculum development and implementation.	<u>Portfolio</u> : All students will average “Proficient” on related expectations. <u>Applied Technology Project</u> All students will receive a rating of “satisfactory” or above. <u>Unifying Assessment Plan</u> All students will score “proficient” as reported in their portfolio.	Due 2002	Assessment 2001-02
3. Manage the classroom learning environment to create success for all students.	<u>Portfolio</u> : All students will average “Proficient” on related expectations	Due 2002	Assessment 2001-02
4. Continued learning and professional development through continuous reflection about teaching knowledge, dispositions, skills, and practices.	<u>Portfolio</u> : All students will average “Proficient” on related expectations	Due 2002	Assessment 2001-02
5. Create professional partnerships to create learning opportunities for themselves and their students.	<u>Portfolio</u> : All students will average “Proficient” on related expectations	Due 2002	Assessment 2001-02

PROGRAM ASSESSMENT RN-BS 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.	<p>Mean scores on Employer Surveys will meet or exceed 4.0 on questions regarding nursing knowledge, ethics and practice.</p> <p>85% of portfolio inclusions for NUR 365 (Ethical Analysis Paper), NUR 332 (Outline/Paper/Presentation of Nursing Theorist), SOC 225 Anthropology article critique, and NUR 436 (Written critique of literature review and theoretical framework from research article) will apply relevant theories and research as scored by Faculty with input from the Assessment Coordinator.</p>	<p>2000 Employer Survey: All criteria exceeded.</p> <p>Portfolio evaluation: Spring, 2002</p>	<p>Assessment FY 2001-2002</p>
2. Assume professional responsibility for the design, management, and coordination of outcome-oriented comprehensive nursing care in an evolving health care system.	<p>Mean scores on Employer Surveys will meet or exceed 4.0 on questions regarding design, management, leadership of nursing.</p> <p>Mean scores on Alumni Surveys will meet or exceed 4.0 on questions regarding leadership skills.</p> <p>85% of portfolio inclusions for NUR 490 (Management project), NUR 205 (Paper: Role of Nurse in Health Care Policy), NUR 370 (Case management paper), NUR 478 (Care study/case management paper) will demonstrate design and management of nursing care as scored by an assessment committee.</p>	<p>2000 Employer Survey: Leadership =3.7 Management of materials=4.2 nursing care=4.4</p> <p>2000 Alumni Survey: Leadership skills=4.31.</p> <p>Portfolio evaluation: Spring, 2002</p>	<p>Revise NUR490 (Management)</p>
3. Exhibit a commitment to lifelong learning and professionalism.	<p>Alumni Survey indicates that at least 25% of graduates have enrolled in or completed a graduate degree within 5 years of graduation.</p> <p>85% of portfolio inclusions for NUR 490 (Professional development plan) will demonstrate commitment to lifelong learning and professionalism as scored by an assessment committee.</p>	<p>2000 Alumni Survey: Lifelong learning =4.13</p> <p>Portfolio evaluation: Spring, 2002</p>	<p>Assessment FY 2001-2002</p>
4. Manage information, technology, and human resources pivotal to health promotion and risk reduction across the lifespan.	<p>Mean scores on Employer Survey meet or exceed 4.0 on questions regarding managing information, technology and human resources.</p> <p>85% of portfolio inclusions for NUR 490 (Management project), NUR 478 (Care study), NUR 224 (Power Point presentation), NUR 436 (Written literature review) will demonstrate ability to manage information, technology and human resources as scored by an assessment committee</p>	<p>2000 Employer Survey: Management of materials and human resources=4.2</p> <p>Portfolio evaluation: Spring, 2002</p>	<p>Assessment FY 2001-2002</p>

<p>5. Provide competent nursing care for diverse populations based upon ethical principles and Christian accountability.</p>	<p>Mean scores on Employer Survey meet or exceed 4.0 on questions regarding ethics and cultural diversity.</p> <p>Mean scores on Alumni Survey meet or exceed 4.0 on questions regarding ethics.</p> <p>85% of portfolio inclusions for NUR 365 (Ethical analysis paper), NUR 401 (Journaling) will exhibit competent nursing care based on ethical principles and Christian accountability as scored by an assessment committee</p>	<p>2000 Employer Survey: Ethics = 4.8 Cultural diversity=4.3</p> <p>2000 Alumni Survey: Ethics and cultural diversity=4.24</p> <p>Portfolio Evaluation: Spring, 2002</p>	<p>Assessment FY 2001-2002</p>
<p>6. Demonstrate mastery of the scientific principles underlying technical skills.</p>	<p>Pathophysiology Pre/Post Test will demonstrate a 20% increase in knowledge.</p> <p>85% of portfolio inclusions for NUR 370 (Nutritional screen), NUR 470 (Windshield survey and Epidemiology paper), NUR 334 (Physical assessment) will demonstrate mastery of scientific principles underlying technical skills as scored by an assessment committee</p>	<p>Mean Score increases: Test 1 29.3% Test 2 21.5% Test 3 25.8% Test 4 15.3%</p> <p>Portfolio evaluation: Spring, 2002</p>	<p>Assessment FY 2001-2002</p>
<p>7. Demonstrate critical thinking and effective communication in application of the nursing process.</p>	<p>California Critical Thinking Skills Test scores will indicate a 20% increase in critical thinking skills from beginning to end of program.</p> <p>85% of portfolio inclusions for NUR 334 (Document history and physical assessment) will demonstrate critical thinking and effective communication as scored by an assessment committee.</p>	<p>Data deemed unreliable.</p> <p>Portfolio evaluation, Spring, 2002</p>	<p>Assessment FY 2001-2002</p>
<p>8. Display value-based behaviors in the practice of holistic care of individuals, groups, and communities.</p>	<p>Mean scores on Alumni Survey will meet or exceed 4.0 on questions regarding value-based behaviors in holistic care.</p> <p>85% of portfolio inclusions for NUR 365 (Letter to author), NUR 332 (Spirituality paper), NUR 470 (Vulnerability paper) will display value-based behaviors as scored by an assessment committee.</p>	<p>Alumni Survey: Value-based behavior in holistic care=4.34.</p> <p>Portfolio Evaluation: Spring, 2002</p>	<p>Assessment FY 2001-2002</p>

Cynthia Tweedell
4/5/01

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.	Writing Sample: Mean scores on Christian world view improved 76.76% at mid-point.	Assessment FY 2002-03
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.	Writing Sample: Mean scores on Ethics improved at 5.5% at mid-point.	Assessment FY 2002-03
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. Personal Learning Anthology (PLA) inclusions will exhibit values and skills necessary for lifelong learning.	Academic Profile: IWU scores are comparable to a national sample. Lowest performance in math skills. Due March, 2003	MAT110 and MAT103 strengthened. MAT 103 required for new ASGS degree.
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. Personal Learning Anthology (PLA) inclusions will demonstrate ability to comprehend complex reading materials.	Academic Profile: IWU scores are comparable to a national sample. Due March, 2003	Assessment FY 2002-03
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 scores are comparable to a national sample. Writing Sample: Mean scores on critical thinking improved 8.25% at mid-point.	Assessment FY 2002-03

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.	Writing Sample: Mean scores on Problem Solving improved 23.25% at mid-point.	Assessment FY 2002-03
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	Due March 2003 Academic Profile: IWU scores are comparable to a national sample.	Assessment FY 2002-03
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.	Due March 2003	Assessment FY 2002-03
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.	Writing Sample: Mean scores on Information Literacy improved 65.5% at mid-point.	Assessment FY 2002-03
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.	Due March, 2003	Assessment FY 2000-2001

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

7/1/01 cbt

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: August, 2000 99.1% 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,2000-March,2001 Advisor question: mean=3.8.	Regional Advising Plan One more advisor recommended.
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,2000-March,2001 Chaplaincy mean=3.8	Spiritcare Plan

Off Campus Library Services Assessment Plan

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.	<p>a-In addition to MEd, MBA, RN-BS, BSBIS core groups by the end of 2000/2001 academic year, all new MSM core groups will additionally have a structured BI session.</p> <p>b- By June 2000, provide online tutorials for all the major databases used by APS students.</p>	<p>*Completion of tutorials for InfoTrac, PALNI SiteSearch, WebSpis' ERIC, CINAHL and ATLA</p> <p>*Use a page counter to assess how many times the pages are accessed.</p>	<p>2000/2001 school year: 83 classes</p> <p>As of July 1, 2000 Info Trac, PALNI SiteSearch are completed and available. Tutorials are written into the curriculum for all online degree programs. PowerPoints for bibliographic instruction are continuously updated and dept current.</p>	<p>Program improvement</p> <p>Program improvement</p>
2. To provide all information to all students/faculty in a timely and professional manner.	a- Continue to maintain a response time of 48 hrs. for all reference requests and document delivery requests by assessing in 4/year and achieving a rate of 99% or higher.	Once per quarter staff will monitor the response time for a 3 week period.	Oct, 2000 – 100% Mar, 2001 – 100%	Continue to strive for a turnaround time of +99% every time we are assessed.
3. To assess the effect of in-class bibliographic instruction in programs where this has been implemented, e.g. MEd, MBA, RN-BS.	a- Examination of MBA Applied Management Projects from 1998-2001 will demonstrate an increased understanding of research methodology and overall increased information literacy.	Examination of the MBA AMP's from core groups MBA180-230 will demonstrate at least a minimum of 5 scholarly articles and a variety of information resources.	These MBA core groups will begin graduating in 2001-2002 school year.	Program improvement of bibliographic instruction face to face teaching opportunities.
4. To provide useful classroom bibliographic instruction in a face to face environment.	a- 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	Program improvement