

**Table 16. General Core SLOs, Assessment Measures, Benchmarks, Individual Measure Results and Action Plan Considerations**

New General Core Student Learning Outcomes	Measures Aligned to SLOs	Benchmark for the SLO	Results	Action Plan
<p>SLO 1: Students will demonstrate Biblical literacy and theological understanding as they inform human life.</p>	<p><b>Measure:</b> Chapel Survey</p>	<p><b>Benchmark:</b> % of A and SA; what questions and benchmark</p> <p>Benchmark - % of agree and strongly agree to exceed 70% which demonstrates a strong level of understanding and demonstration of knowledge and skill. Also, overall expecting an accelerating trend annually</p>	<p><b>Results:</b> Areas met for 2011: 5, 6, 7, 8, 9, 11, 13, 14, and 15</p> <p>Students acknowledged growth in spiritual growth, faith understanding, personal mission and calling, and Wesleyan beliefs.</p> <p><b>Areas not met for 2011:</b> 10 and 12 (both a deescalating trend and lower 2011 score in reading scriptures and developing ministry skills)</p>	<p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li>1. Explore the two areas of scripture reading and ministry opportunities. First, compare to other types of surveys and also determine if there are particular issues in courses that may be impacting this area. For example, should a course offer a service opportunity of ministry??</li> <li>2. Should required biblical courses require more scripture reading to develop a daily or systematic habit???</li> <li>3. Move to Pre-Post Assessment of Chapel Survey</li> <li>4. TH 300 Realignment?</li> </ol>

New General Core Student Learning Outcomes	Measures Aligned to SLOs	Benchmark for the SLO	Results	Action Plan
<p>SLO 1: Students will demonstrate Biblical literacy and theological understanding as they inform human life.</p>	<p>Measure: <b>GEPA</b></p>	<p><b>Benchmark:</b> % pass rate of 55% as benchmark (this is a preliminary baseline benchmark); scales for each SLO will develop out of the continued administrations of the GEPA</p>	<p><b>Results:</b> GEPA – SLO 3 does not meet the baseline, all others do; overall reliability of GEPA is .71 which is excellent for initial test development; As benchmarks go, it is still difficult to determine level of success but our students learning does reflect the baseline benchmark; now the work will be to continue to improve overall student performance to the benchmark score that will be established for the test. For SLO 1, the baseline is met.</p>	<p><b>Action Plan: Prepare for fall administration of GEPA with all incoming Freshman. Beginning Fall 2011 all incoming Freshman will be administered the GEPA and will be tracked longitudinally by a student identifier to determine overall improvement by comparing the pre and post assessment of the GEPA. Continued development of scales for SLOs is currently in process. Create cycle for ongoing test bank. The GEPA will continually have new items introduced following psychometric rules. Will have established benchmarks (not just percentages) by Fall 2012 for each SLO category.</b></p>

New General Core Student Learning Outcomes	Measures Aligned to SLOs	Benchmark for the SLO	Results	Action Plan
<p>SLO 1: Students will demonstrate Biblical literacy and theological understanding as they inform human life.</p>	<p><b>Measure:</b> <a href="#">Furnishing the Soul Inventory (FSI)</a></p>	<p><b>Benchmark:</b> Performance is at or better than CCCU institutions</p>	<p><b>2009 Results:</b> FSI - = sub scale 1 distant God attachment; bible and theology courses; and exposure to cultural diversity were the only areas below the benchmark. Overall, our students meet the benchmark indicating our students develop an understanding of biblical and spiritual principles to use in life.</p> <p><b>2010 Results:</b> FSI - = sub scale 1 distant God attachment; bible and theology courses; working thru traumatic events; study abroad; two areas of cultural diversity for a total of 6 areas below benchmark; overall our students meet the benchmark indicating that our students develop an understanding of biblical and spiritual principles to use in life.</p> <p>Given that there is little change between these two administrations, patterns are forming for the purpose of action plans.</p>	<p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li><b>1. Emphasize more study abroad programs</b></li> <li><b>2. Review the general education curriculum to address issues of cultural diversity; determine a more intentional institutional emphasis in the teaching of the values of cultural diversity to develop further sensitivity to others;</b></li> <li><b>3. Link the area of cultural diversity more specifically with the cross-cultural required component</b></li> <li><b>4. Realign TH 300 (Required Theology course)</b></li> <li><b>5. Relate these efforts to QEP Emphasis for which the FSI is also used.</b></li> </ol>

New General Core Student Learning Outcomes	Measures Aligned to SLOs	Benchmark for the SLO	Results	Action Plan
SLO 1: Students will demonstrate Biblical literacy and theological understanding as they inform human life.	<b>Measure: SLO Categories of General Core GPA – SLO 1.</b>	<b>Benchmark:</b> 2.75 – equated with learning competency; arbitrary benchmarking for the baseline and later development of indexing for triangulation	<b>Results:</b> Fall 2010 SLO 1 GPA 3.09 and Spring 2011 SLO 1 GPA was 2.88. In this area the benchmark is met. Students are achieving at an appropriate level. Please note this is only used for triangulation and validation purposes only.	<b>Action Plan: This supports the SLO 1 results in the GEPA as overall Benchmark was met. More explanation will occur with TH 300 and exploration of realignment of biblical literacy and theology course outcomes to ensure the alignment with all measures for this SLO.</b>
	<b>Measure: EPP (formerly MAPP)</b>	<b>Benchmark:</b> Using % of students below Asbury students and compared with Comprehensive Schools Benchmarks are as follows: Critical thinking – 75% Reading – 75% Writing – 75% Humanities – 75%	<b>New General Core Student Learning Outcomes</b>	<b>Action Plan:</b> <ol style="list-style-type: none"><li>1. Explore the area of writing with some attention to reading.</li><li>2. Explore avenues to address within the curriculum (i.e., additional or redesigned courses or emphasis on Writing across the Curriculum)</li><li>3. After researching further the area of writing gaps, develop a curricular proposal for submission to the APCC.</li><li>4. Explore offering an assessment to determine writing gaps and gains.</li></ol>

New General Core Student Learning Outcomes	Measures Aligned to SLOs	Benchmark for the SLO	Results	Action Plan
<p>SLO 2: Students will use aesthetic, historic, linguistic, and philosophical forms and expressions to interpret the human condition.</p>	<p><b>Measure:</b> <b>GEPA</b></p>	<p><b>Benchmark:</b> % pass rate of 55% as benchmark (this is a preliminary baseline benchmark); scales for each SLO will develop out of the continued administrations of the GEPA</p>	<p><b>Results:</b> SLO 2 had a score of 59.9%, which means that the student learning expectation was <b>met</b> for this baseline assessment. <b>Note:</b> Overall reliability of GEPA is .71 which is excellent for initial test development; As benchmarks go, it is still difficult to determine level of success but our students learning does reflect the baseline benchmark; now the work will be to continue to improve overall student performance to the benchmark score that will be established for the test.</p>	<p><b>Action Plan:</b> Prepare for fall administration of <b>GEPA with all incoming Freshman. Beginning Fall 2011 all incoming Freshman will be administered the GEPA and will be tracked longitudinally by a student identifier to determine overall improvement by comparing the pre and post assessment of the GEPA. Continued development of scales for SLOs is currently in process. Create cycle for ongoing test bank. The GEPA will continually have new items introduced following psychometric rules. Will have established benchmarks (not just percentages) by Fall 2012 for each SLO category.</b></p>

<b>New General Core Student Learning Outcomes</b>	<b>Measures Aligned to SLOs</b>	<b>Benchmark for the SLO</b>	<b>Results</b>	<b>Action Plan</b>
SLO 2: Students will use aesthetic, historic, linguistic, and philosophical forms and expressions to interpret the human condition.	<b>Measure: EPP (formerly MAPP)</b>	<b>Benchmark:</b> Using % of students below Asbury students and compared with Comprehensive Schools Benchmarks are as follows: Critical thinking – 75% Reading – 75% Writing – 75% Humanities – 75%	<b>Results:</b> Current results of exiting seniors: Critical thinking – 76% Reading – 72% Writing – 67% Humanities – 75% Two areas indicate that our students meet or exceed the benchmark in the area of critical thinking and Humanities indicating they are in the upper 25% compared to comprehensive institutional norms. Reading and writing are more relative gaps with writing having the largest gap. Overall EPP scores still indicate our students exceed the performance 82% of students from other institutions.	<b>Action Plan:</b> <b>1. Explore the area of writing with some attention to reading.</b> <b>2. Explore avenues to address within the curriculum (i.e., additional or redesigned courses or emphasis on Writing across the Curriculum)</b> <b>3. After researching further the area of writing gaps, develop a curricular proposal for submission to the APCC.</b> <b>4. Explore offering an assessment to determine writing gaps and gains.</b>
	<b>Measure: SLO Categories of General Core GPA</b>	<b>Benchmark:</b> 2.75 – equated with learning competency; arbitrary benchmarking for the baseline and later development of indexing for triangulation	<b>Results:</b> Fall 2010 SLO 2 GPA 3.17 and Spring 2011 SLO 2 GPA was 3.01. In this area of SLO 2 the benchmark is met. Students are achieving at an appropriate level. Please note this is only used for triangulation and validation purposes only.	<b>Action Plan:</b> This supports the SLO 2 results in the GEPA as overall Benchmark was met and EPP Humanities. Exploration of realignment of humanities course outcomes in syllabi will occur to ensure the alignment with all measures for this SLO.

New General Core Student Learning Outcomes	Measures Aligned to SLOs	Benchmark for the SLO	Results	Action Plan
<p>SLO 2: Students will use aesthetic, historic, linguistic, and philosophical forms and expressions to interpret the human condition.</p>	<p><b>Measure: CLA (Collegiate Learning Assessment)</b></p>	<p><b>Benchmark:</b> First Administration  Note: Asbury's subscores are equal to or exceed other schools based on levels of 1-6.</p>	<p><b>Initial Results:</b>  Asbury's mean scores are equivalent to other schools in areas under the category of Make-An-Argument with Analytical Reasoning &amp; Evaluation with means of 3.6 for Asbury &amp; ALL and Writing Effectiveness and means of 3.7 for Asbury &amp; ALL. Asbury exceeded mean scores of ALL institutions in these categories:  <b>Performance Tasks:</b>  Analytical – A=3.5; All = 3.4  W. Effect. – A=3.8; All = 3.5  W. Mech. – A=3.8; All = 3.5  Prob. Sol. – A=3.5; All = 3.4  <b>Make-An-Argument</b>  W. Mech. – A=4.0; All = 3.8  <b>Critique-An-Argument</b>  Analytical – A=3.4; All = 3.3  W. Effect. – A=3.7; All = 3.4  W. Mech. – A=4.1; All = 3.9</p>	<p><b>Action Plan:</b>  <b>Note: This was a first administration to determine if this assessment provided additional data as another external direct measure along side of the EPP. General Education Committee will make decision as to continue with cross-sectional assessment for comparison between freshman and senior performance. This was a baseline type of assessment to compare to EPP results.</b></p>

New General Core Student Learning Outcomes	Measures Aligned to SLOs	Benchmark for the SLO	Results	Action Plan
<p>SLO 3: Students will demonstrate how key concepts from the social and behavioral sciences help to identify and address real-world problems of human persons, communities, and nations, including the origin of such problems.</p>	<p><b>Measure:</b> <b>GEPA</b></p>	<p><b>Benchmark:</b> % pass rate of 55% as benchmark (this is a preliminary baseline benchmark); scales for each SLO will develop out of the continued administrations of the GEPA</p>	<p><b>Results:</b> SLO 3 had a score of 52.3%, which means that the student learning expectation was <b>not met</b> for this baseline assessment. <b>Note:</b> Overall reliability of GEPA is .71 which is excellent for initial test development; As benchmarks go, it is still difficult to determine level of success but our students learning does reflect that SLO 3 is an area that is not as strong as other areas. Work will continue to improve overall student performance to the benchmark score that will be established for the test.</p>	<p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li><b>1. Explore the reasons that may have contributed to the lower baseline score (i.e., what courses represented in alignment, types of questions asked, etc.)</b></li> <li><b>2. Explore if other evidence that the social sciences confirms this lower score to determine if this is a curriculum weakness. Note that on the EPP social science is also a relatively lower score compared to Asbury's overall performance. This may be due in part that there are fewer courses in this portion of the general core and will need to have a curriculum analysis to occur.</b></li> </ol>



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<p>SLO 3: Students will demonstrate how key concepts from the social and behavioral sciences help to identify and address real-world problems of human persons, communities, and nations, including the origin of such problems.</p>	<p><b>Measure: EPP (formerly MAPP)</b></p>	<p><b>Benchmark:</b> Using % of students below Asbury students and compared with Comprehensive Schools            Benchmarks are as follows:            Critical thinking – 75%            Reading – 75%            Writing – 75%            Social Sciences – 70%</p>	<p><b>Results:</b> Current results of exiting seniors:            Critical thinking – 76%            Reading – 72%            Writing – 67%            Social Sciences – 69%            One area indicates that our students meet the benchmark in the area of critical thinking indicating they are in the upper 25% compared to national norms. Reading, writing, and the Social Sciences fall below the benchmark set by Asbury, but overall EPP scores still indicate our students exceed the performance 82% of students from other institutions.</p>	<p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li><b>1. Explore the area of writing with some attention to reading.</b></li> <li><b>2. Explore avenues to address within the curriculum (i.e., additional or redesigned courses or emphasis on Writing across the Curriculum) including the social sciences.</b></li> <li><b>3. Explore the area of the social sciences. Compared to the GEPP, both of these assessments suggest a gap. Create a curriculum review and analysis with a year-end proposal related to the area of social science. There are few social science courses in the overall curriculum and this will need to be evaluated.</b></li> </ol>

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<p>SLO 3: Students will demonstrate how key concepts from the social and behavioral sciences help to identify and address real-world problems of human persons, communities, and nations, including the origin of such problems.</p>	<p><b>Measure:</b> <a href="#">College Senior Survey (CSS)</a></p>	<p><b>Benchmark:</b> Strive for target level of 75% of students will indicate “very satisfied” or “satisfied” with their college in each of these areas:  “Opportunities for Community Service”  “Leadership Opportunities”  “Performed volunteer work”  AND strive for Target level of 50% of students participating in leadership training and 50% of greater leadership abilities since freshman.  This is another area for SLO 3. Use only questions related to community service and leadership development.</p>	<p><b>Results:</b>  <b>2010 results:</b> Target of 75% was met in the following areas: 84.6% Opportunities for volunteer work; Asbury met the target of 50% of Leadership Abilities (50.5%) though a slight decline from two years ago; Asbury did not meet the target in the area that their leadership ability was stronger than their peers with 68.5% compared to target of 75%; and Asbury did not meet the 50% benchmark for leadership training since entering college (45.4%). Overall the results are still strong but a slight decline has occurred within the last two years in two areas (leadership training and peer comparison of leadership ability) and two areas improved (volunteer work and leadership abilities).  <b>2008 results:</b> Target of 75% was met in the following areas:  83.3% Opportunities for Community Service;  83.2% Leadership Opportunities; 79.9%</p>	<p><b>Action Plan:</b> In this area we have improved consistently with each administration. This provides a good model where curricular and co-curricular collaborative efforts produced learning gains in students. As an action plan, it may be wise to formalize this process in courses. Creating or targeting courses to support the applied portion of SLO 3 may heighten the students’ experience and learning particularly in the social science area.</p>

			<p>Opportunities for volunteer work.</p> <p>Asbury met the target of 50% in participation of Leadership Training (57.4%). Asbury did not meet the target (50%) that students felt they had much stronger skills than when they entered as freshmen with 34.8%. Overall, Asbury met the target level in each area of community service and leadership development. Related to the applied portion of the social sciences our students met the intended outcome.</p>	
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<p>SLO 3: Students will demonstrate how key concepts from the social and behavioral sciences help to identify and address real-world problems of human persons, communities, and nations, including the origin of such problems.</p>	<p><b>Measure: Furnishing the Soul Inventory (FSI)</b></p> <p><b>Areas on FSI:</b>  Ministry Opportunities  Student Leadership Opp.  Service Learning Projects  Short Term Missions Project</p>	<p><b>Benchmark:</b> Performance is at or better than CCCU institutions in these areas:  Ministry Opportunities  Student Leadership Opp.  Service Learning Projects  Short Term Missions Project</p>	<p><b>Results:</b> In each of these areas for both 2009 and 2010 administrations, student performance exceeded the benchmark. All areas exceeded comparison schools. This data supports the CSS data in areas of leadership.</p>	<p><b>Action Plan: Join with action plan above for the following: Creating or targeting courses to support the applied portion of SLO 3 may heighten the students' experience and learning. "intentionalizing" the co-curriculum should be evaluated.</b></p>
	<p><b>Measure: SLO Categories of General Core GPA</b></p>	<p><b>Benchmark:</b> 2.75 – equated with learning competency; arbitrary benchmarking for the baseline and later development of indexing for triangulation</p>	<p><b>Results:</b> Fall 2010 SLO 3 GPA 3.23 and Spring 2011 SLO 3 GPA was 2.89. In this area of SLO 3 the benchmark is met. Students are achieving at an appropriate level. Please note this is only used for triangulation and validation purposes only.</p>	<p><b>Action Plan: The GPA overall may align with other GPA areas but more exploration of social science portion of the General Education Core is necessary. A curriculum analysis and alignment to syllabi learner outcomes will need to occur by the General Education Committee.</b></p>
	<p><b>Measure: Cross-Cultural Participation</b></p>	<p><b>Benchmark:</b> Because this is a relatively new General Education requirement, the benchmark was originally set at 90% senior participation in a Cross-Cultural Experience prior to graduation.</p>	<p><b>Initial Results:</b> For the past three years the benchmark has been met. All graduating seniors do complete a cross-cultural experience.</p>	<p><b>Action Plan:</b> To further gain insight into the student learning competencies, it is recommended that the students complete a reflection scored with a rubric. Further development of this will be needed.</p>

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<p>SLO 3: Students will demonstrate how key concepts from the social and behavioral sciences help to identify and address real-world problems of human persons, communities, and nations, including the origin of such problems.</p>	<p><b>Measure: Focus Group Results</b></p>	<p><b>Benchmark:</b> There is no benchmark set for focus group results as they are used as contextual data only.</p>	<p><b>Initial Results:</b> Using Questions 1, 4, and 5 provide varied remarks across different populations of students. One conclusion is that students express a need for the general education core to be challenging. Some felt it already was and some felt it was too easy. Given a summary of both, the students want it to the General Education Program to be rigorous and that is a good emphasis for the conceptual framework and the new SLOs.</p>	<p><b>Action Plan:</b> An action plan is not determined directly from these results but these are used to understand other types of results.</p>
	<p><b>Measure: Leadership Participation Data Table</b></p>	<p><b>Benchmark:</b> 50% engaged in Leadership Training; (Note we have a required course in leadership and this is a co-curricular requirement.)</p>	<p><b>Initial Results:</b> More workshops were offered in 2009 -2010 which increased participation. For 2010 44% of our students participated in Leadership Training for 2009-2010. This is below the benchmark but it may be due to the implementation of the required course in the general education core. This data is “soft” data to support the co-curricular areas also addressed by this SLO.</p>	<p><b>Action Plan:</b> Continue to review the results and review the impact of leadership training. Efforts will be made to further develop assessments to determine the impact and find more effective evaluations to measure this co-curricular component for the General Education Program.</p>

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<p>SLO 4: The student will demonstrate critical thinking and problem solving through the interpretation and analysis of data.</p>	<p><b>Measure:</b> GEPA</p>	<p><b>Benchmark:</b> % pass rate of 55% as benchmark (this is a preliminary baseline benchmark); scales for each SLO will develop out of the continued administrations of the GEPA</p>	<p><b>Results:</b> SLO 4 had a score of 54.5%, which means that the student learning expectation was <b>met</b> for this baseline assessment. <b>Note:</b> Overall reliability of GEPA is .71 which is excellent for initial test development; As benchmarks go, it is still difficult to determine level of success but our students learning does reflect that SLO 4 is an area that meets the initial baseline benchmark. Work will continue to improve overall student performance to the benchmark score that will be established for the test.</p>	<p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li><b>1. Explore the reasons that may have contributed to this baseline score (i.e., what courses represented in alignment, types of questions asked, etc.</b></li> <li><b>2. Explore PD workshop for all faculty on critical thinking.</b></li> <li><b>3. Incorporate areas of 21<sup>st</sup> century thinking skills as part of this SLO.</b></li> <li><b>4. Conduct a curriculum analysis to determine the adequacy of this portion of the general core and syllabi learner outcome alignment.</b></li> </ol>

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SLO 4: The student will demonstrate critical thinking and problem solving through the interpretation and analysis of data.	<b>Measure:</b> EPP (formerly MAPP)	<b>Benchmark:</b> Using % of students below Asbury students and compared with Comprehensive Schools Benchmarks are as follows: Critical thinking – 75% Reading – 75% Writing – 75% Math – 70% Natural Sciences – 70%	<b>Results:</b> Current results of exiting seniors: Critical thinking – 76% Reading – 72% Writing – 67% Math – 78% Natural Sciences – 68% Two areas indicate that our students meet the benchmark in the area of critical thinking and Math, indicating they are in the upper 25% compared to national norms. Reading, Writing, and Natural Sciences fall below the benchmark set by Asbury, but overall EPP scores still indicate our students exceed the performance 82% of students from other institutions.	<b>Action Plan:</b> <b>1. Explore the area of writing with some attention to reading.</b> <b>2. Explore avenues to address within the curriculum (i.e., additional or redesigned courses or emphasis on Writing across the Curriculum) including the social sciences.</b> <b>3. Explore the area of the Natural Sciences. Create a curriculum review with a year-end proposal related to the area of natural science.</b> <b>4. PD for faculty on critical thinking.</b>



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SLO 4: The student will demonstrate critical thinking and problem solving through the interpretation and analysis of data.	<b>Measure: SLO Categories of General Core GPA</b>	<b>Benchmark:</b> 2.75 – equated with learning competency; arbitrary benchmarking for the baseline and later development of indexing for triangulation	<b>Results:</b> Fall 2010 SLO 4 GPA 2.99 and Spring 2011 SLO 4 GPA was 2.40. In this area of SLO 4 the results are not indicative of the benchmark is met. This is the lowest GPA are of all SLOs. Obviously, students may struggle in this area and this also aligns with the decreased performance on the EPP. Please note this is only used for triangulation and validation purposes only.	<b>Action Plan:</b> <b>1. The GPA may indicate a need for curriculum analysis, a study of the university’s grading scale, and alignment to syllabi outcomes in the SLO 4 area.</b> <b>2. PD in critical thinking for faculty should be explored.</b> <b>3. This also aligns with the EPP scores of lower functioning. The General Education Committee will need to review as this does not necessarily correlate with CLA findings.</b>

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<p>SLO 4: The student will demonstrate critical thinking and problem solving through the interpretation and analysis of data.</p>	<p><b>Measure: <a href="#">CLA</a> (Collegiate Learning Assessment)</b></p>	<p><b>Benchmark:</b> First Administration  Note: Asbury's subscores are equal to or exceed other schools based on levels of 1-6.</p>	<p><b>Initial Results:</b>  Asbury's mean scores are equivalent to other schools in areas under the category of Performance Task, Make-An-Argument with Analytical Reasoning &amp; Evaluation with means of 3.6 for Asbury &amp; ALL and Writing Effectiveness and means of 3.7 for Asbury &amp; ALL. Asbury exceeded mean scores of ALL institutions in these categories:  <b>Performance Tasks:</b>  Analytical – A=3.5; All = 3.4  W. Effect. – A=3.8; All = 3.5  W. Mech. – A=3.8; All = 3.5  Prob. Sol. – A=3.5; All = 3.4  <b>Make-An-Argument</b>  W. Mech. – A=4.0; All = 3.8  <b>Critique-An-Argument</b>  Analytical – A=3.4; All = 3.3  W. Effect. – A=3.7; All = 3.4  W. Mech. – A=4.1; All = 3.9</p>	<p><b>Action Plan:</b>  <b>Note: This was a first administration to determine if this assessment provided additional data as another external direct measure along side of the EPP. General Education Committee will make decision as to continue with cross-sectional assessment for comparison between freshman and senior performance. This was a baseline type of assessment to compare to EPP results.</b></p>

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<p>SLO 5: Students will use the scientific method to engage in an exploration of the natural world, including a close examination of practices that promote environmental stewardship and personal well-being.</p>	<p><b>Measure:</b> <b>GEPA</b></p>	<p><b>Benchmark:</b> % pass rate of 55% as benchmark (this is a preliminary baseline benchmark); scales for each SLO will develop out of the continued administrations of the GEPA</p>	<p><b>Results:</b> SLO 5 had a score of 57.7%, which means that the student learning expectation was <b>met</b> for this baseline assessment. <b>Note:</b> Overall reliability of GEPA is .71 which is excellent for initial test development; As benchmarks go, it is still difficult to determine level of success but our students learning does reflect that SLO 5 is an area that meets the initial baseline benchmark. Work will continue to improve overall student performance to the benchmark score that will be established for the test.</p>	<p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li><b>1. Explore the reasons that may have contributed to this baseline score (i.e., what courses represented in alignment, types of questions asked, etc.</b></li> <li><b>2. Incorporate areas of 21<sup>st</sup> century thinking skills as part of this SLO.</b></li> <li><b>3. Conduct a curriculum analysis to determine the adequacy of this portion of the general core and syllabi learner outcome alignment.</b></li> </ol>

New General Core Student Learning Outcomes	Measures Aligned to SLOs	Benchmark for the SLO	Results	Action Plan
<p>SLO 5: Students will use the scientific method to engage in an exploration of the natural world, including a close examination of practices that promote environmental stewardship and personal well-being.</p>	<p><b>Measure: EPP (formerly MAPP)</b></p>	<p><b>Benchmark:</b> Using % of students below Asbury students and compared with Comprehensive Schools            Benchmarks are as follows:            Critical thinking – 75%            Reading – 75%            Writing – 75%            Math – 70%            Natural Sciences – 70%</p>	<p><b>Results:</b> Current results of exiting seniors:            Critical thinking – 76%            Reading – 72%            Writing – 67%            Math – 78%            Natural Sciences – 68%            Two areas indicate that our students meet the benchmark in the area of critical thinking and Math, indicating they are in the upper 25% compared to national norms. Reading, Writing, and Natural Sciences fall below the benchmark set by Asbury, but overall EPP scores still indicate our students exceed the performance 82% of students from other institutions.</p>	<p><b>Action Plan:</b></p> <ol style="list-style-type: none"> <li><b>1. Explore the area of writing with some attention to reading.</b></li> <li><b>2. Explore avenues to address within the curriculum (i.e., additional or redesigned courses or emphasis on Writing across the Curriculum) including the natural sciences.</b></li> <li><b>3. Explore the area of the Natural Sciences. Create a curriculum review with a year-end proposal related to the area of natural science.</b></li> </ol>

New General Core Student Learning Outcomes	Measures Aligned to SLOs	Benchmark for the SLO	Results	Action Plan
SLO 5: Students will use the scientific method to engage in an exploration of the natural world, including a close examination of practices that promote environmental stewardship and personal well-being.	<b>Measure: SLO Categories of General Core GPA</b>	<b>Benchmark:</b> 2.75 – equated with learning competency; arbitrary benchmarking for the baseline and later development of indexing for triangulation	<b>Results:</b> Fall 2010 SLO 5 GPA 3.06 and Spring 2011 SLO 5 GPA was 2.94. In this area of SLO 5 the results are indicative of the benchmark is met. Please note this is only used for triangulation and validation purposes only.	<b>Action Plan:</b> <b>1. The GPA may indicate a need for curriculum analysis and alignment to syllabi outcomes in the SLO 5 area.</b> <b>2. Areas of the QEP should be explored as links to this; particularly in the stewardship area.</b> <b>3. This also aligns with the EPP scores of lower functioning in Natural Sciences. The General Education Committee will need to review this area.</b>
	<b>Measure: CLA (Collegiate Learning Assessment)</b>	<b>Benchmark:</b> First Administration Note: Asbury's subscores are equal to or exceed other schools based on levels of 1-6.	<b>Initial Results:</b> Asbury's mean scores are equivalent to other schools in areas under the category of Performance Task, Make-An-Argument with Analytical Reasoning & Evaluation with means of 3.6 for Asbury & ALL and Writing Effectiveness and means of 3.7 for Asbury & ALL. Asbury exceeded mean scores of ALL institutions in these categories: <b>Performance Tasks:</b> Analytical – A=3.5; All = 3.4	<b>Action Plan:</b> <b>Note: This was a first administration to determine if this assessment provided additional data as another external direct measure along side of the EPP. General Education Committee will make decision as to continue with cross-sectional assessment for comparison between freshman and senior performance. This was a baseline type of</b>

			W. Effect. – A=3.8; All = 3.5 W. Mech. – A=3.8; All = 3.5 Prob. Sol. – A=3.5; All = 3.4 <b>Make-An-Argument</b> W. Mech. – A=4.0; All = 3.8 <b>Critique-An-Argument</b> Analytical – A=3.4; All = 3.3 W. Effect. – A=3.7; All = 3.4 W. Mech. – A=4.1; All = 3.9	<b>assessment to compare to EPP results.</b>
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