Adult and Graduate Studies
Annual Assessment Report
2007-2008

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Annual Assessment Report
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Cynthia Tweedell, Ph.D.
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Executive Summary

The highlights of assessment activities for FY 2007-08 include:

- Program reviews for BS Accounting, TTT and completion of the review for BS-Marketing (begun in 07).
- Participation in the Higher Learning Commission Assessment Academy and implementation of a project on assessment of World Changer Outcomes.
- Launch of the Higher Learning Commission Self Study.
- Completion of a joint project with five other Christian colleges to benchmark student learning outcomes in Christian worldview, critical thinking and written communication.
- Sponsorship of an Adult Education Conference involving 95 people from 30 Christian colleges, supported by a Lilly Scholarship Grant.
- Development and pilot of an Adult Spiritual Formation Inventory in collaboration with a Task Force from several CCCU colleges.
- Establishment of a CCCU Center for Research in Adult Learning.
- Continuing work on CCCU Task Forces on Retention in Adult Education; Spiritual Development of Adult Students and Return on Investment in Adult Programs.

- Highlights of Departmental Assessment
    - **Business and Management (see pp. 10-29):**
        - Business and Management Department has initiated the use of an Advisory Council—a group of business leaders which meet on a regular basis to discuss needs for business education.
        - BSA Program Review culminated in an Assessment Day in which faculty scored a representative sampling of student papers indicating strengths and challenges of the program as well as improvements in student learning outcomes since the 2003 Program Review.
        - BSA Alumni Survey indicated that while 88% of alums are satisfied with the program, there are some challenges regarding group work and consistency in faculty quality.
        - BSA pre/post test indicated that there is a 13% difference in content knowledge between students at the beginning and the end of the program.
        - BS Marketing Program Review indicated some strengths and challenges.

- Many curricular changes were made based on End of Course Surveys, Faculty Feedback and Program Review.

- **Graduate Education (see pp. 30-48):**
  - Assessment Days for all Graduate Education programs produced ideas which sparked many curricular changes.
  - The electronic Program Assessment System has been refined to inform administrators of the impact of program changes.
  - TTT Principal Survey indicated that IWU Transition to Teaching alumni are more effective teachers than graduates of traditional teacher education programs.
  - M.Ed. Alumni Survey data demonstrates that M.Ed. candidates feel that the program positively impacted their effectiveness in collaborating with colleagues to improve curriculum, assessment, instruction, and learning.
- **RNBS Completion Program (see pp. 49-56)**
  - Assessment Day consisted of faculty review of selected papers and consideration of the Nursing Unit mission and goals in preparation for CCNE.
- **Liberal Arts and Electives (see pp. 57-62):**
  - Revision of curriculum based on End of Course Survey data and Faculty Feedback.
- **Graduate Studies in Counseling (see pp. 70-72)**
  - Revision of Assessment Plan to include all areas of specialization.
- **Graduate Nursing (see pp. 67-69)**
  - Curriculum revision based on End of Course Survey data and Faculty Feedback.
  - Participation in a Benchmarking Study of graduating students with other Graduate Nursing Programs (Educational Benchmarking Inc).
- **Graduate Studies in Ministry (see pp. 63-66)**
  - Focus groups produced rich data from which to craft program improvements.
- **Doctorate in Organizational Leadership (see pp. 73-75)**
  - Data from student Comprehensive Exams as well as faculty feedback have informed a restructuring of the DOL program.
- **Student Services (see p. 77)**
  - Data from End of Course Surveys indicate high satisfaction with student services.

Progress on Assessment Goals for 2007-08

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

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

During the past year we have struggled to keep up with the volume of surveys. After consultation with UIT we decided to purchase Class Climate from Scantron. This software will be implemented in the coming year and we anticipate it will greatly streamline our survey processes.

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

The Center for Research in Adult Learning was approved by CCCU and IWU in May. IWU sponsored an Adult Education Conference in February which attracted 95 participants from 30 Christian colleges.

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

The Steering Committee has been meeting monthly since January. Subcommittees have been active since March.

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

This web site is under development. The project is managed by Dr. Don Sprowl and Dr. Lorne Oke. There is a Blackboard site for Steering Committee business.

5. Program Reviews for
    a. BSA- *Completed*
    b. TTT- *Completed*
    c. ELMO/ELMS- *In process*
    d. MBA: Specializations- *Completed*
    e. BS-Marketing- *Completed*
    f. Graduate Ministries- *In process*
    g. Doctorate in Org. Leadership – *In process (Awaiting a sufficient number of graduates from which to gather data.)*

Higher Learning Commission Assessment Academy

During 2007-08 Indiana Wesleyan University began participation in the Higher Learning Commission Assessment Academy. This is a four-year commitment to develop a culture of assessment by pursuing various assessment projects. At an intensive workshop in Lisle, IL, the Academy Team formulated a plan to clarify and assess the World Changer Outcomes. In monthly meetings following this workshop, the Team reviewed and mapped the Outcomes with the IWU mission. Then Task Forces met to consider criteria and means to measure these Outcomes on the bachelor and graduate level.

The Academy Team consists of the following members:

Cynthia Tweedell, Chair

Don Sprowl, Assistant VP of Institutional Research

Bradford Sample, Dean of CAPS

Connie Lightfoot, Assistant VP of CAS

Jim Fuller, Dean of CGS

Chuck Roome, CAPS Faculty

Bill Millard, CAS Faculty

Mark Gerig, CGS Faculty

Following is the Task and Timeline of our Project and our mapping of the World Changer Outcomes.

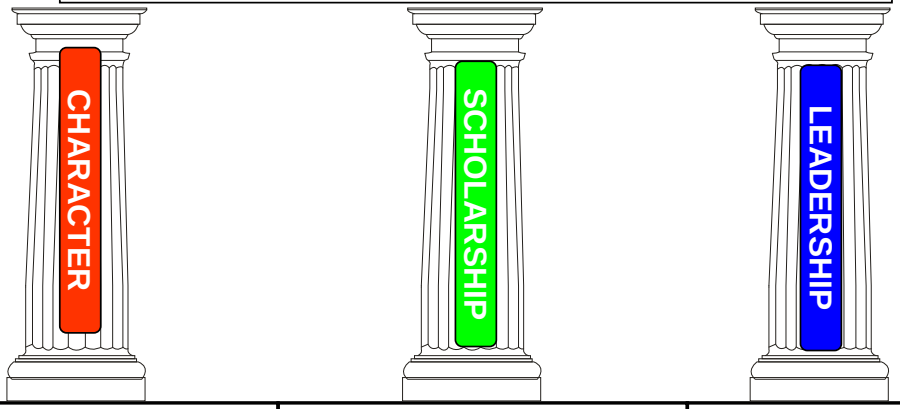
Assessment Academy World Changer Outcomes Project

Outcomes	**Tasks**	**Timeline**
Clear statement of World Changer Outcomes.	The Assessment Academy Team will define/refine the World Changer Outcomes.	Completed April 08
	The Outcomes will be modified/approved by the faculty of the respective colleges.	September 08
Clear statement of objectives (measures) for each outcome appropriate for each college.	The Assessment Academy Team will work with college Assessment Committees to define measures for each outcome.	Completed July 08
Collection and assessment of useable information derived from data gathered through executed measures. (Evidence of student learning relative to stated institutional priorities)	With cooperation of the faculty as necessary, the Office of Institutional Effectiveness will execute the defined measures for each outcome for the College of Adult & Professional Studies and the College of Graduate Studies.	April 09
	With cooperation of the faculty as necessary, the Office of Institutional Research will execute the defined measures for each outcome for the College of Arts and Sciences.	April 09
	The Assessment Academy Team, in cooperation with Assessment Committees from each college will derive meaningful information from the executed measures.	September 09

Modification of curricula based on information derived from Outcomes measures.	The Assessment Academy Team will take the meaningful information to the General Education Committees (or equivalent) of each college and together review the general education curricula in light of the assessment data. Proposals for change in curricula will be presented for approval through normal curriculum-change procedures.	December 09 April 10
Re-assessment and demonstration of improved student achievement of World Changer Outcomes by repeated measures.	With cooperation of the faculty as necessary, the Office of Institutional Effectiveness will re-execute the defined measures for each outcome for the College of Adult & Professional Studies and the College of Graduate Studies. With cooperation of the faculty as necessary, the Office of Institutional Research will re-execute the defined measures for each outcome for the College of Arts and Sciences. The Assessment Academy Team will document any measured improvement in student achievement of the World Changer Outcomes.	December 10 December 10 April 11

INDIANA WESLEYAN UNIVERSITY

…is a Christ-centered academic community committed to changing the world by developing students in…



	CHARACTER	SCHOLARSHIP	LEADERSHIP
Knowledge	Basics of Christian faith Integration of Knowledge	Liberal Arts Foundation Competency in a Discipline	Leadership Knowledge
Skills	Self-Discipline	Creativity Critical Thinking Communication Skills	Communication Skills Leadership Skills
Dispositions	Commitment to Truth Human Worth Inclusion Stewardship Life Calling Agents of Change Servanthood	Commitment to Truth Lifelong Learning	Human Worth Inclusion Stewardship Life Calling Agents of Change Servanthood

CCCU Adult Student Learning Outcomes Project

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

1. The Task Force developed a rubric and writing prompt
2. IWU collected essays from several Christian colleges (early & late in their programs)
3. Faculty from various colleges scored the essays
4. Each college's scores were benchmarked against the sample as a whole**.**

	6 CCCU Adult Programs				Indiana Wesleyan		
	prepost	**N**	**Mean**	**StDev**	**N**	**Mean**	**StDev**
critical thinking	pre	109	*3.27	0.80	21	2.84	1.01
	post	127	*3.49	0.72	23	3.14	0.72
written communication	pre	109	*3.06	0.83	21	*2.73	0.93
	post	126	*3.36	0.70	22	*3.44	0.65
Christian worldview	pre	109	1.92	0.97	21	2.32	1.16
	post	126	1.83	0.92	22	2.03	0.96

*t-tests indicate a significant difference between pre and post tests (p<.05)

Benchmarking

Indiana Wesleyan Compared to other CCCU

	college	**N**	**Mean**	**Std. Dev**
critical thinking	IWU	44	*3.00	0.87
	other	192	*3.49	0.71
written communication	IWU	43	3.09	0.87
	other	192	3.25	0.75
Christian worldview	IWU	43	*2.17	1.06
	other	192	*1.81	0.90

*t-tests indicate a significant difference between schools (p<.05)

Business and Management

Associate Dean: George Howell

Business & Management Programs has initiated an Advisory Council (BMAC), a group of business leaders from Indiana, and soon to include business leaders from Ohio and Kentucky, to serve in an advisory capacity to provide external assessment of our programs and help Business & Management build on and advance its existing relationships with the business community. The Business & Management Advisory Council meets twice a year, in the fall and spring. In the BMAC November 2007 meeting, the council provided feedback on what expectations employers have for both MBA and Bachelor graduates who apply for positions in their company. With project team work as a foundational tenet of Business & Management curriculum, in the BMAC May 2008 meeting, the council provided external assessment on our project team structure and course assignments.

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

Change	**Assessment Data Used (rationale)**
BUS230 Global Issues – New textbook, completely new course	Focus group, student end-of-course feedback and faculty feedback
CIT120 Introduction to Programming Concepts – New edition of textbook, minor rewrite of course guide	Focus group, student end-of-course feedback and faculty feedback
BUS215 Human Resource Management – minor additions to course guide	Focus group, feedback from regional dean, faculty feedback
ACC210 – Using Spreadsheets in Accounting—new course written for ASA program	Focus group
CIT220 Desktop Applications – Updated course to align with Office 2007	Focus group, student end-of-course feedback and faculty feedback
CIT272 Hardware and Software Troubleshooting – updated course guide and textbook to new edition	Focus group, student end-of-course feedback and faculty feedback
BUS225 Legal Environment of Business – New edition of textbook, significant revision of course guide	Student end-of-course feedback and faculty feedback
MAT110 Business Mathematics – New edition of textbook and changed course guide	Student end-of-course feedback and faculty feedback

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

Change	Assessment Data Used (rationale)
ADM316 Computers and Information Processing – major changes in the delivery of content	Faculty Feedback, Focus Group and Student End of Course Surveys
MGT205 Professional Communication – Selection of new text – complete change in course design	Faculty Feedback, Focus Group and Student End of Course Surveys
MGT425 Issues in Ethics – Selection of new text – complete change in course design	Faculty Feedback, Focus Group and Student End of Course Surveys
BIS346 Java Programming – creation and implementation of new course,	BSBIS Program Review and Assessment
ADM471 Managerial Accounting – inclusion of web-based learning tool	Faculty Feedback – Faculty Focus Group
BUS220P Managerial Accounting Prerequisite inclusion of web-based learning tool –	Faculty Feedback – Faculty Focus Group
MGT441 Philosophy of Corporate Culture – new text selection and workshop activities	Student End of Course Surveys and Faculty Feedback
BIS324 Networking, Systems & Security - creation	BSBIS Program Review and Assessment
BIS353 Web Application Development – creation and implementation of new course	BSBIS Program Review and Assessment
MGT496 Applied Management Project – Creation of a completely new course	Faculty Feedback, Focus Group, Student Feedback
ADM201 Principles of Self Management – Selection of a new text – major revisions in content deliver	Faculty Feedback, Focus Group and Student Feedback
Launch of the BSMK program online	Focus Group, Faculty and Student Feedback
Scoring guide for major papers placed in all BSOL courses	Faculty and Student Feedback
ADM316 Computers and Information Processing – major changes in the delivery of content	Faculty Feedback, Focus Group and Student End of Course Surveys
MGT205 Professional Communication – Selection of new text – complete change in course design	Faculty Feedback, Focus Group and Student End of Course Surveys
MGT425 Issues in Ethics – Selection of new text – complete change in course design	Faculty Feedback, Focus Group and Student End of Course Surveys
BIS346 Java Programming – creation and implementation of new course,	BSBIS Program Review and Assessment
ADM471 Managerial Accounting – inclusion of web-based learning tool	Faculty Feedback – Faculty Focus Group

BUS220P Managerial Accounting Prerequisite inclusion of web-based learning tool –	Faculty Feedback – Faculty Focus Group
MGT441 Philosophy of Corporate Culture – new text selection and workshop activities	Student End of Course Surveys and Faculty Feedback
BIS324 Networking, Systems & Security - creation	BSBIS Program Review and Assessment
BIS353 Web Application Development – creation and implementation of new course	BSBIS Program Review and Assessment
MGT496 Applied Management Project – Creation of a completely new course	Faculty Feedback, Focus Group, Student Feedback
ADM201 Principles of Self Management – Selection of a new text – major revisions in content deliver	Faculty Feedback, Focus Group and Student Feedback
Launch of the BSMK program online	Focus Group, Faculty and Student Feedback
Scoring guide for major papers placed in all BSOL courses	Faculty and Student Feedback

BSA Assessment
The assessment date for the BSA program was Friday, June 6th. We had 4 full-time faculty, one affiliate faculty member and the Program Director and Assistant Director present

- Over 25 sample papers from MGT425 have been collected – scores have improved from the last assessment period
- Over 20 sample projects from ACC491 have been collected – scores on the projects indicate students have a strong application base of content knowledge – however the scores were below the assessment plan target
- Over 20 Pre-test and Post-text have been collected – the test scores had increased the amount desired, but the absolute scores were well below the assessment plan target

The following recommendations result from reviewing comments from accounting alumni, comparing the Indiana Wesleyan accounting curriculum to the curriculum of similar Christian schools in Indiana, professional interaction and discussion among the full time and adjunct accounting faculty of the College of Adult and Professional Studies.

The implementation of all or some of the recommendations will continue to move the accounting curriculum towards a solutions focused learning (SFL) model. SFL involves learning by doing – live projects, team work and reflective thinking by the student.

The recommendations are divided into four categories: course deletion and addition; course sequencing within the program; and course instructional materials and technology and other. Additional information for the recommendation can be found on the pages that follow this summary page. Implementation of the recommendations will not change the number of credit hours or program length.

Course Deletion and Addition:

1. Delete ECO331 Macroeconomics for Business

2. Add a five workshop managerial finance course to replace the ECO331

Course Sequencing within the Program:

3. Move ADM448, Strategic Planning, so that it follows ADM201 (the first course) and comes before ACC311, Intermediate Accounting I
4. Place the Managerial Finance course (see 2 above) after ADM 448 and before ACC311, Intermediate Accounting I

Course Instructional Materials and Technology:

5. Integrate a writing component for accountants into the ADM 448, Strategic Planning, The recommended textbook is, *Effective Writing -- A Handbook for Accountants*, 258 pages. Half of the material in the effective writing textbook would be covered during ADM 448. The students would be instructed to keep the textbook. The remaining half of the textbook would be covered in ACC491, Accounting Seminar.
6. Recommend adding the following textbook to ACC491, Accounting Seminar, *Core Concepts of Accounting Information Systems, 10th Edition*, Bagranoff, paperback, 528 pages. Also, complete the effective writing material as noted above.
7. Issue a notebook computer with appropriate software at the beginning of the program to each student.

Other

Prepare a list of relevant elective courses for the student that desires to sit for the CPA Examination which requires 150 credit hours of undergraduate course work.

BSMK Assessment

- Alumni Survey – 13 students responded over a 313 day period between 1/16/06 and 11/24/06
- 100% of the respondents were "Very Satisfied" or "Satisfied" with their BSMK Degree
- Student comments called
  - for more diversity in faculty
  - less group work and projects
  - job placement
- Most student comments were positive and indicated no need to make any changes to the program design, make up or length

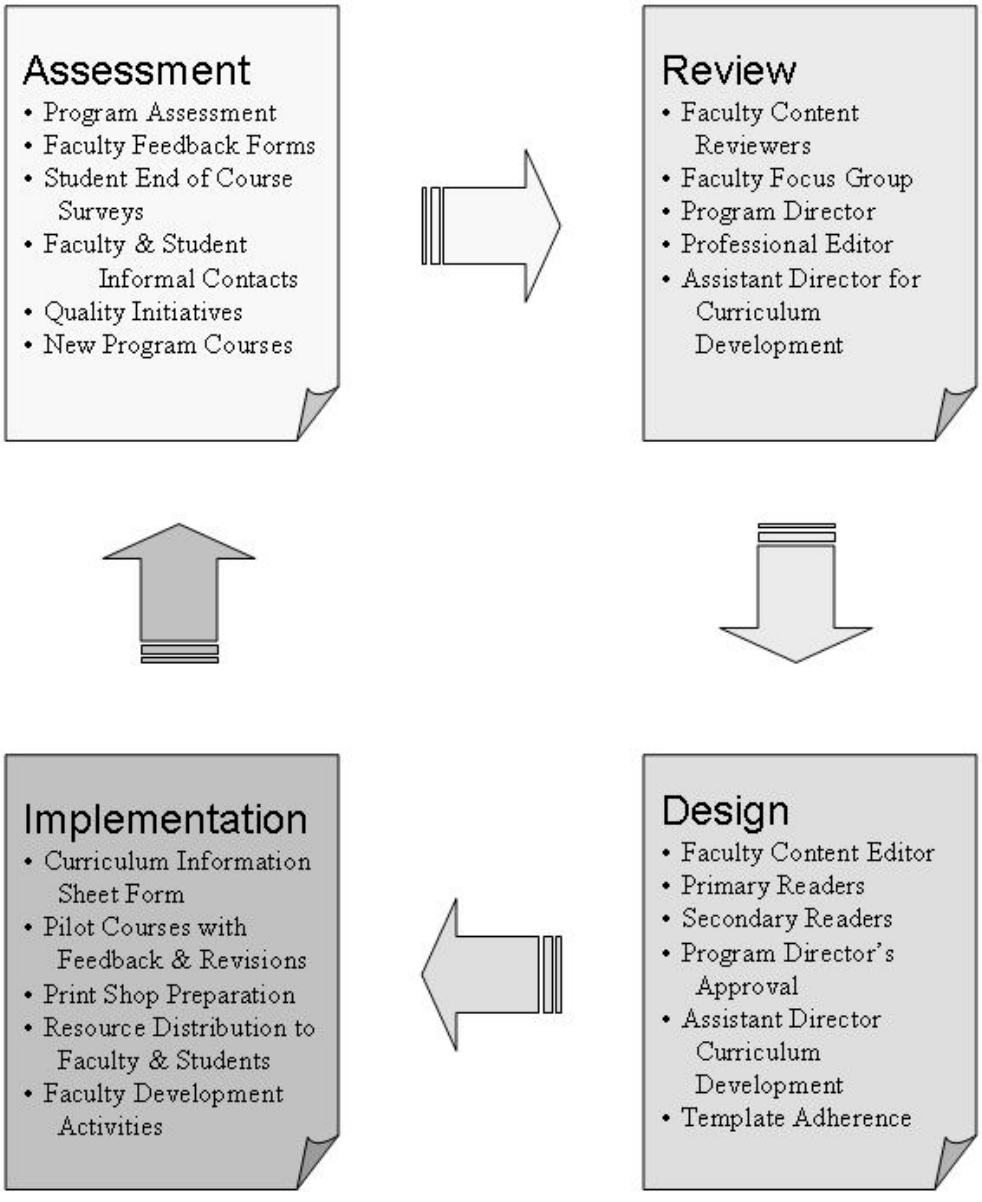
- Assessment Plan Results

  - Due to the small size of the program fewer than 25 papers were reviewed for MGT425, MKG496 and MKG353
  - The scores for MGT425 papers were below the identified Assessment Criteria – MGT425 underwent a major revision after the BSMK assessment day
  - The scores for MKG496 papers were below the identified Assessment Criteria – just prior to the assessment day the course was revised to include a more prescriptive approach to the assignments
  - The scores for MKG353 papers were below the identified Assessment Criteria – assessment data will drive the next scheduled revision of the course.

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

Change	Assessment Data Used
HCM 554: Revise change textbook to Health Administration Press - Understanding Healthcare Financial Management 5/e	Faculty and EOCS
ADM 554:Make changes based on experiences in classroom.	Faculty and EOCS
ADM 550: Correct page and chapter numbers to match guide with custom book. Remove materials not used in course.	EOCS Content Editor
Rewrite ADM-474P and ADM-537 to restructure prerequisite, which has too much material currently.	Faculty and EOCS
ACC 556: Systems Understanding Aid 6/E to 7/E, include Faculty Note explaining importance of use	Faculty Feedback
New Human Resources Specialization	Faculty Focus Group

Business & Management
Curriculum Development Process



PROGRAM ASSESSMENT
The Associate of Science degree with a major in Business (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 essays are reviewed by the a faculty team, 90% will score at least a 3 on Christian world view as indicated by a faculty generated scoring rubric		
2. Develop an academic foundation for the completion of a business-related baccalaureate degree.	1c- Competency in a discipline 2c- Communication 2d- Self-discipline 2e- Lifelong learning	Alumni Survey: 80% of ASB graduates who completed at least three years ago will have completed a bachelor degree.		
3. Develop a knowledge base that demonstrates exposure to liberal arts instruction.	1b- Liberal arts foundation 3b- Inclusion	When a sample of 50 Representative Essays are reviewed by the Coordinator of Assessment, 90% will demonstrate exposure to liberal arts instruction by scoring a minimum of 3 (out of 5) on a faculty generated		
4. Integrate basic business principles, concepts, and skills.	1c- Competency in a discipline 1d- Integration of knowledge 2a- Creativity 2b- Critical thinking 2f- Leadership 2g- Servanthood	When a sample of 50 BUS274 papers (30 onsite from IEC, CLEC and LEC; 20 online) are reviewed by 3 business faculty, 90% will demonstrate an ability to integrate basic business principles, concepts, and skills as indicated by scoring a minimum of 3 (out of 5) on a faculty generated scoring rubric.		

PROGRAM ASSESSMENT
ASA

Objective	World Changing Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Demonstrate an understanding of the decision making from a Christian worldview.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 50 essays are reviewed by the a faculty team, 90% will score at least a 3 on Christian world view as indicated by a faculty generated scoring rubric	Due March, 2010	Assessment FY 2010
2. Develop an academic foundation for the completion of a business-related baccalaureate degree.	1c- Competency in a discipline 2c- Communication 2d- Self-discipline 2e- Lifelong learning	Alumni Survey: 80% of ASA graduates who completed at least three years ago will have completed a bachelor degree.	Due 2010	Assessment FY 2010
3. Develop a knowledge base that demonstrates exposure to liberal arts instruction	1b- Liberal arts foundation 3b- Inclusion	When a sample of 50 Personal Learning Anthologies (20 online and 10 each from IEC, CLEC and LEC) are reviewed by the faculty, 90% will demonstrate exposure to liberal arts	Due March, 2010	Assessment FY 2010
4. Demonstrate a competency in fundamental accounting and business principles.	1c- Competency in a discipline 1d- Integration of knowledge 2a- Creativity 2b- Critical thinking 2f- Leadership 2g- Servanthood	ASA pre/post test: Scores from a representative sampling of both online and on site students will show a 10% difference between pre and post tests. 90% of students will score at least 60% on the Post Test.		

6/05, 11/07 ct/gh/ mm

PROGRAM ASSESSMENT
AS Information Technology

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. To develop an appreciation and understanding of a Christian world view.	**BIL 102 Papers:** 90% of a representative sampling of BIL102 papers will show evidence of understanding of Christian world view as indicated by a faculty-written scoring rubric.	Program Review: 2009	
2. To inspire students to see the value and necessity of practicing good customer service.	**CIT280 Project Information & Integration** **Final Project:** When a sample of 50 are reviewed by faculty, 90% will be proficient on Customer Service Component	Program Review: 2009	
3. To instruct students in the basics of quantitative skills and logic, preparing graduates to recognize and define problems and execute solutions.	**CIT120 Introduction to Programming Concepts:** **Group Project:** When a sample of 50 are reviewed by faculty, 90% will demonstrate proficiency in logic. **Business Math Pre/Post Test:** Mean post-test score will be 30% higher than mean pre-test score.	Program Review: 2009	

4. To inculcate excellent communications skills, enabling graduates to synthesize data and adequately inform non-technical persons of technological problems and solutions.	**CIT280 Project Information & Integration** **Final Project** When a sample of 50 are reviewed by faculty, 90% will demonstrate proficiency in Communication Skills.	Program Review: 2009	
5. To help students become familiar with hardware and the most popular software programs and to develop a working knowledge of how to provide customers with excellent service through efficient problem solving	**CIT272 Hardware & Software Troubleshooting** **Project:** When a sample of 50 are reviewed by faculty, 90% will demonstrate proficiency in hardware and software troubleshooting.	Program Review: 2009	
6. To make students aware of the connections between current technology and business application, granting graduates a glimpse of the potential for future possibilities	**CIT112 Intro. To Computer Information Systems** **Paper on impact of technology on culture.** When a sample of 50 are reviewed by faculty, 90% will demonstrate an awareness of connection between current technology and business application.	Program Review: 2009	
7. To create a capstone opportunity for students to apply what they have learned in an integrated format	**CIT280 Project Information & Integration** **Final Project:** When a sample of 50 are reviewed by faculty, 90% will apply concepts in an integrated format.	Program Review: 2009	

PROGRAM ASSESSMENT
The Bachelor of Science degree with a major in Accounting (BSA)

Objective	World Changing Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1.Demonstrate an understanding of decision making from a Christian world view.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of MGT 425 papers are reviewed by three business faculty, 90% will score at least a 3 on a 5 point scale understanding of decision making from a Christian world view.**	**2003**: 62.4% of students scored "proficient" on Christian world view. **2008:** 70.8% scored "proficient".	
2. Demonstrate knowledge of current accounting principles, tax law, current auditing standards, the use of accounting information by management.	1c Competency in a discipline 2f Leadership 2g Servanthood 2d Stewardship	90% of students who take a faculty-generated test at the end of the program will show 10% higher scores than those taking the test at the beginning of the program. 90% of students will score at least 70% on the Post Test.	**2003:** Graduating students had scores that were 16% higher than beginning students. Mean post test: 44.18% **2008**: 13.3% higher Mean post test: 46.29%	
3. Develop critical thinking, problem solving, and communication skills.	1d Integration of knowledge 2a Creativity 2b Critical thinking 2c Communication 2e Lifelong learning 3b Inclusion	When a sample of MGT425 papers are reviewed by three business faculty, 90% will score at least a 3 on a 5 point scale critical thinking, problem solving and communication skills. **	**2003:** 82.6% scored "proficient" on critical thinking **2008:** 70.8% scored "proficient"	
4. Apply accounting theory in a practical manner.	3f Service 3g Agent of change 3h Selflessness	When a sample of 25 ACC 491 projects are reviewed by three business faculty, 90% will score at least a 3 on a 5 point scale application of accounting theory in a practical manner. **	**2003:** 95.8% of ACC491 projects are proficient on application of accounting theory **2008:** 96% proficient	**2003:**ACC 491 has been revised to integrate Peachtree software and Chart of Accounts Project.

5. Demonstrate technology skills necessary to solve accounting problems	1c Competency in a discipline 1d Integration of knowledge 3f Service 3g Agent of change	When a sample of 25 ACC 491 accounting projects are reviewed by three business faculty, 90% will score at least a 3 on a 5 point scale technology skills needed to solve accounting problems.	**2003:** 100% of ACC491 projects demonstrate technology skills. **2008:** Not available	**2003:**ACC 491 has been revised to integrate Peachtree software and Chart of Accounts Project.

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

6/08 cbt

PROGRAM ASSESSMENT
The Bachelor of Science degree with a major in Business Administration (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 score at least a 3 on a 5 point scale understanding of decision making from a Christian world view.**	2000: 0% 2004: 46%	2000: 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. 90% of graduating students will score 70% on the Post Test	2004 Pre/Post test indicated 12% difference from pre to post test.	
3.Develop critical thinking, problem solving, and communication skills.	1d Integration of knowledge 2a Creativity 2b Critical thinking 2c Communication 2e Lifelong learning 3b Inclusion	When a sample of 25 ADM 495 papers are reviewed by three business faculty, 90% will score at least a 3 on a 5 point scale critical thinking, problem solving and communication skills. **	Critical Thinking: 2000: 89% 2005: 40% Problem Solving: 2004: 10% Communication: 2005: 90%	2000: 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 score at least a 3 on a 5 point scale	2000: 37% 2005: 60%	2000: Seminar in business (ADM 495) assignment revised to require

Objective	World Changing Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
		quantitative and qualitative skills.** **		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 score at least a 3 on a 5 point scale an ability to apply technology to business opportunities within the workplace.**	2000: 65% 2004: 29%	

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

11/07
cbt

PROGRAM ASSESSMENT
The Bachelor of Science degree with a major in Business Information Systems (BSBIS)

Objective	World Changing Outcome	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Demonstrate an understanding of Christian principles in ethical decision making.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3f- Service 3g- Agent of change **3h- Selflessness**	When a sample of 50 BIS215 final projects are reviewed by three business faculty, 90% will score at least a 3 on a 5 point scale an understanding of decision making from a Christian world view.**	Insufficient data	
2. Demonstrate knowledge of a broad set of technical skills used in business information systems.	**1c- Competency in a discipline** 2f Leadership 2g Servanthood **2d Stewardship**	Pre/post test: Students at the end of the program will have 10% higher scores than student at the beginning of the program. 90% of students will score at least 70% on the post test.	On-site students: mean score 16% higher at end Online students: mean score 48% higher at end	
3. Develop critical thinking, problem solving, and communication skills.	1d Integration of knowledge 2a Creativity 2b Critical thinking 2c Communication 2e Lifelong learning 3b Inclusion	When a sample of BIS 450 final project are reviewed by three business faculty, 90% will score at least a 3 on a 5 point scale critical thinking, problem solving and communication skills. **	Critical thinking: 70% Problem Solving: 80% Communication: 80%	

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

7/15/04cbtt (revised 3/28/05 GFH; revised 7/13/05 cbt)
11/07 cbt

PROGRAM ASSESSMENT
The Bachelor of Science degree with a major in Management (BSM)

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 score at least a 3 on a 5 point scale demonstrating an understanding of decision making from a Christian world view.** Onsite and online: Ethical Solutions paper due in workshop five.	**2001:** 4% of students scored "proficient" **2006:** 68% scored proficient.	Re-write ADM425 to include Christian principles.
2. Demonstrate knowledge of management, leadership, and management-related principles.	1c Competency in a discipline 2f Leadership 2g Servanthood 2d Stewardship	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. 90% of graduating students will score 70% on the Post Test	**2001:** Post-test scores are 18% higher than pre-test scores. **2006:** Post test scores 30% higher than pre-test for on site; 11% higher for online.	
3. Develop critical thinking, problem solving, and communication skills.	1d Integration of knowledge 2a Creativity 2b Critical thinking 2c Communication 2e Lifelong learning 3b Inclusion	When a sample of MGT490 papers are reviewed by three business faculty, 90% will score at least a 3 on a 5 point scale demonstrating critical thinking, problem solving and communication skills. ** Onsite and online: Project team scenario paper due in workshop one.	**2001:** 60% of students scored "proficient" **2006:** 96% of students scored "proficient"	ADM 495 rewritten

4. Integrate core knowledge into an applied management framework.	1d Integration of knowledge 2d Self-discipline 2f Leadership	When a sample of ADM 495 papers are reviewed by three business faculty, 90% will score at least a 3 on a 5 point scale demonstrating integration of core knowledge into an applied management framework.** Onsite and online: Project team scenario paper due in workshop one.	**2001:** 40% of students scored "proficient" **2006:** Not measured	ADM 495 rewritten. Assessment revised so group project is not used.
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 score at least a 3 on a 5 point scale demonstrating an ability to apply technology to business opportunities within the workplace.** Onsite and online: final group project paper due in workshop 5.	**2001:** 82.3% of students scored "proficient." **2006:** 52% of students scored "proficient"	Assessment revised so that Group Project is not used. Same Project online as on site.

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

3/9/01

11/16/05 revised by George Howell & Mark Alexander

6/16/06 revised by Cynthia Tweedell

PROGRAM ASSESSMENT
The Master of Business degree with a major in Administration (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 510 papers are reviewed by three business faculty, 90% will score at least a 3 on 5 point scale on an understanding of decision making from a Christian world view.** *(Business by the Good Book Paper)*	71% of papers are proficient. This is an improvement from 50% in 2002. 61.5% online proficient 84% on site proficient	A faith integration thread continues to be developed for all courses. In the Faith and Learning and the Devotional sections a professional writer is creating improved content and activities.
2. Master advanced subject matter in the functional areas of business.	1c- Competency in a discipline 2f- Leadership 2g- Servanthood 2d- Stewardship	MBA Primer pre/post tests 90% will score 60% on the Post Tests	2007: Pretest-Online stronger; Post test: Accounting weakest area	Recommended that a minimum of 6 credit hours of undergraduate Accounting be prerequisite for entry into the program so higher achievement will be expected.
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 score at least a 3 on a 5 point scale on ability to integrate core knowledge and practical experience.**	93% of papers are proficient: 82% of online proficient 100% on site proficient	Revised the final capstone course to include more specific examples and very detailed rubrics for assessment.
4. Develop their ability to apply technology to business opportunities within the workplace.	1d- Integration of knowledge 2e- Lifelong learning	On the same papers the 90 % will exhibit proficiency with Word and Excel or PowerPoint in the documents and exhibits.	2007: T-test indicates significant difference between online and on site classes (on site higher)	More assignments were added through out the curriculum to increase the use of technology and Bb is included in the first two courses.

** as indicated by a faculty generated scoring rubric.

4/16/07
11/07 cbt
7/08 jk

PROGRAM ASSESSMENT
The Master of Science degree with a major in Management (MSM)

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 MGT 525 papers are reviewed by three business faculty, 90% will score at least a 3 on a 5 point scale on an understanding of decision making from a Christian worldview.**	Criteria not met. Faculty review of 25 MGT 525 papers indicated that 8% demonstrate an understanding of decision making from a Christian worldview.	Revision of MGT 525 to include a Christian perspective. Assignment revised to require Biblical citations. Careful selection of faculty for MGT 525
2. Master advanced subject matter in management and leadership.	1c Competency in a discipline 2f Leadership 2g Servanthood 2d Stewardship	Pre/Post Test: 10% difference in scores on the same test given at the beginning and the end of the program. 90% of students will score at least 60%	6.71% difference in scores from pretest to post test.	Change test to make sure we test what is being taught.
3. Integrate core knowledge and practical experience.	1d Integration of knowledge 2e Lifelong learning 2f Leadership 2g Servanthood 3d Stewardship 3g Agent of change	When a sample of 25 Applied Management Projects are reviewed by three business faculty, 90% will score at least a 3 on a 5 point scale on ability to integrate core knowledge and practical experience.**	Criteria not met. Faculty review of 22 Applied Management Projects indicate that 100% integrate core knowledge and practical experience.	

4. Develop the skills necessary to function as an effective manager.	2a Creativity 2b Critical thinking 2c Communication 2d Self-discipline 2e Lifelong learning 2f Leadership 2g Servanthood 3b Inclusion 3g Agent of change 3h Selflessness	When a sample of 25 Applied Management Projects are reviewed by three business faculty, 90% will score at least a 3 on a 5 point scale on skills necessary to function as effective managers.**	Criteria met. Faculty review of 22 Applied Management Projects indicated that 100% demonstrate management skills.	Need to re-write objective in a manner in which it can be assessed.

** as indicated by a faculty-generated scoring rubric 7/13/05, 11/07 cbt

Graduate Education

Associate Dean: Harry Hall

Master of Education Director: Brad Oliver

Data/Analysis	Need	Action and Stakeholder Involvement	Evaluation of Action	Follow-up
1. An examination of available program summary data shows a small increase in all program domains, with the exception of technology. Technology decreased slightly from the previous year. The area known as "spiritual" was again scored high for the second year in the row with a mean score of 3.71. End of Course Survey results also support that faculty are doing a better job of integrating faith with the area of "spiritual" achieving a mean score of 4.80, the highest of all domains measured by the End of Course Survey.	Mean scores reported for the five program domains are the results of four assessments equally weighted and aligned to the five program domains: End-of-Course Survey data, Faculty Feedback Forms, Faculty Observation Forms, and Graduation Survey data. There is concern over the current manner in which program assessment summary data are gathered and that mean scores reported within the current system may not accurately reflect the extent to which program domains are being addressed.	M.Ed. faculty are currently working with Dan Wright at LAT to revise the current Program Assessment System and to align it to the new Unit Conceptual Framework. Moreover, new assessment collection forms have been developed to more accurately analyze the extent to which M.Ed. Candidates are performing within each of the program domains.	It is anticipated that the new M.Ed. Program Assessment System will be functional by the end of July. M.Ed. faculty will carefully monitor the assessment results to determine that data is reliable and valid. Moreover, this data will be evaluated at each of the newly revised program gateways to determine if M.Ed. candidates are performing satisfactorily.	
2. An analysis of technology data gathered from the use of MyITLabs supports the belief that technology results for M.Ed. candidates with regard to technology proficiency is being skewed negatively.	In the spring of 2008, it was noted that a problem existed with the manner in which MyITLabs was evaluating M.Ed. candidate efficacy with technology. The online assessment system used to evaluate M.Ed. candidate performance in EDU 554 was not giving credit for correct answers.	M.Ed. administrative faculty met with representatives from Pearson (owners of MyITLab) and were unable to resolve the issue of M.Ed. candidates being scored incorrectly. Subsequently, a decision was made in May 2008 to drop MyITLabs and to purge data collected from the current Program Assessment System.	M.Ed. faculty have since revised the EDU 554, Technology in Education course and M.Ed. candidate mastery of technology proficiency is demonstrated through portfolio artifact exhibits scored by the Instructor/Advisor. M.Ed. faculty will be making a determination if additional technology assessments are needed to evaluate M.Ed. candidates.	

Data/Analysis	Need	Action and Stakeholder Involvement	Evaluation of Action	Follow-up
3. An analysis of portfolio exhibit scores posted to the Program Assessment System by M.Ed. Instructor/Advisors suggests the need for additional training on how to consistently and fairly evaluate candidate's portfolio exhibits.	There is a need to create an improved training regimen for M.Ed. Instructor/Advisors and for M.Ed. Mentor/Observers who serve as clinical faculty within the program. Moreover, the program needs to schedule days to allow for M.Ed. faculty to participate in internal validity studies with respect to the scoring of candidate portfolios.	A subcommittee of M.Ed. faculty and administrative faculty has been created to: 1. Revise and update Instructor/Advisor and Mentor/Observer handbooks. 2. Develop a training program for both Instructor/Advisors and Mentor/Observers to be implemented during 2008-2009. Moreover, the M.Ed. Curriculum Coordinator is working to develop an EDU 559, Portfolio Syllabus that will improve the consistency by which M.Ed. candidate portfolios are current evaluated.	Training for all Instructor/Advisors and Mentor/Observers will commence in August 2008. Moreover, M.Ed. faculty will regularly participate in internal validity studies during 2008-2009 that will be documented and included as a component of future Annual Assessment Reports.	
4. An examination of the CAPS Bulletin indicates that errors exist with regard to M.Ed. program requirements and expectations.	Recommendations need to be brought forward to the Academic Affairs Council to correct concerns over the current M.Ed. program admission requirements, program decision points (gateways), and terminology used to reference the program's central theme of world changers.	The M.Ed. faculty and director have reviewed the CAPS bulletin and a recommendation will be made to the Academic Affairs Council regarding changes needed to the CAPS bulletin in July 2008.	Changes to the CAPS bulletin will be monitored and documented during the 2008-2009 year.	

5. End of course feedback collected from M.Ed. Transition candidates reveal problems with the bridge from the Transition to Teaching program to the Master's of Education program.	M.Ed. candidates were completing EDUE 549 as a means of bridging over from the Transition to Teaching Program to the Master's of Education Program. This proved to be an ineffective bridge transition and many MEDT candidates struggled with program requirements (such as the portfolio) due to missing the Portfolio Orientation and Assessment Day #1.	The bridge transition for MEDT candidates was changed and effective August 2008, MEDT candidates will no longer complete EDUE 549 and will instead be enrolled into EDU 559A and will meet immediately with their Instructor/Advisor who will be responsible for providing an effective orientation to the program and its requirements.	End of course feedback for MEDT candidates will continue to be monitored carefully during 2008-2009 to determine if the concerns raised prior to 2008 have been adequately addressed.	
6. A Curriculum Audit conducted in October 2007 indicated the need for additional curriculum revisions to insure consistency between candidate course modules and faculty course modules. Moreover, there were concerns raised at the Curriculum Audit over the need to have separate state-specific curriculum guides to insure compliance with state expectations over the alignment of M.Ed. program domains and individual state teaching standards.	M.Ed. faculty need to develop state-specific course syllabi for the M.Ed. program that will address program consistency and continuity as well as concerns raised by candidates with respect to errors in references made to candidate's texts, etc. Separate course guides could be warehoused on Blackboard for those faculty requiring additional assistance with respect to workshop agendas, suggested devotionals, scoring guides, and other important course management needs.	The M.Ed. Assistant Director serving as the Curriculum Coordinator for the program with work with M.Ed. fulltime faculty to move the program away from course modules to course syllabi. Every effort will be made to complete this transition to course syllabi by September 1, 2008.	During the 2008-2009 year, a Curriculum Audit will be conducted with M.Ed. faculty to gather information in an effort to determine if concerns noted in 2007 have been adequately addressed through the creation of M.Ed. course syllabi. This information will be further examined as a part of the Annual Assessment Day for the M.Ed. program.	

7. M.Ed. Alumni Survey data demonstrates that M.Ed. candidates feel that the program positively impacted their effectiveness in collaborating with colleagues to improve curriculum, assessment, instruction, and learning.	While the M.Ed. Alumni Survey results are positive, an examination of the current Program Assessment System does not demonstrate how M.Ed. faculty and administrative faculty measure the impact of the program on P-12 learning.	Within the M.Ed. Program Assessment System, provisions need to be made for evaluating the complete extent to which M.Ed. candidates are positively affecting the P-12 learning environment. This would include not only their impact on collaboration with P-12 colleagues, but evidence of the impact candidates are having in improving P-12 student learning.	During 2008-2009, M.Ed. faculty and administrative faculty will work with Program Assessment System designers to document data that will assist in the determination of M.Ed. candidate impact on the P-12 learning environment. This data will be collected and analyzed through the newly revised Program Assessment System.	
8. Survey results from M.Ed. Alumni suggest that at least 40% of candidates graduating from the program would like to see a greater emphasis placed on managing classroom learning.	The current M.Ed. program is largely focused on the development of curriculum and instruction that is able to meet the needs of the P-12 learner through a constructivist approach to teaching and learning. There is a need among current P-12 educators to have an improved knowledge base with respect to dealing with the struggling P-12 learner, particularly those P-12 learners who exhibit maladaptive classroom behaviors.	Over the next year, M.Ed. faculty will look at the current course sequence and individual course objectives to identify ways to improve the focus on the management of classroom learning. This may include, but not be limited to the revision of an existing course or courses and the possibility of completely rewriting an existing course to include a stronger emphasis on the management of classroom learning.	M.Ed. faculty will analyze the M.Ed. Alumni results carefully and will work with the M.Ed. Curriculum Coordinator to identify areas within existing courses to better address the management of classroom learning (short term action). Moreover, discussions during the next year will center around whether or not it is time to develop a course dedicated to the concept of managing classroom learning (long term action).	

9. An examination of M.Ed. alumni data indicated high marks with regard to candidate satisfaction with the program. However, M.Ed. online students reported that they experienced more rigor with regard to the M.Ed. curriculum than those onsite M.Ed. candidates who responded.	There is a need to insure consistency with regard to program rigor between online and onsite M.Ed. candidates. Moreover, an improved focus on scholarship should accompany revisions currently being made to M.Ed. course syllabi.	As M.Ed. faculty and administrative faculty work to revise course syllabi, consideration is being given to incorporating additional scholarship components that will require the candidate to demonstrate the ability to show effective use of electronic reference materials and the ability to demonstrate scholarship through graduate level writing.	Scholarship will be evaluated through the use of four distinct assessment collection forms to be gathered through the revised Program Assessment System. This includes scholarship assessment forms to measure the candidate in EDU 545 (Literature Review), EDU 550 (Curriculum Goals Chart), EDU 553 (the PISCO Assessment Paper), and EDU 551 (the developed of four, instructional plans for P-12 students). It will also be a requirement that M.Ed. candidates complete an orientation with an OCLS (Off Campus Library Services) reference librarian prior to completing EDU 545.	
10. An examination of faculty observation form data and faculty load data indicates the need to have an improved system for managing and sharing adjunct faculty.	Adjunct faculty currently are teaching in multiple programs and program schedulers have struggled with tracking faculty load and coordinating faculty observations.	A recommendation has been sent to the Dean to permit fulltime faculty to have three hours for administrative load release to assist in the management of adjunct faculty around the state.	During the next year, Dr. Oliver and Dr. Batson will work with the Associate Dean and other program directors to adopt a unit faculty structure that will address current concerns.	

Principal Licensure Program

Director: Mike Trego

The PLP faculty annually analyzes data from the Unit Assessment System and conduct Program Assessment Days (Focus Groups) to recommend changes. Full-time faculty, adjunct faculty, students, and alumni attend Program Assessment Days to provide input and guidance. A curriculum steering committee summarizes results and makes recommendations for future changes. Full-time faculty members are charged with implementing the needed changes.

Data/Analysis	Need	Action and Stakeholder Involvement	Evaluation of Action	Follow-up
1. Candidates are admitted to the program without consideration of required the already required essay added into the selection process	Why have the essay as criteria if it doesn't bear any weight in the admission process. Do we use it or do we not?	Meeting will be scheduled with Recruiters and Student Services to determine the protocol that should be initiated and followed.	Group discussion and consensus on criteria to be used and follow-up procedures implemented	
2. Requests are plentiful for a total online EDL 618 Legal Aspects of School Administration Course	Do we design a totally online EDL 618 Law Course to present and use for the PLP Program?	Meet with recruiters to gage prospective numbers of candidates. Meet with PLP Faculty to discern thoughts and possibility/ feasibility or offering the course online.	Pending discussion/ involvement/ philosophy/feasibility…develop the EDL 618 course for an online presentation.	
3. An examination of PLP alumni data indicated high marks with regard to candidate satisfaction with the program 98%	To continually audit our alumni for direction and viability of program delivery	Annual Assessment day and periodic surveys and assessments sent to alumni for collection of data	Pending results and data collected, reviewing and revising program and delivery services.	
4. An examination of faculty observation form data and faculty load data indicates the need to have an improved system for managing and sharing adjunct faculty.	Adjunct faculty currently are teaching in multiple programs and program schedulers have struggled with tracking faculty load and coordinating faculty observations.	A recommendation has been sent to the Dean to permit fulltime faculty to have three hours for administrative load release to assist in the management of adjunct faculty around the state.	During the next year, Dr. Trego will work with the other Program Directors and the Associate Dean to adopt a unit faculty structure that will address current concerns.	

5. PLP Program staff observations need to be scheduled on a consistent reoccurring basis.	Department director will set a schedule for regularly scheduled observations of all category and adjunct staff.	Regularly scheduled observations of all category and adjunct staff.	Formal observation forms will be utilized as well as informal observations and discussions.	
6. Need for regularly scheduled PLP/EDS staff meetings in conjunction with monthly GEM meetings for discussion of Department needs/ goals/ processes/procedures/ etc.	Department Director will facilitate and implement monthly meetings for Department effectiveness and efficiency.	Agendas and discussion items will be posted prior to monthly meetings so as participants can be better prepared for discussion and meeting issues.	Monthly minutes will be transcribed and published to the staff for information and growth.	
7. Department in-service needs to stay abreast of current educational issues and pedagogical/ andragogical positive trends	Department Director will facilitate and implement necessary relevant educational in-services meeting the needs of the PLP/EDS staff.	Staff/Director will collaborate on selection of needed in-service topics and discussions. Will be facilitated at monthly staff meetings and correspondence.	Evaluations and surveys will help to gage the success of in-service presentations.	

Transition to Teaching/Career Builders Program

Director: Ted Batson

The Department conducted an Annual Assessment Day in July which included focus groups with faculty, students, school officials and other stakeholders. Data from an Alumni Survey and Principal Survey indicated that TTT alumni perform more effectively in the classroom than graduates of traditional programs.

Data/Analysis	Need	Action and Stakeholder Involvement	Evaluation of Action	Follow-up
1. Multiple candidates are being temporarily withdrawn from the program until all Praxis One subtest are passed.	There is a need to reduce this disruption of the candidates' progress toward a teaching license and withdrawal and reentry issues in the financial aid and other offices affected.	The ATLP faculty recommende of two of the three Praxis One sub-tests be an admission requirement for TTT and CBE-I. This was approved by the GEM and AAC.	Candidate withdrawal data and program enrollment data will be monitored with results submitted at Program Assessment Day 2009 for review and possible recommendations.	
2. An audit of the CBE/TTT pool revealed that there is a severe shortage of professors holding doctorates with advanced training in the areas of exceptional need learners; reading and elementary school science math and social studies.	An alternate faculty development model is needed that would provide faculty with advanced and recent knowledge of elementary content areas and extensive and recent experience in teaching K-12 students.	The Professor in Preparation faculty development model was designed to provide the needed level of expertise for all related courses. This was recommended by the ATLP faculty and approved by the GEM and AAC.	The PIP Pilot Year Report will be presented at the 2008 Program Assessment Day for review and possible recommendations.	
3. A number of K-12 teachers and administrators questioned the sufficiency of the number of contact hours in the TTT alternative student	There is a need to increase the number of contact hours for candidates in the TTT alternative student teaching model in order to	The number of weeks for EDU575 Student Teaching One and EDU579 Student Teaching Two were increased for both secondary and elementary	A report of the number of School corporations failing to sign or renew cooperation agreements due to alternative student	

teaching model.	reduce the number of school corporations denying placements for TTT student teachers.	candidates from 14 in each to 17 and the number of all day full weeks in EDU 579 for secondary candidates from one to two. For elementary candidates, EDU581 Student Teaching Three was increased to 17 weeks and the one week all day experience was moved to EDU 581 and expanded to two weeks. This was recommended by the ATLP faculty and approved by the GEM and AAC.	teaching model will be present at the 2009 Program Assessment Day for review and possibl recommendations.	
4. A restudy of the legislation mandating the TTT program and its intent leads us to believe that including students who are not in full-time employment is not in compliance with the intent of this Indiana law.	The Career Builders for Educators-Initial licensure program is not intended for working adults and should not use an alternative student teaching model.	A policy was enacted and implemented that candidates working 20 hours or less a week would not qualify for the TTT program and would be CBE-I candidates who have a traditional model 17 week student teaching experience. Approval was sought and gained from the Federal government to convert the ATLP courses from the term calendar to the non-term calendar without jeopardizing candidates' eligibility for financial aid. This was recommended by the ATLP faculty and approved by the GEM and AAC.	The enrollment of CBE-I candidates will be monitored and reported at the 2009 Program Assessment Day for review and possible recommendations.	

5. A survey of EDU578 faculty found that the length of the first two workshops is insufficient in length. Data from Candidate end-of-course surveys revealed that a number of the candidates had difficulty beginning their first online course and Student Teaching One at the same time.	There is a need to adjust the length of the first two workshops in the EDU578 Content Methods of Instruction in the Senior High/Junior High/ Middle Schools course.	The first two workshops of EDU578 were increased from one to two weeks in length, and the cohort course schedules were adjusted so that EDU578 and EDU575 were not starting the same week. This was recommended by the ATLP faculty and approved by the GEM.	Candidate End-of Course data and program withdrawal data will be monitored with results submitted at Program Assessment Day 2009 for review and possible recommendations.	
6. End of course feedback and Academic Advisor information revealed that more time was needed in EDU577 and EDU580 for the candidates to have a more confident base of knowledge.	That the number of workshops in EDU577 Methods of Teaching Elementary Curriculum and EDU580 Reading Instruction for Elementary Grades is insufficient.	EDU577 Methods of Teaching Elementary Curriculum and EDU580 Reading Instruction for Elementary Grades changed from 8 to 10 workshop courses and EDU578 Content Methods of Instruction in the Senior High/Junior High/ Middle Schools changed from six workshops to eight. This was recommended by the ATLP faculty and approved by the GEM and AAC.	A summary of the 2008-2009 academic year's Candidate End-of-Course Survey comments for these courses will be presented at the 2009 Program Assessment Day for review and possible recommendations.	

7. Faculty feedback indicates that the candidates do not understand the inter-connectedness of learning theory, students' developmental levels, psychology of child and young adult management at the high level that the program desires.	There is a need to tie the Educational Psychology theories and child development knowledge to specific teaching in assessment, curriculum, and instruction theory and practice.	EDU571 Psychology of Learning removed from curriculum and its Educational Psychology content integrated across key assessment and instructional methods courses. To facilitate this additional content EDU573 Assessment and Learning and EDU576 General Methods of Instruction were increased from four to six workshops. This was recommended by the ATLP faculty and approved by the GEM and AAC.	Data from the Candidate Pedagogical Exams in EDU573, EDU576, and EDU580 will be aggregated and presented at the 2009 Program Assessment Day for review and possible recommendations.	
8. An audit of the EDU574 Facilitating Learning Through Technology content reveals that it is heavy on teaching candidates to be creators of teaching materials and almost totally ignores the use of technologies by K-12 student's to self-directed their learning.	The course needs to be completely redesigned to be more in line with Constructionist Learning Theory and the teaching of the use of technologies as teaching and student learning tools needs to be integrated into key instructional strategies courses.	The philosophy of technology training for candidates has shifted from emphasizing the Teacher as creator of teaching tools and efficient manager through the use of technology to the K-12 student and the candidate as consumers to technology to enhance their learning. Mini-Tutorials are to be designed into EDU576 General Methods of Instruction, EDU577 Methods of Teaching Elementary Curriculum, EDU580 Reading Instruction for Elementary Grades, EDU578 Content	An analysis of the content of EDU574 as well as the mini-tutorials from other courses will be presented for review and possible recommendations at the 2009 Program Assessment Day for review and possible recommendations.	

		Methods of Instruction in the Senior High/Junior High/ Middle Schools, and EDU582 Diagnostic Practices and Implications in the Teaching of Reading. This was recommended by the ATLP faculty and approved by the GEM and AAC.		
9. Participant feedback from the 2006 TTT Program Assessment Day revealed that the professionals who teach the program's courses and observe its student teachers believe that additional emphasis should be placed on candidate non-academic characteristics.	A means of assessing candidates' dispositions should be created and become a part of the pre-student teaching and student teaching phases of TTT and CBE-I.	Non-student teaching and student teaching dispositions assessment forms were created, dispositions was made a part of key assessment points of candidates' progress, and a system was developed to assist and monitor candidates with dispositional deficiencies. This was recommended by the ATLP faculty and approved by the GEM and AAC.	Result from the Faculty Candidate Disposition Checklist and the Cooperation Teacher Candidate Disposition Assessment Form will be aggregated and presented to the 2009 Program Assessment Day for review and possible recommendations.	
10. Candidates' End-of-Course data report excessive stress during Student Teaching One and Student Teaching Two.	The term calendar, with its student course load financial aid eligibility requirements, needs to be changed for a model friendlier to working adults.	A successful petition was made to the federal financial aid authorities to convert the TTT and Career Builders for Educators Initial Licensure programs to the non-term calendar model allowing a reduction of other courses taken during student teaching. This was recommended by the ATLP faculty and approved by the GEM and AAC.	A summary of candidate comments from the Candidate End-of-Course Surveys and candidate withdrawal data between Student Teaching One and Two courses will be presented at the 2009 Program Assessment Day for review and recommendations.	

11. The Indiana Department of Education initiated IMAP Survey's data indicate that IWU program completers are not as well prepared for effectively teaching exceptional needs students as the University's mission would require. .	A more integrated model of instruction is needed to prepare candidates at an acceptable level. .	The EDU572 The Exceptional Child will be removed from the curriculum for Elementary Candidates and its content will be integrated into the assessment and instruction courses: EDU573, EDU576, EDU570, EDU577, EDU580, and EDU582 for elementary candidates and EDU573, EDU576 and EDU570. Secondary candidates will take a one semester hour EDU572 The Exceptional Child course that emphasizes instructional strategies for older students. This was recommended by the ATLP faculty and approved by the GEM and AAC.	A comparison of the IMAP scores for 2008 and 2009 will be presented at the 2009 Program Assessment Day for review and recommendations.	
12. The Indiana Department of Education initiated IMAP Survey's data indicates that IWU program completers are not as well prepared for effectively teaching exceptional needs students as the University's mission would require.	An instruction and assessment model that addresses the needs of all K-12 students is needed.	The ATLP faculty and the GEM approved a differentiated model of curriculum, instruction and assessment that seeks to address the learning and societal characteristics of K-12 students. EDU573, EDU574, EDU 576, EDU577, EDU580, and EDU582 will be redesigned in this model with implementation beginning the fall of 2008	An IMAP data comparison table using the 2008 scores as a base-line will be presented at Program Assessment Days beginning in 2011 for review and recommendations. This is first year candidate in the new design will take the IMAP test.	

Rank I Program

Director: Roxie Sporleder

Data/Analysis	Need	Action and Stakeholder Involvement	Evaluation of Action	Follow-up
The Educational Professional Standards Board in Kentucky withdrew approval of the Rank I program on January 22, 2007 due to the third party vendors offering elective classes.	Contracts with Canter and Associates, Inc. and Performance Learning Systems in Kentucky needed to be terminated.	Contracts for Kentucky with Canter and Associates, Inc. and Performance Learning Systems were terminated.		
With the elimination of Canter and PLS electives, candidates were left without IWU electives. Those in remote areas were without any means of taking electives from IWU.	Both Rank I and MED candidates need electives to satisfy the requirements of the program. IWU did not have the electives to meet that need.	Strands of specialized courses were developed to meet the need for electives in Kentucky. Nine areas were approved, with only two being offered immediately. The others will be offered as soon as they are developed and there is faculty available to teach them. This was done in collaboration among the MED directors, the Kentucky Director of Education, and the Assistant Director of Rank I. Six courses were developed that are a part of two strands. EDU 555, EDU 587, and EDU 588 are courses in the Curriculum and Instruction specializations; EDUE 624, EDUE 631, and EDUE 635 are courses in the Literacy specialization. See Academic Affairs Minutes, April 14, 2007.	When the cohorts are started again, end of course surveys and the selection of courses will b e monitored to make sure these courses are meeting the needs of candidates.	

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End of course surveys, Faculty Feedback Forms, and data collected from candidate focus groups showed a weakness in the content of EDUE 614 and EDUE 611.	There was a need to substantially revise the content of these courses.	EDUE 614 was eliminated from Rank I . This choice was made based upon the emphasis in Kentucky on Teacher Leadership. Some of the content of EDUE 611 was moved to EDUE 608 and the research analysis of the course was strengthened. The Kentucky Director of Education and the Assistant Director of Rank I made these decisions since there was no full-time Rank I faculty. Feedback was obtained from adjunct faulty who taught these courses.	End of course surveys and Faculty Feedback Forms will be monitored for candidate feedback on the courses.	`
End of Curse Surveys, Faculty Feedback Forms, and data collected from candidate focus groups showed a need for the revision of content in all Rank I courses to increase the scholarship as well as the application to the classroom. In some cases, textbooks were either absent or unsuitable. A complete curriculum audit was made to look at course descriptions, objectives, textbooks, and assessments.	There was a need to revise all of the Rank I courses we well as new add courses to meet the requirements of the Kentucky Teacher Standards. New texts needed to be chosen to replace those that candidates found less than useful.	All Rank I courses were revised and taken to Academic Affairs on April 14, 2007. This included revision of the course descriptions, objectives, and assignments to bring more coherency, better application to the classroom, and more scholarship. New texts were chosen for some of the courses. In addition, the Professional Core was moved from 18 credits to 24 credits with the addition of EDUE 615 Instructional Leadership, EDUE 620 Mentoring and Coaching, and EDUE 622 Reading, Writing, and Content Learning. The Kentucky Director of Education and the Assistant Director of Rank I made these decisions since there was no full-time Rank I faculty. Feedback was obtained from adjunct faulty who taught these courses.	End of Course surveys, Faculty Feedback forms, and candidate focus group data will be monitored to determine the effectiveness of the new program.	

Exceptional Learners Online and Onsite Educators Programs

Directors: Yvonne Kirk and Tammy Mahon

Data/Analysis	Need	Action and Stakeholder Involvement	Evaluation of Action	Follow-up
1. Candidates were not completing the portfolio requirement in a timely fashion resulting in many either dropping the program or exceeding the three year timeframe for emergency licenses. Candidates reported in End of Course Surveys excessive stress during this period and not enough monitoring to keep them on track. Candidates complained that the portfolio was too much work for 2 credit hours.	There is a need to reduce this disruption of the candidates' progress toward exceptional learners teaching license and withdrawal and reentry issues in the financial aid and other offices affected. There was a need to justify and instill the importance of the portfolio requirement, by shorting the length, thereby allowing for closer monitoring and involvement by candidates and professors.	The ATLP faculty recommende separating the portfolio into fou sections with each section serving as a "gate," and earning 1 credit hour for each section. This was approved by the GEM and AAC.	Candidate withdrawal data and program enrollment data will be monitored with results submitted at the 2008 Online Assessment Week Report and the Program Assessment Day 2009 for review and possible recommendations.	
2. An audit of the ELMO/ELM pool revealed that there is a severe shortage of professors holding doctorates with advanced training in the areas of exceptional need learners; reading and elementary school science math and social studies.	An alternate faculty development model is needed that would provide faculty with advanced and recent knowledge of elementary content areas and extensive and recent experience in teaching K-12 students.	The Professor in Preparation faculty development model was designed to provide the needed level of expertise for all related courses. This was recommended by the ATLP faculty and approved by the GEM and AAC.	The PIP Pilot Year Report will be presented at the 2008 Program Assessment Day for review and possible recommendations.	

3. An audit of the ELMO/ELM pool revealed that professors would like more opportunities to interact with other professors to exchange ideas and	There is a need to increase the number of opportunities for faculty to interact and share ideas and experiences.	Inter-rater reliability activities have been designed to facilitate the sharing of information in courses being taught and to insure consistency in grading o the portfolio.	An Inter-rater Reliability report will be presented at the 2008 Online Assessmer Week and the 2009 Program Assessment Day for review and possible recommendations.	
4. An audit of the ELMO/ ELM pool indicated that the recommended instruction concepts are somewhat effective in helping them facilitate the courses that they instruct, however they would like more teaching tips and a Professor Resource Guide.	Faculty guides are not consistent in providing instructional recommendations.	Faculty guides are being rewritten with input and suggestions from senior professors and course writers.	Professor End-of-Course Survey results will be reported from the the 2008 Online Assessment Week and the 2009 Program Assessment Day for review and possible recommendations.	
5. A candidate End-of-Course Survey indicated that the faculty could use help in providing a variety of instruction approaches in their teaching.	There could be a need for facilitators and/or course materials that point out to students the various instructional approaches being used. Our delivery system employs various approaches; however the students group them together as being online and may not be aware of the various strategies.	Course materials will pinpoint the various instruction strategies being used in courses.	Professor End-of-Course Survey results will be reported from the the 2008 Online Assessment Week and the 2009 Program Assessment Day for review and recommendations.	

6. A survey of EDU534 faculty found that the Teaching the Exceptional Needs Learner curriculum was lacking in content and not addressing enough of the areas needed by exceptional needs teachers.	There is a need to rewrite this course using a different textbook and materials to address the deficiency	Course was rewritten. This was recommended by the ATLP faculty and approved by the GEM.	An analysis of the course and End-of-Course Survey comments for this course will be presented at the 2009 Program Assessment Day for review and possible recommendations.	
1. Discovery that the program did not have a technology course.	There is a need to include a technology course for exceptional needs teacher candidates.	EDU574 Facilitating Learning Through Technology I was added to the ELMO/ELM program. The EDS545 Study Skills for the Exceptional Learners was Incorporated into the EDS534 Teaching the Exceptional Needs Learner. This was recommended by the ATLP faculty and approved by the GEM and AAC.	A summary of the 2008-2009 academic year's Candidate End-of-Course will be presented at the 2009 Program Assessment Day for review and possible recommendations.	
8. Although writing IEPS is covered in coursework, Student feedback indicates that candidates need more information in writing Individual Education Plans, (IEP).	There is a need to Provide candidates with a resource guide for writing IEPs.	An Individual Lesson Plan textbook was added to the EDS520 course to provide students with a resource for writing good IEPS.	A summary of the 2008-2009 academic year's Candidate End-of-Course Survey comments on the IEP will be presented at the 2009 Program Assessment Day for review and possible recommendations.	

9. An audit of faculty revealed the lack of a structured system for providing feedback about the curriculum and assessment after teaching a course.	The ELMO/ELM Programs needs to implement a faculty feedback form to be filled out after teaching each course.	ELMO/ELM has implemented an online faculty feedback form.	A summary of the 2008-2009 academic year's Candidate End-of-Course Survey comments on the IEP will be presented at the 2009 Program Assessment Day for review and possible recommendations.	
10. Candidate feedback from the ELMO/ELM 2007 Online Assessment Week Program revealed that the professionals who teach the program's courses and observe its student teachers believe that additional emphasis should be placed on candidate non-academic characteristics.	A means of assessing candidates' dispositions should be created and become a part of the pre-student teaching and student teaching phases of ELMO/ELM.	Non-student teaching and student teaching dispositions assessment forms were created, dispositions were made a part of key assessment points of candidates' progress, and a system was developed to assist and monitor candidates with dispositional deficiencies. This was recommended by the ATLP faculty and approved by the GEM and AAC.	Result from the Faculty Candidate Disposition Checklist and the Cooperation Teacher Candidate Disposition Assessment Form will be aggregated and presented to the 2009 Program Assessment Day for review and possible recommendations.	

RNBSN Program

Director: Carol Bence

Changes based on assessment

Change	Assessment Data Used (rationale)
Based on assessment data there are no changes indicated in this assignment. Students are in the second course of the nursing core when this assignment is completed. Faculty indicated it was a strength to see this level of critical thinking at this stage in the program.	NUR 205 Nursing's Role in the Health Care System Assessment data spring 2008 indicates that 100% of the papers scored (23), demonstrated proficiency on the Exemplar Assignment by the faculty assessment team. Assessment Plan states that 85% of portfolio inclusions sampled will assume professional responsibility for the design, management and coordination of outcome oriented comprehensive nursing care in an evolving health care system (Objective #2). Assessment indicated proficiency of 3.62 on a 4.0 scale.
Provide a packet to accompany the NUR 490 faculty guide which includes an exemplary sample of each written assignment.	NUR 490 Management in Nursing Assessment data spring 2008 indicates that 45.83% of the papers scored (24) demonstrated proficiency on the Management Project Proposal by the faculty assessment team. Assessment Plan states that 85% of portfolio inclusions sampled will assume professional responsibility for the design, management and coordination of outcome oriented comprehensive nursing care in an evolving health care system (Objective #2). Assessment indicated proficiency of 2.84 on a 4.0 scale. These papers were all written 2/2007 and 10/2007. In 9/2007 two faculty members developed a power point presentation on goal writing which was circulated to all faculty members who facilitate the NUR 490 Management course. This was based on a recognized need for strengthening goal writing in the curriculum.
Highlight important points that faculty should look for in the finished product.	
Packet to include info on how to prepare students for the assignments (more details than in the Faculty Guide). This info would also provide assistance for the faculty in guiding student assignments to meet the one or more program objectives.	
Determine if all faculty are using the power point in their pre-class visit for NUR 490; if not, encourage them to do so.	

RNBSN PROGRAM ASSESSMENT 2007-2008

Indiana Wesleyan University, College of Adult and Professional Studies

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Apply relevant theories and research from nursing, life sciences, social sciences, the humanities, and Christian thought to the practice of nursing. Assessed Spring 2007	Mean scores on Employer Surveys will meet or exceed 4.0 on questions regarding nursing knowledge, ethics and practice. 85% of portfolio inclusions for NUR332 (Client Assessment Paper), NUR350 (Written Book Review) and NUR 436 (Researchable Problem) will score at least a 3 on a scale of 1-5 on ability to apply relevant theories and research as scored by Faculty with input from the Assessment Director.	2004 *Employer Survey: Knowledge & Skills = 4.63 Ethics = 4.83 Portfolio evaluation: NUR 332: 57.9% NUR 350: 73.3% NUR 436: 36.8%	NUR 332 Grading Grid needs to be clarified in this assignment. Be sure in Client Assessment Paper students differentiate between a nursing diagnosis and a medical diagnosis. Define and describe #2 from Neuman source, providing correct definition. Sample paper along with other course resources were posted on Blackboard Faculty Resources as an example to faculty. Disconnect between theory and practice (student's application in the workplace). Grappling with theory and a discussion of metacognition might have a place in classroom. Next revision should include greater emphasis on mid-range theory to assist students in application to practice. This assignment will be reviewed by FT faculty who teach course. Consider providing five articles on Neuman and require students to apply Neuman to their practice based on article review. NUR 350 Written Book Review was strong assignment as assessed by

			faculty. Be sure students follow instructions on grading grid. Recommend OCLS purchase the "Fish" video to use in the last workshop. NUR 436 Researchable Problems – students need to identify more clearly the researchable problem – noting difference between independent and dependent variable or ones that are neither. Change sequencing of when paper due so it is after they have the content. NUR 436 is under major course revision so these faculty suggestions will be shared with faculty revising course as well as assessment outcomes. Recommend for Assessment Day 2008 that if faculty rate below a 3 or 4 on the assessment scale that a comment must accompany the rating to strengthen process. Remind faculty that all papers must be assessed by all faculty rating that assignment so there is reliability in the data. Spring 2007
2. Assume professional responsibility for the design, management, and coordination of outcome-oriented comprehensive nursing	Mean scores on Employer Surveys will meet or exceed 4.0 on questions regarding design, management, leadership of nursing. Mean scores on Alumni Surveys will meet	2004 Employer Survey: Leadership = 3.96 Management of materials = 4.25 nursing care = 4.71	NUR 205 Nursing's Role in the Health Care System assessment data spring 2008 indicates that 100% of the papers scored (23) demonstrated proficiency on the Exemplar Assignment by faculty assessment

care in an evolving health care system. Assessed Spring 2008	or exceed 4.0 on questions regarding leadership skills. 85% of portfolio inclusions for NUR 205 (Exemplar); and NUR 490 (Management Project Proposal) will score at least a 3 on a scale of 1-5 on ability to demonstrate design and management of nursing care as scored by an assessment committee.	2004 *Alumni Survey: Leadership skills = 4.44 Portfolio evaluation: NUR205: 100% proficient NUR490: 45.83% proficient	indicating proficiency of 3.62 on a 4.0 scale. Based on assessment data there are no changes indicated in this assignment. Students are in the second course of nursing core when this assignment is completed. Faculty indicated it is strength to see this level of critical thinking at this stage in the program. NUR 490 Management in Nursing assessment data indicates 45.83% of papers scored (24) demonstrated proficiency on the Management Project Proposal by faculty assessment indicating proficiency of 2.84 on a 4.0 scale. Papers all written 2/2007 and 10/2007. In 9/2007 two faculty members developed a PPT on goal writing which was sent to all faculty members who teach NUR 490 Management. This was based on need to strengthen goal writing in the curriculum. Based on assessment the following changes will be implemented. 1. Provide packet for all faculty who teach NUR 490 with exemplary sample of each written assignment 2. Highlight important points faculty should look for in the finished product. 3. Packet to include info on how to prepare students for assignments and

			provide assistance for faculty in guiding student assignments to meet program objectives. 4. Determine if all faculty are using the PPT in their pre-class visit for NUR 490; if not encourage them to do so. 5. Change teaching strategy so students submit goals/objectives for this project during Workshop One as assigned. Faculty will review papers and give feedback and allow students to resubmit corrected papers in Workshop Three. 6. Review another sampling of this assignment in one year (May 2009) to evaluate if improvement is noted. Spring 2008
3. Exhibit a commitment to lifelong learning and professionalism. Assessed Spring 2008	85% of portfolio inclusions for NUR 490 (Professional Development Plan) will score at least a 3 on a scale of 1-5 on ability to demonstrate commitment to lifelong learning and professionalism as scored by an assessment committee.	Portfolio evaluation: 100% proficient 2004 Alumni Survey: Lifelong learning = 4.70 2004 Alumni Survey indicates that at least 25% of graduates have enrolled in or completed a graduate degree within 5 years of graduation	NUR 490 assessment data spring 2008 indicated 100% of papers scored (25) demonstrated proficiency on Professional Development Plan. This indicates proficiency of 3.65 on a 4.0 scale. Faculty assessment recommends the students divide the Development Plan into the following sections as currently done by RNBSN Online students: 1. Reflection of growth 2. 3-5 year goals 3. Assessment of development need 4. Development Plan Incorporate educational, personal,

			professional and spiritual development into this assignment. Spring 2008

4. Manage information, technology, and human resources pivotal to health promotion and risk reduction across the lifespan. Assessed Spring 2003	Mean scores on Employer Survey meet or exceed 4.0 on questions regarding managing information, technology and human resources. 85% of portfolio inclusions for NUR 490 (Analysis of Budget Workshop) and NUR 224 (Creative Presentation) will score at least a 3 on a scale of 1-5 on ability to manage information, technology and human resources as scored by an assessment committee	2004 Employer Survey: Management of materials and human resources= 4.25 Portfolio evaluation: NUR 490: 95% proficient	NUR 490 revised 2004 to strengthen focus on management. Course curriculum revisions for NUR 224 2004-05 FY includes Ergonomics.
5. Provide competent nursing care for diverse populations based upon ethical principles and Christian accountability. Assessed Spring 2004	Mean scores on Employer Survey meet or exceed 4.0 on questions regarding ethics and cultural diversity. Mean scores on Alumni Survey meet or exceed 4.0 on questions regarding ethics. 85% of portfolio inclusions for NUR 365 (Ethical analysis paper), NUR 401 (Cultural Assessment) will score at least a 3 on a scale of 1-5 on exhibiting competent nursing care based on ethical principles and Christian accountability as scored by an assessment committee	2004 Employer Survey: Ethics = 4.83 Cultural diversity = 4.54 2004 Alumni Survey: Ethics and cultural diversity = 4.59 Spring, 2004 Portfolio Evaluation: NUR 365 Score: 87% proficient - expectations met. NUR 401 Score: 71% proficient	NUR 401 Review of cultural assessment guidelines for clarity and integration of faith based information, diversity and cultural emphasis. NUR 401 revised July 2006 with integration of Evidenced Based Practice. Name changed to Transcultural Nursing.
6. Demonstrate mastery of the scientific principles underlying technical skills. Assessed Spring 2004	Weekly Pathophysiology Pre/Post Test will demonstrate a 20% increase in knowledge, 90% of post test scores will be 70% or above.	Mean Score increases: Test 1 26.79% Test 2 19.28% Test 3 23.91% Test 4 17.02%	Fall 2004 NUR 334 – Course revision 2005 with new text to meet needs of a greater nursing model emphasis in the curriculum and provide more clarity in

	85% of portfolio inclusions for NUR 334 (Health History)will score at least a 3 on a scale of 1-5 on demonstration of mastery of scientific principles underlying technical skills as scored by an assessment committee	Spring 2004 Portfolio Evaluation: NUR334 Score: 67% Guidelines need more clarity. Examples limited in number at review.	instructions and grading grids for health history and final physical exam. Results more accurately reflect learning when guidelines for testing instructed facilitators not to share correct pre-test answers until after giving post test following class content presentation. Change made in 2005-2006 curriculum.
7. Demonstrate critical thinking and effective communication in application of the nursing process. Assessed Spring 2005	85% of journal entries from practicum (NUR 470, NUR478) will score at least a 3 on a scale of 1-5 on demonstration of critical thinking and effective communication as scored by an assessment committee.	Spring 2005 Portfolio evaluation: (Core Groups # 115-131) NUR 470: 72% proficient on Critical Thinking 77% proficient on Communication NUR478: 76% proficient on Critical Thinking 85% proficient on Communication.	NUR470 revised with new text and expanded guidelines for journaling assignment. 2005 NUR478 phased out of curriculum 2005 with replacement of 2 new courses - Perspectives on Poverty and Health, and the second course - Alternative Medical and Healing Therapies to meet the need of educating for current health care delivery today. 2006 This course name changed to Complementary and Alternative Therapies.
8. Display value-based behaviors in the practice of holistic care of individuals, groups, and communities. Assessment Spring 2006	Mean scores on Alumni Survey will meet or exceed 4.0 on questions regarding value-based behaviors in holistic care. 85% of portfolio inclusions for NUR 470 (Vulnerability Paper), NUR 332 (Spirituality Paper) and NUR365 (Clarification Values assignment) will score at least a 3 on a scale of 1-5 on	2004 Alumni Survey: Value based behaviors in holistic care = 4.33 on a 1-5 scale. Portfolio Evaluation: Spring, 2006 (Core Groups #132-150) NUR 470 76.92% of	Criteria met on Alumni Survey. NUR 470 revised with facilitator instruction to explain assignment and

	display of value-based behaviors as scored by an assessment committee.	portfolio inclusions demonstrated proficiency on Vulnerability Paper. NUR 332 50% of portfolio inclusions demonstrated proficiency on Spirituality Paper. NUR 365 80% of portfolio inclusions demonstrated proficiency on Values Clarification Paper.	review Grading Grid before assignment due. NUR 332 revised to include Mini Lecture on difference between religion and spiritual care. Intent was for students to submit assignment then discuss spiritual aspects in class to increase critical thinking. Revise so discuss in class then complete assignment following discussion. Review Grading Grid before assignment due Paper due WS 1. Course revised. Faculty clarifies assignment expectations for students via email prior to class start. Assignment description clarifies World Changer focus.

11/15/2007 Cynthia Tweedell/Carol Bence

Liberal Arts and Electives

Director: RB Kuhn

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

Liberal Arts and Electives piloted the Collegiate Learning Assessment on a cohort of beginning (UNV111) students and a graduating bachelor of accounting group of students. This tool might be a useful assessment of critical thinking, analytic reasoning and communication skills of adult students. Data from this assessment are pending.

Change	Assessment Data Used (rationale)
PHL283-Philosophy and Christian Thought --Development of Focus group from within CAS and CAPS (including faculty within respective discipline) to guide content and writing of a new text book	**Faculty and Administrator Feedback; student surveys**
ART134 – Intro. to Photography – Revised to include digital photography instruction	**Faculty and Administrator Feedback; student input**
HST180 – World Civilization (Title changed to Western Civilization to represent actual instructional content	**External review sources**
MUS180 – Humanities: Music and Art Appreciation – Course tag change to FINA, to reflect both music and art rather than music only	**External review sources**
Added additional courses to the Religious Studies Certificate and to the Criminal Justice Certificate	**Administrator recommendation**
CRJ181 – updated and streamlined; ADC210 and CRJ322 -- modified	**Administrator review; faculty and student feedback**
General Studies Colloquium and Liberal Arts Appreciation included phone interviews between the instructor and student	**Course writer design and administrator recommendation**

World Changer Outcomes

Objective	Assessment Criteria and Procedures	Assessment Results	Use of Results
BASICS OF THE CHRISTIAN FAITH: A knowledge of the basic themes and truths of the Old and New Testaments and the basic beliefs of Christianity; an awareness of Bible-based morality and social responsibility; and a reasoned understanding of a Christian worldview and the meaning of salvation as expressed in evangelical Christianity.	**Pre/Post Ethics Writing Sample:** When a sample of 50 papers are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in articulating a Christian worldview as indicated by a faculty-written scoring rubric. **Sampling of Student Papers:** 90% of BIL102 papers will show evidence of understanding of Christian world view as indicated by a faculty-written scoring rubric.	**2003 Ethics Writing Sample:** 70% had 10% improvement in Christian worldview. **2006:** 68% were proficient in Christian world view.	
LIBERAL ARTS FOUNDATION: A solid grasp of the general studies that have been associated with a liberal arts education.	**Academic Profile:** College Reading scores will meet or exceed scores from a national sample of comprehensive universities. **Personal Learning Anthology:** When a sample of 50 Personal Learning Anthologies are reviewed by a team of faculty, 90% will demonstrate exposure to liberal arts instruction**.**	**2003 Academic Profile:** Criteria met. IWU scores are compara-ble to a national sample. **PLA:** Criteria met.	**Academic Profile:** No action needed at this time. **PLA:** No action needed at this time.
COMPETENCY IN A DISCIPLINE: A competency in at least one major discipline of the University curriculum.	**Baccalaureate Completion:** 80 % of graduates who subsequently enroll in a baccalaureate program will successfully complete within 10 years. **ASB:** When a sample of 15 BUS274 papers are reviewed by 3 business faculty, 90% will demonstrate an ability to integrate basic business principles, concepts, and skills as indicated by faculty generated scoring rubric. **ASCIT:** a When a sample of 50 are reviewed by faculty, 90% will demonstrate proficiency in CIS as indicated by faculty generated scoring rubric.	**Completion:** 2003 Graduation rate in Bachelor programs is 74%. **2003 ASB:** 60% scored "proficient". **ASCIT:** New program. Due: 2009.	
INTEGRATION OF KNOWLEDGE: The integration of knowledge with one's faith across academic disciplines.	**Pre/Post Ethics Writing Sample:** When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in ethical thought as indicated by a faculty written scoring rubric.	**2003 Ethics Writing Sample** 80% had 10% improvement in ethical thought	

CREATIVITY: The ability to make connections between various bodies of information and to create new forms and structures.	**Pre/Post Ethics Writing Sample:** When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in problem solving and decision making as indicated by a faculty-written scoring rubric. **Sampling of Papers:** When a sample of 50 BUS 274 (ASB) or Project Management (ASCIS) papers are reviewed by faculty, 90% will demonstrate a creative approach to problem solving.	**2003 Ethics Writing Sample** 80% had 10% improve-ment in ethical thought.	
CRITICAL THINKING: The ability to process information both analytically and critically in order to determine the validity of competing truth claims, and to be an effective problem solver.	**Academic Profile:** Critical thinking scores will meet or exceed scores from a national sample of comprehensive universities. **Pre/Post Ethics Writing Sample:** When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in critical thinking as indicated by a faculty-written scoring rubric.	**2003 Academic Profile:** IWU critical thinking scores are slightly below national sample. **2003 Ethics Writing Sample** 80% had 10% improvement in ethical thought.	
COMMUNICATION: The ability to read critically, to write clearly, and to communicate effectively in various other forms.	**Essay Samples:** When a sample of 50 are reviewed by faculty, 90% will have a score of 3 or more on each of 6 traits on a standardized writing rubric. **Academic Profile:** College writing scores will meet or exceed scores from a national sample of comprehensive universities. **Pre/Post Oral Presentation:** When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in oral communication skills as indicated by a faculty-written scoring rubric.	**2003 Essays:** 62.5% had a score of 3 or more on all 6 traits. Lowest trait was Conventions. **2006**: 76% scored 3 or higher on all traits. **2003 Academic Profile:** IWU scores are slightly below national sample.	

Objective	Assessment Criteria and Procedures	Assessment Results	Use of Results
SELF-DISCIPLINE: The development of personal habits of self-discipline and control.	**Graduation Rates:** 80% of APS students will develop the self discipline to persist to graduation.	**Graduation:** 2003 graduation rates for bachelor students are 74%.	
LIFELONG LEARNING: The ability to discover and process information as a self-directed learner.	**Academic Profile:** Institutional scores will meet or exceed scores from a national sample of other comprehensive universities.	**Academic Profile:** Criteria met. IWU scores are comparable to a national sample. Lowest performance in math skills.	**Academic Profile:** No action needed at this time.
LEADERSHIP: The ability to effect change within various group settings; to martial resources to accomplish one's vision	**Pre/Post Group Process Assessment:** When a sample of 50 assessments are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in group process as indicated by a Group Processes Assessment in the middle and end of their program.	**Group Process Assessment:** 0% had a 10% improvement.	Need to re-assess how this assessment is done.
SERVANTHOOD: The ability to see and meet the needs of others.	**ASCIT: COM115 Servant Leader Paper:** When a sample of 50 are reviewed by faculty, 90% will demonstrate understanding of customer service within a servant leadership framework.. **Project Management Paper:** When a sample of 50 are reviewed by faculty, 90% will be proficient on Customer Service Component. **ASB:** When a sample of 15 BUS274 papers are reviewed by 3 business faculty, 90% will demonstrate an ability to integrate basic business principles, concepts, and skills as indicated by faculty generated scoring rubric.	**Project Management Paper:** 60% scored "proficient".	
COMMITMENT TO TRUTH: A commitment to the search for objective truth as revealed in the Bible and in God's created order.	**Pre/Post Ethics Writing Sample:** When a sample of 20 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in Christian worldview as indicated by a faculty-written scoring rubric.	**Ethics Writing Sample:** 70% had 10% improvement in Christian world-view.	
INCLUSION: The desire to dialogue across perspectives and cultures without surrendering a commitment to truth.	**Diversity of Student Profile:** 10% of APS students will be of diverse race/ethnic background.	**Diversity:** FY 2000-01: 17% of APS students of diverse background.	
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-	**Ethics Writing Sample:** 70% had 10% improvement in Christian world-view.	

	written scoring rubric.		
STEWARDSHIP: A valuing of the created order as a trust from God and a commitment to the wise use of all the resources of life.	**Evidence of effective time management:** Class attendance records and completion of courses.	**Evidence:** 2003 graduation rate is 74%.	
LIFE CALLING: The cultivation of a sense of purpose and a passion to pursue God's call.	**Pre/Post Ethics Writing Sample:** When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in articulating a Christian worldview as indicated by a faculty-written scoring rubric **BIL102 Papers**: When a random sample of 50 papers are reviewed, 80% reflect a sense of God's call, as measured by a faculty-written scoring rubric.	**Ethics Writing Sample:** 70% had 10% improvement in Christian worldview. **BIL102 Papers:** 100% reflect life calling.	

SERVICE: A commitment to view one's career as a vocation (calling) rather than an obligation or an end in itself.	**Pre/Post Ethics Writing Sample:** When a sample of 20 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in Christian worldview as indicated by a faculty-written scoring rubric.	**Ethics Writing Sample:** 70% had 10% improvement in Christian worldview.	
AGENTS OF CHANGE: A commitment to become an agent of God's redemptive plan	**Pre/Post Ethics Writing Sample:** When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in ethical thought as indicated by a faculty written scoring rubric. **Student/faculty reports of change agents.**	**Ethics Writing Sample:** 80% had 10% improvement in ethical thought.	
SELFLESSNESS: The motivation to put others before self.	**Pre/Post Group Process Assessment:** When a sample of 50 are reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in group process as indicated by a Group Processes Assessment in the middle and end of their program. Student/faculty examples of selflessness	**Group Process Assessment:** 0% had a 10% improvement.	

College of Graduate Studies

Graduate Studies in Ministry

Chair: Russ Gunsalus

Student / Potential Student Focus Groups
Department Chair Russ Gunsalus: Student focus groups have been conducted by Professor Gunsalus to ascertain student satisfaction with the program along with improvements. In addition, Professor Gunsalus has engaged potential students one-on-one at various Wesleyan venues. Professor Gunsalus interviews various faculty to acquire ideas for improvement of courses.

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

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

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

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

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

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

- Curricular revision based on student and focus group feedback. The most significant revision is with the capstone course. The current schedule of 8 weeks has proven to be too short to adequately accomplish the out comes for the course. This course has revised from one 3 credit class to two classes. One class for 1 credit 2/3 of the way through the program and then a final 2 credit course at the end of the program.

- Due to the results of our focus group meetings we have reorganized the curriculum so that the theoretical and application courses alternate instead of being all clustered together.
- Calendar revision based upon student feedback. Last year the Youth concentration has also been adjusted to 10 days during the summer months when summer camps and mission trips, with their attendant disruption of online access make it nearly impossible to keep up with the 7 day schedule. We have extended this calendar innovation to the Leadership cohorts as well.

Change	**Assessment Data Used (rationale)**
Reordered the curriculum so that theoretical and application courses alternate.	**Multiple references to this issue in focus groups as well as unsolicited anecdotal comments.**
Revision of the Capstone class from one 3 credit class to two classes. One class for 1 credit 2/3 of the way through the program and then a final 2 credit course at the end of the program.	**To many students unable to finish the required research and work in the 8 week period of the Capstone class. Repeated affirmation of this plan in various focus groups.**
Last year the Youth concentration has also been adjusted to 10 days during the summer months when summer camps and mission trips, with their attendant disruption of online access make it nearly impossible to keep up with the 7 day schedule. We have extended this calendar innovation to the Leadership cohorts as well.	**The popularity of this move with the youth cohorts and the fact that the leadership cohorts share the same issues which motivated this change in the first place.**

PROGRAM ASSESSMENT
Graduate Ministries

Goal	Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Students will achieve learning outcomes that enrich their ministries and thus the life of the church	1a. Students will grow in their knowledge of the Word 1b. Students will become reflective learners, able to study the disciplines required for effective ministry and effectively apply what they learn to their ministries. 1c. Students will grow in spiritual character and commitment to integrity in ministry 1d. Students will gain a solid foundation of doctrinal understanding that underpins their ministries 1e. Students will master a core set of leadership skills that enable them to be Christ-like leaders of those to whom they minister.	**Parish Survey**: 80% of those surveyed will note that the pastor has become more effective in preaching and leadership after taking courses at IWU. **Alumni Survey**: 80% of graduates will perceive that they: 1. have achieved a new level of spiritual character 2. can effectively apply what they have learned **Selected student papers:** When a representative sampling of 25 papers are reviewed by three faculty, 80% of will reflect a solid foundation of doctrinal understanding and leadership skills as evidenced by a faculty-designed rubric.		
2. Students will feel enriched and challenged by the courses and the learning environment.	2a. Students feel their needs are met as they engage in ministry. 2b. Students learn what is useful for their ministries 2c. Students learn within a retreat-like setting where they are refreshed and challenged for ministry. 2d. Students have a support network of people and services that inform, encourage, and assist them in their ministries. 2e. Students have a community of colleagues and mentors that is a safe place to bring the pain and perplexities that go with	**Alumni Survey:** 80% of graduates will feel their needs are met, have a retreat-like experience and are supported by fellow students and staff. **End of Course Surveys:** 80% of students will feel their needs are met, have a retreat-like experience, and feel supported by fellow students and staff.		

	ministry; a community that will pray for, understand, challenge, support, and hold them accountable to their calling.			
3. Enrollment will grow			Measure FTEs Measure Headcounts	
4. IWUs graduate studies in ministries program will be an alternative to traditional seminary preparation				
5. Graduate studies in ministries will be good stewards of university's financial resources.				

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Graduate Studies in Nursing

Chair: Pam Giles

Graduate Studies in Nursing participated in an EBI Benchmarking Study. Graduating students were sent a questionnaire to complete. Data from 71 graduates indicate that our strongest areas are "quality and availability of curriculum," "quality of support services," "role development," and "core knowledge." Weak areas include "clinical: lab procedures and course work." Benchmark data indicate that compared to other graduate nursing programs the IWU program has "room to grow."

Change	Assessment Data Used (rationale)
Revised the Post-Masters Certificate (PMC) plan of study	Attempting to meet student demand for a lock-step approach to the PMC, as well as to bring it in line with the degree programs.
New policy for a student who has not attended class for 180 days or more, but has not withdrawn from the program.	We discovered several students who had not completed program requirements, yet had not attended class for a significant amount of time. Concerns were raised about the currency and validity of their knowledge.
Changed from MS to MSN degree	Significant feedback from current students and alumni and employers – all who did not want to accept the MS with a major in nursing as an employable degree.
Developed a formula to use to establish course length and number of credits.	Feedback from NONPF and CCNE consultants.
Standardized the core curriculum across all programs.	Feedback from NONPF and CCNE consultants.
New courses in the PYC program; deletion of others.	Feedback from NONPF consultant.
Department name change	Feedback from program reps and potential students
Revised portfolio format to a competency-based approach	To bring us in line with evidence based practice (EBP) and specific program standards
Added content from Nursing Knowledge International to the Nursing Administration major. Students now also eligible to sit for a certification exam upon program completion.	To bring us in line with evidence based practice (EBP) and specific program standards
Increased emphasis on national certification for Nursing Administration and Nursing Education majors	Based on standards across national nursing organizations
Instituted a new process for all research projects -	To meet IWU standards, national standards, to increase quality of student work
Instituted the use of PDA's, specialty software, and a case-study based newsletter in the PYC program	To bring us in line with evidence based practice (EBP) and specific program standards

Department of Graduate Nursing Education

Program Objectives	Nursing Administration Outcomes	Nursing Education Outcomes	Primary Care Outcomes
Enhance the development of the nursing profession through critical inquiry and the acquisition of advanced knowledge.	The student should be able to: Critique and evaluate selected theories and research principles as related to the role of the nurse administrator. Apply validated theory and research principles to the nurse administrator role. Utilize critical and creative thinking for continued development and improvement of practice in nursing administration.	The student should be able to: Critique and evaluate selected theories and research principles as related to the role of the nurse educator. Apply validated theory and research principles to the nurse educator role. Utilize critical and creative thinking for continued development and improvement of practice in nursing education.	The student should be able to: Critique and evaluate selected theories and research principles as related to the role of the nurse practitioner. Apply validated theory and research principles to the nurse practitioner role. Utilize critical and creative thinking for continued development and improvement of practice in primary care nursing.
Demonstrate application of knowledge, cultural competence, advanced communication skills and advanced practice competencies in the care of and health promotion of clients in various health care settings.	Acquire core knowledge in health care policy, organizational behavior and financing of health care. Utilize basic principles of fiscal management, budgeting and health economics in the health care delivery system. Understand and respect human/cultural commonalities and diversities. Develop effective stewardship of human, financial and health care resources.	Acquire core knowledge in the delivery and assessment of health care education. Utilize basic principles of teaching, learning, program development and assessment in health care education. Understand and respect human/cultural commonalities and diversities. Develop effective stewardship of human, financial and health care resources.	Acquire core knowledge in the provision of health care. Utilize basic principles of assessment, diagnosis and treatment in the delivery of health care. Understand and respect human/cultural commonalities and diversities. Develop effective stewardship of human, financial and health care resources.

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

Graduate Counseling

Chair: Mark Gerig

This past year, the Graduate Studies in Counseling program added a program to its evaluation plan. In a review of the assessment plan, it was noted that there was no objective regarding student proficiency in their specific area of specialization (i.e., Addictions Counseling, Community Counseling , Marriage and Family Therapy, or School Counseling). The following objective was added: *Students will demonstrate proficiency in their selected area of specialization.* This will be implemented in the 2008-2009 academic year and be measured through the submissions of portfolio exhibits and performance on a comprehensive exam (to be constructed by department faculty).

Graduate Counseling
Assessment Plan

Objectives	Criteria and Procedures	Assessment Results	Use of Results
1. Students will demonstrate mastery of comprehensive counseling curriculum	a. 95% pass rate on certification exam(of those who choose to take it) b. 90% Portfolio submissions reflect high comprehension as judged by a faculty designed rubric.	06-07: All nine graduates passed the NCE exam. **2007-2008**: Six students took the NCE; all six passed the exam.	
2. Students will demonstrate competence in reading, interpreting, evaluating and applying scholarly research	a.90% of students will produce a scholarly research proposal which is scored 2 out of 3 points on a faculty-written rubric. b. 90% of research papers in portfolio will reflect mastery of reading, interpreting, evaluating and applying scholarly research	a. 06: 10% scored proficient	APA Workshop
3. Students will demonstrate clinical proficiency.	a. 90% of students will have 75% of clients report positive change on client survey. b. 100% of students will score "proficient" on clinical skills as measured by a faculty designed rubric of clinical experience.	100% reported that they would return for counseling again if needed. 96% reported that they were very satisfied with their counseling experience. **2007-2008:** 94% of clients responding state they would return for counseling services if needed. 91% of clients responding state they were satisfied with their counseling experience.	
4. Students will demonstrate multicultural awareness in clinical practice.	Students' post tests on Multicultural Competency Scale show 50% improvement (Multicultural Counseling Course)	**06-07**: *Awareness of Cultural values and biases*: 34% increase *Awareness of clients' worldview*: 45% increase *Awareness of their clients' worldview*: 45% increase **2007-2008**: *Awareness of Own Values and Biases* – 33% increase *Awareness of Client's Worldview:* 45% increase *Culturally Appropriate Intervention Strategies:* 40.5% increase	**06-07:** Focus group with minority students

5. Students will demonstrate professional integrity	90% of sampled graduates will be scored superior by supervisors and employers on professional integrity.	Employer Survey: 4.85 (of 5) on professional integrity.	
6. Students will demonstrate an ability to integrate faith with the counseling profession.	Portfolio submission: 90% of students will score "proficient" on a faculty-designed rubric for a faith-integration paper.	44% proficient	
7. Students will demonstrate proficiency in communication skills.	Papers, presentations, clinical portfolio: 90% of student will score "superior" on faculty-designed rubrics.	40% scored proficient 0% scored superior	
8. Students will demonstrate proficiency in their selected area of specialization.	Portfolio exhibits and comprehensive exam will demonstrate proficiency as measured by a faculty designed rubric.	(**2007-2008**: This objective was approved and added by departmental faculty upon recognition that specialization knowledge and skills were not being effectively measured by seven existing objectives).	(**2008-2009:** A qualifying/ comprehensive exam will be constructed for each use as pre-/post-measure for measurement of sample specialization (i.e., CC, MFT, SC, AC) knowledge and skills attained.)

10/25/05 rev. 6/15/06, 8/6/07, 6/25/08, cbt

Doctorate in Organizational Leadership

Chair: Vern Ludden

DOL faculty developed a rubric for evaluating the comprehensive examination (comp exam) for each doctoral student because the exam and a student's dissertation are the best outcome measurements for the program.

Each comp exam is evaluated by three faculty members. Data indicated the two portions of the comp exam that have the lowest scores were papers that demonstrate scholarship and exhibits that demonstrate how students apply theories they have learned in the program (praxis). Students did well in developing their leadership philosophy papers and their long range leadership development plans.

Faculty members discussed the performance of each student in the seven specific program domains to consider strengths and weaknesses of the program. Thus, there was both a quantitative and qualitative evaluation of the outcomes of each comprehensive exam. This data was reviewed by the faculty at a day-long curriculum review meeting on January 7 and then addressed at subsequent monthly faculty meetings. This resulted in some significant changes that have been made in the DOL program.

The department considers data gathered from the comprehensive exams to be the most accurate measurement of the program's educational outcomes and its effectiveness. The use of comprehensive exams will remain the primary assessment tool in 2008-2009 and the data will be supplemented by a qualitative assessment of completed dissertations by the faculty and adjunct dissertation committee members. When there are a sufficient number of graduates from the program, the faculty will conduct a meeting with those graduates to gather additional assessment data.

Changes based on assessment

Change	Assessment Data Used (rationale)
A substantial revision of the first three courses in DOL program (DOL 715 Leadership and Personal Development, DOL 720 Critical Inquiry, and DOL 735 – Advanced Leadership Theory) were made to assist students to better understand scholarship, theory, and research.	Scholarly papers and exhibits in the portfolios that are part of the comprehensive exam indicated that students had not mastered a basic understanding of key theories in the various domains but more importantly did not seem to appreciate the importance that theory could play not only in their scholarship but in their practice of leadership. This conclusion was reached when we considered the low ratings on scholarly papers and leadership exhibits that students received during their comprehensive exams. It was determined that if faculty would concentrate on establishing a better foundation of scholarship and a

	more fundamental understanding of leadership theory as the students began the program, their knowledge and appreciation of theory and theorists would increase. This comprehensive understanding of leadership theory would then under gird the student's ability to apply research to their practice of leadership.
The course descriptions and objectives for all courses in the DOL curriculum were reviewed and revised to reflect educational outcomes that are more consistent with the program's conceptual framework.	There are three sources of data for these changes. First, we used the comprehensive exam papers of students to assess what students had learned. Second, we conducted individual meetings with students during evening hours of the summer institute, lunch and coffee meetings throughout the year, and student feedback that is solicited during and after classes for a course are completed. Third, we considered how the field of leadership has developed in the past five years since the curriculum was originally written by reading books, research articles, and attending professional leadership conferences. The course descriptions and objectives had not been revised since the curriculum was first written in 2003-2004. The faculty now has 3-4 years of experience teaching the courses in the curriculum with a corresponding amount of feedback from students. In addition, we were able to compile and apply our observations and conclusions from two years of comprehensive exams to the revision of the curriculum.
The seminar and internship courses DOL 760 a, b, & c; DOL 860 a, b, & c; and DOL 865 a, b, & c that are required each term—other than the summer residency term—have been changed to emphasize the application of theory to leadership. They now have the course titles Seminars and Praxis.	The seminar courses have had their name changed from Seminars and Internship to Seminars and Praxis. The rationale for this change is to better reflect the reality of the student's employment status and experience. A student must be in a leadership position as a requirement for admission to the program. This makes them experienced and practicing leaders. An internship conveys the idea of someone inexperienced being given an opportunity to learn about a profession. The intent of these courses is to help students apply theory to practice (praxis) and we thought the course title and curriculum should be modified to reflect this expectation. We have altered the type of guest speakers that now present at our seminars. During the first three years of the program, all guest speakers were selected because

	of their outstanding leadership. We are now inviting one speaker each term that is a well known scholar of leadership and the other a well known leader that is practicing leadership. We also have attempted to invite leaders that represent a broad range of organizations rather than just selecting leaders from business. This is consistent with the fact that only forty percent of the DOL students come from business related organizations. This balance of speakers helps students better understand the concept of leadership praxis.
The DOL program is now more readily available to students from the entire United States and throughout the world. We allow the attendance requirement at Saturday classes to be fulfilled by participating through an Internet Protocol videoconference setup.	This change was made primarily by analyzing the applications the program received and phone conversations with some of these applicants. In addition, the faculty considered the advantages of having students representing a broader geographical range than just the Midwest. Further, this change now provides us the opportunity to make the program available to students globally. In fact, one student was admitted from Ukraine this year and he hopes to raise the funds so he can begin the program in 2009. We now hope to have students from even more countries and the Department Chair has been contacted by people in other countries because this new option is available. All students are still required to be in resident at the Marion campus for three summers.

Annual Survey Reports

Each student receives an Entrance Survey in the first class of their cohort. The End of Program Survey in administered at the end of CAPS Nursing and Business/Management programs. Students complete several End of Course Surveys each year which includes questions about the instructor, the curriculum and general university services. Program directors get results from the End of Course and End of Program surveys from each cohort. Annual summaries of these surveys are provided here.

1. The **Student Services** report gives the cumulative scores on the section of the End of Course Survey dealing with operations/services. There is not a lot of change from last year to this year. That is good news because the scores are very high. The strongest areas are textbook delivery, facilities, and staff.
2. In the **Entrance Survey** report, "self development" continues to be a strong motivator for higher education. There are not a lot of changes from the 06-07 report, but when one compares data over the last eight years, some interesting trends emerge.
    a. The **academic reputation** of the university has improved since 00-01 when the mean was 3.88 and now is 4.14.
    b. The influence of the **Christian worldview** in the decision to attend IWU has increased from 3.79 to 4.03. This is probably due to the increase in online students because their scores are higher than on site students. IWU has become the Christian choice for online education.
    c. The percentage of **regular church-goers** (attending at least a couple times a month) has remained steady at about 60% That is about the same number who **pray daily** (again, no change from 00-01).
3. The **End of Program Survey** shows that our graduating students are satisfied with their educational experience. They are particularly satisfied with the convenience of the program (registration, program length) and appreciate the helpfulness of faculty and faith component of the curriculum. Graduate students are more satisfied than undergraduate students. **Over half of the students have a more positive attitude toward Christianity** as a result of their experience at IWU. Only 1% has a more negative attitude toward Christianity. It is interesting to compare these results to other databases. For instance,
    a. Comparing these results to alumni surveys indicates that **alums tend to have more positive attitudes** about their educational experience ("absence makes the heart grow fonder?")
    b. **Women are significantly more likely to persist** to graduation in adult business programs at IWU.
    c. **Exiting business students pray more often** than entering students. Is that a product of our faith integration in the curriculum, or just a characteristic of those who are more likely to persist? Perhaps women are more likely to be pray-ers?
    d. Students who are **very motivated by the convenient nature of our program are more likely to persist.** Perhaps this is because there are few alternatives which would be easier or more convenient for them.

07-08 STUDENT SERVICES REPORT

Other Aspects of IWU [Scale 1-5: 1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree]

	UNDERGRAD			GRAD			07-08 CUMULATIVE		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
17. I was satisfied with the effectiveness of group work	36,435	4.00	1.070	15,335	3.95	1.043	108,187	4.02	1.045
18. I was satisfied with the timeliness of textbook delivery	41,220	4.56	0.626	16,790	4.50	0.646	118,707	4.53	0.655
19. I was satisfied with the helpfulness of university staff	29,769	4.27	0.826	13,070	4.07	1.024	89,589	4.22	0.862
20. I was satisfied with the accessibility of the chaplaincy staff	19,835	4.12	0.852	9,622	3.60	1.281	63,281	3.99	0.977
21. I was satisfied with the helpfulness of the chaplaincy staff	18,934	4.08	0.865	9,198	3.51	1.310	60,568	3.95	0.987
22. I was satisfied with the accessibility of the academic advising	24,001	4.08	0.938	9,981	3.59	1.284	73,291	3.99	1.002
23. I was satisfied with the helpfulness of the academic advising	23,850	4.08	0.949	9,864	3.57	1.297	72,734	3.98	1.006
24. I was satisfied with the Accounting Department	25,312	4.05	0.994	11,524	3.78	1.205	78,050	3.98	1.016
25. I was satisfied with the Financial Aid Department	23,115	4.01	0.990	10,649	3.72	1.273	71,988	3.93	1.058
26. I was satisfied with the Library Services	24,270	4.15	0.857	11,513	4.04	0.971	74,965	4.09	0.886
27. I was satisfied with the Enrollment Services	22,760	4.15	0.868	10,289	3.74	1.239	70,764	4.06	0.942
28. I was satisfied with the Records Department	20,951	4.11	0.867	9,761	3.65	1.264	65,587	3.99	0.956
29. I was satisfied with the learning environment (classroom and facilities).	9,101	4.29	0.845	4,360	3.98	1.147	13,222	4.20	0.939
30. I was satisfied with the attentiveness and professional attitude of the facility staff.	9,978	4.34	0.790	4,570	4.14	0.993	14,298	4.28	0.852
Valid N (listwise)	4,512			2,409			6,722		

Note: This does not include MED, SEDO, PLP, or TTT

ENTRANCE SURVEY ANNUAL REPORT 07-08

1. Where do you take your class?

	N	CUMULATIVE %
Combination online/onsite (Eduflex)	61	1.4
Online Program	1,713	38.9
Onsite Program	11	0.2
Cincinnati, OH	373	8.5
Cleveland, OH	135	3.1
Columbus, OH	1	0.0
Dayton, OH	199	4.5
Indiana	1,551	35.2
Lexington, KY	56	1.3
Louisville, KY	303	6.9
Total	4,403	100.0
Missing System	29	
Total	4,432	

2. Why did you choose to get a university degree at this point in your life?

	N	Mean	Std. Dev.
2a. Career advancement.	4,395	4.43	0.881
2b. Salary increase.	4,393	4.17	0.990
2c. Desire to change careers.	4,345	3.21	1.443
2d. Personal satisfaction of having degree.	4,390	4.44	0.859
2e. Self development.	4,391	4.55	0.681
2f. Need to develop specific skills.	4,354	3.89	0.994
2g. Job security.	4,366	3.82	1.193
2h. God's calling in your life.	4,357	3.98	1.129
Valid N (listwise)	4,221		

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

	N	%
Personal Satisfaction	1,460	33.8
Development of a New Career	909	21.1
Career Advancement	1,837	42.6
Job security	47	1.1
God calling	34	0.8
Other	27	0.6
Total	4,314	100.0
Missing System	118	
Total	4,432	

4. In what program are you currently enrolled?

	N	%
ASA	54	1.2
ASB	550	12.5
ASCIS	32	0.7
ASCJ	25	0.6
ASGS	22	0.5
ASMO	19	0.4
BSA	147	3.3
BSBA	234	5.3
BIS	108	2.5
BSCJ	2	0.0
BSGS	39	0.9
BSM	634	14.4
BSMK	6	0.1
ELM/ELMO	13	0.3
Grad NUR	160	3.6
MAML	19	0.4
MAYM	1	0.0
MBA	681	15.5
MED	527	12.0
MSM	218	4.9
PLP	71	1.6
RNBS	684	15.5
SEDO	38	0.9
TTT	96	2.2
Other	27	0.6
Total	4,407	100.0
Not specified	7	
Missing System	18	
Total	4,432	

6. Why did you choose Indiana Wesleyan University?

	N	Mean	Std. Dev.
6a. Convenience.	4,389	4.60	0.669
6b. Location	4,367	4.07	1.217
6c. Acceptance of previous college credits.	4,327	3.63	1.454
6d. Compatible with personal schedule.	4,361	4.73	0.539
6e. Program specifically designed for the adult student.	4,380	4.45	0.857
6f. Academic reputation of IWU.	4,355	4.14	0.864
6g. Opportunity for faster degree completion.	4,378	4.43	0.804
6h. Like the format of the program.	4,355	4.33	0.767
6i. Christian world view.	4,369	4.03	1.106
6j. Employer reimbursement.	4,330	2.84	1.632
Valid N (listwise)	4,144		

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

	N	%
Convenience	2,909	66.2
Academic reputation	581	13.2
Christian world view	750	17.1
Affordability	157	3.6
Total	4,397	100.0
Missing System	35	
Total	4,432	

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

	N	Mean	Std. Dev.
8a. Current student(s).	4,289	2.67	1.643
8b. Former student(s).	4,273	2.84	1.637
8c. Employer.	4,240	2.25	1.435
8d. IWU Faculty member.	4,217	2.30	1.441
8e. IWU Staff or administrator.	4,247	2.60	1.496
Valid N (listwise)	4,125		

9. What is your gender?

	N	%
Male	1,427	32.4
Female	2,979	67.6
Total	4,406	100.0
Missing System	26	
Total	4,432	

10. What is your race?

	N	%
African	33	0.8
African American	698	15.9
Asian	38	0.9
Caucasian	3,423	77.9
Hispanic	102	2.3
Multi racial	67	1.5
Native American	5	0.1
Other	28	0.6
Total	4,394	100.0
Missing System	38	
Total	4,432	

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

	N	%
Never	199	4.5
Less than 1 year	1,293	29.3
1-3 years	1,021	23.1
3-5 years	611	13.8
5-10 years	593	13.4
Over 10 years	700	15.8
Total	4,417	100.0
Missing System	15	
Total	4,432	

12. What is your family income?

	N	%
Under $19,999	128	3.0
$20,000-$40,999	855	20.2
$41,000-$60,999	944	22.3
$61,000-$80,999	894	21.1
$81,000-$100,999	659	15.6
Over $100,000	751	17.7
Total	4,231	100.0
Missing System	201	
Total	4,432	

13. Do you consider yourself a Christian?

	N	%
Yes	4,037	92.7
No	142	3.3
Don't Know	177	4.1
Total	4,356	100.0
Missing System	76	
Total	4,432	

14. How often do you pray?

	N	%
At least daily	2,495	57.6
A couple times a week	978	22.6
Once a week	277	6.4
Seldom	508	11.7
Never	76	1.8
Total	4,334	100.0
Missing System	98	
Total	4,432	

15. How often do you attend church?

	N	%
Weekly	1,823	42.3
A couple times a month	648	15.1
Once a month	238	5.5
A couple times a year	807	18.7
Rarely or never	789	18.3
Total	4,305	100.0
Missing System	127	
Total	4,432	

16. With what denomination/religion do you identify?

	N	%
African Methodist Episcopal (AME)	17	0.4
Apostolic	56	1.3
Assembly of God	68	1.6
Baptist	771	18.1
Buddhist	3	0.1
Charismatic	23	0.5
Christian & Missionary Alliance	56	1.3
Christian non-denominational	982	23.0
Church of Brethren	15	0.4
Church of Christ	113	2.6
Church of God	105	2.5
Disciples of Christ	42	1.0
Episcopalian	31	0.7
Evangelical Covenant	6	0.1
Evangelical Free	19	0.4
Friends	6	0.1
Hindu	8	0.2
Jehovah's Witness	20	0.5
Jewish	9	0.2
Latter Day Saints (Mormon)	22	0.5
Lutheran	194	4.5
Mennonite	9	0.2
Missionary	31	0.7
Muslim	8	0.2
Native American Relition	3	0.1
Nazarene	73	1.7
Other	273	6.4
Orthodox	17	0.4
Pentecostal	83	1.9
Presbyterian	80	1.9
Roman Catholic	673	15.8
Seventh Day Adventist	16	0.4
Unitarian	14	0.3
United Methodist	333	7.8

Wesleyan	79	1.9
Wiccan/Witch	3	0.1
Word of Faith	2	0.0
None	5	0.1
Total	4,268	100.0
Missing System	164	
Total	4,432	

Eve Grant
Assessment Specialist
7/23/2008

End of Program Survey Annual Report

1. What is your age?

	N	CUMULATIVE %
25 or under yr old	57	3.8
26-35 yr old	568	38.2
36-45 yr old	512	34.5
46-55 yr old	321	21.6
Over 55 yr old	28	1.9
Total	1,486	100.0
Missing System	89	
Total	1,575	

2. What is your gender?

	N	%
Male	482	34.5
Female	914	65.5
Total	1,396	100.0
Missing System	179	
Total	1,575	

3. How important were each of these items in your decision to enroll in the program?

	N	Mean	Std. Dev.
3a.Program designed for adult students.	1,568	4.67	0.706
3b.Fitting into personal schedule.	1,572	4.83	0.474
3c. Academic reputation of IWU.	1,567	4.22	0.934
3d. Acceptance of previous credits.	1,560	4.01	1.381
3e. Convenient location of classes.	1,567	4.45	0.920
3f. Faculty who are practitioners.	1,565	4.08	1.006
3g. Quality of electives.	1,545	3.79	1.201
3h. Opportunity for faster degree completion.	1,566	4.53	0.817
3i. Cohort community.	1,543	3.77	1.196
3j. Christian world view.	1,566	4.03	1.197
Valid N (listwise)	1,491		

4. How would you rate the quality of these items during your program?

	N	Mean	Std. Dev.
4a. Program length.	1,568	4.46	0.645
4b. Quality of instruction.	1,567	4.22	0.799
4c. Quality of overall course content.	1,564	4.26	0.758
4d. Interaction opportunities with faculty.	1,563	4.24	0.804
4e. Helpfulness of faculty.	1,563	4.32	0.766
4f. Registration procedures.	1,565	4.31	0.758
4g. Fairness of grading.	1,564	4.34	0.786

4h. Clarity of degree requirements.	1,561	4.38	0.780
4i. Accessability of Academic advising.	1,553	3.99	1.020
4j. Quality of Academic advising.	1,550	3.97	1.020
4k. Effectiveness of project teams.	1,559	3.93	1.101
4l. Accessibility of Chaplain.	1,550	3.93	0.906
4m. Helpfulness of Chaplain.	1,546	3.92	0.911
4n. Spiritual emphasis of curriculum and faculty.	1,552	4.31	0.773
4o. Quality of Financial Aid services.	1,541	3.95	0.978
4p. Quality of Off Campus Library Services.	1,553	4.02	0.923
Valid N (listwise)	1,447		

5. How satisfied were you with the program?

	N	%
Very dissatisfied	4	0.3
Dissatisfied	23	1.5
Neutral	84	5.4
Satisfied	530	34.3
Very satisfied	903	58.5
Total	1,544	100.0
Missing System	31	
Total	1,575	

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

	N	%
No, definitely not	14	0.9
No, probably not	68	4.4
Neutral	60	3.9
Yes, with reservations	356	23.0
Yes, without reservations	1,047	67.8
Total	1,545	100.0
Missing System	30	
Total	1,575	

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

	N	%
No, definitely not	8	0.5
No, probably not	43	2.8
Neutral	66	4.3
Yes, with reservations	356	23.1
Yes, without reservations	1,070	69.3
Total	1,543	100.0
Missing System	32	
Total	1,575	

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

	N	%
Stayed the same	427	27.7
Somewhat increased	635	41.2
Greatly increased	478	31.0
Total	1,540	100.0
Missing System	35	
Total	1,575	

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

	N	%
More negative	20	1.3
Stayed the same	652	43.5
More positive	828	55.2
Total	1,500	100.0
Missing System	75	
Total	1,575	

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

	N	Mean	Std. Dev.
10a. With Jesus Christ changed?	1,529	3.97	0.822
10b. With your family changed?	1,530	3.77	0.896
10c. With your friends changed?	1,526	3.70	0.897
10d. With people most unlike yourself changed?	1,524	3.85	0.788
10e. With yourself changed?	1,528	4.08	0.822
Valid N (listwise)	1,513		

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

	N	Mean	Std. Dev.
11a. IWU faculty?	1,512	2.13	0.707
11b. IWU Chaplains?	1,495	1.80	0.764
11c. Your fellow students?	1,503	2.01	0.744
11d. The SpiritCare Videos (if applicable)?	1,309	1.62	0.709
11e. Other IWU staff?	1,443	1.71	0.730
11f. IWU curriculum (texts, modules, etc.)?	1,489	1.98	0.704
Valid N (listwise)	1,287		

12. How often do you pray?

	N	%
At least daily	953	62.7
A couple times a week	346	22.8
Once a week	83	5.5
Seldom	104	6.8
Never	34	2.2
Total	1,520	100.0
Missing System	55	
Total	1,575	

13. How often do you attend church?

	N	%
Once a week	707	47.5
A couple times a month	229	15.4
Once a month	87	5.8
A couple times a year	259	17.4
Rarely or never	207	13.9
Total	1,489	100.0
Missing System	86	
Total	1,575	

* Data was collected from Business & Management programs and RNBS programs

Eve Grant

Assessment Specialist

7/23/2008

Graduation Statistics 1985-2007

PROGRAM	TOTAL GRADS	PERCENT
ASB	4167	47%
ASBO	241	48%
AST	51	41%
ASGS	42	41%
BSBA	2279	77%
BBAO	12	39%
BSM	3497	74%
BSMO	706	70%
BSMK	122	72%
BSOL	46	81%
BSBIS	410	62%
BISO	200	53%
BSA	445	75%

BSAO	24	41%
RNBS	2098	78%
RNBO	216	58%
MBA	3758	77%
MBAOL	545	57%
MBAX	41	60%
MSM	1838	82%
MSMO	277	56%
MSME	8	100%
MED	4453	93%
MEDOL	808	68%
CHN	34	85%
PYC	154	70%
NURA	10	83%
NURE	6	50%
NRAO	6	67%
NREO	5	28%
MML	19	48%
MMLO	30	38%
MYMO	21	53%

PROGRAM ASSESSMENT
Admissions

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
Accurate, timely turn-around of admissions files.	Criteria: 1 day turn-around. Tracking system	2005-06: 1.78 day turnaround 2007-08: **58% same day turnaround **87% 1 day turnaround **93% 2 days or less turnaround	The numbers are probably a little higher than this due to multiple factors in pulling accurate data (ie: ad review, incomplete/return files, second acceptance).

PROGRAM ASSESSMENT
Advising

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Students will be properly advised for graduation.	**Graduation rates** for bachelor level programs will be over 60% (national average for adults) **Evaluation Card** after advising session will confirm good advising.	2007: Bachelor graduation rate is at 73%	Advisors continue to identify ways to proactively connect with students in order to ensure timely graduation. **Advisors have implemented Introductory Letters to students within the first 10 weeks of the cohort start. **Student Services has developed a communication track that notifies students through a series of letters that they are getting close to their next AY and should schedule an advising appointment.
2. Students will get quality academic advising which gives them a clear understanding of what they need in order to fulfill their academic goals.	**End of Program Survey**: Mean scores on questions of academic advising will be over 4.0 (of 5).	2005-06: EOPS – 3.97 2006-07: Undergrad EOPS – Accessibility 4.0 Quality 4.2 2007-08 Undergrad EOPS Accessibility 4.09 Quality 4.07	**Hired an additional online advisor and an advisor for Merrillville. **Have approved additional advisor positions for Louisville and Cincy/Dayton. Currently interviewing. **Have created a new system for scheduling out student's remaining degree completion needs in order to maximize their FA awards.

9/29/05 Cbt
Updated 7/06; 7/07;7/08

PROGRAM ASSESSMENT
Chaplaincy

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Each APS student will have access to a chaplain	End of Program Survey: Student satisfaction with accessibility of chaplain: Mean: 4.0 out of 5.0	2005-06: 3.98 2006-07: 3.83 2007-08 3.93	Created monthly reporting form. Director now makes quarterly visits with all chaplains. Hired 2 additional part-time chaplains. Rearranged state wide coverage to facilitate better student follow-up. Started e-devotionals to students with 6 chaplains writing and participating.
2. Chaplain will be helpful in crisis intervention.	End of Program Survey: Student satisfaction with helpfulness of chaplain: Mean 4.0 out of 5.0	2005-06: 3.94 2006-07: 3.84 2007-08 3.92	Began ASAP Response to crisis/emergencies. Involved program directors with student intervention. Providing wkly, bi-wkly follow-up. The following represent the connections that Chaplains reported in the area of crisis intervention: **Crisis Calls – 45 **Individual Counseling Sessions – 64 **Funeral Visits – 12 **Hospital Visits – 20 (We know there are many more not reported)
3. Chaplain will formally promote the mission/vision of the university.	End of Program Survey: Mean score on Chaplain influence on spiritual growth: 2.0 out of 3.0.	2006-07: 1.77 2007-08 1.80	Set up regular classroom visits for all cohort groups. In 2007-08, the chaplains made 1100 class visits.

9/29/05Cbt
Updated 7/06; 7/07;7/08

PROGRAM ASSESSMENT
Prior Learning Assessment

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Provide a quality option for earning elective credit	Criteria: 30 day processing of files Tracking system Student satisfaction after processing	2005-06: 95% met criteria 2007-08: 98% met 30 day processing turnaround	301 new portfolios were processed with 2582 credits being awarded.
2. Provide students with excellent access to tools to file for elective credit.	Student satisfaction after processing	2005-06: 5% met some progress being made with portfolio manual revisions. 2007-08: 100%	**Portfolio manual is now offered to the students as an online option through the IWU website and portal. No longer offered hard copy. **A listing of pre-approved licenses and apprenticeships is available online for students to use in determining if portfolio is appropriate for them as a credit option.
3. Work with companies to do pre-assessment for certifications and training	Student satisfaction after processing	2005-06: 5% met 2007-08: 0% met	The Coordinator of Prior Learning Assessment was on FMLA a good portion of this academic year. Will focus on this objective next year.

9/29/05; updated 7/08

Off Campus Library Services
Assessment Plan
2007/2008

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 in the online environment.	a. By July 2009 OCLS will provide instruction to online cohorts for all programs.	Work with CDL and the departments to provide library instruction for all online cohorts.	OCLS Director monitors all new cohorts for AGS and assigns them to OCLS librarians.	Increased usage of library resources by students in their academic endeavors.
2. To provide all information to all students/faculty in a timely and professional manner.	a. Continue to maintain a response time of 48 hrs. for all reference requests and document delivery requests by assessing in 4/year and achieving a rate of 99% or higher.	Two times/year staff will monitor the response time for a 2 week period.	Nov. 1998 – 98.9% Feb. 1999 – 98.9% Oct. 1999 – 100% Feb 2000 – 99.4% May 2000 – 100% Oct 2000 – 100% Mar 2001 – 100% Oct 2001 – 100% May 2002 – 99% Nov 2002 – 98% Oct. 2003 – 100% July 2004 – 100% Feb 2005 – 100% July 2005 – 100% Feb 2006 – 100% Jul 2006 – 100% Nov 2006– 100% Feb 2007—100% July 2007—100% Oct 2007—99% Feb 2008—100% June 2008—99%	Continue to strive for a turnaround time of +99%..

Objective	**Assessment Criteria**	**Assessment Procedures**	**Assessment Results**	**Use of the Results**
3. Appropriate response to students' call for quality improvement.	Using anecdotal information to take action upon those improvements which are within the ability of OCLS to correct for the good of the department as a whole.	1. Monitor email/verbal comments/notes on EOC surveys to improve services of OCLS. 2. Created the OCLS Toolbar to facilitate easier access to the library resources. 3. Using evaluations from the 2007 Doctoral Institute, we made changes in our services and presentations for July 2008.	2. When we encountered a compatibility issue with the OCLS Toolbar and MSIE and Firefox, OCLS enlisted IWU IT; Symantec and other web forums to troubleshoot the problem and get a satisfactory resolution to the issues. 3. Provided a printer for the 24-hr. study room; improved communication about EndNote prior to the students' arrival; provided a site license for EndNote for all new incoming students.	Program improvement.

Objective	**Assessment Criteria**	**Assessment Procedures**	**Assessment Results**	**Use of the Results**
4. Monitor graduating students' usage of OCLS to determine where weakness might be in individual program's literacy instruction.	Each graduation, the graduating students are compared to our active working student files.	Assess each graduation	Aug 2003 – 71% Dec 2003 – 74% Apr 2004 – 77% Aug. 2004 – 82% Dec. 2004 – 78% April 2005 – 76% August 2005 – 82% Dec. 2005 – 82% April 2006 – 84% Aug 2006 – 89% Dec 2006 – 90% April 2007—94% Aug 2008—96% Dec 2008—96% April 2008—97%	Strive for maintaining a percentage of 70% or better.

Objective	**Assessment Criteria**	**Assessment Procedures**	**Assessment Results**	**Use of the Results**
5. Program evaluation to continually work to improve library instruction to various programs.	Through consultation with program directors, assessment of what we are doing and implementing ways to continually improve.	1. Ex: After providing PowerPoints for entering MED students and communicating with them by email for their first 3 courses and visiting them in their 3rd course, MED faculty & director recommended a change in when the library instruction will be done. This will be decided in summer 2008. 2. Provide a survey of library usage/experience during Fall 2008.	Student and faculty anecdotal.	Continuing program improvements for library instruction.

Assessment Goals for 2008-09

Dr. Cynthia Tweedell, Associate Dean for Institutional Effectiveness, with the help of Eve Grant, Assessment Specialist for APS, and Kim Harris, Assessment Assistant, will bring assessment to a higher level of quality.

1. Implementation of a new software system, Class Climate, to increase the timeliness and efficiency of the End of Course and other survey processes.
2. Implementation of a new End of Course Survey after consulting with all departments regarding revisions to the existing questions.
3. Implementation of a Student Satisfaction Survey which will be sent via email once a year to all students. This survey will cover areas such as admissions, registration, records, chaplaincy, accounting, financial aid, operations, library, and textbook distribution.
4. Program review for BSBA, ASA, ASCIT, PLP, and RNBS, including alumni/employer surveys and faculty review of selected student work.
5. Implementation of World Changer Outcomes assessment, in connection with the Assessment Academy Project.
6. Continuation of CCCU Adult Student Learning Outcomes Project.
7. Implementation of CCCU Adult Spiritual Formation Inventory.
8. Completion of a working draft of the Self Study for the Higher Learning Commission.

Program Review & Assessment Schedule

College of Adult and Professional Studies

FY 2008-2009	FY 2009-2010	FY2010-2011	FY 2011-2012	FY 2012-2013
PLP BSBA RNBS ASA ASCIT	MSM BSBIS ASCJ BSCJ	BSM ASB ASM	MBA BS-Marketing	BSA TTT ELMO/ELMS

College of Graduate Studies

FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-2012
Ministries Nursing (CCNE)	Counseling	Addictions Counseling	DOL

Yearly

Annual Program Report

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

Every 5 Years

Complete program review (self-study) including:

- Alumni Survey
- Employer Survey (or focus group luncheon)
- Review of a representative sampling of student work