

**Annual Assessment Report
Adult and Graduate Studies
2001-2002**

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Executive Summary

The highlights of assessment and accreditation activities for FY 2001-02 include:

- Successful visit resulting in approval from Ohio Board of Regents to offer APS programs in Ohio
- Design and implementation of a Spiritual Growth Assessment
- Implementation of regular Assessment Updates to APS faculty and students.
- Faculty training on assessment in CAPS and CGS.
- Comparison of outcomes for MBA online with on-site.
- Highlights of Departmental Assessment in APS
 - **Business and Management:**
 - Implementation of an assessment test for MBA
 - Alumni survey of MBA Graduates
 - Business and Management Assessment Day to review selected student papers.
 - Discussion of new objectives
 - Changes based on assessment include:
 - **ASB faculty coaching on the Personal Learning Anthology and the academic/social needs of Associate students.**
 - **Implementation of BUS274 “World Changer” curriculum**
 - **Adjustments to the assessment system so that it better measures the objectives.**
 - **Graduate Education**
 - Implementation of a Unified Assessment System
 - Reliability testing of Portfolio Scoring
 - Course Assessment Day including about 50 faculty
 - NCATE Evaluator Training resulting in much praise for Graduate Education

- Alumni/principal survey of MED graduates.
- Principal focus group
- Implementation of Electronic Portfolio in online program
- Changes based on assessment include:
 - **Course revisions to align objectives and assignments with National Board Standards**
 - **More communication among faculty via course-specific message boards and the appointment of a lead faculty for each course.**
- **RN-BS Completion Program**
 - Review of selected student papers
 - Refinement of the Portfolio Assessment System
 - Alumni/employer surveys of graduates
 - Assessment Day to discuss implications of data
 - Changes based on assessment include:
 - **Addition of a new course emphasizing leadership**
 - **Re-write of NUR490 (Management Course) strengthening materials management**
 - **More faculty training on Case Management**
 - **Re-titling some assignments so they are more easily found in the portfolio**
- **General Studies**
 - Collection of a sampling of Personal Learning Anthologies and scanning onto CD for faculty review
 - Faculty training on the Personal Learning Anthology
 - Changes based on assessment include:
 - **Faculty communication regarding ways to increase retention**
 - **Development of more online offerings to increase graduation rates**
 - **Addition of four certificate programs in the ASGS to increase marketability of graduates**
 - **Incorporating more help on study group dynamics in UNV 111 and faculty training**

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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. Recruitment of Diverse Faculty:

	FY2001-02		Previous FY	
	Women	Diverse	Women	Diverse
Interviewed	96	60	144	30
Hired	59	23	75	26
Percentage of new hires	35%	14%	38%	13%

2. Faculty Scholarship:

Activity	FY 2001-02	Previous FY	% Change
Presentations at professional meetings	43	28	+54%
Articles/chapters published	5	6	-16%
Books published	3	3	0
Books in process	10	5	+100%
Doctoral work in process	4	4	0
Consulting	19	4	+375%
Total	84	50	+68%

Scholarly Meetings Hosted:

- APS Scholarship Day, May 3, 2002
- CAAHE conference, June 5-7, 2002
- Christian Periodical Indexing Team of the Association of Christian Librarians

Changes made based on assessment:

- **Because of the need to increase the quality and diversity of faculty hires, additional recruiters have been added. One faculty recruiter changed his status to half recruiting/half teaching. He was complemented by another half recruiter/half assistant director (General Studies). A faculty recruiter was added for Louisville. Another new position is dedicated to finding diverse candidates.**
- **The Candidate Evaluation Meeting has been changed so that it includes a fewer number of candidates and lengthens each of their presentations. It is hoped that this will increase the quality of those hired.**
- **To increase faculty quality, a mentoring system has been initiated so that new facilitators are paired with experienced facilitators.**
- **Faculty development meetings have become more specialized, so that faculty will be better informed about the curriculum, methods, and grading within their own area.**
- **Graduate Education is holding faculty development sessions online. As faculty become more geographically dispersed, this format will become more important.**
- **The Online End of Course Survey is increasing in participation. The End of Course Survey for online courses is being inserted into the end of each course, having a balloon pop up for students to click and complete a survey. It is hoped this will increase feedback from online students.**
- **We now have access to accumulated surveys from online students, so that we can assess a specific online curriculum.**

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 pp. 26-32)

Assessment Projects (for specific data, see Assessment Projects Notebook and Business and Management Assessment Notebook, 2001-02)

MBA Curriculum: In accordance with the Five-Year Program Review and Assessment Schedule, the MBA underwent extensive review during 2001-02. Faculty met to assess student papers on March 8, 2002. On May 10 the faculty discuss the following results and suggested changes:

- Alumni Study
 1. In November 2001, a survey was mailed to 640 MBA graduates (46% of total MBA alumni). There were 126 surveys returned.
 2. Alumni are generally positive about the impact of the program. Over 90% would recommend this degree to a friend.
 3. Those graduating after 1998 have more positive attitudes about their experiences than older graduates.
 4. Online graduates are more satisfied than on site graduates.
 5. Students choose the program primarily because of its convenience.
 6. Graduates are particularly pleased with the clarity of degree requirements, interaction with other students, helpfulness of faculty, registration procedures, and program length.
 7. Weaker areas appear to be fairness of grading, quality of instruction, spiritual emphasis, financial aid, and technology.
 8. In a comparison of graduates with those who had permanently withdrawn, there were some significant differences found in attitudes toward faculty, study group, and Christian world view.
 9. Several alums lamented in their written comments that grading was too easy.
 10. Among students who had gone to other universities, most judge the program as good as or better than their education elsewhere.

- Authentic Assessment

1. Faculty designed rubrics by which to measure the specified objectives.
2. Papers were collected from ADM 519, 566 and Applied Management Projects.
3. A representative sampling of these papers was chosen for faculty scoring.
4. On March 8, 2002, Business and Management faculty scored papers.
5. The Director of Assessment calculated a mean score for each paper on each objective. (see Evaluators' Scoring Summary)
6. A score of "3.5" or above (70%) was considered "proficient" on ADM 425 and Applied Management Projects.
7. A score of "8.4" or above (70%) was considered "proficient" on ADM566 papers.
8. The Director of Assessment calculated the percentage of papers which were proficient on each objective:
 - Decision making from Christian world view: 50% indicated proficiency
 - Integrate core knowledge and practical experience: 100% indicated proficiency
 - Management skills: 100% indicated proficiency
 - Apply technology to workplace: 100% indicated proficiency

- Pre/Post Testing:

1. Faculty wrote a pre/post test consisting of 100 multiple choice questions covering the content of the MBA curriculum. Several faculty were paid to develop and submit questions to an assessment test bank. Faculty from Baker and Cardinal Stritch Universities also participated in this IPD-led project, however in this particular implementation, only those questions written by IWU faculty were used.
2. The MBA test was administered in class to selected ADM511 cores in their second night of class. The post-test (which was the same test) was administered on the fourth or fifth night of ADM559, the final course in the MBA (before the Applied Management Project). Students were told that this test would not be included in their grades and not count against them in any way. Students were given about an hour to complete the test. Following is a listing of the core groups tested:

Core	Location	Date	Pre-test	Post test	Administrator
237	Indy-Roche	2/5/02		X	Tweedell
239	Ft. Wayne	3/5/02		X	Tweedell
240	IEC	2/21/02		X	Tweedell
241	Batesville	2/25/02		X	Tweedell
290	Batesville	1/24/02	X		Brooks
291	Columbus	1/29/02	X		Brooks
294	IEC	3/14/02	X		Tweedell

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

Subject area	Pre-test	Post-test	Difference	%Increase
International				
Business	57.42	60.01	2.59	4.51
MIS	35.28	38.9	3.62	10.26
Quantitative	19.78	25.64	5.86	29.63
Economics	60.72	63.48	2.76	4.55
General				
Management	55.57	61.39	5.82	10.47
Marketing	54.41	62.37	7.96	14.63
Legal	43.27	53.3	10.03	23.18
Accounting	46.34	57.77	11.43	24.67
Finance	25.19	41.59	16.4	65.11

5. The criterion was met in all areas except International and Economics. Overall scores were 15% higher for the post-test than for the pre-test.

Business and Management Changes Based on Assessment

- **Construction of a Conceptual Framework for the Business and Management Department connecting the Ten-Across Objectives with the IWU Mission Statement and specific Program Objectives.**
- **Rewrite of the Christian world view rubric (ADM519, MGT425, ADM525) so that students are required to refer to an understanding of biblical principles rather than use actual biblical citations.**
- **Eliminate MBA Objective #4 (managerial skills) because Objective #3 (integration of theory and practice) better captures what is needed.**
- **Plans to rewrite ADM566 to include an assignment which will more completely measure the application of technology in the business setting.**
- **Ongoing in-service elements: fairness of grading/quality of instruction, spiritual emphasis, use of technology in the classroom**
- **Investigate the possibility of eliminating laptops in the MBA program and use them for selected courses**

- **Specialized faculty training with faculty who teach mainly in the ASB program. Emphasis is on familiarizing faculty with the Personal Learning Anthology, and the academic/social needs of our associate level students.**

Graduate Education

Assessment Plans (see pp. 33-35)

Assessment Projects: (for specific data, see Assessment Projects Notebook and Graduate Education Assessment Notebook, 2001-02)

Unit Assessment System

In preparation for an NCATE visit in October 2002, and in accordance with the Five Year Program Review and Assessment Schedule, the Masters in Education underwent intensive review during 2001-02. Faculty met on June 26, 2002 to celebrate successes and assess individual courses. In July, 2002 faculty will meet to review the MED program as a whole. Components of this review include:

Portfolio Scoring Reliability Testing

In order to demonstrate that portfolio scoring is reliable, the following steps are implemented:

1. A random sampling of portfolios are collected and scanned onto CD-ROM.
2. A team of three faculty score selected portfolio inclusions from the sampling of portfolios.
3. The faculty scores are compared to the one another, and compared to the instructor/advisor scores.

Results: Reviews of 12 portfolios in July and December 2001 showed scores were identical in 82% of the cases.

Analysis of End of Course Surveys by Location and Faculty Category

1. New End of Course Surveys were implemented for Graduate Education classes which ask about student learning outcomes. There is a different survey for each course, tailored to the specific course objectives.
2. To test the consistency of course delivery, the survey results were analyzed by faculty category and type of location.
3. Results indicated that Category D and E faculty (adjuncts) were slightly less faithful to the course module. (These results were not statistically significant.)
4. Faculty at campus sites (IEC, FWEC, Marion, Columbus) were rated slightly higher than off campus faculty. (These results were not statistically significant.)
5. There appear to be no significant differences in faculty quality by category (full-time or adjunct).

Alumni Survey

1. The surveys were mailed during February-March 2002 and produced a 46% return rate. There were 324 respondents, all of whom graduated from the M.Ed. program during 1999-2000.
2. The alums are very positive about the impact of the program. Almost all would recommend it to a friend.

3. Graduates reported that the program was particularly effective in preparing them to collaborate with colleagues, sharing ideas and best practices.
4. They have been able to practice reflective assessment and implement instructional effectiveness.
5. They cite the strengths of the program as the length, accommodation to adults, and direct application to the classroom.
6. They are very pleased that the program increased their knowledge, skills and practices.
7. Weaker areas appear to be technology and Christian worldview.

Principal Survey

1. The Principal Survey went out to 270 building administrators. Without any follow ups, there was a 43% response rate.
2. Principals who supervise these teachers agree that the program has increased their ability to collaborate with colleagues to improve curriculum and instruction.
3. They rate the M.Ed. graduates as a little more effective than graduates of other M.Ed. programs.
4. The principals see much growth in the graduates.

Principal Focus Group

1. On April 26, 2002, nine Indianapolis-area school administrators met with the Graduate Education Director, Assistant Directors, and Director of Accreditation/Assessment.
2. Administrators were very positive about the productivity of IWU MED graduates in their schools. They cited many examples of MED graduates taking leadership roles in effecting change in their schools.
3. When asked what needs to be in the curriculum to better train teachers for the future they suggested:
 - Continue focus on technology
 - Instead of how to teach subject matter, train teachers how to teach children
 - School law, so teachers will know what they can and cannot do
 - Problem solving, in order to know how to teach a specific child
 - Data- how to use it to improve learning
 - Focus on literacy for all teachers: Even a math teacher will encounter illiterate students and have to teach them to read.
 - Getting students beyond their comfort zone
 - Assessment tied not to teaching but to learning

Graduate Education changes based on assessment

- **Graduate Education has implemented a Computerized Assessment System by which all students' progress is tracked on a secure site. Data for various assessment components are entered into the system and then can be summarized at appropriate times.**

- **To better align with National Board and NCATE Standards, there is a new conceptual framework with 35 domain expectations.**
- **EDU 558 & 559 (the portfolio courses) begin with an “Orientation Day.” Since this runs concurrently with EDU 545 and 554, this helps candidates focus on only one course at a time.**
- **EDU 565 has been added; it becomes the first UAP course instead of EDU 550 (Curriculum). It focuses heavily on content standards, and gets our candidates started on their Action Research Plan at the same time that they develop a personal Content Growth Plan.**

RN-BS Completion Program

Assessment Plan (see pp. 36-39)

Assessment Projects: : (for specific data, see Assessment Projects Notebook and Nursing Assessment Notebook, 2001-02)

RN-BS Curriculum: In accordance to the Five Year Program Review and Assessment Schedule, the RN-BS Completion Program underwent extensive review during 2001-02. Faculty met to review student portfolio submissions on April 11, 2002. They met to discuss the results of the program review on May 10, 2002. This review included the following measures:

Pathophysiology Pre/Post Test

Tests given at the beginning and end of four workshops in Pathophysiology indicate a significant increase in scores on all four tests. Scores improved at least 20% on 72% of the tests.

Alumni Survey

1. In May, 2001, a questionnaire was sent to all 140 alumni of the RN-BS Completion program who graduated in FY1999-2000. There were 52 respondents (37.1% response rate).
2. These respondents were almost all employed in nursing or health administration.
3. Over half had taken additional coursework beyond their bachelor's degree.
4. Convenience was a major factor in their reasons for attending IWU.
5. They were very satisfied with the ease of registration and clarity of degree requirements.
6. All program objectives appear to be met.
7. Graduates were not likely to change jobs or get promoted following their BS. However they appreciate the increase in the range of job opportunities.
8. Generally, they are very satisfied with their educational experience. Over 90% would recommend it to a friend.

Employer Survey

1. In July, 2001, Employer Surveys were sent to 20 supervisors of RNBS graduates. This resulted in 15 surveys returned, which is a 75% return rate.
2. Graduates are rated highly on "integrity and honesty." This is undoubtedly a product of our Christian emphasis.
3. Our graduates are also rated highly on knowledge and technical skills.
4. Employers rate our graduates slightly better than graduates from other schools.

Portfolio Review

1. A representative sampling of completed portfolios (3 from each finishing group) were collected and scanned onto CD-ROM. Near Assessment Day, portfolio submissions for NUR 490, 370, and 205 were located and copied from the CDs.
2. Two of the eight RNBS Program Objectives were chosen for review. On April 11, 2002, Nursing faculty scored papers. Two faculty looked at each paper and rated on a scale of 3=exemplary, 2=proficient, 1=marginal, 0=deficient.
3. The Director of Assessment calculated a mean score for each paper on each objective.
4. The Director of Assessment calculated the percentage of papers which were proficient on each objective:
Objective #2: Design, management and coordination of nursing care
NUR 205: 91% were proficient
NUR 490: 95% were proficient
NUR 370: 78% were proficient
Objective #4: Manage information, technology, and human resources
NUR 478: 80% were proficient
NUR 490: 95% were proficient
5. On May 21, faculty met to discuss results and suggest program improvements.

Program Assessment Day

On May 20, RNBS faculty met to review assessment data. They listed the following strengths and weaknesses:

Weaknesses/Opportunities

NUR370, Case Management – clarity of expectations
Leadership
NUR490, Strengthen project & management
Strengthen assessment plan, objectives and assignments

Strengths

High graduation rate – above average
Satisfaction of program among alums and employers
Faculty
Clear expectations- strong curriculum
Values – ethics
Convenience – student-friendly

RN-BS changes based on Assessment:

- **A new leadership course is being added.**
- **NUR490 (Management Course) is strengthening materials management.**

- **NUR370 (Case Management) will include more faculty training on case management.**
- **Portfolio assignments will be better labeled so they may be located for assessment.**

General Studies

Assessment Plan (see pp. 40-41)

Assessment Projects:

World Changer Outcomes Assessment Plan

An assessment plan for World Changer Outcomes was developed. (see pp. 42-46) It includes tools which are currently being implemented in General Education classes.

Personal Learning Anthologies

A representative sample of completed portfolios (Personal Learning Anthology) from General Education students is being collected and scanned onto CD for faculty review.

There has been more faculty training on the Personal Learning Anthology.

General Studies changes based on assessment include:

- **Faculty communication regarding ways to increase retention**
- **Development of more online offerings to increase graduation rates**
- **Addition of four certificate programs to increase marketability of graduates**
- **Incorporating more help on study group dynamics in UNV 111 and faculty training**

College of Graduate Studies

Graduate Ministries

On February 14, 2002, Dr. Gail Greene (Director of Assessment for College of Arts and Sciences) and Dr. Cynthia Tweedell presented assessment training to the faculty of the Religion Department. This included information about goal writing and assessment measures. Faculty worked on program goals.

Graduate Nursing

Assessment Plan (see p. 50-51)

Employer Survey A survey of 8 employers of alumni from the Graduate Nursing Program indicated the following strengths and weaknesses of the alumni:

Alumni Strengths

- Preparation for employment as an advanced practice nurse
- Integrity and honesty
- Ethical nursing practice
- Commitment to the nursing profession

Weaker Areas

- Management
- Written communication
- Skills necessary to analyze issues and engage in research

Graduate Counseling

Assessment Plan (see p. 52-53)

Changes based on assessment

- **Working with the Writing Center to set up tutorials for students as needed to improve technical writing skills.**
- **Additional evening hours in the bookstore and registrar's office at the beginning of the term.**
- **Courses offered in Indianapolis**

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 Plan (see p. 47)

Assessment Projects: (for specific data, see Assessment Projects Notebook, 2001-02)

I. Retention of Students Admitted on Probation

Objectives for Goals: Students who are admitted on probation will do just as well as other students.

Selection of Assessment Measures:. Graduation statistics

Performance Criteria Graduation rates for students admitted on probation will not be statistically lower than for other students.

Collection and Analysis of Data: 1998 Students Accepted on Probation: Total = 230

Action	Number	Percent
Graduated	178	77.3%
Withdrawn	30	13.0%
Inactive	5	2.0%
Still active	17	7.4%

Comparison Study: APS graduation rate for all programs combined: 73%

Conclusion: Graduation rates for students admitted on probation are comparable to regularly admitted students.

II. APS Graduation Rates

Objectives for Goals: Graduation rates for APS programs should be comparable to those at other institutions.

Selection of Assessment Measures:. ACT data compared with Student Services Data

Collection and Analysis of Data

Mean Graduation Rates for “Liberally Selective” Private Colleges

Level	Nationally	APS
Bachelor	41%	75%
Master	47%	84%

Conclusion: APS graduation rates far exceed national averages. This is probably due to good student services, our lock-step program and peer support from cohorts.

III. Retention for Online Students

Objectives for Goals: Online programs will have retention rates comparable to those in On Site programs.

Selection of Assessment Measures:.

1. Permanent Withdrawals from APS Online Programs
2. Graduation rate for MBA Online.

Collection and Analysis of Data

1. Withdrawals for Sept. – August, 2001

Program	Online students	Permanent Withdrawals	%	On Site Students	Permanent Withdrawals	%
M.Ed.	12	1	8%	702	23	3%
BSBIS	39	3	8%	270	48	18%
BSM	60	0	0%	630	68	11%
MBA	209	38	18%	947	85	9%

2. MBA Graduation Rates

Online: 44%

On Site: 75%

Conclusion: It is too early to tell if those students who dropped from the MBA are temporary drops who will eventually graduate from an online or on site class. There was considerable “fall out” from the first MBA class, but many of those students are back in the program and the curriculum has been adjusted to better accommodate students. In other online programs it appears the retention rate is actually very good, indicating that we may have learned how to use this instructional technology to benefit retention of students.

IV. Entrance Surveys

Entrance Surveys were given to all entering students and quarterly reports were issued. Compared to last year, our entering students are much more diverse (23% non-white). Students this year had a stronger motivation for personal satisfaction over salary/career development than those entering last year.

In addition a new Entrance Survey for Online Students was initiated. Reports indicate that these students are very motivated by the convenience of this delivery method, which increases their access to a degree. These students found it was more compatible with their work schedule and wanted to avoid travel. They tend to be less religious, less likely identify themselves as a Christian than on site students.

V. Spirituality Assessment

Objective: Indiana Wesleyan University will develop students in character. (from the IWU mission statement)

Selection of Assessment Measure:

1. A Task Force on Spiritual Growth Assessment reviewed what was currently done to assess Christian growth within present curriculum. Each program has at least one written assignment which can be used for this purpose.
2. It was determined that an instrument for use near the end of the students’ program would allow them to reflect and report on their own spiritual growth.
3. The Task Force considered several existing instruments.
4. The Task Force developed an instrument which combines a few objective measures with a few reflective questions.

Collection and Analysis of Data:

1. Chaplains distributed and collected the questionnaire in graduating classes.
2. Preliminary data from this instrument indicates that most students feel their knowledge about Christianity has increased.
3. Most students have a more positive attitude toward Christianity as a result of their IWU experience.

4. Most students report an improved relationship with themselves, people most unlike themselves and with Jesus Christ.
5. The strongest factors related to spiritual growth appear to be faculty and fellow students.

Conclusion: This instrument will continue to be used to collect information about the spiritual growth of our students. It will be revised to include a place for respondents to indicate their program, allowing us to analyze spiritual growth by program.

VI. Off Campus Library Services (see Assessment Plan, pp. 28-29)

Assessment Measures:

1. General satisfaction surveys
 - Students were pleased with the OCLS service. Suggestions were made for improving the *Library Resource Guide*.
 - **Response:** The LRG was and continues to be monitored for improvement. It is now available online. <http://www.indwes.edu/ocls>
 - Suggestions were made for improved tutorials.
 - **Response:** These are available from the OCLS home page.
 - Monitor ways to invite students to utilize the many resources that IWU/OCLS offers to its students remotely.
 - **Response:** For approximately a 2 year period, we utilized a customer service software (HumanClick) for email and live chat opportunities. We had to disband that service as the vendor changed its policies. Now we are beta testing a customer library specific service from OCLC, called *Ask A Librarian*. Right now it is only email, but the future promises live chat opportunities, too. We have decided to incorporate the use of Blackboard as a library interactive tool for library reference and BI starting in the Fall of 2003.
2. Two times/year, we assess our stated turnaround time that we publish of 48 hours. We have had the following results from that assessment, using a 3-week period of time.

○ 98.9%	Nov/Dec 1998
○ 98.9%	Jan/Feb 1999
○ 100%	Oct 1999
○ 100%	May 2000
○ 100%	Oct. 2000
○ 100%	Mar 2001
○ 100%	Sept. 2001
○ 100%	Jan 2002
○ 99%	May/June 2002

3. End of Course Surveys
 - Oct 1-Dec 31, 2000 4.2
 - Jan 1-Mar 31, 2001 4.2
 - Apr. 1-Jun 30, 2001 4.2
 - Jul 1-Sept 30, 2001 4.2
 - Oct 1-Dec 3, 2001 4.1
 - Jan 1-Mar 31, 2002 4.1
 - Apr 1-Jun 30, 2002 4.1

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

5. Student/faculty complaints are taken seriously and acted upon when possible.
 - Examples:
 - Med students were unhappy about their library bar codes expiring after 1 year.
 - **Response:** We implemented an internal check system where by we make sure that core groups have their barcodes renewed after 11 months. In our new library automation system, this will not be an issue as we can program the software to do this automatically.
 - Students were unsure whether their email requests for information were reaching OCLS.
 - **Response:** We implemented an internal system whereby all email requests for information are immediately acknowledged with a template response of:
We have received your request. If you do not hear back from us within 48 hours, please contact us again.

*Thank You,
OCLS
1-800-521-1848*
 - Additionally, with our *Email Request Form* from the OCLS webpage, an automatic response is generated, acknowledging their email request.
 - Some students were unhappy because they were having difficulty printing from the EDRS online service for ERIC documents.
 - **Response:** We ask that students first try to print them and we send them detailed instructions, but then if they are still having difficulty, (e.g. firewalls at their schools) we will print the documents or email the documents to them.

Student Services changes based on assessment:

- **Developed links for online tutoring in math, writing, and Bible.**
- **Developed online link to Life Calling and Leadership Center**
- **Placed many forms online**
- **Added another advisor, available online.**
- **IPD hired a person to pursue drop-outs for possible re-entry.**
- **Implemented SpiritCare Video series online and to chaplains.**

Assessment Goals for 2002-03

Cynthia Tweedell, as new Assistant Dean for Accreditation and Assessment for both the College of Adult and Professional Studies and the College of Graduate Studies will work to further develop the assessment program for these expanding colleges. These are her specific goals and objectives for the coming year:

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

1. The Graduate Counseling Program will streamline their assessment plan, begin to analyze data and make program improvements.
2. The Christian Ministries Program will write objectives and methods to measure student outcomes.
3. The Graduate Nursing Program will refine their objectives and analyze data to make program improvements.

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

1. Conduct an extensive review of the BS-Accounting Program including alumni/employer surveys, pre/post testing and analysis of selected student papers.
2. Conduct an extensive review of the General Education curriculum including administering the Academic Profile to a sampling of beginning and ending students, and an analysis of a sampling of Personal Learning Anthologies.

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

1. Faculty in each program will review and revise objectives as needed.
2. Faculty in each program will review and revise means of collecting assessment data.
3. Faculty will submit assessment samples.
4. Academic directors will submit annual assessment report for each program.

Goal #4: Assessment data will inform program improvements.

1. Review 2001-2002 MBA formal assessment data and implement program improvements.

2. Review Graduate Education assessment data and implement program improvements.
3. Review RN-BS assessment data and implement program improvements.
4. Review General Studies assessment data and implement program improvements.
5. Conduct a marketing study of the BS-BIS by surveying students and employers.
6. Use assessment data, where possible, to justify proposals to Academic Affairs Committee.

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

1. Implement electronic portfolios in Graduate Education.
2. Formulate a plan to implement electronic portfolios in RN-BS.
3. Formulate a plan to implement electronic portfolios in General Studies.
4. Implement online assessments (entrance and general information surveys, and pre- and post-testing) in online programs.

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

1. Gain NCATE re-accreditation.
2. Have Kentucky Council of Postsecondary Education approve additional sites in Kentucky.
3. Get approval from Texas Higher Education Coordinating Board to offer our programs in Dallas and Houston.
4. Submit a request to the Higher Learning Commission to offer degree programs in China.
5. Submit a request to the Higher Learning Commission to offer a doctoral degree in Leadership.

**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 2003	<i>Program review FY2002</i>
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, 2003	<i>Program review FY2002</i>
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 2003	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, 2003	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, 2005	Program assessment FY 2004-05
3. Develop critical thinking, problem solving, and communication skills.	1d- Integration of knowledge 2a- Creativity 2b- Critical thinking 2c- Communication 2e- Lifelong learning 3b- Inclusion	When a sample of 25 ADM 495 papers are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills.**	Faculty review of 19 ADM 495 papers indicated that 89% demonstrated critical thinking skills.	Seminar in business (ADM 495) revision.
4. Develop quantitative and qualitative skills	1b- Liberal arts foundation 1c- Competency in a discipline 2d- Self discipline	When a sample of 25 ADM 495 papers are reviewed by three business faculty, 90% will demonstrate quantitative and qualitative skills.**	Faculty review of 19 ADM495 papers indicated 37% demonstrated quantitative/qualitative skills.	Seminar in business (ADM 495) assignment revised to require quantitative/qualitative skills.
5. Apply technology to business opportunities within the workplace.	1d- Integration of knowledge 2e- Lifelong learning	When a sample of 25 ADM 316 papers are reviewed by three business faculty, 90% will demonstrate an ability to apply technology to business opportunities within the workplace.**	Faculty review of 20 ADM 316 papers indicated that 65% demonstrate ability to apply technology.	Program review: April,2000.

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

3/13/00

**PROGRAM ASSESSMENT
BS – BUSINESS INFORMATION SYSTEMS**

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, 2004	Program assessment FY 2003-04
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, 2004	Program assessment FY 2003-04
3. Develop critical thinking, problem solving, and communication skills.	1d- Integration of knowledge 2a- Creativity 2b- Critical thinking 2c- Communication 2e- Lifelong learning 3b- Inclusion	When a sample of 50 BIS 410 are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. **	Due Spring, 2004	Program assessment FY 2003-04
4. Apply information systems theory in a practical manner.	1d- Integration of knowledge 2e- Lifelong learning	When a sample of 50 BIS 421 projects are reviewed by three business faculty, 90% will demonstrate critical thinking, problem solving and communication skills. **	Due Spring, 2004	Program assessment FY 2003-04

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

PROGRAM ASSESSMENT
BS – Management

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

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

3/9/01

**PROGRAM ASSESSMENT
MS- Management**

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

** as indicated by a faculty-generated scoring rubric

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

** as indicated by a faculty generated scoring rubric.

7/9/02

PROGRAM ASSESSMENT
Master in Education

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. The M.Ed. conceptual framework is integrated into all aspects of that program.	<ul style="list-style-type: none"> a. Conceptual framework is aligned with state and professional standards b. Core and elective courses' curricula align with the conceptual framework c. Expectations for proficiency in candidates' knowledge, performances, and dispositions are determined by standards expressed in the conceptual framework d. Faculty qualifications and evaluations of their teaching effectiveness are aligned with the conceptual framework 	2001-2002	2002
2. M.Ed. program data are regularly and systematically collected, analyzed, evaluated, and reported.	<ul style="list-style-type: none"> a. Multiple assessment points, both internal and external, are used when making decisions about individual candidates' performance in the program. b. Quarterly, semi-annual, and annual stakeholder meetings (both online and onsite) are used to evaluate program data. c. A technology database of information regarding candidates, faculty, and program components is used to create aggregate and disaggregated reports on a regular basis. 	2001 - 2002	2002 - 2003
3. M.Ed. decisions made for program improvement are based upon multiple forms of assessment data.	<ul style="list-style-type: none"> a. Decisions regarding the continuation of candidates in the program are based on data from multiple assessment points. b. Requirements for the performance-based portfolio process are derived from the systematic review of program data analyses. c. Inter-rater reliability measures are instituted to assure implementation of program fidelity. d. Long-range strategic planning occurs regularly, based on the use of data for program improvement. 	2001 – 2002	2002 - 2003

**Program Assessment
Educational Leadership Endorsement**

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. The Educational Administration conceptual framework is integrated into all aspects of that program.	<ul style="list-style-type: none"> a. Conceptual framework is aligned with state and professional standards b. Core and elective courses' curricula align with the conceptual framework c. Expectations for proficiency in candidates' knowledge, performances, and dispositions are determined by standards expressed in the conceptual framework d. Faculty qualifications and evaluations of their teaching effectiveness are aligned with the conceptual framework 	2002	2003-2003
2. Educational Administration program data are regularly and systematically collected, analyzed, evaluated, and reported.	<ul style="list-style-type: none"> a. Multiple assessment points, both internal and external, are used when making decisions about individual candidates' performance in the program. b. Quarterly, semi-annual, and annual stakeholder meetings (both online and onsite) are used to evaluate program data. 	2002 – 2003	2002 - 2003
3. Educational Administration decisions made for program improvement are based upon multiple forms of assessment data.	<ul style="list-style-type: none"> a. Decisions regarding the continuation of candidates in the program are based on data from multiple assessment points. b. Requirements for the performance-based portfolio process are derived from the systematic review of program data analyses. c. Inter-rater reliability measures are instituted to assure implementation of program fidelity. d. Long-range strategic planning occurs regularly, based on the use of data for program improvement. 	2002 – 2003	2002 - 2003

Program Assessment Transition to Teaching

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

**PROGRAM ASSESSMENT
RNBS Completion Program**

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
<p>1. Apply relevant theories and research from nursing, life sciences, social sciences, the humanities, and Christian thought to the practice of nursing.</p>	<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), 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 Director.</p>	<p>2001 Employer Survey: Knowledge & Skills = 4.7 Ethics = 4.8</p> <p>Portfolio evaluation: Spring, 2003</p>	
<p>2. Assume professional responsibility for the design, management, and coordination of outcome-oriented comprehensive nursing care in an evolving health care system.</p>	<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), will demonstrate design and management of nursing care as scored by an assessment committee.</p>	<p>2001 Employer Survey: Leadership = 3.9 Management of materials = 4.5 nursing care = 4.7</p> <p>2001 Alumni Survey: Leadership skills = 4.10</p> <p>Portfolio evaluation: NUR205: 91% proficient NUR490 : 95% proficient NUR370 : 78% proficient</p>	<p>Re-write NUR490 (Management Course) strengthening materials management.</p> <p>New Leadership course.</p> <p>NUR370: Write in more faculty training on case management.</p>

<p>3. Exhibit a commitment to lifelong learning and professionalism.</p>	<p>Alumni Survey indicates that at least 25% of graduates have enrolled in or completed a graduate degree within 5 years of graduation.</p> <p>85% of portfolio inclusions for NUR 490 (Professional development plan) will demonstrate commitment to lifelong learning and professionalism as scored by an assessment committee.</p>	<p>2001 Alumni Survey: Lifelong learning = 4.27</p> <p>Portfolio evaluation: Spring, 2003</p>	
<p>4. Manage information, technology, and human resources pivotal to health promotion and risk reduction across the lifespan.</p>	<p>Mean scores on Employer Survey meet or exceed 4.0 on questions regarding managing information, technology and human resources.</p> <p>85% of portfolio inclusions for NUR 490 (Management project), NUR 224 (Power Point presentation) will demonstrate ability to manage information, technology and human resources as scored by an assessment committee</p>	<p>2001 Employer Survey: Management of materials and human resources= 4.5</p> <p>Portfolio evaluation: NUR490: 95% proficient</p>	

<p>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>2001 Employer Survey: Ethics = 4.8 Cultural diversity = 4.8</p> <p>2001 Alumni Survey: Ethics and cultural diversity = 4.24</p> <p>Portfolio Evaluation: Spring, 2004</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 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 26.79% Test 2 19.28% Test 3 23.91% Test 4 17.02%</p> <p>Portfolio evaluation: Spring, 2004</p>	
<p>7. Demonstrate critical thinking and effective communication in application of the nursing process.</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>Portfolio evaluation, Spring, 2005</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), and NUR 332 (Spirituality paper) will display value-based behaviors as scored by an assessment committee.</p>	<p>Alumni Survey: Value based behaviors in holistic care = 4.33</p> <p>Portfolio Evaluation: Spring, 2006</p>	
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Cynthia Tweedell
5/22/02

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

**World Changer Outcomes
Assessment Plan
ASB and ASGS**

Objective	Assessment Criteria & Procedures	Assessment Results
<p>1 BASICS OF THE CHRISTIAN FAITH: A knowledge of the basic themes and truths of the Old and New Testaments and the basic beliefs of Christianity; an awareness of Bible-based morality and social responsibility; and a reasoned understanding of a Christian worldview and the meaning of salvation as expressed in evangelical Christianity.</p>	<p>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.</p> <p>Personal Learning Anthology: 90% of BIL102 papers will show evidence of understanding of Christian world view as indicated by a faculty-written scoring rubric..</p>	<p>Due March, 2003</p>
<p>LIBERAL ARTS FOUNDATION: A solid grasp of the general studies that have been associated with a liberal arts education.</p>	<p>Academic Profile: College Reading scores will meet or exceed scores from a national sample of comprehensive universities.</p> <p>Personal Learning Anthology: When a sample of 50 Personal Learning Anthologies are reviewed by a team of faculty, 90% will demonstrate exposure to liberal arts instruction</p>	<p>Academic Profile Criteria met. IWU scores are comparable to a national sample.</p> <p>Due 2003</p>
<p>COMPETENCY IN A DISCIPLINE: A competency in at least one major discipline of the University curriculum.</p>	<p>Baccalaureate Completion 80 % of graduates who subsequently enroll in a baccalaureate program will successfully complete within 10 years</p> <p>ASB: When a sample of 15 BUS274 papers are reviewed by 3 business faculty, 90% will demonstrate an ability to integrate basic business principles, concepts, and skills as indicated by faculty generated scoring rubric..</p> <p>ASGS: When a sample of 20 SOC 152 final papers are reviewed by 3 faculty, 90% will demonstrate an ability to identify factors which influence human behavior as indicated by faculty generated scoring rubric.</p>	<p>2001 Graduation rate in Bachelor programs is 79%</p> <p>60% scored “proficient”</p> <p>Due: 2004</p>

<p>INTEGRATION OF KNOWLEDGE: The integration of knowledge with one's faith across academic disciplines.</p>	<p>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</p>	<p>Due: 2003</p>
<p>CREATIVITY: The ability to make connections between various bodies of information and to create new forms and structures.</p>	<p>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</p> <p>Personal Learning Anthology: When a sample of 50 BUS 274 (ASB) or SOC 150 (ASGS) papers are reviewed by faculty, 90% will demonstrate a creative approach to problem solving.</p>	<p>Due: 2003</p>
<p>CRITICAL THINKING: The ability to process information both analytically and critically in order to determine the validity of competing truth claims, and to be an effective problem solver.</p>	<p>Academic Profile: Critical thinking scores will meet or exceed scores from a national sample of comprehensive universities.</p> <p>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.</p>	<p>Academic Profile Criteria met. IWU scores are comparable to a national sample.</p> <p>Due 2003</p>
<p>COMMUNICATION: The ability to read critically, to write clearly, and to communicate effectively in various other forms</p>	<p>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.</p> <p>Academic Profile: College writing scores will meet or exceed scores from a national sample of comprehensive universities</p> <p>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.</p>	<p>Due 2003</p> <p>Academic Profile Criteria met. IWU scores are comparable to a national sample.</p> <p>Due 2003</p>

SELF-DISCIPLINE: The development of personal habits of self-discipline and control.	Graduation Rates:80% of APS students will develop the self discipline to persist to graduation.	2001 graduation rates for bachelor students is 79%
LIFELONG LEARNING: The ability to discover and process information as a self-directed learner.	Academic Profile: Institutional scores will meet or exceed scores from a national sample of other comprehensive universities. Personal Learning Anthology (PLA) inclusions will exhibit values and skills necessary for lifelong learning.	Academic Profile Criteria met. IWU scores are comparable to a national sample. Lowest performance in math skills.
LEADERSHIP: The ability to effect change within various group settings; to marshal resources to accomplish one's vision	Pre/post Group Process Assessment: When a sample of 50 assessments are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in group process as indicated by a Group Processes Assessment in the middle and end of their program.	Due: 2003
SERVANTHOOD: The ability to see and meet the needs of others.	ASGS: Personal Learning Anthology When a sample of 20 SOC 152 and SOC 225 final papers are reviewed by 3 faculty, 90% will demonstrate an ability to identify factors which influence human behavior as indicated by faculty generated scoring rubric.. ASB: When a sample of 15 BUS274 papers are reviewed by 3 business faculty, 90% will demonstrate an ability to integrate basic business principles, concepts, and skills as indicated by faculty generated scoring rubric.	Due 2004 60% scored "proficient"
COMMITMENT TO TRUTH: A commitment to the search for objective truth as revealed in the Bible and in God's created order.	Pre/post Ethics Writing Sample: When a sample of 20 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in Christian worldview as indicated by a faculty-written scoring rubric	Due 2003
INCLUSION: The desire to dialogue across perspectives and cultures without surrendering a commitment to truth.	Diversity of Student Profile: 10% of APS students will be of diverse race/ethnic background.	FY 2000-01: 17% of APS students of diverse background

HUMAN WORTH: A belief that God created all life and therefore all people have worth.	Pre/post Ethics Writing Sample: When a sample of 20 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in Christian worldview as indicated by a faculty-written scoring rubric	Due 2003
STEWARDSHIP: A valuing of the created order as a trust from God and a commitment to the wise use of all the resources of life.	Evidence of effective time management: Class attendance records and completion of courses.	2000-01 graduation rate is 79%
LIFE CALLING: The cultivation of a sense of purpose and a passion to pursue God's call.	Pre/post Ethics Writing Sample: When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in articulating a Christian worldview as indicated by a faculty-written scoring rubric BIL102 Papers: When a random sampling of 50 BIL102 (New Testament) papers are reviewed, 80% reflect a sense of God's call, as measured by a faculty-written scoring rubric.	Due 2003 100% reflect life calling.
SERVICE: A commitment to view one's career as a vocation (calling) rather than an obligation or an end in itself.	Pre/post Ethics Writing Sample: When a sample of 20 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in Christian worldview as indicated by a faculty-written scoring rubric Student/faculty accounts of service	Due 2003 Due 2002

<p>AGENTS OF CHANGE: A commitment to become an agent of God's redemptive plan</p>	<p>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.</p> <p>Student/faculty reports of change agents.</p>	<p>Due 2003</p> <p>Due 2003</p>
<p>SELFLESSNESS: The motivation to put others before self.</p>	<p>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.</p> <p>Student/faculty examples of selflessness</p>	<p>Due 2003</p> <p>Due 2003</p>

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,2001-June 2002 Advisor question: mean=4.0.	Regional Advising Plan Online advisor added.
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,2001-June,2002 Chaplaincy mean=3.8	<i>Spiritcare Plan</i> Videos Implemented

**Off Campus Library Services
Assessment Plan
2001-2002**

Objective	Assessment Criteria	Assessment Procedures	Assessment Results	Use of the Results
1. To provide opportunities for students to learn about how to do library research.	a. In addition to MEd, MBA, RNBS, BSBIS core groups by the end of 2002/2003 academic year, all new MSM core groups will additionally have a structured BI session.	Rewrite of the MSM first course to incorporate library research methodology for both onsite and online	Discussions have begun with B & M Masters' Director. No curriculum changes as yet. Impact to OCLS: Requires more personnel for bibliographic instruction.	Program improvement
2. To provide all information to all students/faculty in a timely and professional manner.	a. Continue to maintain a response time of 48 hrs. for all reference requests and document delivery requests by assessing in 4/year and achieving a rate of 99% or higher.	Once per quarter staff will monitor the response time for a 3 week period.	Nov. 1998 – 98.9% Feb. 1999 – 98.9% Oct. 1999 – 100% Feb 2000 – 99.4% Oct 2000 – 100% Mar 2001 – 100% Sept. 2001 – 100% Jan 2002 – 100% May/June 2002 – 99%	Continue to strive for a turnaround time of +99% every time we are assessed.

<p>3. To assess the effect of in class bibliographic instruction in programs where this has been implemented, e.g. MEd, MBA, RNBS.</p>	<p>a. Examination of MBA Applied Management Projects from 1998-2002 will demonstrate an increased understanding of research methodology and overall increased information literacy.</p>	<p>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.</p>	<p>These MBA core groups will begin graduating in 2001-2002 school years.</p>	<p>Program improvement of bibliographic instruction face to face teaching opportunities.</p>
<p>4. To provide useful classroom bibliographic instruction in a face to face environment.</p>	<p>Scores of library related questions on the General Information Survey would meet or exceed 4.2 on a Likert scale of 5.</p>	<p>Monitor the GIS results on a quarterly basis.</p>	<p>Academic year 2001/2002: 4.1</p>	<p>Program improvement From the written comments there seems to be a disconnect between what students are told in marketing and what we will actually do for them. Will discuss this with marketing.</p>

PROGRAM ASSESSMENT
Graduate Ministries

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
Advanced understanding of Bible, church history, theology			
Competence in analysis, research, synthesis	Review theses	.	

PROGRAM ASSESSMENT
Graduate Nursing

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Critically analyze health and health care delivery system's issues and policies, utilizing diverse theoretical frameworks and perspectives.	Employer survey	2002 Employer Survey: Mean = 4.2	
2. Integrate theoretical frameworks and current research findings from nursing and related disciplines in the assessment, planning, intervention and evaluation of nursing and health care for individuals and aggregates.			
3. Engage in the critique, production and application of nursing knowledge through scholarly inquiry, nursing research and research-based advanced practice.	Employer survey	2002 Employer Survey Research Skill = 4.3	
4. Exhibit a commitment to life-long learning for professional and personal development	Employer Survey	2002 Employer Survey Commitment to life long learning = 4.8	

<p>5. Serve individuals, families and communities through the provision of appropriate, accessible, competent, culturally sensitive, collaborative and ethical nursing care in the context of diverse primary health care settings and systems.</p>	<p>Employer Survey</p>	<p>2002 Employer Survey Culturally competent= 4.4 Collaborative = 4.4 Integrity and honesty=5.0 Ethics = 5.0</p>	
<p>6. Assume the role of change agent through effective, efficient provision and management of health care within diverse health care systems, the production and application of knowledge and the development and analysis of health policies.</p>	<p>Employer Survey</p>	<p>2002 Employer Survey Management of human resources=4.2</p>	

**PROGRAM ASSESSMENT:
Graduate Counseling**

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
<p>1. Highly competent counselor training that places emphasis on doing and being, striving for growth and development in all areas as an effective strategy for promoting change in the people we serve.</p>	<ol style="list-style-type: none"> 1. Alumni surveys 2. Alumni employer surveys 3. Student portfolios that demonstrate competencies 4. Annual planning day evaluating each student's progress 5. Weekly staff meetings to discuss and evaluate progress on program outcomes 6. Course evaluations of every class each time the class is taught 7. National Counselor Exam taken by student in their last semester of enrollment 8. Student personal and professional goals assessed during internships 9. Student evaluations of university and site supervisors. 10. University and site supervisors' evaluation of student counselors 11. Clients' evaluation of student counselors 		
<p>2. Life long scholarly learning that draws from and adds to the counseling literature, which is both theoretical and applied.</p>	<ol style="list-style-type: none"> 1. Student presentations at professional meetings 2. Poster presentations presented at ICA and our Professional Development Training Seminar 3. Research proposals created and evaluated in CNS507 4. Graduate capstone projects 		

<p>3. Learning that respects and seeks to understand diversity</p>	<p>1. Practicum and internship logs documenting service to minority clients 2. Additional assignments in core courses that promotes understanding of diversity 3. Additional elective courses in the areas of addictions and sexuality</p>		
<p>4. The values of integration and integrity in counselor education guided by the beliefs and practices of Christian faith</p>	<p>1. Personal integration paper in CNS 509 2. Reflection papers on practicing the spiritual disciplines 3. Book summaries on the classics of the Christian faith 4. Bible studies and journal summaries assigned in several classes 5. Research proposals related to integration in CNS 509 6. Professional and personal goals assessed during internships.</p>		

7/10/02