



**Adult and Graduate Studies
Annual Assessment Report
2008-2009**

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**Annual Assessment Report
College of Adult and Professional Studies,
Seminary and School of Nursing
2008-2009**

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

Executive Summary

1. The highlights of assessment activities for FY 2008-09 include:
 - Change in leadership in Institutional Effectiveness;
 - Reconfiguration of CAPS and IWU;
 - Development of a framework for faculty to use in defining student learning outcomes focused on mission requirements and based on World Changer Aims;
 - Participation in the Higher Learning Commission Assessment Academy and implementation of a project on assessment of World Changer Outcomes;
 - Continuation of the Higher Learning Commission Self Study;
 - Second year 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; and
 - Continuing work on CCCU Task Forces on Retention in Adult Education, Spiritual Development of Adult Students, and Return on Investment in Adult Programs.
2. Progress on [assessment goals](#) for 2008-2009. Thanks to the dedicated work by Dr. Tweedell and the assistants in Institutional Effectiveness, all of the goals were accomplished and the outcomes served to focus efforts to develop [new goals](#) for 2009-2010.
3. [Assessment Academy](#). The Academy has struggled at times to develop university outcomes in general and specifically for general education. It appears that process is moving forward with Dr. Bressler directing the undergraduate effort and Dr. Fuller leading the graduate learning outcome development based on the framework for character, scholarship, and leadership. Additionally, Dr. Sprowl has coordinated a writing assessment that will assess written communication across all colleges in the university.
4. The results of two years worth of data for the [CCCU Adult Student Learning Outcomes Project](#) for 2009 indicates that for most measures our students experience significant growth (pre versus post tests). Aggregating the data (benchmarking) seems to indicate a continuing weakness in the Christian worldview of our students. However, the 2008 and 2009 data are inconsistent and therefore any discussion of trends would be not recommended.

5. The [School of Business and Leadership](#) (SBL) has initiated the use of a Business and Leadership Council, a group of Indiana and Ohio business leaders, which meets on a regular basis to discuss regional business education needs.
6. The [School of Education Leadership](#) (SOEL) continued to hold Assessment Days for all programs which produced many innovative ideas sparked constructive curricular changes. The electronic data system (EDS) has been refined to inform administrators of the impact of program changes.
7. [RNBSN/RNBSNO](#) utilized their revised assessment plan to improve their program using data and research.
8. [Liberal Arts and Electives](#) monitored quality measures and has been refining and improving courses and programs.
9. Utilizing rich survey data, [Graduate Ministries](#) (Seminary) has been improving their programs so as to better meet the needs of their students and community.
10. [Graduate Studies in Counseling](#) continued to seek improvements to better serve their students while fulfilling their accreditation requirements (CACREP).
11. [Survey](#) data indicates that, although we are continuing to provide a quality product to our community, we still have areas that need improvement such as graduate advising. Our [graduation rates](#) remain very good but some programs obviously have considerable room for improvement.
12. The Spiritual Transformation Inventory is one of the research components of the CCCU Research Center in Adult Learning. The [results](#) indicate that we have a noticeable impact on the spiritual lives of our students although there are several areas (g. and h.) where we could improve.
13. Student Services has concentrated their program assessment efforts on [Advising](#) and [Chaplaincy](#) programs since those are areas where surveys indicate a need for growth.
14. [Off Campus Library Services](#) (OCLS) has continued to seek ways to improve their operations.
15. Considering last year's goals and conclusions of a review of our effectiveness operations, we have developed the [Institutional Effectiveness Goals for 2009-2010](#)

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Progress on Assessment Goals for 2008-09

The team of Dr. Harry Hall, Associate Dean for Institutional Effectiveness, Eve Grant, Assessment Specialist for AGS, and Kim Harris, Assessment Assistant for AGS, dedicated their efforts toward improving the overall effectiveness of the College of Adult and Professional Services and Indiana Wesleyan University. Dr. Cynthia Tweedell (the outgoing Associate Dean) was instrumental in the progress in all areas. Here are the goals for 08-09 with notes on the progress on each:

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

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Higher Learning Commission Assessment Academy

During 2007-09 Indiana Wesleyan University began participation in the Higher Learning Commission Assessment Academy (AA). This is a four-year commitment to develop a culture of assessment by pursuing various assessment projects.

The Academy Team consists of the following members:

Don Sprowl, Assistant VP of Institutional Research, Chair

Darlene Bressler, Assistant VP of CAS

Jim Fuller, Dean of CGS

Harry Hall, Associate Dean for Institutional Effectiveness

Chuck Roome, CAPS Faculty

Bill Millard, CAS Faculty

Mark Gerig, CGS Faculty

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

As that effort continued, it became clear that, in addition to the World Changer Aims (WCA) (formerly World Changer Outcomes), we needed specific student learning outcomes or objectives drawn from WCA and focused on character, scholarship, and leadership. A framework was developed based on WCA (see the attachment). This framework will serve to guide faculty committees (undergraduate and graduate) as they developed measurable student learning outcomes that undergraduate and graduate students would be expected to attain as they matriculated. Dr. Bressler will develop and assist the undergraduate team while Dr. Fuller will lead the graduate team. The outcomes will be presented for approvals at the respective academic councils and, subject to approval, proceed to the Faculty Senate for final approval. Senate approval is expected early in 2010. Eventually, all graduates of IWU will be expected to have demonstrated proficiency in those learning outcomes during their programs.

As a parallel and supporting effort, the AA has focused on a meta-analysis of the written communications outcome from WCA as a measure that cuts across the entire university. Consequently, AA team members will identify and collect appropriate student writing artifacts from courses at the 100, 400, and 500 levels. Using the Association of American Colleges and Universities (AAC&U) VALUE Rubric, a team of evaluators will assess a sample of artifacts from those gathered. Data will be analyzed and results shared with the faculty by mid-February, 2010.

IWU Mission Learning Outcomes

How we will demonstrate that are going to change the world by developing students in character, scholarship, and leadership

Intended Learning Outcomes	1. Character	2. Scholarship	3. Leadership
1. Dispositions –Who I am called to be Attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors	Application of dispositions (character)	Critical thinking and lifelong learning	Changing the world by Influencing others
2. Skills—What I am called to do The ability to effectively apply the relevant knowledge in one’s chosen field	Who we are influences what we do and how we act	Contribution of chosen field of study to the history and development of human knowledge and understanding	Leadership within my chosen field of study
3. Knowledge—What I need to learn to be who I am called to be and do The understanding and appreciation of history, facts, principles, issues, and understandings in one’s chosen field	Application of the knowledge of who we should be	Developing scholarly appreciation of my chosen field	Analyzing and understanding the history, issues, and principles of leadership

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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:

- The Task Force developed a rubric and writing prompt
- IWU collected essays from several Christian colleges (early & late in their programs)
- Faculty from various colleges scored the essays
- Each college's scores were benchmarked against the sample as a whole.
- We have data from 2008 and 2009

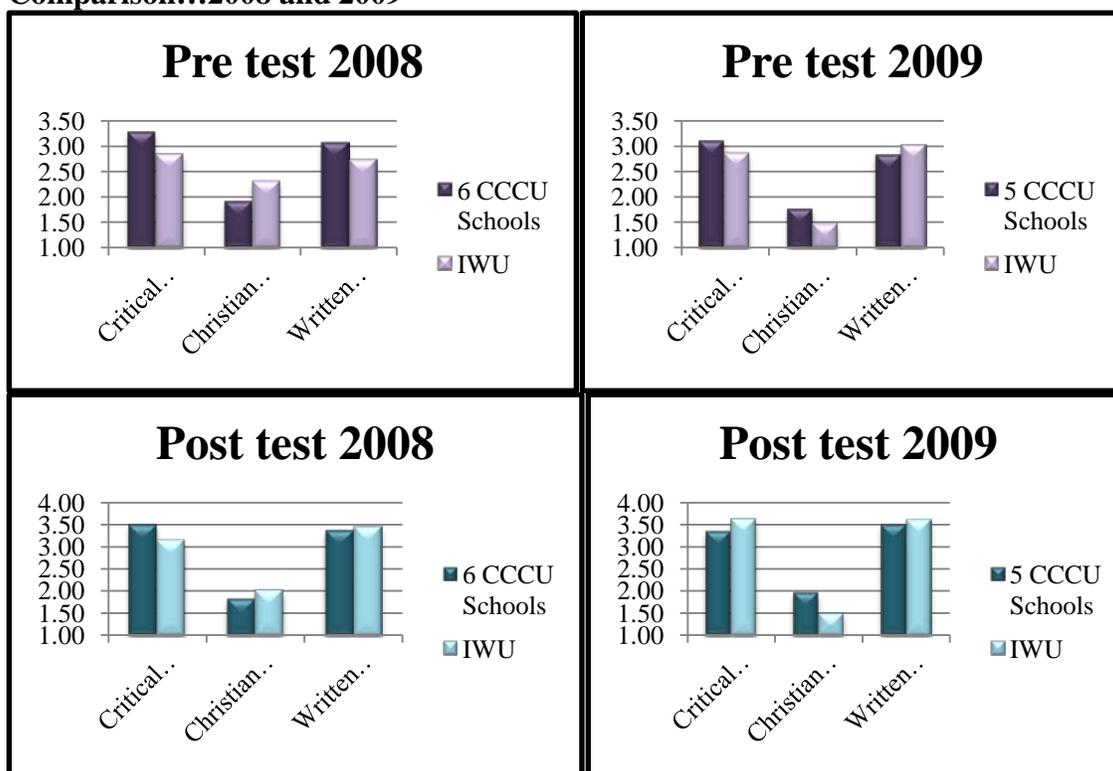
1. Comparison of Pre and Post Test

a. 2009

5 CCCU Adult Programs (includes IWU) 2009					Indiana Wesleyan 2009		
Element	Pre/post	N	Mean	StDev	N	Mean	StDev
Critical thinking	pre	107	*3.10	0.61	19	2.86	0.55
	post	84	*3.34	0.73	23	3.62	0.84
Christian worldview	pre	107	1.77	0.80	19	1.49	0.75
	post	84	1.97	0.82	23	1.51	0.84
Written communication	pre	107	*2.82	0.77	19	3.02	0.49
	post	84	*3.49	0.75	23	3.60	0.80

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

b. Comparison...2008 and 2009



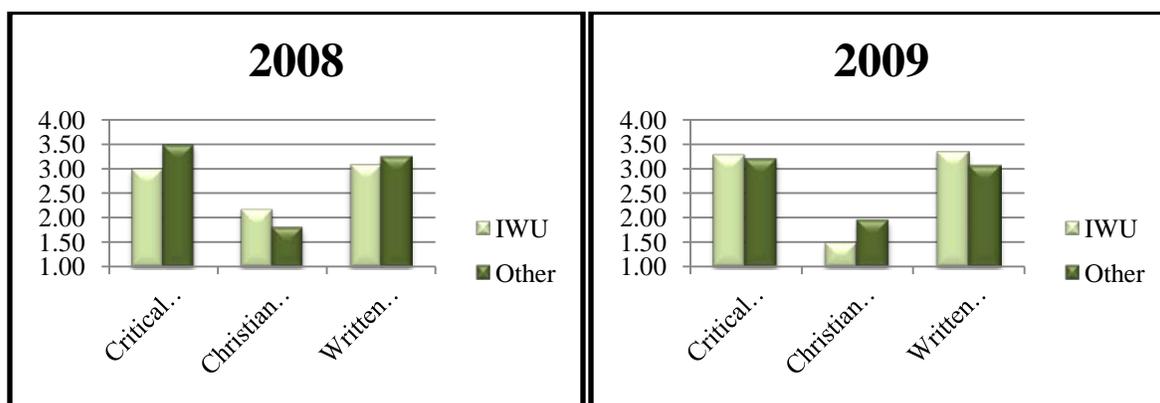
2. Benchmarking (aggregated data)

a. 2009

Indiana Wesleyan Compared to other CCCU Schools 2009				
Element	College	N	Mean	StDev.
Critical thinking	IWU	42	3.28	0.81
	other	149	3.19	0.63
Christian worldview	IWU	42	*1.50	0.79
	other	149	*1.96	0.79
Written communication	IWU	42	*3.34	0.73
	other	149	*3.05	0.85

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

b. Comparison...2008 and 2009



As of August 2009

Data Provided by: Dr. Cynthia Tweedell

Graphics: Eve Grant

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School of Business and Leadership
Annual Assessment Report
FY 2008-09
Associate Dean: Dr. George Howell

Section 1: Summary

Overview

The School of Business & Leadership (SBL) uses both a continuous improvement model and periodic scheduled assessment model for its program and curriculum assessment and development. This report has three major sections: Section 1 provides a summary of SBL's assessment activities as well as operational definitions and assessment highlights; Section 2 lists the changes to specific courses based on our SBL's Continuous Improvement Curriculum Development Model and results from program assessment activities for FY 2008-09; and finally, Section 3 includes a copy of the assessment grid for each SBL program. The following section provides the operational definitions for this report.

Operational Definitions

Direct Assessment: Direct assessment is the use of assessment instruments that students complete such pre and post tests, course quizzes, exams, standardized tests, and products such as portfolios and/or student written work.

Indirect Assessment: Indirect assessment is student self-reported data such as end-of-course (EOC), entrance and exit program surveys.

Formal Assessment: Formal assessment is planned assessment activities such as program and/or specialization assessment.

Informal Assessment: Informal assessment is unplanned information such as unsolicited faculty or student phone calls.

Continuous Improvement Curriculum Development Model

The School's continuous improvement curriculum development model consists of formal and informal, as well as direct and indirect assessment, activities. Formal assessment includes feedback from faculty on course faculty feedback forms, student responses on end-of-course surveys, the Business & Leadership Advisory Council, and program surveys. Informal assessment includes unsolicited faculty and student e-mails and phone calls. All formal and informal assessment information is archived in a curriculum database by program and course for use in course revisions and program assessments. Course assessment information is distributed to course writers and/or curriculum focus groups, as well as Program Directors, to help provide insights for possible curriculum revisions. Appendix A provides an overview of SBL's Continuous Improvement Curriculum Development Model.

Periodic Program Assessment

Periodic program assessment, with information from both direct and indirect assessments as well as formal and informal activities, is planned in coordination with the Associate Dean of Institutional Effectiveness. Program assessment activities include alumni surveys, employer surveys, employer focus groups, pre and post testing, and review of a representative sampling of student products by faculty. Appendix B lists the programs and fiscal years for periodic program assessments.

Business & Leadership Advisory Council

SBL initiated its Business & Leadership Advisory Council, a stakeholder group of business leaders from Indiana and Ohio, soon to include business leaders from Kentucky, to serve in an advisory capacity to provide external assessment of our programs. The Advisory Council also helps SBL build on and advance its existing relationships with the business communities it serves. The Advisory Council meets twice a year, in the fall and spring. In its October 2008 meeting, the Advisory provided feedback on our proposed sustainability certificate, and in its May 2009 meeting, the Advisory provided feedback on our proposed Executive MBA and proposed Bachelor Specialization in Human Resources.

Undergraduate Scoring Guide for Major Written Assignments

Based on feedback from faculty, also supported by student feedback, the School implemented the use of a scoring guide as a way to better communicate expectations to students and to provide more objective feedback from faculty on major written assignments. Scoring guidelines include: met objectives/requirements of assignment (35%), critical thinking (35%), APA formatting (15%), mechanics (grammar, spelling, and word choice, punctuation and sentence structure) (15%). Graduate Business programs are implementing different rubrics for written assignments as a way of providing clear descriptions of performance expectations for graduate students. Please see Appendix C for the Undergraduate Scoring Guide for Major Written Assignments.

Council for Christian Colleges and Universities (CCCU) Adult Student Learning Outcomes Project

SBL's undergraduate programs participated in this benchmarking student learning outcomes project in FY 2008-09 sponsored by the CCCU Center for Research in Adult Learning. This study used an assessment instrument with 5-point Likert scale to evaluate critical thinking, Christian world-view, and written communication skills of student responses to an ethical dilemma. Based on a representative sample of data (CCCU Center for Research in Adult Learning, July 2009) it was found that in comparison with the five other participant institutions, IWU exceeded those institutions in critical thinking and written communication results but had a lower score on Christian world-view. SBL will continue to participate in this study in the future. Table 1 provides a summary of the benchmarking results of this project.

Table 1: IWU Benchmarking Results (CCCU Center for Research in Adult Learning, July 2009)

IWU Benchmarking Results Indiana Wesleyan Compared to other CCCU				
	College	N	Mean	Std. Dev
Critical Thinking		442	3.28	0.81
	IWU	1149	3.19	0.63
	Other	442	*1.50	0.79
Christian World-view		442	*1.96	0.79
	IWU	1149	*1.96	0.79
	Other	442	*3.34	0.73
Written Communication		442	*3.34	0.73
	IWU	1149	*3.05	0.85
	Other	442	*3.05	0.85

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

Critical Thinking Initiative

Based on faculty feedback in early 2009, the decision was made to add more instructional emphasis specifically to critical thinking to business programs in order to strengthen our existing critical thinking outcomes. The following textbooks with instructional emphasis on critical thinking are scheduled to be added to SBL Business programs.

Undergraduate Business Programs with implementation date of 3/1/10:

Browne, M.N. & Keeley, S.M. (2007). *Asking the Right Questions* (7th ed). Upper Saddle River, NJ: Pearson Prentice Hall
ISBN 0-13-220304-9

Graduate Business Programs with implementation date of 7/1/10:

Paul, R. & Elder, L. (2006). *Critical Thinking: Learn the Tools the Best Thinkers Use* (Concise Edition). Upper Saddle River, NJ: Pearson Prentice Hall
ISBN 0-13-170347-1

Transition of Onsite Cohorts to BlackBoard

Based on an assessment by faculty, SBL will add BlackBoard components to onsite cohorts with Master of Business Administration (MBA) and Bachelor of Science in Business Information Systems (BSBIS) new cohorts that start on or after April 1, 2010 and with the remaining SBL Business programs new cohorts that start on or after July 1, 2010. The addition of BlackBoard will include the submission of written assessments through BlackBoard which provide a convenient method to archive written assignments for assessment activities as well as to confirm original work (avoid plagiarism).

Section 2 documents course revisions based on the assessment data that was collected, as well as reports on scheduled program assessment.

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Section 2: Program Curriculum Changes and Assessment Activities

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

Part 1: Revised Assessment Plan (including data from this year)

ASCIT/ASA program assessments moved to 2009-2010 academic year, due to insufficient assessment data.

Part 2: Changes based on assessment

Course	Short Title	Assessment Data Used	Change
ACC 220	Payroll Accounting and Taxation	Student end-of-course feedback and faculty feedback; Final exam in online courses.	New edition of textbook; Intermediate rewrite of course guide; Update of online course.
ACC230	Business Taxation	Student end-of-course feedback and faculty feedback; Week 4 and Week 5 individual exercises in online courses.	New edition of textbook; Intermediate rewrite of course guide; Update of online course.
BUS150	Personal Finance	Student end-of-course feedback and faculty feedback; Personal finance plan in online courses.	New edition of textbook; Intermediate rewrite of course guide; Added agendas and Biblical Principles in Business.
BUS215	Human Resource Management	Student end-of-course feedback and faculty feedback; Organizational change individual assignment in online courses.	New edition of textbook; Intermediate rewrite of course guide.
	Operating Systems Concepts	Focus group, student end-of-course feedback and faculty feedback; Final project in online courses	New edition of textbook; Intermediate rewrite of course guide; New course written for ASTO program.
CIT120	Introduction to Programming Concepts	Focus group, student end-of-course feedback and faculty feedback; Capstone team assignment in	New edition of textbook; Intermediate rewrite of course guide; New course written for ASTO program.

Course	Short Title	Assessment Data Used	Change
		online courses.	
CIT220	Desktop Applications	Focus group, student end-of-course feedback and faculty feedback; Workshop six individual assignment.	New edition of textbook; Intermediate rewrite of course guide.
CIT260	Database Concepts	Focus group, student feedback and faculty feedback.	New course written for ASTO program; New edition of textbook; Intermediate rewrite of course guide.
CIT262	Network Communications	Focus group, student feedback and faculty feedback.	New course written for ASTO program; New edition of textbook; Intermediate rewrite of course guide.
CIT270	Web Design and Development	Focus group, student end-of-course feedback and faculty feedback.	New course written for online ASTO program. Course objectives realigned for overall program cohesiveness.
CIT272	Hardware and Software Troubleshooting	Focus group, student feedback and faculty feedback.	New course written for ASTO program.
BUS220	Accounting for Business	Faculty feedback, faculty focus group.	Changed textbooks.
ECO205	Basic Economics	Faculty feedback, student feedback, faculty focus group; Final exam in online courses.	Changed textbooks.
PHE212	Health, Wellness & Individual Performance Assessment	Focus group, faculty feedback; Wellness plan in online courses.	Added course with labs per Ohio Board of Regents recommendation to ASB, AST, ASA programs.
UNV111	Philosophy and Practice of Lifelong Learning 1	Feedback from Ohio Board of Regents, administrative focus group; Library Research Assignment in online courses.	Changed UNV111 from 2 credit hours to 1 credit hour.

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

Part 1: Revised Assessment Plan (including data from this year)

The assessment period for the BSBA program was originally scheduled for 2008-2009. However, with the changes in leadership in the Assessment Office, the new End-of-course-survey collection software, and the fact that the BSM program was scheduled for 2009-2010, the decision was made to assess both the BSBA and BSM in 2009-2010. The two programs share six courses and are relatively closely related. The assessment plan for the two programs includes the collection of sample papers and pre/post tests, and will be conducted in the 2009-2010 fiscal year.

Part 2: Changes based on assessment

For the Bachelor Business Programs over thirty courses were revised based on student, faculty, and focus group feedback. While some of the changes were minor, the major curriculum projects have been outlined below:

Course	Short Title	Assessment Data Used	Change
ADM316	Computers & Info. Processing	Faculty feedback, focus group and student end-of-course-surveys.	Major changes in the delivery of content, edition of software utilized and other course materials.
MGT205	Professional Communication	Faculty feedback, focus group and student end-of-course-surveys.	Selection of new text – Complete change in course design.
MGT496	Applied Management Project	Faculty feedback, focus group and student end-of-course-surveys.	Creation and implementation of a completely new course.
ADM201	Principles of Self-Management	Faculty feedback, focus group and student end-of-course-surveys.	Selection of a new text – Major revisions in content deliver.

Course	Short Title	Assessment Data Used	Change
BSM Program	BSM Program	Faculty feedback, focus group.	Revised program sequence for the BSM.
BSBA Program	BSBA Program	Faculty feedback, focus group.	Revised program sequence for the BSBA.
BSMK Program	BSMK Program	Faculty feedback, focus group.	Revised Program Sequence for the BSMK.
BSA Program	BSA Program	Program review and assessment, faculty feedback, focus group.	Revised program sequence for the BSA.
BSA Program	BSA Program	Program review and assessment, faculty feedback, focus group.	Revised program core requirements for the BSA - eliminated ECO331 and added FIN210.
BSA Program	BSA Program	Program review, and assessment, faculty feedback, focus group.	Creation of new course - FIN210 Managerial Finance - for use as a new core requirement in the BSA program.
MKG346	Consumer Behavior	Faculty feedback, focus group.	Major rewrite - Updated course delivery and textbook.
ECO330	Applied Microeconomics	Major rewrite - Custom designed homework assignments.	Faculty feedback - student feedback.

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**Graduate Business Programs
Programs: MBA & MSM
Director: Paul Richardson**

Changes based on assessment

Course	Short Title	Assessment Data Used	Change
ADM-471P	Managerial Accounting Prerequisite	Curriculum Review	Introduced Blackboard online Course Management System (CMS) capabilities for grade book, submit assignments, and supplemental materials in onsite MBA classes as a pilot program for improved quality in agreement with faculty.
ADM-508	Business Analysis and Technology	Curriculum Review	Introduced Blackboard online Course Management System (CMS) capabilities for grade book, submit assignments, and supplemental materials in onsite MBA classes as a pilot program for improved quality in agreement with faculty.
ADM-510	Applied Management Concepts	Curriculum Review	Introduced Blackboard online Course Management System (CMS) capabilities for grade book, submit assignments, and supplemental materials in onsite MBA classes as a pilot program for improved quality in agreement with faculty.
ADM-514	Advanced Managerial Accounting	Curriculum Review	Introduced Blackboard online Course Management System (CMS) capabilities for grade book, submit assignments, and supplemental materials in onsite MBA classes as a pilot program for improved quality in agreement with faculty.
ADM-524	Managerial Economics	Curriculum Review	Introduced Blackboard online Course Management System (CMS) capabilities for grade book, submit assignments, and supplemental materials in onsite MBA classes as a pilot program in agreement with faculty.
ADM-545	Organizational Development	Faculty and end-of-course-survey.	New edition of textbook.

Course	Short Title	Assessment Data Used	Change
HCM-549	Health Care Systems	Faculty and end-of-course-survey.	New text selection and workshop activities.
HCM-552	Health Care Policy	Faculty and end-of-course-survey.	New text selection and workshop activities.
HRM-549	Human Resources Management: An Overview	New course for Human Resources Management Specialization (HRM).	New text selection and workshop activities.
HRM-552	Compensation and Benefits	New course for Human Resources Management Specialization (HRM).	New text selection and workshop activities.
HRM-554	Employment Law	New course for Human Resources Management Specialization (HRM).	New text selection and workshop activities.
HRM-556	Motivation and Training	New course for Human Resources Management Specialization (HRM).	New text selection and workshop activities.
MGT-510	Theory/Practice Leadership	Faculty and end-of-course-survey.	New edition of textbook and workshop activities.
MGT-513	Managerial Economics	Faculty and end-of-course-survey.	New workshop activities.
MGT-518	Communication in Organizational Settings	Faculty and end-of-course-survey.	New edition of textbook and workshop activities.
MGT-530	Strategy Formulation	Faculty and end-of-course-survey.	New edition of textbook and workshop activities.
MGT-540	Motivation/Development/Change	Faculty and end-of-course-survey.	New edition of textbook and workshop activities.

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Graduate Leadership Program
Program: Ed. D. with a major in Organizational Leadership
Program Chair: Dr. Vern Ludden

Part 1: Revised Assessment Plan (including data from this year)

The plan for our department included two primary sources. One source is the comprehensive examinations and the other source is the dissertations. The comp exam and a student's dissertation are the best outcome measurements for our program. A spreadsheet has been compiled that assists in analyzing the data from all comp exams each year.

Each comp exam is evaluated by three faculty members. The spreadsheet contains the evaluation data and shows both the faculty member and the score that they provided students for each part of the comprehensive examination. Note that the two portions of the comp exam (highlighted in pink) 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 taking the comp exams in 2008-09 performed more poorly than those in 2007-08.

Faculty members discuss 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 changes being made in the DOL program.

The progress of students on completing their dissertations is monitored and discussed at least quarterly by the DOL faculty. It was determined that students were not progressing as quickly as preferred and a significant change was made in the research curriculum.

The department considers data gathered from the comprehensive exams to be the most accurate measurement of the programs educational outcomes and its effectiveness. The use of comprehensive exams will remain the primary assessment tool in 2009-2010 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, we intend to collect data from those graduates to gather additional assessment data.

Part 2: Changes based on assessment

Change	Assessment Data Used (rationale)
<p>In previous years students were given three attempts to pass the comp exams. This has now been changed to two attempts.</p>	<p>This group was not impacted by the change in courses and improvements noted in last year's assessment. Therefore, it would be expected that their comp exam results should not have been significantly different from 2007-08. The faculty considered qualitative data that is not recorded by the rubric. It was unanimously concluded that students taking comp exams in 2008-09 did not take the first attempt seriously and considered it a practice attempt. They concluded that they have two more opportunities to pass the comp exam.</p>
<p>The progress on dissertations was improved by significantly altering the course structure of the final 9 months of the program.</p> <p>In the January term, students take DOL 820 Advanced Research Methods. They now complete a dissertation brief identifying their research topic.</p> <p>In the April term, students submit their briefs to the DOL faculty. When the brief is submitted, the faculty determines which member should be assigned as the student's advisor and as a result, the students begin working with their chair while complete DOL 810 Statistical Research.</p> <p>In the July term, a new course has been added, DOL 880 Application of Research Methods. Students complete a draft prospectus—In essence, this is a draft of chapter 1 of the dissertation. This course helps students learn two specific data collection methods; survey design and interviewing. They are introduced to qualitative data analysis.</p> <p>In the July term 2010, a new course added in 2009 (DOL 855 Stewardship)</p>	<p>The progress of students on their dissertations has not been satisfactory in the view of DOL faculty. In addition, faculty has observed that the students are struggling to use effective data collection methods and conduct qualitative data analysis. The workload has fallen on individual faculty advisors to teach and coach students individually on these topics.</p> <p>The original design of the program was structured to help students work on their dissertations in their final year of course work, but this was done by adding an additional credit of work in each term. This was an overwhelming amount of work for students and they were unable to make much progress on their dissertations. The faculty developed an alternative plan for accomplishing the same thing with the restructuring of curriculum and course content.</p>

Change	Assessment Data Used (rationale)
<p>will have the course content modified to include program evaluation and this will be combined with the interview and survey techniques they learn to use in DOL 880.</p> <p>In the September term a new course was added, DOL 915 Dissertation Seminar. In this course, students revise their prospectus and defend it in a class session with their peers with questions directed by faculty members and then students. Students also complete a draft of chapter 2 (literature review) of their dissertation. This means that almost 40% of a student's dissertation will be drafted by the time they complete their coursework.</p>	

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Section 3: Program Assessment Plans

PROGRAM ASSESSMENT The Associate of Science degree with a major in Accounting (ASA)

Objective	World Changing Aims	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Demonstrate an understanding of the decision making from a Christian world-view.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 50 essays is reviewed by the faculty team, 90% will meet or exceed the criteria of a 10% improvement in Christian world-view as indicated by a scoring rubric.	Due 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 final papers from PHL283 is reviewed by the faculty, 90% will demonstrate exposure to liberal arts instruction.	Due2010	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	ASA pre/post test: Scores from a representative sampling of both online and on site students will show a 10% difference	Due 2010	Assessment FY 2010

Objective	World Changing Aims	Assessment Criteria & Procedures	Assessment	Use of the Results
	2g- Servanthood	between pre and post tests. 90% of students will score at least 60% on the post-test.		

Revised by Kevin Cabe 1-22-10

PROGRAM ASSESSMENT
The Associate of Science Degree with a major in Business (ASB)

Objective	World Changing Aims	Assessment Criteria & Procedures	Assessment Result	Use of the Results
1. Demonstrate an understanding of the decision making from a Christian world-view.	1a- Basics of Christian Faith 1d- Integration of knowledge 2b- Critical thinking 3a- Commitment to truth 3c- Human worth 3d- Stewardship 3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 50 Personal Learning Anthologies are reviewed by the Coordinator of Assessment, 90% will meet or exceed the criteria of a 10 % improvement in Christian world-view as indicated by a scoring rubric of 2 writing samples.	68% were proficient in Christian world-view.	Additional faith integration assignments were added to UNV111, BUS105, and ECO205.
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.	96% of alumni working on or have completed bachelor degree.	No changes made.
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 is reviewed by the Coordinator of Assessment, 90% will demonstrate exposure to liberal arts instruction.	Criteria met.	No changes made.
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 the criteria as indicated by faculty generated scoring rubric.	60% scored "proficient".	BUS105, BUS230, BUS150 and BUS220 and ECO205 have been updated to integrate additional assignments on principle and concepts.

PROGRAM ASSESSMENT
The Associate of Science degree with a major in Computer Information Technology (AST)

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. To develop an appreciation and understanding of a Christian world-view.	Pre/post ethics writing sample: When a sample of 50 is reviewed by faculty, 90% will meet or exceed the criteria of a 10% improvement in articulating a Christian world-view as indicated by a faculty-written scoring rubric.	Program Review: 2009-2010	Assessment FY 2010
2. To inspire students to see the value and necessity of practicing good customer service, within the framework of servant leadership.	<p>COM115 Servant Leader Paper: When a sample of 50 is reviewed by faculty, 90% will demonstrate understanding of customer service within a servant leadership framework.</p> <p>Project Management Paper: When a sample of 50 is reviewed by faculty, 90% will be proficient on Customer Service Component.</p>	Program Review: 2009-2010	Assessment FY 2010
3. To instruct students in the basics of quantitative skills and logic, preparing graduates to recognize and define problems and execute solutions.	<p>MAT108 Project: When a sample of 50 is reviewed by faculty, 90% will demonstrate proficiency in quantitative skills.</p> <p>Introduction to Programming Concepts: Group Project: When a sample of 50 is reviewed by faculty, 90% will demonstrate proficiency in logic.</p>	Program Review: 2009-2010	Assessment FY 2010

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
4. To inculcate excellent communications skills, enabling graduates to synthesize data and adequately inform non-technical persons of technological problems and solutions.	Project Management Project When a sample of 50 is reviewed by faculty, 90% will demonstrate proficiency in communication skills.	Program Review: 2009-2010	Assessment FY 2010
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.	Hardware & Software project: When a sample of 50 is reviewed by faculty, 90% will demonstrate proficiency in hardware and software.	Program Review: 2009-2010	Assessment FY 2010
6. To make students aware of the connections between current technology and business application, granting graduates a glimpse of the potential for future possibilities.	Introduction to CIS: Paper on impact of technology on culture. When a sample of 50 is reviewed by faculty, 90% will demonstrate an awareness of connection between current technology and business application.	Program Review: 2009-2010	Assessment FY 2010
7. To create a capstone opportunity for students to apply what they have learned in an integrated format.	Project Management Project: When a sample of 50 is reviewed by faculty, 90% will apply concepts in an integrated format.	Program Review: 2009-2010	Assessment FY 2010

Cbt 9/13/05

Kevin Cabe 1-22-10

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

Objective	World Changing Aims	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 MGT425 papers is 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”.	The MGT425 course was revised to include more on material on critical thinking. The new course will be available in early 2010.
2. Demonstrate knowledge of current accounting principles, tax law, current auditing standards, and 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%	The pre/post test was reviewed by faculty with corrections made related to the current course content.
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 is 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”.	The MGT425 course was revised to include more on material on critical thinking. The new course will be available in early 2010.
4. Apply accounting theory in a practical manner.	3f- Service 3g- Agent of change 3h- Selflessness	When a sample of 25 ACC491 projects is 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: ACC491 has been revised to integrate Peachtree software and Chart of Accounts Project. 2008: No changes.

Objective	World Changing Aims	Assessment Criteria & Procedures	Assessment Results	Use of the Results
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 ACC491 accounting projects is 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: ACC491 has been revised to integrate Peachtree software and Chart of Accounts Project.

**as indicated by a faculty-generated scoring rubric

6/08 cbt

7/30/09 Revised by Mike Manning & Kevin Jones

PROGRAM ASSESSMENT
The Bachelor of Science degree with a major in Business Administration (BSBA)

Objective	World Changing Aims	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 MGT425 papers is 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. 2009: Assessment day has not occurred yet.
2. Demonstrate knowledge in the functional areas of business.	1c- Competency in a discipline 2f- Leadership 2g- Servanthood 2d- Stewardship	When post-tests from a sample of 50 capstone students are reviewed 90% will score 70% or higher on the post-test.	2004 Pre/Post test indicated 12% difference from pre to post test.	2009: Assessment Criteria & Procedures revised by faculty. 2009-2010: Assessment day has not occurred yet.
3. Develop critical thinking, problem solving, and communication skills.	1d- Integration of knowledge 2a- Creativity 2b- Critical thinking 2c- Communication 2e- Lifelong learning 3b- Inclusion	When a sample of 50 ADM447 final exams 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.**	Critical Thinking: 2000: 89% 2005: 40% Problem Solving: 2004: 10% Communication: 2005: 90%	2000: Seminar in business (ADM 495) revision. 2009: Assessment Criteria & Procedures revised by faculty. 2009-2010: Assessment day has not occurred yet.

Objective	World Changing Aim	Assessment Criteria & Procedures	Assessment Results	Use of the Results
4. Develop quantitative and qualitative skills.	1b- Liberal arts foundation 1c- Competency in a discipline 2d- Self discipline	When post-test from a sample of 50 capstone students are reviewed, 90% will score at least 10% higher on post-test than ADM201 students score on the pre-test.	2000: 37% 2005: 60%	2000: Seminar in business (ADM 495) assignment revised to require quantitative/qualitative skills. 2009: Assessment Criteria & Procedures revised by faculty. 2009-2010: Assessment day has not occurred yet.
5. Apply technology to business opportunities within the workplace.	1d- Integration of knowledge 2e- Lifelong learning	When a sample of 50 ADM316 PowerPoint assignments are reviewed by three business faculty, 90% will score at least 3 on a 5 point scale demonstrating an ability to apply technology to business opportunities within the workplace.**	2000: 65% 2004: 29%	2009: Assessment Criteria & Procedures revised by faculty. 2009-2010: Assessment day has not occurred yet.

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

11/07

Cbt

7/30/09 Revised by Mike Manning & Kevin Jones

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

Objective	World Changing Aims	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 is 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 for complete analysis.	Replaced BIS215 with BIS216.
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.	Removed MGT421 from the core curriculum. Replaced BIS224 with BIS324. Removed BIS350 and BIS352 and replaced with BIS353.
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 BIS450 final project is 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%	Added ADM201 to the course curriculum. Revised BIS220 for a greater emphasis on problems solving.

** 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 Aims	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Demonstrate an understanding of the Christian world-view 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 MGT425 papers is 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. 2009-2010: Assessment day has not occurred yet.
2. Demonstrate knowledge of management, leadership, and management-related principles.	1c- Competency in a discipline 2f- Leadership 2g- Servanthood 2d- Stewardship	When post-tests from a sample of 50 capstone students are reviewed, 90% will score 70% or higher 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.	2009: Assessment Criteria & Procedures revised by faculty. 2009-2010: Assessment Criteria & Procedures revised by faculty.
3. Develop critical thinking, problem solving, and communication skills.	1d- Integration of knowledge 2a- Creativity 2b- Critical thinking 2c- Communication 2e- Lifelong learning 3b- Inclusion	When a sample of 50 MGT 441 papers (Change Process Paper – Final Draft) are reviewed by three business faculty, 90% will score at least a 3 on a 5 point scale demonstrating integration of 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 2009: Assessment Criteria & Procedures revised by faculty. 2009-2010: Assessment Criteria & Procedures revised by faculty.

Objective	World Changing Aims	Assessment Criteria & Procedures	Assessment Results	Use of the Results
4. Integrate core knowledge into an applied management framework.	1d- Integration of knowledge 2d- Self-discipline 2f - Leadership	When post-tests from a sample of 50 capstone students are reviewed, 90% will score at least 10% higher on post-test than ADM201 student scores for the pre-test. 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. 2009: Assessment Criteria & Procedures revised by faculty.
5. Develop their ability to apply technology to business opportunities within the workplace.	2g- Agents of change	When a sample of 50 ADM316 PowerPoint assignments are reviewed by three business faculty, 90% will score at least 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. 2009: Assessment Criteria & Procedures revised by faculty.

** 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;

7/30/09 revised by Mike Manning & Kevin Jones

PROGRAM ASSESSMENT
The Bachelor of Science degree with a major in Marketing (BSMK)

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Demonstrate an understanding of sales and applied marketing from a Christian world-view.	When a sample of 25 MGT425 papers is reviewed by three business faculty, 90% will score at least a 3 on an understanding of sales and applied marketing from a Christian world-view.**	41% scored 3 or above.	MGT425 course was revised with a more direct emphasis on Christian world-view.
2. Develop critical thinking and problem solving skills.	When a sample of 25 projects from MKG496 is reviewed by three business faculty, 90% will score at least a 3 on critical thinking and problem solving skills.**	62.5% scored 3 or above.	A critical thinking text book was added to the curriculum and a greater emphasis or critical thinking has been added through regular course revisions.
3. Demonstrate the ability to apply sales and marketing principles to business opportunities in the marketplace.	When a sample of 25 individual papers from MKG353 is reviewed by three business faculty, 90% will score at least a 3 on ability to apply sales and marketing principles to business opportunities in the marketplace.**	87.5% scored 3 or above.	The MKG353 course was revised with a new textbook and greater emphasis placed on practical application of course content.
4. Integrate core knowledge into sales and applied marketing framework.	When a sample of 25 projects from MKG496 is reviewed by three business faculty, 90% will score at least a 3 on ability to integrate core knowledge into a sales and applied marketing framework.**	62.5% scored 3 or above.	A critical thinking text book was added to the curriculum and a greater emphasis or critical thinking has been added through regular course revisions.

**as indicated by a faculty-generated scoring rubric

5/28/03 11/07 cbt

PROGRAM ASSESSMENT
The Master of Business degree with a major in Administration (MBA)

Objective	World Changing Aims	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 50 ADM510 papers is 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.** <i>(Business by the Good Book Paper)</i>	71% of papers are proficient. This is an improvement from 50% in 2002. 61.5% online proficient. 84% on site proficient.	Input to course rewrites.
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: Pre-test Online stronger; Post-test: Accounting weakest area.	Input to course rewrites.
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 is 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 met. 93% of papers are proficient.	
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).	Input to course rewrites.

** as indicated by a faculty generated scoring rubric.

4/16/07
11/07 cbt

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

Objective	World Changing Aims	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 ADM525 papers is 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 world-view.**	Criteria not met. Faculty review of 25 ADM525 papers indicated that 8% demonstrate an understanding of decision making from a Christian world-view.	Revision of ADM525 to include a Christian perspective. Assignment revised to require Biblical citations. Careful selection of faculty for ADM525.
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 pre-test 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 is 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 based upon faculty review of 22 Applied Management Projects.	
4. Develop the skills necessary to function as an	2a- Creativity 2b- Critical thinking 2c- Communication	When a sample of 25 Applied Management Projects are reviewed by three business faculty, 90% will score at least a 3 on a 5	Criteria met. Faculty review of 22 Applied	Need to re-write objective in a manner in which

Objective	World Changing Aims	Assessment Criteria & Procedures	Assessment Results	Use of the Results
effective manager.	2d- Self-discipline 2e- Lifelong learning 2f- Leadership 2g- Servanthood 3b- Inclusion 3g- Agent of change 3h- Selflessness	point scale on skills necessary to function as effective managers.**	Management Projects indicated that 100% demonstrate management skills.	it can be assessed.

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

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PROGRAM ASSESSMENT
The Ed. D. with a major in Organizational Leadership (DOL)

Objective	World Changing Aims	Assessment Criteria & Procedures	Assessment Results	Use of the Results
DOL students will categorize leadership concepts according to the major theories of leadership to which they apply with particular emphasis on servant leadership.	Graduate students will create a personal philosophy of leadership related to their chosen field.	Students will write a leadership philosophy paper that is continuously updated each term to reflect new learning throughout the program. Students must also develop an exhibit that documents how they have implemented this objective and it becomes a part of the comp exam. This paper is evaluated by three faculty members as a part of the written comprehensive exam.	A rubric has been developed to assess the paper and the assessment of each student is compiled and an average ranking is completed at the end of each comp exam period.	The results are used to evaluate specific courses DOL 715, DOL 735, and the DOL 760 and 860 Seminars and Praxis courses.
DOL students will implement basic principles of servant leadership in the workplace.	Graduate students will demonstrate leadership abilities in the guidance and influence of others to accomplish a goal.	The application of servant leadership in the workplace is assessed in two ways. The first method for assessing the application is through the exhibits the students develop in the portfolio of the comprehensive exam. The second method for assessing this outcome is the promotions of students in their organizations and the positions attained upon graduation from the program. This information will be collected through students and graduate survey questionnaires.	The questionnaires will be used to compile data that can be used to analyze this outcome.	The results will be used for overall assessment of the programs curriculum because the ultimate goal of the program is to produce scholarly leaders.
DOL students will explain the concept of personal authenticity as it applies to leadership and practice it in their role as a leader.	Graduate students will exhibit ethical, Christ-like attitudes, values, and beliefs in their professional and personal behaviors.	Students will write a paper articulating their world-view as a leader and scholar in DOL 720 and a spiritual formation paper in DOL 715. Students must also develop an exhibit that documents how they have implemented this objective in an organization and it becomes a part of the comp exam. They must submit one of these papers or an equivalent paper and it is evaluated by three faculty members as a part of the written comprehensive exam.	A rubric has been developed to assess the paper and the assessment of each student is compiled and an average ranking is completed at the end of each comp exam period.	The results are used to evaluate specific courses DOL 715 and DOL 720.

Objective	World Changing Aims	Assessment Criteria & Procedures	Assessment Results	Use of the Results
DOL students will appraise situations in an organization and determine how they relate to organizational theory and concepts.	Graduate students will correlate and synthesize theoretical principles and practical understandings of their chosen field.	Students will write a paper that demonstrates their understanding of organizational theory in DOL 740. Students must also develop an exhibit that documents how they have implemented this objective in an organization and it becomes a part of the comp exam. They must submit one of these papers or an equivalent paper and it is evaluated by three faculty members as a part of the written comprehensive exam.	A rubric has been developed to assess the paper and the assessment of each student is compiled and an average ranking is completed at the end of each comp exam period.	The results are used to evaluate specific courses DOL 740.
DOL students will compare theories critical to the understanding of organizational learning.	Graduate students will express an ongoing, personal conviction for critical thinking and lifelong learning in the study of their chosen field.	Students will write a paper that demonstrates their understanding of organizational learning theory and another paper on adult learning in organizations in DOL 800. Students must also develop an exhibit that documents how they have implemented this objective in an organization and it becomes a part of the comp exam. They must submit one of these papers or an equivalent paper and it is evaluated by three faculty members as a part of the written comprehensive exam.	A rubric has been developed to assess the paper and the assessment of each student is compiled and an average ranking is completed at the end of each comp exam period.	The results are used to evaluate specific courses DOL 800.
DOL students will plan and implement change in their organizations in accordance with change theories.	Graduate students will demonstrate graduate-level competence and practical application of relevant theories within their chosen field.	Students will write a paper that demonstrates their understanding of organizational change theory and change in organizations in DOL 750. Students must also develop an exhibit that documents how they have implemented this objective in an organization and it becomes a part of the comp exam. They must submit one of the papers for the course and it is evaluated by three faculty members as a part of the written comprehensive exam.	A rubric has been developed to assess the paper and the assessment of each student is compiled and an average ranking is completed at the end of each comp exam period.	The results are used to evaluate specific courses DOL 750.

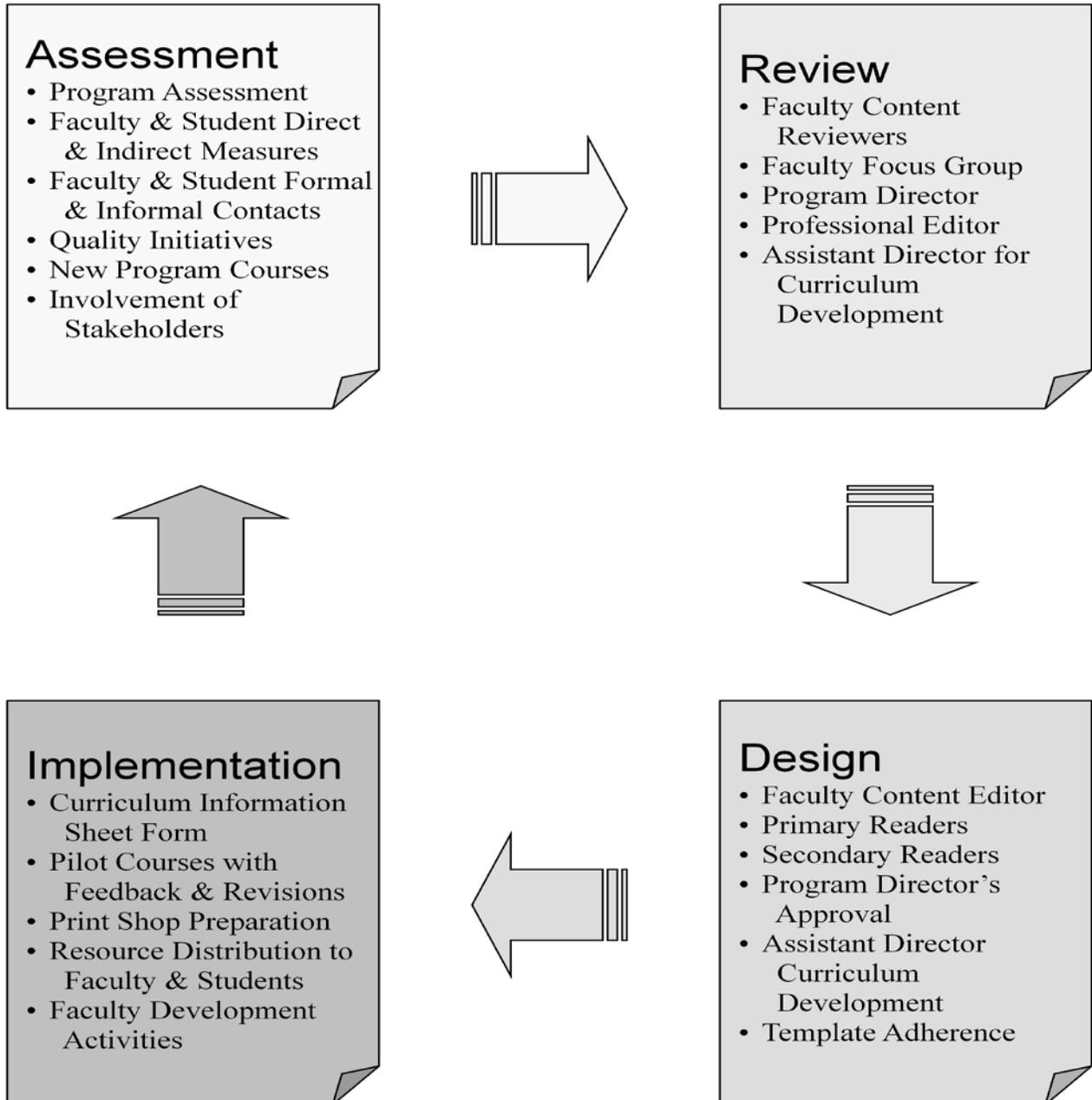
Objective	World Changing Aims	Assessment Criteria & Procedures	Assessment Results	Use of the Results
DOL students will explain the concepts of globalization and multiculturalism and understand how to integrate these concepts in their organizations.	Graduate students will function as a leader both within the diversity of local communities and in a global environment.	Students will write a paper that demonstrates their understanding of organizational change theory and change in organizations in DOL 830. Students must also develop an exhibit that documents how they have implemented this objective in an organization and it becomes a part of the comp exam. They must submit one of the papers for the course and it is evaluated by three faculty members as a part of the written comprehensive exam.	A rubric has been developed to assess the paper and the assessment of each student is compiled and an average ranking is completed at the end of each comp exam period.	Courses impacted by this assessment are DOL 830 and DOL 865.
DOL students will evaluate ethical situations related to the governance of organizations and determine an appropriate course of action.	Graduate students will demonstrate ethical, Christ-like service to the communities in which they interact.	Students will write a paper that analyzes and synthesizes ethical concepts and theories in organizations in DOL 840. Students must also develop an exhibit that documents how they have implemented this objective in an organization and it becomes a part of the comp exam. They must submit one of the papers for the course and it is evaluated by three faculty members as a part of the written comprehensive exam.	A rubric has been developed to assess the paper and the assessment of each student is compiled and an average ranking is completed at the end of each mp exam period.	The courses that are changed in response to this assessment are DOL 715, DOL 840, and DOL 855.
DOL students will write a dissertation and subsequent articles that report on the results of a research project.		Students will write a dissertation that is directed by a faculty advisor and two additional members of a dissertation committee. The process is governed by a dissertation policy guide that details procedures and general content. There is a proposal defense for the first three chapters attended by the dissertation committee, DOL faculty, and is publicly attended by other IWU faculty, administrators, and students. The performance is evaluated by the committee. The final dissertation is defended by the dissertation committee and DOL faculty and assessment is done by the committee.	The dissertation is published on ProQuest/UMI <i>Dissertations and Theses database</i> . It is also published in the print form and stored in the library and a copy is kept in the DOL office.	The courses that focus on critical inquiry and research skills are altered in ways that incorporate the ideas from dissertation committees that result from their assessment of student performance on the dissertation. These courses

Objective	World Changing Aims	Assessment Criteria & Procedures	Assessment Results	Use of the Results
				include DOL 720, DOL 810, DOL 820, DOL 880, and DOL 915.

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Appendix A: Continuous Improvement Curriculum Development Model

School of Business & Leadership Continuous Improvement Curriculum Development Model



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Appendix B

Five Year Program Review & Assessment Schedule College of Adult and Professional Studies School of Business & Leadership (9/2009)

	FY2009-2010	FY2010-2011	FY2011-2012	FY2012-2013	FY2013-2014
	MSM ASA ASCIT BSBA BSM	ASB BSBIS	MBA BSMK Virtual MBA DOL Grad. Specialization	BSA	BSM HR Specialization
<p>Yearly Annual Program Report School discussion about assessment data collected and how it should be used for program improvement.</p> <p>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</p>					

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Appendix C: Undergraduate Scoring Guide for Major Written Assignments.

Requirements	<u>Points Possible</u>	<u>Points Earned</u>
<ul style="list-style-type: none"> • Writer addresses all objectives of the assignment. • Writer stays focused on the topic, shows clear evidence of thorough research. • Writer used appropriate type and number of resources and experiences to defend position on the question at hand. 	35	
Critical Thinking <ul style="list-style-type: none"> • Writer uses critical thinking and analysis skills. • Writer addresses assignment using insights and new applications • Write interprets how new knowledge is useful to his/her learning 	35	
APA Formatting <ul style="list-style-type: none"> • Title page • Proper in-text citations • Reference page • Proper margins • Font size • Double Spaced 	15	
Mechanics <ul style="list-style-type: none"> • Grammar • Spelling • Word choice • Punctuation • Sentence structure. 	15	
Total	100	

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**IWU Education Unit and Program Annual Assessment Summary Report
2008-2009**

Master of Education Program

Program Change	Data/Analysis	Need	Action and Stakeholder Involvement	Timeline	Reference Documentation
<i>Title of the program change or phrase</i>	<i>What led you to believe or know that there was a problem (use attachments for details as needed)?</i>	<i>Clearly define the need/problem and any relevant information (use attachments if necessary)</i>	<i>What action or solution was selected; who are the stakeholders that were involved?</i>	<i>Steps to be taken for implementation; when was it implemented?</i>	<i>Type of meeting – directors, faculty, etc-- and the date of the minutes.</i>
M.Ed. Disposition Assessments	1. An analysis of the data on the Disposition Scoring using portfolio and direct assessment tools yields average scores in the 3.00 – 3.46 range.	There is a need for assessment of dispositions from more individuals just than the Instructor/Advisor and the Candidate.	M.Ed. faculty and administrators decided to include the Mentor/Observer and the EDU 556 professor when assessing dispositions of the Candidates along with the Candidate and Instructor/Advisor.	M.Ed. faculty and administrators will imbed an assessment tool in the course materials of the 559 course and the 556 course. It will also be imbedded in the mentor/observer handbook. These individuals will begin the process with the July 1, 2009 cohort starts.	M.Ed. faculty meeting minutes dated June 24, 2009.
M.Ed. EDU 551 course on instruction; change of course materials	2. Candidates indicated in End of Course Surveys that the text for EDU 551 was not meeting their needs. Faculty also expressed this in the Faculty Feedback Forms.	There is a need to secure a graduate level text to address Instructional Approaches.	M.Ed. faculty and administrators decided to search for a new text and update the Instructional Approaches course, EDU 551.	The lead course writers for onsite and online delivery, Dr. Dave Arnold and Dr. Stan Frame, were contracted to choose a text and update the course materials (5/17/08 – 9/14/08). The text was approved by the M.Ed. faculty July 30, 2008. The rewrite was approved by the M.Ed. faculty September 24, 2008.	M.Ed. faculty meeting minutes dated July 30, 2008. M.Ed. faculty meeting minutes dated September 24, 2008.

Program Change	Data/Analysis	Need	Action and Stakeholder Involvement	Timeline	Reference Documentation
M.Ed. Candidate Portfolio	3. Data from EOC's in EDU 559, graduation surveys and Faculty Feedback regarding the onsite laptop portfolio revealed a desire for another format.	There is a need to use a different type of format for creating the portfolio. When the laptop portfolios are transferred to a USB Disk, the links in the PowerPoint do not always transfer making it difficult evaluate.	M.Ed. faculty and administrators decided to change from the laptop portfolio to the web-based portfolio used by the online delivery mode.	A pilot of the onsite cohorts MED 358 and 359. Onsite MED cohort 360 and above began using web-based portfolios.	M.Ed. faculty meeting minutes dated September 24, 2008.
M.Ed. Courses and Curriculum Delivery	4. Data based on End of Course surveys, faculty feedback and faculty discussions during meetings revealed a need to equalize the onsite and online delivery mode.	There is need to equalize the content and delivery modes.	M.Ed. faculty and administrators decided to begin the process of equalizing the delivery modes. A committee was formed to address the manner in which the process would take place.	<p>The committee brought the recommendations to the M.Ed. faculty to equalize delivery modes. Ten courses were chosen as well as a Curriculum Coordinator and course writers. Contracts were issued to the 10 course writers and the process began July 1, 2009.</p> <p>The Curriculum Coordinator will oversee the process of creating equal course content of 6 workshops within 8 weeks for both onsite and online in Blackboard templates. The implementation will begin with July 2010 cohorts.</p>	<p>Envisioning Task Force Committee was formed April 25, 2009 M.Ed. Meeting Minutes.</p> <p>Envisioning Task Force Committee Meeting Minutes May 5, 12, 19 and 26, 2009.</p> <p>M.Ed. faculty meeting minutes dated May 27, 2009.</p>

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**IWU Education Unit and Program Annual Assessment Summary Report
2008-2009**

Department of Educational Leadership Programs

Program Change	Data/Analysis	Need	Action and Stakeholder Involvement	Timeline	Reference Documentation
PLP - all courses rewritten to reflect ELCC Standards.	New accreditation standards demanded new assessments and rubrics be created and such changes reflected in course syllabi.	To reflect ELCC and NCATE accreditation and standards implementation	Assignment of staff to rewrite course syllabi as per direction of Program Director	ASAP Prior to January 2010 cohort starts. Program Director and current faculty to revise and rewrite Need components in all PLP/EDS course Syllabi.	Faculty and work-session meeting/ Follow-up email and fax communiqués. Follow-up meetings to discern status of project completion. Meeting minutes will be submitted.
PLP / EdS. -New Rubrics and Assessments created	New accreditation standards demanded new assessments and rubrics be created.	To comply with ELCC and NCATE Special Program Assessments and program accreditation.	Program Director devised new assessments and rubrics, submitted to faculty to scrutinize and review, submitted to SPA for acceptance 9/09	Submission to SPA for formal acceptance. Implemented into curriculum immediately and with the January 2010 cohorts.(PLP/EDS)	Faculty and work-session meeting/ Follow-up email and fax communiqués. Follow-up meetings to discern status of project completion. Meeting minutes will be submitted.
Department - Faculty Development:	On-going professional development for faculty improvement.	To comply with University requirements/ foster personal growth/ updating of current relevant education issues that surface during the school year.	Professional Staff Development will be designed and implemented by the Program Director or mandated by the University authority to meet all identified “need “ areas as identified by collaboratively working with staff to address identified needs.	Creation and facilitation will be implemented as “need” arises or as University directs. Implementation will proceed as deem necessary	Faculty and work-session meeting/ Follow-up email and fax communiqués. Follow-up meetings to discern status of project completion. Meeting minutes will be submitted.

Program Change	Data/Analysis	Need	Action and Stakeholder Involvement	Timeline	Reference Documentation
Faculty Observation And Monitoring	Continued monitoring and growth of the faculty is an effective	With recent addition of adjunct faculty, the need is greater to monitor and provide resources and guidance for new faculty. The idea of having the Category A and B Staff observe and mentor the Category C/D/E staff will become an Education Unit formal procedure.	Program Director will assign CAT A/B to Adj. Faculty for mentoring and observation purposes. Program Director will also perform observations to help ensure that all new staff is successful in their new candidate instruction assignments.	After procedure is developed... implementation will begin immediately. Faculty meeting will be held to explain procedures and the observation process to all faculty by the Program Director.	Faculty and work-session meeting/ Follow-up email and fax communiqués. Follow-up meetings to discern status of project completion. Meeting minutes will be submitted.
Regularly Scheduled meetings with recruiters.	To keep all collaborative parties up-to-date on program changes, issues, and successes.	As the programs grow and are revised for presentation and success, it is important that the recruiter, those who go into the field to solicit possible candidates to enroll in our program, have all of the current and up-to-date information and stay abreast of any program changes that may have occurred.	Program Director will meet with the Recruiter Director to develop and implement quarterly meetings to comply with the need. (both PLP and EDS programs). Faculty will be invited to attend, and general discourse and discussion can take place to revise and inform others of the program offerings.	After Directors meeting has taken place, a mutual calendar will be constructed and distributed to all stakeholders for input and scheduling. Agendas for the meetings will be a “group” effort of any and all issues that have arisen or just current information that needs distributed. Ed. Leadership Director will coordinate agenda assembly.	Faculty and work-session meetings/ Follow-up email and fax communiqués. Follow-up meetings to discern status of project completion. Meeting minutes will be submitted.

Program Change	Data/Analysis	Need	Action and Stakeholder Involvement	Timeline	Reference Documentation
Development/ creation of Ed. Leadership Career Placement Bureau	To foster relations with alumni and school corporations in providing a source of viable candidates to assume leadership positions	The Dept. of Ed. Leadership receives many contacts throughout the year from school corporations that inquire of candidates who are seeking employment. In the past, the Department send out emails to faculty and hopes to find a qualified candidate. If we are truly about servant leadership and doing our best for our candidates and to keep pace competitively with our competition, creating a placement bureau is the next logical step in our department evolution.	Creating and implementing a PB would entail meeting with already established entities on campus and possibly off campus that would lend themselves to helping create a foundation for success. Involving Alumni, current school corporations, IT team, superintendents, professional administrative organizations, etc. in the process will help ensure implementation. Faculty and staff are viable collaborators also. Sketching out what the PB would look like, operate, etc. would be the charge of the stakeholders	This effort needs to begin as soon as practical. Certainly to be “up and running” by April 2010...when the first EDS cohort completes the program requirements.	Organizational, Faculty and work-session meetings/ Follow-up email and fax communiqués. Follow-up meetings to discern status of project completion. Meeting minutes will be submitted.
New Program Ed.D added to Department offerings	Natural continuation of the emerging educational leadership program to provide career improvement and effective leadership in secondary and higher education.	With the emerging success of the Depart. Of Ed. Leadership...the next logical step would be to offer the EdD degree to a tangible, alumni audience that has expressed great interest and a willingness to pursue an EdD at IWU. The concept of an EdD in Educational Leadership has been bantered around IWU for the last 5 to 7 years. If we are to keep pace with our competition... the time is now to being the process for approval and implementation.	The formal process for university submission and approval needs to be followed and initiated ASAP. Having just completed an successful EdS approval from the state of Indiana and the HLC (Higher Learning Commission), the procedures and pit-fall are fresh in our minds. We need to begin the huge collaborative process to initiate this issue to become a reality.	12 month process? Please refer to IWU process to create, submit, and implement a new program on campus.	Submission of: As per published results from the Department of Ed. Leadership university, state, and HLC approval documents.

Program Change	Data/Analysis	Need	Action and Stakeholder Involvement	Timeline	Reference Documentation
<p>Faculty to join National Council for Professors of Educational Administration. (NCPEA).</p>	<p>To give credence and opportunities for our faculty to interact, write, publish and have exposure on a national scale with their colleagues and peers from across the nation.</p>	<p>To give credence and opportunities for our faculty to interact, write, publish and have exposure on a national scale with their colleagues and peers from across the nation.</p>	<p>Department Director will facilitate payment and submit needed paperwork to facilitate membership in the organization.</p>	<p>August 2009</p>	<p>Organizational, Faculty and work-session meetings/ Follow-up email and fax communiqués. Follow-up meetings to discern status of project completion. Meeting minutes will be submitted.</p>
<p>Create and implement a Superintendent's Search Committee at no charge to corporations.</p>	<p>A natural emergence of services available to school corporations/ districts that allow smaller universities and colleges to offer leadership services and successful placement of qualified superintendents.</p>	<p>Due to state traditions, growth of program, and image revision, the Department realizes a tremendous need to create and facilitate a Superintendent Search Committee. As our EdS candidates graduate, the need to establish and provide this need to school corporations demands a higher focus. IWU is currently left out of any SSC input and thus, alumni candidates are not considered for higher administrative employment. The need is to create and implement a viable SSC Format and presence that will allow IWU to become an established entity when school corporations are seeking Qualified candidates for top Central Office positions.</p>	<p>Begin to have discussion and discourse with faculty, school corporations, other universities and colleges (independent vs. State) by bringing them together on the IWU campus to help generate support for a SSC that is an alternative to the current singular and biased SSC that currently operates in the format that exists.</p>	<p>Start the process as soon as feasible.</p>	<p>Organizational, Faculty and work-session meetings/ Follow-up email and fax communiqués. Follow-up meetings to discern status of project completion. Meeting minutes will be submitted.</p>

Program Change	Data/Analysis	Need	Action / Stakeholder Involvement	Timeline	Reference Documentation
<p>Collaborate with IWU leadership to facilitate an expanded elective offering to present administrators for renewal credits.</p>	<p>Elective and renewal credits for practicing administrators is very important. Offering RC's allows us to grow in our servant leadership capacity and increase the rolls.</p>	<p>Current "sitting" administrators and central office personnel all need 6 credits or 180 ceu's every five years to renew their administrative certificate. Most tend to wait until the last two years in the allotted time span and then hurriedly seek out institutions that can offer them the needed credit and a good price and in a timely fashion.</p>	<p>By converting some of the PLP/EDS courses to "stand-alone" online courses...the department and our Grad. Ed. Elective Dept. can facilitate and implement a number of available courses that these candidates could enroll in and be successful at. Which replenishes our supply of students....</p>	<p>As we restructure and lines of directorship and program authority become more clear, discussion will take place with involved stakeholders to determine validity, issues, courses being rewritten, etc.</p>	<p>Organizational, Faculty and work-session meetings/ Follow-up email and fax communiqués. Follow-up meetings to discern status of project completion. Meeting minutes will be submitted.</p>
<p>Create a cadre of mission-fit and experienced professional administrators and educators for adjunct staff.</p>	<p>Working with Teacher Recruitment will be fundamental in the success of the Ed. leadership program. Joint meetings for updates and the like will create a foundation of collaboration and relationships that will benefit the program.</p>	<p>As the Department expands, the need for mission-fit, qualified faculty also expands. One of our strengths is the experienced administrators that we assign and provide for our candidates. Maintaining that level of Experience takes work and excellent communication. The process for recruitment has been overhauled and now is an excellent working model. Maintaining a solid working relationship with Teacher Recruitment is most important so that candidates realize and experience a professional and consistent atmosphere of collaboration</p>	<p>Meeting with the Teacher Recruitment Dept personnel on a regular basis to keep updated and abreast of procedures, changes, new information, etc., is also extremely important.</p>	<p>Quarterly meetings and communications that share pertinent information between the Departments will help facilitate successful candidate placement and acceptance.</p>	<p>Organizational, Faculty and work-session meetings/ Follow-up email and fax communiqués. Follow-up meetings to discern status of project completion. Meeting minutes will be submitted.</p>

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**IWU Education Unit and Program Annual Assessment Summary Report
2008-2009
Transition to Teaching/Career Builders Program**

Program Change	Data/Analysis	Need	Action and Stakeholder Involvement	Timeline	Reference Documentation
<i>Title of the program change or phrase</i>	<i>What led you to believe or know that there was a problem (use attachments for details as needed)?</i>	<i>Clearly define the need/problem and any relevant information (use attachments if necessary)</i>	<i>What action or solution was selected; who are the stakeholders that were involved?</i>	<i>Steps to be taken for implementation; when was it implemented?</i>	<i>Type of meeting –directors, faculty, etc-- and the date of the minutes.</i>
Extend the length of student teaching from 14 to 17 weeks	1. Criticism of several School Corp Superintendents that the TTT alternative student teaching model did not provide enough contact time. 2. Two years of principal assessment data on TTT first year teachers' performance on 20 commonly held characteristics of quality teachers that indicated that TTT first year teacher performed as good as or better than traditionally prepared first year teachers.	The need is to add credibility to the TTT program among Superintendents that are potential employers of TTT program completers and whose schools are potential placements for TTT student teachers.	1. Federal approval was sought and received to change the TTT and other ATLP programs from a term based financial aid calendar to a non-term one. Approval was secured from appropriate IWU stakeholders (ATLP and GSE faculties and the ACC) to extend the TTT alternative student teaching experiences from 14 weeks to 17 weeks and the one full week of experience in the last student teaching experience from one to two weeks.	A change in student teaching requirements was obtained and implemented with cohorts starting January 2009.	Approval by AAC 7,11,09 , in minutes pg 6

Course descriptions in TTT and CBE curriculum adjusted to emphasize education for a diverse P-12 student population.	A thorough review of the NCATE standards and attendance at NCATE training in Arlington prompted a review of the TTT and CBE courses to determine their emphasis on educating all children.	A review of the course descriptions for the TTT and CBE curricula indicated that they were weak in the emphasis of quality education for all children.	Revised course descriptions were approved by the ATLP and GSE faculties and the ACC.	Steps were taken to publish the changes in the Bulletin and other publications and the new course description were initiated January 1, 2009	Approval by ACC 8,15,2009, in minutes page 7
Content knowledge verification for entrance into the TTT and CBE-I programs were clarified.	A thorough review of NCATE standards and Indiana licensure expectations for elementary and secondary teachers prompted an evaluation of the content knowledge requirements for the TTT and CBE programs.	A need to insure that elementary and secondary TTT and CBE candidates entered their programs of study with sufficient breadth of content knowledge to meet the expectations of the Indiana Department of Education and NCATE.	Specific courses or sub-disciplines were identified as needed to meet expectations for licensure in those fields and changes to program entrance course and gpa requirements for the TTT and CBE programs were presented to the ATLP and GSE faculties and ACC for approval.	Steps were taken to publish the changes to program entrance requirements in the Bulletin and other publications to go into effect January 1, 2009	Approved by ACC 8,15,2008, in minutes page 11.
Verification requirement for oral fluency in Spanish Language	The Indiana Department of Education notified Indiana teacher training programs that oral fluency verification is to be a part of all foreign language licensure programs.	The need to comply with the Indiana Department of Education's mandate	The ATLP faculty drafted and approved a requirement for the Spanish licensure program and specified the method of verification of oral	The Assistant Director of TTT and CBE is to work with the AES and Student Services departments to establish the	Approval by ACC 6,19,2009, in minutes page 3

			fluency. This was approved by the GSE faculty and the ACC.	admissions process for this requirement and to contract a Spanish faculty person to design the oral test and be the grader. This process is to be initiated for the January 2010 cohort start Spanish licensure candidates.	
Creation of EDU578 Health course to facilitate a junior and senior high school health teacher licensure track	A number of requests were received by potential candidates requesting the Health Education licensure option. Feedback from some former PE program completers saying that a second area of licensure in Health Education would make them more employable. The TTT University Representatives were informally poled to see what they had encountered in the public schools. They reported that principals were encouraging the adding of Health Education and a studies skills component since all junior high students take a health course.	The addition of a Health Education licensure program and methods course that contains a study skills thread.	The ATLP and GSE faculties and ACC approved the addition of a Health Education license to the TTT and CBE programs (IWU has had state approval for a number of years to offer this licensure area.)	After gaining appropriate approvals to initiate the Health Education licensure program, the health teaching methods course EDU578HE was written and taught the spring of 2009.	Approval by ACC 1,16,2009, in minutes page 2

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**IWU Education Unit and Program Annual Assessment Summary Report
2008-2009**

Exceptional Learners Program

Program Change	Data/Analysis	Need	Action and Stakeholder Involvement	Timeline	Reference Documentation
<i>Title of the program change or phrase</i>	<i>What led you to believe or know that there was a problem (use attachments for details as needed)?</i>	<i>Clearly define the need/problem and any relevant information (use attachments if necessary)</i>	<i>What action or solution was selected; who are the stakeholders that were involved?</i>	<i>Steps to be taken for implementation; when was it implemented?</i>	<i>Type of meeting –directors, faculty, etc-- and the date of the minutes.</i>
EDS 520 Course Updated	The textbook for this course changed publishers and edition.	The textbook's new publisher did not provide the case studies CD. The case studies are a part of the assignments for this course. The new edition also needed to align with the EDS 520 course.	<ol style="list-style-type: none"> 1. Administration researched the ability to obtain the CD prior to rewriting the course with the new publisher. 2. Administration rewrote the course without the case studies due to the resource being unavailable and having a new edition. 3. A faculty contacted the publisher in July 2009 and the CD is now available. 4. Administration will begin researching the ability to obtain the case studies. The End-of-Course survey cumulative data for EDS 520 was 4.76 for knowledge and activities/assignment helped to understand and apply what the candidates gained from 	<ol style="list-style-type: none"> 1. The course was rewritten (April/May 2009). 2. Implementation began June 2009. 3. Researching the ability to obtain the case studies July 2009. 	<ol style="list-style-type: none"> 1. The Exceptional Learners Assistant Directors discussed the course and the possibility of obtaining the CD in April 2009. 2. A July 11, 2009 conference with a faculty and another search (completed by the faculty) was done concerning the case studies. It was determine to try to obtain the CD. 3. Cumulative data from EDS 520 End-of-Course Surveys collected July 2009.

			the course. The End-of-Course Survey cumulative data for course increased knowledge of the subject was also 4.76. Therefore the data indicates that having the case studies may benefit learning and applying course content.		
University Supervisor Handbook	The Exceptional Learners program did not observe candidates in the school settings. The onsite program was going to have candidates taking EDS 575 (Student Teaching).	<ol style="list-style-type: none"> 1. Needed to hire University Supervisors 2. Needed to observe all candidates in EDS 536 and 575 courses. 3. University Supervisors needed guidelines and training in order to effectively observe candidates. 	<ol style="list-style-type: none"> 1. Began hiring University Supervisors. 2. Administration and ATLP faculty (a current University Supervisor) created University Supervisor Handbook. 	Began implementation May 2009 for the onsite program.	Administration and ATLP faculty began meeting in September 4, 2008 to develop the handbook. There were 4 meetings in 2008-2009 for it.
EDS 540 Course Rewritten	<ol style="list-style-type: none"> 1. End-of-Course Survey Summary for EDS 540 indicated that the course materials, assignments, and content was not meeting candidates' needs. 2. Assistant Director and faculty (reading specialist) reviewed the course for initial licensure candidates. These candidates have never had a reading course and needed the fundamentals. 	<ol style="list-style-type: none"> 1. The course did not teach initial licensure candidates how to teach reading. 2. The textbook did not cover the basic components of reading for an initial licensure candidates. 3. The End-of-Course Survey cumulative data for this course was 4.17 for knowledge and activities/assignments helped to understand and apply what was 	<ol style="list-style-type: none"> 1. The Reading Specialist and the Assistant Director rewrote the course to include the 5 major component of reading. 2. EDS 540 added an additional textbook and course content to address the fundamentals of reading and how to incorporate them in instruction. 	<ol style="list-style-type: none"> 1. The Reading Specialist and the Assistant Director met on February 18th and April 14, 2008 to develop the course and discuss selection of textbooks. 2. The new course was completed July 2009. 3. The new course will be implemented beginning August 1, 2009. 	<ol style="list-style-type: none"> 1. The Course Writer contract between IWU and the faculty. 2. Cumulative data from the EDS 540 End-of-Course Survey collected July 2009.

		gained from this course. Also a cumulative data for the course was 4.33 for candidates belief that their knowledge increased in the subject.			
Entrance Requirement-Praxis I Exam	Pre-candidates struggled with receiving all three Praxis I scores back in time for program start dates. (Feedback from Adult Enrollment Services recruiters.)	Pre-candidates taking the three Praxis I exams in the registration phase had issues with receiving the scores back in a timely manner. Some candidates had to retake the exam due to not passing and this impacted getting the scores back from ETS before the program's predetermined start date. Pass scores must be obtained in order to begin the program. This is a part of Gateway 1. This impacted the number of candidates who could start in a timely manner for the start dates.	Assistant Director presented to Academic Affairs Committee a proposal. Candidates would need to successfully complete two of the three Praxis I exams for entrance into the program. The third exam would need to be successfully completed before the third course began in the program.	The Academic Affairs Committee pass the proposal in September 2008.	Minutes from the Academic Affairs Committee meeting for September 2008.
NCATE/CEC Key Assessments	NCATE/CEC required 6-8 key assessments to be nationally recognized. The following are the NCATE/CEC Assessments: <ul style="list-style-type: none"> Praxis II – completed at Gateway 4 Comprehensive Essay Exam – completed at Gateway 2 Behavior Change Project - completed at Gateway 2 Action Research Project 	<ol style="list-style-type: none"> Although the End-of-Course Surveys had a cumulative of 4.75 for candidates belief that the course increased their knowledge of the subject, the CEC Standards were not explicitly aligned to the assessments. Upon evaluation of the current assessments they did 	<ol style="list-style-type: none"> Program administration worked together to review program's alignment to the CEC Standards on March 11, 2008. The current assessments that were used in the program were evaluated by the program administration beginning in March 25, 2008. Assistant Director and 	<ol style="list-style-type: none"> Reworked the programs current assessments to align with CEC Standard and indicators beginning March 2008. The first report was sent to CEC on February 20, 2008. The Assistant Director resubmitted the corrected document March 2, 2009. The determination of national recognitions 	<ol style="list-style-type: none"> End-of-Course Surveys had a cumulative of 4.75 for candidates belief that the course increased their knowledge of the subject. (July 2009 data) NCATE Meeting Minutes for the Education Unit. NCATE/CEC Report February 20, 2008. NCATE/CEC Report March 2009.

	<ul style="list-style-type: none"> – completed at Gateway 2 • Communication Project – completed at Gateway 2 • Differentiated Assessment – completed at Gateway 3 • Candidate Assessment-completed at Gateway 3 	not meet the required CEC Standards to be considered as key assessments.	NCATE Coordinator worked together to meet NCATE and CEC required standards.	has not been received.	
Faculty Feedback Surveys	The program administration requested summarized data from Faculty Feedback surveys that are collected by the Assessment Department of the university. It was reported to the administrators that there was no data available from faculty.	A Faculty Feedback survey needs to be implemented for programming assessment. This survey will assist in assessing all aspects of the program to address areas that need to be strengthened.	<ol style="list-style-type: none"> 1. Program Administration discussed types of IWU data collection. 2. The Assistant Director contacted the personnel who are in the department to inquire about setting up this data collection. 3. The Assistant Director contacted the NCATE Coordinator to inquire about data collection. 4. The NCATE Coordinator contacted the personnel for the education units data management system to facilitate the collection of the data. 5. Data will now be collected after each course in the program. 	The timeline for all the actions and conferencing with the different departments to facilitate the process of collecting the Faculty Feedback data was June 29, 2009 through July 10, 2009.	Informal meeting and phone contacts during June 29, 2009 through July 10, 2009.

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**College of Adult and Professional Studies
College of Graduate Studies
Annual Assessment Report**

Directors will submit a report to the Department Head (Asst. Dean, Dean or Director) for each of their programs by June 1 of each year. After their review, Department Heads will submit these reports to the Associate Dean for Institutional Effectiveness by June 30. Every 5-7 years each program will undergo a complete self-study.

**Program: RNBSN/RNBSNO
Director: Carol Bence**

Academic Year: 2008-2009

**Part 1: Revised Assessment Plan (including data from this year) Baccalaureate Objective #4 Assessed 2009
Manage information technology and human resources pivotal to health promotion and risk reduction across the lifespan.**

Part 2: Changes based on assessment

Change	Assessment Data Used (rationale)
<p>1. Spring 2009 the Revision Committee for NUR 490 Nursing Management revised the course and removed the Budget Worksheet assignment from the course due to irrelevancy. Budgets vary so much per institution.</p> <p>2. Replaced assignment. Students presently must interview a nursing manager to learn how the budget process is addressed in their institution.</p>	<p>NUR 490 Nursing Management Analysis of Budget Worksheets (25) were reviewed by Faculty Assessment Committee and revealed that 88% of the portfolio inclusions scored at least a 3 on a 1-4 point scale = 3.24 mean score.</p> <p>Assessment plan states that 85% of portfolio inclusions for NUR 490 Analysis of Budget Worksheet will score at least a 3 on a scale of 1-4 on ability to manage information technology and human resources as scored by an assessment committee.</p>
<p>NUR 224 Nursing Informatics will be revised summer 2009. Assessment Committee made the following recommendations for the Creative</p>	<p>NUR 224 Nursing Informatics Creative Presentation assignment(25) were reviewed by the Faculty Assessment Committee.</p>

<p>Presentation assignment:</p> <ul style="list-style-type: none">• All members of Project Team should present so all have experience in this area.• Develop general criteria for a professional presentation and include in Student Handbook for 2009-2010.• Professional attire for a presentation should be included in these guidelines• Creative Presentation should be in APA format not PPT outline and this should be included in the Grading Grid.• Explore if presentation could be done for RNBSNO on Skype to enhance the experience online.• Revision Team for NUR224 will review these suggestions for inclusion in the revision.	<p>Portfolio evaluation demonstrated that 96% of portfolio inclusions for NUR 224 Creative Presentation scored at least a 3 on a 1-4 point scale with a mean of 3.54 on a 4.0 scale.</p> <p>Assessment Plan states that 85 % of portfolio inclusions for NUR 224 Creative Presentation will score at least a 3 on a scale of 1-4 on ability to manage information technology and human resources as scored by an Assessment Committee.</p>
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PROGRAM ASSESSMENT RNBSN/RNBSNO 2008-2009

Indiana Wesleyan University, College of Adult and Professional Studies

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
<p>1. Apply relevant theories and research from nursing, life sciences, social sciences, the humanities, and Christian thought to the practice of nursing. Assessed Spring 2007</p>	<p>Mean scores on Employer Surveys will meet or exceed 4.0 on questions regarding nursing knowledge, ethics and practice.</p> <p>85% of portfolio inclusions for NUR332 (Client Assessment Paper), NUR350 (Written Book Review) and NUR 436 (Researchable Problem) will <u>score at least a 3 on a scale of 1-4 on ability to apply relevant theories and research as scored by Faculty with input from the Assessment Director.</u></p>	<p>2004 *Employer Survey: Knowledge & Skills = 4.63 Ethics = 4.83</p> <p>Portfolio evaluation: NUR 332: 57.9% NUR 350: 73.3% NUR 436: 36.8%</p>	<p>Criteria met in Employer Survey in 2004</p> <p>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 on Grading Grid from Neuman source, providing correct definition. Added to Grading Grid as suggested. 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.</p>

			<p>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. Determined to be too costly.</p> <p>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.</p> <p>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.</p> <p>Spring 2007</p>
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<p>2. Assume professional responsibility for the design, management, and coordination of outcome-oriented comprehensive nursing care in an evolving health care system. Assessed Spring 2008</p>	<p>Mean scores on Employer Surveys will meet or exceed 4.0 on questions regarding design, management, leadership of nursing.</p> <p>Mean scores on 2004 Alumni Surveys will meet or exceed 4.0 on questions regarding leadership skills.</p> <p>2008 Alumni Surveys will indicate 80% of sample met or exceeded Program Objective #2 as self reported regarding leadership.</p> <p>85% of portfolio inclusions for NUR 205 (Exemplar); and NUR 490 (Management Project Proposal) will <u>score at least a 3 on a scale of 1-4 on ability to demonstrate design and management of nursing care as scored by an assessment committee.</u></p>	<p>2004 Employer Survey: Leadership = 3.96 Management of materials = 4.25 nursing care = 4.71</p> <p>2004 *Alumni Survey: Leadership skills = 4.44</p> <p>2008 Alumni Survey (N= 75) indicated 90.4% met or exceeded Objective #2 regarding leadership (Excellent = 69.3%, Good = 28.0%)</p> <p>Portfolio evaluation: NUR205: 100% proficient NUR490: 45.83% proficient</p>	<p>Criteria met in Employer Survey in 2004</p> <p>Criteria met in Alumni Survey in 2004</p> <p>Criteria met in Alumni Survey in 2008</p> <p>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 indicating proficiency of 3.62 on a 4.0 scale.</p> <p>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.</p>
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			<p>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.</p> <ol style="list-style-type: none">1. Provide packet for all faculty who teach NUR 490 with exemplary sample of each written assignment. Will start 2/10/09 with new revision.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. Included in revision 2/10/09.4. Determine if all faculty are using the PPT in their pre-class visit for NUR 490; if not encourage them to do so. <p>Has been included in Pre-class visit by</p>
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			<p>faculty.</p> <p>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. Will start 1/10/09 in new revision.</p> <p>6. Review another sampling of this assignment in one year (May 2009) to evaluate if improvement is noted. Spring 2008</p> <p>4/24/09 A sample of 10 assignments were reviewed by Assessment Committee in the Spring 2009 Assessment Day as a follow up to the above review in the Assessment Plan. Faculty determined all 10 demonstrated effective goal/objective submission – 100% were 3 or above on 1-4 scale demonstrating proficiency. Curriculum change is effective.</p>
<p>3. Exhibit a commitment to lifelong learning and professionalism. Assessed Spring 2008</p>	<p>85% of portfolio inclusions for NUR 490 (Professional Development Plan) will <u>score at least a 3 on a scale of 1-4 on ability to demonstrate</u> commitment to lifelong learning and professionalism as scored by an assessment committee.</p>	<p>Portfolio evaluation: 100% proficient</p>	<p>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</p>

	<p>2004 Alumni Survey: Lifelong learning = 4.70</p> <p>2008 Alumni Survey will indicate 25% of sample have completed graduate work beyond the BSN</p>	<p>2004 Alumni Survey indicates that at least 25% of graduates have enrolled in or completed a graduate degree within 5 years of graduation</p> <p>2008 Alumni Survey (N=75) indicates 25.3% completed Master's Degree, 29.3% some graduate work and 4% other licensure.</p>	<p>into the following sections as currently done by RNBSN Online students:</p> <ol style="list-style-type: none"> 1. Reflection of growth 2. 3-5 year goals 3. Assessment of development need 4. Development Plan <p>Incorporate educational, personal, professional and spiritual development into this assignment. Done in 2/10/09 revision.</p> <p>Criteria met in Alumni Survey in 2004</p> <p>Criteria met in Alumni Survey in 2008</p> <p>Spring 2008</p>
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<p>4. Manage information, technology, and human resources pivotal to health promotion and risk reduction across the lifespan. Assessed Spring 2003</p>	<p>Mean scores on Employer Survey meet or exceed 4.0 on questions regarding managing information, technology and human resources.</p> <p>85% of portfolio inclusions for NUR 490 (Analysis of Budget Workshop) and NUR 224 (Creative Presentation) will <u>score at least a 3 on a scale of 1-4 on ability to manage information, technology and human resources as scored by an assessment committee</u></p>	<p>2004 Employer Survey: Management of materials and human resources= 4.25</p> <p>Portfolio evaluation: NUR 490: 95% proficient</p> <p>Portfolio évaluation Spring 2009 demonstrated 88% proficiency with a mean of 3.24 on a 4.0 scale.</p> <p>Portfolio évaluation Spring 2009 revealed</p>	<p>Criteria met in Employer Survey in 2004</p> <p>NUR 490 revised 2004 to strengthen focus on management.</p> <p>Course curriculum revisions for NUR 224 2004-05 FY includes Ergonomics.</p> <p>Spring 2009</p> <p>NUR 490 Nursing Management Analysis of Budget Worksheets (25) were reviewed by Faculty Assessment Committee and revealed that 88% of portfolio inclusions scored were 3 or above on a 1-4 scale which met criteria for proficiency.</p> <p>Spring 2009 NUR 490 Nursing Management was revised and the Budget Worksheet was removed because of irrelevancy to current practice. Budget processes vary so much per institution. Students now interview nurse manager to learn how budget process is handled in their institution.</p>
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		<p>96% proficiency with a mean score of 3.54 on a 4.0 scale.</p>	<p>Assessment Committee reviewed NUR 224 Creative Presentation Spring 2009 and revealed that 96% of portfolio inclusions demonstrated proficiency.</p> <p>Recommendations from Committee include:</p> <ul style="list-style-type: none"> • All members of Project Team should present so all have experience in this area • Develop general criteria for a professional presentation and include in Student Handbook for 2009-2010 • Professional attire should be addressed in these guidelines • Creative Presentation should be in APA format not PPT outline and add this to the Grading Grid • Explore if presentation could be done for RNBSNO on Skype to enhance experience for online students. • Revision Team for NUR 224 will review these suggestions for inclusion in summer 2009 revision of NUR 224.
<p>5. Provide competent nursing care for diverse populations based upon ethical principles and Christian</p>	<p>Mean scores on Employer Survey meet or exceed 4.0 on questions regarding ethics and cultural diversity.</p>	<p>2004 Employer Survey: Ethics = 4.83 Cultural diversity = 4.54</p>	<p>Criteria met in Employer Survey n 2004</p>

<p>accountability. Assessed Spring 2004</p>	<p>Mean scores on Alumni Survey meet or exceed 4.0 on questions regarding ethics.</p> <p>2008 Alumni Surveys will indicate by self report that 80% of sample met or exceeded Program Objective #5 regarding ethics</p> <p>85% of portfolio inclusions for NUR 365 (Ethical analysis paper), NUR 401 (Cultural Assessment) will <u>score at least a 3 on a scale of 1-4 on exhibiting competent nursing care based on ethical principles and Christian accountability as scored by an assessment committee</u></p>	<p>2004 Alumni Survey: ethics and cultural diversity = 4.59</p> <p>2008 Alumni Survey indicated 94.7% of sample (N=75) met or exceeded Program Objective #5 regarding ethics. (Excellent 74.7%, Good 20.0%)</p> <p>Spring, 2004 Portfolio Evaluation: NUR 365 Score: 87% proficient - expectations met. NUR 401 Score: 71% proficient</p>	<p>Criteria met in Alumni Survey in 2004</p> <p>Criteria met in Alumni Survey in 2008</p> <p>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.</p> <p>Spring 2010</p>
<p>6. Demonstrate mastery of the scientific principles underlying technical skills. Assessed Spring 2004</p>	<p>Weekly Pathophysiology Pre/Post Test will demonstrate a 20% increase in knowledge, <u>90% of post test scores will be 70% or above.</u></p> <p>85% of portfolio inclusions for NUR 334 (Health History) will <u>score at least a 3 on a</u></p>	<p>Mean Score increases: Test 1 26.79% Test 2 19.28% Test 3 23.91% Test 4 17.02%</p> <p>Spring 2004 Portfolio Evaluation: NUR334 Score: 67%</p>	<p>Fall 2004 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.</p> <p>NUR 334 – Course revision 2005 with new text to meet needs of a greater</p>

	scale of 1-4 on demonstration of mastery of scientific principles underlying technical skills as scored by an assessment committee	Guidelines need more clarity. Examples limited in number at review.	nursing model emphasis in the curriculum and provide more clarity in instructions and grading grids for health history and final physical exam. Spring 2010
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 <u>score at least a 3 on a scale of 1-4 on demonstration of critical thinking and effective communication as scored by an assessment committee.</u>	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. Spring 2011
8. Display value-based behaviors in the practice of holistic care of individuals, groups, and communities. Assessment Spring 2006	Mean scores on 2004 Alumni Survey will meet or exceed 4.0 on questions regarding value-based behaviors in holistic care. 2008 Alumni Survey will indicate by self report that 80% of sample met or exceeded Program Objective #8 regarding value-based behavior. 85% of portfolio inclusions for NUR 470	2004 Alumni Survey: Value based behaviors in holistic care = 4.33 on a 1-5 scale. 2008 Alumni Survey indicated 97.3% of sample (N=75) met or exceeded Program Objective #8 regarding values-based behavior. (Excellent 76.0%, Good 21.3%)	Criteria met in Alumni Survey in 2004 Criteria met in Alumni Survey in 2008 NUR 470 revised with facilitator instruction to explain assignment and

	<p>(Vulnerability Paper), NUR 332 (Spirituality Paper) and NUR365 (Clarification Values assignment) will <u>score at least a 3 on a scale of 1-4 on display of value-based behaviors</u> as scored by an assessment committee.</p>	<p>Portfolio Evaluation: Spring, 2006 (Core Groups #132-150)</p> <p>NUR 470 76.92% of portfolio inclusions demonstrated proficiency on Vulnerability Paper.</p> <p>NUR 332 50% of portfolio inclusions demonstrated proficiency on Spirituality Paper.</p> <p>NUR 365 80% of portfolio inclusions demonstrated proficiency on Values Clarification Paper.</p>	<p>review Grading Grid before assignment due.</p> <p>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</p> <p>Paper due WS 1. Course revised. Faculty clarifies assignment expectations for students via email prior to class start. Assignment description clarifies World Changer focus.</p> <p>Spring 2011</p>
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Updated 5/2009 Carol Bence

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**College of Adult and Professional Studies
Annual Assessment Report**

Directors will submit a report to the Department Head (Asst. Dean, Dean or Director) for each of their programs by June 1 of each year. After their review, Department Heads will submit these reports to the Associate Dean for Institutional Effectiveness by June 30. Every 5-7 years each program will undergo a complete self-study.

**Program: Liberal Arts and Electives
Director: RB Kuhn**

Academic Year: 08-09

Part 1: Revised Assessment Plan (including data from this year)

Part 2: Changes based on assessment

Change	Assessment Data Used (rationale)
ASGS & BSGS – changed UNV111 course to 1 credit	This brings the course into alignment with the degree programs
BSGS – 9 credits in English/Composition/Speech/Literature (ENG 140 & ENG 141 are required, or the equivalent must be completed with a grade of “C” or better) ENG, COM	Faculty Feedback and Administrative recommendation
BSGS – 3 credit in Math & 3 credits in Science are now required	Faculty Feedback and Administrative recommendation
ASM/ASMO and BSBO – Replaced BIL201 Methods of Bible Study with BIL202 Inductive Bible Study in order to improve and enhance the student preparation for upper level Bible Courses	Student and Faculty feedback from BIL203 Advanced Inductive Bible Study course and upper division Bible courses; recommendation by the Religion Programs Director

UNV111 for ASMO changed to one credit	Adapted to fit with other Associate Degree programs in CAPS
BIL203 and REL232 both modified for more user-friendly format	Feedback of faculty and students; recommendation by the Religion Programs Director
BIL302 adjustments make to course materials to better fit BSBO program expectations	Feedback of faculty and students; recommendation by the Religion Programs Director
UNV111 for ASJO changed to one credit	Adapted to fit with other Associate Degree programs in CAPS
CRJ 281	With the adoption of the new addition of the textbook, we used the opportunity to make changes to assignments based on student and faculty feedback; recommendation by the Criminal Justice Programs Director
CRJ 181	With the adoption of the new addition of the textbook, we used the opportunity to make changes to assignments based on student and faculty feedback; recommendation by the Criminal Justice Programs Director
CRJ 422	With the adoption of the new addition of the textbook, we used the opportunity to make changes to assignments based on student and faculty feedback; recommendation by the Criminal Justice Programs Director
CRJ 424	Based on student and faculty feedback, the initial textbook selected for this class was rejected and a new textbook was found; recommendation by the Criminal Justice Programs Director
CRJ 461	With the adoption of the new addition of the textbook, we used the opportunity to make changes to assignments based on student and faculty feedback; recommendation by the Criminal Justice Programs Director

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

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PROGRAM ASSESSMENT 2008-2009
Graduate Ministries (Chair: Russ Gunsalus)

Goal	Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
<p>1. Students will achieve learning outcomes that enrich their ministries and thus the life of the church</p>	<p>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.</p>	<p>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.</p>	<p style="text-align: center;">Parish Survey: Effective Preaching 74.1% feel that the pastor has become more effective in Preaching. Effective Leadership 83.3% feel that the pastor has become more effective in leadership. Alumni Survey: Prayer: 2007-2008: 94.4% of the students say they pray daily, 5.4% say they pray a couple times a week. 2009: 92.5% daily, and 7.5% a couple times a week. This is a slight decrease, and may be due to the influences cited by Finke and Starke (2000). Church Attendance: 2007-2008: 22.2% attend church each week, 77.8% attend church a couple times a month. 2009: 100% attend church each week. This tells us that students are getting more involved in their churches during our program, probably in volunteer or paid positions. Reading the Bible: 2007-2008: 88.7% read their Bible each week, 9.9% a couple times a month, and 1.4% once a month. 2009: 94.3% read their Bible each week, 5.7% read their Bible a couple times a month, and 0%</p>	<p style="text-align: center;">Parish Survey: Effective Preaching We will foster preaching improvement by redesigning MIN522: The Leadership of Preaching. Effective Leadership We have hit our target with leadership improvement but will continue to seek ways to improve this score beyond 85%. Alumni Survey: Prayer: Research has shown a lessening of prayer and Bible study during ministry preparation (Finke and Starke, 2000). Such a minor decrease between 2007-2008 and 2008-2009 may be acceptable due to an expected downward prognosis. Still, we will continue to seek performance increases in this area. Church Attendance: As noted, the dynamic increase in church attendance may be due to students gaining skills that make them more valuable, and thus employable in either volunteer or paid positions within local congregations. Reading the Bible: As a result of their course</p>

			<p>read their Bible once a month. This may indicate that a result of their MA course of study, students are spending more time reading their Bible. This may be due to course assignments, and thus should be tracked 2-5 years after graduation to ensure lasting changes.</p> <p>Note: Other elements of effectiveness were not tracked in the entrance exam and thus could not be tracked in the 2009 student poll.</p> <p>Selected Student Papers: Three raters of 25 papers tendered the following results: Rater#: Doctrinal Actual & Percentage Leadership Actual & Percentage Rater 1: 18/25 (72%) 24/25 (96%) Rater 2: 20/25 (80%) 22/25 (88%) Rater 3: 22/25 (88%) 22/25 (88%)</p>	<p>work students are increasing in the time they allocate to Bible study. In the future this will be tracked long-term to track continuation of this trend.</p> <p>Selected Student Papers: Improvement in doctrinal areas will be addressed by assessing each doctrinal course offered. Also, the student paper sample was drawn from largely practical courses, and in 2009-2010 sample papers will be selected with an eye to doctrinal and leadership parity.</p>
<p>2. Students will feel enriched and challenged by the courses and the learning environment.</p>	<p>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</p>	<p>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</p>	<p>Alumni Survey: This was not tracked in entrance or previous year's surveys and thus changes could not be measured by yearly surveys. End of Course Survey: This was also not tracked in entrance or previous year's surveys and thus changes could not be measured by yearly surveys.</p>	<p>Alumni Survey: Future MDiv and MA cohorts will be given an Alumni Survey that will track the program's ability to meet the student's needs, the level of spiritual and emotional support the student receives and the level of support for the student within the academic community. End of Course Survey: Future MDiv and MA cohorts will be given an Entrance Survey that will track the</p>

	perplexities that go with ministry; a community that will pray for, understand, challenge, support, and hold them accountable to their calling.	students and staff.		program's ability to meet the student's needs, the level of spiritual and emotional support the student receives and the level of support for the student within the academic community.
3. Enrollment will grow			Measure FTEs: (not possible with non-semester based program) Measure Headcounts: 2007-2008 140.6 2008-2009 123.75	Headcounts: 12 % decrease. This is largely due to the launch of the MDiv program which fell upon an understaffed Admissions Department. Additional staff has been hired for 2009-2010. Also marketing for the MA program was minimal, which has been corrected for 2009-2010.
4. IWUs graduate studies in ministries program will be an alternative to traditional seminary preparation			2009-2010: An Alternative to Seminary. There will be a division of the student body into MA students working in ministry and parachurch organizational structures, and MDiv students working in pastoral roles.	The Seminary at Indiana Wesleyan University will formally divide students into these areas. This will allow courses to be targeted at both emerging constituencies.
5. Graduate studies in ministries will be good stewards of university's financial resources.			2009-2010: Training of Church World Changers: The graduate programs in ministry will continue to train church and parachurch leaders to be world changers.	The Seminary at Indiana Wesleyan University will begin training pastoral leaders, who can make an impact and foster World Changing by developing more effective ministry in an increasingly challenging, multicultural context for ministry.

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Division of Graduate Studies in Nursing Annual Assessment Report

Directors will submit a report to the Department Head (Asst. Dean, Dean or Director) for each of their programs by June 1 of each year. After their review, Department Heads will submit these reports to the Associate Dean for Institutional Effectiveness by June 30. Every 5-7 years each program will undergo a complete self-study.

Program: Pamela Giles

Academic Year: 2008-2009

Director:

Part 1: Revised Assessment Plan (including data from this year)

We are in the process of reviewing and evaluating all graduate nursing majors in preparation for the CCNE site visit in November, 2009. This includes a complete content mapping of all curriculum to ensure alignment with CCNE Standards, AACN Essentials, NONPF Standards, NLN Scope of Practice for Academic Nurse Educators and AONE Competencies, as well as existing program & university objectives.

Part 2: Changes based on assessment

Change	Assessment Data Used (rationale)
Revised graduate nursing admissions process from open enrollment to admissions criteria reviewed by an admissions committee. Areas reviewed are GPA, letters of reference and writing sample.	Enrolled students with writing skills that did not meet graduate level standards. Based our process on best practices.
Adopted the email usage policy currently in place for the traditional campus.	Inappropriate use of IWU email account by IWU student.
Revised Primary Care attendance policy for clinical courses. If a student misses more than one (1) onsite workshop during a clinical course, it will result in a grade of "F" for the course.	Students enrolled in a Primary Care clinical course are held to a more stringent attendance standard due to the nature of the knowledge presented and its relevance to safe advanced nursing practice.

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**College of Adult and Professional Studies
College of Graduate Studies
Annual Assessment Report**

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Program: Graduate Studies in Counseling

Academic Year: 2008-2009

Director: Mark S. Gerig

Part 1: Revised Assessment Plan (including data from this year)

The Division of Graduate Studies in Counseling did not revise their Program Evaluation Plan during the past academic year.

Part 2: Changes based on assessment

Please refer to the 2008-2009 Program Evaluation Grid found on a separate attachment to this email.

Change	Assessment Data Used (rationale)
No changes resulting from assessment results.	

Graduate Counseling 2008-2009 Program Evaluation 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.	a. 100% pass rate on NCE exam (13/13);	2009-2010 na
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. 89.47 (17/19) students scored 2 or above out of 3 on rubric (CNS 507A – Fall 2008)	2009-2010: Increase content of SPSS and statistics concepts in course material/activities
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.	a. 92% of students had 75% or more of clients report positive change on client survey.	
4. Students will demonstrate multicultural awareness in clinical practice.	Students’ post tests on Multicultural Competency Scale show 50% improvement (Multicultural Counseling Course)	a. 31% increase in awareness of cultural background b. 68% increase in ability to identify cultural differences and needs of culturally different c. 57% increase in ability to identify instances of conflict due to cultural differences d. 58 % increase awareness of stereotypes held e. 60% increase in knowledge of sociopolitical influences impacting minorities f. 56% increase in ability to identify ways to become involved with minority persons outside of counseling setting	
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.	a. 2008-2009: All students score 2 or above on a three scale. Of seven categories, students were rated as “high” in four areas(articulate a model; view of truth; understand, respect and work within client’s worldview; ethical practice. Three areas rated as average were: human nature, view of change, understand and appropriately apply methods of integration.	2009-2010: Increase experiential in-class activities – role play, demonstrations, case studies that allow for more hands-on application of integration methods.
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.	(2008-2009: Initial work was done toward constructing an exam to measure specialization competency. But this work was suspended due to: CACREP adoption on student learning outcomes rather than learning objectives; increase in programs suggests to faculty a need for further revision of evaluation plan to adequately measure this program objective.)	2009-2010: Divisional faculty will review and revise entire program evaluation plan to better encompass new programs that do not have clearly differentiated “core” and “specialization” courses.

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

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Annual Survey Reports Summaries

Meeting the needs of our students is one of our most important tasks as a college and university. Therefore, we seek out their input at several important points in their program. Annually, we administer a Student Satisfaction Survey to all CAPS students. Each student receives an Entrance Survey in the first class of their program. Students End-of-Course Surveys includes question about the instructor, the curriculum and general university services (since these are program and course specific, we do not have a summary). The End-of-Program Survey is administered at the end of CAPS Nursing and Business/Management programs. Program directors get results from the End-of-Course and End-of-Program surveys from each cohort. The graduation rate by program is the final report. Annual summaries of these surveys are provided here. The results of the surveys follow the summaries.

1. The **Student Satisfaction Survey** report gives the undergraduate, graduate, and then cumulative scores from the Student Satisfaction Survey. There is significant improvement from last year to this year in all areas. Many areas have remarkable improvement and the college as a whole has consistently improved over the last three years. While there are still opportunities to grow, it is very clear that better meeting our students' needs has been a goal for everyone and that we are making sustained progress toward that end.
2. In the **Entrance Survey** report:
 - a. There appears to be a significant increase in those selecting IWU because of job security and God calling.
 - b. The ASB appears to be increasing while MBA and MED programs are decreasing as a percentage of total program enrollments.
 - c. The **academic reputation** (6.f.) of the university has improved since 00-01 when the mean was 3.88 and now is 4.14 (constant from last year). This is further supported in question 7 (second item) which shows that more students are selecting IWU based on our academic reputation.
 - d. There appears to be an increase in the number of students who have not been recently involved with higher education as indicated in question 11 by the increase in responses for 5-10 years and over 10 years since taking a college course. This may be a consequence of more people either leaving the job market or needing to upgrade their qualifications because of the recession.
 - e. Baptists and Roman Catholic remain the dominate student denominations
3. The **End-of-Program Survey** shows that our graduates are satisfied with their educational experience. They are particularly satisfied with the convenience of the program (registration and program length) and appreciate the helpfulness of faculty and faith component of the curriculum.
 - a. Although the positive responses remain the same, there is a significant, although small in number of students, increase in the "Very dissatisfied" and "No, Definitely not" response percentages for questions 5. (Program satisfaction), 6. (Would you do it again?), and 7. (Recommend to a friend?).
 - b. The results of questions 8 and 9, although unchanged from last year, could be viewed as not particularly impressive for a Christ-centered university that seeks to enhance the spiritual experience and faith of its students.

- c. Question 11 results seem to tell us that our faculty and other students have the most impact on our students' spiritual growth, even more than our SpiritCare Program or Chaplains.
- d. Considering the results of question 12 and 13 (frequency of prayer and Church attendance), there has been a decrease in both categories when comparing last year's data. In other words, there is a decrease in our graduates that regularly pray and attend Church. **There is a significant increase in the number of our graduates that rarely or never attend Church.**
- e. It is insightful to compare these results with the Entrance Survey. For instance,
 - 1. When you compare the results of question 6 on the Entrance Survey with the comparable items in question 3, one can see that the reasons that people selected our programs are reinforced or confirmed after they complete their programs.
 - 2. When comparing the gender ratios it appears that **men are more likely to persist to graduation** (32.9% at Entrance versus 40.3% at End-of-Program for males).
 - 3. By comparing results from questions 14 and 15 on the Entrance Survey with questions 12 and 13 on the End-of-Program it appears that **we have little positive influence on the 90%+ Christians** in our program in terms of how often they pray or go to church. However, for those students indicating on the Entrance Survey (12.) that they seldom or never pray (13.3%), **we appear to have a positive influence** since that number diminishes (11.4%) in the End of Program Survey.

4. Graduation Statistics Summary:

Most adult/graduate schools find it very difficult to track such graduation rates because adult students are not following prescribed programs like traditional students. Obviously, our cohort model provides us with the ability to track them but we still have difficulty accounting for students who drop out of one cohort and then back into a later cohort or shift between online and onsite programs. Student Services does an excellent job in providing this data given those challenges. Some observations:

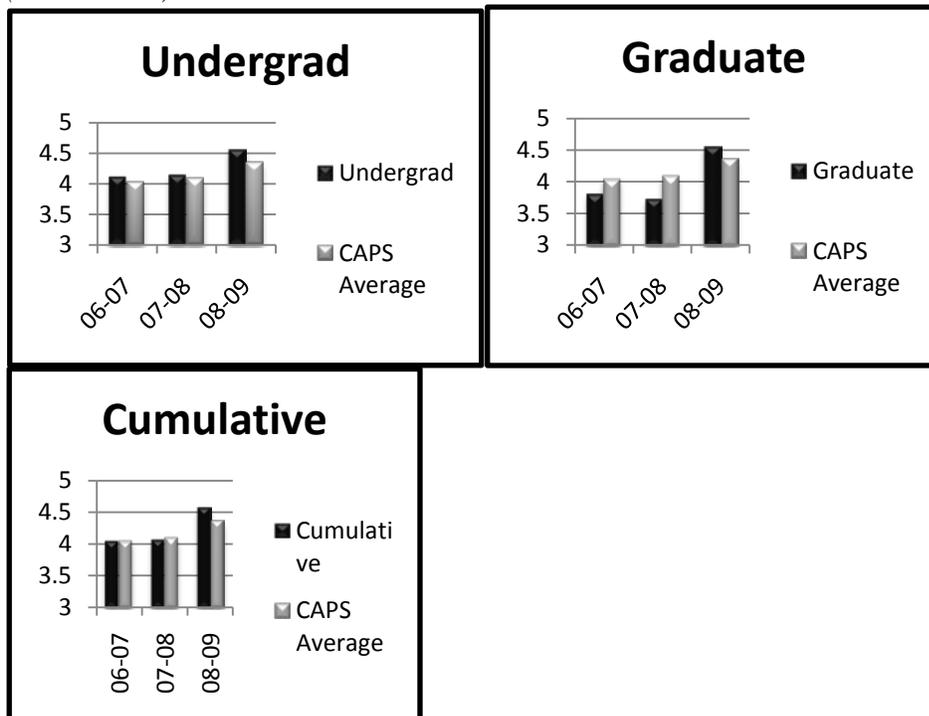
- a. Overall, our graduate programs are doing exceptionally well considering that nationally graduate programs only have an estimated graduation rate of somewhere near 50%;
- b. While our associates programs have a low graduation rate, approximately 12% transfer over to a bachelors program and are considered as non-graduates;
- c. If you removed the 12% of associate program transfers from our bachelors programs and added them back into the associates, the graduation rates would be similar (50-60%);
- d. Generally, our online programs have a lower graduation rate although in 2009 some programs made dramatic improvements (for example, MEDO increased to over 90%);
- e. Although we do not have the data, experience tells us that, since most of our online students are in the three-state area, some drop into an onsite programs if they find that online is suited to them; and
- f. Since the graduation rate is cumulative, year-to-year changes tend to be smoothed over and not noticeable.

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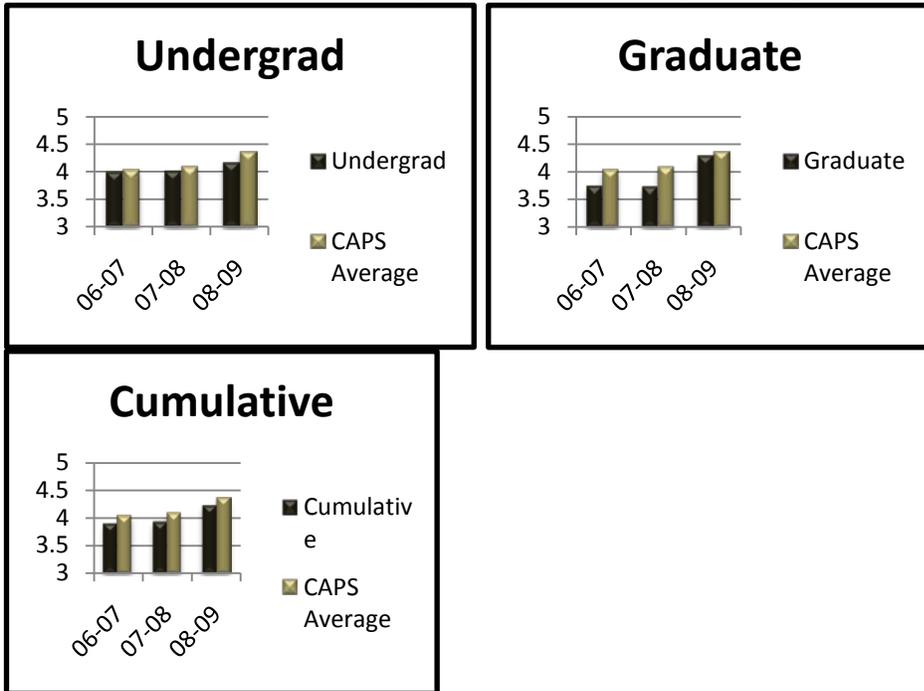
Student Satisfaction Survey Results

This report contains a graphical data analysis of the results to the survey titled *Student Satisfaction Survey*. The results analysis includes data from all respondents who took the survey in the 183 day period from Monday, October 13, 2008 to Tuesday, April 14, 2009. Out of 11,173 surveys that were sent to student email accounts, 3,047 completed responses were received during this time. This indicates a 27% return rate for the *Student Satisfaction Survey*.

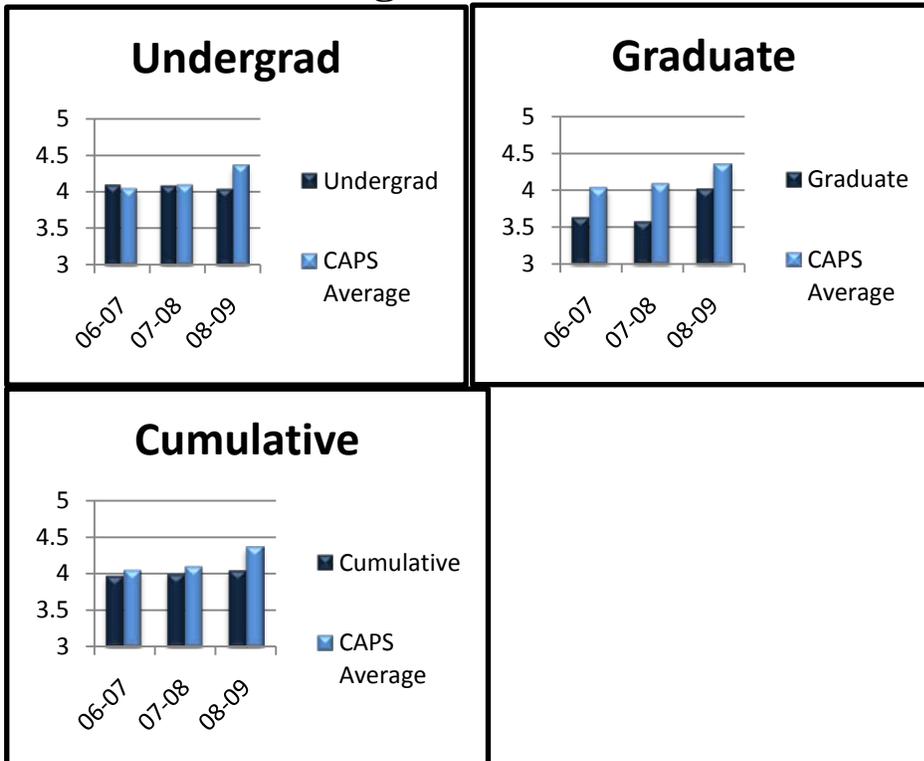
Enrollment Services *How satisfied are you with the following? Enrollment Services (Admissions)*



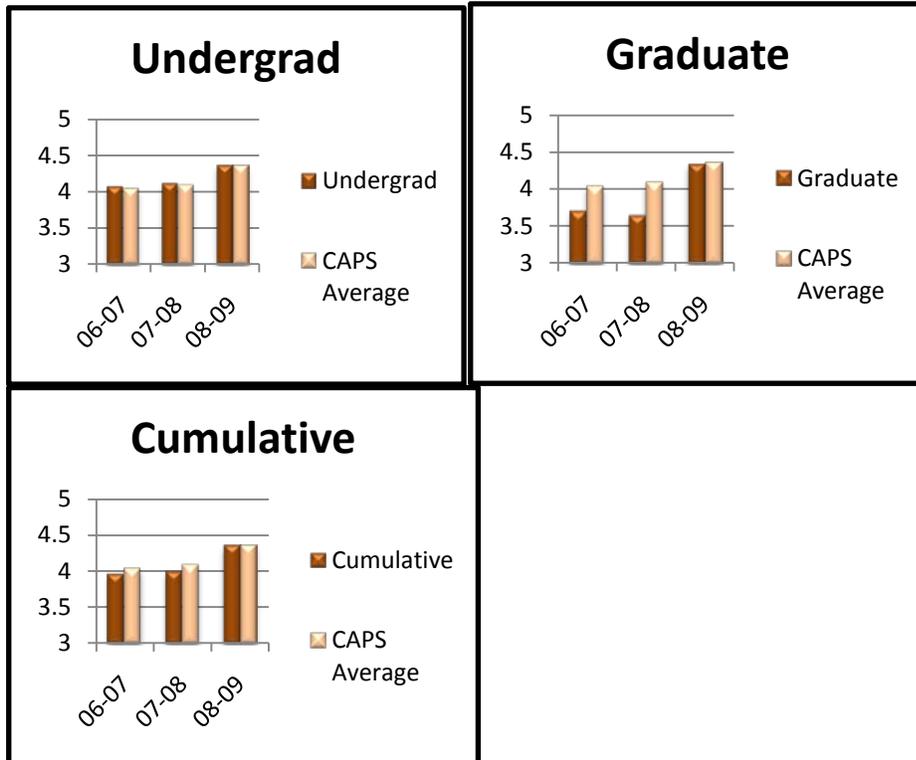
Financial Aid *How satisfied are you with the following? Financial Aid Office*



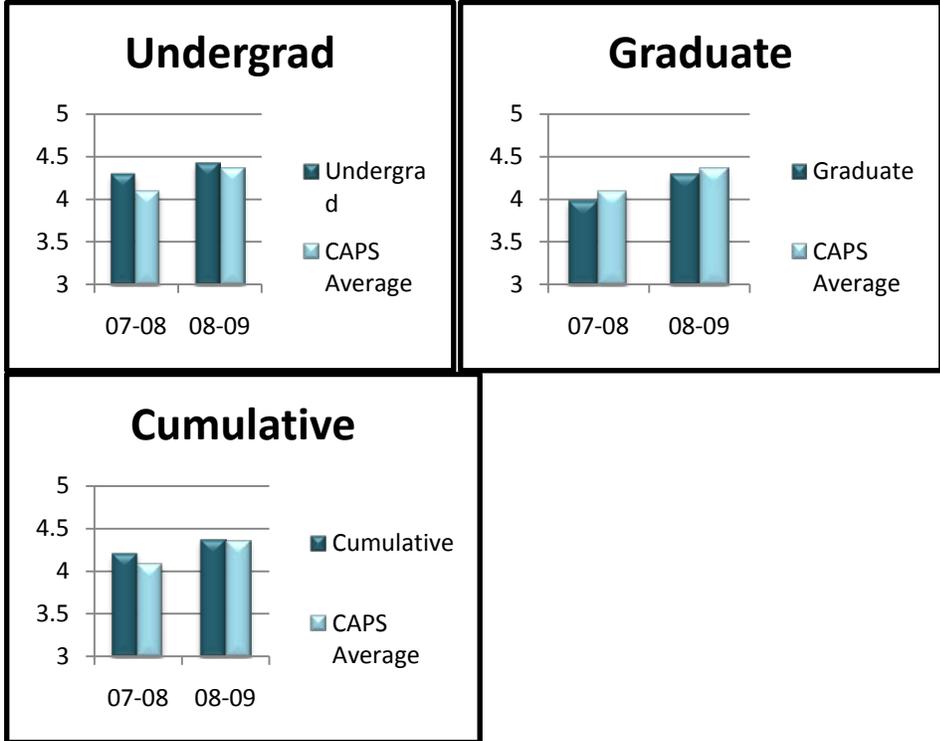
Academic Advising *How satisfied are you with the following? Academic Advising*



Records *How satisfied are you with the following? Registration and Records*

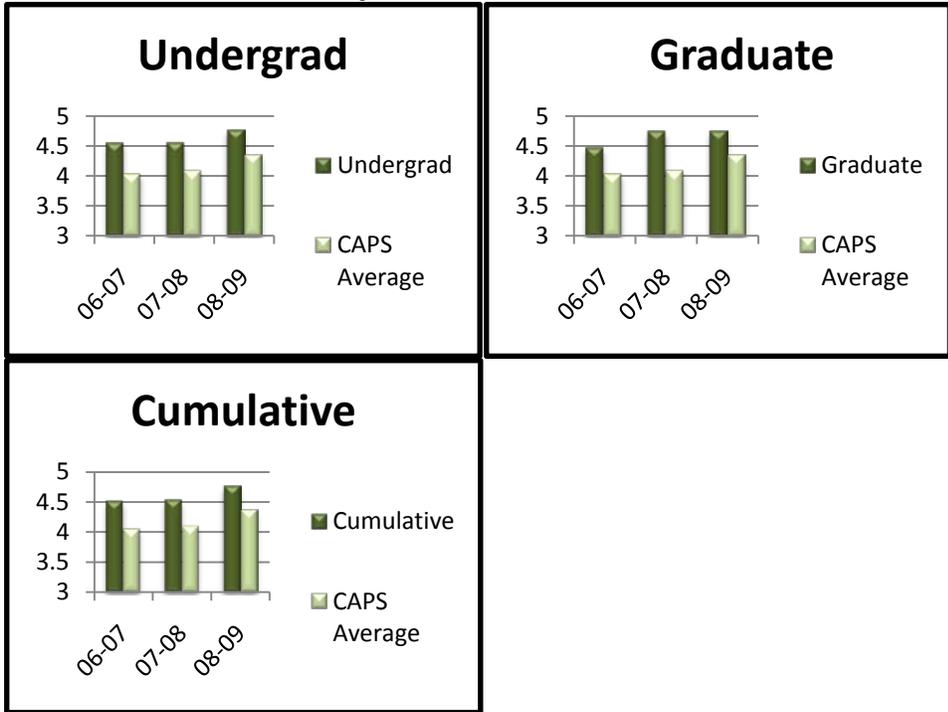


Facilities *How satisfied are you with the following? Classroom and facilities**

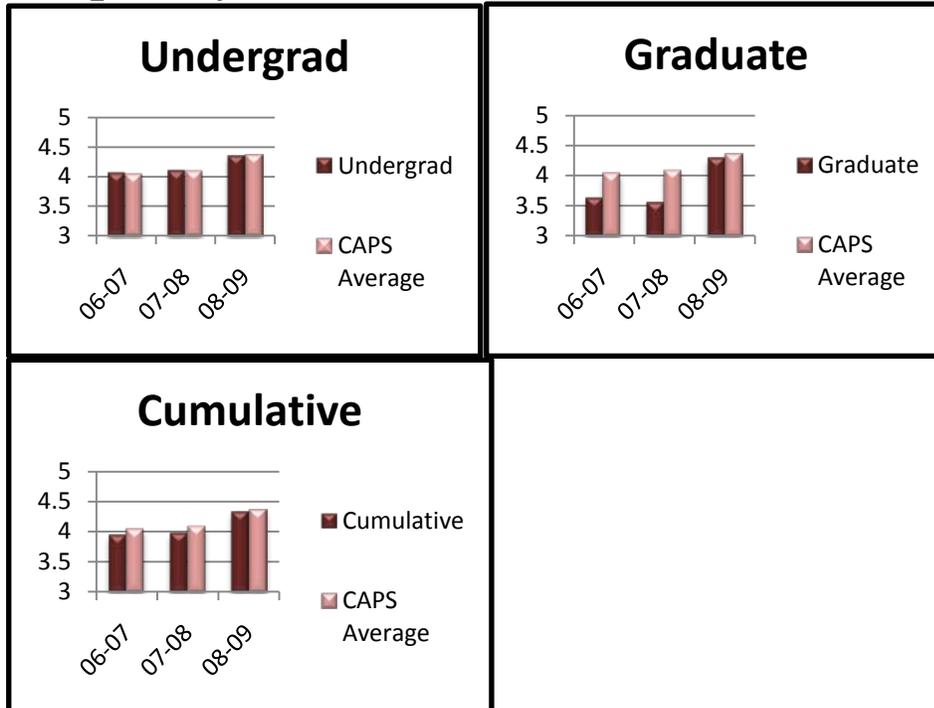


*The 'facilities' question was not asked in the 06-07 survey

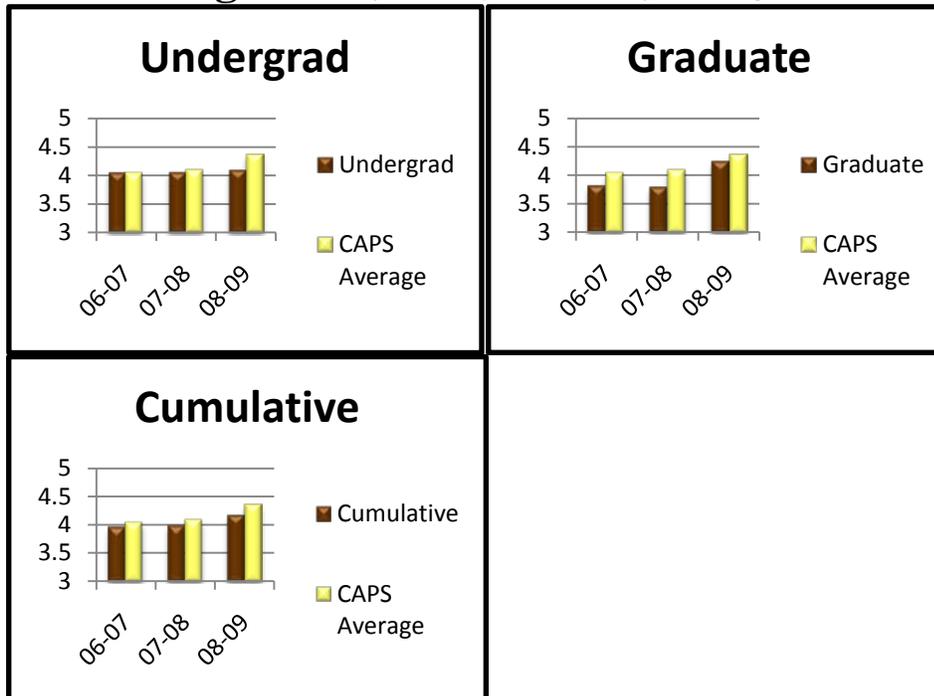
Textbook Delivery *How satisfied are you with the following? Textbook delivery*



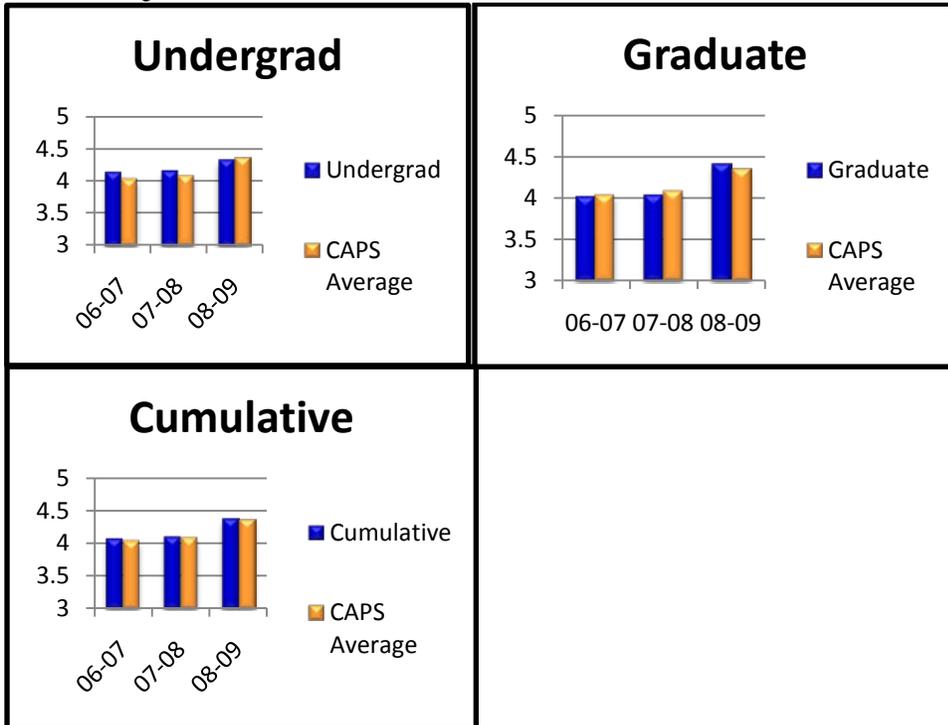
Chaplaincy *How satisfied are you with the following? SpiritCare and Chaplaincy program*



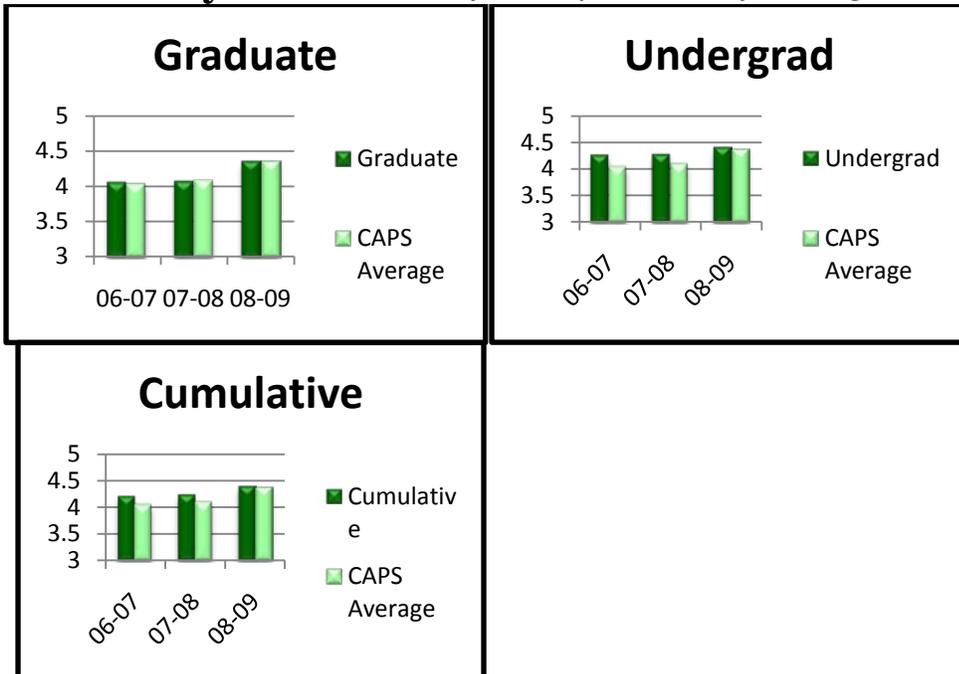
Accounting *How satisfied are you with the following? Student billing and accounts*



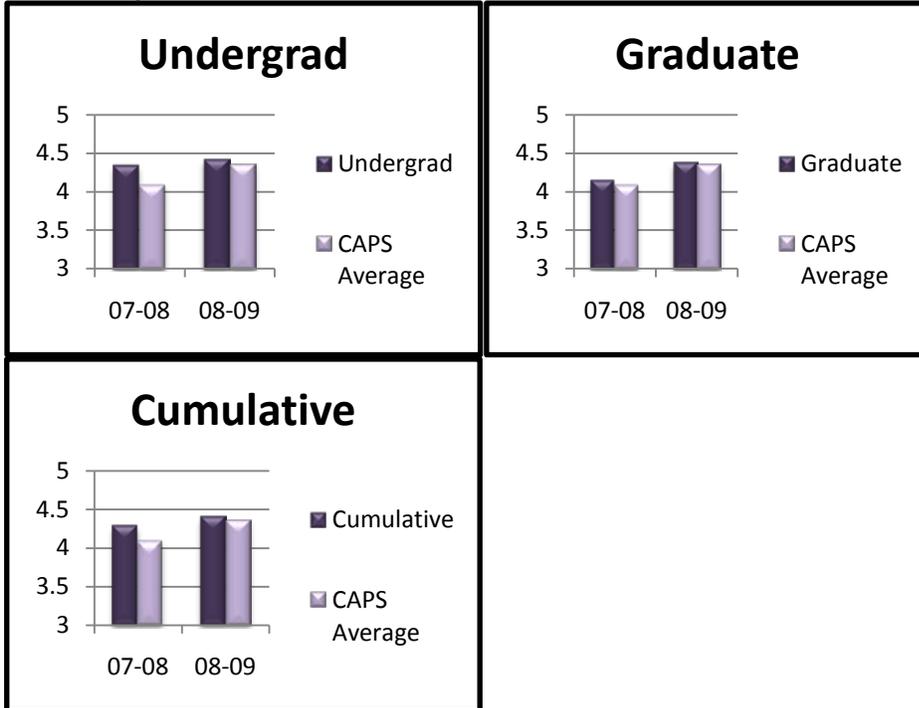
Library Services *How satisfied are you with the following? Library Services*



University Staff *How satisfied are you with the following? University staff*



Facility Staff *How satisfied are you with the following? Facility staff**



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

Eve Grant
 Assessment Specialist
 08/26/2009

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ENTRANCE SURVEY ANNUAL REPORT

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1. Where do you take your class?

	N	%
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

N	%
66	2.1
1,062	34.1
253	8.1
163	5.2
1	0.0
169	5.4
1,164	37.4
86	2.8
151	4.8
3,115	100.0

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

	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		

N	Mean	Std. Dev.
3,149	4.43	0.866
3,142	4.13	1.035
3,099	3.26	1.425
3,130	4.42	0.929
3,136	4.56	0.707
3,116	3.92	1.003
3,117	3.96	1.136
3,106	4.03	1.115
3,010		

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

N	%
981	31.1
638	20.2
1,312	41.6
94	3.0
90	2.9
36	1.1
3,152	100.0

07-08

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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
Bridge Courses		
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
CBE		
Other	27	0.6
Total	4,407	100.0
Not Specified	7	
Missing System	18	
Total	4,432	

N	%
58	1.8
555	17.5
45	1.4
25	0.8
9	0.3
24	0.8
75	2.4
124	3.9
62	2.0
2	0.1
24	0.8
335	10.6
36	1.1
18	0.6
94	3.0
25	0.8
4	0.1
442	13.9
266	8.4
201	6.3
54	1.7
524	16.5
11	0.3
113	3.6
8	0.3
41	1.3
3,175	100.0
4	
3,179	

07-08

08-09

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

	N	Mean	Std. Dev.	N	Mean	Std. Dev.
6a. Convenience.	4,389	4.60	0.669	3,142	4.53	0.729
6b. Location	4,367	4.07	1.217	3,117	4.06	1.173
6c. Acceptance of previous college credits.	4,327	3.63	1.454	3,105	3.58	1.454
6d. Compatible with personal schedule.	4,361	4.73	0.539	3,119	4.69	0.592
6e. Program specifically designed for the adult student.	4,380	4.45	0.857	3,121	4.43	0.880
6f. Academic reputation of IWU.	4,355	4.14	0.864	3,106	4.14	0.877
6g. Opportunity for faster degree completion.	4,378	4.43	0.804	3,120	4.39	0.827
6h. Like the format of the program.	4,355	4.33	0.767	3,127	4.31	0.798
6i. Christian world view.	4,369	4.03	1.106	3,123	4.02	1.130
6j. Employer reimbursement.	4,330	2.84	1.632	3,073	2.87	1.641
Valid N (listwise)	4,144			2,923		

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

	N	%	N	%
Convenience	2,909	66.2	1,936	61.5
Academic reputation	581	13.2	507	16.1
Christian world view	750	17.1	559	17.8
Affordability	157	3.6	144	4.6
God Calling				
Total	4,397	100.0	3,146	100.0
Missing System	35		33	
Total	4,432		3,179	

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

	N	Mean	Std. Dev.	N	Mean	Std. Dev.
8a. Current student(s).	4,289	2.67	1.643	3,055	2.69	1.631
8b. Former student(s).	4,273	2.84	1.637	3,063	2.90	1.625
8c. Employer.	4,240	2.25	1.435	3,020	2.29	1.449
8d. IWU Faculty member.	4,217	2.30	1.441	3,031	2.37	1.474
8e. IWU Staff or administrator.	4,247	2.60	1.496	3,029	2.67	1.518
Valid N (listwise)	4,125			2,952		

07-08**08-09****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	

N	%
1,039	32.9
2,120	67.1
3,159	100.0
20	
3,179	

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
American Indian		
Native American	5	0.1
Other	28	0.6
Total	4,394	100.0
Missing System	38	
Total	4,432	

N	%
37	1.2
548	17.5
25	0.8
2,392	76.3
74	2.4
39	1.2
1	0.0
21	0.7
3,137	100.0
42	
3,179	

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	

N	%
175	5.5
815	25.8
662	20.9
458	14.5
462	14.6
593	18.7
3,165	100.0
14	
3,179	

07-08**08-09****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

N	%
134	4.5
576	19.2
657	21.9
663	22.1
444	14.8
521	17.4
2,995	100.0

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	

N	%
2,907	93.4
95	3.1
110	3.5
3,112	100.0
67	
3,179	

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	

N	%
1,815	59.0
665	21.6
188	6.1
360	11.7
47	1.5
3,075	100.0
104	
3,179	

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

N	%
1,297	42.6
467	15.3
168	5.5
595	19.5
520	17.1
3,047	100.0

Missing System	127	
Total	4,432	

132	
3,179	

07-08**08-09****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 Religion	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

N	%
12	0.4
32	1.1
31	1.0
529	17.4
9	0.3
16	0.5
28	0.9
722	23.8
14	0.5
99	3.3
58	1.9
32	1.1
21	0.7
3	0.1
21	0.7
9	0.3
2	0.1
11	0.4
8	0.3
12	0.4
134	4.4
4	0.1
15	0.5
9	0.3
50	1.6
190	6.3
9	0.3
77	2.5
70	2.3
470	15.5
16	0.5
8	0.3
223	7.4

Wesleyan	79	1.9
Wiccan/Witch	3	0.1
Word of Faith	2	0.0
None	5	0.1

67	2.2
2	0.1
3	0.1
17	0.6

16. With what denomination/religion do you identify?(cont)

07-08

	N	%
Total	4,268	100.0
Missing System	164	
Total	4,432	

08-09

N	%
3,034	100.0
145	
3,179	

Eve Grant, Assessment Specialist, 08/28/2009

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END-OF-PROGRAM SURVEY ANNUAL REPORT

07-08

08-09

1. What is your age?

	N	%
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	

N	%
39	4.9
293	36.6
285	35.6
167	20.9
16	2.0
800	100.0
31	
831	

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	

N	%
311	40.3
461	59.7
772	100.0
59	
831	

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

	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		

N	Mean	Std. Dev.
826	4.69	0.680
827	4.82	0.479
825	4.21	0.906
822	3.92	1.454
823	4.35	1.097
826	4.06	1.059
819	3.72	1.295
823	4.47	0.861
820	3.76	1.182
826	3.95	1.228
798		

07-08**08-09**

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

	N	Mean	Std. Dev.	N	Mean	Std. Dev.
4a. Program length.	1,568	4.46	0.645	822	4.45	0.668
4b. Quality of instruction.	1,567	4.22	0.799	821	4.23	0.799
4c. Quality of overall course content.	1,564	4.26	0.758	823	4.28	0.734
4d. Interaction opportunities with faculty.	1,563	4.24	0.804	822	4.19	0.804
4e. Helpfulness of faculty.	1,563	4.32	0.766	821	4.30	0.739
4f. Registration procedures.	1,565	4.31	0.758	821	4.33	0.791
4g. Fairness of grading.	1,564	4.34	0.786	821	4.36	0.740
4h. Clarity of degree requirements.	1,561	4.38	0.780	821	4.43	0.724
4i. Accessibility of Academic advising.	1,553	3.99	1.020	815	3.98	0.990
4j. Quality of Academic advising.	1,550	3.97	1.020	812	3.96	1.008
4k. Effectiveness of project teams.	1,559	3.93	1.101	821	3.91	1.069
4l. Accessibility of Chaplain.	1,550	3.93	0.906	808	3.87	0.888
4m. Helpfulness of Chaplain.	1,546	3.92	0.911	808	3.83	0.897
4n. Spiritual emphasis of curriculum and faculty.	1,552	4.31	0.773	821	4.27	0.758
4o. Quality of Financial Aid services.	1,541	3.95	0.978	811	3.95	1.002
4p. Quality of Off Campus Library Services.	1,553	4.02	0.923	821	4.10	0.891
Valid N (listwise)	1,447			762		

5. How satisfied were you with the program?

	N	%	N	%
Very dissatisfied	4	0.3	10	1.2
Dissatisfied	23	1.5	18	2.2
Neutral	84	5.4	36	4.4
Satisfied	530	34.3	272	32.9
Very satisfied	903	58.5	490	59.3
Total	1,544	100.0	826	100.0
Missing System	31		5	
Total	1,575		831	

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

07-08

N	%
18	2.2
30	3.6
32	3.9
177	21.5
568	68.8
825	100.0

08-09

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	

N	%
16	1.9
21	2.6
40	4.9
165	20.0
581	70.6
823	100.0
8	
831	

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	

N	%
219	26.6
337	40.9
267	32.4
823	100.0
8	
831	

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	

N	%
11	1.4
367	45.3
432	53.3
810	100.0
21	
831	

10. As a result of your experience with IWU, how have the following relationships changed?(5=greatly improved, 4=somewhat improved, 3=stayed the same, 2=somewhat declined, 1=greatly declined)

	N	Mean	Std. Dev.	N	Mean	Std. Dev.
10a. With Jesus Christ changed?	1,529	3.97	0.822	820	3.95	0.822
10b. With your family changed?	1,530	3.77	0.896	820	3.74	0.895
10c. With your friends changed?	1,526	3.70	0.897	821	3.69	0.911
10d. With people most unlike yourself changed?	1,524	3.85	0.788	815	3.86	0.792
10e. With yourself changed?	1,528	4.08	0.822	817	4.08	0.851
Valid N (listwise)	1,513			811		

07-08

08-09

11. How have the following elements of IWU academic programs influenced your spiritual growth?(3=strongly affected, 2=somewhat affected, 1=no affect)

	N	Mean	Std. Dev.	N	Mean	Std. Dev.
11a. IWU faculty?	1,512	2.13	0.707	811	2.10	0.711
11b. IWU Chaplains?	1,495	1.80	0.764	801	1.71	0.740
11c. Your fellow students?	1,503	2.01	0.744	812	2.01	0.725
11d. The SpiritCare Videos (if applicable)?	1,309	1.62	0.709	711	1.63	0.718
11e. Other IWU staff?	1,443	1.71	0.730	782	1.65	0.717
11f. IWU curriculum (texts, modules, etc.)?	1,489	1.98	0.704	799	2.00	0.706
Valid N (listwise)	1,287			695		

12. How often do you pray?

	N	%	N	%
At least daily	953	62.7	472	58.2
A couple times a week	346	22.8	192	23.7
Once a week	83	5.5	55	6.8
Seldom	104	6.8	72	8.9
Never	34	2.2	20	2.5
Total	1,520	100.0	811	100.0
Missing System	55		20	
Total	1,575		831	

13. How often do you attend church?

	N	%	N	%
Once a week	707	47.5	337	42.0
A couple times a month	229	15.4	125	15.6

Once a month	87	5.8	66	8.2
A couple times a year	259	17.4	132	16.5
Rarely or never	207	13.9	142	17.7
Total	1,489	100.0	802	100.0
Missing System	86		29	
Total	1,575		831	

Eve Grant, Assessment Specialist, 08/28/2009

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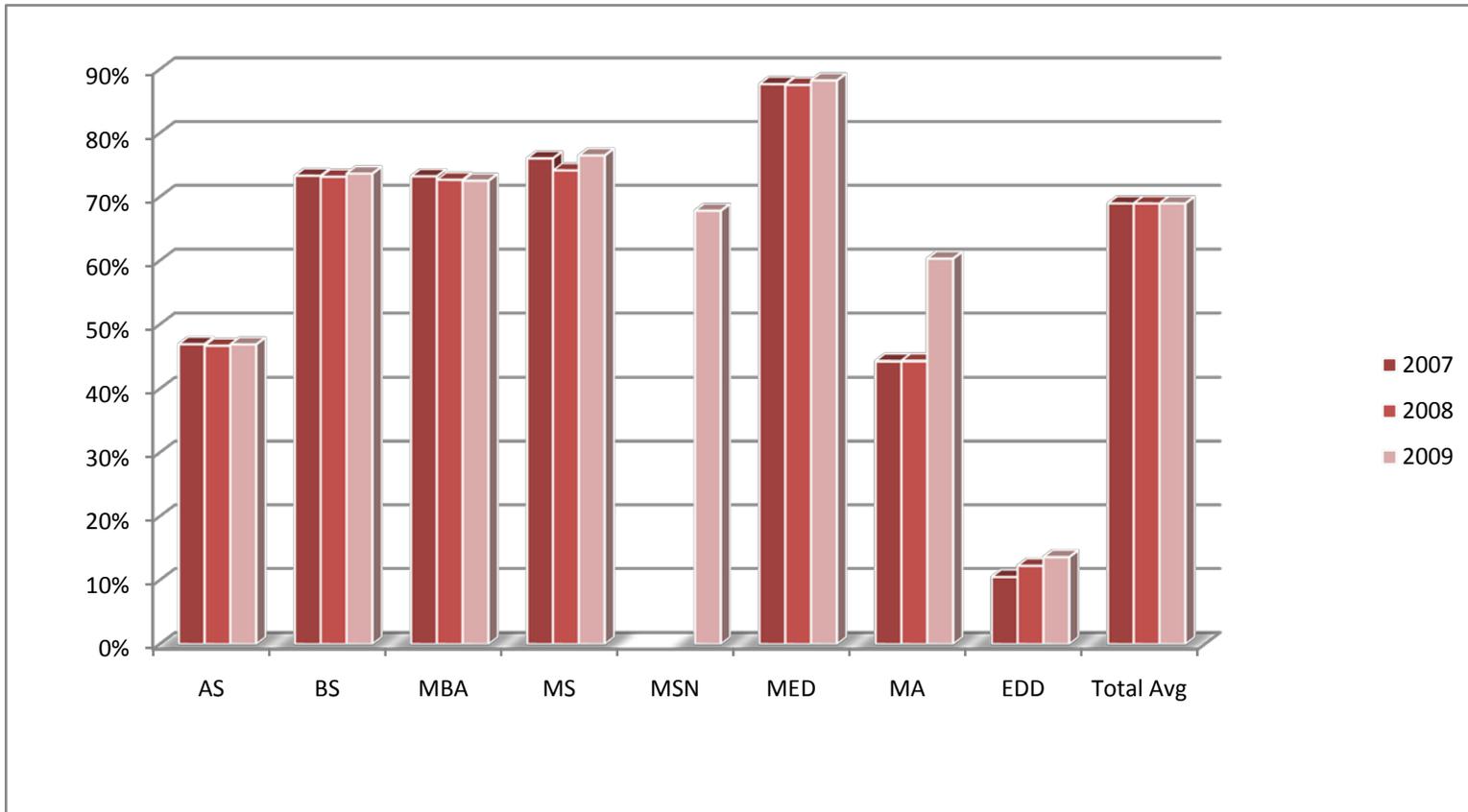
Graduation Rate Summary

1997-2009

PROGRAM	COHORTS	STARTS	GRAD	PERCENT	ADD'L	TOTAL GRADS	PERCENT
MBA	353	6062	4153	69%	430	4583	76%
MBAOL	106	1431	666	47%	222	888	62%
MBAX	22	122	41	34%	18	59	48%
MSM	165	2577	1971	76%	140	2111	82%
MSMO	59	829	399	48%	94	493	59%
MSME	1	8	8	100%	0	8	100%
MED	318	5361	4641	87%	350	4991	93%
MEDOL	131	1799	1055	59%	268	1323	74%
MEDC	2	25	14	56%	4	18	72%
CHN	4	40	29	73%	5	34	85%
PYC	26	377	221	59%	43	264	70%
NURA	3	16	10	63%	5	15	94%
NURE	3	22	6	27%	7	13	59%
NRAO	9	80	28	35%	17	45	56%
NREO	12	130	47	36%	34	81	62%
MML	7	61	7	11%	19	26	43%
MMLO	12	153	45	29%	39	84	55%
MYMO	6	56	17	30%	11	28	50%
TOTAL	1239	19149	13358	70%	1706	15064	79%

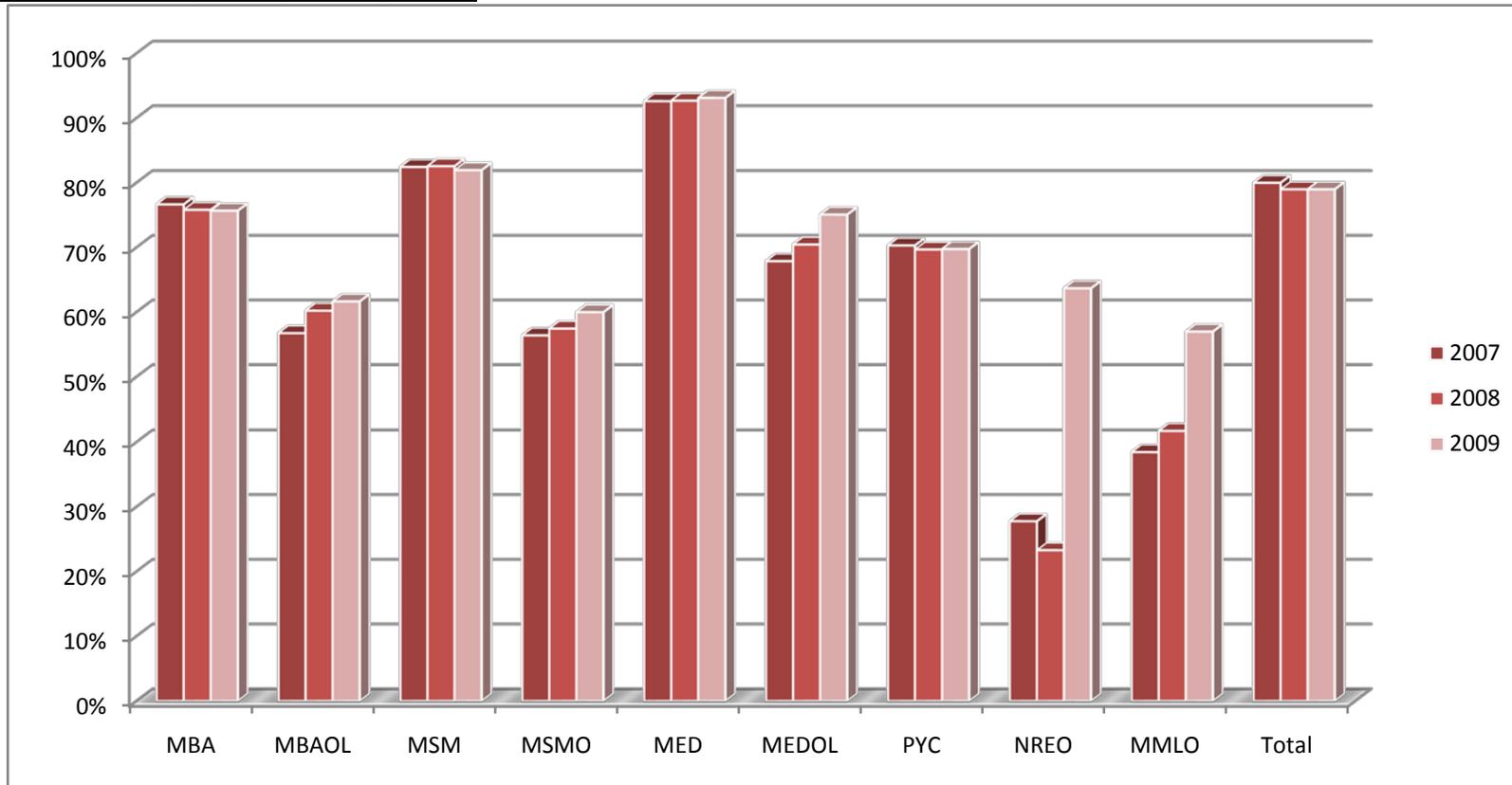
All Degrees

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

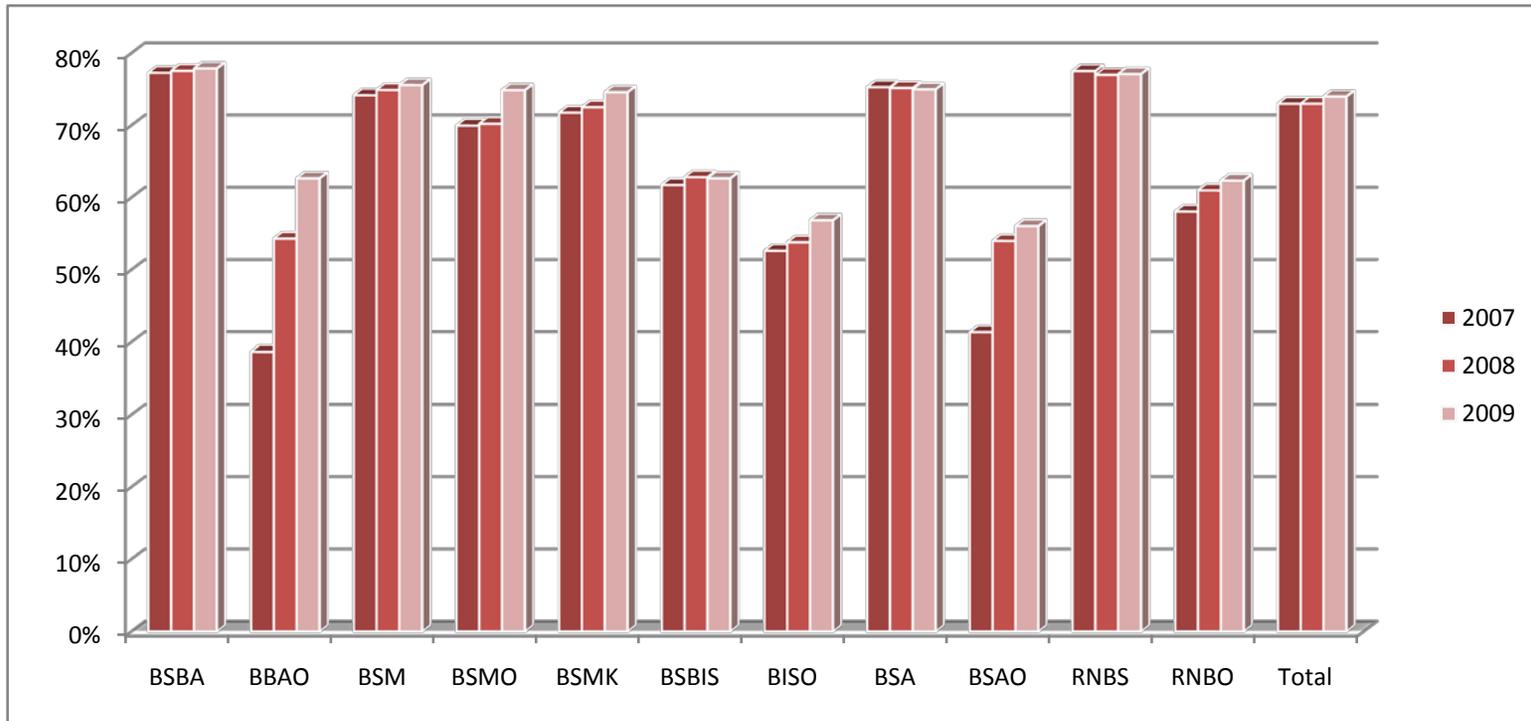


Masters Degrees

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

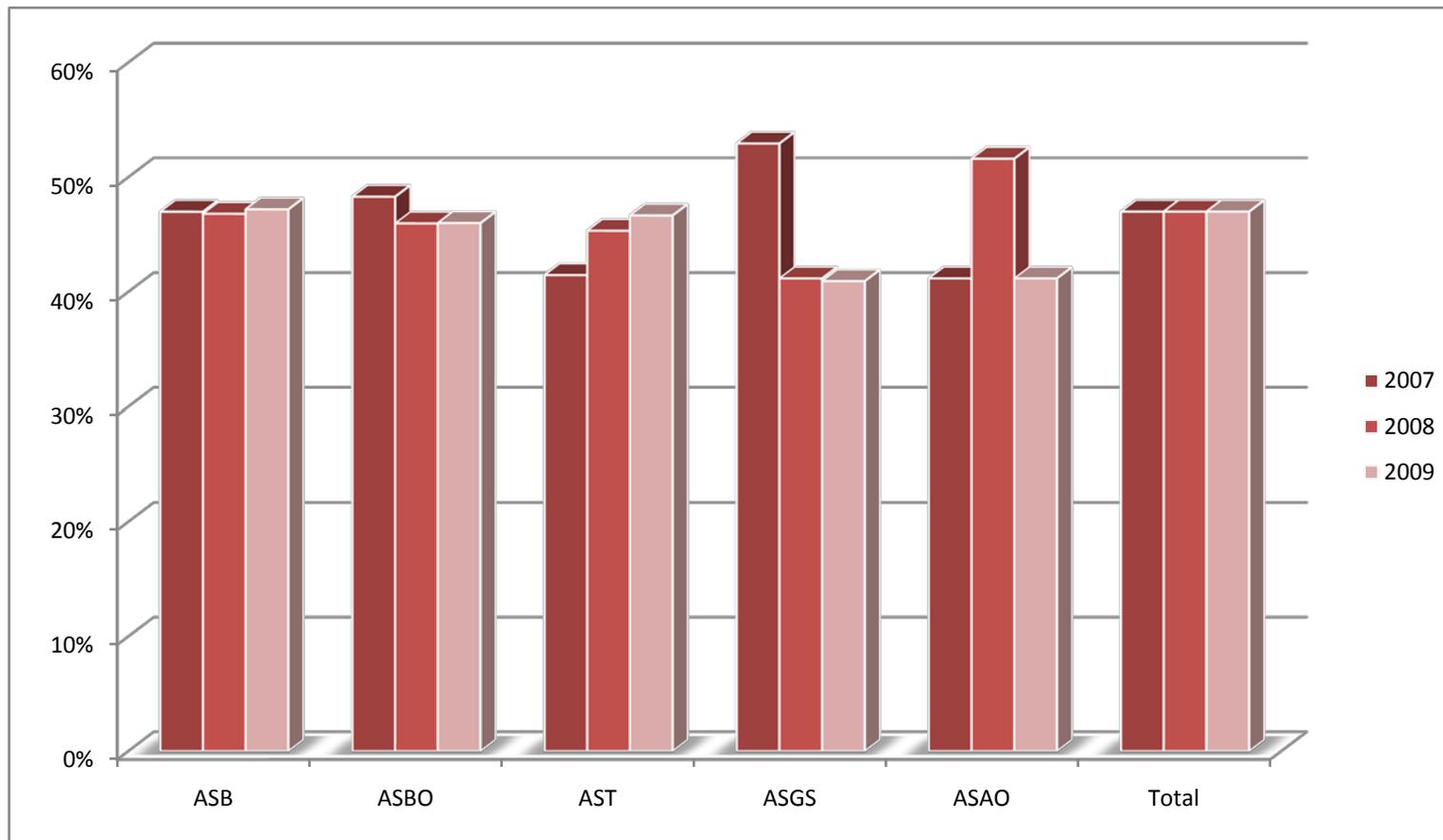


Bachelors Degrees			
	2007	2008	2009
BSBA	77%	78%	78%
BBAO	39%	54%	63%
BSM	74%	75%	76%
BSMO	70%	70%	75%
BSMK	72%	73%	75%
BSBIS	62%	63%	63%
BISO	53%	54%	57%
BSA	75%	75%	75%
BSAO	41%	54%	56%
RNBS	78%	77%	77%
RNBO	58%	61%	62%
Total	73%	73%	74%



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

The total percentage of students who either received the Associates or started a Bachelors program is 58.6%



SPIRITUAL TRANSFORMATION INVENTORY

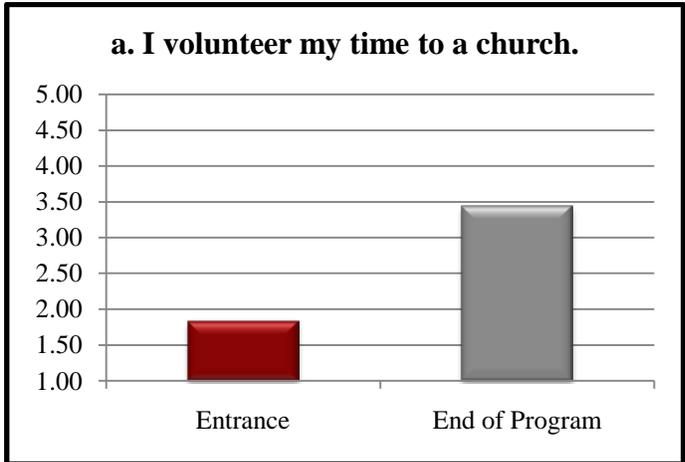
ENTRANCE and END OF PROGRAM 2008-2009

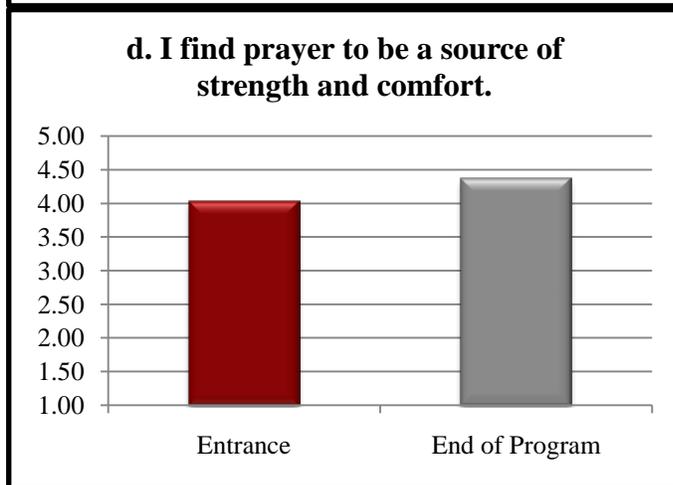
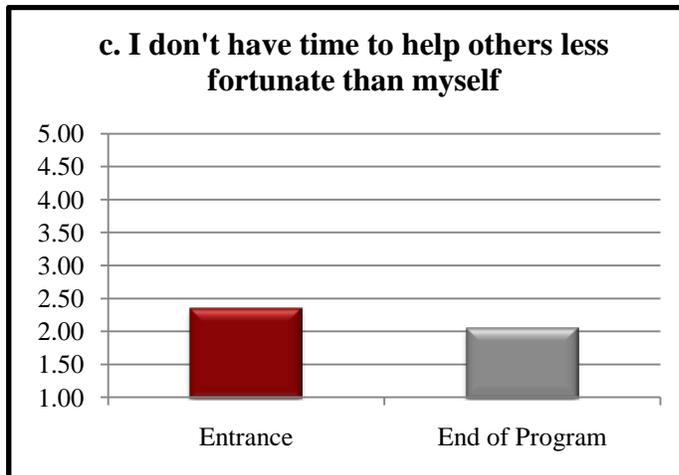
9 Questions were asked on each survey

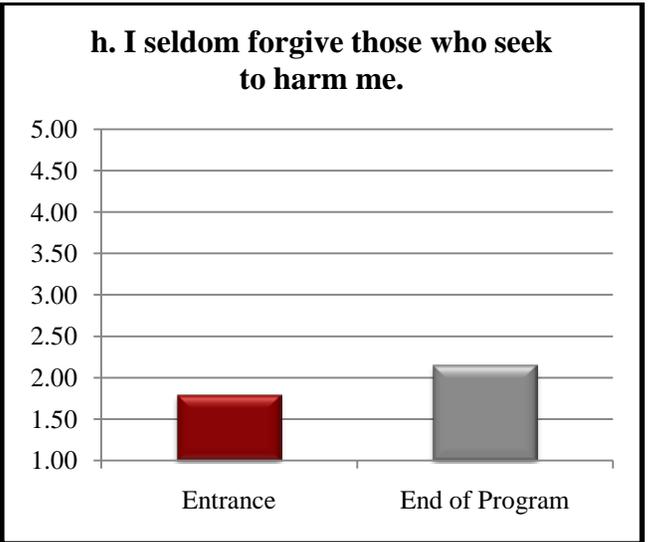
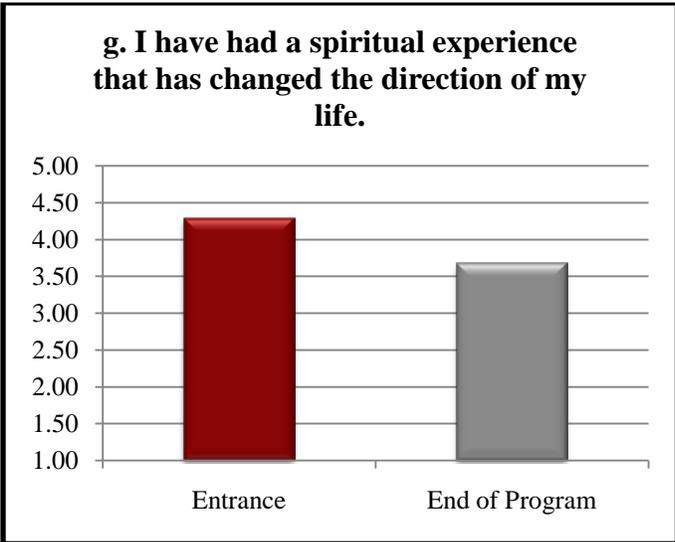
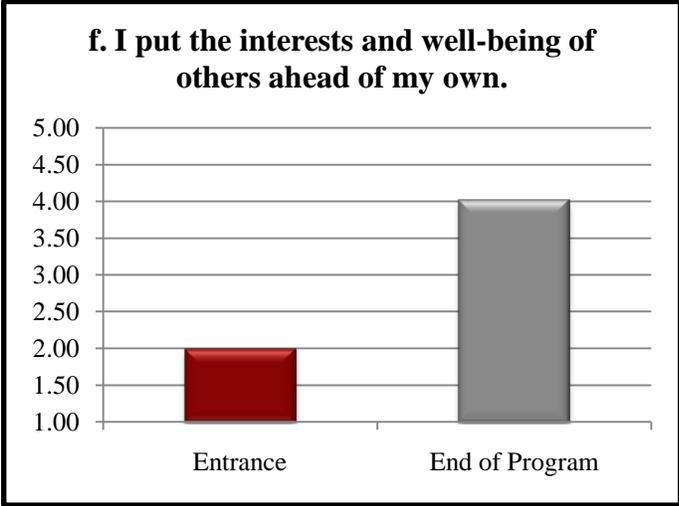
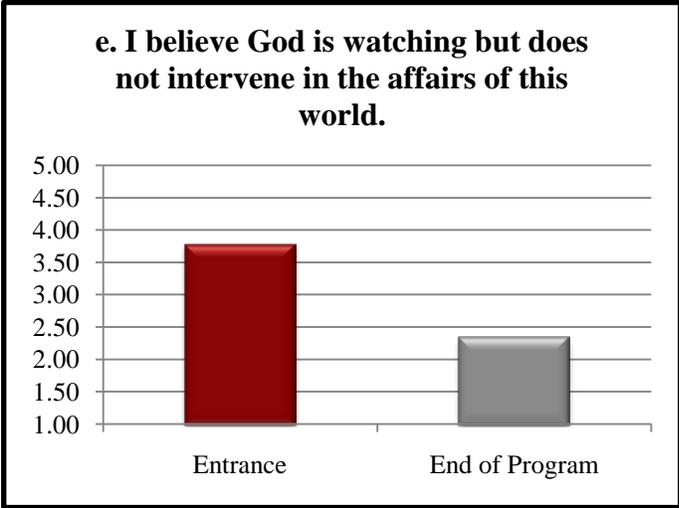
Sample Size: Entrance Survey—820, End-of-Program—1300

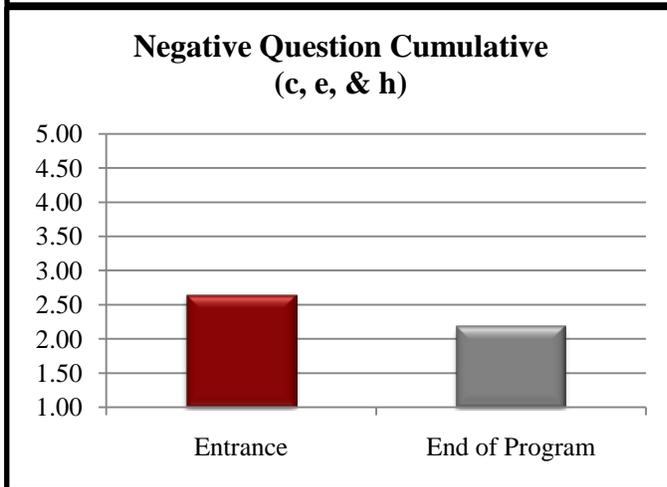
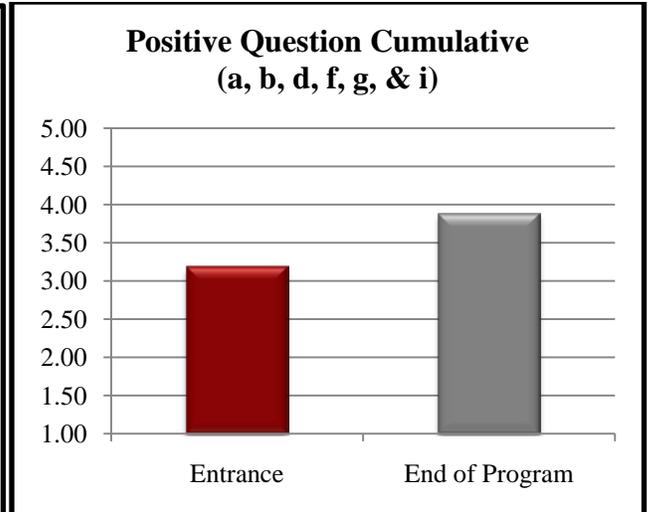
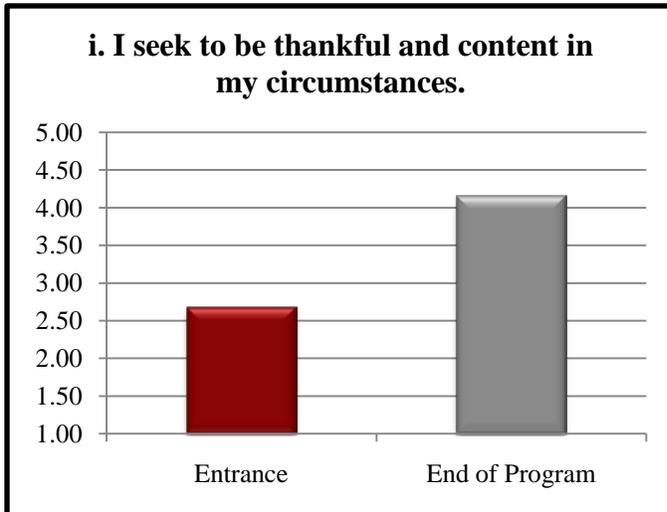
Scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree

Entrance ■
End of Program ■









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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)	2007: Bachelor graduation rate is at 73% 2008: Bachelor graduation rate: 73%	Advisors will continue to identify ways to proactively connect with students in order to ensure timely graduation. Plan to revise “Degree Completion Resource Guide” to make graduation requirements clearer
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 2008-09 Undergrad EOPS Accessibility 4.07 Quality 4.05	Added an additional Academic Advisor to lower Advisor/Student ratio Updated student portal pages to promote more ready access to Advisors. Clarified and promoted increased focus on Academic Advisor accessibility and responsiveness via statement of “Best Practices and Quality Standards.”

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PROGRAM ASSESSMENT

Chaplaincy

Objective	Assessment Criteria & Procedures	Assessment Results	Use of the Results
1. Presentation of the Plan of Salvation to all students.	Decide best time for implementation during respective degree programs.	2008 - 2009	Monitor world changer initiative and the effectiveness. Faculty Development Sessions held Fall 2008 and Spring 2009 to examine the question regarding how to implement the Gospel Plan of Salvation in the adult learner classroom. No decision made but continuing to investigate.
2. E-devotionals to students	Monthly reporting will indicated the number of chaplains participating and the amount of time involved.	2008-2009	Encourage electronic personal contact with students in between physical class room presentations. We have six chaplains participating in monthly e-devotionals. At least 1000 students are receiving these e-devotionals (through self-subscription).
3. Increased classroom visits by site chaplains.	Report monthly. Compare annual visits totals with previous years. Student Satisfaction survey. Adjunct surveys.	2008-09	Heightened awareness to students of chaplain's support, encouragement and counsel. Have changed the number of scheduled classroom devotional presentations from 3-5 to 5-8 visits during the cohort program.
4. Pilot online chaplain to OL students	Track contacts and responses monthly in reports. Include broad spectrum of CAPS academic disciplines.	2008-09	How do we meet OL student needs? What are the issues and areas of concern faced by OL learners? Is OL chaplaincy spiritual support meeting felt needs? Online chaplain working with 18 cohort classes on a monthly average – rotating classes each month to ensure that all degree areas are impacted.
5. Quarterly meetings with on-site chaplains	Annual Performance reviews. Monthly reporting. Chaplain survey.	2008-09	Promote community. Foster unity with the mission. Encourage ideas for more effective student engagement. Have regularly met each four months with the chaplains. Meetings have involved 2-3 chaplains to encourage community and sharing.

9/29/05Cbt

Updated 7/06; 7/07; 7/08; 7/09 [Return to Table of Contents](#)

**Off Campus Library Services
Assessment Plan
2008/2009**

Objective	Assessment Criteria	Assessment Procedures	Assessment Results	Use of the Results
To provide opportunities for students to learn about how to do library research in the online environment.	By July 2009 OCLS will provide instruction to online cohorts for all programs.	<p>Work with CDL and the departments to provide library instruction for all online cohorts.</p> <p>This objective is ongoing. As new programs come online we are working with Deans and chairs to initiate library instruction.</p>	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.

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Office of Institutional Effectiveness Goals for 2009-2010

Goals	Effectiveness Measures	Assessment	Review Results	Notes/Changes
1. Better meeting the needs of our customers	Customer satisfaction	Annual survey <ul style="list-style-type: none"> • Accomplished? • Results? 		
2. Learn more about Class Climate and Vovici and decide how to best utilize them	Meetings and discussions with both companies	Accomplished?		
3. Eliminate/reduce paper surveys	Number of paper surveys	Reduced?		
4. Revise internal procedures manual	Revised manual	Accomplished?		
5. Assist other departments, school, and education units in understanding how we can help them, such as <ul style="list-style-type: none"> • Improving measures of effectiveness • Providing data summary reports 	Customer satisfaction	Annual survey		
6. Assist in the development of university student learning outcomes	Participation in student learning outcome development	Participated?		
7. Begin developing a data base for use with a dashboard	Data base established	Established?		
8. Improve cross-training and communications within the IE Office	Improved cross-training and communications	Consensus?		

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Program Review & Assessment Schedule

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

FY 2009-2010	FY2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014
MSM ASA ASCIT BSBA BSM ASCJ BSCJ Counseling Addictions Counseling	ASB BSBIS	MBA BSMK Virtual MBA DOL Grad. Specialization	BSA TTT ELMO/ELMS	PLP BSM HR Specialization RNBS ASA ASCIT Ministries Nursing (CCNE)

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

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