

INDIANA WESLEYAN UNIVERSITY

Institutional Self-study Report **Passion to Dream, Capacity to Lead**

*Prepared for the Higher Learning Commission of the North Central Association of Colleges and Schools
Spring 2010*





From the President

This institutional self-study report is part of Indiana Wesleyan University's preparation for the April 2010 reaccreditation visit of the Higher Learning Commission of the North Central Association of Colleges and Schools.

The self-study, "Passion to Dream, Capacity to Lead," recounts the remarkable history of growth and development at Indiana Wesleyan and shares our aspirations and plans to fulfill our mission and calling in ever greater ways in the years ahead. We believe our mission and vision are worthy of the commitment and labor they inspire in the Indiana Wesleyan community.

The process of preparation for reaccreditation has been very collaborative, involving hundreds of faculty, staff, students, and community members. No other approach could hope to capture the breadth of the educational enterprise that is the Indiana Wesleyan University of today. From its humble beginnings ninety years ago, to our remarkable transformation over the past twenty years, Indiana Wesleyan has grown to provide educational opportunities to students of all ages and life circumstances, with a spectrum of delivery modalities to meet the particular needs of the student served.

This self-study document attempts to convey our story in all of its richness and optimism, but any written document must ultimately fail to share the full Indiana Wesleyan experience. We know that only a visit to our residential campus in Marion, Indiana, or to one of our fifteen regional educational centers can provide tangible evidence of our mission, ethos, and life.

As a culture that understands and embraces the HLC self-study process, we value the days ahead with the HLC visiting team who will engage first-hand with the IWU we love!

We believe our future is bright as we continue to be true to our God-given mission, improve our institutional quality, expand our educational offerings, extend our geographical reach, and seek to change our world.



Sincerely,

A handwritten signature in black ink, appearing to read "Henry L. Smith".

Henry L. Smith, PhD
President

INTRODUCTION

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INTRODUCTION

History and Context

The Context: A Decadal Analysis 2000-2010

Indiana Wesleyan University's growth and development in the decade since the last Higher Learning Commission comprehensive visit in 2000 have been remarkable. Nearly every indicator used to gauge institutional progress—including academic quality, enrollment growth, and financial health—has shown yearly improvement. Embracing a desire for change and transformation, the trustees, the administration, the faculty, and the staff have been and continue to be committed to innovative, purposeful growth and to academic excellence.

We do not believe, however, that our work as a scholarly institution of higher learning is completed. Not content with our current identity, we are consciously seeking and embracing innovative practices and opportunities that will enable us to become a premier master's university while simultaneously maintaining our enduring commitment to being a Christ-centered academic community.

Consider the following changes during the past decade:

| Institutional Measure | 1999-2000 | 2009-2010 | During the Decade |
|---|-----------|-----------|--|
| Fall IWU Student Headcount | 6,908 | 15,345 | |
| Fall Marion Campus Student Headcount | 2,073 | 3,172 | |
| Online Student Headcount | 79 | 5,509 | |
| Resident Student Headcount | 1,456 | 2,525 | |
| Full-time Faculty Headcount | 118 | 229 | |
| Full-time Employees | 402 | 1,024 | |
| Full-time Faculty with Earned Terminal Degrees | 51% | 63% | |
| Student/Faculty Ratio (traditional undergraduate) | 17:1 | 15:1 | |
| Traditional First-Time First-year Students Retained to Sophomore Year | 72% | 77% | |
| Four-year Graduation Rate | 48% | 56% | |
| Associate Degrees Conferred Prior Year | 379 | 736 | 5,508 |
| Bachelor's Degrees Conferred Prior Year | 991 | 2,583 | 16,986 |
| Master's Degrees Conferred Prior Year | 813 | 2,112 | 14,263 |
| Doctoral Degrees Conferred Prior Year | 0 | 5 | First doctoral program added: Ed.D. in Organizational Leadership |
| Count of Degree Programs | 101 | 147 | |
| Count of Students Presenting at "Celebration of Scholarship" | 0 | 98 | Annual student scholarship symposium begun |
| Buildings in Service | 33 | 72 | 53 buildings constructed, 8 major renovations |

| Institutional Measure | 1999-2000 | 2009-2010 | During the Decade |
|--|-----------|-----------|---|
| Size of the Marion Campus | 195 acres | 345 acres | |
| Endowment (beginning of year) | \$14M | \$45M | |
| Prior-Year Expenditures | \$43M | \$157M | |
| Count of Regional Education Centers | 2 | 15 | |
| National Association for Intercollegiate Athletics (NAIA), Division II, Mid-Central College Conference (MCC) Athletic Team Championships | 5 | 7 | 71 conference championships in 13 different sports. Seven straight MCC All-Sport Championships. |
| Students per Instructional Computer Workstation (Marion campus) | 9 | 5 | |
| Proportion of Institutional Budget Allocated to Technology Support | 1.8% | 3.5% | \$3.5 million investment in Datatel enterprise database system |

Institutional History

Indiana Wesleyan University began¹ as Marion College in 1920, founded by the General Conference of the Wesleyan Methodist Church on the location of the former Marion Normal College in Marion, Indiana.² Dating from 1894, the only remnant of the original campus is the John Wesley Administration Building. With 252 students in both secondary and baccalaureate programs, the college began its mission of educational service to the Wesleyans of Indiana. Surviving through the Great Depression of the 1930s and receiving a boost from the post-war flood of enrolling veterans in the 1940s, the college persevered through its first forty years with enrollments of fewer than 500 students, low faculty salaries, and a modest physical plant.

From its beginning in 1920, Marion College operated as a developing liberal arts institution with growing programs, offering the Bachelor of Arts and the Bachelor of Science degrees since the first graduating class of 1921. A Master of Arts in Theology began in 1924 and was continuously offered until 1950. Master's degree programs were again initiated in 1979 in Ministerial Education and Community Health Nursing, followed by additional master's programs in Business (1988), Primary Care Nursing (1994), and Counseling (1995).

In 1986, the Board of Trustees initiated a new administration with the presidency of James Barnes, beginning a long season of sustained growth. In 1988, the Board changed the name of the institution from Marion College to Indiana Wesleyan University, reflecting both the development of increasing numbers of graduate programs and the influence of the institution across the state of Indiana. More than twenty years of unprecedented growth have followed. Through much of the decade, Indiana Wesleyan University has been the fastest growing university in Indiana, along with its being the largest private university overall.



Dr. Marjorie Elder

Professor of English, member of the faculty since 1945

"Arriving at Marion College in 1941 as a twenty-one year old student, I did not know then that Marion College/ Indiana Wesleyan University would be my life. Through four years as a student followed by over sixty years teaching, I have increasingly realized the pleasure of the Divine call to this place, delighting in the opportunity to serve a part in an institution that has grown from a small, faithful college to a nationally recognized—still faithful—university. I could not have had a better life."

¹ Historical information is derived in large part from *The Lord, The Landmarks, The Life*, the 75th anniversary history of Indiana Wesleyan University compiled by Professor of English Marjorie J. Elder, 1994.

² Marion Normal College had moved to Muncie in 1912 and merged with several other institutions to form a new entity that eventually grew to become Ball State University.

**Cory Sprunger**

President, Student Government Association, College of Arts and Sciences

"Like every student body, we are diverse. But unlike most schools, our student body has one common thread that ties our hearts together. We, the students of Indiana Wesleyan University, possess an honest and deep yearning to change the world within the context of Christ's redeeming and transformative love story with humanity. Our primary motivator is Christ's calling and love in our lives."

Being geographically located in the governing region of the Higher Learning Commission of the North Central Association (HLC/NCA), Indiana Wesleyan University began its relationship with HLC/NCA in the early 1950s as the leaders of Marion College sought accreditation. NCA's denial of accreditation in 1955 inspired the college community to address shortcomings related to faculty credentials and scholarship, faculty salaries, and physical plant. In the early 1960s, a new president, Woodrow Goodman, and dean, Maurice Burns, provided the leadership necessary for progress toward accreditation. And in 1966, great celebration occurred when NCA conferred accreditation to Marion College.

A Growing and Maturing University

Today, Indiana Wesleyan University is a growing and progressive university guided by a strong commitment to its mission:

Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship, and leadership.

This institutional report narrates the story of a dynamic university characterized by several key themes:

An Institutional Ethos of Mission-Driven, Learner-Centered Innovation

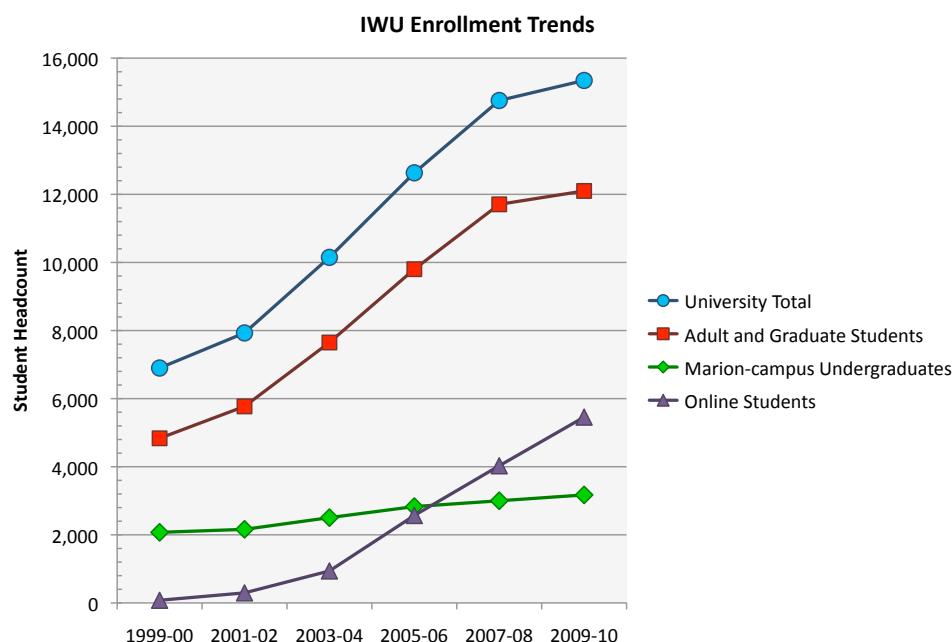
Indiana Wesleyan University places students at the center of the university and seeks to design programs, systems, and infrastructures around learners' needs.

1. This commitment drives the development of diverse but interrelated aspects of the institution, such as innovative program formats and delivery systems, maturing academic and student service structures, functioning assessment systems which illuminate and promote student achievement, and careful investment of financial resources in an infrastructure designed to provide for an excellent learning community.
2. Arising out of the university-wide ownership and advancement of the underlying commitment to the institutional mission, Indiana Wesleyan University's ethos has been intentionally cultivated over the last two decades. This institutional mission defines both Indiana Wesleyan University's identity (a Christ-centered academic community) and its overarching desire (to make the world a better place). Such an identity and strong desire focus on the final defining section of the institution's mission statement: a commitment to the development of students as persons of character, scholarship, and leadership ability. Unequivocally, the mission of Indiana Wesleyan University places students at the core of

the institution and dedicates its efforts and resources to the development of its student body.

A Decade of Consistent Programmatic and Enrollment Growth

Observers of Indiana Wesleyan University will note a consistent pattern of enrollment growth during the last decade. Such growth derives from innovative, carefully conceived, and solidly enacted programmatic growth across the spectrum of the university's colleges and programs.



1. Indiana Wesleyan University has long been committed to serving adult learners by providing innovative programs specifically designed to meet the practical needs and preferred learning styles of these adult learners. This commitment, coupled with the great need to raise the per capita rate of college degrees among the workforce in the state of Indiana, has led to healthy growth in the College of Adult and Professional Studies. Simultaneously, the university's more traditional graduate programs in counseling, nursing, and Christian ministries, all being housed for most of the past decade in the College of Graduate Studies, have grown from an enrollment of less than one hundred at the start of the decade to over seven hundred students. In addition, the College of Arts and Sciences, the university's traditional liberal arts college, has also experienced sustained growth during the past decade.

2. Indiana Wesleyan University has achieved this university-wide increased enrollment through carefully planned programmatic growth that has been designed to extend the reach of the university mission. The university's overarching strategic approach centers on three kinds of programmatic innovations: new and enhanced academic programs where research indicates an audience need, new delivery modalities that give access to underserved student populations, and geographic expansion through regional class sites and learning centers.
3. In addition to these programmatic innovations, more than a decade ago Indiana Wesleyan University endeavored to improve dramatically its rates of student retention and degree completion. Such foresight and planning have led to a series of interventions that have improved retention for the College of Arts and Sciences. These interventions have also led to the strengthening of a program model for adult learners that achieves retention and completion rates far above average for adult learners, and particularly for diverse learners in the adult programs.

A Commitment to Infrastructure Development in Support of Growth

A third theme that characterizes Indiana Wesleyan University is a consistent pattern of investment in the university's structures and infrastructures in support of programmatic and enrollment growth.

1. During the last decade Indiana Wesleyan University has consistently adjusted its administrative and academic structures to manage properly its growth in size and complexity. During this timeframe, the university has conducted two major academic restructuring projects, with the last one being designed specifically to create an effective and efficient academic structure commensurate with the size and breadth of the university's programs.
2. Visitors to Indiana Wesleyan University will immediately see the university's investment in its state-of-the-art physical and virtual campuses that provide excellent learning environments. In the last decade new additions to the physical plant include a new library; a new academic building housing cutting-edge communication teaching facilities; a major new addition to science and nursing facilities with sophisticated laboratories and equipment; more than a dozen new regional center buildings in Indiana, Ohio, and Kentucky; a new chapel/auditorium that is the largest and most sophisticated structure of its kind in north central Indiana; major improvements to its athletic facilities; a state-of-the-art student center; and the addition of many new residence halls.

3. The university has installed and operates one of the most sophisticated technology infrastructures of any private university in Indiana. This infrastructure includes a robust virtual campus to serve the university's 5,000 online learners, as well as numerous computer labs, campus-wide wireless access, and a high-speed backbone that supports collaborative research and communication across university campuses.
4. Through the use of careful fiscal management and investment strategy, the university operates free of net debt and enjoys strong financial health.

A Dedicated Pursuit of Academic and Co-curricular Excellence

A fourth theme that characterizes Indiana Wesleyan University at this period in its history is its pursuit of academic and co-curricular excellence.

1. The university has created a rich set of co-curricular programs and service departments to assist in the development of students as persons of character, scholarship, and leadership. These programs and departments include numerous residence life mentoring and support programs for residential students, an active Dean of the Chapel office and chaplaincy programs, a heavily-used student counseling and special needs center, a multi-person office of student diversity planning and support, a fully functioning health center, robust intramural and intercollegiate sports programs, and an active community service department that provides multiple opportunities for students to engage their local community.
2. The university's ethos of innovative program design requires a robust assessment program. To guide the academic achievement of its students across all its colleges and schools, the university has articulated an overarching set of World Changing Aims that serve as broad, guiding academic aspirations. Based on these guiding statements, the faculty have articulated desired learning outcomes for various academic programs. Every college and school of the university is operating at least one assessment process to measure the level of student academic achievement and to recommend program changes where needed.
3. Programmatic innovation also requires adherence to a set of curricular philosophies and standards. One of the unique features of Indiana Wesleyan University is the way in which common academic principles find a diversity of expression depending on the pedagogical needs of the learning audience being served. Hence, the College of Adult and Professional Studies, the School of Nursing, and the College of Arts and Sciences, among others, seek to build their programs, instructional practices, and assessment measures in ways appropriate to the audiences they serve.

4. Another example of Indiana Wesleyan University's pursuit of academic excellence is the commitment to hire faculty and staff as institutional growth requires and to support the professional development of academic personnel. In the last four years, the university has added approximately fifty new faculty and academic staff. In the past two years, the university has doubled the amount of professional travel funds made available to faculty and has added significant new funding for professional memberships, subscriptions, and funded research. Additional funds have also been committed to assisting current faculty members in the completion of terminal degrees. Particularly impressive is the current scholarly activity of the faculty as measured in the number of books, articles, scholarly presentations, and research and program grants being generated by faculty and faculty/student collaboration.

These key themes, along with other factors that will be described in this institutional report, demonstrate that Indiana Wesleyan University is a growing and progressive university, deeply committed to its mission and well positioned for another decade of institutional excellence. Over the past twenty five years, the decisions of dedicated and visionary leaders and the labors of a unified community have transformed the university, establishing it as a strong academic institution in the state of Indiana. With God's help, the university will continue to fulfill its mission by nurturing students who have the commitment, courage, and competence to be world changers.

The John Wesley Administration Building, built in 1894 and extensively renovated in 2003, houses the Board Room and various administrative offices including those of the president, the provost, and university relations.



A Milestone of Organizational Growth: Commitment to Adult Learners

Beginning in 1985, Indiana Wesleyan University broadened its institutional reach by seeking to meet the educational needs of Indiana's adult workforce. At that time Indiana ranked near the bottom of national rankings for per capita college degrees.

The major historic industries of farming and auto manufacturing, for example, had provided lifelong employment for Indiana adults without college degrees. But the economic landscape was changing, and Indiana's workforce was not prepared for the emerging knowledge-based economy. Further, adult learners had few realistic avenues to gain access to college preparation. At that time, the state of Indiana did not have a true community college system serving as a feeder for four-year institutions.

Indiana Wesleyan University began what many viewed as highly innovative programs designed specifically to give access to adult learners and to provide learning formats that suited adult learning styles. This decision was to become one of the most significant factors in the growth of the university.

Begun under the leadership of President Hill and birthed by key members of the Marion College faculty, the adult programs grew rapidly. Starting with bachelor's degree completion programs in business, the university added associate degrees, and then master's degrees in adult-friendly formats. Programs quickly grew beyond business disciplines to include nursing, education, criminal justice, addictions counseling, and Biblical studies.

By 2008, the College of Adult and Professional Studies had graduated more than 36,000 students and had an enrollment of more than 10,000 full-time students located at fifteen full-service regional education centers in three states, an additional 100+ instructional sites, and online. Graduates of Indiana Wesleyan University's adult programs represent learning partnerships with more than 500 employers, school districts, corporations, health-care agencies, and organizations.

INDIANA WESLEYAN UNIVERSITY EDUCATION CENTERS (15)

| INDIANA | OHIO | KENTUCKY |
|--------------------|----------------|------------|
| Columbus | Cincinnati | Florence |
| Fort Wayne | Cleveland | Lexington |
| Greenwood | Cleveland East | Louisville |
| Indianapolis North | Dayton | |
| Indianapolis West | | |
| Kokomo | | |
| Merrillville | | |
| Shelbyville | | |

The most recent and largest area of growth for the university is in online education. The university began the development of a virtual campus in 1996 and offered its first online classes to adult learners in that same year. In 1998, the university began offering its first online degree program, the MBA Online. The success of this program served as a model for other online programs in business, nursing, education, criminal justice, addictions counseling, and Christian ministry. Today, more than 5,000 students are enrolled in online degree programs.

Indiana Wesleyan University is now well known in Indiana and throughout the country as a dedicated partner in the development of the region's adult workforce. This partnership has dramatically increased institutional growth and has been a direct outcome of the institution's mission to make the world a better place by developing students in character, scholarship, and leadership.

Strategic Planning for a New Generation of Institutional Excellence

Beginning in 2006, the academic community at Indiana Wesleyan University had begun dialogue that would eventually become centered on the following emerging vision statement: "We seek to be a premier university changing the world for Christ." The president and the cabinet believed that it was essential to operationalize the existing mission and values statement with a compelling strategic vision statement, with key strategies, and with objectives to move the university forward toward a new generation of institutional excellence.

Hence, in August 2007, President Smith convened a newly appointed Strategic Planning Council. The council's charge was as follows:

1. To revisit Indiana Wesleyan University's mission, values, and vision statement.
2. To pursue the transformation of people, programs, and processes that could secure and sustain an even brighter future for Indiana Wesleyan University.
3. To ensure a disciplined and orderly pattern of institutional growth for Indiana Wesleyan University's next generation of institutional excellence.

For over a year the Strategic Planning Council's members—including representatives from the Board of Trustees, university campus, and the wider community—engaged in discussions and activities that led to the formation of the University Strategic Plan. Currently, the University Strategic Plan for 2008-2011 builds on the mission established by the university in 2000.

The primary aims of the University Strategic Plan are to guard the university's spiritual heritage, enhance teaching and learning, and secure the future of the university. Indiana Wesleyan University leaders believe that a strategic plan must be a living document that translates to divisional, departmental, and individual goals used to attain the vision and accomplish the strategies. In light of this strategic plan, in the summer of 2008 and again in the summer of 2009, the senior leaders of the president's cabinet wrote performance goals aligned as action goals to meet the five strategies of the University Strategic Plan and the annual performance goals for each division of the university. This document, titled president and president's cabinet "Strategic Goals Map," operationalizes the strategic vision and strategies while providing direction for departmental and individual goals.

The University Strategic Plan is one of the guiding documents of the university as is the President and President's Cabinet Strategic Goals Map that provides internal leaders and external observers with a concrete, time-oriented set of "action plans" that complement the material provided in this institutional report. This document is available in the exhibit repository that supports this institutional report.

The strategic plan includes five core strategies embodied in specific enabling objectives:

1. Affirm our Christian Commitment as Expressed in the Wesleyan Tradition

- Emphasize our Christian commitment in all representations of the university
- Seek exceptionally strong mission-fit individuals in personnel hires
- Enrich the spiritual vitality of the community
- Design curricular and co-curricular engagement with the Christian faith
- Increase awareness and understanding of the Wesleyan tradition in the academic community

2. Enhance Teaching and Learning

- Attract and retain dedicated Christian scholars
- Enhance the quality of teaching through faculty development and assessment
- Support faculty and student scholarship
- Engage students as collaborators and active participants in transforming learning
- Increase global awareness and engagement throughout the university

3. Celebrate the Richness of each Culture within the University

- Enrich the distinct ethnic community and educational modalities of the university
- Invest in purpose-guided quality of life initiatives among our campus populations
- Develop opportunities for interaction among all distinct groups
- Discover ways to increase intentional engagement for underrepresented faculty and students

4. Serve our Constituencies with Excellence and Authenticity

- Enhance a service-oriented environment
- Promote active participation in our host communities
- Enhance service to The Wesleyan Church and other denominations
- Create opportunities for student, faculty, staff, and alumni to engage and serve the global community

5. Secure and Deploy Resources for Future Success

- Grow endowment to develop faculty and support students
- Develop existing and new alumni and partners; and collaborate with others
- Develop effective internal systems and processes
- Establish research and development budget for innovative programs
- Exercise wise stewardship of all resources

Structural Development in Support of Institutional Growth

As Indiana Wesleyan University has grown in size and complexity during the last decade, the administration and faculty have needed to examine and adjust the organizational structure in order to maximize the institution's ability to serve an increasingly diverse student population.

At the time of the last Higher Learning Commission comprehensive visit, the university was structured in traditional academic divisions headed by division chairs who reported to a vice president for academic affairs. An Academic Affairs Committee, with a Graduate Council subcommittee, provided for faculty governance of academic matters. The Division of Adult and Professional Studies, however, operated as something of an institutional anomaly because it included programs from several different academic divisions. It also operated on a separate budget from the other institutional divisions and was headed by a vice president who reported to the president.

In 2001, the university completed a much-needed study and reorganization of its academic structure. The outcome of this study was the creation of three colleges: the College of Arts and Sciences that housed the traditional residential liberal arts programs, the College of Adult and Professional Studies to serve all adult programs, and the College of Graduate Studies to provide a vehicle for the growth of several small graduate programs offered in a more traditional program format.

This newly-created structure permitted each delivery modality the freedom to develop in the most appropriate fashion. The College of Arts and Sciences, for example, could focus its efforts and expertise on academic and co-curricular programs for traditional-aged, residential students. These efforts included the creation of the John Wesley Honors College, the development of an emerging vision for vocation and life calling, and creative initiatives in the areas of first-year programming, residential life, mentoring, and spiritual formation through chapel services.

The College of Adult and Professional Studies focused on the development of excellent service systems for adult students, expansion to new sites, and innovative academic programs specifically designed for adult learning styles. The college also housed the Center for Distributed Learning that was created to manage the growing online programs.

The College of Graduate Studies became an incubator for three fledgling programs: a Master of Arts with majors in Christian Leadership and Youth Ministries, a Master of Arts with a major in Counseling, and a Master of Science in Nursing. By utilizing the same innovative infrastructure that had been so successful for the Adult and Professional Studies arm of the institution, these three programs now flourished. Recognizing the university's excellence in delivering innovative programming, the Higher Learning Commission approved a Doctorate of Education with a major in Organizational Leadership in 2004, with the College of Graduate Studies housing this new program.

This structure served the university well throughout most of the last decade. All three colleges grew in enrollment, in the quality and diversity of their programs, and in faculty strength. But as the university continued to grow in size and complexity, it became apparent that this structure would not provide an adequate platform for the next generation of institutional growth.

- As structured, the president served as the chief academic officer. When the university was smaller and less complex, the president could effectively balance this duty with other institutional demands, but as the institution grew, the need for a single chief academic officer became obvious.

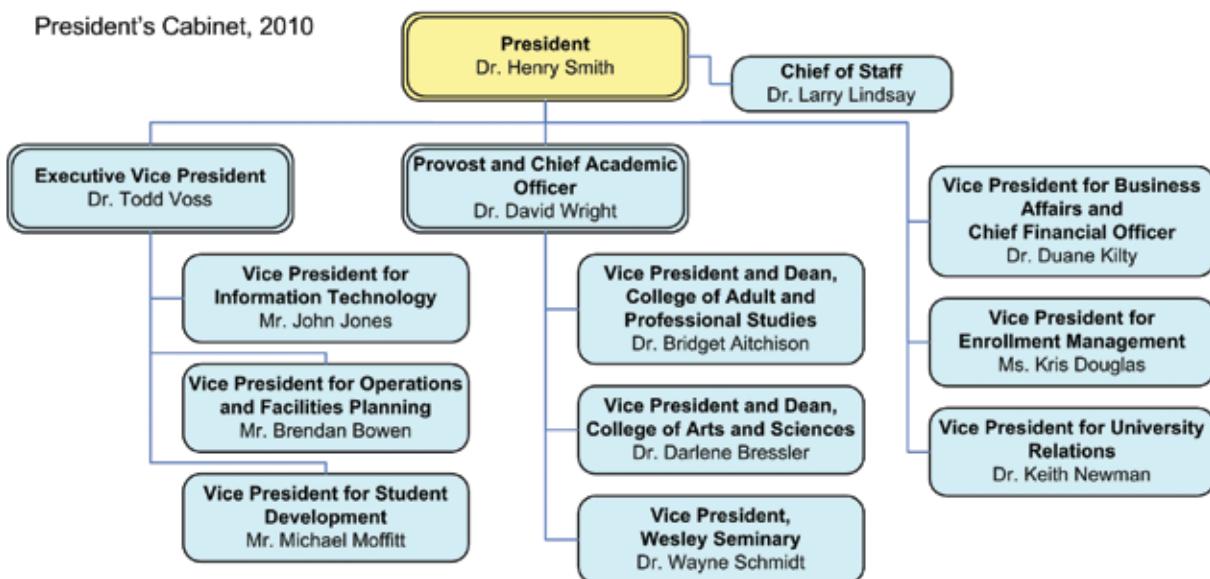
- Another shortcoming of the existing structure was the lack of unified oversight of graduate education. Graduate programs were housed in both the College of Adult and Professional Studies and the College of Graduate Studies; most graduate students, however, were not in the College of Graduate Studies. As the university began to add degrees beyond the master's level, the need for a central vehicle to define and give oversight to all graduate education in the university became apparent.
- The sheer size and complexity of the three colleges demanded internal changes as spans of control widened and the number of direct reports to senior administrators grew.
- To ensure continued academic quality as programs grew, it also became apparent that disciplinary units needed to be strengthened.

In 2006, Henry Smith was inaugurated as president of Indiana Wesleyan University, following the retirement of James Barnes who had served as president since 1987. Soon after taking office, President Smith began to address the organizational needs that a decade of growth had engendered.

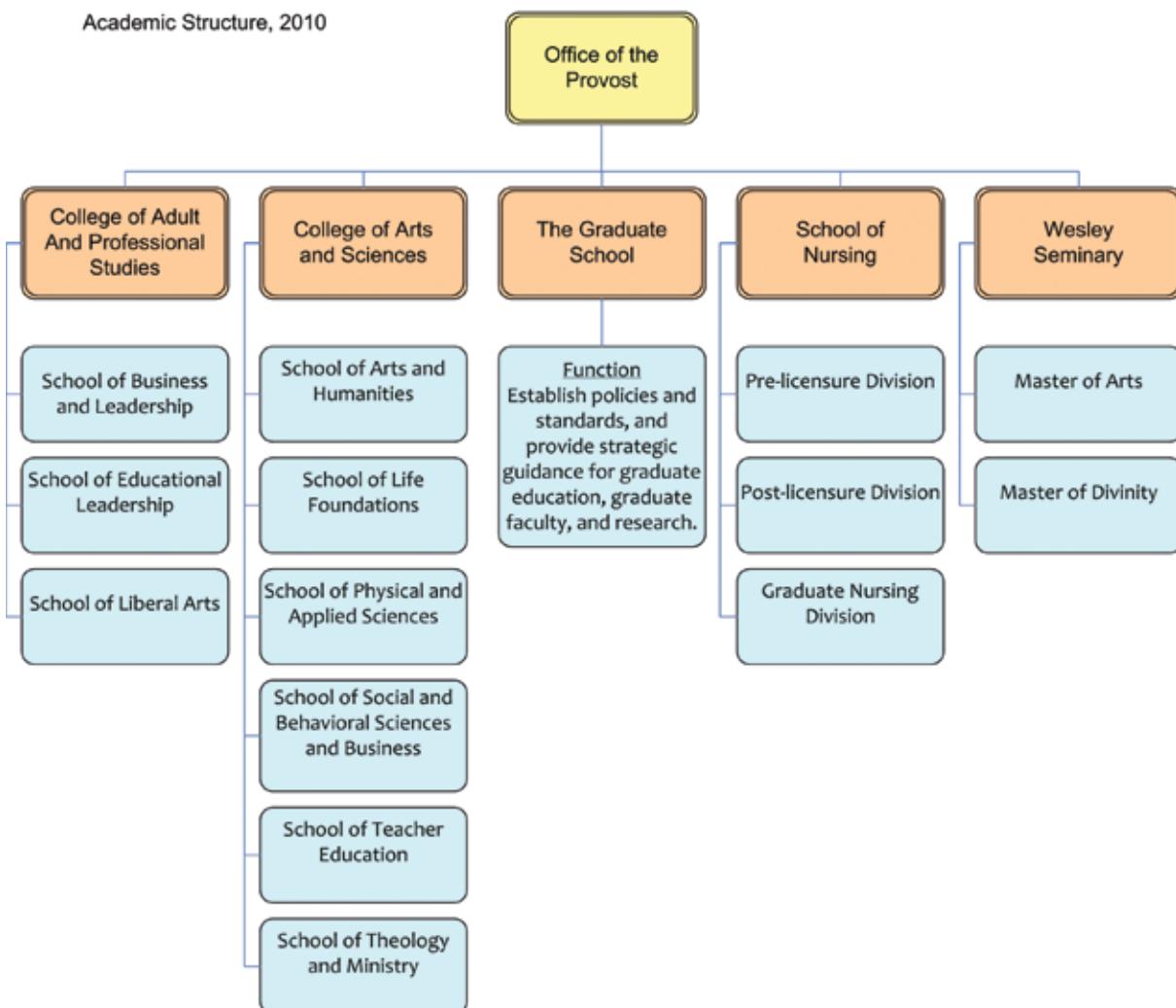
One of President Smith's first administrative changes was the restructuring of the president's cabinet, including creation of the office of the provost.

In 2008, the president instructed the new provost to launch a study of the university's academic structure and to lead the faculty in creating an adequate platform to provide for the next generation of institutional growth. After a year-long process of researching best practices, benchmarking with other institutions, and gathering the insights and recommendations of the community, a Restructuring Task Force recommended a new academic structure. This proposal was approved by the president and the board of trustees, and the new academic structure is now being enacted.

President's Cabinet, 2010



Academic Structure, 2010



Institutional Responses

to Concerns from Previous Higher Learning Commission Visits

The 2000 HLC comprehensive team report cited the following “Opportunities for Improvements”:

1. Address the issues of ethnic and gender diversity at the senior administrative levels in keeping with the explicit citation of the 1990 HLC team report and the historical traditions of The Wesleyan Church.
2. Achieve appropriate representation of women and ethnic minorities on the Board of Trustees.
3. Develop the human resources infrastructure that has failed to keep pace with the rapid growth in enrollment over the last ten years.
4. Raise the levels of financial support from the Board of Trustees and IWU alumni.
5. Implement systematically the assessment plan in traditional programs, giving evidence of how findings are used to improve teaching and learning.
6. Develop a comprehensive plan to meet technology needed to support the anticipated growth across the university.
7. Review, revise, and implement job classifications and compensation schedules for all staff as appropriate.
8. Address the continuing inadequacy, as cited in the 1990 HLC team report, of the library’s funding levels (including Off-Campus Library Services and media, facilities, collections, staffing, and operations).

Indiana Wesleyan University has addressed these concerns in the following ways:

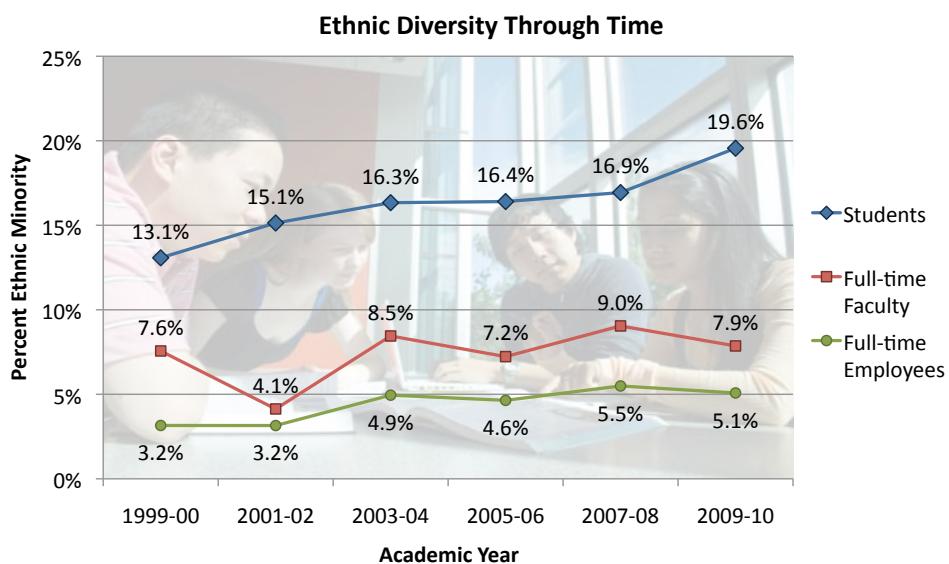
Response to Concerns about Ethnic and Gender Diversity (1, 2)

In 2003, Indiana Wesleyan University submitted its “Diversity Report and Plan” to the Higher Learning Commission. The plan was approved by the Commission and has been enacted. Since that 2003 report, the university has taken the following actions:

- In 2008, the Cabinet initiated a Women’s Leadership Development Initiative that provides mentoring and special development activities for a cohort of twenty women selected every two years.

- Two women were added to the Board of Trustees.
- Two women were added as members to the President's Advisory Council on Excellence (PACE).
- An African-American man now serves as Vice President for Student Development.
- Three women now serve as vice presidents on the president's cabinet:
 - Vice President for Enrollment Management
 - Vice President and Dean for the College of Adult and Professional Studies
 - Vice President and Dean for the College of Arts and Sciences.
- In addition to the woman who currently serves as Vice President and Dean for the College of Adult and Professional Studies, another woman has served in this position during the past decade.
- A woman holds the position of Associate Vice President for Student Services in the College of Adult and Professional Studies.
- An Asian woman holds the position of Regional Dean for the Louisville Regional Center.
- Two women have served as Associate Vice President for the College of Arts and Sciences.
- A woman was hired as Assistant Vice President for Student Activities.
- A woman serves as one of the university's assistant provosts.

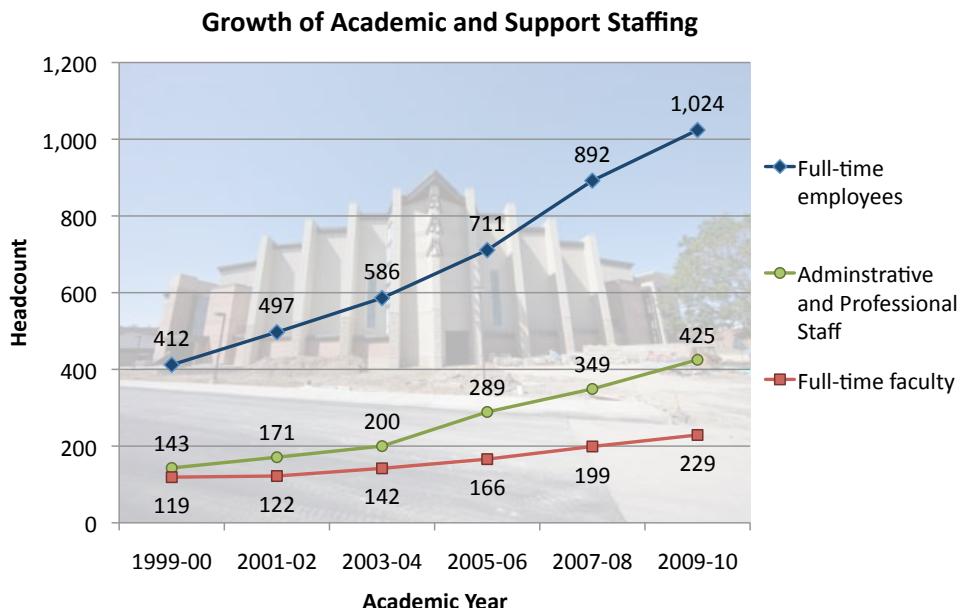
Indiana Wesleyan University continues to execute its 2003 Diversity Report and Plan and aggressively seeks to increase female and minority representation among its faculty, staff, leadership, and Board of Trustees. Since 2003, the university has experienced some success in recruiting more women and minorities to the faculty. For example, in the College of Adult and Professional Studies six of the eight full-time faculty hires in 2008 were women and/or ethnically diverse.



Response to Concerns about Adequate Human Resources Infrastructure (3) and Job Classifications (7)

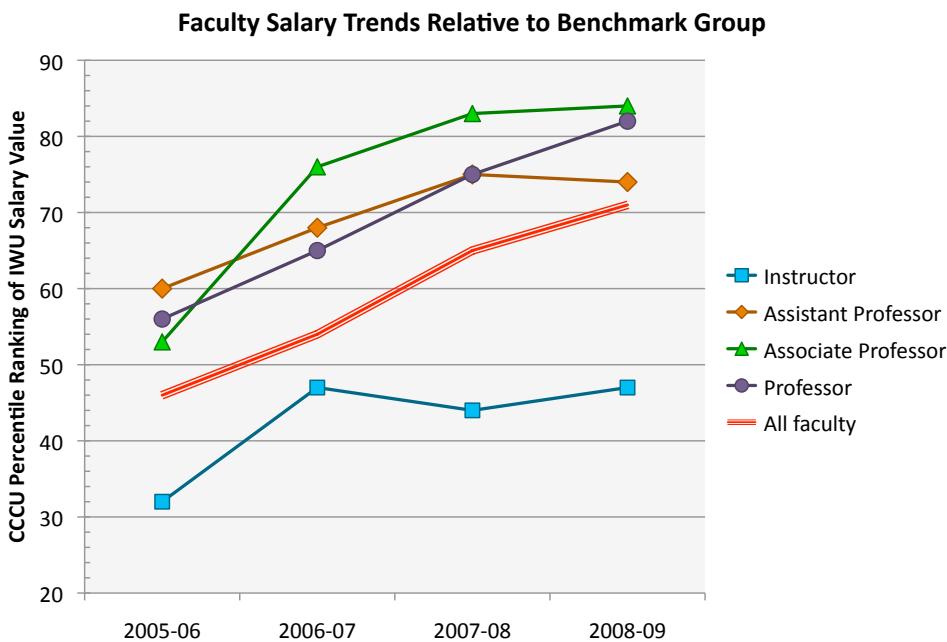
Shortly after the 2000 HLC comprehensive visit, the university created a new evaluation and compensation structure for human resources. All employee positions were accordingly reevaluated, and adjustments in pay levels were made to increase the competitiveness of university salaries. (See Criterion 2b and 4a.)

The last decade has evidenced a steady increase in the number of employees hired by the university. The following chart shows the marked increase in staffing during the past decade, with particularly steep increases within the last four years. Specific areas of personnel needs that have been addressed in recent years have been for faculty and financial aid staff.



In the last four years, President Smith has initiated a concerted effort to raise the level of pay for faculty and administrators. Accordingly, the university enacted a plan that has brought average faculty pay above the 70th percentile of our benchmark group, the member institutions of the Council for Christian Colleges and Universities (CCCU). In addition, key administrative pay has been raised significantly across the board. These initiatives, coupled with the low cost of living and exceptional university facilities, have raised the university's ability to compete in the academic job market.

Strategic investment of resources in faculty salaries is a key step toward our vision to become a "premier university changing the world for Christ."



Finally, President Smith's administrative and academic restructuring program has included the commitment to add a much-needed cadre of senior and mid-level administrative positions. Such a commitment will undoubtedly enhance the university's ability to respond well to the enrollment growth of the last decade.

Response to Concerns about Level of Board of Trustees Financial Support (4)

Over the past decade, the Board of Trustees has effectively addressed these concerns. During the first three years following HLC's last comprehensive visit, total trustee giving increased over \$1 million. Currently, Board of Trustees' giving is at an all-time high, with 100% participation by Board members. (See Criterion 2a.)

Response to Concerns about Assessment of Traditional Programs (5)

Following the 2000 HLC comprehensive visit, the university appointed a half-time assessment director to assist the divisions of the College of Arts and Sciences in creating and enacting a systematic assessment process throughout the college. This process led to a greater understanding of assessment systems, the articulation of program learning objectives, and the growth of systematic assessment in the divisions.

The College of Arts and Sciences now has its own Assessment Committee, and several departments have made substantial progress on assessment, with the School of Education and the School of Nursing Pre-licensure Division serving as models. Examples of complete assessment cycles are available in the university's resource room. As an additional step in enhancing the assessment of the college's general education curriculum, the College of Arts and Sciences has initiated participation in the American Association of Colleges and Universities.

In recent years, Indiana Wesleyan University has joined the Higher Learning Commission Assessment Academy, thereby further demonstrating its commitment to institution-wide assessment. This action has enhanced the already high priority of assessment throughout the university.

The establishment of the office of the provost, coupled with the recent academic restructuring, has given the University Academic Leadership Council the opportunity to articulate a university-wide approach to assessment.

Primary Institutional Officer Responsible for Assessment: The provost is the institutional officer primarily responsible to ensure that systematic assessment is occurring in all of the university's principal academic units (PAU). The academic heads of the principal academic units (vice presidents and deans) are the administrators responsible to ensure that each principal academic unit has an articulated and operating assessment system. The actual process of operating the assessment systems falls to the school associate deans in the College of Arts and Sciences, the school associate deans in the College of Adult and Professional Studies, the division chairs in the School of Nursing, and the Dean of Wesley Seminary. The Assistant Provost for Institutional Research and Accreditation assists these academic leaders and their respective faculties by providing assistance with instrument design, data collection, and data analysis.

Central Repository of Principal Academic Unit Assessment Plans and Actions: The Assistant Provost for Institutional Research and Accreditation is developing a central electronic repository in which principal academic unit assessment plans, data, and actions are stored. This repository will be fully accessible to the university community.

Budgetary Provisions for Assessment: The Assistant Provost for Institutional Research and Accreditation in the office of the provost is responsible for maintaining a central budget for assessment purposes. In addition, each principal academic unit is allocated an assessment budget for the operation of its assessment systems.

University-Wide Review of Assessment Actions: In the past, the various colleges have organized periodic assessment events as a part of their assessment systems, enabling them to review the outcomes of assessment processes. In keeping with the new academic structure, the University Academic Leadership Council has established a plan to host a university-wide assessment seminar twice a year. At this event, each principal academic unit will report its assessment findings and actions to its peers. (See Criterion 3.)

Response to Concerns about Technology Infrastructure (6)

In 2001, the university developed a “Technology Growth Plan.” Since that time, this plan has been periodically updated and implemented. (See Criterion 2b.)

One of the primary ways in which the university has addressed this particular concern has been through its migration to a new enterprise resource planning software system. Because its previous system (CARS by Jenzabar) had reached the end of its product life, the university committed to a multi-year, multi-million dollar migration to the Datatel ERP.

Another example of infrastructure investment has been a decade-long investment in the Blackboard online course management system, including off-campus hosting and technical support.

Furthermore, the university has heavily invested in campus wireless technologies, regular upgrades in server technology and capacity, investment in the highest level of internet access available to private universities in Indiana, classroom instructional technologies, and specialized software for various administrative systems.

Response to Concerns about Library funding (8)

Indiana Wesleyan University continues to make significant progress in the development of its overall library resources (See Criterion 3d.):

- A new \$10 million library was completed in 2003.
- In 2002, the university invested over \$200,000 to upgrade the library automation software, moving away from the consortial software of PALNI to a stand alone, IWU-owned software system with Innovative Interfaces, Inc. This system enabled the library to respond to distance students with consistent 24/7 availability, the option to request functionality, and a variety of other library-based student services.

- The university has added professional librarian positions in four off-site locations to meet the immediate demands of students in their educational degree programs: Louisville, Cleveland, Cincinnati, and Merrillville. These faculty librarians have added significantly to the services and responsiveness of the Off Campus Library Services (OCLS).
- A new consortium of academic libraries of Indiana (ALI) allows reciprocal borrowing for any IWU student with any academic library in Indiana (e.g., Ball State University, Indiana University, DePauw University, University of Notre Dame, etc.).
- The university has provided for its students access to WORLDCAT and the OCLC combined database, allowing accessible searching of all libraries in the United States. This search interface has the ability to qualify the search results to a person's local zip code.
- On the main campus, Jackson Library has added a full-time systems librarian to its staff.
- The university library has also targeted collection development in organizational and educational leadership.
- Jackson Library has hired a full-time Technical Services/Cataloging Librarian to assist the Off Campus Library Services team.
- In addition, service hours were expanded for distance students.

In 2008, the university hosted a visiting team related to the approval of the Education Specialist and Master of Divinity degrees. That team noted the following concerns:

1. **Organizational Structure:** At the next comprehensive visit, the university should be able to demonstrate that it has reviewed its organization and clarified roles and expectations for each involved entity.
2. **Diversity:** Thoughtful attention needs to continue to be given to diversifying the students and staff of the university.
3. **Infrastructure for Graduate-Level Education:** The next team is encouraged to pay special attention to the university's infrastructure for the School of Educational Leadership and the systems in place that assure graduate-level programming.

Responses to Concerns about Organizational Structure (1, 3)

As has already been detailed, in 2008-09 the university conducted a comprehensive study of its academic structure with the two-pronged goal of creating a strong platform for the next generation of institutional growth and of addressing inadequacies of the existing academic structure. As of July 1, 2009, the new structure consisting of five principal academic units is in place. (See Criterion 1d.)

Responses to Concerns about Student and Staff Diversity

The strongest representation of diverse students is within the College of Adult and Professional Studies. In this college, 23% of the student body is ethnically diverse. To help expand the entire university's diversity profile, the university has established several initiatives, including a special recruitment focus in Spanish-speaking communities. The overall goal of the most recent diversity initiative is to create a hospitable campus culture in which all students, faculty, and staff are encouraged to ask questions and engage in dialogue. In the College of Arts and Sciences, for example, Intercultural Student Services offers campus-wide programming to promote understanding and reconciliation among racial and ethnic groups, and in residence halls Diversity Coordinators provide additional programming opportunities. In addition, Intercultural Student Services is working with the administration to provide more scholarships for diverse students and to identify how best to support these students. Future plans call for a Diversity Council consisting of representatives from each department to plan campus-wide diversity initiatives. (See Criterion 3c.)

Conclusion: Passion to Dream, Capacity to Lead

In reviewing the progress the university has made in the past ten years, the Steering Committee has designated a theme for this study: "Passion to Dream, Capacity to Lead."

Indiana Wesleyan University exemplifies an innovative approach to higher education that the university hopes can serve as an example to other similar Christ-centered universities facing the complexities of the twenty-first century. The unwavering passion for accomplishing its mission to foster Christ-centered excellence in holistic curricular and co-curricular programs among a diverse student population has attracted unprecedented numbers of students to the various university campuses. One of Indiana Wesleyan University's chief goals is to achieve a level of excellence that can serve as a model that will inspire others. The university believes that by remaining faithful to its Christ-centered and

student-oriented mission, it has been blessed with unprecedented growth that has propelled it to new levels of excellence over the past decade.

President Smith and the University Strategic Planning Council have developed a Strategic Plan to sustain Indiana Wesleyan University's efforts to establish itself as a "premier university changing the world for Christ" (Strategic Plan 2008). The charge of the Strategic Plan declares that:

Indiana Wesleyan University will prepare each student to become a world changer. We will accomplish this by drawing students into an integrated experience of intellectual challenge, spiritual growth, and leadership development. Thus we will: call students to Christian character; expect academic excellence; equip them for success in their vocation; mentor them for leadership; and prepare them for service.

Accreditation History

Higher Learning Commission

1. Accredited since 1966
2. Approval to grant master's degrees in Community Health Nursing and Ministerial Education: 1979
3. Approval to offer Adult and Professional Studies programs off campus: 1987
4. Approval to offer MBA online: 1998
5. Approval to offer any current on-site program in online format: 2000
6. Approval to offer programs in Louisville: 2000
7. Approval to offer programs in Cleveland: 2002
8. Approval to offer programs throughout Ohio: 2004
9. Approval to offer Ed.D. with major in Organizational Leadership: 2004
10. Approval to offer programs in Lexington, KY: 2004
11. Approval to offer Ed.S. and M.Div.: 2008

12. Focus Visits:

- 1981 Master's in Community Health Nursing (Commission mandated)
- 1982 Master's in Community Health Nursing (Commission mandated)
- 1987 Adult and Professional Studies programs (Institutional request)
- 1998 MBA Online (Institutional request)
- 2003 Ed.D. in Organizational Leadership (Institutional request)
- 2008 M.Div. and Ed.S. (Institutional request)

13. Progress Reports:

- 2003 Plan for Ethnic and Gender Diversity
- 2004 Ed.D. Curriculum and Faculty
- 2007 Ed.D. Faculty

14. Last comprehensive evaluation: 2000

National Council for Accreditation of Teacher Education (NCATE)

1. Accredited since 1999
2. Last visit: 2002
3. Next visit: Fall 2010

NCATE-related Specialized Program Accreditations (SPAs)

| Education Program | Specialized Professional Association | Review Semester | Decision |
|---|--|-----------------|-------------------------|
| Education Specialist Degree (Ed.S.) Program | Educational Leaders Constituent Council (ELCC) | Fall 08 | Decision Pending |
| Elementary Education | Association for Childhood Education Internationals (ACEI) | Fall 08 | Recognized w/ condition |
| English Education | National Council of Teachers of English (NCTE) | Fall 08 | Decision Pending |
| Exceptional Learners 5-12 | Council for Exceptional Children (CEC) | Spring 09 | Recognized w/ condition |
| Exceptional Learners K-12 | Council for Exceptional Children (CEC) | Spring 09 | Recognized w/ condition |
| Exceptional Learners K-6 | Council for Exceptional Children (CEC) | Spring 09 | Recognized w/ condition |
| Exceptional Needs K-12 | Council for Exceptional Children (CEC) | Fall 08 | Recognized |
| Exceptional Needs K-6 | Council for Exceptional Children (CEC) | Fall 08 | Recognized |
| Health Education | American Association for Health Education (AAHE) | Fall 08 | Decision Pending |
| Mathematics Education—High School | National Council of Teachers of Mathematics (NCTM) | Fall 08 | Recognized |
| Mathematics Education—Middle School | National Council of Teachers of Mathematics (NCTM) | Fall 08 | Recognized |
| Physical Education | National Association of Sport and Physical Education (NASPE) | Fall 08 | Recognized w/ condition |
| Principal Leadership Program | Educational Leaders Constituent Council (ELCC) | Fall 09 | Decision Pending |
| Science Education | National Science Teachers Association (NSTA) | Fall 08 | Recognized w/ condition |
| Social Studies Education | National Council for the Social Studies (NCSS) | Fall 08 | Recognized |
| Spanish Education | American Council on the Teaching of Foreign Language (ACTFL) | Fall 08 | Recognized w/ condition |

Commission on Collegiate Nursing Education (CCNE)

1. Accredited since 2000 (replaced NLN accreditation)
2. Last visit: November 2009
3. Next visit: yet to be finalized by CCNE

Council for Social Work Education (CSWE)

1. Accredited since 1982
2. Last visit: 2005
3. Next visit: 2013

National Association of Schools of Music (NASM)

1. Accredited since 2000
2. Last visit: 2000
3. Next visit: 2010

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

1. Accredited since 2000
2. Last visit: 2005
3. Next visit: 2013

Commission on Accreditation of Athletic Training Education (CAATE)

1. Accredited since 2003
2. Last visit: 2007
3. Next visit: 2013

Out-of-State Approvals

1. Ohio Board of Regents
 - a. Cleveland: 2002
 - b. Cincinnati: 2003
 - c. Dayton: 2004
 - d. Reauthorization: 2005
 - e. Reauthorization: 2008
2. Kentucky Council for Postsecondary Education
 - a. Louisville: 2001
 - b. Ft. Knox: 2002
 - c. Lexington: 2004
 - d. Florence: 2008
 - e. Reauthorized annually since 2001



The Cleveland (opened in 2003) and Louisville (opened in 2005) Education Centers illustrate Indiana Wesleyan University's capacity to provide top quality educational opportunities to students in Ohio and Kentucky.

Self-study Process

During the self-study process, the complexity of Indiana Wesleyan University necessitated involvement from a wide range of offices that have given input into this study. In 2007, the president appointed a Steering Committee consisting of administrative and faculty leaders from key areas to guide the overall process. Subcommittees included staff, students, faculty, and administrators from each principal academic unit, all stakeholders, and all regional campuses. In addition to many face-to-face meetings, several subcommittee meetings included teleconferencing with people from regional offices.

To gain feedback from all departments, the Steering Committee implemented a series of Unit Exercises during which each unit within the university conducted a monthly meeting to discuss one of the Higher Learning Commission criteria. Each university unit considered how its unit related to the criterion, how that criterion was being accomplished in that unit, and what improvements were needed. Each unit then submitted its answers to the Self-study Coordinator, who posted these responses on the HLC Steering Committee Blackboard site. The Steering Committee then utilized these summaries in developing this self-study document.

In the fall of 2009, the university sponsored five self-study workshops on its Marion campus and six workshops at regional sites; these workshops included administrators, staff, adjunct and full-time faculty, and students. At these workshops, small groups discussed sections of a draft of the Self-study and gave comments/suggestions to the writers. In this way, this institutional report is the product of the work of the entire university. Every sector, every department, and every region has discussed the criteria and reviewed this report.

Higher Learning Commission Self-study Steering Committee

Dr. Cynthia Tweedell, co-chair, Executive Director, Center for Research in Adult Learning

Dr. Donald Sprowl, co-chair, Assistant Provost for Institutional Research and Accreditation

Dr. Henry Smith, President

Dr. David Wright, Provost

Dr. Jim Fuller, Dean for the Graduate School

Dr. Mike Bonner, Vice President for Adult and Graduate Studies (retired Oct. 2009)

Dr. Darlene Bressler, Vice President and Dean, College of Arts and Sciences

Dr. Bradford Sample, Dean for the College of Adult and Professional Studies (now VPAA at Bryan College)

Dr. Todd Voss, Executive Vice President

Dr. Duane Kilty, Chief Financial Officer

Dr. Jim Lo, Dean of the Chapel

Dr. Denise Ferguson, Associate Professor, Communications

Dr. Keith Starcher, Associate Professor, School of Business and Leadership

Dr. Sharon Drury, Professor of Organizational Leadership

Institutional Report Writer: Dr. Cynthia Tweedell and others

Technical Editor: Dr. Charles Bressler, Professor of English, College of Arts and Sciences,
John Wesley Honors College

Graphic Design: Gary Phillips, Art Director, In-House Design

Self-study Subcommittees

Criterion One: Mission and Integrity

Dr. Sharon Drury, Chair

Dr. Bud Bence, Faculty, College of Arts and Sciences

Dr. Nicole Barnett, Faculty, College of Arts and Sciences

Dr. Jim Lo, Dean of the Chapel

Ms. Lynn Munday, Staff, College of Arts and Sciences

Ms. Nancy Coscia, Assistant Vice President, Student Development

Dr. Tim Beuthin, Faculty, Graduate Studies

Mr. Paul Garverick, Faculty, College of Adult and Professional Studies

Rev. John Wrightsman, Director of Chaplaincy Services, Adult and Graduate Studies

Mr. John Story, Board of Trustees member, Building Committee Chair

Dr. Josh Black, Regional Dean, NW Indiana, College of Adult and Professional Studies

Criterion Two: Preparing for the Future

Dr. Don Sprowl, Chair

Dr. David Riggs, Director, John Wesley Honors College, College of Arts and Sciences

Dr. Pam Giles, Faculty, School of Nursing

Mr. Allyn Beekman, Associate Vice President, College of Adult and Professional Studies

Mr. Ed Hoover, *Board of Trustees member, Assistant Board Chair*
Mr. Elvin Weinmann, *Administration, University Relations*
Dr. Lorne Oke, *Assistant Vice President, Information Technology*
Dr. Brian Simmons, *Vice President, University Relations*
Mr. Carson Castleman, *Regional Dean, Ohio, College of Adult and Professional Studies*
Mr. Brendan Bowen, *Vice President, Facilities and Planning*
Dr. Larry Lindsay, *Chief of Staff*

Criterion Three: Student Learning and Effective Teaching

Dr. Bradford Sample, *Chair*
Dr. Steve Lennox, *Faculty, College of Arts and Sciences*
Dr. BJ Fratzke, *Faculty, College of Arts and Sciences*
Dr. Matt Kreitzer, *Faculty, College of Arts and Sciences*
Ms. Nancy Coscia, *Assistant Vice President, Student Development*
Dr. Vern Ludden, *Faculty, College of Adult and Professional Studies*
Dr. George Howell, *Associate Dean, College of Adult and Professional Studies*
Ms. Jule Kind, *Director, Off-Campus Library Services*
Ms. Kathy Williams, *Staff, College of Adult and Professional Studies*
Dr. Pat Franklin, *Faculty, Kentucky College of Adult and Professional Studies*

Criterion Four: Acquisition, Discovery, and Application of Knowledge

Dr. Jim Fuller, *Chair*
Dr. Barbara Ihrke, *Executive Director, School of Nursing*
Dr. Burt Webb, *Faculty, College of Arts and Sciences*
Dr. Jerry Pattengale, *Assistant Provost for Scholarship and Engagement*
Ms. Alleta Tippey, *Staff, College of Arts and Sciences*
Dr. Boyd Johnson, *Faculty, College of Adult and Professional Studies*
Dr. Nancy Saunders, *Faculty, College of Adult and Professional Studies*
Mr. Mike Manning, *Administration, College of Adult and Professional Studies*
Dr. Jeanne Trudel, *Regional Dean, Kentucky, College of Adult and Professional Studies*

Criterion Five: Engagement and Service

Dr. Mike Bonner, *Chair*
Ms. Sarah Jones, *Faculty, College of Arts and Sciences*
Ms. Allynn Samuel, *Administration, College of Arts and Sciences*
Ms. Emily Essig, *Student, College of Arts and Sciences*
Mr. Greg Ferguson, *Director, Performing Arts Center*
Ms. Becky Hoffpauir, *Faculty, College of Adult and Professional Studies*
Dr. Malcolm Evans, *Board of Trustees, Board Secretary*
Mr. Rick Carder, *Alumni Director*

Mr. Lonnie VanDeventer, *Advancement Office*
 Ms. Dawn Brown, *Community*
 Mr. Bill Burton, *Faculty, Ft. Wayne College of Adult and Professional Studies*

Communications

Dr. Denise Ferguson, *Chair*
 Dr. Keith Starcher, *Faculty, College of Arts and Sciences*
 Dr. Scott Burson, *Faculty, College of Arts and Sciences*
 Ms. Bonita Wuertley, *Staff, College of Arts and Sciences*
 Dr. Mark Gerig, *Administration, College of Arts and Sciences*
 Mr. Mike Mendenhall, *Administration, College of Adult and Professional Studies*
 Ms. Kris Douglas, *Vice President, Enrollment Management*
 Ms. Sue Newton, *Staff, Cincinnati*
 Mr. Alan Miller, *Administration, University Relations*

Documentation

Dr. Todd Voss, *Chair*
 Mr. Bruce Brinkley, *Librarian*
 Mr. Tony Parandi, *Staff, Institutional Research*
 Dr. Mike Chase, *Associate Vice President, College of Adult and Professional Studies*
 Ms. Sue Melton, *Director of Student Services, College of Adult and Professional Studies*
 Mr. Thomas Ratliff, *Associate Vice President, Financial Aid*
 Mr. John Jones, *Vice President, Institutional Technology*

Prayer

| | | |
|----------------------------------|------------------------|-----------------------|
| Dr. Keith Starcher, <i>Chair</i> | Ms. Marti Brown | Rev. John Wrightsman |
| Dr. Anne Decker | Mrs. Terri Emrick | Dr. Bud Bence |
| Mr. Greg Stanley | Mrs. Janice Miller | Dr. Patricia Franklin |
| Rev. Stephen Nelson | Mrs. Noel Huston | Dr. Nancy Saunders |
| Ms. Eve Grant | Mr. Steven Alvarado | Dr. Mark Gerig |
| Dr. Ken Bielen | Dr. Jim Lo | Mr. Elvin Weinmann |
| Rev. Dale Henneman | Mrs. Margaret Starcher | Mr. Thomas Ratliff |
| Dr. Jim Vermilya | Mr. Paul Garverick | Dr. Jeannie Trudel |
| Rev. Chip Monck | Dr. Cynthia Tweedell | Ms. Linda MacKay |
| Rev. Bob Burchell | Dr. Don Sprowl | Mr. Doug Davies |
| Mr. Andy Nichols | Mr. Mike Manning | Ms. Jule Kind |
| Ms. Patty Southgate | Dr. Todd Voss | Mr. Tony Parandi |
| Mrs. Janet Clawson | | |

Self-study Workshop Participants

The following students, full/part-time faculty, administrators, and staff participated in a Workshop on the Self-study in which they gave comments and suggestions on a draft of the Institutional Report.

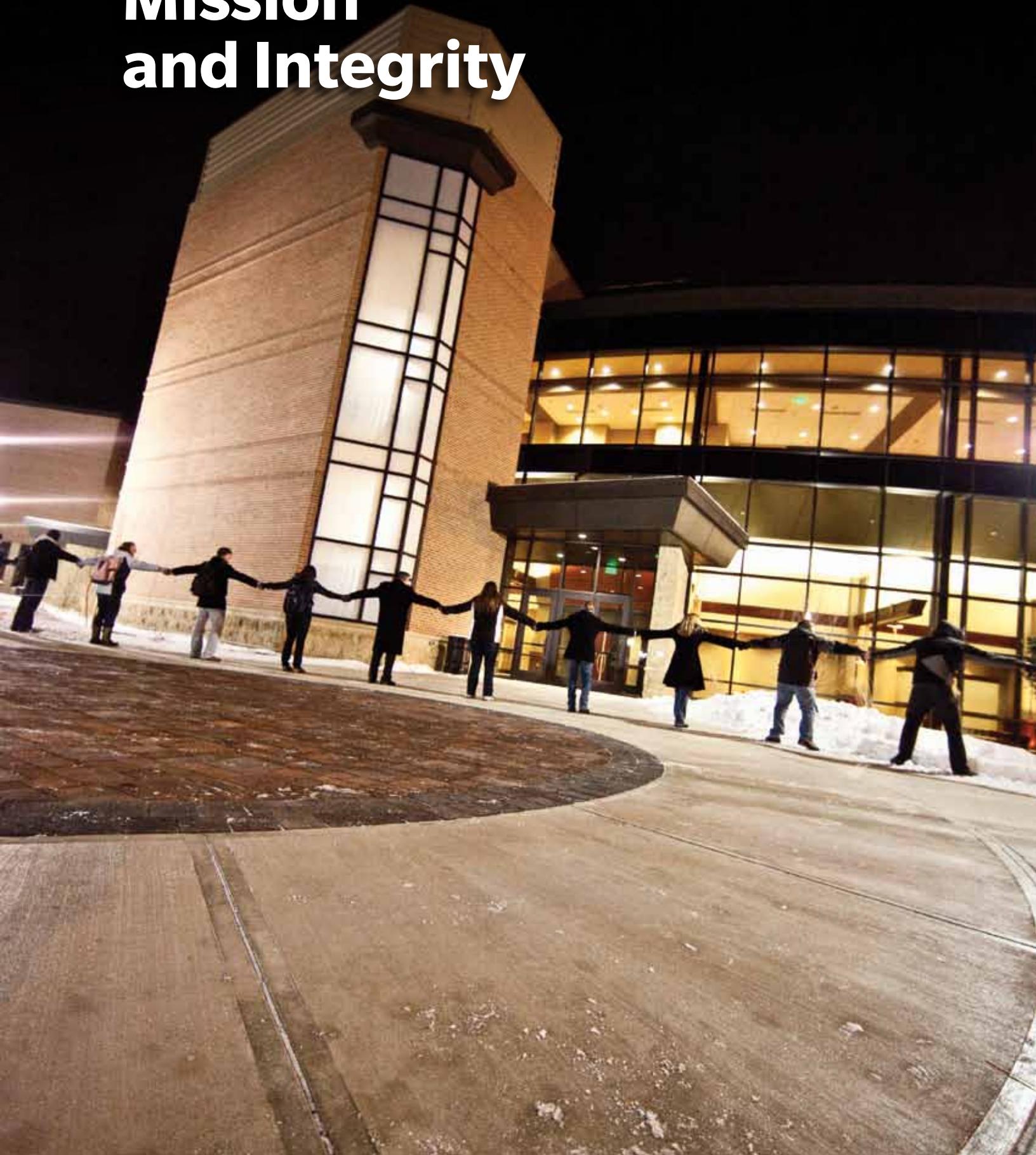
| | | |
|----------------------|------------------------|-----------------------|
| Criterion One | Karl Gauby | Harry Hall |
| Mark Alexander | Pam Giles | George Howell |
| Mark Asnicar | Polly Graham | Jule Kind |
| Bud Bence | Debra Grimm | Daniel Kiteck |
| Rhonda Bowen | Doug Helvey | Karla Larson |
| Steve Christensen | Laura Kelsey | Vern Ludden |
| Nancy Coscia | Craig Kirkwood | John Maher |
| Greg Ferguson | RB Kuhn | Anita Manwell |
| Greg Fiebig | Thomas Lehman | Bill Millard |
| Jim Kraai | Tiffany Lewis | Keith Newman |
| Molly Lindsay | Jim Lo | Katie Oke |
| Shawn Matter | Latrese Moffitt | Stephen Pettis |
| Janice Miller | Sarah Mosley | Karen Roorbach |
| Kim Parker | Anna Noveroske | Melvin Royer |
| Bronson Pasko | Kunle Oyerinde | Tom Sloan |
| Peter Roeth | Peter Rhetts | Melissa Sprock |
| Neil Rush | Betsye Robinette | Tim Steenbergh |
| Amber Simos | Michael Robinette | Willem Van DeMerwe |
| Jack William | Keith Roorbach | Todd Voss |
| Gail Whitenack | Jerry Shepherd | Debi Walters |
| | Megan Snyder | Denny Wongosan |
| Criterion Two | Lynette Voss | Jerry Woodbridge |
| Kay Alter | Dallas Walters | |
| Suzanne Augello | Kathy Williams | Criterion Four |
| Mark Asnicar | John Wrightsman | Micah Barcalow |
| Dave Bartley | Gabrielle Yoshinis | Bob Burchell |
| Ted Batson | Joel Yoshinis | Bryan Burgett |
| Jared Begg | | Sheila Carlblom |
| Ken Beilen | Criterion Three | Susan Case |
| Julia Bickel | Gary Alexander | William Cupp |
| Laura Bronsink | Allyn Beekman | Jeremy Diller |
| Sheila Carlblom | Tim Benthn | Kris Douglas |
| Sandra Cash | Jolly Beyioku | Janet Friese |
| Dot Clark | Jeff Bowen | Mandy Foss |
| Jeanne Craig | Mark DeMichael | Jim Freemeyer |
| Ryan Davis | BJ Fratzke | Jim Fuller |
| Terry Emrick | Gail Greene | Bill Goodman |

| | | |
|-----------------------|------------------|---------------------|
| Jeff Gunn | Kim DeMichael | Jay Taylor |
| Audry Hahn | Dale Fowler | Jim Varrone |
| Brian Hertzog | Jim Freemyer | Amber Wood |
| Brandon Hill | Lloyd Garrison | David Wright |
| Charles Hobbs | Paul Garverick | |
| Adela Hufford | Bill Hanna | Indianapolis |
| Barbara Ihrke | Herb Hughs | Steven Alvarado |
| Boyd Johnson | Kevin Jones | Carol Brecheisen |
| Ezra Johnson | Karla Karr | Timothy Chastain |
| John Lakanen | Laura Kelsey | Hank Crews |
| Angela Leffler | Judith Leach | Loretta Enlow |
| Jennifer Light | Michael Manning | Lisa Galvin |
| Ronda McCorkle | Alyssa Mastin | Donna Howard |
| Mike Mendenhall | Sue Melton | Patrick Okorodudu |
| Dan Metz | Phil Millage | Gary Parker |
| Kim Nicholson | Alan Miller | Jeffrey Paulson |
| Phoenix Park-Kim | Jill Morrison | Steve Resch |
| Chad Peters | Richard Moser | William Rmuera |
| Steven Porter | Katie Oke | Maureen Schoch |
| Lorne Oke | Kristie Oke | Gwen Sill |
| Amy Rupp | Brad Oliver | Ron Smith |
| Michael Santarosa | Jerry Pattengale | Patricia Sprinkle |
| Stephanie Santarosa | Veronica Peters | Sara Summers |
| Nancy Saunders | Harriet Rojas | Cheryl Ward |
| Daniel Solms | Don Rowly | Heather Watkins |
| Kevin Stiffler | Mary Seaborn | Gary Wilkinson |
| Robert Townsend | Angela Spangler | Thomas Wood |
| Steve Tripp | Aly Williams | Catherine Woodard |
| Tessa Unger | | |
| Chris Vermilion | Cleveland | Merrillville |
| Chelsey Vichary | Juri Ammari | Bruce Aardsma |
| Elvin Weinmann | Donna Bricker | Cassandra Barnes |
| Sherri Wynn | Bob Craven | Terry Bennett |
| | David Dial | Josh Black |
| Criterion Five | Edgar Elliston | Mechaelia Black |
| David Bartley | Marcus Myers | Ella Bush |
| Carol Bence | Joseph Oloyede | Dino Clark |
| Vanetta Bratcher | Allison Sabin | Nadar Eskander |
| Kevin Cabe | Scott Shepherd | K. Evans |
| Michael Chase | Lisa Simmons | Jacquelyn Goodlow |
| Kelsey Davitt | Vaso Suhodolsky | Patricia Hurst |

| | | |
|-------------------|-------------------|----------------------|
| Tishayr Jefferson | Patricia Hodges | Karen Hamilton |
| Viviann Jones | Laurence Johansen | Jeremy Harper |
| Sharon Johnson | Glenn Johnson | David Holdcraft |
| Russell Lee | Donna Jones | Christina Hutchinson |
| Jaries Lovaas | Jenny Kilgore | Don James |
| James Mandeville | Cynthia Lamb | Mike Johnson |
| Pamela Marshall | Susan Liller | Sheila Kirk |
| Henry Mikinson | Stephanie Maher | David Kotter |
| Shelley Miller | Chris Marshall | William Kuchenbrod |
| Hadley Mitchell | Amy Matalka | Carey Lake |
| Naomi Onomakpome | Dennis Mixer | Wilma Larrabee |
| Rod Picket | Kim Montgomery | Michael Lennie |
| Merrill Pruitt | Jason Mossman | Amy Lorson |
| K. Schaaf | Susan Newton | Troy McCullum |
| Everett Shattuck | Athina Patrick | Jodi Mills |
| Lois Shattuck | Mark Peterson | William Peyton |
| Gail Strine | Roger Shaw | Ellen Ramey |
| Yvonne Swain | Cynthia Sizemore | Nicole Robinson |
| Michael White | John Vandemeer | Dave Sample |
| | Thomas Vogel | Amanda Sarafin |
| Cincinnati | Jason Wells | Monica Scrubb |
| Meg Barnes | Cindy Witmer | Patricia Shepherd |
| Rhonda Bennett | John Wood | Tim Sloan |
| Dean Blimline | | Bill Smithwick |
| Mark Brooker | Louisville | Joseph Snider |
| Carson Castleman | Jeff Aeh | Keith Studebaker |
| Mark Chew | Katina Barbee | Bob Sutherland |
| Holly Colon | Todd Beckwith | Jeannie Trudel |
| Linda Dean | Peter Berkeley | Sheila Virgin |
| Woody Goffinett | Sheila Davis | Mike Wisley |
| Matt Hallam | James Farrell | Mike Witt |
| Patricia Hartley | Patricia Franklin | |
| Rick Hartman | Gerald Gaspar | |

CRITERION ONE

Mission and Integrity



Criterion One: Mission and Integrity

Indiana Wesleyan University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1a. Indiana Wesleyan University's mission documents are clear and articulate publicly the organization's commitments.

STRENGTHS

Indiana Wesleyan University has a compelling and unifying mission that is communicated through its internal and external literature, embodied in its structures, and expressed in its programs.

While Indiana Wesleyan University's recent history of growth and its vision for a future of even greater significance are the central focus of this self-study, the university's core operating principles remain unchanged and unchanging. As it was at its founding in 1920, Indiana Wesleyan University is an educational institution of The Wesleyan Church, with the university being a "responsible arm of the total ministry of The Wesleyan Church." The university's relationship with The Wesleyan Church:

- Defines who we are: a Christian university sponsored by and closely related to The Wesleyan Church.
- Defines the reason the university exists: to share in the larger mission of this faith community to please and honor God through lives of inward integrity and outward service, bringing the grace of God to bear on the needs of the world.
- Defines the university's role: an educational ministry that is faithful to the best principles and expectations of the academy while simultaneously being dedicated to meeting the higher educational needs of the church, preparing individuals for lifelong service, and seeking to make the world a better place by helping students become persons of character, scholarship, and leadership.

Indiana Wesleyan University's unchanging identity and purpose are clearly articulated in its mission statement while being reinforced in various university documents: the university's stated values, its vision statement, and its charge. All such public statements are products of the entire university community—the Board of Trustees, the president, and the university's academy of scholars—who passionately believe and support the university's mission and aspirations.

Mission: Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship, and leadership.

Values: The primary value for Indiana Wesleyan University is Christ-likeness. The challenge to follow Christ compels us to pursue a personal and professional lifestyle of commitment, leadership, service, stewardship, innovation, and diversity.

Vision: We seek to be a premier university changing the world for Christ.

Charge: Indiana Wesleyan University will prepare each student to become a world changer. We will accomplish this task by drawing students into an integrated experience of intellectual challenge, spiritual growth, and leadership development. Thus, we will call students to Christian character, expect academic excellence, equip them for success in their vocation, mentor them for leadership, and prepare them for service.

Indiana Wesleyan University intentionally reinforces these defining ideals to both the university community and to external constituencies.

- Every new undergraduate student on the traditional campus enrolls in the first-year seminar course titled "Becoming World Changers: Christian Faith and Contemporary Issues." This course introduces students to the identity of the Indiana Wesleyan community and the intention of its academic programs.
- The rotunda of Jackson Library is devoted to the university's Society of World Changers. Each spring an individual who embodies the Indiana Wesleyan world changer ideals is inducted into the society, and a sculpture of his or her likeness is then added to the rotunda display. Both the rotunda and the Society embody the university's mission and thus call each member of the Indiana Wesleyan University community to a life of service and engagement, endeavoring to change the world for Christ.
- Each of the regional centers houses a chapel available to faculty and students for prayer, reflection, and devotion while also providing a structural reminder of the university's mission and values.

- Most main campus buildings and educational regional centers have a Bible verse emblazoned on one of their walls.

Intercession, a sculpture of Christ praying for students, crafted by international artist Rick Wienecke, reminds the Indiana Wesleyan community of its calling to integrate faith and learning.



- The Marion campus and regional centers display numerous aesthetic and artistic reminders of the university's commitment to its mission, including sculptures, art work, and text.
- The Indiana Wesleyan website (www.indwes.edu) bears the heart of the mission in its universal banner with the full mission statement being only one click away, and as the first item under the Quick Facts menu.
- The Off Campus Library Services home page (<http://www.indwes.edu/ocls/>) expresses the university's commitment in "Providing students and faculty in IWU's adult and graduate programs with the resources needed for developing character, scholarship, and leadership."
- Brochures from admissions, academics, and athletics clearly state the Indiana Wesleyan University mission. Specific division/program brochures emphasize particular aspects of the mission statement as it relates to the division/program's area. (Marketing materials are available for view in the Resource Room.)

- All printed curricula in the College of Adult and Professional Studies have the mission statement inside the front cover page for each course.
- The university's application for employment positions the mission statement at the top of the application (<http://www.indwes.edu/hr/applications/application.pdf>).
- The Human Resources website (www.indwes.edu/hr) directs viewers to the "This We Believe" statement that articulates the Articles of the Wesleyan Faith and the Indiana Wesleyan University Community Lifestyle Statement.
- The *Triangle*, a magazine for alumni and friends, and the president's Annual Report consistently focus on the university's mission commitments.

CHALLENGES

During the self-study, university committees reviewed all existing university publications. This investigation revealed that not all publications consistently communicate the institutional mission. For example, some university program brochures do not specifically mention the integration of Christian faith with all academic work. As the university has reached out to diverse cultures, including urban adults and foreign students, it seeks to practice sensitivity in communicating the Christian mission within the appropriate cultural context. As the university grows and becomes more complex, it will be challenged to continue to communicate its stated mission effectively and comprehensively across the institution.

ACTION PLANS

Indiana Wesleyan University is committed to communicating its mission in all of its important publications. Because the university is deeply committed to consistently communicating its mission and purpose while simultaneously marketing its programs to diverse populations of potential students, the university initiated an institutional brand identity study. Presently, the university is working with the outside agencies of SimpsonScarborough and LipmanHearne to develop a coherent brand identity and to market programs so that they consistently articulate the mission to all constituencies.

1b. In its mission documents, Indiana Wesleyan University recognizes the diversity of its learners, other constituencies, and the greater society it serves.

STRENGTHS

Indiana Wesleyan University's mission compels the Board, administrators, faculty, and staff to recognize and value the university community's richness of diversity. One of the primary drivers of the university's growth in diversity has been its commitment to create programs, modalities of delivery, and service locations that provide access to new populations of students. During the last decade, the university has succeeded in becoming a more diverse learning community.

| MEASURE OF DIVERSITY | 1999 | 2009 |
|-----------------------------------|------|------|
| Female Trustees | 4% | 13% |
| Female Cabinet Members | 0% | 25% |
| Ethnic Minority Cabinet Members | 0% | 8% |
| Female Full-time Teaching Faculty | 36% | 42% |
| Ethnic Minority Full-time Faculty | 8% | 8% |
| Female Students | 66% | 64% |
| Ethnic Minority Students | 13% | 20% |

Throughout the last decade, the university community has witnessed change in three significant areas: (1) The multiplicity of students who attend the university's programs; (2) the diversity of the administrative leadership, faculty, and staff, and; (3) the number and variety of international learning experiences made available to students.

Indiana Wesleyan University's commitment to creating undergraduate and graduate programs for working adults has, over time, greatly increased the ethnic, socio-economic, and religious diversity of the university. The College of Adult and Professional Studies, for example, now enrolls a healthy percentage of students from diverse socio-cultural and ethnic backgrounds in addition to a variety of faith traditions. Such increasing diversity is helping to enrich the total university community and is highlighted on the university's website, in its marketing materials, and in *The Triangle*, the university's publication for alumni and friends.

During the past decade, Indiana Wesleyan University has worked diligently and deliberately to increase the diversity of its faculty, staff, administration, and Board of Trustees. In 2003, the university submitted its "Diversity Report and Plan" to

the Higher Learning Commission. Once the Commission approved the plan, the university began its implementation. Since that 2003 report, the university has taken the following actions:

- In 2008, the president's cabinet initiated a Leadership Development for Women initiative which yearly provides mentoring and special developmental activities for a select group of twenty women.
- The Board of Trustees added two women to its membership.
- The President's Advisory Council on Excellence (PACE) also added two women to its membership.
- An African-American man now serves as Vice President for Student Development.
- Three women now serve as vice presidents on the president's cabinet:
 - Vice President for Enrollment Management
 - Vice President and Dean for the College of Adult and Professional Studies
 - Vice President and Dean for the College of Arts and Sciences.
- In addition to the woman who currently serves as Vice President and Dean for the College of Adult and Professional Studies, two other women have served as dean during the past decade.
- A woman holds the position of Associate Vice President for Student Services in the College of Adult and Professional Studies.
- An Asian woman holds the position of Regional Dean for the Louisville Educational Center.
- During the past decade, two women have served as Associate Vice President for the College of Arts and Sciences.
- A woman was hired as Assistant Vice President for Student Activities.
- A woman serves as one of the university's assistant provosts.

Indiana Wesleyan University continues to execute its 2003 Diversity Report and Plan and aggressively seeks to increase female and minority representation among its faculty, staff, leadership, and Board of Trustees. Since 2003, the university has experienced some success in recruiting women and minorities to the faculty. For example, in the College of Adult and Professional Studies six of the eight full-time faculty hires in 2008 were women and/or ethnically diverse.

As an additional way of implementing its 2003 Diversity Report and Plan, Indiana Wesleyan University has recently signed a memorandum of understanding and

is currently developing a series of cooperative arrangements with Crossroads Bible College located in Indianapolis, Indiana, to provide additional educational opportunities for its students and constituents. Crossroads is actively engaged with communities of color which are historically underrepresented in the Indiana Wesleyan community, particularly on the Marion campus. As a means of enhancing understanding of and appreciation for diversity, Crossroads Bible College will also provide internship and mentorship opportunities in urban settings for Indiana Wesleyan University students.



Latreese Moffitt

Director of Intercultural Student Services

"IWU desires to create a learning community that celebrates, values, and respects all cultures. The president and his administration recognize the importance of creating benchmarks and taking aggressive steps to increase diversity not only in our student body but also among our faculty and staff. We in the Intercultural Student Services department strive to foster a campus community that reflects the diverse body of Christ as pictured in Revelation 7:9—a great multitude 'from every nation, tribe, people and language.'"

Indiana Wesleyan University remains committed to and has been intentional about diversifying its community at the highest levels of leadership. The Board of Trustees now includes four female members, and the president's cabinet includes one person of color and three female vice presidents. To increase gender diversity in all its positions of leadership, the university has established a program titled Leadership Development for Women, a mentoring program in which established leaders work with women who aspire to top leadership roles within the university. As this program continues, its effects will evidence themselves in the female student population as these students interact with female campus leaders who serve as role models for the student body.

One of the newest academic units of the university, Wesley Seminary, includes a woman pastor and an African American church leader on its advisory board. In addition, the student body of the seminary is already diverse in gender and ethnicity, while the leadership and faculty of the seminary have embraced cultural, gender, and ethnic diversity as part of the very fabric of the seminary.

For the past decade, one of the university's strategic priorities has been increasing the diversity of the student body of the College of Arts and Sciences. The primary focus of this strategic priority is to create a campus that is a place of well being and support for students of underrepresented populations. To this end, the university has enacted a set of diversity initiatives: it has retained the services of a paid consultant to help understand how to create better linkages and recruitment opportunities with Spanish speaking communities, and it has created the Office of Intercultural Student Services. The university has also appointed fourteen Diversity Coordinators for the College of Arts and Sciences, one for each residence hall on campus. Through these and other measures, the university is laying the foundation for a richly diverse Marion campus community.

Indiana Wesleyan University's students represent a diversity of religious viewpoints. While the university asserts without reservation that the Christian faith is the common center of its community and an essential gift to the world that it endeavors to influence, it does not require students to make a personal profession

of faith in order to matriculate. Without apologizing for its foundational beliefs, the university welcomes students of diverse religious backgrounds and values the richness of perspective they bring to the community and to the educational enterprise. The university's end-of-program surveys indicate that these students feel welcomed and supported in the caring environment in which they find themselves at Indiana Wesleyan University.

The university's world changing mission requires real connections with the world, a growing understanding of global issues, and an appreciation for the benefits of living and working in multi-cultural and global contexts. The university demonstrates its commitment to this world changing mission by providing opportunities for its students in the United States to experience learning in global contexts in the following ways:

- The university has begun to formalize the amount of institutional financial aid that students can use for study abroad.
- The university has added significant new study-abroad relationships to encourage learning in diverse cultural locations.
- Each year the College of Arts and Sciences sponsors dozens of short-term service teams whose intent is to "serve the world around them in Christ-like, life transforming ways" (World Impact Brochure).
- In September 2009, a group of Indiana Wesleyan University's post-licensure nursing students and faculty shared their learned medical skills with impoverished people of Ecuador.
- World Impact sponsors mission trips for students, thereby opening the door for students to live out the world changer calling in foreign cultures.
- Students and faculty from the doctoral program in Organizational Leadership provide ongoing consultation and mentoring to a group of leaders in the Ukraine.
- The Zambia Semester Abroad program gives students an opportunity to learn a global perspective while completing their coursework in an African nation.

CHALLENGE

One of the university's primary challenges is to increase the ethnic diversity of the College of Arts and Sciences' student body, faculty, and staff. In order to do so, the university must continue to develop concrete interventions that bring more diversity to this particular college.

The university must continue to take steps to ensure that diverse perspectives and issues are represented in the curricula of all its colleges and schools.

The university must also increase the frequency and number of its racial and cultural sensitivity training opportunities for students, faculty, staff, and administrators while also seeking ways to ensure that a significant percentage of the university community takes advantage of these opportunities.

The university must find more ways to establish long-term relationships with diverse ethnic and cultural communities, both on its Marion campus and on its urban education centers.

ACTION PLANS

The University Strategic Plan calls for intentional engagement with Latino and international communities. In order to attract such diverse population groups, the College of Arts and Sciences will continue its diversity initiatives to make the Marion campus fully supportive and sustaining for students of color. In addition, the president reaffirms his public commitment to proactively recruiting a diverse faculty and student body.

The marketing and recruitment divisions of the university will continue to create strategies to build relationships and recruitment opportunities with diverse communities.

The financial aid and university relations divisions are developing action plans for the creation of specific diversity scholarships. During the recent economic downturn, the university lost funding from a major donor for its existing Diversity Scholarships for students of color. University leaders are now strategizing how best to replace this scholarship and to make such scholarships an effective tool for enlarging the university's pool of diverse applicants.

Diversity Goals in the Cabinet's Strategic Goals Map

As noted in the University Strategic Plan, increasing the diversity of the College of Arts and Sciences remains a strategic priority.

Strategy 3: Celebrate the richness of each culture within the university.

- Enrich the distinct ethnic community and educational modalities of the university.
- Invest in purpose-guided quality of life initiatives among campus populations.

- Develop opportunities for interaction among all distinct groups.
- Discover ways to increase intentional engagement for underrepresented faculty and students.

In light of this strategy, members of the president's cabinet have outlined the following goals:

- In cooperation with enrollment management units, the College of Adult and Professional Studies leadership will benchmark Hispanic enrollment in the College of Adult and Professional Studies programs and increase such enrollment by 100% over the next three years.
- The university will establish priorities for increasing underrepresented student enrollment in the College of Arts and Sciences and the College of Adult and Professional Studies.
- The university will establish diversity workshops in order to create campus-wide diversity training.
- The university will enhance efforts for new student orientation, particularly for the parents of incoming students.
- The university will assemble a steering committee in preparation for hosting the National Christian Multicultural Student Leadership Conference (NCMSLC) in 2010.



Fifteen educational centers in cities throughout Indiana, Kentucky, and Ohio are designed to provide educational experiences tailored to the schedules and andragogical needs of adult students.

1c. Understanding of and support for the mission pervade Indiana Wesleyan University.**STRENGTHS**

The Indiana Wesleyan University mission animates the university community in a variety of ways: curricular and co-curricular programming, the hiring process for faculty and staff, faith integration in courses, specific course offerings, and the rank promotion process. The university's mission is also intentionally integrated throughout the campus via structural elements of architecture and the dedication of buildings. The university's mission—to change the world for Christ—is a high and noble calling, one capable of motivating and sustaining all that the community aspires to accomplish. Thus, the mission naturally finds its way into everyday conversations, especially conversations of decision, whether these decisions be personal, programmatic, or institutional.

Seemingly, the university's mission would pervade the university community without structural support, but such structures exist by design and serve to keep the community continually focused on its stated mission.

Curricular and Co-curricular Programming

- The university requires an orientation course titled “Becoming World Changers: Christian Faith and Contemporary Issues” for all new undergraduates on the traditional campus. This course establishes the institutional mission in the mind of every new student.
- Student development programming provides for the social, emotional, and developmental well being of students. Such programming draws from and aligns with the missional call to develop students in character, scholarship, and leadership.
- The Center for Life Calling and Leadership assists traditional students in identifying their unique gifts and motivating their academic pursuits and their vision for life both while attending Indiana Wesleyan University and for life after graduation. Such guidance is based on and developed from the most fundamental principles of God’s calling on each individual to be a world changer.
- Athletic teams focus on competing with integrity, ever envisioning for themselves a larger picture of world-changing ministry from the platform of athletic excellence.

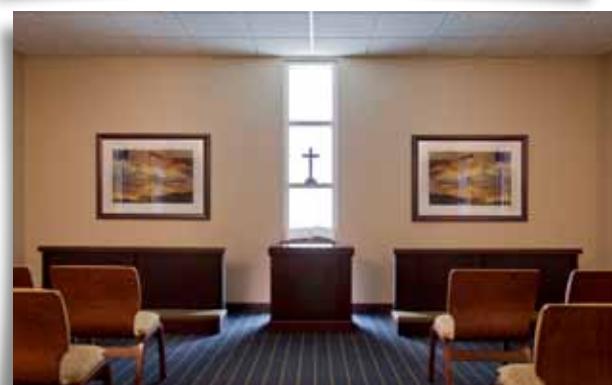
- The curricula of many academic programs have a distinctly outward focus, emphasizing engagement with the world through internships and service learning experiences.
- In August of each year, the all-campus convocation gathers all of the employees of the university for a presidential briefing on strategic developments in light of the university's mission. This convocation is available to the regional educational centers via video.
- During the spring of each year, The World Changer Convocation embodies the university mission as evidenced in the life of a chosen role model, thereby calling the community to similar commitment and impact.

Faith Integration

- The Dean of the Chapel, the regional education center and online chaplains, and the student chaplains in each residence hall provide programming that reinforces the call to the mission in the lives of students.
- During the work day, a monthly employee chapel strengthens the university's identity as a Christ-centered academic community and reminds employees of the university's mission.
- In the fall of every year the academic convocation held during the first week of school on the traditional campus sets the academic enterprise in its proper context in light of the university's mission.

Architecture and Buildings

- The Williams Prayer Chapel (opened in 2005) sits in the center of the academic core of the Marion campus. Always available for prayer and for the devotional needs of all members of the community, the chapel serves as a perpetual architectural reminder of the defining nature of the Indiana Wesleyan community and the ultimate purpose of its educational endeavors.
- Each of the regional educational centers has a prayer chapel room that serves the above-mentioned purposes for the adult education communities.



- While the newest Marion campus building, the chapel/auditorium (opened in 2010) fills an important need for large-group assembly space, its construction communicates an institutional priority for the spiritual welfare and development of the university community. Its physical presence draws the community physically and emotionally back to the core of the mission: that the university is a Christ-centered academic community.
- The Student Center has architectural elements designed to turn eyes outward to the larger world: the Globe Theatre, the Blue Marble Bistro, and the European-market Piazza.



- The Society of World Changers' display and the granite global fountain in the rotunda of Jackson Library, the academic heart of the university, are reminders of the university's mission to change the world.



Through these various elements the Indiana Wesleyan community cultivates its shared mission, one that is embodied and lived out by students, faculty and staff, thereby giving evidence of understanding and support for the “character, scholarship, and leadership” dimensions of the mission.

CHALLENGE

The self-study process has revealed that community awareness and understanding of the Wesleyan tradition is not uniformly held across all sectors of the university. While many faculty and staff come from other Christian faith traditions that are committed to the university’s Christ-centered, world changing mission, these

faculty and staff and are sometimes unfamiliar with the university's Wesleyan heritage, including its practical theology.

ACTION PLAN

The university is implementing faculty and staff development opportunities which will impact the university community's awareness of the Wesleyan tradition. In 2009, the College of Adult and Professional Studies required all faculty (including adjuncts) to attend a faculty development session centered on integration of faith and learning. In addition, the College of Adult and Professional Studies also began requiring all new full-time faculty to participate in an induction program that includes each faculty member's authoring a theology-based reflection paper. And in 2009, the College of Arts and Sciences began to require a new-faculty orientation class that included a full semester of vocation and theological reflection along with each faculty participant authoring a capstone integration paper.

1d. Indiana Wesleyan University's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

STRENGTHS

The governance structures of the institution are sound and are functioning effectively, with the newly-instituted academic structure serving the current needs of the academic programs while providing for continued growth and innovation.

In addition to those documents that keep the mission ever before the community, the university is governed according to duly created official policy documents: the Board of Trustees Bylaws, Faculty Bylaws and Handbook, administrative handbooks, Student Handbook, and the academic Catalog. These policy documents are maintained through shared governance processes and are in regular use by the university community.

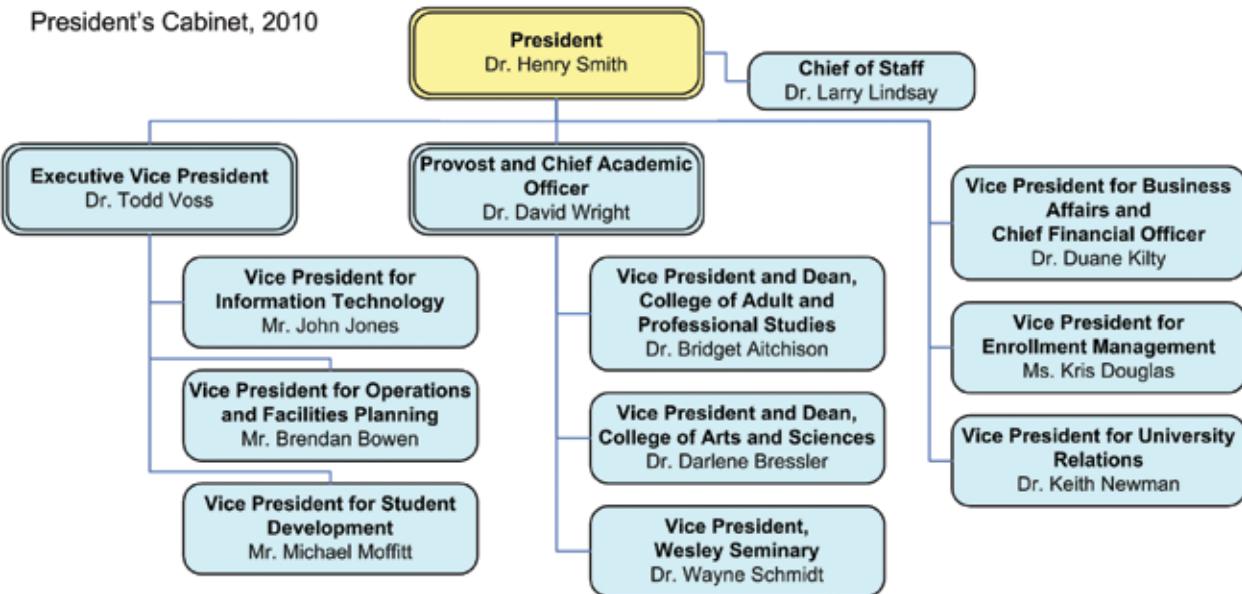
As detailed in the Bylaws of the Board of Trustees, the Board consists of thirty-three voting trustees, plus the university president as a voting ex-officio member. Employees of the university, except for the president, may not serve as trustees. Although trustees may be nominated by the General Board of The Wesleyan Church, by the districts in the North Central Educational Area of The Wesleyan Church, and by the Board of Trustees itself, it is the General Board of The Wesleyan Church that elects the university's trustees, thus preserving the strong relationship between the institution and its founding denomination. The trustees must

represent “a variety of educational, professional, and business experience.” Apart from requiring the permission of the General Board of The Wesleyan Church to sell “all or substantially all” of the property of the university, the Board of Trustees has authority to direct the affairs of the university within the parameters articulated in the Standards for Educational Institutions of The Wesleyan Church.

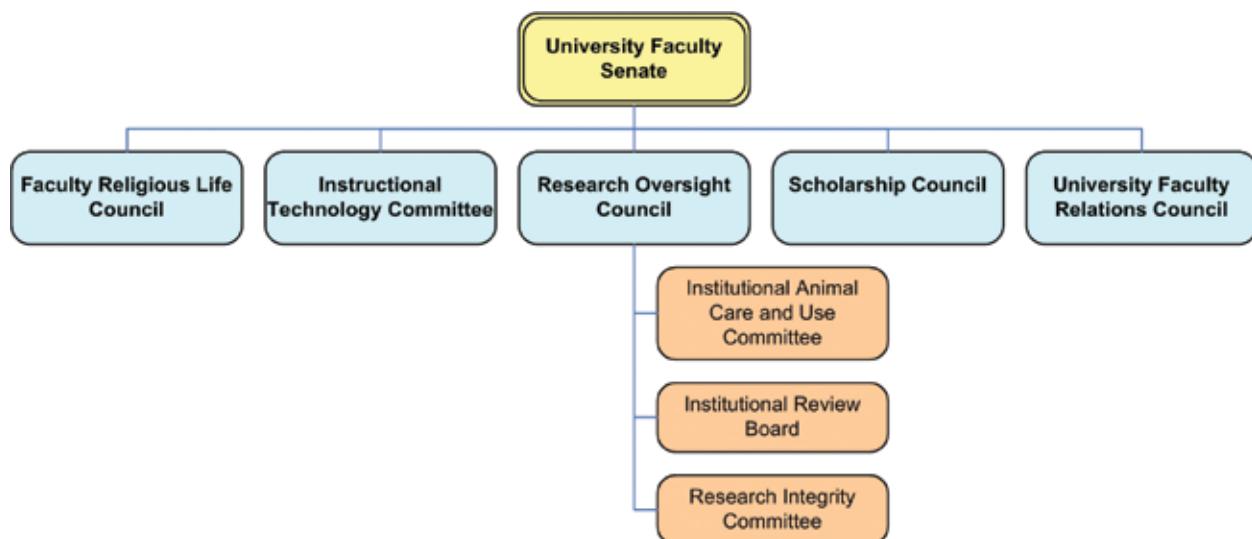
This formulation of the Board of Trustees is in accord with accepted practice and provides stable and wise oversight to the affairs of the university. Meeting at least three times a year as the full Board or Executive Committee, the Board of Trustees is an active policy making body. Individually, trustees have no authority and are careful to avoid inappropriate influence apart from the decisions of the Board as a whole. The Board itself provides strategic direction to the university, but entrusts the day-to-day operation of the institution to its executive agent, the university president. This appropriate separation of the Board is vital for effective governance and institutional integrity; the daily work of the employees in accomplishing the mission of the institution is thus held accountable to a strategic oversight body that is interested but not entangled in the operational details of the work and is thereby free to provide prudent direction for the welfare of the institution.

The daily operations of the university are held accountable to the president through the president’s cabinet. In contrast to the centralized decision-making model that was effective when Indiana Wesleyan University was a smaller institution, the current president, Dr. Henry Smith, is committed to a model of empowered decision-making at the point of action with accountability. In this model, the cabinet makes decisions regarding institutional-scale matters, but directs the affairs of the institution primarily through the processes of strategic planning, strategic communication, and accountability. The result is an environment of collaborative decision-making with a healthy synergy between strategic direction developed collaboratively under the guidance of the president and entrepreneurial innovation generated throughout the institution, evaluated and funded based on alignment with the strategic plan.

This system is illustrated by actions taken by the president in 2008. Early in that year the president and the chair of the Board of Trustees jointly hosted a multi-day strategic planning retreat for the Board of Trustees. This retreat provided the Board an opportunity to identify primary strategic priorities for the institution. The findings generated by the Board at that time have informed subsequent planning processes undertaken by the cabinet and the broader university community.



The president's commitment to distributed and collaborative decision-making implies an increased role for teaching faculty in governance related to academic affairs. This commitment was signaled early in his administration when the president joined the Chair of the Board of Trustees in attending a governance workshop for senior administrators. The faculty members of the five principal academic units—the College of Adult and Professional Studies, the College of Arts and Sciences, the Graduate School, the School of Nursing, and the Wesley Seminary at Indiana Wesleyan University—are represented in councils and committees in the governance of the units. The faculty is represented in university governance through the University Faculty Senate and its reporting councils and committees. These governance bodies provide faculty voice in the strategic direction of the institution and in processes that ensure the integrity of the institution.



Three recent structural innovations will serve the institution well into its future, but in the near-term these innovations present some transitional challenges.

First, Dr. Smith has established for the first time in Indiana Wesleyan University's history an office of the provost to unify the many academic programs under a single head. Apart from embodying the centrality of the educational mission in the administrative structure of the university, the office of the provost provides a number of benefits to the institution:

- All academic programs are held to universal standards of academic excellence.
- Strategic cooperation among various academic programs and units is facilitated.
- The academic programs have a unified and central voice in the strategic planning and budgeting processes.
- Essential administrative elements can be combined under central administrative offices.
- Student learning assessment has a central prominence, voice, coordination, and communication.

The full benefits of the office of the provost will be realized with complete staffing, which will be accomplished through time in accord with the strategic priorities and budgetary realities of the university.

Second, one of the initial priorities of the university's first provost, Dr. David Wright, was the examination of the academic structure of the university to ensure that it was appropriate to support the current endeavors and enable the vision for the future. The existing structure had served well through a decade of unprecedented growth and development, but it included some non-intuitive elements: graduate programs were housed in the College of Graduate Studies but also in the College of Adult and Professional Studies; nursing programs were housed in all three existing colleges.

Throughout the 2007-2008 academic year, an academic structure task force met within the College of Arts and Sciences to study and recommend structure changes in that college. With the establishment of the office of the provost, the provost launched a study in the fall semester of 2008 to determine how best structure the university to fulfill its mission well into its future. This study process incorporated and built on the early work of the College of Arts and Sciences Structure Task Force.

It is clear that the three-college structure implemented in 2001 was instrumental in enabling the growth of the university in student population and organizational maturity. But as the decade brought increasing growth, it also became evident that the university had outgrown this structure and that it was time to restructure in order to enhance academic quality. This structure study, conducted by the provost and assistant provost Karen Roorbach, was collaborative in nature. Based on the theoretical concepts of “appreciative inquiry,” which posits that change is best managed as an organization identifies, celebrates, and attempts to build on its strengths, the structure study process included subcommittees of faculty and administrators from all three colleges and produced a resurgence of innovative thinking. Upon completion of the study, the university community discussed the study’s findings.

One of the primary strengths identified by the university faculty was the organization of the university into two central pillars organized primarily around the audiences served. The College of Adult and Professional Studies and the College of Arts and Sciences represent these two great strengths of the university. Each one is a strong academic unit in its own right, and each embodies the mission of the institution. Each is also faithful to the values and vision of the university, with each one contributing key elements to the university’s identity and its success. Upon analysis provided by the study, the university community indicated its desire to keep these central pillars of academic organization.

Around this fundamental concept, the university community then sought a structure that would provide for unified policy oversight of graduate education, especially on the doctoral level. The community wished to augment disciplinary leadership and to give greater thought and currency to the liberal arts educational foundations of university programs. The university community also needed to provide for more manageable spans of control and to create new centers of strategic leadership throughout the university administrative structure.

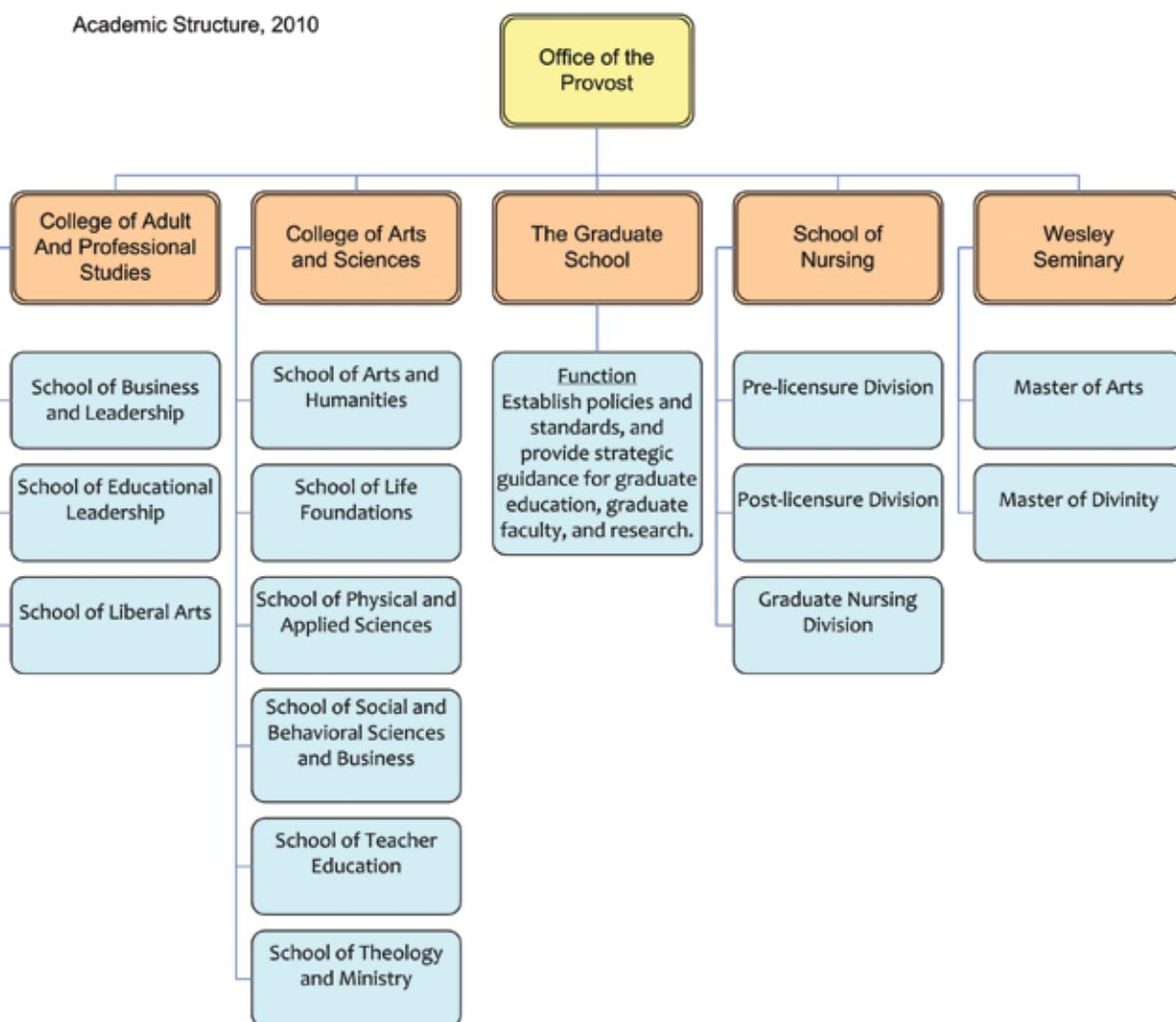
The community therefore gave its support to a model that created embedded schools within the two primary colleges. These schools are headed by associate deans who give strategic and operational leadership to their disciplinary units.

In addition, the university decided to create two stand-alone disciplinary schools: the School of Nursing and Wesley Seminary at Indiana Wesleyan University. The School of Nursing was selected to become a stand-alone disciplinary school because of the nature of the discipline (the largely self-contained nature of nursing education) and the desire of the professional accreditation body to see a single nursing education unit headed by a single administrator. The university created Wesley Seminary in response to a long-standing desire to create the first seminary

of The Wesleyan Church and to manage and promote the growth of graduate ministerial education at Indiana Wesleyan University.

The university community provides formal coordinating councils to coordinate curricula and policy for disciplinary programs that are offered in more than one of the university's principal academic units.

This new academic structure preserves the existing strengths of the College of Arts and Sciences and the College of Adult and Professional Studies; provides strong disciplinary units through the embedded Schools, the School of Nursing, and Wesley Seminary at Indiana Wesleyan University; and provides for unified oversight of graduate education through the establishment of the Graduate School.



Third, empowered decision-making at the point of action requires a complementary budgetary system of income stream allocation, budget management, spending authority, and accountability. The new Chief Financial Officer, Dr. Duane Kilty, is presently developing this system. In addition, the president has created a Budget Council composed of the president and the five senior vice presidents. The Budget Council reviews overall budgetary parameters for a given year, assists the president in aligning income and expenses with strategic priorities, and gives high-level oversight to the processes of budget formulation and execution. In the near term, system development will consume significant energy, to be followed by a season of process development and manager training.

The university has intentionally undertaken these structural innovations, preparing the way for a future of expanded influence in the accomplishment of its mission.

CHALLENGES

The process of completing the self-study has also brought to light the continued challenge of promoting faculty participation in governance. In the College of Adult and Professional Studies, the representation of teaching faculty on leadership councils needs to be augmented. In addition, the input of teaching faculty on curriculum development and assessment should also be expanded. The university must continue to encourage and enable the College of Adult and Professional Studies full-time teaching faculty to serve as true academic leaders who participate in shared governance processes.

Overall, the university community is now challenged to build relationships and practices within the new administrative structure. For example, the need exists to redefine administrative support functions, staffing patterns, and budgetary provisions consistent with the new structure.

The University Senate, which is less than ten years old, has labored since its inception to clarify and fulfill its role and responsibilities. Although progress is evident, the senate has not yet reached its potential as a predominant arena for faculty governance. Most recently, new Faculty Bylaws are clarifying the senate's role. In addition, the president and the office of the provost have sponsored and assisted in leading two senate retreats to promote senate definition and development.

ACTION PLANS

Central administrative offices will develop and implement new administrative and budgetary processes to support the new academic structure.

The university will continue implementing plans to increase the number of full-time faculty so that there will be more faculty available for curriculum development, assessment, and positions on the various governing councils.

The office of the provost has assisted the senate in revising its Faculty Bylaws to be consistent with the new academic structure. This office will also work with the senate president and officers to continue to develop the identity and role of the senate in the shared governance of the university.

1e. Indiana Wesleyan University upholds and protects its integrity.

STRENGTHS

Integrity is essential to Indiana Wesleyan University's mission and must therefore be attended to with diligence. The university has made an explicit commitment to preservation of the institutional integrity that is intrinsic to its identity and mission. Process integrity is of particular concern because Indiana Wesleyan University is an entrepreneurial and growing institution—and therefore a changing institution—whose processes must keep pace with its growth and complexity. Continual self-examination with regard to process integrity will ensure identification and remediation of issues of concern.

At the direction of the Board, the president is building an internal compliance and audit capability for the institution, a model based on the Institute for Internal Auditors Research Foundation's standards for an effective compliance system for educational institutions and the Federal Sentencing Commission's guidelines. A diagram of the model compliance program toward which the university is working can be found in the resource materials. The initial steps of Board resolution and compliance officer designation have been completed. According to Board mandate, the internal compliance officer reports directly to the Board of Trustees. The work of system development is now progressing.

The integrity of the institution is safeguarded through institutional governance, accountability relationships, and process development.

Governance safeguards provide first-line protection of integrity.

- The Board takes action only as a body of the whole, never as individual trustees.

- The Board is active and engaged, holding the president accountable for the integrity of university operations.
- The president reports to the Board at least four times each year—at two full Board meetings in the fall and spring semesters and at executive sessions between those meetings held in August and December.
- The cabinet holds all offices of the university accountable for integrity in operation.

External accountability relationships provide second-line protection of integrity.

- An annual external audit of institutional finances requires and certifies integrity in the handling of financial resources.
- External audits of student financial aid practices ensure integrity in financial aid administration.
- Annual reports to the federal government through the Integrated Postsecondary Educational Data System (IPEDS) require integrity in record keeping and reporting processes.
- An annual report to the federal government in accord with the Equity in Athletics Disclosure Act (EADA) requires and demonstrates integrity in the administration of athletic programs.
- Annual reports satisfying Students' Right to Know, Clery Act, and Minger Act regulations require and demonstrate integrity in the reporting of campus crime and related issues.
- The university's participation in the Environmental Compliance Audit Program, sponsored by the Independent Colleges of Indiana and sanctioned by the Environmental Protection Agency Region 5 office, requires and certifies integrity in the operations with regard to environmental and work place safety regulations.
- Annual institutional update and license renewal with the Kentucky Council for Postsecondary Education documents integrity in the educational operations in Kentucky.
- Periodic renewal of the license under the Ohio Board of Regents documents integrity in the educational operations in Ohio.
- Periodic renewal of the Program Participation Agreement (PPA) with the U.S. Department of Education requires and ensures integrity in the financial aid operations.

- Indiana Wesleyan University's membership in the Council for Christian Colleges and Universities requires the university to have integrity in the hiring of employees in accord with the university's mission.
- The university conducted Best Christian Workplace Institute surveys in late 2006 and again in late 2008. The findings presented the university in January 2007 and again in 2009 show the university certified as a Best Christian Workplace aligned with a commitment to its mission, values, and goals. Most areas of measure showed improvement during the two years between surveys.
- Disciplinary accrediting agencies require integrity of operation in associated academic programs:
 - Commission on Accreditation of Athletic Training Education (CAATE) for athletic training.
 - Council for Accreditation of Counseling and Related Educational Programs (CACREP) for counseling.
 - Commission on Collegiate Nursing Education (CCNE) for nursing.
 - Council on Social Work Education (CSWE) for social work.
 - National Association of Schools of Music (NASM) for music.
 - National Council for the Accreditation of Teacher Education (NCATE) for teacher education.
- Annual data updates and periodic reaccreditation visits from the Higher Learning Commission require integrity in all university operations.

Process development provides third-line protection of integrity.

- The university registrar certifies each degree awarded, ensuring that all degree requirements have been met before degrees are granted.
- The university registrar certifies student athletes for participation eligibility, ensuring that all requirements for eligibility are met by each participating student athlete.
- In 2005, the university created an Office of Regulatory Affairs to ensure that all regulations of external governing agencies are satisfied. This responsibility has now been assumed by the Office of the Chief Financial Officer, with representation from the office of the provost, financial aid, and other relevant departments charged with maintaining regulatory compliance.

- In 2005, the university established the Office of University Counsel. A highly qualified individual was employed to serve as chief counsel to the president and to provide a particularly strong background and discerning eye in matters of personal and process integrity. His counsel enabled the university to establish structure and processes that will protect integrity as the university moves forward. Once these processes were in place, the need for a full-time university counsel no longer existed; thus, at the close of 2009, this office was dissolved. A process has been put in place to indicate when outside legal counsel must be sought.
- Internet-based compliance systems operating 24/7 were successfully implemented to timely coordinate reporting and management of university-related incidents involving property losses, “slip and falls,” work related injuries, among others; publish campus safety policies and report crimes covered by the Clery Act; manage the university’s compliance with Title IV aid administration, particularly eligible academic programs and teaching/learning locations; coordinate and manage off-campus domestic and international travel; and docketing and managing important regulatory deadlines.
- With assistance from the external firm of Evans Consulting, the university modified processes for handling financial aid in non-term programs to make these programs fully compliant with all applicable regulations.
- The Office of Human Resources has recently strengthened the hiring process with regard to the fit of candidates to the Indiana Wesleyan community and mission. The faculty hiring process includes an interview with the Dean of the Chapel to ensure that each candidate’s religious views are consistent with the Wesleyan faith.
- The Office of Human Resources has provided an improved system of annual review of employee performance, ensuring integrity and accountability while tying performance review to the strategic priorities of the institution.
- The Office of Human Resources is reexamining its policy for the use of background checks to screen for sanctioned individuals and contractors.
- The Purchasing Department is preparing a list of preferred vendors who have been screened for conflicts of interest, evidence of illegal conduct, and other non-regulatory compliance and drafting associated policy. This department is also working to ensure that contracts used with vendors, suppliers, independent contractors, and volunteers contain appropriate standards of conduct, conflicts of interest, and warranty language—i.e., compliance with the Foreign Corrupt Practices Act, etc.

- Senior administration has created a university-wide policy for reporting and investigating suspected wrongdoing. The policy provides for a system that is independent, objective, thorough, non-retaliatory, non-retributive, confidential, and anonymous.
- The Finance and Accounting Department and its subordinate business units are focusing attention on internal controls, segregation of duties, financial reporting, record retention, and contracting.
- The university provides employee training on Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) regulations to ensure uniform compliance.
- The process for faculty rank improvement now involves a three-phased review, beginning with a committee of peers at the level of the principal academic unit, followed by review of a university-level faculty council chaired by the provost, and culminating with a final decision by the president.

CHALLENGE

The self-study and the Best Christian Workplace surveys have revealed that the university is not consistent in providing quality supervisor feedback for staff and administrators. Most departments have some sort of system of staff/administrator review, but across the university the review is inconsistent.

ACTION PLANS

An effective system is in place for faculty review and development. For staff and administrator review, the Department of Human Resources has developed and is implementing a comprehensive system.

SUMMARY

STRENGTHS

1. Indiana Wesleyan University has a compelling and unifying mission that is communicated throughout its structures and publications.
2. Indiana Wesleyan University has an intrinsically outward-looking mission that compels it to recognize and value the richness of diversity in the students it teaches and the world it seeks to change.
3. Indiana Wesleyan University's mission documents affirm diversity as one of its core values.
4. The university offers diverse academic programs, modalities of delivery, and locations, thereby allowing it to serve a diverse constituency.

5. Intentionality in hiring and appointment has notably increased the diversity of the leadership team at Indiana Wesleyan University.
6. Understanding of and support for the mission pervade Indiana Wesleyan University.
7. The governance structures of the institution are sound and function effectively.
8. The new academic structure serves the current needs of the academic programs while providing for continued growth and innovation.
9. Indiana Wesleyan University has an intrinsic and explicit commitment to preservation of institutional integrity.
10. Continual self-examination with regard to process integrity ensures identification and remediation of issues.

CHALLENGES

1. The self-study has revealed that all publications do not uniformly express the institutional mission.
2. The university recognizes its continued challenge to investigate and implement ways to attract underrepresented populations to the Marion campus.
3. The university community's understanding of the Wesleyan tradition is not uniform.
4. Transition and adjustment to new academic and budgetary structures present a variety of process issues that must be solved.
5. Indiana Wesleyan University must improve its consistency in providing quality supervisor feedback for staff and administrators.

ACTION PLANS

1. Indiana Wesleyan University is conducting an audit of its foundational documents to ensure that the university mission is consistently communicated.
2. The brand identity study will produce a unifying framework for communicating the university's mission to all constituencies.
3. The institutional strategic plan calls for intentional engagement of diverse communities.
4. Indiana Wesleyan University's cooperation with Crossroads Bible College promises to connect the university with students from historically underrepresented communities in Indianapolis.

5. Indiana Wesleyan University will continue diversity initiatives to make the Marion campus a friendly environment for diverse students.
6. The president continues to reaffirm the university's commitment to proactively recruiting a diverse faculty and student body.
7. Faculty and staff development opportunities are being implemented that will impact the community awareness of the Wesleyan tradition.
8. The community is persevering through the process of academic and budgetary change with renewed expectation of innovation and growth.
9. The Department of Human Resources has developed and is implementing a comprehensive system for staff and administrator review.

CRITERION ONE

Notes

CRITERION ONE

Notes

CRITERION TWO

Preparing for the Future



Criterion Two: Preparing for the Future

Indiana Wesleyan University's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Indiana Wesleyan University is an exceptionally forward-looking institution. Over the past twenty-five years, the university has developed the capacity to recognize and respond to opportunities and challenges arising from the needs of the communities it serves and the changing landscape of higher education. This ethos of outreach and innovation has been driven by a strong commitment to its mission. Indiana Wesleyan truly has a passion to dream and a capacity to lead.

2a. Indiana Wesleyan University realistically prepares for a future shaped by multiple societal and economic trends.

STRENGTHS

As is true for most facets of today's society, the pace of change in higher education is great, and institutions of higher learning must be quick in adjusting to external realities while retaining the essential identity of their missions. Indiana Wesleyan University has practiced a discernable pattern of systematic analyses of trends followed by strategic development of innovative responses to those trends.

Examples include the following:

- For well over a decade, Indiana Wesleyan University's Executive Vice President has led his team in tracking changes in traditional-aged college demographics. This innovative leader has tracked, reported, and consulted on the characteristics of different generations of college students. Such knowledge has successfully helped to shape the university's programming and structures.
- The development program of the College of Adult and Professional Studies has been driven for many years by careful analyses of trends in the per capita adult college completion rates and the Indiana (and Midwestern) economy and workforce. The university uses this information to project

growth rates, identify needed programs, and drive decisions about geographic locations and delivery modalities.

- The division of Operations and Facilities Planning conducts trend analyses for operational costs and environmental factors affecting the university infrastructure and sustainability as well as many external and internal factors that affect university operations and facilities planning.
- The university regularly retains the services of external consultants to assist in understanding and responding to such issues as developments in federal regulatory requirements, legal compliance, and trends related to marketing and recruitment.

Systematic Analysis and the Ability to Respond to Needs

Indiana Wesleyan University has embraced diversity in its academic programs, delivery modalities, and geographic locations in order to respond to the trends and challenges it observes in its service areas. Without changing the university's mission, the university is successfully serving audiences that had often been excluded from higher education access. As Midwestern states have and continue to transition from manufacturing and farming to more diversified economies, there has been an increased demand for degree programs that help the states' adult workforce prepare for different kinds of professional lives. The founding of Indiana Wesleyan University's adult programs in 1985 put the university ahead of the curve in meeting the educational needs of an increasingly diverse and aging population. Twenty five years later, with other institutions now requesting assistance from Indiana Wesleyan University in how they should model their programs, Indiana Wesleyan University continues its innovations with online, hybrid, and virtual-environment delivery options.

The most important internal reality of this trajectory of institutional growth has been that Indiana Wesleyan University has developed a culture that seeks to put the learner at the center of the institution by organizing the instructional structure and university support networks in such a way as to maximize the access and success of the learner. This learner-centered organizational structure does not mean that the learner sets the agenda for her or his own learning. It is the faculty who exercise control of the curricula and the academic policies of entrance, progression, and graduation. But simultaneously the university and its faculty have developed a shared commitment to structures and organizational patterns that remove barriers and enable student success. Such an approach exists throughout the university, and while no institution perfectly embodies its desired ethos and approach, this learner-centered but faculty-driven culture has become the aspiration, and to a high degree, the achievement of the entire university. This

approach and ethos have undoubtedly prepared the university to respond to the multiple trends that will shape its future.

Careful management of structural and operational costs, coupled with steady growth in enrollments, has provided the university with the necessary financial resources to support its growth and development. Indiana Wesleyan University has built numerous new buildings in support of its academic programs in Marion and across the three-state region it serves. In addition, the university Board of Trustees has directed the administration to safeguard funds to provide for the long-term maintenance and service of its campuses. During the last decade, the university has also been able to respond positively to its human infrastructure needs: growing and supporting the faculty, enhancing student services, and building the administrative capacity for future growth.

At the same time, Indiana Wesleyan University's careful attention to costs has enabled it to temper the rise of its tuition and fees. For example, tuition in the College of Arts and Sciences is held below the median of the benchmarking group, the Council of Christian Colleges and Universities. Also, program costs in the College of Adult and Professional Studies, the School of Nursing, and Wesley Seminary are competitive with similar programs. The university's overall careful attention to costs thus maximizes the opportunities to attract and serve the widest possible cross-section of students.

Effective and Robust Program Development Frameworks

Indiana Wesleyan University's program development processes are designed to provide for rapid deployment of new programs while maintaining a commitment to academic quality. This nimble but strategic and careful response to societal and economic trends has been a distinguishing characteristic of the university's administration and faculty.

In response to recognized and demonstrable needs, the university has developed new academic programs. Some examples include the following:

- An Ed.D. degree with a major in Organizational Leadership has been designed for emerging leaders needing both theory and practical application. This graduate program combines both face-to-face intensive sessions as well as online instruction, enabling students to complete the degree without leaving their current places of employment.
- An innovative Master of Divinity also combines both face-to-face and online instruction, focusing on practical application of knowledge to the changing landscape of religious life while also providing the necessary theoretical framework. The Wesley Seminary at Indiana Wesleyan

University is the first Master of Divinity offered at any institution of The Wesleyan Church and fills a great ministerial development need of the denomination.

- A Transition to Teaching program enables adults who are practitioners in high need areas such as math and science to begin a second career as a teacher in a minimum amount of time.
- In response to a new state law requiring all addictions caseworkers to have bachelor's degrees, the university recently added a Bachelor of Science degree with a major in Addictions Counseling. This new program is being offered online so that existing workers can upgrade their credentials without leaving their jobs.
- By expanding the Principal Licensure Program to meet the Indiana state need for highly qualified superintendents, the university has developed an Educational Specialist (Ed.S.) program.

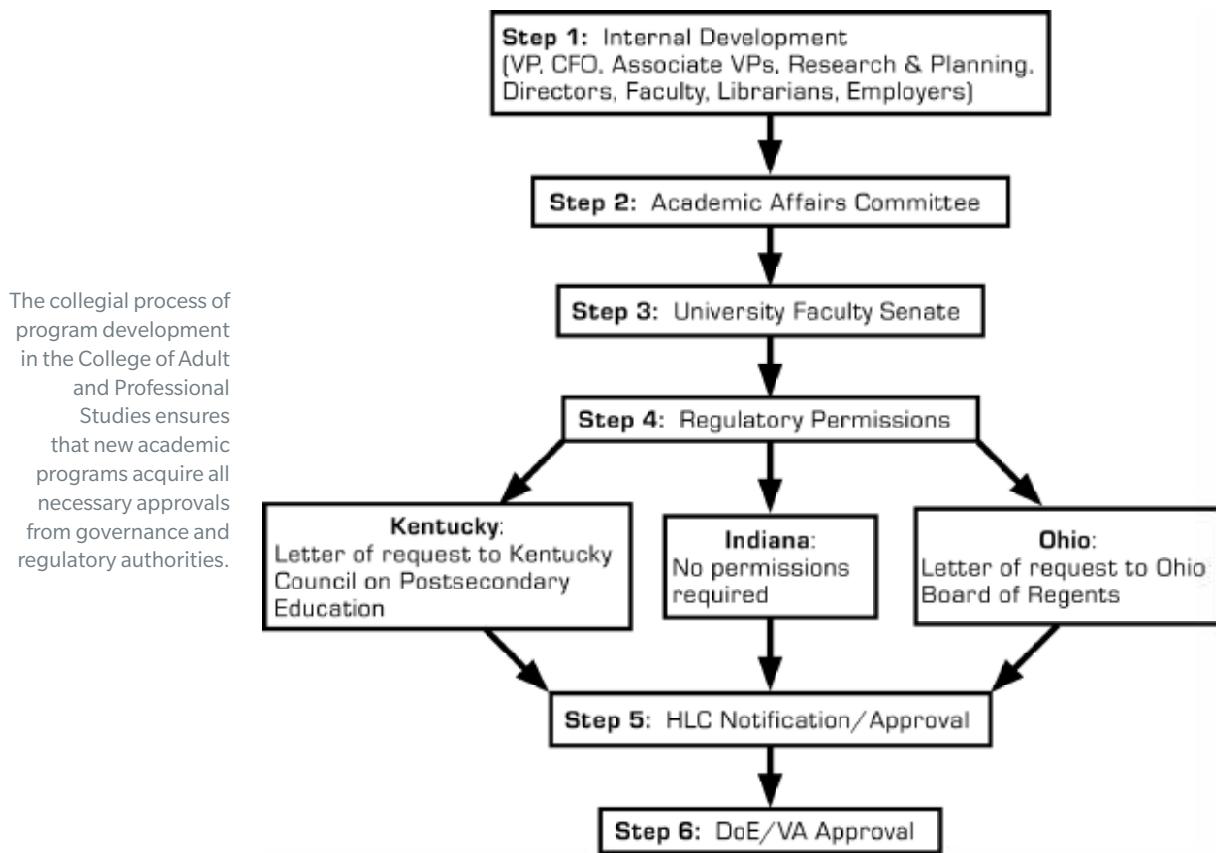
The College of Adult and Professional Studies has a particularly robust process of new program development. New program ideas are generated by faculty research or by interaction with various potential program audiences. These programs are then shepherded through a proposal process for vetting and prioritization. In collaboration with the chief financial officer, financial pro-formas are developed to test the economic viability of the proposed programs. Only those programs that have educational and missional merit and that are economically feasible are channeled through the faculty governance processes for academic approvals. A Program Development Task Force led by the Associate Vice President for Research and Academic Planning then implements the newly-devised program by taking all aspects of the university into account—from admissions to financial aid to student services to assessment.



Mr. Allyn Beekman

*Associate Vice President for
Research and Academic Planning,
College of Adult and Professional
Studies*

"The College of Adult and Professional Studies has always been an innovative organization. By establishing and implementing a process for program development, the College of Adult and Professional Studies continues to foster the development of creative programs and curricula that enable its students to be leaders in the ever-changing marketplace."



This process of entrepreneurial program development allows the College of Adult and Professional Studies to respond quickly to external challenges and opportunities while also ensuring that programs operate with viable financial models given the economic realities of the audiences being served. The other principal academic units of the university are now developing similar processes for connecting program evaluation and development to community educational needs.

CHALLENGES

The future presents challenges that the university must handle well. The perceived challenges include the following:

- *Sustainability programming.* The calling to be faithful stewards of resources and of the earth compels the university to be thoughtful and proactive in issues of sustainability.
- *Development of viable academic programs.* Indiana Wesleyan University has been successful at launching academic programs that meet the needs of student communities. The process of program development, however,

is not uniformly rigorous in demonstrating the viability of proposed programs. In addition, the support of existing programs is not rigorously strategic in design and execution.

- *Development of new revenue streams.* Like many private universities, Indiana Wesleyan University is highly dependent on tuition revenue. The university is continually challenged to find new revenue streams to support increases in the cost of operation while minimizing tuition increases.
- *Generational transfer of wealth, estate planning.* The baby boomer generation is beginning what is reported to be the largest inter-generational transfer of wealth in history. Given the right opportunity, many in this generation may be glad to support the mission of the university as part of a considered process of estate planning.
- *Growing the endowment.* In recent years, the Indiana Wesleyan University endowment has grown substantially, but it remains too small to impact the mission of the institution as it should.

ACTION PLANS

For both the institution and President Smith, strategic planning has been and will continue to be a priority. In light of this priority, all aspects of university operation are being aligned with the strategic plan. In addition, all of the above-mentioned challenges have been addressed in the President's Cabinet Strategic Goals Map.

Sustainability Programming

The Executive Vice President is leading an effort to assess and improve Indiana Wesleyan University's current standing concerning its sustainability policy and processes. Some examples include the following:

- Purchase low-emission vehicles for high-utilization areas (such as mail delivery) to initiate a pilot project that seeks to understand the impact such vehicles would have on university metrics—i.e., yearly fuel costs, carbon emission reduction, etc.
- Foster student interest in sustainability policies and concerns by empowering students with tools for success, such as greening the products offered in Wildcutz, the student-run salon.
- Write grants and find new funding to assist in implementing sustainability processes.
- Initiated and supported the establishment of Creation Care Alliance (January 2010), a student-led organization that embraces the sustainability philosophy of Creation Care.

The Vice President for Operations and Facilities Planning is also working collaboratively with campus leaders to position Indiana Wesleyan University for the future through commitment to sustainability initiatives. Examples include the following:

- Significantly and consistently increasing recycling while reducing waste volume and costs, especially in light of the university's past and continued growth in student population.
- Utilizing consistent control through building automation systems by effectively controlling temperature, set-points, and fan energy. This university effort is apparent in daily operations and in periods of low-use, such as semester breaks, institutional holidays, and other times when most students are not on campus.
- Fully chartering the Creation Stewardship Initiative (a sustainability task force), and collaboratively developing seven to ten initiatives to move Indiana Wesleyan University toward a sustainable future.
- Advancing the university's commitment to sustainable construction through the incorporation of green building and best management practices for future development.
- Applying Best Management Practices in storm water control, resulting in zero additional impact on the municipal storm water system following the construction of five buildings and five hundred parking spaces in 2008-2010.

Development of Viable Academic Programs

The office of the provost is working to ensure that each principal academic unit has prepared and is following a purposeful enrollment growth plan developed in collaboration with and supported by the offices of marketing and student recruitment.

The heads of the principal academic units are developing comprehensive plans in cooperation with the school associate deans for strategic growth of programs. These plans are being created in collaboration with the offices of the provost, enrollment management, and the chief financial officer. All such plans will include an assessment of the use of and need for academic space.

The vice president for enrollment management is working to ensure that enrollment growth plans are being established and implemented for student recruitment in collaboration with each principal academic unit.

Development of Income Streams

The University Strategic Plan directly addresses the need to create new revenue streams.

The university has hired an alumni director for adult programs who works proactively to form permanent relationships with College of Adult and Professional Studies students and to connect these students to the mission of the institution beyond the particulars of their own program. These relationships should yield an eventual benefit in increased giving by alumni from the College of Adult and Professional Studies.

The university has created and staffed the Office of Grants Management to facilitate the pursuit of external grant support for the university mission.

The Office of University Relations has initiated the Leadership Circle. Circle members commit to contributing a minimum of \$1200 a year on a continuing basis toward support of the university. All members of the Board of Trustees and the president's cabinet are Leadership Circle members, as are many others.

The Executive Vice President continues to explore ways to increase support for the athletic endowment by:

- Researching booster club concepts.
- Researching sponsorships and affiliations.
- Working with University Relations to create connections with donors.

President Henry Smith, along with the Vice President for University Relations, is working to expand the number of major donors and to target new sources of fund-raising for specific major projects such as Wesley Seminary. Some specific action plans include the following:

- Partner with leadership to identify and secure principal (\$1M+) and transformational (\$5M+) gifts that match donor interest with university priorities.
- Strengthen and expand major and planned giving programs to achieve consistent and sustainable growth in major and deferred gifts from individuals.
- Build a comprehensive marketing and communications program that promotes and strengthens the relationship between the university and its alumni.



Lonnie Vandeventer

*Adult and Professional Studies
Alumni Director*

"Being an adult alumnus, I know how much adults value their academic programs and their degrees. I also know that their connection with Indiana Wesleyan University is established through their cohort and their classroom—be that classroom a literal building or online. Working together, the IWU faculty, the staff, and adult students build bridges among themselves, to their communities, and to the world, enabling them to become 'world changers' for Christ."

- Design and execute a comprehensive annual fund program that will increase both gift revenues and participation from alumni and friends.

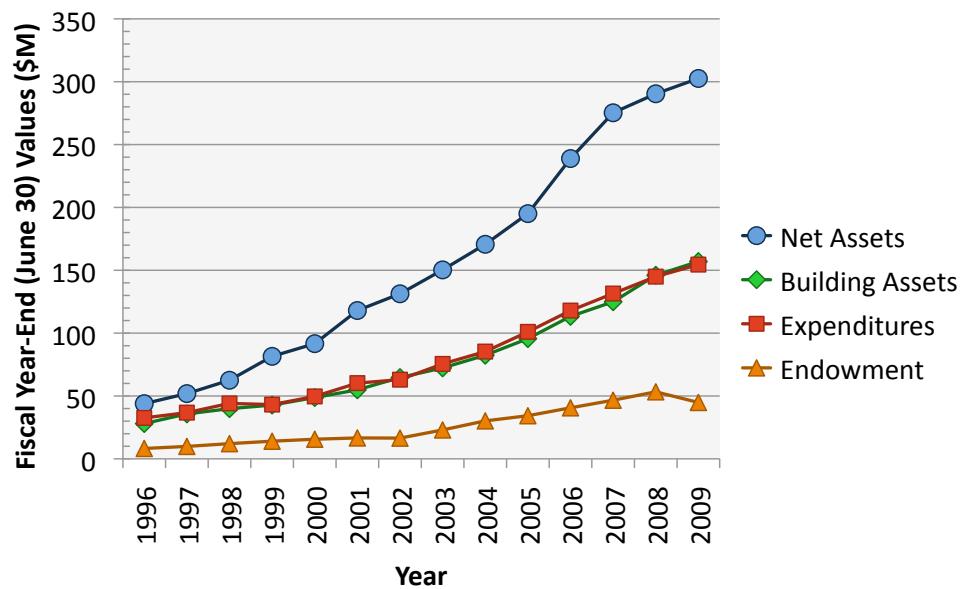
2b. Indiana Wesleyan University's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

STRENGTHS

Indiana Wesleyan University's sustained attention to the implications of its mission, along with its commitment to pursue a long-term pattern of innovative, learner-centered institutional development, has borne the fruit of significant growth in enrollment and income. By virtually every meaningful measure, the past decade has been one of exceptional economic and organizational health. Due to sustained fiscal discipline, careful program design, and rigorous control of infrastructure costs, the university has enjoyed a decade of healthy revenue growth. The university has applied these resources to the development of the physical, technical, and personnel infrastructures required by the institution's world changing mission.

IWU Financial Trends

Wise stewardship of resources provides a growing capacity for the accomplishment of the Indiana Wesleyan University mission.



Physical Infrastructure

To support its growth, the university has pursued a coherent program of physical facilities planning, land acquisition, building construction, and utilities and information technology infrastructure development. In the past ten years, nearly every campus building has been newly constructed or renovated. Between 1999 and 2009, the total square footage of campus buildings has increased from 700,000 to 1,800,000.

The rapid growth of the university over the past twenty years has resulted in the construction of over 1.5 million square feet of campus space, along with related site and infrastructure work, in a relatively short period of time. Recognizing that the maintenance demands and associated costs will begin to accumulate in the near future as the facilities age, the administration and the Board of Trustees took action in the early years of this decade to forecast future maintenance costs and establish a funding strategy in anticipation of these expenses. The objective of this initiative is to prevent the accumulation of deferred maintenance by ensuring the availability of capital dollars to address these needs at the appropriate time.

The office of Operations and Facilities Planning developed two tools to predict future maintenance costs. The first is the Maintenance and Renewal System (MARS) software planning tool by Whitestone Research. MARS is a predictive modeling tool for forecasting facility maintenance and repair, operations, and capital costs. Using this tool, university facilities planners have identified the life cycle costs associated with maintaining and eventually replacing individual building components and systems. In addition, operations and facilities planning has also used this tool to compute current deferred maintenance, the Facility Condition Index (FCI), and the Plant Replacement Value (PRV) by building type, size, and location. Once such data were calculated, the information was integrated with a comprehensive set of model facilities and economic data to create a reliable forecast of long-range maintenance and renewal life-cycle costs.

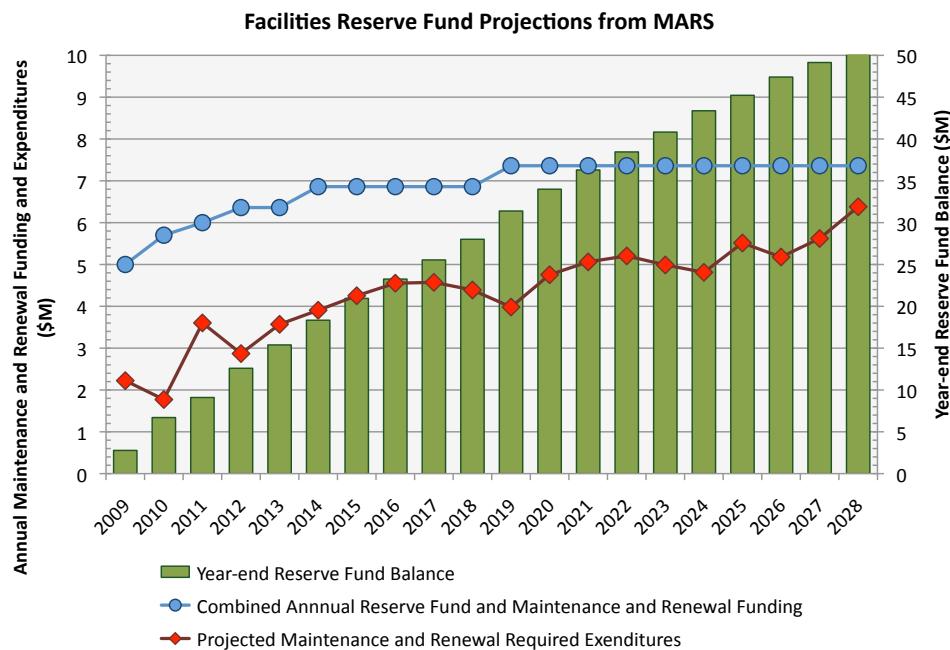
The second tool utilized by the administration is the university's Facilities Capital Action Plan (FCAP). This action plan is an internally developed assessment tool for short-term maintenance needs based on physical inspection of the facilities and analyses of asset maintenance history files. Through careful assessment of facilities and identification of approaching facilities renewal needs, the administration is able to accurately predict multi-year funding plans for capital renewal.

The outcome of the strategic use of the MARS and FCAP models is twofold. First, it enables the establishment of a long-term Capital Reserve Fund, established and funded by the Board of Trustees beginning in 2007. The Capital Reserve Fund requires the administration to set aside capital monies in preparation for future

capital needs. Second, it provides a framework for prioritization and funding of shorter-term capital renewal and improvement needs. These two tools provide a mechanism to invest in those capital renewal and improvement projects that most closely support the university's mission while managing cash flow and preserving funds for other strategic needs.

Having employed the above-mentioned steps, the Board of Trustees has also established a fund reserve for building maintenance so deferred maintenance is not allowed to accumulate. This fund was initiated with a \$3.7 million contribution in 2007. In 2008, \$3,640,000 was added, and \$3,700,000 will be added in the current fiscal year. Beginning next year, the contribution will increase to \$4,000,000. The university then invests the money in short-term cash equivalent financial instruments for safety and protection against inflation. The university projects that the Capital Reserve Fund will support all necessary maintenance and renewal projects going forward while accumulating a fund balance of \$50 million by 2030.

Detailed projections of maintenance costs and annual allocation of resources above and beyond those costs provide a growing capacity for facilities renewal with no accumulation of deferred maintenance.



Information Technology

In 2000, the university hired its first Chief Information Officer. Since that time, it has maintained this commitment to a cabinet-level leadership position for the University Information Technology office. This leadership has fostered the ongoing development of information technology services throughout the university, and it has also embraced the collaborative effort of planning for future needs because

of the speed of change in the information technology landscape. According to the current mission statement of this unit, “University Information Technology provides exceptional technology services through a collaborative approach that brings meaningful, innovative, and accessible solutions to the IWU community.”

The past ten years have provided numerous challenges and requirements as the university has experienced significant growth. In keeping with the overall growth of the university, the university’s technology infrastructure has markedly grown over the past decade. Examples of key infrastructure improvements over that time span include the following:

- Completing a \$3.5 million project to migrate to the Datatel enterprise resource planning software system.
- Connecting the campus to I-Light, an optical fiber high-speed research network that connects all higher educational institutions throughout Indiana and includes access to Internet 2 and Lambda Rail national research networks.
- Implementing a campus-wide, high-speed wireless network.
- Assisting in the creation and support of standards for all university classrooms.
- Collaborating in the creation of several unique learning spaces utilizing innovative technology.
- Adding a Technology Call Center for immediate response to all support issues for all users.
- Developing web portals for faculty and staff, undergraduate students, and adult students.
- Collaborating with academic leaders to provide laptops for all faculty.

Staffing has dramatically changed as well. In 2000, UIT consisted of eighteen professional staff positions with various areas of responsibility, including administrative software support, computer technicians, data network support, telecommunications, website management, and systems administration. Today, University Information Technology employs fifty full-time professional employees and houses other areas of responsibility under its purview, including academic classroom technology and university printing.

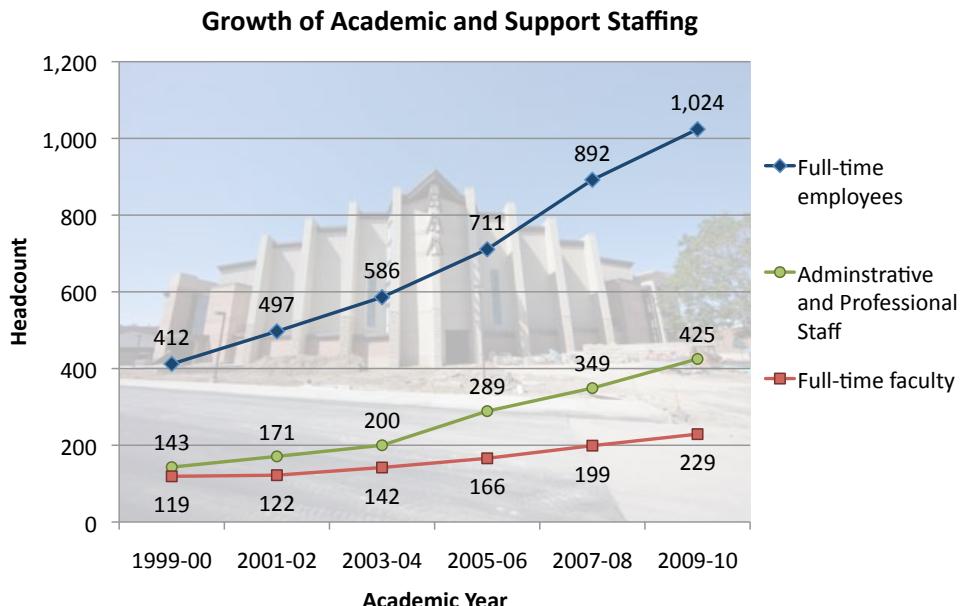
The operating budget for University Information Technology in 2000 was approximately \$1 million. The operating budget for the 2009/2010 fiscal year is approximately \$6.5 million. A sample of the current significant resource allocations is as follows:

- Blackboard Enterprise licenses
- Datatel administrative software system
- Learning space installation/replacement/renewal
- General hardware replacement/renewal
- Laptop distribution program for adult learners.

In 2007, University Information Technology hired an Assistant Vice President for Information Technology, Dr. Lorne Oke, who also serves as a member of the university faculty, in an effort to ensure coordinated planning and integration efforts with the various academic areas of the university. Dr. Oke focuses on technology integration in the academic arena and brings to the position a background as an instructional designer, tenured professor, and chief information officer. This combination of leaders and professional staff members in the University Information Technology area is equipping the university to adapt well to current situations as well as strategically planning for future possibilities.

Human Resources

The development of the needed human resources to support the university's mission is perhaps an even greater challenge than physical support. During the past decade, however, Indiana Wesleyan University has been proactive in providing for adequate human resource development. Appropriate hiring of qualified, mission-fit personnel has grown the count of full-time employees to over 1000. With so many new personnel joining the university, employee development regarding the mission of the institution and for assigned responsibilities has become a matter of central importance.



In 2007, and again in 2009, Indiana Wesleyan University received Best Christian Workplace designation. The data demonstrating that Indiana Wesleyan University is a Best Christian Workplace also provide important feedback about areas in need

of improvement. Diligent attention to these areas at the direction of the president's office resulted in notable improvement in all areas of weakness from 2007 to 2009. One of the most important initiatives in response to the 2007 Best Christian Workplace results was the creation of a



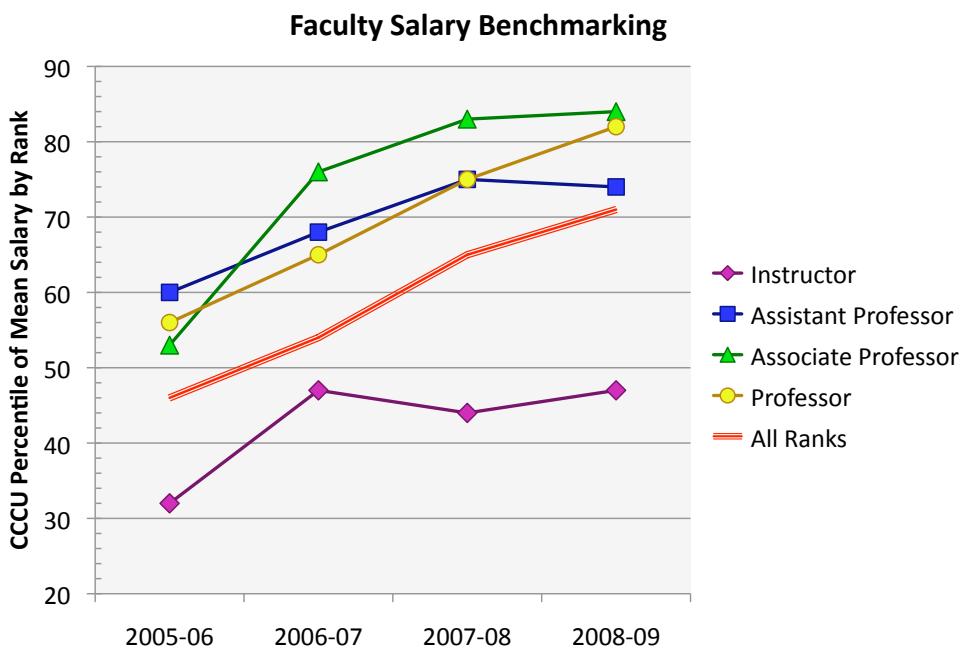
new Employee Training Manager position. This manager runs several development programs each week, both online and onsite. Such programs/workshops include software training, FERPA training, Red Cross certifications, conflict resolution, team-building, leadership development, and other topics as requested.

Indiana Wesleyan University's Leadership Development for Women initiative was also begun in 2007. This initiative seeks to develop emerging female leaders through an annual conference and a mentoring program.

The Office of Human Resources has put in place a system of employee performance reviews that are aligned with the institutional strategic plan. All unit and individual goals are derived from the appropriate elements of the strategic plan, and employee performance is evaluated, among other things, on the basis of these strategic elements.

Each of the principal academic units proactively addresses faculty development. All faculty—adjuncts and full time—in the College of Adult and Professional Studies are required to attend at least two faculty development sessions per year. These developmental opportunities are also utilized by other principal academic units at their request, such as the Post-licensure Division of the School of Nursing. Topics typically include curriculum writing, grading, critical thinking, APA (American Psychological Association) documentation, integration of faith and learning, and assessment. New full-time faculty in all principal academic units have release time for a year-long program of faculty development and orientation that includes a substantial focus on institutional mission and the Wesleyan heritage. The university's continued support for the scholarly development of its faculty is detailed in Criteria 3 and 4.

Indiana Wesleyan University's vision to be a premier university that changes the world for Christ requires the university to attract and retain premier employees. To attract such outstanding employees, President Smith has initiated a process to make pay rates competitive in markets of interest. Hourly wages are now competitive in the local market from which most hourly workers are drawn. In 2006, the university designed a strategic faculty salary table with the goal of substantially raising the university's standing in its primary comparison group. Presently, Indiana Wesleyan University's median salaries for terminally credentialed full professors in the various ranks are targeted at the 85th percentile of the members of the Council for Christian Colleges and Universities. The university phased in the new salary table over three years, and this table is now fully established. Recent comparison to the benchmarks demonstrates that the strategic intent of the initiative has been achieved. The process of similarly benchmarking the salaries of administrators and professional staff has now begun.



Strategic investment of resources in faculty salaries has raised average salaries to levels that are competitive with flagship Christian universities.

The university has also secured a \$2.5 million Lilly Grant Funding to promote scholarship among faculty. These funds have produced several scholarship initiatives, including incentive awards for publication and presentations as well as research support for faculty and students. These scholarship initiatives (see www.indwes.edu/scholarship) have notably increased the production of scholarly work among the faculty. (See Criterion Four for details of these initiatives.) Such initiatives also support the university's efforts to recruit and retain high quality faculty and students.

CHALLENGES

Indiana Wesleyan University's vision for the future requires further diversification and enhancement of revenue streams. The president has begun leading the Board of Trustees and the administration in their addressing the challenge of identifying and pursuing the wisest long-term investment of the university's available funds.

The university must continue to address the challenge of assembling a faculty, staff, and administration that are best prepared to serve in the changing context of the coming decade. Such a challenge includes continuing the strong progress the university has made over the past decade toward achieving ethnic and gender diversity. It must also include finding, developing, and retaining a highly-qualified hourly and administrative staff, administrative leaders who embrace the university's Christ-centered vision, and terminally degreed faculty who are outstanding, productive scholars in their respective academic disciplines.

In addition, the university must meet the challenge of continuing to create the physical and technical infrastructures that will support the needs of the coming decade. This challenge includes continually upgrading the virtual campus that is used by the university's 5,000 online students. It also entails creating learning spaces at the university's physical campuses that are conducive to interaction, exploration, and reflection.

ACTION PLANS

The president and the chief financial officer will lead the Board of Trustees and administration in establishing guidelines for the investment of the university's revenue. Together, they will develop a plan that identifies strategic projects in three categories that align with the Strategic Plan: (1) physical plant construction and maintenance (50%), (2) endowment growth (25%), and (3) research and development of new programmatic initiatives (25%).

A top priority for the university is the Facilities Reserve Fund. In twenty years, the current \$7.1 million balance of the fund will grow to \$50 million.

The chief financial officer is designing a centralized system of budget development aligned with the strategic plan, with decentralized execution and management of the budget. Individual units will submit budget requests aligned with the strategic plan and structured for assessment of budgetary effectiveness.

2c. Indiana Wesleyan University's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

STRENGTHS

Indiana Wesleyan University has produced a solid record of institutional evaluation and improvement. In some instances, this record has highlighted deficiencies that required corrective measures. At other times it has pointed to areas of strength that deserved continued investment. In all cases, the university works to ensure that it has processes in place to verify the overall effectiveness of the institution.

During the last decade, the university created an Office of Institutional Research and Accreditation that is directed by an assistant provost. This office has been a crucial addition to the university's infrastructure to support a comprehensive culture of assessment and data-driven decision-making. Working to standardize reporting processes and to provide timely data in support of the faculty and

administration, the Institutional Research office is available to assist departments in the creation of assessment studies, selection of appropriate instruments, and collection and analysis of data.

The College of Adult and Professional Studies and the School of Nursing exemplify the university's commitment to developing sophisticated programs for assessing and building institutional effectiveness. For example, every department in the College of Adult and Professional Studies—academic as well as non-academic—yearly submits an assessment report. In addition, each academic program undergoes a complete program review every five years. These reports can be found in the College of Adult and Professional Studies Annual Assessment Report located on the university website and in the Virtual Resource Room.

In the College of Arts and Sciences, all programs developed student learning outcomes and assessment plans prior to the last HLC Comprehensive Visit. Since that time, most of these programs have revised their student learning outcomes, and some have implemented assessment plans. Programs which have external accreditation—e.g. teacher education, athletic training, and social work—have made the most progress in using assessment data to make quality improvements, but for all departments in the college, student learning outcomes and assessment plans are a priority.

In the fall semester of 2009, the School of Nursing hosted its most recent accreditation visit from the Commission on Collegiate Nursing Education. In the commission's preliminary findings, the visiting team noted that the school had implemented good measures of effectiveness that inform continuous improvement. The commission's findings and the school's processes are available for review.

In 2008, the Higher Learning Commission sent a visiting team to Indiana Wesleyan University to evaluate a request to begin a first professional degree, the Master of Divinity. That team found that the institution had implemented effective measures of institutional effectiveness that informed the development of this program.

More details about the measures of institutional effectiveness in each of the principal academic units are discussed in Criterion 3a.

Four times each year, Off-campus Library Services measures student-service performance against established benchmarks and goals to assure desired outcomes.

The Offices of Financial Affairs and Information Technology engage in internal and external audit processes that verify quality and identify areas for improvement.

Indiana Wesleyan University is part of the Independent Colleges of Indiana-sponsored Environmental Compliance Audit Program, sanctioned by the Region 5 office of the Environmental Protection Agency. Twenty-six schools participate in this cooperative program of institutional audit regarding compliance with federal environmental and work safety regulations.

Indiana Wesleyan University commonly engages consultants to evaluate and help improve the effectiveness of various administrative departments and their programs. Areas of recent consultant engagement include data security, capital campaign, online recruiting, online program development, marketing, music, nursing, writing, and the conduct of the self-study that has produced this report. The brand identity study that has engaged the two outside firms of SimpsonScarborough and LipmanHearne is a response to information that suggested variability exists in the marketing messages to various constituencies.

The university is deliberate in evaluating instructional employees—adjuncts as well as full-time faculty—and uses the results to assist faculty in improving learning outcomes. As the university has grown, the evaluation technology has changed to keep up with such growth. In the past ten years the system for reporting student end-of-course surveys has changed from a manual paper system, to a computerized system, and then to an online system. Recently the university has invested in Class Climate, a system that instantly reports survey data to program directors. More details concerning Class Climate can be found in Criterion 3b.

When the processes of evaluation indicate deficiencies, the university takes corrective steps. Some examples of areas where the university has recently invested considerable resources into assessment and evaluative improvements include the following:

- Financial aid processes
- Faculty salaries
- Academic restructuring
- Budget planning and management
- Data security
- Disaster/crisis planning.

CHALLENGES

While pockets of excellence in assessment exist at the university, implementation is still uneven across various units. For example, all academic programs have developed student learning outcomes and assessment tools, but not all programs consistently follow through with annual assessment reports and constructive use

of assessment data. Recently, the university has enlisted the assistance of the Higher Learning Commission Assessment Academy to help remedy this challenge. The university also continues to work toward the creation of a comprehensive and pervasive culture of evidence throughout the entire institution.

In evaluations that involve external benchmarks, no single set of institutions can serve as a benchmark for all of the programs. Constructing unique benchmarks for each evaluation context therefore remains a challenge.

ACTION PLANS

The unit goals of the various administrative units include initiatives intended to continue the development of assessment and evaluation. These goals are detailed in the President's Cabinet Strategic Goals Map.

- Office of the provost: Establish a scorecard of key academic quality indicators; then gather baseline data, set goals, and launch initiatives that will make Indiana Wesleyan University one of the top Wesleyan universities in the nation in both academic quality and student achievement.
- Operations and Facilities Planning: Establish clear metrics and performance indicators for facilities operations and capital construction, and put processes in place to regularly measure, communicate, and continuously improve performance measures.
- College of Arts and Sciences:
 - Ensure that each academic program develops a comprehensive plan for assessing student learning outcomes at the program level and implement the plan's initial steps.
 - Develop a plan in cooperation with the school associate deans to implements systematic program reviews and to pilot the process.
 - Lead the General Education Committee in assessing the strengths and weaknesses of general education, and then develop an action plan for continuing this assessment project.
- Vice President for Information Technology: Complete an external peer review audit of information technology practices, policies, and procedures.
- Vice President for Business Affairs and Chief Financial Officer:
 - Lead a process that will result in an integrated assessment, planning, and budgeting process with the following outcomes:
 - Multi-year budget forecasting model.

- Long-term discount rate strategy.
- Operating objectives for all colleges and schools.
- Clear links between assessment, planning, and the budget.
- Lead a process resulting in a budget that is restructured to reflect the new academic structure with the following outcomes:
 - Clear method of allocating tuition revenue and administrative overhead.
 - Focused resource support to improve teaching, learning, and assessment.
 - Focused resource support to improve scholarship and research.
- Vice President for University Relations: Institute a performance management and professional development system that will deliver an improved program for recruitment, training, and retention of development staff, thereby enhancing individual and organizational productivity in building relationships and securing financial support from alumni and friends.

The Office of Human Resources has implemented an improved system for annual review of employee performance that ensures integrity and accountability while tying performance review to the strategic priorities of the institution. This system will be finalized and implemented.

In cooperation with Indiana Wesleyan University, the Council of Christian Colleges and Universities has established the Center for Research in Adult Learning. This center is providing a variety of benchmarking studies for adult programs such as a student learning outcomes study that benchmarks critical thinking, written communication, and articulation of a Christian worldview. The Center is also in the early stages of a retention and spiritual development benchmarking study. This study will provide additional resources to enrich the assessment measures used by the College of Adult and Professional Studies.

2d. All levels of planning align with Indiana Wesleyan University's mission, thereby enhancing its capacity to fulfill that mission.

STRENGTHS

Indiana Wesleyan University conducts strategic planning at multiple levels of the institution.

- Board of Trustees Planning: The president and the Board of Trustees chair have conducted a Board retreat aimed at engaging the Board members in identifying key strategic themes to be pursued by the university.
- University-wide Presidential Planning: The Office of the President has consistently led the university community in strategic planning processes to affirm the university's mission and to set vision, strategy, and goals for the institution. The primary vehicle for this planning is the University Strategic Planning Council, a group composed of faculty, administrators, hourly staff, Board members, and community leaders.
- Presidential Cabinet Planning: In the spring of each year, the president leads the cabinet in an annual, multi-day strategic planning retreat.
- Major Divisional Planning: The major divisions of the university—i.e., Academics, Operations and Facilities Planning, University Information Technology, Student Development, University Relations, and Enrollment Management—conduct regular retreats and strategic planning sessions.

The university has already established a strong precedent of tying these multiple levels of planning firmly to the mission, vision, strategies, and goals identified by the Board of Trustees and the University Strategic Planning Council.

Planning for Financial Health

Planning for financial health is one example of the university's practice of careful planning tied to the achievement of the mission. The overall health and vibrancy of any college or university is much broader than fiscal, but without financial health, it is difficult for any institution to effectively achieve its mission. It is not possible for a university living with chronic financial distress to continue its development or to maintain any sense of excitement or momentum.

In order to adequately assess and then plan for the financial health of Indiana Wesleyan University, the institution is making use of the Composite Financial Index (CFI). KPMG, Prager, Sealy & Co., LLC and Bearing Point have done significant pioneering work in the area of financial health by developing the Composite Financial Index. Simply stated, a university's financial health is an institution's ability to carry out its current and intended programs for the expected lifespan of the institution. Such financial health is only meaningful as it relates to achieving the mission. Since no institution will have sufficient resources to fund all of the programs and initiatives that it desires, it is important to use the resources that a university possesses to support the stated long-term priorities.

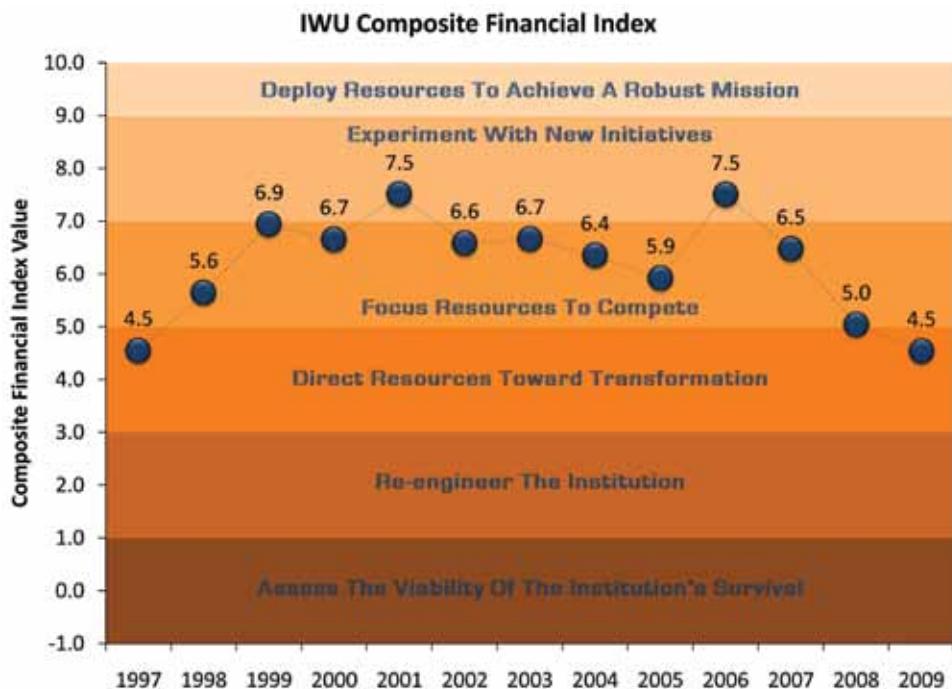
The Composite Financial Index is a combination of four core ratios and is a measure of the overall financial health of an institution. These ratios compare the institution's operating commitments (Primary Reserve Ratio) and its outstanding long-term obligations (Viability Ratio) against its expendable wealth. These ratios also measure the ability of the institution on a short-term basis to live within its means (Net Income Ratio) and the ability of the institution to generate overall return against all net resources (Return on Net Assets Ratio). The model answers the following important questions:

- What is the overall level of financial health?
- Are resources sufficient and flexible enough to support the mission?
- Are financial resources, including debt, managed strategically to advance the mission?
- Do asset performance and management support the strategic direction?
- Do operating results indicate the institution is living within available resources?

The Composite Financial Index assigns scores from one to ten and links the numeric score with a suggested global strategy. The scoring rubric, according to KPMG et al, is as follows:

- -1 to 1 Assess institutional viability to survive
- 1 to 3 Re-engineer the institution
- 3 to 5 Direct institutional resources to allow transformation
- 5 to 7 Focus resources to compete in future state
- 7 to 9 Allow experimentation with new initiatives
- 9 to 10 Deploy resources to achieve a robust mission.

Indiana Wesleyan University's Composite Financial Index values show that the university is in a position of long-term financial strength, having the wherewithal to achieve its mission and strategic priorities. Indiana Wesleyan University is currently benchmarking Composite Financial Index values with two cooperative communities: the Independent Colleges of Indiana (ICI) and the Association of Business Administrators of Christian Colleges (ABACC). Indiana Wesleyan University's Composite Financial Index values compare favorably with those of the benchmark groups.



The Composite Financial Index (CFI) is derived from four ratios that measure the overall financial strength of an educational institution. Very low values of CFI indicate financial distress. Very high values of CFI suggest a hoarding of resources that should be applied to the mission. IWU's CFI values are uniformly healthy. Recent declines in the IWU CFI reflect both the national economic downturn and significant investment in faculty salaries and the Provost's Scholarship Initiatives.

The university's planning for physical space is also aligned with the mission, and all capital development decisions begin with discussions centered on the mission.

Student development is another aspect of the university in which planning is tied closely to the mission. For example, the planning of residence halls reflects an emphasis of intentional community-building; thus, in some mentoring halls first-year students are paired with upperclass students. Similarly, the Student Center was planned to contain many open spaces for the university community to connect, such as McConn Coffee House, IWU Bookstore, Baldwin Dining Hall, the Food Court, and Piazza.

At Indiana Wesleyan University, strategic planning, resource allocation, and decision-making are mission centered. The university takes seriously its call to be a Christ-centered academic community, committed to changing the world by developing students in character, scholarship, and leadership.

McConn coffee shop in the Student Center, with annual sales exceeding \$400,000, provides a focal point of social and academic interaction for students and faculty.



CHALLENGES

The transition from a more centralized decision making toward a decentralized empowerment with accountability requires intentional attention to the mission as the unifying motivation and strategic purpose. Indiana Wesleyan University is a mission-driven organization, but it must remain diligent to reinforce a common direction and purpose for its multiple principal academic units.

ACTION PLANS

The university's current phase of implementation of its strategic plan is intentionally aligned with the university's stated mission. Processes of unit planning and evaluation, budget planning and allocation, and unit and employee evaluation are all being consciously and explicitly tied to the mission.

SUMMARY

Indiana Wesleyan University's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

STRENGTHS

1. Indiana Wesleyan University has a diversified academic program with nimble processes of change that allow effective response and adjustment to external realities.

2. Substantial financial resources support the mission and provide the capacity for necessary or desired change.
3. Many units across the university have formal procedures for periodic performance review.
4. When review processes—both formal and informal—reveal deficiencies, the university takes corrective action.
5. The major strategies of the strategic plan serve to fulfill the mission and the operational priorities of each cabinet member with her or his unit being aligned with the major strategies.

CHALLENGES

1. Indiana Wesleyan University must continue to make its physical facilities more energy efficient and the life of its community more sustainable.
2. Indiana Wesleyan University must continue to develop viable academic programs and modes of delivery.
3. Indiana Wesleyan University must develop new streams of income to support the mission.
4. Financial resources must be invested wisely for the sake of the mission.
5. Processes of evaluation, improvement, and documentation, must continue to be formalized uniformly across the institution.
6. The transition from more centralized decision making toward decentralized empowerment with accountability requires intentional attention to the mission as the unifying motivation and strategic purpose.

ACTION PLANS

1. The current process of strategic planning specifically and concretely addresses the noted challenges.
2. New employees have been hired to develop relationships with adult alumni and to facilitate the acquisition of grant support.
3. The Board of Trustees has approved guiding principles regarding the investment of available financial resources.
4. Action items in the current strategic plan explicitly address formal processes of evaluation and performance review in light of the mission.
5. The institution is intentional about aligning the work of all units with the mission and the strategic plan.

CRITERION TWO

Notes

CRITERION THREE

Student Learning and Effective Teaching



Criterion Three: Student Learning and Effective Teaching

Indiana Wesleyan University provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Student learning and effective teaching are at the heart of Indiana Wesleyan University's mission and institutional ethos. Throughout the university's history, outstanding and rigorous professors such as Dr. Glen Martin, Dr. Wilbur Williams, Mrs. Ardelia Williams, Dr. Mary Dodd, Dr. Marvin Hinds, and Dr. Marjorie Elder—to name a few—have used pedagogical methods that combined cutting edge research and knowledge with care, respect, and concern toward their students.

Such institutional commitment has not changed through the last two decades of the university's growth and development. Indiana Wesleyan University's mission statement purposefully makes student learning the university's focal point: to prepare and enable students to become people of character, scholarship, and leadership. Through the achievement of the university's students, Indiana Wesleyan University's intent is to make the world a better place.

More than a decade ago the faculty of Indiana Wesleyan University articulated a set of World Changing Aims in order to give specificity to this educational mission.

| World Changing Aims | | |
|--|---|---|
| Mission: Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship, and leadership. | | |
| A World Changer is a servant leader who exhibits the following: | | |
| 1. Knowledge | 2. Skills | 3. Dispositions (Beliefs and Attitudes) |
| <p>a. Basics of the Christian Faith: A knowledge of the basic themes and truths of the Old and New Testaments and the basic beliefs of Christianity, an awareness of Bible-based morality and social responsibility, and a reasoned understanding of a Christian worldview and the meaning of salvation as expressed in evangelical Christianity.</p> <p>b. Liberal Arts Foundation: A solid grasp of the general studies that have been associated with a liberal arts education.</p> <p>c. Competency in a Discipline: Competency in at least one major discipline of the university's curricula.</p> <p>d. Integration of Knowledge: The integration of knowledge with the Christian faith and across academic disciplines.</p> | <p>a. Creativity: Making connections among various bodies of information.</p> <p>b. Critical Thinking: Analyzing information in order to determine the validity of competing truth claims and to solve problems.</p> <p>c. Communication Skills: Reading critically, writing clearly, and communicating effectively.</p> <p>d. Self-discipline: Demonstrating habits of correction or regulation of oneself for the sake of improvement.</p> <p>e. Leadership: Taking action to effect change by mobilizing others to accomplish a shared vision.</p> | <p>a. Commitment to Truth: A commitment to the search for Truth as revealed in the Bible and in God's created order.</p> <p>b. Lifelong Learning: A commitment to discovering and processing information in preparation for a life of learning.</p> <p>c. Human Worth: The belief that God created all life and therefore all people have worth.</p> <p>d. Inclusion: The willingness to interact with persons of different perspectives and cultures without surrendering a commitment to truth.</p> <p>e. Stewardship: The belief that the created order is a trust from God and a commitment to the wise use of all the resources of life.</p> <p>f. Life Calling: The confidence of an overriding purpose for one's life based on a relationship to God, an understanding of self, and a personal response to the needs of the world.</p> <p>g. Agents of Change: A commitment to change the world for Christ.</p> <p>h. Servanthood: A commitment to meet the needs of others before one's own self interests.</p> |

The World Changing Aims flesh out the calling of the Indiana Wesleyan mission to "develop students in character, scholarship, and leadership." They also serve as a guiding reference for curriculum development and the assessment of student learning.

Developed by a faculty committee and approved by the university senate, these World Changing Aims express the faculty's broad aspirations for the students who populate the academic and co-curricular programs. These aims also serve as philosophical underpinnings that inform the more specific, measurable learning outcomes of the university's academic programs.

Indiana Wesleyan University's vision includes its becoming a premier Christian university. To accomplish and concretize this part of its vision, the university recognizes that it must continue its development, implementation, assessment, and ongoing revision of excellent academic programs that are taught by passionate, well-prepared faculty who continually challenge students to new heights of academic excellence.

3a. Indiana Wesleyan University's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

STRENGTHS

For over a decade Indiana Wesleyan University has chosen to make assessment a primary concern. As the university's academic leaders wrestled with the need to demonstrate the academic integrity of their non-traditional, accelerated degree programs, they recognized the need for reliable and measureable means of assessing learning outcomes. With the development of the online delivery modality in the mid-1990s, this need for an accurate means of assessment was heightened. At this time both the faculty and the broader academic community sought assurances that this new teaching modality could produce appropriate learning outcomes.

Consequently, the Division of Adult and Professional Studies (later renamed the College of Adult and Professional Studies) led the way in exploring and developing comprehensive assessment systems. Early in this process the university assigned a dedicated academic administrative position to help develop and oversee such assessment. From 1996 through 2000, the Division of Adult and Professional Studies then developed a comprehensive and robust assessment system that continues to be a well-embedded feature of the College of Adult and Professional Studies.

Following the 2000 HLC comprehensive visit, the university appointed a half-time assessment specialist to assist the College of Arts and Sciences in creating and enacting a systematic assessment for all its divisions and programs. Such a

process led to a greater understanding of assessment systems, the articulation of program learning objectives, and the continued growth of systematic assessment in all the college's divisions. Presently, the College of Arts and Sciences has its own Assessment Committee, and most of the schools within the college have made substantial progress on assessment with the School of Education and the School of Social and Behavioral Sciences and Business exhibiting the strongest progress to date. Examples of complete assessment cycles are available in the university's resource room. As a further step in enhancing the ongoing assessment of the college's general education curriculum, the College of Arts and Sciences has begun to participate in several developmental activities provided by the American Association of Colleges and Universities.

The School of Nursing, recently formed by the unification of the university's three nursing divisions into one school, has created a particularly robust and active assessment system. All of this school's programs have carefully defined learning outcomes and a systematic process of assessment. The School of Nursing's recent review by the Commission on Collegiate Nursing Education has provided an affirmation of the excellence of the school's assessment work.

In recent years, Indiana Wesleyan University has made strides in institutionalizing assessment across all of the university's colleges and schools as evidenced, for example, by the university's participation in the Higher Learning Commission Assessment Academy. The university's participation in this Academy underscores the high priority the university places on assessment.

Academic programs at Indiana Wesleyan University have clearly stated measurable learning outcomes. The various Academic Affairs Councils of all the university's colleges and schools require program outcomes and assessment plans to be presented with all newly-proposed programs before approval can be granted. In addition, the university has developed a well-identified institutional framework for systematic assessment across all of its colleges and schools, with assessment plans now being in place across the university.

During the last ten years, Indiana Wesleyan University's commitment to and implementation of an overall assessment system has evidenced continued growth and improvement. As a whole, the university has moved from a discussion of assessment to connecting assessment to program development, implementation, and strength.

College of Adult and Professional Studies

For over ten years, the College of Adult and Professional Studies has been measuring student learning outcomes and using the data to make quality

improvements. All of the college's programs have active assessment plans, with each being placed on a five-year program review schedule. Presently, most programs are on their second cycle of program review, thus enabling the faculty to measure the impact of program improvements. Yearly, divisions within the college must submit an Annual Assessment Report for every program in which they report curriculum improvements that have been made based on assessment data. The dean then reviews these reports which are then compiled in an overall Annual Assessment Report for the college. Examples of some program changes and improvements growing out of the assessment cycle include fundamental and incremental course revisions, thoughtful integration of faith and learning, less instruction on basic computer hardware, additional tutorials for students, and improved chaplaincy services.

Annual Assessment Reports for the past ten years can be found in the Online Resources or on the university website.

The following are examples of assessment measures used by the College of Adult and Professional Studies programs:

Examples of Direct Measures

1. **Focused assessment.** Participation in the Council of Christian Colleges and Universities' benchmarking study of student learning outcomes in critical thinking, written communication, and articulation of a Christian worldview. Sample essays on a common writing prompt are scored using a faculty-designed rubric. For details, see <http://www.indwes.edu/cral/current-research.htm>. The college is in its third year of this project which has resulted in improved faculty development in teaching critical thinking skills.
2. **Representative samplings of student essays.** The faculty score these essays during an annual assessment day. Following the scoring, faculty members then discuss needed program improvements. For example, after reviewing assessment results in 2003, the faculty recognized that improvements were needed in student outcomes for written communication. After several curricular changes and faculty development, a subsequent review of student essays in 2008 resulted in a 16% improvement in the mean scores over the 2003 student sample. In particular, in the Bachelor of Science with a major in Management program, a review of a representative sampling of ethics papers in 2006 indicated nearly a 50% increase in students' abilities to articulate a Christian world view compared to the same measure in 2001.

3. **Pre-/post testing.** In several curricular areas, the College of Adult and Professional Studies faculty have developed comprehensive program tests in which students take a test at the beginning and at the end of their program. Faculty have then used the results to make curricular improvements. For example, in the Bachelor of Science with a major in Management program, the student mean post-test scores improved 25% between 2001 and 2006.
4. **Electronic portfolio.** The School of Educational Leadership instituted a highly sophisticated portfolio process. Using this portfolio process, students post and reflect on their work in relation to specified standards. This electronic portfolio and accompanying tools for Program Assessment System and Unit Assessment System have been in development and use over the past ten years at a cost of over \$300,000.

Examples of Indirect Measures

1. **Alumni Surveys.** Every five years, each program conducts a survey of recent alumni. The faculty then discuss the survey's results during a designated Program Assessment Day and use the results and their analyses to improve the curricula.
2. **Employer Surveys and Focus Groups.** At least every five years, each program conducts a survey of employers or focus groups with employers. The faculty use the results to improve the curricula. For example, based on employer focus groups, the Bachelor of Science in Business Information Systems program added additional curricular activities in project management.
3. **End-of-Course Surveys.** The College of Adult and Professional Studies has always operated a robust end-of-course survey system to measure student satisfaction with courses and programs. Recently, the university invested in Class Climate software in order to better tabulate and report the findings from end-of-course surveys. Both faculty and administrators use the results of these surveys to identify where appropriate developmental work needs to be accomplished with faculty members, to evaluate course textbooks, and to improve service delivery systems.
4. **Entrance Surveys.** The College of Adult and Professional Studies administers online and paper surveys, with the results being used by both faculty and administrators to learn about adult students' motivation for entering college, student background and characteristics, and student expectations. These entrance surveys have also provided insight regarding the religious attitudes and practices of incoming students. The results of

the surveys have enabled faculty and chaplains to tailor the curricula and devotional activities to best match student needs.

5. **End-of-Program (Graduation) Surveys.** The faculty and administrators use these online and paper surveys to determine the level of student satisfaction with their academic programs. Since these surveys contain some of the same questions as the Entrance Surveys, faculty can note changes in religious attitudes and practices. Data from these surveys are also compared to Entrance Surveys to gain insight into factors related to student persistence.

Adult Program Review Schedule

Most adult educational programs have an established schedule for programmatic review.

| School | Program | Year of Last Review | Year of Next Review |
|-----------------------------------|--|---------------------|---------------------|
| School of Business and Leadership | AS, Accounting | * | 2014 |
| | AS, Business | 2006 | 2011 |
| | AS, Computer Information Technology | * | 2014 |
| | BS, Accounting | 2008 | 2013 |
| | BS, Business Administration | 2005 | 2010 |
| | BS, Business Information Systems | 2005 | 2010 |
| | BS, Management | 2006 | 2011 |
| | BS, Marketing | 2008 | 2012 |
| | MBA | 2007 | 2012 |
| | MS, Management | 2005 | 2010 |
| School of Educational Leadership | Doctorate of Organizational Leadership | * | 2012 |
| | All Programs (NCATE) | 2002 | 2010 |
| | M.Ed. | 2002 | 2011 |
| | Principal Licensure Program | 2005 | 2010 |
| | Educational Specialist Degree | * | 2012 |
| | Transition To Teaching | 2008 | 2012 |
| School of Liberal Arts | Exceptional Learners | * | 2013 |
| | BS and AS in General Studies | 2004 | 2010 |
| | AS in Criminal Justice | * | 2010 |
| | BS in Criminal Justice | * | 2010 |
| Seminary | BS in Addictions Counseling | * | 2015 |
| | Master of Divinity | * | 2014 |
| School of Nursing | MA of Ministry | * | 2014 |
| | CCNE | 2009 | 2019 |
| Graduate Counseling | RNBS | 2008 | 2013 |
| | CACREP | 2006 | 2013 |
| | School Counseling | * | 2010 |

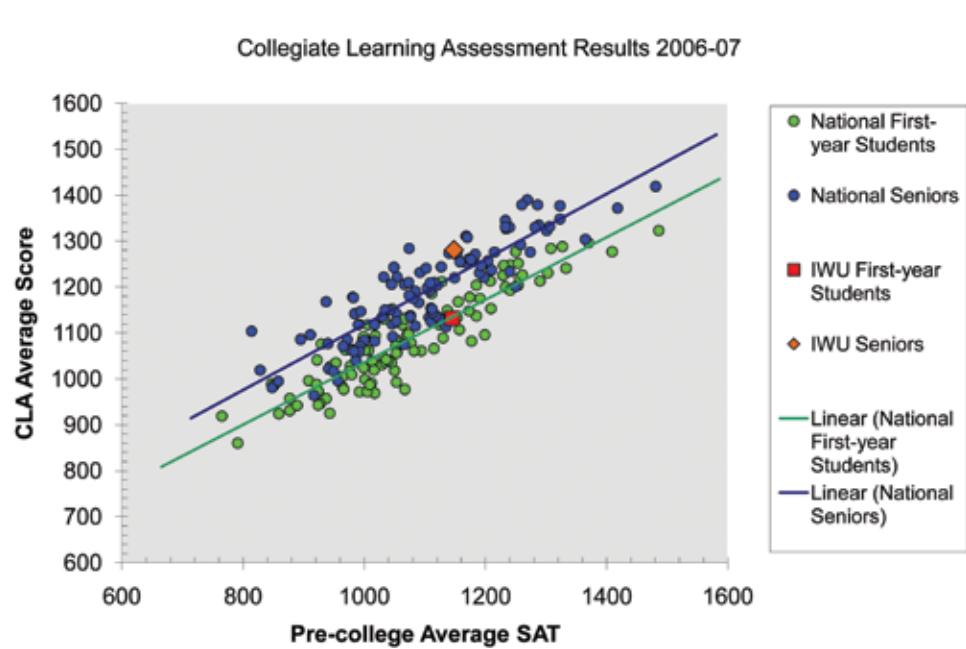
* New program, not yet reviewed.

Details of each program review may be found in the Annual Assessment Reports for each college.

College of Arts and Sciences

The College of Arts and Sciences has articulated student learning outcomes for its programs. Most divisions have revised these outcomes at least once. The writing major, TESOL, athletic training, and the sciences are examples of College of Arts and Sciences divisions that demonstrate strong assessment activities.

In cooperation with the Council of Independent Colleges, the College of Arts and Sciences has been involved in a benchmarking project that uses the Collegiate Learning Assessment with first-year students and seniors. The results of this project highlight that Indiana Wesleyan students have achieved gains in critical thinking, analytic reasoning, and written communication skills equal to or greater than the national average. The university will continue its analysis of these results and will participate in collaborative discussions concerning how best to use the results to improve the university curricula.



The Collegiate Learning Assessment (CLA) is a national assessment instrument that measures students' abilities in critical thinking, analytic reasoning, and written communication. First-year students take the assessment in the fall and seniors in the spring, so that a measure of value-added due to the collegiate experience can be derived. The national population of participating schools provides a benchmark for value-added expectation. The value-added of the Indiana Wesleyan curriculum for these foundational skills measures at or above the national norm.

Several examples of faculty use of assessment data to make quality improvements in programs are available for review in the resource room. Examples include the following:

- After interviews with high school teachers who were supervising Indiana Wesleyan student teachers, the social science department adjusted the social science education curriculum to make its graduates more effective teachers.

- After ETS Major Field Exam scores showed lower than expected results in physiological psychology, the psychology department added a new course. Subsequently, the ETS Major Field Exam scores have improved.
- The business division has implemented changes to its curriculum, giving students more opportunities to network with area businesses. Such networking often leads to IWU students being employed after graduation. The Business Advisory Board has provided helpful feedback in these areas.

Examples of assessment measures used in the College of Arts and Sciences include the following:

Examples of Direct Measures

1. Electronic portfolio in teacher education. Students collect and reflect on samples of their work.
2. Praxis exams in teacher education.
3. Capstone projects in many programs.
4. Comprehensive graduation exam in the business division.
5. ETS major field exams in the natural sciences division.
6. Performance juries in the School of Arts and Humanities.
7. Collegiate Learning Assessment and subsequent benchmarking with other institutions in the Council of Independent Colleges.

Examples of Indirect Measures

1. Alumni surveys in programs such as Accounting, Art, Music, Athletic Training, Communication, Christian Ministries, Social Work, Political Science, and Biology.
2. Six-month-out surveys used to determine the success of placing graduates in careers and graduate schools.
3. College Student Survey of First-year students and Graduating Seniors (Higher Education Research Institute).
4. National Survey of Student Engagement.
5. Student Satisfaction Inventory (Noel-Levitz).
6. Institutional Priorities Survey of Faculty (Noel-Levitz).
7. Foundation of Excellence in First Year Programs surveys of faculty and students.

8. End of course surveys—Individual Development and Educational Assessment from Kansas State University (IDEA).

School of Nursing

In November 2009, a visiting team from the Commission on Collegiate Nursing Education found that the School of Nursing had met all standards for CCNE reaccreditation. To receive this affirmation, each program had to demonstrate it had “clear statements of expected individual student learning outcomes that are congruent with the program’s mission, goals, and expected student outcomes” (CCNE Standard III-A).

Based on assessment data, the School of Nursing has made many improvements in its curriculum. Examples include the following:

- In response to lower than expected certification pass rate scores, the Nurse Practitioner program implemented several curricular changes. Since making these changes, the pass rates have improved from 84% in 2006 to 88.89% in 2008.
- In the post-licensure baccalaureate program, employer and alumni surveys, as well as reviews of nursing portfolio inclusions, indicated lower than expected achievement in nursing leadership skills. Subsequently, the School of Nursing added new curriculum in its nursing leadership program, resulting in improved achievement in nursing leadership skills.

Sparked by assessment data, the above changes are two examples of many such curricular changes made in the School of Nursing. Prior to July 2009, the programs in the School of Nursing were housed in the College of Arts and Sciences, the College of Adult and Professional Studies, and the College of Graduate Studies. Assessment reports can therefore be found in the Annual Assessment Reports of these colleges.

Assessment measures used by the School of Nursing include the following:

Examples of Direct Measures

1. **Annual Assessment Day.** Once a year faculty leaders gather to evaluate artifacts of students’ work for the sake of program development.
2. **Capstone projects.** Portfolios demonstrate achievement of nursing objectives, division outcomes, and professional nursing standards germane to each program/track. Post-licensure: Students address the manner in which each of the fourteen core courses meet the program outcomes through written end-of-course summaries compiled in the academic portfolio.

Graduate: Students identify their achievement of each of the outcomes and objectives within the required academic portfolio maintained throughout their Indiana Wesleyan University graduate nursing educational journey.

3. **Licensure exam scores (NCLEX).** To address the drop in pass rate during 2007 and 2008, the pre-licensure division implemented individual student conferences for students with low ATI (Assessment Technology Institute) comprehensive predictor scores (proctored assessments comprised of multiple-choice questions to help determine students' preparedness for the NCLEX) www.aittesting.com. Under-performing students received letters explaining educational support services available to them. Working together, advisors and students completed the PASS (Plan for Academic Student Success) form; students then signed the document, thereby acknowledging that they understand the suggested interventions.
4. **National certification exams for Nurse Practitioners.** In response to the NP certification pass rate scores, curriculum changes were implemented in the primary care track. Primary Care of Adults, Professional Role Development for the Nurse Practitioner, and Essentials of Primary Care were also added to help students prepare for the certification exam.
5. **Clinical evaluations – Pre-licensure.** At midpoint in the students' clinical experience, students receive a formative evaluation using an established rubric. Students then meet with their clinical instructors. If any deficiencies exist, such deficiencies are noted and action plans created to assist the student. A summative evaluation having been completed, students must then be successful clinically in order to pass the clinical course which also includes a didactic portion.

Examples of Indirect Measures

1. **Employer surveys.** Routinely, faculty review and revise program content according to the current needs of the program-identified community of interest for each division. Advisory committee meetings, which include faculty, employers, and community members, are held to plan strategies to meet the needs of the community of interest. Faculty then bring the ideas from the advisory meetings to the appropriate nursing committee. Based on employer response, the following are areas that need improvement:
 - a. Provide culturally competent nursing care. This content was addressed in the nursing administration curriculum and is being addressed in the remaining two tracks.

- b. Written/verbal communication skills. To address this issue, the graduate nursing admissions process was revised, with implementation having begun in July 2009.
 - c. Managing human resources. While this topic is addressed in the nursing administration track, faculty are now considering adding this content in the nursing education and primary care tracks.
2. **Alumni surveys.** Graduate: The most recent surveys revealed that alumni were satisfied with the spiritual emphasis of the program and had either applied their faith or altered their professional practice as a direct result of the graduate nursing faith component. Post-licensure: The most recent surveys revealed both graduates and employers were satisfied with the spiritual emphasis of the program and had either applied their faith or altered their professional practice as a direct result of the graduate nursing faith component.
3. **End-of-Course Surveys.** Post-licensure students drive change in course work. Examples of changes made include the following: (a) updating of curricula and/or textbooks, and (b) Population Focused Nursing was revised in part because of the cost of immunizations required for the practicum and because of requested alternative learning assignments.
4. **End-of-Program Surveys in Post-licensure baccalaureate programs.** End-of-course and end-of-program surveys submitted by students provide valuable data and feedback for course improvement to help meet course and program objectives.
5. **Educational Benchmarking, Incorporated Graduating Students Survey.** Based on the 2005 Educational Benchmarking, Incorporated data and feedback from students and faculty, the graduate nursing faculty revised the research thread of the curriculum. In 2009, all but three areas scored above the stated goal of 5.5. Ten areas showed improvement, and six areas indicated that improvement is needed. Administrative and academic advising also showed improvement after three coordinators were added to assist with these duties. In addition, the Core Knowledge section of the curriculum showed improvement after the faculty added the cultural competence assignments to the nursing administration track. The area of Role Development also showed improvement. EBI exit assessments and alumni and employee assessments will be used by all the programs in the School of Nursing for both program assessment and benchmarking beginning school year 2010-2011.

Wesley Seminary at Indiana Wesleyan University

In September 2008, a visit team from the Higher Learning Commission recommended approval for Indiana Wesleyan University to offer a new Master of Divinity degree. In preparation for this visit, a faculty committee developed student learning outcomes and an assessment plan. Simultaneously, a faculty committee also began an assessment program for the existing Master of Arts with majors in Ministerial Leadership and Youth Ministries. Currently, both of these degrees have active assessment programs that are informing program development and change. For example, each May, faculty review assessment results and suggest program improvements. Because the Seminary was recently founded in the fall of 2009, there has not yet been sufficient time to have a complete assessment cycle. But assessment measures, including the use of constituent focus groups, have already proven to be invaluable in the development of the Seminary's new programs.

Wesley Seminary at Indiana Wesleyan University uses the following assessment measures:

Examples of Direct Measures

- Bible competency exam. The purpose of this exam is to ensure that M.Div. graduates know the content of the Scriptures. The faculty assess skills in relation to the Scriptures elsewhere in the curriculum. Failure to pass the competency constitutes failure of the M.Div. Students who do not pass the competency in the first twenty hours of their program must do remedial work before proceeding with their degree.
- Analysis of student Integration Papers at the beginning and end of the M.Div. program to assess outcomes in biblical, theological, and church historical skill competencies. This assessment ensures that students attain fundamental pastoral skills in relation to the classic foundational disciplines of Christian ministry. In the capstone course, students will revisit their earlier work to note their progress and/or lingering deficiencies. Faculty will then use these results to improve the curriculum.

Examples of Indirect Measures

1. End-of-course surveys. These surveys both indicate positives and negatives of professors, curriculum, and program. Faculty use these surveys to indicate a need for mentoring or to indicate that the curriculum or program needs to be revised.

2. Alumni surveys. Alumni surveys measure macro issues such as whether the program is delivering on its promises and whether it is meeting the felt needs of ministers in the field. Faculty use the results of these surveys to highlight areas in the curriculum that need to be revised, ranging from specific courses to overall curricular design.
3. Focus groups of employers. Such data may point toward curricular revision on either the course level or overall curricular design.

The Graduate School

The Graduate School serves as a policy oversight body that gives definition and oversight to graduate education and graduate faculty across the university. This school does not give administrative oversight to graduate programs, but it is charged with the responsibility of ensuring that all graduate programs and graduate faculty in the university meet the university's standards for graduate education. While the university's graduate programs are included in the assessment plans of the other schools and colleges, the Graduate School ensures that each graduate program has developed learning outcomes and assessment plans appropriate for graduate education.

To this end, the Graduate School has facilitated considerable faculty discussion concerning the differences between undergraduate and graduate learning outcomes. Graduate faculty members are encouraged to develop learning outcomes that utilize higher-order thinking skills using Bloom's Taxonomy.

Higher Learning Commission Assessment Academy Project

As a means of giving further definition to the broad educational aims of the university's new mission statement, the faculty developed a set of World Changing Aims in 1999. As a whole, these Aims presently inform the university's curricula. The refinement and measurement of the World Changing Aims have been the focus of the HLC Assessment Academy Project. In 2007, a team from across the university planned this project, involving a broad group of over thirty faculty in its implementation. The project members have succeeded in categorizing these World Changing Aims under the stated mission of the university and are currently involved in a project to measure learning outcomes in written communication across the university.

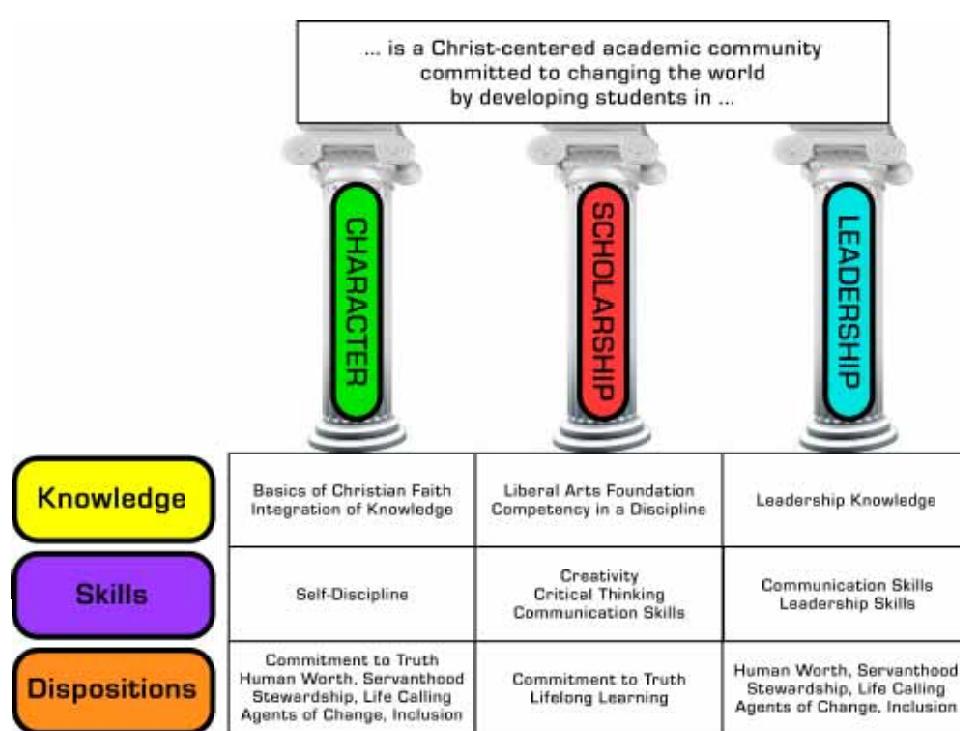
Through an evaluation of the World Changing Aims, the faculty team recognized the need for a stated, rather than an implicit, differentiation between undergraduate and graduate outcomes. Thus, in 2008, a task force of representatives from the graduate divisions met to establish expectations for master's and doctoral level programs based on the World Changing Aims.

The Assessment Academy team continues to lead the university's efforts in defining graduate-level universal learning outcomes. At the undergraduate level, general education learning outcomes will be developed by faculty within the principal academic units, with coordination by the General Education Coordinating Council. The Assessment Academy team is coordinating a study of written communication outcome across the institution.



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

The World Changing Aims map to the pillars of the IWU mission as shown in this table. The Assessment Academy project seeks to formulate measurable learning outcomes for the cells of the table and measure the accomplishment of these outcomes by our students.



CHALLENGES

For well over ten years, faculty and administrators at Indiana Wesleyan University have been discussing, planning, and implementing assessment. As the preceding sections have described, learning outcomes and systematic assessment are now deeply engrained in the university's academic structure and activities.

At this time, the university faces three primary challenges. First, the regular completion of complete assessment cycles has not been achieved by every division, and every program is not subject to regular program reviews. Some divisions developed learning outcomes ten years ago but have not revisited

or recently updated them. Second, while all of the colleges and schools have to some degree embedded assessment in their position responsibilities, the university needs to continue to develop the infrastructures that will ensure that this work is being accomplished at the highest possible level of excellence. Third, the university must continue to develop increasing sophistication in the design, analysis, and use of effective assessment data across all its colleges and schools. In some divisions, faculty are reviewing and re-designing their assessment plans, but they have not implemented a complete program review.

In addition to these challenges, more work must be done in specifying and measuring General Education outcomes. In 2007, the institution joined the Higher Learning Commission Assessment Academy. Using the knowledge gained from this Academy, the university is now making progress on specifying and measuring student learning outcomes in General Education across the entire institution. The university is establishing a General Education Coordinating Council consisting of representatives from each of the principal academic units. This council will carry on the work of establishing student learning outcomes and measuring effectiveness of the General Education curriculum.

ACTION PLANS

New Academic Leadership and Renewed Commitment to Assessment

Across the institution, Indiana Wesleyan University has entered into a period of changing academic leadership. With changes in leadership come changes in thinking about learning outcomes and assessment. The university is therefore entering a time when changes will be made that renew and revise the way the university is assessing student learning outcomes. The new generation of academic leadership is, if anything, even more passionate about connecting assessment with strategic planning than previous leadership.

A highly-valued characteristic of the present administration—including the president, the provost, the vice presidents, the deans, and the associate deans—is data-driven decision making. This type of decision making will result in new efforts to engage in curriculum mapping to ensure that program outcomes are tied to the university's mission and aims. Curriculum mapping will also ensure that every learning outcome is assessed within the curriculum and that there will be more embedded assessment and more careful choosing of national assessment measures. In December 2009, the provost called an Assessment Summit that included the University Academic Leadership Council. At this summit, each college and school head renewed her or his commitment to assessment and articulated plans to develop further assessment in her or his academic unit.

Higher Learning Commission Assessment Academy

The university has determined that the Assessment Academy Project will continue. The goal of this project is to strengthen the university's general education by using the information generated from assessment tools. The plan for the coming months is to collect a representative sampling of writing assignments and then to assess written communication using a rubric developed by faculty with guidance from the Association of American Colleges and Universities.

College of Arts and Sciences

The new Vice President for the College of Arts and Sciences is well versed in and passionate about the assessment of learning outcomes. She has taken the opportunity of her entrance into leadership of the college to establish a new approach to, and urgency for, program level assessment of learning outcomes. To that end, she is leading her faculty in curriculum mapping which will result in a more organized, comprehensive approach to assessment. For example, program faculty are presently revising program level outcomes to bring these outcomes more directly in line with the university's World Changing Aims. For each program level student learning outcome, the program faculty are working to design corresponding assessment processes to measure whether the students are meeting the prescribed outcome. The College Assessment Committee will receive the reports from each program and then facilitate curricular changes recommended by the analysis of annual and four-year assessment data.

College of Adult and Professional Studies

The new Vice President for the College of Adult and Professional Studies has directed the Associate Dean for Institutional Effectiveness to develop further the assessment program of the college. A new emphasis is being placed on curriculum mapping to ensure that program outcomes are consistent with World Changing Aims and to ensure that all programs are served by assessment processes tied to program outcomes.

The new Center for Research in Adult Learning will become the hub for several benchmarking studies in conjunction with other Christian colleges. The information gleaned from these studies will enable the college to strengthen adult student learning outcome measures and to provide national comparisons in an area currently lacking peer resources.

School of Nursing

The School of Nursing will work toward more consistent implementation of assessment in all divisions and continue to use assessment data to make quality improvements.

Wesley Seminary at Indiana Wesleyan University

The Seminary will implement its assessment plans with its new Master of Divinity program and use the assessment data to make quality improvements.

Office of the Provost: University Structure for Assessment

The establishment of the office of the provost, coupled with the recent academic restructuring, has provided an opportunity for the University Academic Leadership Council to articulate a university-wide framework for assessment.

Primary Institutional Officer Responsible for Assessment. The provost is the institutional officer primarily responsible to ensure that systematic assessment is occurring in all of the university's colleges and schools. The academic heads of the colleges and schools (Vice Presidents and Deans) are the administrators responsible to ensure that each academic unit has an articulated and operating assessment system. The actual process of operating the assessment systems falls to the School Associate Deans in the College of Arts and Sciences, the School Associate Deans in the College of Adult and Professional Studies, the Division Chairs in the School of Nursing, and the Dean of Wesley Seminary for the Seminary. In addition, the Assistant Provost for Institutional Research and Accreditation assists these academic leaders and their respective faculties by providing assistance with instrument design, data collection, and data analysis.

Central Repository of Assessment Plans and Actions. The Assistant Provost for Institutional Research and Accreditation is developing a central electronic repository in which assessment plans, data, and actions will be and are stored. At any time, this repository is accessible by the university community.

Budgetary Provisions for Assessment. A central budget for assessment purposes is kept by the Assistant Provost for Institutional Research and Accreditation in the office of the provost. In addition, each college and school is provided with funds for its assessment activities.

University-wide Review of Assessment Actions. Traditionally, the university's colleges have organized periodic assessment events as a part of their assessment systems, enabling them to review the outcomes of assessment processes. In keeping with the new academic structure, the University Academic Leadership Council has established a plan to host a university-wide assessment seminar twice a year. At this event, the colleges and schools will report their assessment findings and actions to their peers.

3b. Indiana Wesleyan University values and supports effective teaching.

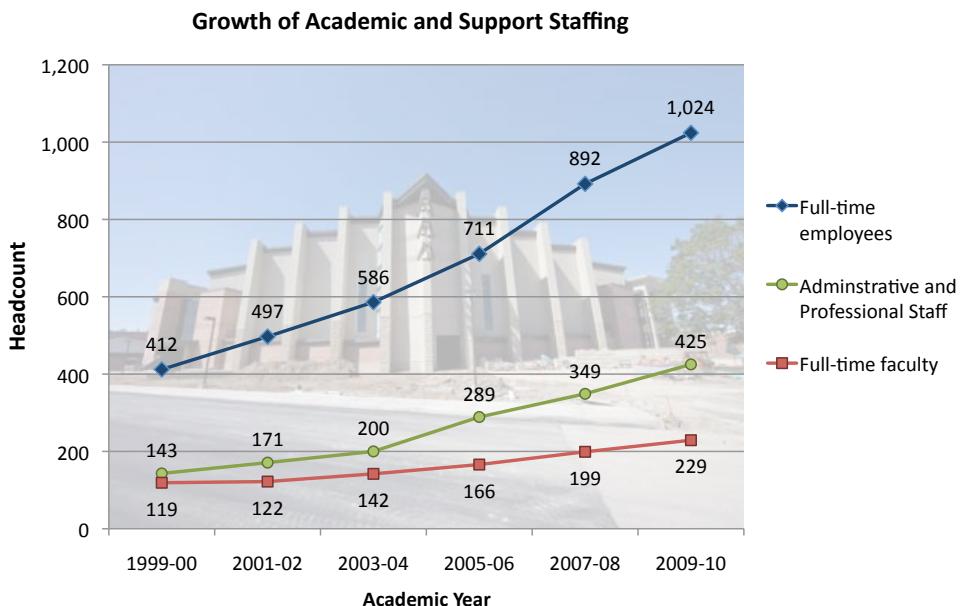
STRENGTHS

During the past decade Indiana Wesleyan University's support for effective teaching has been concretized in various forms: numerous new faculty hires; dramatically increased support for faculty development and scholarship; higher standards and rigor for rank promotion; dramatic increases in salaries coupled with an administrative mandate to decrease course overloads to provide time for scholarship; a growing program of new-faculty orientation that includes course release for new faculty to attend a semester-long orientation course; hundreds of thousands of dollars committed to assisting faculty in completion of terminal degrees; a strong commitment to monitoring classroom teaching through surveys, observations, and mentoring; and a decade-long pursuit of increased instructional support through technology and through library acquisitions and reference and bibliographic assistance.

Commitment to Hiring and Developing Excellent Faculty

Indiana Wesleyan University believes that finding, hiring, and developing excellent faculty is the single most crucial set of activities for achieving its vision to become a premier Christian university and to fulfill successfully its educational mission. Because of its unique identity as a religious institution tied closely to its related Christian denomination, Indiana Wesleyan University is required and enabled to hire faculty committed to the institution's unique identity and mission.

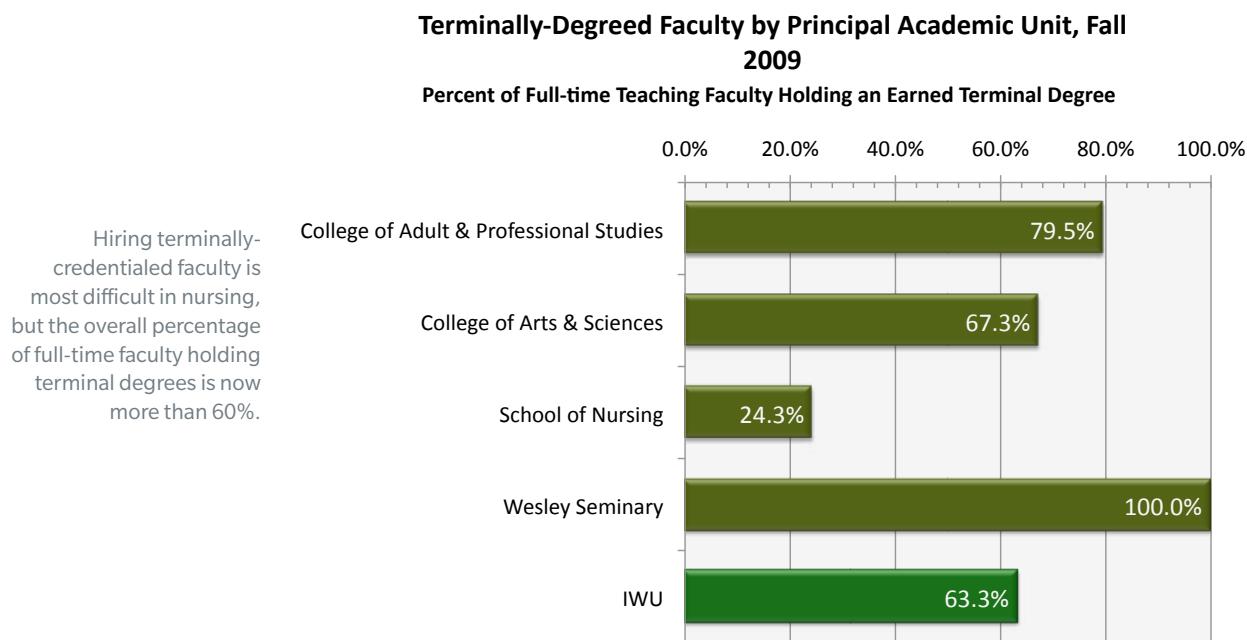
This last decade has seen a strong administrative commitment to hiring new faculty to cope with enrollment growth. The following chart shows the increase in the number of teaching faculty and academic administrative and support staff.



In addition to hiring an adequate number of teaching and administrative faculty, the university is committed to three primary benchmarks of excellence: the number of faculty who hold terminal degrees, the level of scholarly activity in which faculty are engaged (for themselves and with students), and the level of institutional support made available for faculty development.

Faculty Qualifications

Over the past ten years Indiana Wesleyan University has increased the qualifications of its faculty. Currently, 63% of full-time university faculty hold terminal degrees. In recruiting faculty, the university has made use of the Higher Learning Commission's Guidance on Determining Faculty Qualifications. In addition, the university regularly reviews teaching assignments to ensure that faculty are qualified in their respective teaching fields. For those faculty who do not presently hold terminal degrees, the university provides reduced teaching loads and tuition assistance to encourage these faculty to complete their terminal degrees.

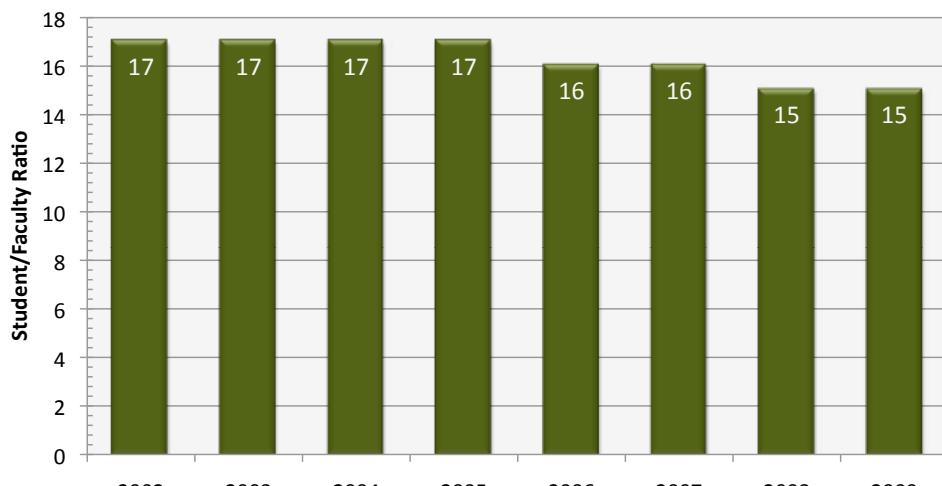


As of 2007, the university has changed the requirements for rank promotion to encourage faculty to earn terminal degrees. No faculty member can be promoted to the rank of associate professor or professor without a terminal degree in his or her field of study. See the Faculty Handbook relating to the 2007 revision of the rank improvement process.

Faculty-Student Ratio

Another factor affecting teaching excellence that has changed steadily over the past decade is the university faculty-student ratio. Currently, Indiana Wesleyan University's student-faculty ratio stands at 15, a number that has steadily declined over the decade. Graduate courses have a smaller student-faculty ratio (13.8) because of the faculty's commitment to original research for graduate students.

Marion Campus Undergraduate Student/Faculty Ratio*

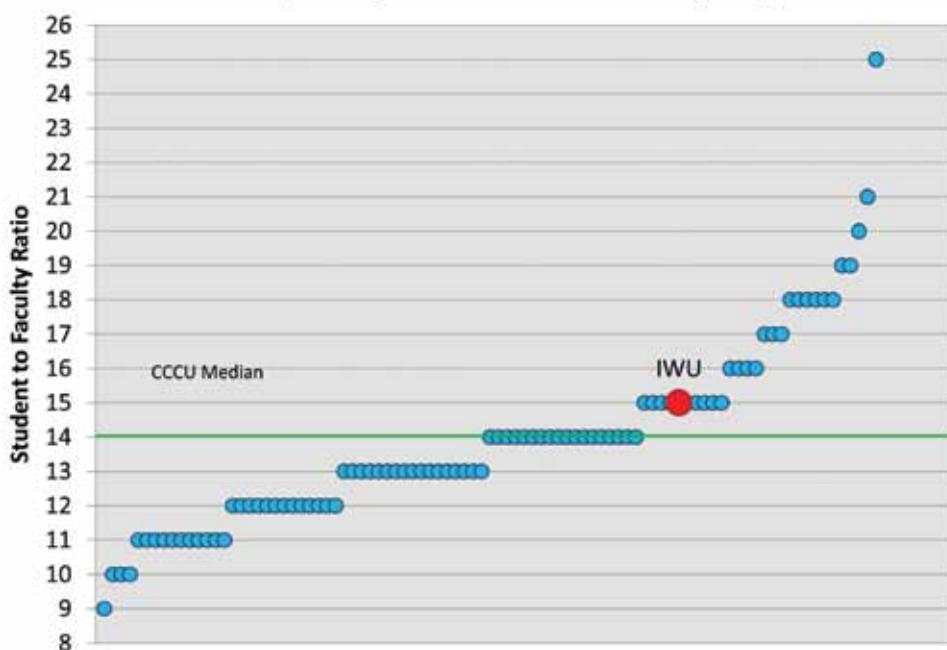


* S/F = FTE students/FTE faculty. FTEs calculated by the AIR formula (FT + PT/3).

PT faculty includes only faculty-of-record which excludes some clinical instructional employees.

Strategic investment in faculty resources has lowered the student-to-faculty ratio on the traditional undergraduate campus to 15:1, the same as for the institution as a whole.

Student/Faculty Ratios of CCCU Schools (2008)



Student-to-faculty ratios vary significantly among the schools of our most common benchmark group, the Council of Christian Colleges and Universities, but the central population of the group lies in the range of 13 to 15. Indiana Wesleyan University's value of 15:1 is just above the 14:1 median value. Each blue dot represents a CCCU school with IWU being represented as a red dot.

Direct University Support for Development of All Faculty

Indiana Wesleyan University shows its support for effective teaching by funding several processes aimed at increasing faculty effectiveness in the classroom. In the past ten years these funded processes have steadily grown. Faculty—both adjunct and full-time—in all of the university's colleges and schools participate in orientation and on-going support for quality teaching.

College of Adult and Professional Studies

To provide continuous, high quality faculty development for its full-time and adjunct faculty, the College of Adult and Professional Studies operates a Department of Teaching and Learning led by an Assistant Dean who has direct responsibility to provide faculty development opportunities according to the needs revealed by assessment or by the strategic growth of the college.

The philosophy that defines the role of faculty in the College of Adult and Professional Studies is rooted deeply in andragogical principles and in the literature of best practices for adult-friendly academic programs. During the past decade, the college's leadership team has articulated those principles that guide the hiring, deployment, and development of faculty in this college. The college has also identified three primary faculty roles that are allocated among a number of different groups of faculty: faculty governance, instructional roles, and administrative and student support.

The faculty governance role includes oversight of college curricula and academic policy, of assessment, and of participation in shared governance of the university. As is common in the academy, in the College of Adult and Professional Studies this role is assigned to full-time faculty. In addition to their teaching duties, these faculty members are responsible for the standardized, modularized curricula that serve as the foundation for teaching excellence throughout the college.

The instructional role includes teaching, grading, and mentoring. Unlike most traditional colleges, this role in the College of Adult and Professional Studies is carried largely by highly-qualified adjunct and affiliate faculty. Academic advising is handled by a team of full-time professional advisors. The best practices literature and Indiana Wesleyan University's long experience in this field demonstrate that adult learners wish to study with practitioners who bring to the classroom both a strong grasp of the academic field of study and personal experience with the application of that knowledge in the professional world. Hence, Indiana Wesleyan University has created robust departments and systems to recruit, rigorously screen, develop, and manage a large faculty of adjunct practitioners who teach in its pre-professional and professional degree programs.

The administrative and student support roles include program oversight and administration. These roles are assigned to a rather large cadre of administrative faculty and academic staff.

The College of Adult and Professional Studies relies on over 1,200 adjunct faculty (who carry the majority of the teaching duties) in addition to over 80 full-time faculty (who teach and carry much of the curricular development and governance

duties). The college takes great care in selecting and preparing high quality faculty. To this end, all faculty must undergo a six-point screening and orientation process that includes the following:

1. Faculty recruiter interview.
2. Peer candidate evaluation meeting that includes teaching.
3. Department Director or Regional Dean interview.
4. Two-workshop orientation programs.
5. Faculty mentoring assignment.
6. First-course evaluation.

The School of Educational Leadership, one of the three embedded schools within the College of Adult and Professional Studies, uses a slightly different model for faculty recruitment and development in order to be in compliance with NCATE expectations (National Council for Accreditation of Teacher Education). This school includes steps 1 – 3 in the above stated recruitment process and then adds an interview with a full-time School of Educational Leadership faculty member and a review by the School of Educational Leadership Unit. Upon approval by these two additional groups, the faculty candidate proceeds to step 4. After step 4, the candidate is given additional orientation specific to the School of Educational Leadership by a full-time School of Educational Leadership faculty member. Faculty candidates then continue with steps 5 and 6.

After their initial orientation and mentoring, new adjuncts and full-time faculty in the College of Adult and Professional Studies are closely monitored by peer observation and review of student surveys. In some departments, faculty who teach the same course are connected via e-mail to support and develop one another. Faculty in the College of Adult and Professional Studies are also required to attend two faculty development workshops per year. Throughout the year, as many as 180 workshops on a number of topics are available for faculty development. See <http://caps.indwes.edu/facultyServices/facultyDevelopment/Faculty-Development.htm> for a schedule of faculty workshops, many of which are available online.

College of Arts and Sciences

The College of Arts and Sciences has made a concerted effort to provide faculty development activities that promote teaching and learning. In 2005, the college formalized a Faculty Development Council as part of the overall governance structure for the college. Composed largely of full-time faculty, this council provides overall guidance and direction to faculty development initiatives. In 2006,

the administration created a full-time position for an Assistant Dean for Teaching and Learning. This individual serves as the chairperson of the Faculty Development Council.

The Faculty Development Council serves in a leadership role for coordinating the review of applications for sabbatical leaves, coordinating faculty-wide development retreats in August and January of each academic year, creating support systems for faculty who are completing their doctoral studies, consulting with and providing training for faculty who are participating in the rank promotion process, facilitating campus-wide use of Blackboard as a classroom management tool, coordinating the student response/classroom assessment process, facilitating a process to refine and bring greater focus to the faculty evaluation process, training of adjunct faculty, organizing and planning of orientation for new faculty, coordinating a semester-long seminar for new faculty on the integration of faith and learning, and providing opportunities for individualized formative consultations with faculty members directed toward the enhancement of classroom instruction.

In May and August of each year, the Faculty Development Council sponsors a “Faculty Frenzy” series to provide faculty with skill building workshops and seminars on a variety of topics related to effective teaching practices. Since the inception of these workshops and seminars, faculty participation has increased every year. Currently, the Faculty Development Council is developing a system for tracking individual faculty members’ participation.

The college also publishes an electronic newsletter (“The Toolbox”) that features a variety of strategies and techniques for classroom instruction. Through a collaborative agreement with the University of South Carolina, this newsletter is now distributed on an international basis through the National Center for the First-Year Experience and Students in Transition (www.sc.edu/fye/toolbox).

In the College of Arts and Sciences, full-time faculty members are assigned a mentor in their first year of teaching, enroll in a new faculty seminar with three hours of released teaching load, and have multiple opportunities to participate in faculty development workshops. In addition, full-time faculty gather for a yearly faculty retreat, a time when faculty join together for two days of inspiration and training. Online training sessions (using Blackboard) are also available to all faculty. Adjunct instructor candidates in the College of Arts and Sciences must be interviewed and approved by the department before being interviewed by the Associate Dean for the school. Those new to the campus must then attend a semester-long orientation program and work with a mentor who will help them with their syllabi and other administrative issues along with evaluating their teaching.

The School of Nursing and Wesley Seminary

The School of Nursing and Wesley Seminary at Indiana Wesleyan University utilize the services of the College of Adult and Professional Studies Department of Teaching and Learning for their post-licensure and graduate faculty. Pre-licensure nursing faculty use the services of the College of Arts and Sciences Faculty Development Council.

Wesley Seminary assigns a mentor to incoming faculty. In addition, the Dean for the seminary meets with each full-time faculty member at the end of every academic year to determine the faculty member's progress as developed and stated in the faculty member's individualized development plan. The Saturday before its yearly convocation in early August, the seminary hosts an all-seminary faculty development meeting with all full-time faculty and affiliate professors being required to attend; adjuncts are also encouraged to attend.

The School of Nursing has also instituted a mentoring plan which is individualized by the post-licensure coordinators to meet the needs of new adjuncts and full-time faculty. In addition, all faculty are required to attend two or three faculty development sessions each year. During 2009, two recently hired full-time faculty in the post licensure division were engaged in the American Association of Colleges of Nursing Scholars Program, a program designed to mentor new faculty. All new faculty in the pre-licensure division are also assigned a mentor and given three-credit hours of release time to attend a new faculty course which meets weekly throughout one semester of the faculty member's first year.

Evaluations of Classroom Teaching

All of the university's colleges and schools utilize peer reviews as part of the system of rank improvement. Although the system for student evaluations is not centralized throughout the university, each college and school conducts regular student evaluations of its faculty members.

For over a decade, the College of Arts and Sciences has used the Individual Development and Educational Assessment system for faculty evaluation, with faculty being evaluated in two courses per year. This system enables faculty to track their improvement over several years and to evaluate the perceptions of their teaching against national norms with faculty in their fields and local norms with faculty within the institution.

In the College of Adult and Professional Studies, each year all full-time faculty receive annual peer and multiple student evaluations. Adjunct faculty are peer reviewed at least every two years, with administrators and full-time faculty

conducting these faculty observations. If problems surface, the faculty member must become involved in additional development activities and/or placed on a faculty improvement plan.

The College of Adult and Professional Studies recently acquired Class Climate from Scantron, a new online system for administering student evaluations that provides quick feedback to associate deans and directors regarding student evaluations of instruction. Both online and on-site faculty are evaluated using this instrument. This new system of evaluation allows administrators to closely track faculty teaching effectiveness and, if necessary, immediately follow up on issues raised by students.

The School of Nursing uses the Individual Development and Educational Assessment system of student evaluations for its pre-licensure students and the Class Climate system for post-licensure students. When remediation is indicated, division coordinators provide a remediation plan to assist faculty in strengthening their teaching skills.

The Seminary also uses Class Climate to facilitate the end-of-course surveys students complete at the end of every course.

Curriculum and the Role of Faculty at Indiana Wesleyan University

At Indiana Wesleyan University, full-time teaching faculty review and develop the curricula. Each principal academic unit has its own Academic Affairs Council that approves curricula and academic policies for that particular unit.

Within the College of Adult and Professional Studies, the process of curriculum design begins with a focus group of departmental faculty. That group takes its finished work to the college's Curriculum Development Committee. Once revised and approved, a proposal goes to the Academic Affairs Council. All new academic programs and substantive changes to curriculum must be sent to the Faculty Senate for final approval.

Because the College of Adult and Professional Studies uses standardized curricula, the faculty make regular updates to existing curriculum at the request of the academic units. Based on academic preparation and experience, faculty members are selected to write student course modules and faculty guides. All written courses must be compatible with both online and on-site delivery modes.

In the College of Arts and Sciences, departmental faculty revise and approve curricular changes, sending their recommendations to the Curriculum Committee. Upon approval, the Curriculum Committee sends the proposed changes to the Academic Affairs Council. All new programs must be sent to the Faculty Senate for final approval.

Because of the integrated nature of the curriculum, Wesley Seminary has pursued an intentional curriculum development process for the Master of Divinity program. For the core praxis courses, a collection of six to ten content experts meet together for two or more all-day sessions to establish the scope and sequence of every course. Course writers are then assigned to flesh out individual assignments, all of which are then revised and edited by a chief editor. After any further revisions, the course is then sent to an online instructional designer who puts the course into the Blackboard course management system. After their first offering, all courses are then reviewed and revised, with subsequent revisions occurring yearly.

The School of Nursing has established a Program Life Committee consisting of eight full-time faculty members. This committee reviews, evaluates, and makes recommendations to the School of Nursing Faculty Council concerning philosophy and conceptual framework, program assessment, curriculum, curriculum-related policies, and library holdings.

Innovation, Technology, and Learning

Indiana Wesleyan University has long been a leader in innovative approaches to classroom and online learning. In 1996, the College of Adult and Professional Studies began offering online courses. Today nearly half of the College of Adult and Professional Studies students (5,000) are enrolled in programs that are fully online. Both online and on-site courses for all principal academic units use Blackboard extensively. Supporting online students, providing instructional design assistance, and exploring new and innovative ways of using technology to enhance the educational experience of students across the university are the responsibility of the university's Center for Online Learning.

Classrooms in the College of Arts and Sciences and the School of Nursing are designed to include the latest technology to assist faculty in a wide range of instructional strategies. Wireless "clicker" technology to facilitate class interaction is an example of a new technology recently incorporated into some courses at the faculty member's request.

College of Adult and Professional Studies classrooms at regional educational centers are upgraded on a continuously rolling plan and feature flexibility in seating arrangements to promote interactive learning and access to instructional technologies.

Indiana Wesleyan University is passionate about providing innovative educational programs. Several programs offer internships, service experiences, and opportunities to manage or work in student-run businesses, thereby facilitating the educational experience for those students who benefit from experiential learning models.



Dr. Lorne Oke

*Assistant Vice President for
Information Technology*

"At IWU, instructional technologies continue to make an impact on every level of learning. Our communications systems, delivery systems, and learning management system all play an integral part in connecting each learner to new concepts and knowledge structures. From traditional smart classrooms, to robust online curricula tools, technology assists IWU's faculty as they disseminate information, engage students in discovery, and assess outcomes across each learning community."

Wesley Seminary has benefited from the university's technological infrastructure. Its on-site classes utilize the recently renovated Noggle Christian Ministries building which features the latest technologies that support andragogical learning philosophies. Its online classes continue to benefit from the university's expertise with Blackboard while at the same time the seminary has introduced its own innovations to the way online courses are being structured. Individual lectures can be delivered through Adobe Connect so that students can see the professor along with instructional materials like PowerPoint in either real time (with the possibility to ask questions and join discussions) or in pre-recorded format.

In 2003, the New Media Consortium recognized Indiana Wesleyan University as a world leader in its innovative approaches to the use of technology. Since that time, the university has continued to develop its innovative approaches to learning. For example, the College of Adult and Professional Studies recently began offering a unique MBA program that takes place within a virtual corporation that utilizes virtual reality technology. The Virtual Learning Curve Virtual MBA allows a student to participate as an intern in a virtual corporation rotating through each department in that company, gaining varied experience of working in different environments and with the differing personalities of each manager. The characters, products, and the company are based on a real company and provide a true holistic learning experience for the students. The delivery technology is unique, and the MBA curriculum underlying the virtual learning world is both rigorous and up-to-date.

In the Virtual MBA Program, the student is an avatar in a simulated industry—a trainee who becomes an intern in each of the company's departments.



Supporting Scholarship and Instruction

All faculty have the opportunity to strengthen their teaching and scholarship by accessing funds provided by a Lilly Endowment Scholarship Grant. This grant, discussed extensively in the following chapter, enables the university to increase its financial support for faculty who wish to improve their teaching and research capabilities.

For instruction in learning and mastering the best practices of pedagogy/andragogy, the university sets aside funds each year to send faculty to conferences and programs. For example, the Lilly Grant underwrites the No Educator Left Behind Conference and the Mid-West Scholars Conference. Both of these conferences target the exploration and development of best teaching practices and provide a platform for scholarly inquiry and discussion.

In 2008, the provost initiated the Provost's Scholarship Initiatives, a series of eighteen new initiatives designed to increase faculty engagement in professional organizations, funded research, and scholarly development. These initiatives include doubling the amount of funding available to faculty for attending conferences, providing additional funds for conference presenters and for faculty who become officers of their professional organizations, granting support to every full-time faculty member for professional memberships and subscriptions, and funding sabbatical research. One of the most significant of the Provost's Scholarship Initiatives is the doubling of the number of funded research grants (Hinds Fellowships) that provide a three-hour load release per semester for one academic year and \$3,000 for research or scholarship expenses.

CHALLENGES

Despite the recent increases in support for faculty engagement, research, and development, the university has been short sighted in not increasing its budget provisions in these areas. In 2000, it provided only \$400 per year per faculty for professional development. In 2006, the Lilly Scholarship funding (see the following chapter for more details) augmented support in this area. Recent increases through the Provost's Scholarship Initiatives have significantly raised Indiana Wesleyan University's contribution to faculty scholarship and have placed the university on par with similar institutions. The university, however, needs to continue to identify the various ways in which it can increase its ethos of intellectual vibrancy and scholarship by strategically committing resources to encourage growth in its faculty's professional development such as funding student research and presentations.

The university also recognizes the need to increase the percentage of faculty who hold terminal degrees. Currently, 63.3% of the faculty have terminal degrees, an increase from 59.7% last year. The university, however, must continue to increase this percentage.

Likewise, the university must increase faculty diversity. Currently, diverse faculty in urban areas total about 25% of the overall number of adjunct faculty and 9% of full-time faculty. But on the Marion campus in the College of Arts and Sciences, the university needs to increase the number of diverse, full-time faculty.

ACTION PLANS

To address issues regarding support for improved teaching and research, the university recently created a Scholarship Council that administers funding for faculty development. The provost has announced plans to centralize the university's teaching and learning development functions and research into a university-wide Center for Teaching and Learning. This new structure will facilitate a strong system of faculty development across the university to support effective teaching practices.

Gaining a stronger academic reputation among regional and national institutions of higher learning has allowed Indiana Wesleyan University to produce a broader pool of applicants for faculty positions. Within this broader pool of applicants, the university will continue to actively recruit diverse candidates who hold terminal degrees.

The university has also recently added an Associate Vice President who will continue to lead efforts to utilize new instructional technologies. In addition, Indiana Wesleyan University will continue to monitor and implement upgrades in instructional platforms for online learning, Web 2.0, Second Life, iTunes University, and other innovations. Beginning in July of 2010, Blackboard will be integrated into all new adult on-site classes.

3c. Indiana Wesleyan University creates effective learning environments.

STRENGTHS

Indiana Wesleyan University seeks to provide a physical learning environment that promotes reflection, interaction, and exploration. The university has thus designed its buildings to feel comfortable, to have ready access to resources, and to be technologically efficient. In addition, the university monitors student satisfaction and attempts to address student needs in advance of expectations.

Student Satisfaction with the Learning Environment

Indiana Wesleyan University excels in providing an academic and co-curricular environment that contributes to the development of character, scholarship, and leadership for all its students. The quality of the student development programs for both the traditional and non-traditional student is one of the university's strengths. In the College of Arts and Sciences, the students' initial experience of Indiana Wesleyan University begins with a three-day orientation that introduces new students to the university, to the student life staff and programs, and to each other. Implementing the best practice research that indicates the need to help incoming students create immediate relationships, the university has intentionally crafted this student development program to function as one of the interventions aimed at increasing the retention of first-year students. Although this program already includes an orientation to academic life, in the last two years student development professional staff and academic leadership staff have been engaged in a fruitful dialog about various ways to enhance incoming students' exposure to faculty members and to academic programs. The first days on campus are critical to this process and help set the interpersonal context for an effective learning environment.

Students' introduction to campus continues with exposure to and engagement in mentoring programs, a challenging chapel program, a full array of intramural and intercollegiate sports options, and a variety of other activities aimed at developing students' character and leadership abilities. Currently, more than thirty-five student organizations operate within the College of Arts and Sciences. On Noel-Levitz Student Satisfaction Inventories and on the National Survey of Student Engagement, College of Arts and Sciences students report they are highly satisfied with the support and personal attention that they receive from faculty and staff.

For adult students in the College of Adult and Professional Studies, the School of Nursing, and Wesley Seminary, development of character and leadership comes within the curriculum through a specialized orientation to adult learning, in-class devotions, and peer support. A primary strength of the Indiana Wesleyan University's adult programs is the cohort, lock-step curricular model employed by these programs. Students join a cohort of approximately eighteen students. This group remains together through the duration of the group's program and sequentially takes core courses until the program is completed. At Indiana Wesleyan University these programs have proven to be a highly effective tool to promote a strong learning environment for adult students. This model significantly contributes to the retention of adult students and to their persistence in completing graduation requirements. In their end-of-program surveys, adult students typically report a high degree of satisfaction with the learning environment the university provides.

Life Calling: A Unique Thread

For more than a decade one of Indiana Wesleyan University's distinctive characteristics has been its emphasis on helping students find and prepare for a purpose-driven life calling. This emphasis grows directly out of the educational mission to develop students in character, scholarship, and leadership.

This distinctive feature takes its most obvious concrete form in the creation of the university's Center for Life Calling and Leadership. This flagship center enables students to explore the overriding sense of purpose for their lives, equips them to make life decisions based on this purpose, and empowers them to develop this purpose into world-changing leadership. In 2001, two Lilly grants totaling \$5.2 million accelerated the development of this Center. Presently, the Center provides life coaching, internships, career and leadership development opportunities, and advising for pre-declared majors (students who have not yet selected a major); the Center is accessible to all Indiana Wesleyan students through <http://clcl.indwes.edu>.

The Center for Life Calling and Leadership, founded in 1999 and moved to new facilities in the student center in 2006, provides strengths and gifts assessment, life coaching, and instruction in life purpose and leadership. The Center's technology lab provides ready access to extensive resources in support of the life calling discovery process and career development.



In the last two years the emphasis on helping students find, prepare for, and pursue a purpose-driven life calling has served as an overarching theme for the College of Arts and Sciences. As the college has undergone a rather major internal reorganization, the theme "Life Calling: Unifying Faith, Vocation, and Learning" has oriented its restructuring. This theme, coupled with the excellent work of the Center for Life Calling and Leadership, helps to shape an intentional and distinctive learning environment for the university.

Student Academic Support Outside the Classroom

The university provides many safe, high-quality spaces for student interaction and study while simultaneously providing other centers for academic support based on assessed student needs. In the last decade the former Student Support Center was re-titled the Aldersgate Center, being named in honor of the London location of John Wesley's life-changing spiritual conversion. The purpose of this renaming was to signal the inauguration of a new focus on student counseling and skills development which has proven to be exceptionally successful as evidenced by the center's heavy student use. Yearly, the rate of usage of the counseling facilities increases.

Three safe, well-lighted and protected, twenty-four hour student study rooms provide round-the-clock study space for students on the Marion campus: one in Jackson Library, one in Center Hall, and another in the Noggle Center. In addition, the librarians who serve the adult students and Online Technical Support have extended their hours of availability to accommodate increasing usage demands. Throughout the campus, learning labs for mathematics, chemistry, and writing provide one-on-one tutoring. At the Indianapolis, Merrillville, and Cleveland Education Centers, and through multiple online products made available through the university, adult students have access to math and writing support. The university also provides free counseling through the Graduate Counseling Clinics in both Marion and Indianapolis.

Indiana Wesleyan University intentionally designed its newest all-female residence hall to accommodate a peer mentoring program titled "Journey to Success," launched in the fall of 2007. This mentoring program is the foundational component within the institution's First Year Residential Experience. The mission of the program is inextricably linked to the institutional mission and World Changing Aims:

"Journey to Success seeks to assist first-year students with the transition from high school to college and to enhance student success and retention . . . through peer mentor relationships that strive to foster growth in character, scholarship, and leadership."



One example of innovation in learning environments is the new Mentoring Hall (opened in 2007), a residence in which upper-class women are paired with first-year women in a year-long mentoring relationship.

The Mentoring Hall houses 318 females and is divided by a common area with first-year students residing on the east side and upper-class female students on the west side. All 108 first-year students self-select the program, with 59 mentors being selected through an application and interview process. The peer mentoring relationship consists of one upper-class female mentoring two first-year students. Mentor meetings, a key element of the residential program, have the following goals:

- To facilitate growth in character, scholarship, and leadership through meaningful interactions between mentors and first-year students.
- To serve as a resource and early intervention with students experiencing difficulties.
- To assist each first-year student in becoming involved in campus life.

To assist in accomplishing these goals, mentors receive a “Journey to Success Discussion Guide” that consists of the following sections: 1st, 2nd, 3rd, and 4th Road Maps, Potential Questions/Resources, a Personal Growth Plan, an Involvement Plan, a Midyear Plan, a Next Steps Plan, and a Journey to Success Exit Survey.

Assessment of the Learning Environment

In the College of Adult and Professional Studies, Wesley Seminary, and School of Nursing Post-licensure and Graduate Divisions, every end-of-course student survey asks questions regarding the spatial characteristics of the classroom, the building, and other features of the property where classes are held. As is prudent and appropriate, the administration acts quickly in responding to student or faculty issues. In some cases, for example, a class may need to be relocated to accommodate student needs.

Both the College of Arts and Sciences and the School of Nursing Pre-Licensure Division assess the learning environment by using the Noel-Levitz Student Satisfaction Inventory. Results give evidence that students are very satisfied with the facilities and services.

Student Learning and Advising

In the College of Adult and Professional Studies, the Student Services department employs a staff of professional advisors who work to ensure that each student receives proper information regarding class schedules and help in his or her understanding of university policies.

College of Adult and Professional Studies**STUDENT SATISFACTION REPORT 08-09**

How satisfied are you with the following?

(Scale 5-1: 5=Very Satisfied, 4=Satisfied, 3=Neither, 2=Dissatisfied, 1=Very Dissatisfied)

| | N | Mean | Std. Dev. | |
|-----------------------------------|-------|------|-----------|--|
| Enrollment Services (Admissions) | 2,882 | 4.56 | 0.796 | Students in adult programs are asked to evaluate the ancillary services they receive from the university. For every item the mean score is above "satisfied," and several of the scores are remarkably high. |
| Financial Aid Office | 2,402 | 4.22 | 1.069 | |
| Academic Advising | 2,546 | 4.03 | 1.138 | |
| Registration and Records | 2,658 | 4.35 | 0.884 | |
| Classroom and Facilities | 2,059 | 4.36 | 0.922 | |
| Facility Staff | 2,716 | 4.40 | 0.854 | |
| Textbook Delivery | 2,983 | 4.76 | 0.657 | |
| Spiritcare and Chaplaincy Program | 2,031 | 4.32 | 0.900 | |
| Student Billing and Accounts | 2,829 | 4.16 | 1.068 | |
| Library Services | 2,720 | 4.37 | 0.864 | |
| University Staff | 2,740 | 4.38 | 0.860 | |

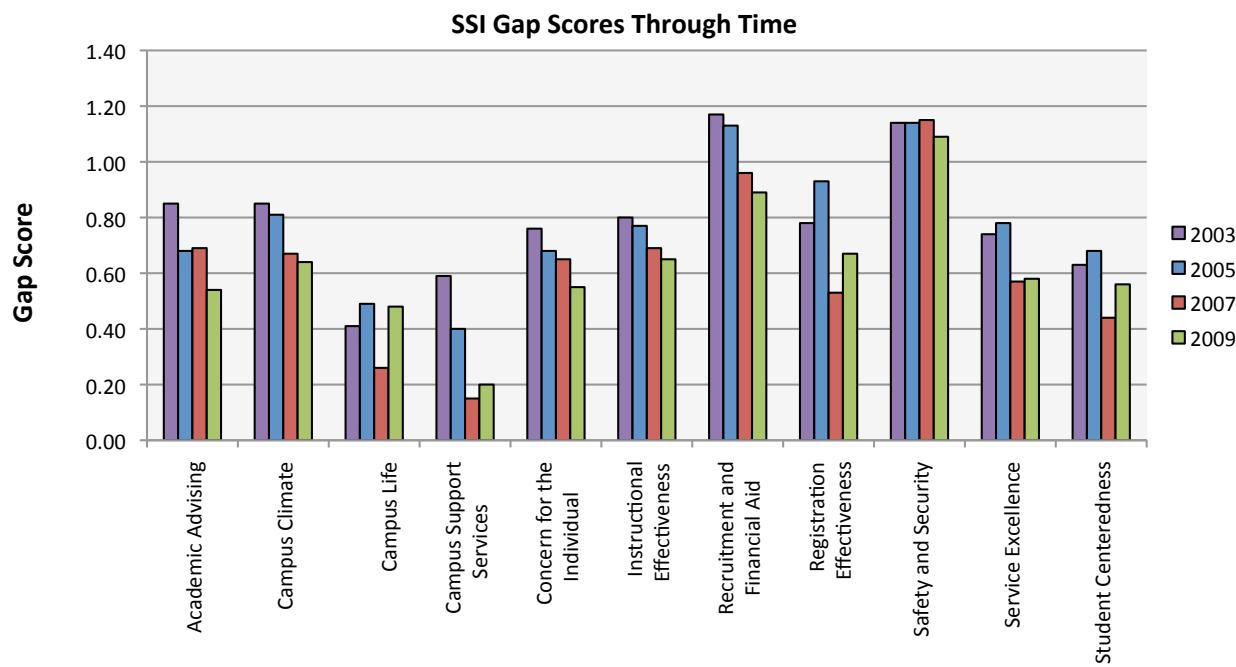
The faculty hold primary responsibility for student advising in the College of Arts and Sciences and the School of Nursing Pre-Licensure Division. Their careful and thoughtful implementation of this important responsibility is reflected in results from the Noel-Levitz Student Satisfaction Survey. As shown in the following table, Indiana Wesleyan mean student-satisfaction scores for every measured domain are higher than those for our benchmark group, the Council for Christian Colleges and Universities, and for all surveyed private four-year institutions. Scores in the domains of "Academic Advising," "Concern for the Individual," and "Student Centeredness" are all impacted by quality academic advising.

| | Indiana Wesleyan University | | | Council of Christian Colleges and Universities | | | IWU vs. CCCU | | National Four-Year Privates | | | IWU vs. Four Year Privates | |
|---------------------------------------|-----------------------------|-------------|------|--|-------------|------|-----------------|--------|-----------------------------|------|-----------------|----------------------------|--|
| Scale | Import | Satis / SD | Gap | Import | Satis / SD | Gap | Mean Difference | Import | Satis / SD | Gap | Mean Difference | | |
| Instructional Effectiveness | 6.48 | 5.83 / 0.85 | 0.65 | 6.43 | 5.73 / 0.85 | 0.7 | 0.1 ** | 6.34 | 5.38 / 1.04 | 0.96 | 0.45 *** | | |
| Academic Advising | 6.42 | 5.88 / 1.05 | 0.54 | 6.38 | 5.74 / 1.11 | 0.64 | 0.14 *** | 6.3 | 5.36 / 1.28 | 0.94 | 0.52 *** | | |
| Concern for the Individual | 6.37 | 5.82 / 0.92 | 0.55 | 6.31 | 5.73 / 0.94 | 0.58 | 0.09 ** | 6.16 | 5.20 / 1.15 | 0.96 | 0.62 *** | | |
| Student Centeredness | 6.35 | 5.79 / 0.94 | 0.56 | 6.33 | 5.75 / 0.98 | 0.58 | 0.04 | 6.18 | 5.32 / 1.15 | 0.86 | 0.47 *** | | |
| Safety and Security | 6.33 | 5.24 / 1.01 | 1.09 | 6.22 | 5.15 / 1.13 | 1.07 | 0.09 * | 6.18 | 4.86 / 1.27 | 1.32 | 0.38 *** | | |
| Campus Climate | 6.29 | 5.65 / 0.89 | 0.64 | 6.26 | 5.62 / 0.91 | 0.64 | 0.03 | 6.16 | 5.23 / 1.08 | 0.93 | 0.42 *** | | |
| Recruitment and Financial Aid | 6.25 | 5.36 / 1.05 | 0.89 | 6.23 | 5.33 / 1.07 | 0.9 | 0.03 | 6.18 | 5.00 / 1.21 | 1.18 | 0.36 *** | | |
| Registration Effectiveness | 6.2 | 5.53 / 1.00 | 0.67 | 6.15 | 5.39 / 0.99 | 0.76 | 0.14 *** | 6.18 | 5.07 / 1.15 | 1.11 | 0.46 *** | | |
| Service Excellence | 6.14 | 5.56 / 0.89 | 0.58 | 6.07 | 5.47 / 0.92 | 0.6 | 0.09 ** | 6.02 | 5.10 / 1.07 | 0.92 | 0.46 *** | | |
| Campus Support Services | 5.97 | 5.77 / 0.87 | 0.2 | 5.96 | 5.66 / 0.88 | 0.3 | 0.11 *** | 6.04 | 5.33 / 1.02 | 0.71 | 0.44 *** | | |
| Campus Life | 5.96 | 5.48 / 0.89 | 0.48 | 5.87 | 5.27 / 0.99 | 0.6 | 0.21 *** | 5.73 | 4.83 / 1.12 | 0.9 | 0.65 *** | | |
| Responsiveness to Diverse Populations | | 5.67 / 1.18 | | | 5.41 / 1.27 | | 0.26 *** | | 5.13 / 1.34 | | 0.54 *** | | |

*= $p<.05$, **= $p<.01$, ***= $p<.001$

The Noel-Levitz Student Satisfaction Inventory (SSI) asks students to evaluate both the importance of (Import) and their satisfaction with (Satis) various aspects of their collegiate experience. A large difference (Gap) between the importance and satisfaction scores suggests an institutional priority for improvement. Because the SSI is a national survey instrument, Indiana Wesleyan is able to benchmark against national norms. For every measured element, IWU satisfaction scores are higher than the CCCU norms and notably higher than the norms for private four-year institutions.

The gap scores in the above table measure the disparity between student perception of the importance of a particular domain and student satisfaction with services in that domain. Indiana Wesleyan gap scores are generally less than benchmark scores and are generally improving with time. The following chart shows Indiana Wesleyan gap score trends through time. In every domain, gap scores are lower in 2009 than they were in 2005.



Gap scores in the Noel-Levitz Student Satisfaction Inventory measure the difference between students' perceived importance and perceived satisfaction with a particular domain of university service. IWU gap scores are generally declining through time, indicating improvement in services. In every domain, 2009 scores are improved over those from 2005.

Support for Diversity

Indiana Wesleyan University makes a conscientious effort to provide an environment that respects and supports the diversity of all learning communities represented at the university. In cooperation with the University Strategic Planning Council, the president has identified five core strategies, one of which is as follows:

#3 Celebrate the richness of each culture within the university.

- Enrich the distinct ethnic community and educational modalities of the university.
- Invest in purpose-guided quality of life initiatives among our campus population.
- Develop opportunities for interaction among all distinct groups.
- Discover ways to increase intentional engagement for underrepresented faculty and students.

The university has enacted this core strategy in a number of ways.

In the College of Arts and Sciences, the office of Intercultural Student Services provides cultural sensitivity training in an effort to create an environment that is welcoming to people from all backgrounds. In addition, a Diversity Enrichment Council engages in ongoing planning to make the traditional campus as friendly as possible to all groups. While the diversity of the student body has increased in recent years, the number of students who represent diverse groups is smaller than desired. By creating a welcoming environment and by providing financial and social support, the university hopes to enhance the diversity in its student body.

In its urban education centers—Indianapolis, Louisville, Merrillville, Fort Wayne, Cleveland, Cincinnati—minority enrollment in the College of Adult and Professional Studies exceeds 20%. This significant percentage is a direct product of active recruitment in all sectors of the community along with the alignment of Indiana Wesleyan University’s collaborative learning model to the learning styles of diverse students. In addition, Indiana Wesleyan University recruits and retains a greater percentage of full-time and part-time faculty from diverse backgrounds in large urban areas than has been possible on the Marion campus. Currently in the College of Adult and Professional Studies, diverse faculty in urban areas totals nearly 25% of the overall number of adjunct faculty and 9% of full-time faculty.

In the College of Adult and Professional Studies, the Adult Enrollment Services actively recruits diverse students and works alongside the faculty at appropriate national conferences such as the National Black Educators Conference.

Improving First Year Programming

One of the most significant and transforming partnerships of the past decade has been Indiana Wesleyan University’s participation in The Foundations of Excellence in the First College Year, a program organized by the Policy Center on the First Year of College (recently renamed the John N. Gardner Institute for Excellence in Undergraduate Education). After guiding the university through a thorough multi-faceted process, this initiative enabled faculty and administrators to re-examine activities in first-year and second-year programs, revise first-year course materials, strengthen the connection of Life Calling to the curriculum, and increase awareness of the need for general education reform. (The virtual resource room includes an Implementation Plan and Executive Summary of the project.)

CHALLENGES

While the university has a thriving and competent student development program for traditional students, Indiana Wesleyan University recognizes

that non-traditional and graduate students possess different needs. Indiana Wesleyan University needs to strengthen its academic support delivery system for non-traditional students in such areas as testing, placement, tutoring, career development, and counseling. Unlike traditional undergraduate students, non-traditional and graduate students have more customized and online access to the university's support services. Finding the best way to deliver the support services of the Center for Life Calling and Leadership for non-traditional and graduate students remains a challenge.

While data confirm the success of the learning environments for traditional Indiana Wesleyan University students compared to other Christian colleges, no common tools exist to benchmark the adult programs. Although the university's non-traditional students maintain that they are "highly satisfied" with the university's learning environment both online and on-site, the university is seeking ways to compare its adult programs with those administered by similar colleges and universities.

Another area of challenge is developing a robust system of career development, internships, and placement assistance. Because many of the students in the College of Adult and Professional Studies receive support from an employer's tuition reimbursement program, the university has not developed strong career development and internship programs. With the changing economy, however, adult students find themselves in need of these kinds of services. Because the university has only minimal staffing in this area in both the College of Arts and Sciences and the School of Nursing, the university will seek to improve these services in the coming years.

ACTION PLANS

Work is underway to develop more academic help for adult students. For example, a math lab has been piloted in Merrillville and a writing lab at the Indianapolis, Cleveland, and Merrillville Education Centers; unfortunately, these labs have experienced minimal student use. The university is also in the pilot phase of developing comprehensive online help for its students. In particular, the College of Adult and Professional Studies will continue to seek and develop new approaches to providing adult students with academic support services.

The university continues to work on innovative solutions to adult students' needs for personal and spiritual counseling services along with career development. An online chaplaincy is providing some success as the Online Chaplain continues to develop a series of devotions using YouTube, while many Indianapolis adult students are finding the Graduate Counseling Clinic to be an important resource. The university pledges its willingness and ongoing support to enhance equal access to services for all students.

The Center for Research in Adult Learning at Indiana Wesleyan University is undertaking projects that will lead to the benchmarking of its adult programs. The university has already implemented an Adult Student Learning Outcomes Project that will benchmark outcomes in critical thinking, written communication, and articulation of a Christian worldview with ten other Christ-centered adult programs. In addition, a Retention Project will compare Entrance Surveys and Exit Surveys to provide information concerning satisfaction with programming and the demographics of students who persist in the university's academic programs.

In cooperation with internal administrators and the assistance of an external consultant, the office of the provost will lay the groundwork to improve career development opportunities, internships, and placement services for students at Indiana Wesleyan University.

3d. Indiana Wesleyan University's learning resources support student learning and effective teaching.

STRENGTHS

Indiana Wesleyan University excels in providing state-of-the-art campuses, both in Marion and at its various sites throughout Indiana, Kentucky, and Ohio. In particular, the Marion campus looks remarkably different than it did when the Higher Learning Commission conducted its visit in 2000. Since that time, nearly all campus buildings have been renovated or newly constructed.

Planning for Growth in Physical Resources

In addition to administrative and consultant reports, the administration uses student, faculty, and staff surveys to make decisions concerning space utilization and effectiveness. Brendan Bowen, Vice President for Operations and Facilities Planning, is making concerted efforts to guide campus planning with space utilization studies.

On a consistent basis, the university utilizes its past investments in learning resources. For example, when the university determined that Goodman Library no longer met the library needs of its students and faculty, a new library was built (Jackson Library) and the Goodman building was renovated and renamed Goodman Hall, now housing the School of Education and the John Wesley Honors College. Similarly, with increasing need for administrative space for the adult programs, the new Adult and Graduate Studies building was constructed and the former Adult and Professional Studies Building was renovated to house several

administrative departments and the academic divisions of Social Science and Business.



The nursing skills labs in Burns Hall of Science and Nursing include 25 beds and 32 patient-care-simulation mannequins. Eleven of the mannequins provide electronic simulation of patient presentation and three are high-fidelity artificial patients that provide simulation-based education to challenge and test students' clinical and decision-making skills during realistic patient care scenarios.

In 2000, the university renovated Burns Hall of Science and Nursing, transforming it into a state-of-the-art facility for science and nursing classrooms and laboratories. Thanks to the generous contributions of many donors as well as a multi-million dollar grant from the Lilly Endowment, Burns Hall of Science and Nursing now encompasses an impressive 75,000 square feet. Designed for the sciences, Burns offers high-tech equipment and modern laboratories on its three floors. In Burns, the Division of Nursing facility includes an Intensive Care Unit, two practice rooms (four-bed and eight-bed), a medication room, a nursing multimedia classroom, four private medical surgical rooms, and ten physical assessment exam rooms. In addition, as part of the Burns Hall of Science and Nursing 2000 remodeling project, the Division of Nursing program installed new equipment totaling \$300,000. Other recent additions include three adult and child simulation mannequins, a mechanical lift for transferring clients, blood pressure training arms, medication carts, and otoscopes and ophthalmoscopes. With twenty-two classrooms and labs, two computer labs, and three terraced lecture rooms for larger audiences, the Burns Hall of Science and Nursing is well-equipped for innovative instruction in biology, chemistry, nursing, and physics.

In 2004, Comprehensive Facilities Planning, an external consultant, assisted university leaders with strategic planning concerning projected academic space based on various enrollment growth targets. The comprehensive study resulted in renovations to existing academic space and the construction of a new academic building, Elder Hall. This impressive facility houses academic classrooms and

offices as well as state-of-the-art radio and television studios and other learning labs. In nearly all campus buildings, Indiana Wesleyan University intentionally plans and provides space specifically designed for individual and group learning opportunities, enabling and encouraging students to engage in both planned and spontaneous learning experiences. Currently, the offices of the provost and facilities planning are jointly involved in strategic academic space planning with the purpose of updating inventory, reviewing usage trends from the past five years, and identifying expected future growth trends that will impact capacity and specific space needs. In particular, such planning is focusing on creating learning environments that reflect the teaching and learning pedagogy for students and faculty of the twenty-first century.

The design of Elder Hall, IWU's newest academic building (opened in 2007), was informed by detailed space utilization studies that determined the types and sizes of learning spaces needed by the divisions of Modern Languages and Literature, Communication, and Behavioral Sciences. The result is 75,520 square feet of class rooms, lecture halls, offices, and laboratories, including state-of-the-art radio and television production studios.



Classrooms for Adult Students

Indiana Wesleyan University's fifteen education centers for adult education are impressive, with all classrooms being equipped to meet the needs of adult learners. Each education center has study rooms with comfortable tables and chairs arranged for group meetings along with a lounge equipped with beverage/food machines and tables and chairs. Although the university prefers to locate classes in its own education centers, sometimes the student population in a given area will not support an independent building. When this situation occurs, the university makes use of suitable rented facilities, giving preference to locations that are near major highways to provide easy access for adult students coming to evening classes after leaving work. As the university contracts for classroom space—whether that space is in a university-constructed education center or leased space in an office building or conference center—certain prerequisites exist. All classrooms must be fully equipped for the needs of adult learners and include the following: tables and comfortable chairs must be arranged in a U-shape to

facilitate discussion, and every classroom must have a VCR/DVD, an overhead projector, ample white board space, and internet access. In addition, data projectors and laptop computers are available for the teaching faculty.



The design of the educational center in Greenwood, Indiana (opened in 2007) was optimized through Indiana Wesleyan University's extensive experience with adult-education facilities. Located for convenient access, the building includes 30,000 square feet of administrative and learning spaces thoughtfully matched to the andragogical needs of adult students.

The Library as a Learning Resource for all Students and Faculty

Opened in 2003, the new Jackson Library illustrates the university's commitment to provide up-to-date learning resources. This library, strategically situated in the center of the Marion campus, houses more than 164,000 titles (including e-books), over 12,600 audiovisual titles, and 1,080 periodical paper and electronic subscriptions. In addition, electronic databases provide access to thousands of online journals via searchable databases. Through the Indiana Wesleyan University web page, all students are provided remote access to the library catalog and bibliographic reference databases, such as EBSCOHost, Infotrac, ProQuest, LexisNexis, CINAHL, MedLine, JStor, Project Muse, and ReferenceUSA.



Jackson Library, opened in 2003, houses more than 160,000 titles and provides electronic access to thousands of journals and periodicals. Study spaces for individuals and groups of varying sizes are in constant use as is the extensive media and learning resource center. The rotunda of the library houses the Society of Worldchangers, an ever-present, tangible reminder of the institutional mission.

Off Campus Library Services (OCLS), a department of the university library, is dedicated to students who are studying at the university's regional educational centers, off-campus locations, and online. In addition to giving bibliographic instruction to adult students, providing reference services and limited reference collections at the Regional Centers along with online full-text article databases, Off Campus Library Services provides forty-eight hour delivery of bibliographic and lending materials and full inter-library loan capabilities. An online Library Resource Guide is also available for all students which includes an introduction to the research process, personal writing instruction, and other services available through Off-Campus Library Services.

Students in the College of Adult and Professional Studies and the School of Nursing receive library instruction in one of their first classes at the university. To facilitate searching library and database resources, Off Campus Library Services developed a research toolbar that students may download. In some programs, a professional librarian early in the semester visits a class. In addition, reference service and document delivery provide access to all students to all collections of Jackson Library, Instructional Resource Center services, and worldwide Interlibrary Loan Services, including many eBooks and online journals. Between 8:00 a.m. and 8:00 p.m. Monday through Thursday, 8:00 a.m. to 5:00 p.m. Friday, and 9:30 a.m. to 2:00 p.m. Saturday, a toll-free telephone line is available, while voice mail, e-mail, and fax are available twenty-four hours per day for all students. Professional librarians are employed at the Cleveland, Cincinnati, Louisville, Merrillville, and Indianapolis educational centers.

As part of the establishing of Wesley Seminary, Jackson Library's acquisitions budget has been increased by \$100,000 a year to enlarge the library's holdings on the graduate level in ministry-related subjects. In addition, the university hired a specialist in theological libraries to provide inventory and acquisition recommendations and to assist the library in formulating a strategic acquisitions plan for the next five years.



The chapel-auditorium, opened in January of 2010, provides a long-needed large venue for chapel, convocations, and other events. 3,800 seats in a breath-taking 84,000 square foot building make the chapel-auditorium the largest venue in north-central Indiana and increase Indiana Wesleyan University's capacity to engage its constituencies and community.

Large-venue Meeting Space for the University and the Community

As the university grew, the venue used by students in the College of Arts and Sciences for chapel services became obsolete due to its small capacity. In response to this need, the administration and the Board of Trustees authorized the construction of a new chapel-auditorium. Opened in January 2010, this structure provides appropriate space for students and faculty to gather for services and is the largest and most advanced auditorium of its kind in north central Indiana. The building will also be used to hold university graduations, allowing more family members and friends to join the celebrations. The university plans to open the chapel auditorium for community use for meetings, lectures, concerts, and other group functions. The university has purposefully located this new building in the heart of campus to signal to local residents that the university welcomes the surrounding community to participate together in the life of the university.

CHALLENGES

Presently, several Education Centers outside Marion need to be equipped with built-in data projectors and other technology that already exists on the Marion campus.

Because the traditional undergraduate campus in Marion has experienced rapid increase in student enrollment, it remains a challenge to find adequate space for such necessary space needs as laboratories.

ACTION PLANS

Indiana Wesleyan University is becoming systematic in planning for space and technology needs. Various departments such as Information Technology and Academic Affairs continue to investigate best practice research for designing classroom space and incorporating designs that are flexible in order to accommodate future changes as needed by faculty and students. One example of such accommodation is the newest classroom building on the Marion campus, Elder Hall. Another is the newest residence hall, which is being outfitted for instructional use until enrollment growth requires additional beds.

SUMMARY

STRENGTHS

1. In the past ten years, Indiana Wesleyan University has made significant strides in assessing student learning outcomes.
2. In the College of Adult and Professional Studies, the School of Nursing, and Wesley Seminary, all programs have active assessment plans and are functioning on a five-year review schedule, thereby allowing faculty to measure the impact of program improvements.
3. The main focus of the HLC Assessment Academy Project is the refinement and assessment of the World Changing Aims.
4. The university continues to be involved in benchmarking studies.
5. In the past ten years the percentage of Indiana Wesleyan University faculty holding terminal degrees has increased.
6. The system of faculty recruitment, orientation, and development in the College of Adult and Professional Studies is viewed as a model by other adult-focused colleges.
7. Indiana Wesleyan University is passionate about providing innovative educational programs.
8. Indiana Wesleyan University excels in providing a social environment that contributes to the development of character, scholarship, and leadership for all students.
9. One of the greatest strengths of the university's curricula is its emphasis on Life Calling.
10. Indiana Wesleyan University excels in providing state-of-the art campuses in Marion and at sites throughout Indiana, Kentucky and Ohio. Nearly all campus buildings have been constructed or renovated since 2000. In making these changes, the university strives to be a place where all students can develop in character, scholarship, and leadership.

CHALLENGES

1. The university must continue its drive to consistently implement assessment plans across all academic programs.
2. The percentage of faculty with terminal degrees and faculty diversity on the university's traditional campus needs to be increased.
3. While the university has an outstanding student development program for traditional students, it needs to develop stronger academic support systems for its non-traditional and graduate students that include academic support in assessment testing, placement, tutoring, career development, and counseling.
4. While Indiana Wesleyan University has substantial data to confirm the success of the learning environments for traditional students compared to other Christian colleges, it should work to develop common tools to establish justified normative standards for adult programs across other colleges and universities.
5. Space needs must keep pace with the university's rapid growth in enrollment.

ACTION PLANS

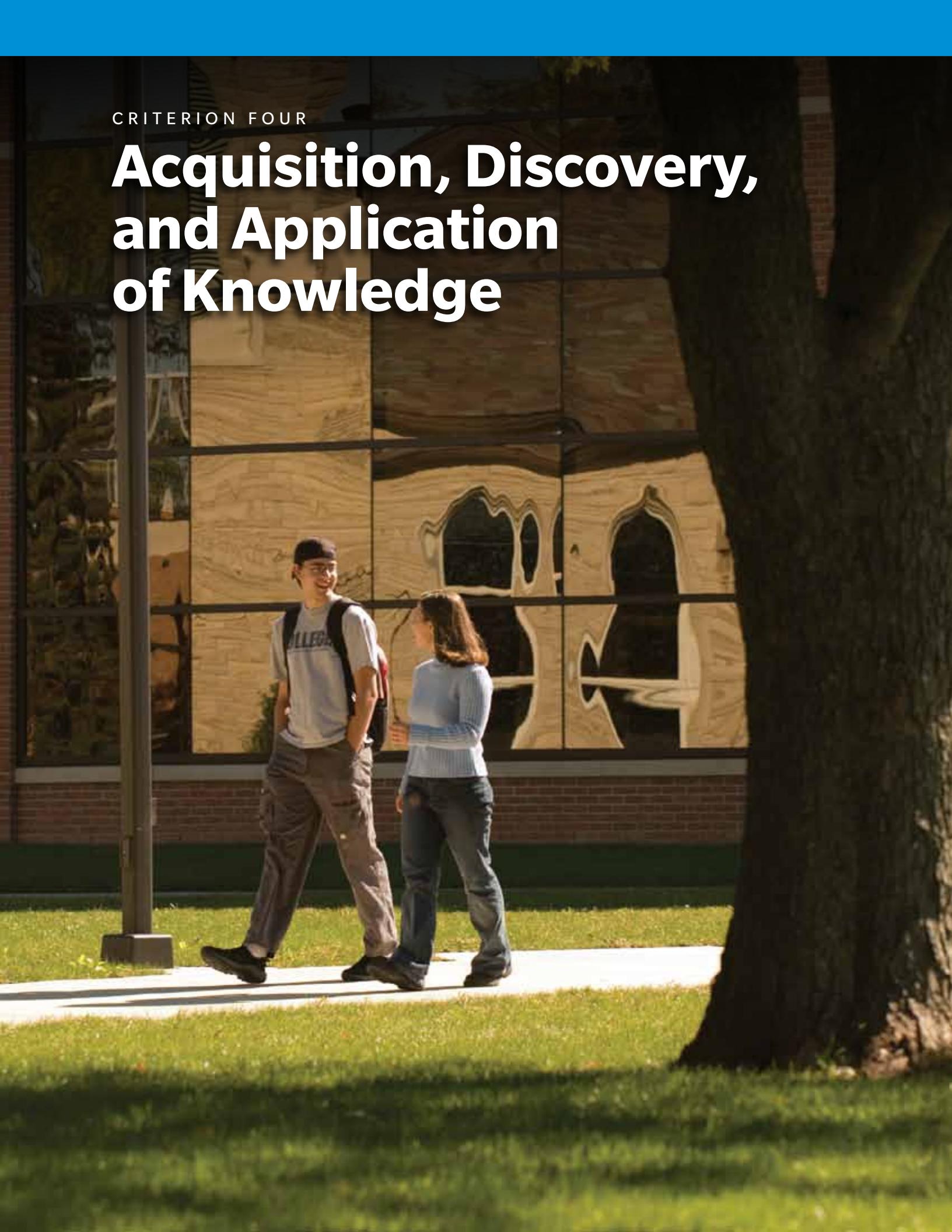
1. The university is implementing changes to renew and revise the way it assesses student learning outcomes.
2. The Assessment Academy Project will continue to develop and implement assessment plans for the World Changing Aims.
3. Because of a steady increase in its academic reputation, Indiana Wesleyan University is presently producing a broader pool of applicants for faculty positions. The university will continue its practice of actively recruiting diverse candidates who hold terminal degrees.
4. The university is developing ways to provide adult learners with additional academic assistance.
5. Indiana Wesleyan University will continue to develop innovative solutions to the adult students' needs for personal and spiritual counseling services and career development. In addition, the university will continue to explore ways to provide equal access to services for all students.

CRITERION THREE

Notes

CRITERION FOUR

Acquisition, Discovery, and Application of Knowledge



Criterion Four: Acquisition, Discovery, and Application of Knowledge

Indiana Wesleyan University promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Guided by energetic, visionary leaders and staffed by highly-credentialed faculty and dedicated support personnel, Indiana Wesleyan University continues to create an environment for its students in which they can investigate, explore, analyze, document, and hopefully help change their culture, society, country, and world. By remaining faithful to its mission, the university has and will continue to foster the life of the mind as administrators, faculty, and students endeavor to embrace and embody the university's world changing aims. In both its educational theories and its practical learning outcomes, Indiana Wesleyan University is a place where students can be transformed into scholars who are masters of their academic disciplines and Christ-centered servants of their world.

4a. Indiana Wesleyan University demonstrates through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

STRENGTHS

Indiana Wesleyan University's commitment to learning is founded on its dedication to academic freedom. This commitment is embodied in the university's policies, its promotion and reward practices, and the allocation of its financial and personnel resources.

Resources Committed to Promoting Faculty and Student Scholarship

Indiana Wesleyan University has provided extensive administrative support for the development of scholarship, inquiry, creativity, and entrepreneurship. In recent years, the university has significantly invested in the structures that provide oversight of and support for research and scholarship. In addition to adding its

first provost in June 2008, the university created three additional key positions in July 2008: the Assistant Provost for Institutional Research and Accreditation, the Assistant Provost for Academic Support Services, and the Assistant Provost for Scholarship and Public Engagement. While all of these positions provide assistance to different sectors of the university community, the Assistant Provost for Scholarship and Public Engagement has key responsibilities that include the following:

- Planning and implementing university-wide initiatives to promote scholarship and academic quality.
- Assisting the provost and deans in finding, recruiting, and supporting a world-class Christian faculty at Indiana Wesleyan University.
- Promoting student research and presentation.
- Promoting faculty research and publication.
- Pursuing the development of Fulbright and other nationally-recognized scholarships.
- Planning and implementing university-wide initiatives that allow Indiana Wesleyan University to engage the public sphere through research, scholarship, and service.
- Developing and managing academic research and service centers.
- Pursuing grants in support of scholarship and public engagement.

Since 2004, Indiana Wesleyan University has significantly invested its financial resources to enhance the scholarship of faculty and students. A \$2.5 million grant from the Lilly Foundation, Inc., endowed six key initiatives administered by the Scholarship Council. The six “Lilly Scholarship Initiatives” reflect three areas of noted strength within the teaching heritage of the university: (1) the teaching of adults (adult education), (2) the training of new and veteran teachers (teacher training), and (3) the teaching and mentoring of traditional-aged students (student success). These initiatives are presently in their sixth year and include the following:

- **Research loading for faculty:** Selected faculty members receive release time dedicated to the research of teaching and learning. In adult education, for example, scholars are investigating the relationship between theory and its practical application in the corporate setting. Because corporations often pay for the schooling of adult students, they have a vested interest in understanding these adult learners’ developmental desires and needs. Likewise, in working with



Dr. Jerry Pattengale

Assistant Provost for Scholarship and Public Engagement

“At its best, the educational enterprise helps students understand the human condition, enabling them to commit to causes greater than themselves. Scholarship—the major activity of the academy—helps students identify and articulate what makes some things noble and worthy of our time, energy, and resources, while also recognizing those that are not. Responsible research and its dissemination not only informs students but also helps them move more confidently ‘from competence to commitment.’” (Ernest Boyer, *College: The Undergraduate Experience in America*).

undergraduates, some Indiana Wesleyan University faculty members have become nationally engaged in the study of recent high school graduates and how best to help them learn. Both types of research—adult education and undergraduate—are on the cutting edge of educational research and provide administrators and professors with the needed knowledge base to make informed decisions concerning the developmental needs of the students who attend Indiana Wesleyan University.

- **Student intern program to assist with research:** The College of Arts and Sciences enrolls a growing number of honors students who desire to engage in undergraduate research. To enable students to achieve their research goals, the university provides funds and administrative assistance. Indiana Wesleyan University professors also receive needed research assistance through the Lilly Scholarship Initiatives while helping to mentor students in a wide array of scholarly activities.
- **Visiting scholars program:** In the College of Arts and Sciences, nationally recognized scholars are invited to campus through two programs. The first provides special lectures and consultations related to teaching and learning. The second invites scholars to teach a class or classes at the Marion campus while also assisting with ongoing faculty research. This program not only enhances the university's scholarly culture but also introduces the Indiana Wesleyan University community to numerous recognized scholars. A secondary goal is to attract gifted scholars to permanent positions at the university.
- **Scholarship fund:** This fund makes it possible for scholars participating in one or more of the provost's initiatives to pursue faculty and student collaboration, to participate in scholarly meetings, and to obtain needed resources for their research. These funds have made it possible to begin an annual Midwest Scholars Conference which encourages contributions by adjunct as well as full-time faculty.
- **Seminar series:** In the College of Arts and Sciences, an annual seminar targets a research topic on teaching and learning. Indiana Wesleyan University then invites select scholars and gifted students to participate. This seminar series provides a venue to disseminate ongoing research, attract scholars to campus, and strengthen research through collaboration. Proceedings of these seminars are pending with publishers and have been shared via lectures at cooperating institutions.
- **Annual workshops:** Because of the aforementioned initiatives, Indiana Wesleyan University faculty have developed workshops/conferences that serve to highlight professors' original research. In particular, these

workshops/conferences maximize Indiana Wesleyan University's leadership role in strengthening both credit-bearing and credentialing programs for teachers throughout Indiana. Three of the most successful recurring workshops have involved faculty and staff in the College of Adult and Professional Studies and the School of Nursing. First, the College of Adult and Professional Studies initiated the conference titled "No Educator Left Behind." This conference provides a platform for the distribution of scholarly research that has been accomplished by Indiana Wesleyan professors while also allowing for collaboration with scholars from other institutions. The conference also provides a way to nurture faculty adjuncts who may then become candidates for faculty positions once they have completed their advanced degrees. Presently, the College of Adult and Professional Studies has fostered three of these conferences; the last conference included 32 sessions in 6 tracks with 39 presenters and 135 attendees. Second, the College of Adult and Professional Studies has instituted "The Midwest Scholars Conference," presently in its seventh year. At its most recent meeting, this conference registered over 300 participants from more than 10 institutions. Third, in 2008, the School of Nursing initiated and established a bi-annual conference titled "Innovations in Faith-Based Nursing Education Conference," a conference that at its first meeting included over 70 attendees from across the United States. Its second meeting will occur in June 2010.

The following are some key new developments at Indiana Wesleyan University:

- **The Virtual Scholar:** This innovation is a touch screen system that will allow the campus community and visitors to have instant visual access to the scholarship activities of the institution. Presently under development, the Virtual Scholar is a system that is searchable by either topic or individual. In addition to the helpful dissemination of information, it will also provide a positive celebration and encouragement for scholarly endeavors. This innovative system will be housed in the rotunda of the Jackson Library, and its key components will also be included on the institution's website.
- **Postdoctoral Fellowship Program:** In the fall of 2008, the university launched this new program that affords participating fellows the opportunity to learn from some of Indiana Wesleyan University's outstanding professors while simultaneously assisting the academic enterprise through teaching and research. Fellows carry a reduced teaching load, are expected to be engaged in research that will produce a major publication, and assist the university's Scholarship Council in

the development of national, cross-disciplinary forums at the university through which emerging scholars may collaborate and share their work.

- **The Center for Research in Adult Learning:** In the fall of 2008, the Council for Christian Colleges and Universities commissioned the establishment of this center at Indiana Wesleyan University. Since Indiana Wesleyan University has frequently served as the impetus for gathering together likeminded universities to share best practices in non-traditional programs created for adult students, the Council selected Indiana Wesleyan University as its host site out of a pool of 120 colleges. After a national search that included external selection committee judges, Dr. Cynthia Tweedell from Indiana Wesleyan University was chosen as the center's first executive director. The center has already held three major workshops/conferences that have established the center's reputation as a place for collaborative inquiry.
- **The Center for Addictions Counseling:** Conceived in 2006 and developed over the next two years by its present director, Don Osborn, the Center for Addictions Counseling began operating in the spring of 2008. Housed in the Division of Graduate Counseling, the center works closely with the undergraduate psychology department. The establishment of the center was supported by a \$143,000 federal grant.
- **Triangle Publishing:** Though originally conceived as an academic press, Indiana Wesleyan University's Triangle Publishing was launched ten years ago primarily as a textbook publisher that serviced the university's adult programs. Its rationale and business model were unique, and this press has played an important role in curriculum and faculty development. During the last three years, the Scholarship Initiatives have elevated the national profile of Triangle Publishing and its resources. For example, the "Brief Guide Series" published by Triangle is now being marketed to national audiences. The development of Triangle Publishing is another example of Indiana Wesleyan University's blossoming culture of scholarship and learning and its engagement with the larger community of scholars in the academy.

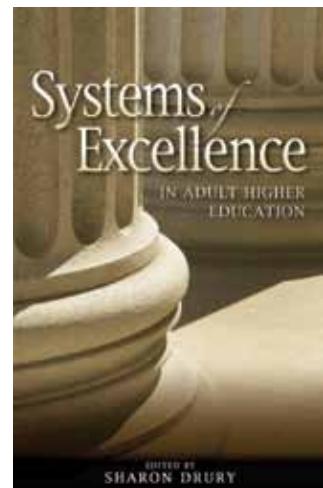
Triangle Publishing's *Systems of Excellence in Adult Higher Education* (Fall 2007) illustrates the collaborative spirit and engagement fostered among Indiana Wesleyan University faculty.

Provost's Scholarship Initiatives

One of Indiana Wesleyan University's most robust efforts to enhance the culture of learning is a new series of funded programs initiated by the office of the provost in the fall of 2008. Some of these will be ongoing annual programs while others may be replaced as they achieve their purposes. The president's cabinet has supported these plans at an approximate annual cost of \$200,000. This annual budget commitment is in addition to both the Lilly grant funds and the funds needed for the personnel positions noted above. These collective efforts of the university reflect an increase since 2004 in annual institutional commitment to scholarship support of over \$500,000.

New Initiatives

- 1. Faculty Research Connections:** Funding is provided for meetings among faculty members for research planning, collaboration, and discussions that are established in venues to accommodate faculty schedules.
- 2. Faculty/Student Research Connections:** Funding is provided to facilitate meetings between faculty and students to discuss faculty-student research. Based on pilots of this program, it is estimated that 180 faculty will participate.
- 3. Webinar/Remote Conference:** Funding is provided for one webinar or remote conference per academic unit per semester. The university has targeted twenty academic units across the university for this initiative.
- 4. Undergraduate Research Journal:** Undergraduate research has become a major emphasis and expectation in higher education, and the faculty of Indiana Wesleyan University are keenly interested in their continued participation in this educational endeavor. In light of the academy's growing interest in such research, this initiative sets aside funding for faculty release time (six credits annually) to assist in the study and design of a new undergraduate research journal.
- 5. President's Author Series:** This initiative annually provides for the filming of conversations with two major visiting scholars hosted by a guest moderator. For the first two years of this series, John Wilson, editor of *Books & Culture*, is serving as the host, and the series' first guest was Philip Jenkins. While the participating visiting scholars and moderator are visiting the campus of Indiana Wesleyan University, each interacts extensively with students in the John Wesley Honors College.



Contributors from Indiana Wesleyan University

Sharon Drury, Tom Griffin, Audrey Hahn, Bradford Sample, Jerry Shepherd, Cynthia Tweedell, and David Wright.

Contributors from other organizations

Jan Asnicar (EFL Associates, executive higher education search firm), Mark Smith (President, Ohio Christian University), Howard Thomas (Director of Financial Aid, Walsh College of Accountancy and Business Administration).

6. **Postdoctoral Teaching Fellowship Program:** This program annually brings one or two postdoctoral fellows to the John Wesley Honors College. Each fellow teaches a reduced load in the Honors College, produces a major scholarly publication, and serves as a mentor to students.
7. **Creation of “Distinguished Professor” Classification:** Funding is provided to identify faculty pursuing research projects that have the potential to make significant contributions to their academic fields. The funding is used to reduce teaching loads for multiple semesters.
8. **Establish a designation for John Wesley Honors College Faculty:** Professors who teach at least one class every two years for honors college and/or mentor students in the honors college will receive special recognition as John Wesley Honors College faculty.
9. **President’s New Scholar Fund:** This program provides support for faculty with newly-completed terminal degrees to assist the faculty in producing scholarly publications based on their dissertation research. Modified teaching loads and research funding are made available.
10. **Strategic Academic Announcements:** Funding is provided for various publicity vehicles to raise the university’s academic profile with prospective students, peers, and constituents. The university has placed these announcements in such publications as *The Chronicle of Higher Education*, *InsideHigherEd.com*, *Books & Culture*, and *About Campus*.
11. **Speakers’ Bureau:** This initiative provides a systematic avenue for connecting faculty expertise with external needs and requests.
12. **President’s Award for Academic Leadership:** Funding is provided for a general award that recognizes outstanding academic leadership within the university. The president of the university is responsible for conferring this award.
13. **IWU World Changing Faculty Award:** Funding is provided for an award recognizing a faculty member who exemplifies and/or advances the university’s mission to change the world by developing students in character, scholarship, and leadership.
14. **Outstanding Scholarship Award:** Funding is provided for a yearly award that recognizes an outstanding piece of scholarship produced by a faculty member.
15. **Outstanding Teaching and Mentoring Award:** Funding is provided annually for an award that recognizes outstanding teaching and student mentoring.

- 16. John Wesley Honors College Senior Scholar:** Funding is provided to name a “senior scholar” in the John Wesley Honors College. This position is dedicated to mentoring postdoctoral fellows, teaching, and assisting honors college students in engaging in student research.
- 17. Visiting Author Consultations:** Funding is provided so that Indiana Wesleyan University faculty members may consult with experts outside the university in order to define, develop, write, and publish faculty members’ scholarly projects.
- 18. Support for Professional Organization Service:** Support is provided for faculty who serve as officers in national professional organizations.

Enhanced Existing Initiatives

19. Extending the orders of *Books & Culture* and *Christian Scholars Review* for faculty.
20. Increase support for academic memberships to two per faculty member.
21. Increase support for academic subscriptions to two per faculty member.
22. Double the support for conference attendance to \$800 per faculty member.
23. Guarantee additional support (\$750) per faculty member presenting at conferences.
24. Streamline Scholarship Incentive awards for equity among all colleges.
25. Double the Hinds Fellowships from three to six annually.
26. Continue the six Lilly Initiatives.
27. Increase support for the academic track at Wesleyan Publishing House’s Writers’ Conference.
29. Increase research funds for sabbatical holders (\$3,000 each x 5).

Staff Development Programs

Indiana Wesleyan University has greatly expanded its staff development programs. Weekly, the Human Resources department offers multiple programs (both onsite in Marion and online) that include such topics as software training, leadership development, Meyers-Briggs personality profiles, Red Cross certification, and conflict resolution.

Indiana Wesleyan University's Board of Trustees generously supports full tuition remission for all full-time employees and their dependents who take courses at the university. Partial tuition benefits exist for adjunct faculty and their dependents.

The significant growth and development of Indiana Wesleyan University has led to the attracting and hiring of many new managers and leaders. Throughout this process, a key staff development question for the president and his chief of staff has been this: "Can we get better as we get bigger?" The president's team recognizes that each leader has been promoted to her or his current position as a result of doing excellent work that is aligned with the Christ-centered mission of the university. At the same time, the president's team recognizes that complacency and stagnation are ever-present dangers for great organizations, and the "good" often becomes the enemy of the "best." In light of this recognition, the president and chief of staff help motivate continued improvement by asking this question: "As good as we are, how can we get better as a great Christian workplace?"

This concern for continuous improvement led the president to create an internal leadership development program titled "100 Good Leaders and Managers," directed by the president's chief of staff. The president's cabinet then selected a group of more than 100 managerial-leaders to commit to a process of pursuing continuous improvement, change, and innovation. The primary aims of this program include the following:

- To understand and implement the strategic vision, strategies, and objectives set forth by the Strategic Planning Council.
- To review the findings of a recent Best Christian Workplace mini-survey to identify not only the practices the university consistently does well but also those it can do better in order to foster a healthy, energizing, and engaging workplace culture.
- To study current best practice research for the purpose of improving employee morale, improving the workplace environment and outcomes, and selecting goals that will enable Indiana Wesleyan University to become a premier university changing the world for Christ.

Policy Actions Enhancing Commitment to Learning

During the presidency of Henry Smith, the university has been working to strengthen the expectations of learning that it communicates to faculty and staff while rewarding those who achieve these expectations.

Indiana Wesleyan University is historically an institution committed to excellence in teaching, mentoring, and service. Presently, the university does not have

tenure, nor does it wish to create a “publish or perish” environment for faculty. The university, however, recognizes that excellent teaching begins with excellent learning. Further, the world changing mission of the university cannot be fully accomplished apart from the faculty’s scholarly engagement with the academy. In light of its emphasis on academic excellence, the university has developed new faculty promotion rubrics that place a high emphasis on scholarship, on demonstrated excellence in teaching and service, and on the integration of faith and learning, all of which are central to the university’s mission.

Academic and non-academic support staff members are also crucial in creating an environment conducive to academic excellence. To that end, staff evaluation rubrics and processes are directly tied to the university’s mission and the strategic plan and require the identification and review of developmental goals for each employee.

CHALLENGES

Consistent with its continued support for scholarship initiated by President Smith, the university must continue to ensure that all faculty who are part of the university community are deeply committed to an active scholarly life. Based on the findings of the self-study, the university recognizes several areas in need of its attention. First, the university should seek to create a faculty loading system that provides the flexibility that faculty members need to pursue scholarship activities. Most faculty members readily support reducing the standard teaching loads. Second, the university must encourage faculty to complete terminal degrees, as appropriate. Third, due to the university’s high reliance on adjunct faculty in the College of Adult and Professional Studies, the university needs to augment its systems to encourage and track scholarship among adjunct faculty.

ACTION PLANS

The university discussions concerning the initiative to increase faculty salaries highlighted the extent to which Indiana Wesleyan University faculty carry course overloads. Faculty and administrators agree that such course overloads are detrimental to the overall quality of faculty work. Working together, faculty and administration are seeking to redress this situation. One of the strategic purposes of the president’s faculty salary initiative is to reduce the financial need for faculty to teach overloads. The administration has also provided a significant number of new faculty salary lines. Academic administrators have thus committed themselves to limit faculty overloads and to assign necessary courses to adjuncts and new faculty hires as much as possible given budget constraints. University administrators realize that this process must be carried forward with care and discipline.

**Dr. Cheryl Fleming**

Assistant Dean for Teaching
and Learning

"IWU's adjunct faculty are enthusiastic professionals whose knowledge of theory combined with practical experience engenders a classroom setting where students can master strong workplace applications of course concepts. Recognizing that such talented professionals need an orientation to the university setting, the Department of Teaching and Learning provides adjunct faculty with an orientation to Indiana Wesleyan University and a set of strategies for teaching success."

The Strategic Planning Council has established a goal to steadily increase the percentage of faculty holding terminal degrees. In addition to encouraging the principal academic units to hire terminally-prepared faculty, the office of the provost will be working in conjunction with the president to study the feasibility of a major funding program to support faculty who wish to complete terminal degrees.

To support the development of adjunct faculty, the College of Adult and Professional Studies has founded the new Department for Teaching and Learning. Dr. Cheryl Fleming, the head of this department and Assistant Dean for Teaching and Learning, organizes multiple workshops each month—both online and on site—in order to develop master teachers. The leadership of the College of Adult and Professional Studies will continue to use these workshops and other vehicles to assess and improve the scholarly preparation of the university's adjunct faculty.

4b. Indiana Wesleyan University demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

STRENGTHS

More than a decade ago, the Indiana Wesleyan University faculty authored a set of World Changing Aims in an attempt to give an accurate and complete articulation to the educational vision embodied in its mission statement. Since that time, the World Changing Aims have served as a central guiding statement that demonstrates the knowledge, skills, and dispositions that the community believes are consistent with the accomplishment of the university's mission.

Indiana Wesleyan University is a Christ-centered academic institution committed to changing the world by developing students in character, scholarship, and leadership.

Indiana Wesleyan University believes that a world changer is a servant leader who has successfully engaged the learning process in the following ways:

| World Changing Aims | | |
|--|---|---|
| Mission: Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship, and leadership. | | |
| A World Changer is a servant leader who exhibits the following: | | |
| 1. Knowledge | 2. Skills | 3. Dispositions (Beliefs and Attitudes) |
| <p>a. Basics of the Christian Faith: A knowledge of the basic themes and truths of the Old and New Testaments and the basic beliefs of Christianity, an awareness of Bible-based morality and social responsibility, and a reasoned understanding of a Christian worldview and the meaning of salvation as expressed in evangelical Christianity.</p> <p>b. Liberal Arts Foundation: A solid grasp of the general studies that have been associated with a liberal arts education.</p> <p>c. Competency in a Discipline: Competency in at least one major discipline of the university's curricula.</p> <p>d. Integration of Knowledge: The integration of knowledge with the Christian faith and across academic disciplines.</p> | <p>a. Creativity: Making connections among various bodies of information.</p> <p>b. Critical Thinking: Analyzing information in order to determine the validity of competing truth claims and to solve problems.</p> <p>c. Communication Skills: Reading critically, writing clearly, and communicating effectively.</p> <p>d. Self-discipline: Demonstrating habits of correction or regulation of oneself for the sake of improvement.</p> <p>e. Leadership: Taking action to effect change by mobilizing others to accomplish a shared vision.</p> | <p>a. Commitment to Truth: A commitment to the search for Truth as revealed in the Bible and in God's created order.</p> <p>b. Lifelong Learning: A commitment to discovering and processing information in preparation for a life of learning.</p> <p>c. Human Worth: The belief that God created all life and therefore all people have worth.</p> <p>d. Inclusion: The willingness to interact with persons of different perspectives and cultures without surrendering a commitment to truth.</p> <p>e. Stewardship: The belief that the created order is a trust from God and a commitment to the wise use of all the resources of life.</p> <p>f. Life Calling: The confidence of an overriding purpose for one's life based on a relationship to God, an understanding of self, and a personal response to the needs of the world.</p> <p>g. Agents of Change: A commitment to change the world for Christ.</p> <p>h. Servanthood: A commitment to meet the needs of others before one's own self interests.</p> |

The 1920 Gallery in the student center, one of several galleries on the Marion campus, provides a venue for student artists to display and sell their creations. The gallery also houses an Apple store, whose proceeds fund scholarships for art students.



Each principal academic unit uses the World Changing Aims to guide the development of its curricula. Specifically, the World Changing Aims are the foundational aspirations that inform the development of program learning outcomes for majors and for the selection of general education requirements. The faculty of each principal academic unit is at liberty, with Faculty Senate approval, to develop its own outcomes and general education requirements, but these outcomes and requirements must be consistent with the overall educational goals articulated by the World Changing Aims. Furthermore, the faculty of each principal academic unit are charged with developing appropriate assessments for their chosen outcomes.

The College of Arts and Sciences, the School of Nursing, and the College of Adult and Professional Studies have general education requirements that are tailored to the traditional and adult student needs. The various colleges provide a variety of courses to meet the overarching goal of providing an education rooted in the liberal arts and appropriate for the goals articulated in the World Changing Aims.

Through its assessment efforts and its participation in the Higher Learning Commission's Assessment Academy, Indiana Wesleyan University's academic leaders have chosen to refocus the community's attention on the interface between the World Changing Aims and the general education curricula of the various principal academic units. The university's goal is to increase communication among the colleges and schools, augment the liberal arts foundations of the university's programs, and improve how the university

measures the effectiveness of its general education curriculum. To accomplish these tasks, the university has established the General Education Coordinating Council, which is composed of representatives from the principal academic units.

General Education Course Requirements

A review of the university general education requirements demonstrates the value the university places on broad learning in the tradition of the liberal arts. Of the 124 credit hours required for the bachelor's degree, 55 hours are committed to specific learning experiences aimed at providing students with a broad foundation of liberal learning:

The general education requirements provide a common experience for all students. They also target specific outcomes desired of all graduates in accordance with IWU's mission. The XXX180 courses are required of all students as a designed common learning experience component. (IWU Catalog)

Students in the College of Arts and Sciences and the School of Nursing Pre-licensure Division must complete the following general education course requirements:

Becoming World Changers (UNV-180) – This course will provide students with a clear sense of the university's mission. It will enrich their understanding of the role of various academic disciplines in preparing them to become world changers, and it will provide a clear challenge early in the students' academic career to do so.

Humanities Core (ENG-180, HST-180, MUS-180, PHL-180) – These courses—World Literature (ENG-180), World Civilization (HST-180), Fine Arts (MUS-180), and Philosophy (PHL-180)—are built on a model that focuses on seven major historical periods: Great Age of the Greeks, Greco-Roman World, Medieval Era, Renaissance and Reformation, Rise of Modern Empire and Age of Enlightenment, Nineteenth Century, and Twentieth Century.

Biblical Literature (6 hours) – Two courses in Biblical literature—one from the New Testament and one from the Old Testament.

Advanced Writing or Literature (3 hours) – One course in writing above 120 or literature above 200.

Health and Wellness (2 hours)

Social Science and Psychology (9 hours) – Three courses, with no more than one being from any of the following areas: economics, history, political science, psychology, or sociology.

Science/Mathematics (7 hours) – Four hours of a lab science. Three hours of mathematics at or above 103, or a computer course at or above the 110 level, or an additional science course.

In addition to the required general education coursework, students must demonstrate the following competencies and proficiencies. These may be met by completing additional coursework or by other means such as competency exams or portfolios:

Writing competency requirement

Mathematics requirement

Communication requirement

Intercultural experience.

The College of Adult and Professional Studies requires adult learners to complete a slightly different set of general education courses to meet the liberal arts component of the bachelor's degree:

Three semester credits in Biblical literature

Three semester credits in philosophy/religion/Biblical literature

Nine semester credits in English/composition/speech/literature

Six semester credits in social sciences

Three semester credits in mathematics

Three semester credits in science

Three semester credits in fine arts/foreign language.

In addition to these liberal learning requirements, Indiana Wesleyan University's curriculum aims to enable students to become lifelong learners. Many undergraduate course modules and course syllabi structure learning experiences aimed at teaching students the basic skills required for original research, and most undergraduate programs culminate in a capstone project in which students are required to produce original scholarship. Such original research and capstone projects are exemplified in the John Wesley Honors College which has become a catalyst for undergraduate student research on the Marion campus. On the graduate level, all graduate programs have a research component in which

students are required to conduct scholarly work. A growing number of students—both undergraduate and graduate—attend professional conferences and present their work in collaboration with their professors, while some students' research directly impacts their community. For example, through their research projects, post-licensure nursing students have impacted hospital policies and practices, especially across the three-state region of Indiana, Ohio, and Kentucky. As another venue for highlighting scholarly research, the College of Arts and Sciences annually sponsors a multi-day event titled "Celebration of Scholarship" where students can showcase their original research via posters, lectures, demonstrations, and various other creative formats.

CHALLENGES

For more than a decade, the general education requirements of the Indiana Wesleyan University curriculum have served students well. Faculty and academic leaders, however, are convinced that the time has come to create a stronger and more relevant set of learning experiences aimed at providing students with a broad foundation of liberal learning. The faculty and administration have based their decision to revise the university's general education requirements on a variety of factors, including assessment data from a recent HERI Senior Survey that indicated that seniors in the College of Arts and Sciences rate their general education learning experience significantly lower than seniors at other Christian colleges. In addition, students in the College of Adult and Professional Studies score lower on critical thinking skills both at the beginning and end of their program than students in other Christian college adult programs.

| Indiana Wesleyan Adult Programs Compared to other Christian College Adult Programs (2008) | | | | |
|---|---------|-----|-------|-----------|
| | college | N | Mean | Std. Dev. |
| Critical thinking | IWU | 44 | *3.00 | 0.87 |
| | other | 192 | *3.49 | 0.71 |
| Written communication | IWU | 43 | 3.09 | 0.87 |
| | other | 192 | 3.25 | 0.75 |
| Christian worldview | IWU | 43 | *2.17 | 1.06 |
| | other | 192 | *1.81 | 0.90 |

* p<0.05

A research project of the IWU Center for Research in Adult Learning evaluated the accomplishment of core outcomes in adult students at participating Christian colleges. In critical thinking and written communication, IWU students scored below the reference norms. Such assessments inform curriculum development efforts.

Another challenge recognized by the College of Arts and Sciences is the need to connect curricular and co-curricular learning activities. Indiana Wesleyan University already has a nationally recognized student development program that provides important learning experiences in both residence halls and through

a variety of student activities. These learning experiences provide a breadth of knowledge and skills, but this learning has not been systematically assessed. Faculty and student development professionals must work together to co-develop a comprehensive general education program that assesses all of the learning experiences students encounter while at Indiana Wesleyan University.

ACTION PLANS

During the 2007-2008 academic year, a group of College of Arts and Sciences faculty began discussing the meaning of liberal learning and how this concept relates to the liberal arts in the context of the Indiana Wesleyan University curriculum. In the spring of 2009, the Vice President and Dean for the College led a group of faculty from the General Education Committee as they attended a week-long conference on general education held by the Association of American Colleges and Universities. As a result of these activities, the college's General Education Task Force is researching the effectiveness of the College of Arts and Sciences' general education curriculum and has begun a process for reinvigorating the foundations of liberal learning and the liberal arts.

The university is also participating in an Assessment Academy project that seeks to define general education outcomes and to propose assessment processes for evaluating these outcomes. The work of the Assessment Academy spans the entire university, including undergraduate and graduate as well as traditional and non-traditional programs. Using a rubric informed by the American Association of Colleges and Universities Institute on Liberal Learning, the Assessment Academy team is collecting and assessing a representative sampling of student essays during the 2009-10 academic year. Through such research and assessment, the team's goal is to improve liberal learning across the entire university.

The administration and other university leaders believe that the academic restructuring of the university will re-invigorate general education across the university. For the College of Arts and Sciences, such re-structuring plans include the formation of a new School of Life Foundations that will focus on liberal learning. In addition, the College of Adult and Professional Studies has recently formed a School of Liberal Arts, which will be led by a new associate dean.

Student Development has also been recently re-structured, and learning outcomes have been articulated which are aligned to the World Changing Aims in order to connect the co-curricular activities with the curricular.

4c. Indiana Wesleyan University assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**STRENGTHS**

Indiana Wesleyan University's curricula contain many elements that prepare students to work in a global, diverse, and technological society.

A central andragogical device used in the College of Adult and Professional Studies is Project Teams. These learning teams give students from different backgrounds, ethnicities, and socio-economic levels opportunities to work together. In addition, online students collaborate with fellow students from around the region and around the world. At the university, all graduate programs have a multicultural/intercultural emphasis. In most cases, this emphasis is interwoven throughout the program. In other instances, special tracks or classes address issues of diversity—e.g., Global Leadership track in the Doctor of Education with a major in Organizational Leadership; Multicultural Counseling class in Counseling; and International Business in the Master of Business Administration.

The College of Adult and Professional Studies curricula focus on the application of knowledge in professional settings. The college builds its programs on a practitioner model in which the faculty are both experienced and active in their fields of specialty. Adult students have already experienced the workplace environment. The adult educational experience enables them to apply immediately what they are learning in their classes to their professional environment. Such an educational model applies ideas gained from the adult learning theories of Houle, Brookfield, and Knowles. Of particular note is the increasingly active role that companies are taking in the global economy, often equipping both students and faculty with international experience that they then bring into the learning environment.

Faculty in graduate programs require students to master skills that equip them to be successful in their respective fields. In addition, most students are involved in hands-on experiences in their disciplines, either as a part of the academic program—i.e., nursing or counseling—or as co-requisite to the academic program—i.e., M.A. in Ministry or Doctor of Education with a major in Organizational Leadership. In the organizational leadership doctoral program, students are learning leadership principles that can then be applied in a variety of disciplines, and they are expected to demonstrate that they can apply these principles at their places of employment. Many doctoral students have successfully

transferred these skills to the workplace as evidenced by the students being promoted, in part because of their increased engagement with aspects of leadership both in the classroom and at the workplace.

For residential students on the Marion campus, the residence life department has formulated a series of learning objectives. One of these objectives addresses “Learning and Life Application.” To accomplish this objective, the residence life department administers programs and activities that are intended to help students develop the skills and competencies they will need to succeed in everyday situations they will face after college. Another of these objectives broadly addresses “Global and Civic Responsibility.” These learning experiences encompass issues of diversity and the development of an outward-looking perspective that is both local and global.

Assessment data in program majors indicate that Indiana Wesleyan University has a strong curriculum which enables graduates to succeed in the professions and in graduate school. In the School of Nursing, for example, the NCLEX-RN pass rate is above the national average. Other students have internships that often result in employment offers or acceptance into prestigious graduate schools.

Regular academic program reviews (see Criterion Three) include attention to currency and relevance of courses and programs. Alumni and employer surveys as well as employer focus groups provide important information regarding the effectiveness of the curricula in the workplace. The professional programs—Nursing, Education, Business and Leadership, and Social Work—utilize professional advisory groups to help keep curricula relevant.

These regular program reviews result in curricular changes, revisions, and updates to ensure that the courses actually prepare students for an increasingly global, technological society.

For example, the Bachelor of Science with a major in Business Information Systems curriculum underwent reviews in 2002 and again in 2005 because student and faculty feedback were indicating the program was not keeping pace with technological changes. Both reviews consisted of employer, alumni, faculty and student feedback. An assessment test (written internally) and a faculty review of a representative sampling of selected student work also informed the curricular changes. The latest review produced a program that was less technologically specific and could endure abrupt changes in the industry. This review process is a typical example of how each program is updated regularly. Details of the assessment process can be found in the Assessment Handbook.

Through employer advisory groups, faculty are discovering that the greatest contribution Indiana Wesleyan University can make to this increasingly diverse society is to focus on communication and critical thinking skills. More than ever before, employers need people who can “think on their feet,” make decisions, solve problems, work in teams, and communicate effectively. Many of the curricular changes have thus focused on these skills. For example, the Bachelor of Science with a major in Business Information Systems curriculum has added a focus on project management to ensure that graduates can effectively solve problems and communicate solutions as prescribed by top industry leaders.

CHALLENGES

The university’s mission statement calls the university to “change the world by preparing students in character, scholarship, and leadership.” Faculty and administrative leaders need to define more carefully what the phrase “change the world” actually means. In addition, the university needs to augment the ways in which cultural competencies will be developed and assessed. Although the university’s mission statement maintains that the university produces world changers, much discussion needs to occur concerning how the university can assess this part of its stated mission.

The university has provided limited international experience/exposure for its adult students. Because such experience is an important aspect of an educational program that prepares people to be world changers, the university must be proactive and creative in providing such global experiences.

The university is also challenged to increase significantly the number of undergraduate residential students who spend a semester studying abroad.

ACTION PLANS

The Higher Learning Commission Assessment Academy team must think more strategically and carefully about university learning outcomes that will assess cultural competency. This project has already sparked invigorating discussion in its attempts to define terms such as “liberal arts,” “basics of Christian faith,” and “cultural competency.” The university believes that this project will enable the institution to assess more completely its ability to prepare students to be world changers.

For its adult students, the university is adding additional international opportunities to its curricula. For example, doctoral students now have an opportunity to consult with business professionals in the Ukraine, and the School of Business and Leadership is exploring a global business elective for students in its MBA program. Undergraduate and graduate adult nursing programs are also



Kim Parker

Assistant Dean for Mentoring

“The primary benefit our first-year female students receive through ‘Journey to Success’ is personal attention from our trained peer mentors. From the day these first-year students arrive on campus, they have the opportunity to seek advice concerning academic, social, and spiritual needs as they acclimate to the Indiana Wesleyan community. This peer/mentor relationship is a key element to the success of our incoming female students at a critical time in their lives and academic careers.”

developing international experiences as part of their curricular electives, while the post-licensure nursing program recently led a trip to Ecuador.

4d. Indiana Wesleyan University provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

STRENGTHS

In the past ten years, Indiana Wesleyan University has implemented a variety of measures to ensure that it is conducting research in an ethical and legal manner. A duly constituted Institutional Review Board (IRB) reviews all research conducted with human subjects. Dr. Jim Fuller, Dean for the Graduate School, serves as the research integrity officer. His duties include reviewing research proposals that involve human subjects to ensure the safety of the subjects. Based on criteria set by the Institutional Review Board, the research integrity officer categorizes submitted proposals as “exempt” (no further review needed and data collection may begin), “expedited” (there is a minor question about the proposal, and a subset of the IRB will be asked to review the proposal to determine the safety of the subjects), or “full” (due to the age of the participants or the theme of the research, all members of the IRB will be asked to review the proposal).

At the university, all student research, both undergraduate and graduate, is properly supervised. All methods-of-research courses carefully define and discuss research integrity. In addition, the university has authored policies that assure the security of gathered information. The university has also updated policies and procedures for conflicts of interest (particularly financial) and for implementation to assure ethical and legal compliance. Grant writing and management are also subject to policies and procedures, thus assuring the legal and ethical conduct of business.

Through its revised policies on academic responsibilities, the university seeks to protect academic integrity. Such standards are set by each of the principal academic units in addition to the academic departments. Also, the Faculty Handbook sets forth policies regarding hiring, promotion, and responsibilities of full-time as well as adjunct faculty in all matters relating to academic integrity.

The university affirms that scholarship must be guided by professional expectations and an understanding and application of academic freedom. In part, the university statement on academic freedom reads:

"The teacher-scholar who joins the faculty of Indiana Wesleyan University should be a servant of truth. Freedom is to pursue the truth in a field of study in which the faculty member has invested a significant portion of his or her life, and to teach students these findings and conclusions is at the center of the mission of the university.

The university desires to integrate all aspects of life and scholarship with a Christian worldview under the Lordship of Jesus Christ. Faith mandates and illuminates learning; learning clarifies and expands faith. Rather than limiting quests for truth or stifling creativity, these commitments actually set the academic community free to explore, learn, invent, analyze, criticize, and think in joyous obedience to the God "in whom we live and move and have our being."

The faculty of Indiana Wesleyan University have carefully defined the term *academic honesty* and have put in place procedures to deal with any violation of the university's stated policy. The policy and its accompanying procedures have resulted in university-wide training on all matters related to academic honesty. All faculty—both adjunct and full-time—are mandated to receive this training which is offered both in person and online. The faculty then reinforce these policies of academic responsibility by including them in course syllabi. Many departments are also using instruments on the world wide web that check for plagiarism such as Safe Assign or Turnitin.com to assure that student assignments are original work.

In 2005, the university established an Office of University Counsel. For several years, Dr. Karl Gauby served as chief counsel to the president. Dr. Gauby possessed a particularly strong background and discerning eye in matters of personal and process integrity. His counsel enabled the university to establish structures and processes to ensure institutional integrity as the university moves forward. For example, this office set up processes to oversee all copyrights, licenses, and risk management. It also worked with the library, Triangle Publishing, and all student publications to ensure legal compliance. Although the Office of University Counsel has been dissolved, the office of the Vice President for Business Affairs continues these assurances of institutional integrity.

CHALLENGES

The university must complete the process of putting in place needed operational policies while also updating all policy manuals. For example, the recent restructuring of the university has created a ripple effect for needed updating of the faculty by-laws and other documents.

The accessibility of online information for students makes plagiarism a continued challenge. The university must continue to address these challenges with formative and regulatory processes.

The university must continue to develop new teaching strategies and practices to improve the research and writing skills of its graduate students.

The university must continue to seek ways to comply with developing federal and accrediting regulations related to online learning systems.

ACTION PLANS

With the advent of the new academic structure, the Faculty Bylaws, the Faculty Handbook, and policy manuals will be revised. In addition, all university policies need to be reviewed to ensure that they align with the newly-devised academic structure.

Course curricula will be examined and research requirements adjusted to emphasize the importance of incorporating and citing research sources when writing papers. In addition, the university will continue to expand the training of faculty and students regarding principles of responsible research and writing. For example, the doctoral program in the School of Business and Leadership has recently added additional research methods classes to strengthen its students' skills in both writing and research techniques.

SUMMARY

STRENGTHS

1. Indiana Wesleyan University has provided extensive administrative support for the development of scholarship, inquiry, creativity, and entrepreneurship. In recent years the university has improved the structures that provide oversight of and assistance to research and scholarship.
2. Indiana Wesleyan University has greatly expanded its staff development programs.

3. Indiana Wesleyan University demonstrates the value of the acquisition of a breadth of knowledge and skills through its emphasis on World Changing Aims for all its students.
4. Regular program reviews result in curriculum changes/rewrites/uploads to ensure that courses prepare students for an increasingly global, technological society.
5. Assessment data indicate that Indiana Wesleyan University has a strong curriculum which enables graduates to be successful in whatever profession to which they are called.
6. In the past ten years, Indiana Wesleyan University has implemented many measures to ensure that faculty and students are conducting research in an ethical and legal manner.

CHALLENGES

1. Indiana Wesleyan University is still moving toward the desired level of scholarly activities for faculty.
2. Faculty and academic leaders have become convinced that the time has come to create a stronger and more relevant set of learning experiences aimed at providing students with a broad foundation of liberal learning. The university is also seeking to improve its assessment of cultural competency.
3. Indiana Wesleyan University needs to augment the ways in which cultural competencies will be developed and assessed. Although the university's mission maintains that the university produces world changers, much discussion needs to occur concerning how this goal can be accurately assessed.

ACTION PLANS

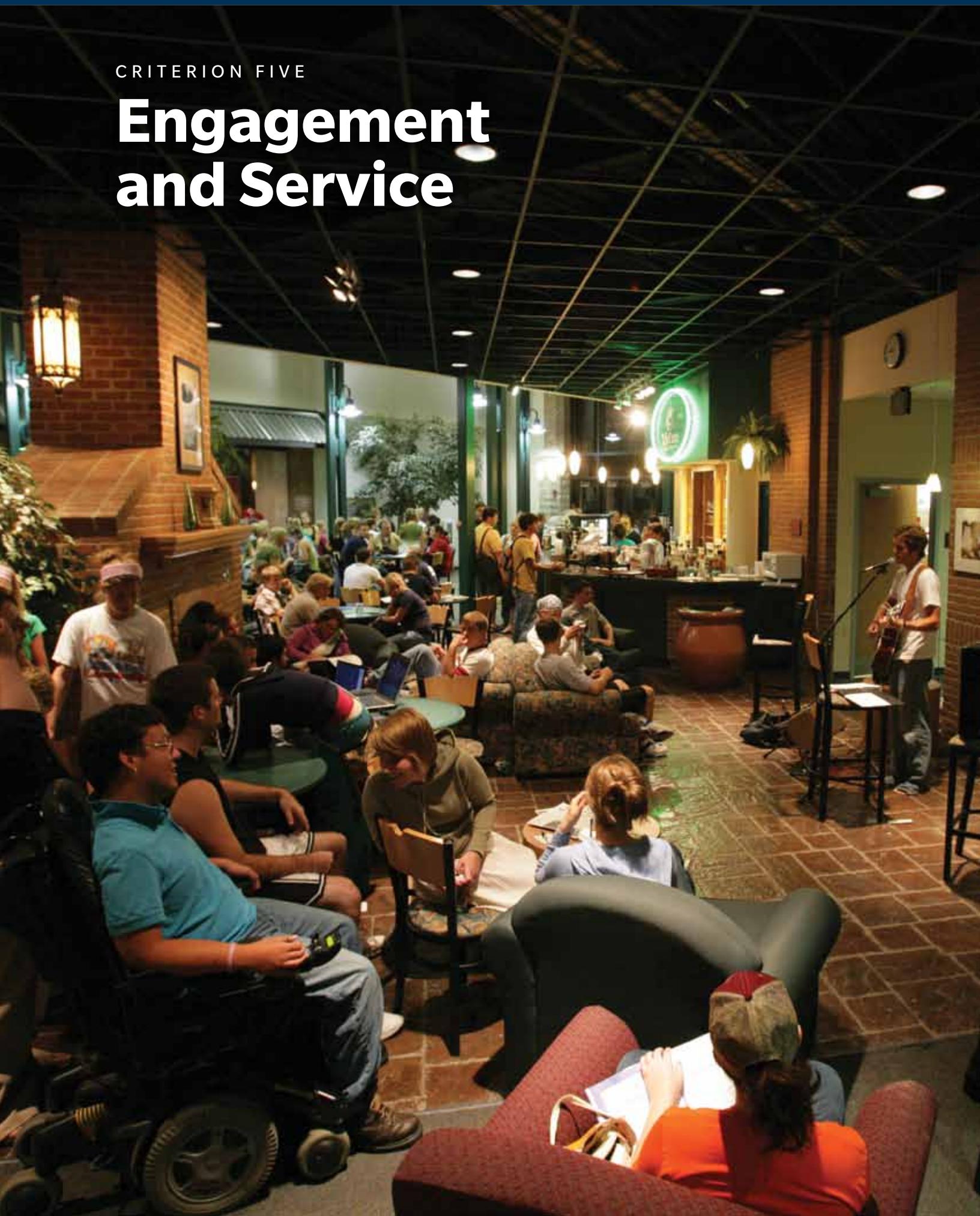
1. Indiana Wesleyan University is increasing faculty salaries to encourage faculty scholarship and to decrease faculty overload.
2. Indiana Wesleyan University has implemented the Midwest Scholars and the No Educator Left Behind conferences to encourage adjuncts as well as full-time faculty to propose and present papers/posters at academic conferences.
3. The Higher Learning Commission Assessment Academy project is defining general education outcomes and implementing their assessment.

CRITERION FOUR

Notes

CRITERION FIVE

Engagement and Service



Criterion Five: Engagement and Service

As called for by its mission, Indiana Wesleyan University identifies its constituencies and serves them in ways both valuable.

As an educational arm of The Wesleyan Church, Indiana Wesleyan University wholeheartedly embraces the Wesleyan tradition that calls the university and its community to serve the Church, the local community, and the world. Such a call to service and active social engagement is firmly rooted in the university's mission statement that mandates the university be a Christ-centered community committed to changing the world. Believing that one's individual relationship with God will and must be reflected in one's relationship with and service to others, the university commits itself to creating an academic community that enables and equips its students to be world changers for God and His kingdom.

Whereas most of the information contained in the previous chapters of this self-study has focused on the university's service to students, this last chapter appropriately broadens the discussion to include the university's service to its employees and to its city, county, state, and nation and to the world. Such local and world-wide engagement finds both its vision and support in the strong leadership of the Board of Trustees, energetic administrators, and dedicated faculty and staff. As articulated in the University Strategic Plan, one of Indiana Wesleyan University's core values and corresponding strategies is to "serve its constituencies with excellence and authenticity." By so doing, the university exemplifies its "passion to dream and its capacity to lead."

5a. Indiana Wesleyan University learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

STRENGTHS

Indiana Wesleyan University has created processes to ensure that it maintains regular communication with the communities and constituencies it serves. This communication begins at the highest administrative levels and continues throughout the various departments of the university. Such institution-wide

communication informs the strategic direction of the university, the design of its programs, and the effectiveness of its service to its constituencies.

One way by which the president and the Trustees keep in effective communication with the university's constituencies is meeting regularly with the President's Advisory Council on Excellence (PACE). This council consists of friends of the university who hold key positions of influence in the business, education, medical, and non-profit arenas. Serving in an advisory capacity to the president and the Board, members of the President's Advisory Council on Excellence are invited to attend the meetings of the full Board of Trustees.

The Citizens Advisory Council is another means by which the president and the institution stay in regular contact with leaders from the Marion and Grant County communities. Composed of an informal group of approximately thirty business, education, and community leaders, this council meets monthly on the Indiana Wesleyan University campus to hear reports, engage in dialogue, and give feedback about the university and its activities. Joining the council members at their monthly meetings are members of the president's cabinet.

In addition to standing advisory groups such as PACE and the Citizens Advisory Council, whose aim is to enhance communication with the broader community, the university frequently creates task forces and study groups drawn from multiple constituencies. One such example is the Seminary Task Force created by the president to garner input into the establishing of Wesley Seminary at Indiana Wesleyan University. The task force worked for two years to assess the need for a new seminary to serve The Wesleyan Church and related constituents. Including representatives from the university and The Wesleyan Church, this group helped develop plans for the creation of a highly innovative Master of Divinity degree that addressed the needs identified by constituent groups.

Indiana Wesleyan University's Marion campus sponsors a variety of activities that foster relationships between the university and its constituencies. The faculty, staff, and students are continually seeking new ways to support and encourage the local community through academic and other community service venues. For example, the psychology counseling faculty have researched the most effective ways of ending recidivism among first-time drug offenders. Their research findings and those of other faculty from various academic departments have assisted local agencies in designing effective programs to serve the community of Marion and Grant County's various constituents.

Being a prominent member of the local community, Indiana Wesleyan University is often asked to support worthy causes in Grant County. Under the supervision of Dr. Todd Voss, Executive Vice President, a Committee on External Constituent

**Erik Longenecker**

Student, College of Arts and Sciences, Community Outreach Coordinator

"Indiana Wesleyan University students are involved in a host of service activities such as campus-wide food drives that donate thousands of pounds of food each year to the local community, or planning and participating in the annual Harvest Party where children in costume, from our local community of Marion, play games created by IWU students. Having a heart for God and for ministry, our students reach out to the Marion community through acts of service and God-inspired love."

Requests for Support receives and reviews these requests in light of the university mission.

Recognizing that the needs of adult students in the College of Adult and Professional Studies often differ from the needs of the typical undergraduate student in the College of Arts and Sciences, the university spearheaded a program titled Spiritcare, which functions to meet the particular needs of adult learners. Early in the process of serving adult students, the university realized that these students often return to college at critical points of disjunction in their lives. Some life shift has usually occurred in the student's life that serves as the impetus for a return to school in order to create better life prospects. Against the backdrop of these challenging points in life, adult learners must continue to juggle work and family demands along with the major new challenges of taking college level classes. This challenge creates the need for spiritual and emotional support networks that these adult learners may lack. Spiritcare places full-time and volunteer chaplains in all regional learning centers and online. These chaplains meet with every cohort of students and are available to meet with individual students surrounding evening class hours. Students regularly comment on the positive impact of Spiritcare, often noting how the chaplains meet not only students' needs but also those of families and communities.

In addition to helping meet some of the social and financial needs in the various communities it serves, Indiana Wesleyan University actively involves professionals from the local communities in developing its curricula. For example, when designing new programs, the university's academic leaders engage appropriate constituency groups through surveys or focus groups to determine market need and demand for these programs. If the new program becomes a reality, then area professionals whose expertise directly relates to that particular new program give input on the scope, content, and application of coursework. Without question, such relationships with these experienced practitioners help strengthen the curricula. In addition, these community and business leaders often provide internships for the university's students along with possible future employment. Graduate counseling students have served as supervised interns in free community counseling clinics operated by the university in both Marion and Indianapolis.

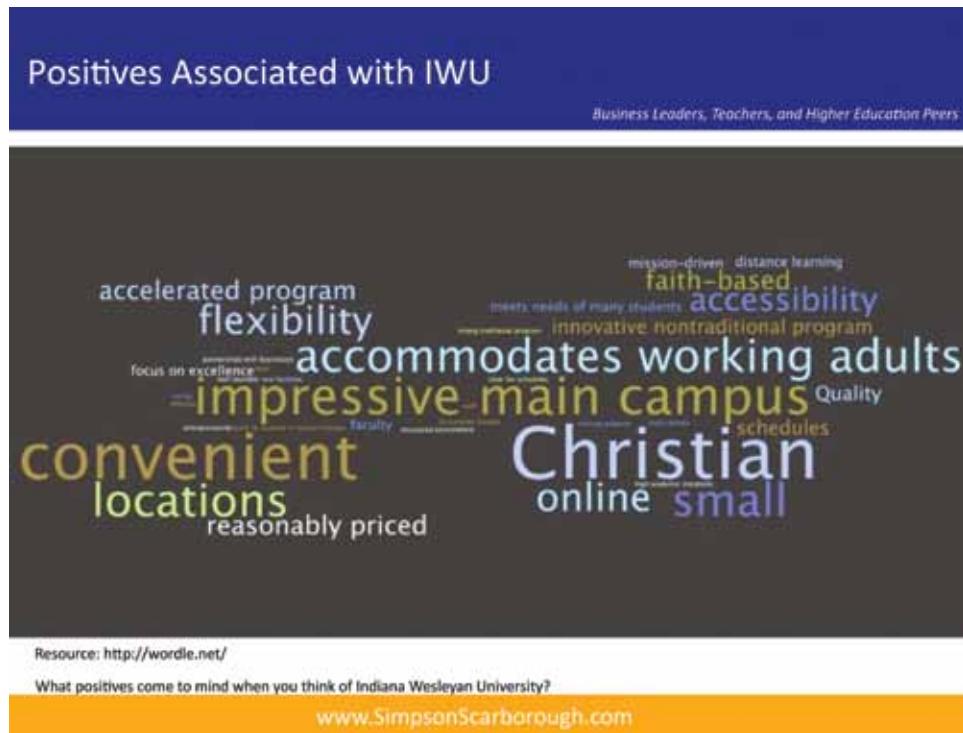
The university also assesses the effectiveness of its academic programs and services by soliciting feedback from students and alumni. In the College of Adult and Professional Studies, such direct student and alumni assessment is particularly important as a means of verifying the consistency and quality of instruction throughout the college's many instructional sites. Each semester the university asks all students in the College of Arts and Sciences and all post-licensure students

in the School of Nursing to complete an online Student Satisfaction Survey. This survey requests students' input concerning the quality of student services, sites, library, marketing, and other services. The results are then sent to appropriate department heads so that they may use the data to strengthen their curricula. As part of its five-year academic program review, the university also conducts alumni surveys that provide important feedback that informs changes in academic and student services.

As part of its effort to create a friendly and welcoming environment for diverse learners, Indiana Wesleyan University consults with several prominent constituent groups. For example, at its facilities in Indianapolis, the university has hosted two meetings of the State Hispanic Chamber of Commerce. In addition, a university Task Force on Minority Enrollment has sought feedback from minority leaders in the community. Such contacts help establish and develop valuable community connections that promote understanding and enable the university to serve the Latino/a community.

One of the university's most extensive projects seeking constituent feedback is the Branding Study initiated by President Smith. In 2008, the university contracted with SimpsonScarborough to conduct multiple surveys of diverse constituents regarding public perceptions of Indiana Wesleyan University. From their findings, SimpsonScarborough developed the following word cloud to illustrate the positives they heard from constituents. This word cloud, along with follow-up work with a second consulting firm, has highlighted important ways in which the university can improve its ongoing relationship with key constituents. For example, one way the university can improve relationships with its constituents is to keep them up to date concerning the academic strengths of the university.

The research firm of SimpsonScarborough asked individuals in various population groups the question, "What positives come to mind when you think of Indiana Wesleyan University?" The word cloud at right shares some of the prevalent themes in the responses.



In order to improve the university’s capacity to serve well its students and constituents and to help create a sense of well-being among employees, President Smith set a goal for the university to become one of the best Christian university workplaces. To that end, the Best Christian Workplace Initiative (see Criterion Two) has collected important feedback from university employees. Twice, in two-year intervals, the university has surveyed employees to obtain their feedback on a wide array of job-related variables. Through this program, Indiana Wesleyan University has been certified as a “Best Christian Workplace,” and over the two-year period of the university’s participation in this initiative, the university has significantly improved item scores.

In order to fulfill its Christ-centered, world-changing mission, Indiana Wesleyan University is deeply committed to having a dynamic relationship with its constituencies in order to learn about and from them.

CHALLENGES

As Indiana Wesleyan University embraces national and global initiatives, its challenge to engage and serve constituents will increase. In order to be more effective in maintaining dialogue with the communities it serves, the university will need to formalize regular feedback processes.

Indiana Wesleyan University's immediate goal is to develop protocols for engaging and building relationships with diverse groups. In addition, it is imperative that the university continues to establish more efficient channels for listening and responding to these groups.

ACTION PLANS

The university will be more systematic in obtaining feedback from all its alumni. Currently, the College of Adult and Professional Studies surveys alumni on a rotating basis over a five-year period while the College of Arts and Sciences does so only sporadically.

5b. Indiana Wesleyan University has the capacity and the commitment to engage with its identified constituencies and communities.

STRENGTHS

Indiana Wesleyan University's mission to be "Christ-centered" and "world-changing" requires a commitment to authentic and thorough engagement with the communities it serves. As expressed in the strategic planning document, one of the university's strategic goals is to "serve our constituencies with excellence and authenticity."

Indiana Wesleyan University's aspiration to be a Christ-centered academic community requires that the members of the community seek to embody the example of Jesus Christ in their interactions with one another and with the world. By cultivating a life of reverence, worship, and sensitivity to the needs of all, the university community seeks to live in the world as Jesus did, accepting His call to live a life of courageous and faithful service in order to make the world a better place. But most centrally, living such a life and believing in the resurrection of the Lord Jesus Christ mean that the university community daily welcomes the living Christ into the center of its community and impels its members to live, learn, and serve the world in His presence.

Through prayer walks and countless other avenues of service, Indiana Wesleyan students live out the mission of the institution.



Such a life as exemplified by Indiana Wesleyan University's community is possible as the members of the community faithfully pursue their individual relationships with the Lord Jesus Christ. One of the ways they do so is through participation in their local churches. This participation provides a variety of venues for community service in which university members are actively involved: the United Way of Marion, mentoring/tutoring children, Crisis Pregnancy Center, Habitat for Humanity, Boy/Girl Scouts, school volunteers, Operation Christmas Child, and many others. The university formalizes its expectation that its members be actively involved in their local churches by including a component for service to church and to community in the faculty review system.

For the past two years, Indiana Wesleyan University has been an official sponsor of the Indianapolis Colts' All Pro Dad Father and Kids Experience. Co-founded by Tony Dungy, All Pro Dad is a program that enables men to become better fathers. The Father and Kids Experience events are held at the Colts' practice facility or stadium. During the event, dads and kids rotate through stations and participate in interactive games intended to strengthen their relationships with each other. Along with employees of the university participating in these activities, at both events the university has also provided gift items and conducted father-child workshops.



Fathers and their children learn and bond at the All Pro Dad event held at Lucas Oil Stadium in Indianapolis and co-sponsored by Indiana Wesleyan University. All Pro Dad was co-founded by Tony Dungy, former head coach of the Indianapolis Colts and member of the Indiana Wesleyan University Society of Worldchangers.

The various university departments provide other avenues through which employees serve their communities. For example, the staff members of the College of Adult and Professional Studies regularly organize fundraisers—selling crafts and baked goods—for the Grant County Crisis Pregnancy Center. In addition, they sponsor a blood drive in Marion a couple times a year. Several education centers serve their communities in like fashion. Employees at the Fort Wayne Education Center yearly organize an Easter basket give-away benefiting needy children in Allen and surrounding counties, while the Merrillville Education Center sponsors blood drives and a little league team while donating to many other events. The Cleveland Education Center sponsors school supplies for Cleveland students in addition to sponsoring the Race for Education to benefit the local school district. All the education centers provide free meeting space for community groups.

IWU students serve the community through a variety of outreach activities, such as helping in local food pantries.



In the College of Arts and Sciences, academic departments are deeply committed to service learning. The Vice President and Dean, Dr. Darlene Bressler, has called the college to become a leader in service learning. The various departments equip and send students to mentor in local schools, build Habitat for Humanity homes, serve in a halfway house for recovering drug addicts, and travel on numerous international and domestic mission trips. These activities result in many students continuing to serve even after their academic requirements have been completed. Students also serve through residence life activities: Boys and Girls Club, blood drives, Gilead Ministries (for cancer victims), among others. The university expresses its commitment to these activities by sponsoring a fall internship fair and by consistently highlighting opportunities for volunteer service.

Growing and Raising Our Workforce (GROW) is a part of the nursing program's grant-funded initiative that also demonstrates the university's commitment to serve the community. The program's mission is to help reduce health disparity in Grant County through a community-wide partnership that encourages and assists local, diverse individuals to become nurses and nurse educators. This program has successfully cultivated partnerships with Marion community schools, Tucker Career Center, Ivy Tech Community College, worship centers, Marion General Hospital, Community Foundation of Grant County, and the Affordable Housing Authority of Grant County.

The university also expresses its commitment and its capacity for public service by making its facilities available to the community. For example, the NAACP and the Christian Businessmen's Alliance have free access to the university's student center for their meetings. Similarly, the university's new chapel auditorium—the largest auditorium of its kind in Grant County—was specifically created as a multi-purpose building that the university makes available for community activities. The university's library, Jackson Library, is also open for community use. During the

summer months, the main campus becomes host to numerous conferences such as the Association of Christian Magicians and cheerleading/athletic youth camps. An Upward Bound program also utilizes the campus for area disadvantaged youths while the athletic facilities play host to numerous community events such as high school cross country/track meets and sports clinics. In addition, drama and musical events are open to the public, with the Marion Philharmonic Orchestra being housed at the university.

The university's regional learning centers provide countless opportunities for interaction with local communities. These facilities are used by local businesses and associations, and in some cases, the facilities serve as the venue for local churches. Regional sites also engage their communities by sponsoring local school events, public health fairs, and job search training, among many other community activities, while regional administrators, faculty, and staff serve on the boards of the local Chamber of Commerce and in other church and local community positions of leadership.

Throughout the past decade, Indiana Wesleyan University has been an active participant in sponsoring academic conferences. The Center for Research in Adult Learning regularly sponsors opportunities for adult educators to share research and best practices. The university also sponsors The Midwest Scholars Conference and the No Educator Left Behind Conference, both of which are geared for full-time as well as adjunct faculty from area universities. Other academic groups such as the Council of Christian Colleges and Universities and the Nurses Christian Fellowship also hold conferences at Indiana Wesleyan University.

Public performances by students and faculty in music and drama provide cultural enrichment to the Grant County community. Indiana Wesleyan University also hosts concerts with artists of national reputation as well as community organizations such as the Mississinewa Valley Band.



The Phillippe Performing Arts Center, opened in 1995, hosts many performances that bring the surrounding communities to campus. The Center includes 1,100-seat Phillippe Auditorium, 170-seat Baker Recital Hall, 100-seat RCA Black Box Theater, plus numerous classrooms, rehearsal rooms, and private practice rooms.

The above-mentioned activities help demonstrate that Indiana Wesleyan University is committed to public engagement. The university sees such public engagement as a crucial part of its mission to be “Christ-centered” and “world changing.”

CHALLENGES

Even though Indiana Wesleyan University students and staff are actively engaged with their surrounding communities, the university must seek ways to foster more purposeful and consistent patterns of engagement with selected community groups by cultivating comprehensive relationships through time.

The university must also expand service learning opportunities for its students.

ACTION PLANS

Indiana Wesleyan University is working toward systematic evaluation of its outreach and service activities and is seeking feedback from its constituencies in order to determine its constituencies’ needs.

5c. Indiana Wesleyan University demonstrates its responsiveness to those constituencies that depend on it for service.

STRENGTHS

The University Strategic Plan contains specific strategies to promote engagement and responsiveness to constituencies. Those strategies include the following:

Strategy #3: Celebrate the richness of each culture within the university.

Strategy #4: Serve university constituencies with excellence and authenticity.

To meet these goals, the university is becoming increasingly responsive to the needs of its constituencies. In order to enhance Indiana Wesleyan University’s impact on its surrounding communities, President Smith commissioned a Community Engagement Task Force.

Indiana Wesleyan University’s faculty often serve as consultants. For example, in the School of Educational Leadership, Dr. William Roberson frequently serves as a consultant on school finance, while Dr. Al Long serves on various superintendent searches. The School of Educational Leadership provides the largest program for alternative licensure in the state of Indiana with many of the university’s faculty serving on statewide education boards and councils.

Outside agencies increasingly seek out Indiana Wesleyan University for expertise in innovative and non-traditional higher education programs, as well as innovative campus development and student development programming. The Center for Research in Adult Learning, for example, often serves as a consultant to other adult education programs. University representatives also serve the Higher Learning Commission as consultant-evaluators and serve on the boards of the Independent Colleges of Indiana and the Christian Adult Higher Education Association. Indiana Wesleyan University also frequently hosts visits by other colleges seeking advice on best practices, including Crossroads Bible College, Mount Vernon Nazarene University, Oklahoma Christian University, Malone University, Ohio Christian University, Lancaster Bible College, Montreat College, Drury University, and Ashland University.

To facilitate transfer credit from other institutions, the university has authored articulation agreements with many institutions, including but not limited to the Ivy Tech Community College system of Indiana and the community college system of Kentucky. Agreements have also been established with Central Texas College to provide this college's primarily military audience easy transition from community college-level courses to Indiana Wesleyan University's online programs.

The university is acting as a catalyst in the redevelopment of Marion, Indiana, a blue-collar community hit heavily by the economic recession. Being one of the largest employers in Grant County, the university is viewed as a highly desirable place to work. The university has helped spur community development by encouraging its employees to invest in the community. For example, university employees are given a \$5,000 loan/grant to use as a down payment on a house within a defined region contiguous to the Marion campus. This benefit was recently expanded to a new housing development in south Marion, enabling the successful launching of this development. Indiana Wesleyan University employees serve on the Marion City Council, Grant County Board of Commissioners, and Marion Community School Board, while many students and employees work through a variety of social service agencies to enhance, support, and help revive the county.

The university is engaged far beyond the local community in Marion, Indiana. For example, the university is host to the Alliance for International Christian Business Education, a collaborative effort among several Christian universities to provide college-level business courses online to students in Christian institutions situated in developing nations. The consortium includes four universities serving as provider institutions: LeTourneau University, Seattle Pacific University, Ohio Christian University, and Indiana Wesleyan University serving as the lead institution. Working in cooperation with Fairwyn Fund, a major donor, these

institutions provide online curriculum and instruction in areas of study for which the receiving institution may have difficulty finding qualified faculty to teach onsite. Institutions receiving this assistance include the following:

- Daystar University (Kenya)
- Emanuel University (Romania)
- Lithuania Christian College International (Lithuania)
- Kazak-American Free University (Kazakhstan)
- Russian American Christian University (Moscow)
- Caribbean Wesleyan College (Jamaica)
- Wesleyan Bible College (Guyana).

Indiana Wesleyan University has also established a Zambia semester program. This semester abroad study program is owned and operated by Indiana Wesleyan University in cooperation with World Hope International. During the semester-long stay in Zambia, students engage in a variety of service learning projects while continuing their coursework both online and with qualified faculty who reside in Zambia. In addition, specialized courses are completed on site.

Semester-long programs in Zambia are one of many ways in which IWU students grow in intercultural awareness while changing the world for Christ.



Indiana Wesleyan University's regional education centers are also having an impact in their communities. The presence of institutions of higher education is an economic stimulus to the surrounding areas. Indiana Wesleyan University brings high quality education to students when and where the students need it. Through its campus in Marion and many sites throughout Indiana, Ohio, and Kentucky,

and online as well, the university has increased students' accessibility to Christian higher education. Through its multiple locations and educational delivery systems, the university has also contributed to raising the percentage of Indiana citizens who have obtained college degrees. The university, for example, operates the largest Master of Business Administration program in the state of Indiana with almost all of the university's graduates remaining in Indiana to contribute to the economic growth of the state. The university has also extended its reach worldwide through quality online education programs.

CHALLENGES

While Indiana Wesleyan University is involved in a variety of ways with many of its constituents, the university must be more purposeful and strategic in organizing and communicating the nature and function of the ongoing service programs it offers to its constituents in Marion, as well as throughout Indiana, Ohio, Kentucky, and in its international programs.

ACTION PLANS

Indiana Wesleyan University is investigating the possibility of establishing a centralized university structure for service involvement. Such a centralized structure would assist constituents in Marion, Indiana, by providing training to community organizations to facilitate service opportunities. In this capacity, the university could serve as a "solution center" to assist the city of Marion in resolving community issues. The university is also constructing a system that would match student volunteers with social organizations throughout Indiana.

5d. Internal and external constituencies value the services that Indiana Wesleyan University provides.

STRENGTHS

Students and alumni regularly give Indiana Wesleyan University high marks for quality of services. Adult and online students particularly appreciate the convenience of services as well as the spiritual emphasis of the curricula. A high percentage of alumni says they would recommend the university to a friend, and data obtained through surveys indicate that students on the Marion campus appreciate the spiritual atmosphere of the university along with the caring attitude exemplified by university employees.

Indiana Wesleyan University employees value the institution as an excellent place to work. The Best Christian Workplace Survey administered in 2006 and 2008 demonstrated positive gains in all assessed areas over the two-year period between the surveys, with most employees believing that the university is a good place to work.

Externally, the cities and counties in which the university is located appreciate Indiana Wesleyan University for its many contributions to them. The city of Marion and Grant County, for example, include Indiana Wesleyan University in their planning because they value the university's presence. At the grand openings of the Cleveland Education Center in Independence, Ohio, and the Cincinnati Education Center in West Chester, Ohio, the mayors expressed appreciation for Indiana Wesleyan University's presence in their cities. The university continues serving its constituents in new and practical ways, such as providing free counseling by its student interns at the Indianapolis Counseling Clinic and in its multiple community partnerships with its students in local hospitals/clinics, probation offices, and sheriffs' departments.

Surveys indicate that employers highly value the university's graduates, greatly appreciating the graduates' team-building and communication skills and their focus on ethics (survey results are available in Resources-Assessment). Many employers of adult and online graduates say they particularly appreciate the convenient and practical nature of IWU programs—students do not have to leave their jobs to study and can immediately apply the skills they learn in the workplace. In turn, many employers demonstrate their support of Indiana Wesleyan University by providing tuition assistance to their employees.

CHALLENGES

Indiana Wesleyan University must continue to evaluate the value of its services to its constituencies by improving its system for collecting and disseminating data from alumni and employers.

ACTION PLANS

The School of Business and Leadership, the School of Nursing, the School of Educational Leadership, and some of the departments in the College of Arts and Sciences execute alumni and employer surveys every five years. The Office of Institutional Research will facilitate the expansion of these efforts to other academic units while providing survey support for all university offices that need feedback from external constituencies.

SUMMARY**STRENGTHS**

1. Indiana Wesleyan University has many processes in place to collect information concerning its constituencies' needs and expectations.
2. Indiana Wesleyan University maintains a close and healthy relationship with professionals in the various communities that it serves.
3. Indiana Wesleyan University maintains an active student community outreach program that is carefully supervised by the appropriate university personnel.
4. Indiana Wesleyan University employees are active participants in local churches that provide venues of employee service activities.
5. Traditional academic departments are committed to service learning.
6. The university expresses its commitment to and capacity for public service by making its facilities available to the communities it serves.
7. Indiana Wesleyan University sponsors academic conferences that help serve the academy.
8. Both the faculty and the university administrators are sought out as consultants by institutions, employers, and local community officers for their academic and professional expertise.
9. In and through its international educational programs, Indiana Wesleyan University is contributing to and supporting international development.
10. Based on survey analyses, students and alumni regularly give Indiana Wesleyan University high marks for quality of services.
11. Indiana Wesleyan University employees highly value the institution as an excellent place to work.
12. Externally, the university is appreciated for its contribution to the development of every city and county in which it is located. Survey data reveal that employers highly value the university's graduates.

CHALLENGES

1. As Indiana Wesleyan University continues and increases its national and global initiatives, the challenge to engage and serve constituents in innovative and caring ways will increase.
2. Indiana Wesleyan University must be more purposeful and strategic in its involvement with its constituents.

3. Indiana Wesleyan University must continue to evaluate the value of its services to its constituencies while improving its system of data collection from both alumni and employers.

ACTION PLANS

1. The Office of Institutional Research will facilitate the gathering of research data and feedback from constituent groups.
2. Indiana Wesleyan University is working toward systematic evaluation of its outreach and service groups and activities in order to determine its constituencies' needs.
3. Indiana Wesleyan University is investigating the possibility of central coordination for all service activities.

CRITERION FIVE

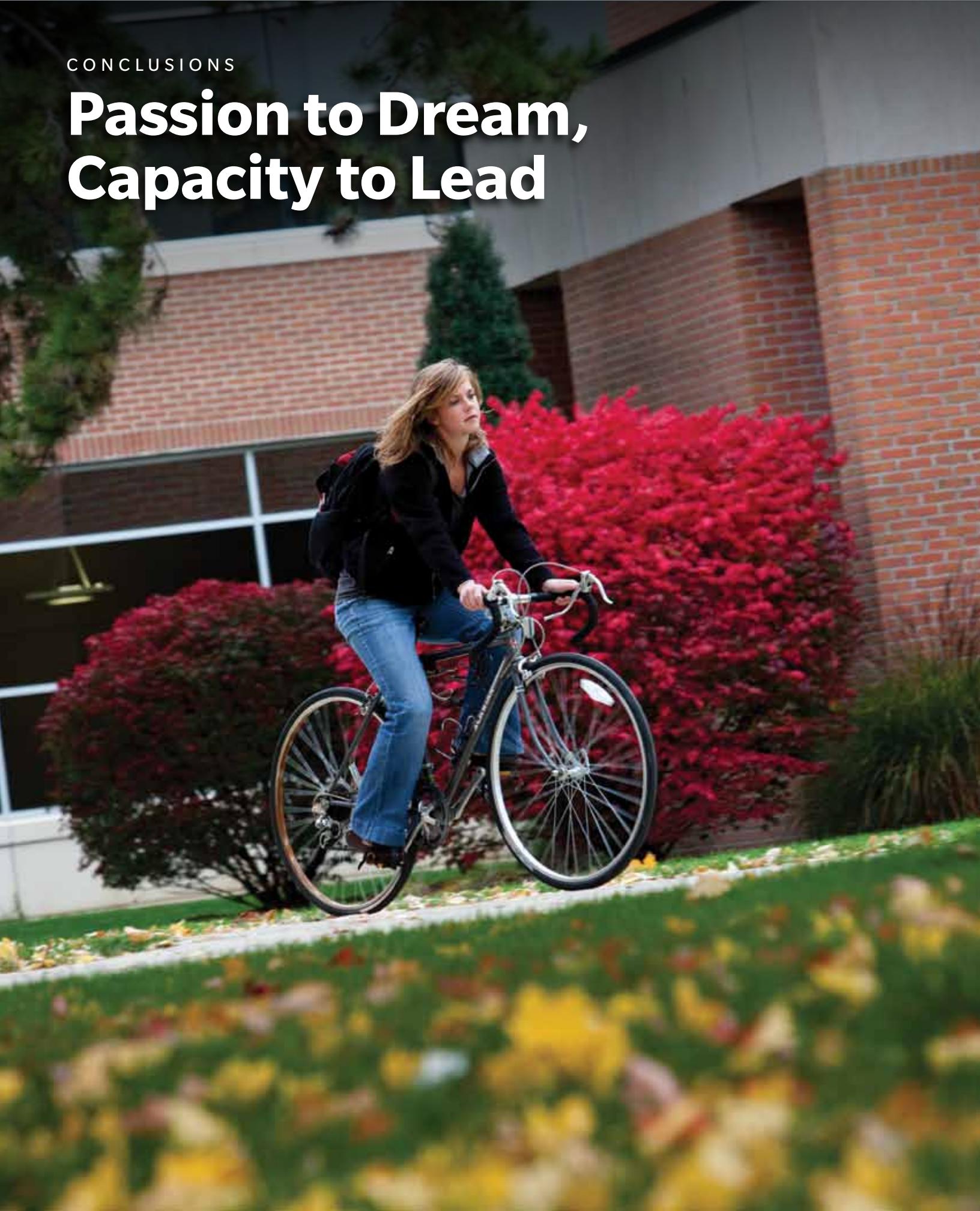
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CRITERION FIVE

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CONCLUSIONS

Passion to Dream, Capacity to Lead



Conclusions: Passion to Dream, Capacity to Lead

This institutional report is the product of a comprehensive, multi-year process of self-study. The self-study has been an intensive stage within the university's natural cycle of strategic planning, tactical implementation, and self-assessment. Scores of focus groups and committees and hundreds of individuals have contributed thousands of hours to this process. Throughout the process, this study has energized our community. First, it has given us the chance to mark the ways in which our university has grown and matured over the past decade. Second, the study has given us pause to celebrate the remarkable accomplishments over the past ten years and to reflect on what we hope the next ten will bring. Numerous measures of institutional progress – especially those relating to academic quality, enrollment growth, and financial health – tell a story of yearly improvement. Indiana Wesleyan University is blessed to have the opportunity to serve an increasingly large and diverse constituency. We believe we have done many things well, and in that sense of accomplishment we feel blessed.

In reflecting on this sense of accomplishment and blessing, the Steering Committee, inspired by the Higher Learning Commission Workshop on the Self-study in April 2009, coined the theme “passion to dream, capacity to lead” to describe our sense of this moment in our history. Indiana Wesleyan University is passionate about our search for new ways to achieve our mission. The university community believes that in order to help men and women become people of character, scholarship, and leadership, we must give access to those who do not yet enjoy the benefits of a college education. We also believe that our calling is to provide learners with the unique culture of a faith-filled academic community, excellent academic and co-curricular programs, and a community passionate about devising innovative approaches to provide wide and convenient access to all the learning that a university can provide.

Indiana Wesleyan University has big dreams. We believe we have the capacity to act on these dreams and be a leading institution in the development of new systems of excellence in higher learning, whether for adult learners or for traditional-aged college students.

The Indiana Wesleyan University community is committed to continued growth and improvement. We will not grow faster than we can build infrastructure to support that growth, but our trustees, administrators, and faculty are not content with the status quo. The university is consciously seeking to embrace innovative

practices and opportunities that will enable it to become a premier Christian university. Indiana Wesleyan University sustains its “passion to dream,” while deepening its “capacity to lead.”

The following is a summary of Indiana Wesleyan University’s strengths, challenges, and action plans:

Criterion One: Mission and Integrity

Indiana Wesleyan University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

STRENGTHS

1. Indiana Wesleyan University has a compelling and unifying mission that is communicated throughout its structures and publications.
2. Indiana Wesleyan University has an intrinsically outward-looking mission that compels it to recognize and value the richness of diversity in the students it teaches and the world it seeks to change.
3. Indiana Wesleyan University’s mission documents affirm diversity as one of its core values.
4. The university offers diverse academic programs, modalities of delivery, and locations, thereby allowing it to serve a diverse constituency.
5. Intentionality in hiring and appointment has notably increased the diversity of the leadership team at Indiana Wesleyan University.
6. Understanding of and support for the mission pervade Indiana Wesleyan University.
7. The governance structures of the institution are sound and function effectively.
8. The new academic structure serves the current needs of the academic programs while providing for continued growth and innovation.
9. Indiana Wesleyan University has an intrinsic and explicit commitment to preservation of institutional integrity.
10. Continual self-examination with regard to process integrity ensures identification and remediation of issues.

CHALLENGES

1. The self-study has revealed that all publications do not uniformly express the institutional mission.
2. The university recognizes its continued challenge to investigate and implement ways to attract underrepresented populations to the Marion campus.
3. The university community's understanding of the Wesleyan tradition is not uniform.
4. Transition and adjustment to new academic and budgetary structures present a variety of process issues that must be solved.
5. Indiana Wesleyan University must improve its consistency in providing quality supervisor feedback for staff and administrators.

ACTION PLANS

1. Indiana Wesleyan University is conducting an audit of its foundational documents to ensure that the university mission is consistently communicated.
2. The brand identity study will produce a unifying framework for communicating the university's mission to all constituencies.
3. The institutional strategic plan calls for intentional engagement of diverse communities.
4. Indiana Wesleyan University's cooperation with Crossroads Bible College promises to connect the university with students from historically underrepresented communities in Indianapolis.
5. Indiana Wesleyan University will continue diversity initiatives to make the Marion campus a friendly environment for diverse students.
6. The president continues to reaffirm the university's commitment to proactively recruiting a diverse faculty and student body.
7. Faculty and staff development opportunities are being implemented that will impact the community awareness of the Wesleyan tradition.
8. The community is persevering through the process of academic and budgetary change with renewed expectation of innovation and growth.
9. The Department of Human Resources has developed and is implementing a comprehensive system for staff and administrator review.

Criterion Two: Preparing for the Future

Indiana Wesleyan University's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

STRENGTHS

1. Indiana Wesleyan University has a diversified academic program with nimble processes of change that allow effective response and adjustment to external realities.
2. Substantial financial resources support the mission and provide the capacity for necessary or desired change.
3. Many units across the university have formal procedures for periodic performance review.
4. When review processes—both formal and informal—reveal deficiencies, the university takes corrective action.
5. The major strategies of the strategic plan serve to fulfill the mission and the operational priorities of each cabinet member with her or his unit being aligned with the major strategies.

CHALLENGES

1. Indiana Wesleyan University must continue to make its physical facilities more energy efficient and the life of its community more sustainable.
2. Indiana Wesleyan University must continue to develop viable academic programs and modes of delivery.
3. Indiana Wesleyan University must develop new streams of income to support the mission.
4. Financial resources must be invested wisely for the sake of the mission.
5. Processes of evaluation, improvement, and documentation, must continue to be formalized uniformly across the institution.
6. The transition from more centralized decision making toward decentralized empowerment with accountability requires intentional attention to the mission as the unifying motivation and strategic purpose.

ACTION PLANS

1. The current process of strategic planning specifically and concretely addresses the noted challenges.
2. New employees have been hired to develop relationships with adult alumni and to facilitate the acquisition of grant support.
3. The Board of Trustees has approved guiding principles regarding the investment of available financial resources.
4. Action items in the current strategic plan explicitly address formal processes of evaluation and performance review in light of the mission.
5. The institution is intentional about aligning the work of all units with the mission and the strategic plan.

Criterion Three: Student Learning and Effective Teaching

Indiana Wesleyan University provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

STRENGTHS

1. In the past ten years, Indiana Wesleyan University has made significant strides in assessing student learning outcomes.
2. In the College of Adult and Professional Studies, the School of Nursing, and Wesley Seminary, all programs have active assessment plans and are functioning on a five-year review schedule, thereby allowing faculty to measure the impact of program improvements.
3. The main focus of the HLC Assessment Academy Project is the refinement and assessment of the World Changing Aims.
4. The university continues to be involved in benchmarking studies.
5. In the past ten years the percentage of Indiana Wesleyan University faculty holding terminal degrees has increased.
6. The system of faculty recruitment, orientation, and development in the College of Adult and Professional Studies is viewed as a model by other adult-focused colleges.
7. Indiana Wesleyan University is passionate about providing innovative educational programs.

8. Indiana Wesleyan University excels in providing a social environment that contributes to the development of character, scholarship, and leadership for all students.
9. One of the greatest strengths of the university's curricula is its emphasis on Life Calling.
10. Indiana Wesleyan University excels in providing state-of-the art campuses in Marion and at sites throughout Indiana, Kentucky and Ohio. Nearly all campus buildings have been constructed or renovated since 2000. In making these changes, the university strives to be a place where all students can develop in character, scholarship, and leadership.

CHALLENGES

1. The university must continue its drive to consistently implement assessment plans across all academic programs.
2. The percentage of faculty with terminal degrees and faculty diversity on the university's traditional campus needs to be increased.
3. While the university has an outstanding student development program for traditional students, it needs to develop stronger academic support systems for its non-traditional and graduate students that include academic support in assessment testing, placement, tutoring, career development, and counseling.
4. While Indiana Wesleyan University has substantial data to confirm the success of the learning environments for traditional students compared to other Christian colleges, it should work to develop common tools to establish justified normative standards for adult programs across other colleges and universities.
5. Space needs must keep pace with the university's rapid growth in enrollment.

ACTION PLANS

1. The university is implementing changes to renew and revise the way it assesses student learning outcomes.
2. The Assessment Academy Project will continue to develop and implement assessment plans for the World Changing Aims.
3. Because of a steady increase in its academic reputation, Indiana Wesleyan University is presently producing a broader pool of applicants for faculty positions. The university will continue its practice of actively recruiting diverse candidates who hold terminal degrees.

4. The university is developing ways to provide adult learners with additional academic assistance.
5. Indiana Wesleyan University will continue to develop innovative solutions to the adult students' needs for personal and spiritual counseling services and career development. In addition, the university will continue to explore ways to provide equal access to services for all students.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

Indiana Wesleyan University promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

STRENGTHS

1. Indiana Wesleyan University has provided extensive administrative support for the development of scholarship, inquiry, creativity, and entrepreneurship. In recent years the university has improved the structures that provide oversight of and assistance to research and scholarship.
2. Indiana Wesleyan University has greatly expanded its staff development programs.
3. Indiana Wesleyan University demonstrates the value of the acquisition of a breadth of knowledge and skills through its emphasis on World Changing Aims for all its students.
4. Regular program reviews result in curriculum changes/rewrites/uploads to ensure that courses prepare students for an increasingly global, technological society.
5. Assessment data indicate that Indiana Wesleyan University has a strong curriculum which enables graduates to be successful in whatever profession to which they are called.
6. In the past ten years, Indiana Wesleyan University has implemented many measures to ensure that faculty and students are conducting research in an ethical and legal manner.

CHALLENGES

1. Indiana Wesleyan University is still moving toward the desired level of scholarly activities for faculty.
2. Faculty and academic leaders have become convinced that the time has come to create a stronger and more relevant set of learning experiences aimed at providing students with a broad foundation of liberal learning. The university is also seeking to improve its assessment of cultural competency.
3. Indiana Wesleyan University needs to augment the ways in which cultural competencies will be developed and assessed. Although the university's mission maintains that the university produces world changers, much discussion needs to occur concerning how this goal can be accurately assessed.

ACTION PLANS

1. Indiana Wesleyan University is increasing faculty salaries to encourage faculty scholarship and to decrease faculty overload.
2. Indiana Wesleyan University has implemented the Midwest Scholars and the No Educator Left Behind conferences to encourage adjuncts as well as full-time faculty to propose and present papers/posters at academic conferences.
3. The Higher Learning Commission Assessment Academy project is defining general education outcomes and implementing their assessment.

Criterion Five: Engagement and Service

As called for by its mission, Indiana Wesleyan identifies its constituencies and serves them in ways both value.

STRENGTHS

1. Indiana Wesleyan University has many processes in place to collect information concerning its constituencies' needs and expectations.
2. Indiana Wesleyan University maintains a close and healthy relationship with professionals in the various communities that it serves.

3. Indiana Wesleyan University maintains an active student community outreach program that is carefully supervised by the appropriate university personnel.
4. Indiana Wesleyan University employees are active participants in local churches that provide venues of employee service activities.
5. Traditional academic departments are committed to service learning.
6. The university expresses its commitment to and capacity for public service by making its facilities available to the communities it serves.
7. Indiana Wesleyan University sponsors academic conferences that help serve the academy.
8. Both the faculty and the university administrators are sought out as consultants by institutions, employers, and local community officers for their academic and professional expertise.
9. In and through its international educational programs, Indiana Wesleyan University is contributing to and supporting international development.
10. Based on survey analyses, students and alumni regularly give Indiana Wesleyan University high marks for quality of services.
11. Indiana Wesleyan University employees highly value the institution as an excellent place to work.
12. Externally, the university is appreciated for its contribution to the development of every city and county in which it is located. Survey data reveal that employers highly value the university's graduates.

CHALLENGES

1. As Indiana Wesleyan University continues and increases its national and global initiatives, the challenge to engage and serve constituents in innovative and caring ways will increase.
2. Indiana Wesleyan University must be more purposeful and strategic in its involvement with its constituents.
3. Indiana Wesleyan University must continue to evaluate the value of its services to its constituencies while improving its system of data collection from both alumni and employers.

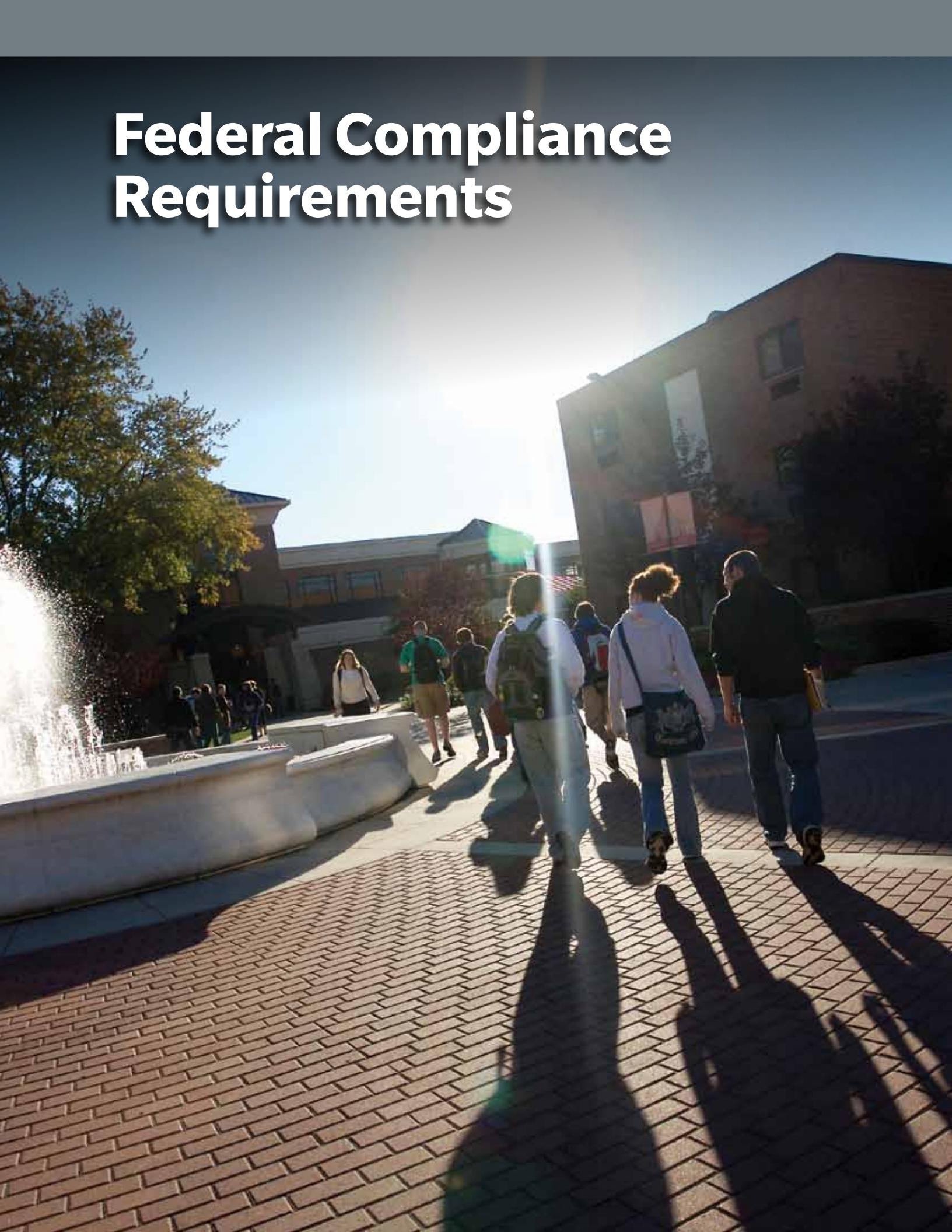
ACTION PLANS

1. The Office of Institutional Research will facilitate the gathering of research data and feedback from constituent groups.
2. Indiana Wesleyan University is working toward systematic evaluation of its outreach and service groups and activities in order to determine its constituencies' needs.
3. Indiana Wesleyan University is investigating the possibility of central coordination for all service activities.

CONCLUSIONS

Notes

Federal Compliance Requirements



Federal Compliance Requirements

- 1. Credits, Program Length, and Tuition:** *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).*

As documented throughout the Catalog, each academic program has a specified number of required credits measured in semester credit hours. The number of required credit hours in each program is within the range of good practice in higher education. Credit hours are accumulated by the student through the successful completion of specified courses, standardized tests, and the assessment of prior learning, also detailed in the catalog. Institutional assignment of credit hours to individual courses is determined by course content, duration, and anticipated investment of time by students, and is within the range of good practice in higher education. The university rationale guiding the assignment of credit hours and program length is available in the resource room.

The tuition for traditional-calendar undergraduate programs is uniform across all programs and is held at or below the median of schools in the Council for Christian Colleges and Universities. Individual courses with specific exceptional expenses have associated fees as detailed in the catalog.

The tuition-per-credit-hour for non-traditional-calendar adult programs varies by academic level, degree type, geography, and delivery modality as determined by variations in program costs and market influences. Variations within academic level and degree type are nominal. The schedule of tuition charges and the university's rationale guiding the assignment of tuition costs are included in the resource room.

- 2. Student Complaints:** *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

Policies and procedures for student complaints and appeals are documented in the Catalog and the Student Handbook. Student complaints are received as appropriate by the Office of Student Development and by the deans of the principal academic units: Vice President and Dean for the College of Adult and Professional Studies, Vice President and Dean for the College of Arts and

Sciences, Executive Director of the School of Nursing, and Vice President for Wesley Seminary at Indiana Wesleyan University. Each of these offices has an established process for addressing student complaints and a record of student complaints addressed.

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

The Catalog details the policies and processes regarding transfer of students from other institutions of higher education (p. 39, 201, 309) and includes clear statements of transfer-of-credit policy for students transferring into traditional-calendar undergraduate programs (p. 39, 309) and for students transferring into non-traditional-calendar adult programs (p. 193, 352, 358, 391). The policies detail the criteria used to make transfer decisions.

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identify of students who participate in courses or programs provided to the student through distance or correspondence education.*

Courses and programs that involve distance education are facilitated through the Blackboard course management system. Each student participating in distance education is assigned a system user ID and password which are required for access to any and all academic activities, including assessments. Login and password are authenticated through SSL (Secure Sockets Layer) in Blackboard so that login information remains secure. Students are instructed not to share or divulge their login information. A task force is evaluating further online student identity verification solutions.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program.*

General Program Requirements: The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.

Indiana Wesleyan University is compliant with federal regulations regarding Title IV student financial aid. In 2005, Indiana Wesleyan

discovered that some of its procedures for handling financial aid in its adult programs were out of compliance with federal regulations. As a result, the institution was placed on provisional status by the Department of Education with regard to the administration of federal financial aid. The institution made a significant investment in financial aid infrastructure and training, correcting all shortcomings. Two consecutive clean annual audits of financial aid records indicate that the institution is now fully compliant. In November of 2009, the institution made application to the Department of Education for restoration of full normal eligibility. The determination of the Department should be available by the April 2010 visit of the HLC team. Documentation is provided in the resource room.

Financial Responsibility Requirements: The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.

The Indiana Wesleyan University financial audits, including the section related to Circular A-133 Compliance, and composite ratios have been satisfactory and without issue for more than 10 years. Documentation is provided in the resource room.

Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies: The institution has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.

The Indiana Wesleyan default rate for the current and prior two years is shown below as reflected in Department of Education records. The default rate has increased in the current year due to circumstances in the regional economy. The default rates are similar to those of peer institutions and have not triggered Department of Education review.


[RETURN TO RESULTS](#)

School Default Rates FY 2007, 2006, and 2005

Record 1 of 1

| OPE ID | School | Type | Control | PRGMS | | FY2007 | FY2006 | FY2005 |
|--------|---|------------------------------------|---------|-----------------|----------------|--------|--------|--------|
| 001822 | Indiana Wesleyan University 4201 South Washington Street Marion IN 46953-4974 | Master's Degree or Doctor's Degree | Private | Both (FFEL/FDL) | Default Rate | 2.9 | 1.5 | 1.2 |
| | | | | | No. in Default | 126 | 74 | 52 |
| | | | | | No. in Repay | 4286 | 4877 | 4080 |

Campus Crime information is collected in accord with Clery Act and Minger Act (Kentucky) requirements and is reported to the university community and to the public through the university website.

Student-Right-to-Know information is published to the university community and to the public through the university website.

Satisfactory academic progress and attendance policies are published in the Catalog (pp. 50, 71, 194-196, 200, 209, 340, 357, 366, 376, 381, 395, 400). Satisfactory Academic Progress policies are also available on the university website.

Contractual Relationships: The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.

Indiana Wesleyan University engages three different third-party providers of academic content: Canter and Associates, Inc., Performance Learning Systems, Inc., and Virtual Learning Curve. The contracts detailing the relationships between Indiana Wesleyan and these providers are included in the Electronic Resource Room. All academic content from third-party providers is reviewed by Indiana Wesleyan University faculty and approved through duly constituted faculty governance channels.

Canter and Associates and Performance Learning Systems provide curriculum and marketing for graduate elective courses for educators. Indiana Wesleyan University employees evaluate student work and assign course grades.

Virtual Learning Curve provides an MBA curriculum facilitated through business practice simulation in the virtual world. The curriculum, which reflects Indiana Wesleyan University's commitment to Christ-honoring ethics and integrity in business, is produced by Virtual Learning Curve, but Indiana Wesleyan University faculty members provide all academic approvals, provide the online instructional and assessment interaction with students, and assign course grades.

6. Institutional Disclosures and Advertising and Recruitment Materials:

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

In the Catalog (p. 30), in its recruiting materials, and on its website, Indiana Wesleyan University makes clear its relationships with the Higher Learning Commission, programmatic accrediting agencies, and state regulatory agencies.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards:

The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

In the catalog (p. 30), in its recruiting materials, and on its website, Indiana Wesleyan University makes clear its relationships with programmatic accrediting agencies and appropriate state regulatory agencies. Indiana Wesleyan University is not under sanction or show-cause, nor has it received an adverse action in the past five years from any federally recognized specialized or institutional accreditor.

8. Public Notification of an Evaluation Visit and Third Party Comment:

The institution has made an appropriate and timely effort to solicit third party comments.

The boilerplate Higher Learning Commission visit notification and public comment solicitation was published on or about January 19, 2010, in the newspapers of the following cities:

- Marion, IN
- Fort Wayne, IN
- Columbus, IN
- Indianapolis, IN
- Kokomo, IN
- Franklin, IN
- Merrillville, IN
- Munster, IN
- Shelbyville, IN
- Louisville, KY
- Lexington, KY
- Cincinnati, OH
- Cleveland, OH
- Dayton, OH

CONCLUSIONS

Notes



Over 15,000 students are enrolled in programs throughout Indiana, Kentucky, Ohio, and online, leading to certificate, undergraduate, graduate and post-graduate degrees.



Columbus, Indiana



Indianapolis (West)



Florence, Kentucky



Cincinnati, Ohio



Fort Wayne, Indiana



Kokomo, Indiana



Lexington, Kentucky



Cleveland, Ohio



Greenwood, Indiana



Merrillville, Indiana



Louisville, Kentucky



Cleveland East, Ohio



Indianapolis (North)



Shelbyville, Indiana



Marion, Indiana



Dayton, Ohio

**INDIANA
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