



3. CLOSING THE LOOP: The results are surprisingly positive, which means we do not need to amend the courses in which the oral exams have been implemented. In the Fall of 2011, SP 1, 3 and 4 will continue to give oral interviews at the end of each course.

electronically: one the first week of class (baseline) and one during finals week (to assess growth).

- d. Four changes/additions in assessment occurred during this review cycle:
  - i. A new version (v. 3) of the IDI came out over the summer of 2010, and therefore the fall group was given v. 3. Although the scales are

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upon which SP/FR 150 was modeled)

























# Appendix E

## Benchmarks (World Christians/ IDI)

Tentative benchmark established in 2009:

- |   |  |
|---|--|
| i | All students will experience growth in their <i>overall developmental</i> profile (DS) and at least 80% will move up at least 10-15 points on the overall scale. |
| i | Group average will increase by at least 10-15 points along same DS scale   |
| i |  |





- ◁ adapt to unfamiliar cultural contexts as well as undergo positive reentry and re-integration to the home environment

### Assessment

As we developed and implemented the WIM program, a central question we



on

above, both the WIM ( $M = 91.02$ ,  $SD = 13.96$ ) and non-WIM groups ( $M = 92.81$ ,  $SD = 10.89$ ) started with a developmental orientation of minimization.

(b) Gender:









		Mean							
	N	Pre- IDI	SD	Post- IDI	SD	Change in Score	t	Sig. (2- Tailed)	Effect Size



Table 3: Relationship of Group Membership and Gender on Pre and Post Test Developmental Orientation Scores: Two Factor ANOVA

Source	df	SS	MS	F
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Table 5:  
Distribution by Developmental Orientation at Pre and Post Test  
of Non-WIM and WIM Students

Pre Non-WIM  
(N=18)

%



