

Annual Report of Institutional Progress for Asbury University



Produced by the
Office of Institutional Effectiveness

Fall 2016



**ANNUAL REPORT OF INSTITUTIONAL PROGRESS
FOR ASBURY UNIVERSITY
Fall 2016**

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I. INTRODUCTION

A. THE 2012-2017 STRATEGIC PLAN: INITIATIVES

The following initiatives were approved for the Strategic Plan of 2012-2017 within the context of the President's Vision of *A Ready People for the Waiting World*.

1. Academic Excellence: Asbury University's primary role is to engage students in dynamic higher education experiences in an array of academic and professional fields, at both the undergraduate and graduate levels, within the context of the liberal arts. The University maintains a community of full time and affiliate faculty who are recognized as effective scholar-teachers, professionally competent and spiritually grounded, who can guide and direct the learning endeavors of students so they can engage the culture for Christ.

2015-2016 Highlights:

- In spring 2016, the Southern Association of Colleges and Schools (SACSCOC), after a positive site visit to campus, approved the addition of the Masters of Business program. With over 30 enrolled students, Asbury's MBA program is a key point of celebration.
 - Faculty mentorship of student research and innovation remains a growing mainstay of campus life
 - The inaugural Search Symposium celebrated campus accomplishments in undergraduate research. Over 200 students attended the keynote address by Dr. Ronan Power of Alltech Life Sciences, who encouraged the centrality of interdisciplinary understanding. Research posters and scholarly papers produced by undergraduates were celebrated.
 - Nine students presented original research at the Kentucky Academy of Science with two earning third place and three earning first place honors.
 - Three teams of students from the Howard Dayton School of Business won awards at the IDEA State U competition for innovation and entrepreneurship.
 - Three teams of students competed in the annual Consortium for Mathematics and its Applications. One team was scored in the Meritorious category and another received Honorable Mention.
 - Unique learning opportunities:
 - Opera Workshop, a semester-long class offered by the Music Department, culminating in live performances.
 - Contemporary Art Seminar, including a trip to New York City's Museum of Modern Art, the Metropolitan Museum of Art, and the Guggenheim Museum.
 - Human Dignity Studies course takes students to Holocaust sites in Germany and Poland in an exploration of what it means to be made in the image of God.
 - Engaging Culture Weekend featured art exhibits, workshops, film screenings, concerts, Chapel, and culminated with the Highbridge Film Festival.
2. Spiritual Vitality: Asbury University pursues its educational mission within the Wesleyan holiness tradition through the Cornerstone Project (Quality Enhancement Plan). As such, the institution promotes a Biblical understanding of spiritual formation resulting in service to the world, and the communication of holiness in new and creative language and modes for the 21st century context.

2015-2016 Highlights:

- The Office of Spiritual Life continues to make RightNow Media available to all students. Providing instant access to thousands of video Bible Studies, Sermons, and Teachings, this resource is a tremendous resource to all students including those non-traditional students who may not readily benefit from the prevalent on campus programming.
- Asbury's long tradition of focused emphasis weeks continued with great success. Fall Revival was led by Mark Van Valin, Great Commission Congress was shared between Shawn

Casselberry, Doug Carter, and Jo Anna Lyon, and Holiness Emphasis Week featured David Ward.

- Sexual Wholeness Week was hosted in November. Featuring Chapel addresses, talk back sessions, and evening panels of faculty and staff, the week provided resources and wisdom for students.

3. Transformational Leadership: Asbury University seeks to equip and inspire individuals as servant leaders who transform groups and organizations to influence the culture for Christ.

2015-2016 Highlights:

- The inaugural Youth Becoming Leaders Camp saw high schoolers spend two weeks on campus to advance their understanding and practice of servant leadership for the church and society.
- For the first time, the AU Women's Basketball Team advanced to round 16 in the NAIA National Tournament.
- 74.2% of graduating undergraduates reported performing community service as part of a class during their time at Asbury.
- Students traveled, among other locations, to Camden, NJ, Chicago, Costa Rica, Florida, and Texas during Spring Break Service and Mission trips.
- Engagement in internship participation continues to rise with 73% of graduating seniors from the traditional undergraduate program.
- Co-curricular programming around a singular leadership development was available to all students. Among exiting traditional undergraduates, 94.4% reported feeling they are "stronger" or "much stronger."

4. Expanding Missional Influence: Asbury University will expand its influence by providing culturally rich learning opportunities to impact the waiting world. As the university's outreach expands, all activities, programs and initiatives are strategically aligned to our purpose and calling, and intentionally designed and implemented to increase the impact of our voice and values within the larger culture.

2015-2016 Highlights:

- Impact U Summer Camps drew record attendance: over 220 participants enjoyed the residential, immersive experience to opportunities in Film, Music, Equine, Environmental Science & Biotechnology, Adventure, Theatre & Film Acting, and more.
- The "Confucius Classroom," a five-year initiative, will advance the community's understanding of Chinese language and culture through a variety of offerings and opportunities.
- Asbury students traveled to 40 distinct countries; a total of 318 students traveled abroad and 41 students studied abroad.
- In fall 2014, Dr. Linda Stratford launched the Paris Semester study-abroad. Students from Asbury and other CCCU institutions completed numerous courses and internships at this location in the heart of Europe.
- Dr. Sandra Gray spoke at the 21st Annual Unity Breakfast in Lexington, KY in honor of Dr. Martin Luther King, Jr.
- The School of Communication Arts again hosted the Highbridge Film Festival in April. Nearly 20 students produced the highly successful 2015 Festival, which drew an audience of almost 1300 to Hughes Auditorium. A Red Carpet Reception was held in the Miller Center.
- The Adult Professional Studies program established transfer partnerships with Somerset Community College, Gateway Community and Technical College, the College of Technical Education, and the Emergency Medical Training Professional of Kentucky.

5. Institutional Capacity: Asbury University will develop and maintain the fiscal resources and institutional infrastructure — human and technological resources, support services, physical facilities, and operating systems — necessary to effectively and efficiently accomplish its mission.

2015-2016 Highlights:

- The Ignited Campaign was publically launched during Reunion 2016. With a fundraising goal of \$62 million for facilities, student scholarships, faculty support, and academic program investments, the Campaign remains a point of great enthusiasm with over \$40 million now raised.
- Construction of the Windsor Manor Guest House is underway. The beautiful facility will expand Asbury's capacity to extended Christ-centered community and Biblical hospitality.
- Significant improvements were brought to the Asbury Equine Center including new construction of boarding and hay barns, water delivery, and a synthetic surface in the indoor riding arena.
- Improvements to facilities across campus included the climbing gym, significant renovation to Johnson East, the refurbishment of the women's gym in Glide-Crawford, and new weight equipment in the Luce Center. Information Technology Services continues to upgrade WiFi access across campus to ensure state of the art connectivity.

B. INSTITUTIONAL ASSESSMENT

The Office of Institutional Effectiveness (IE) ensures campus-wide continuous improvement by utilizing a balanced performance assessment system, reviewing and analyzing departmental Annual Reports, warehousing institutional assessments, and conducting accreditation processes. Three types of software packages are utilized within IE:

- WEAVEOnline – Annual Department Reports and Data
- Compliance Assist – Accreditation Processes and Faculty Information
- Qualtrics – Institutional Survey and Analysis Package

Table 1. Asbury University's Balanced Assessment System

Types of Measures and Student Response	External <i>Provides comparison with national populations</i>	Internal <i>Institutionally designed and meaningful to that context</i>
Direct <i>Objective measures of students' learning based upon standardization or evaluation criteria</i>	EPP ACAT MFT PRAXIS	GEPA Department GPA Data Annual Report Evaluations
Indirect <i>Measures student learning by looking at indicators of learning other than student work output</i>	CIRP ASPS CSS IPS SSI STI	MyVoice Alumni Surveys CAS Focus Groups
Legend of Assessments 1. ACAT - Academic Content Achievement Test, PACAT (used by academic departments) 2. Alumni Surveys – Asbury IESP, Alumni Office, Career & Calling, and Department measures 3. ASPS - Adult Satisfaction Priorities Survey, Noel-Levitz 4. CAS – Cornerstone Assessment Survey (Cornerstone Project on Spiritual Vitality) 5. CIRP - Cooperative Institutional Research Project, Higher Educational Research Institute (HERI), UCLA 6. CSS – College Senior Survey, Higher Educational Research Institute (HERI), UCLA 7. Department Annual Report Evaluations 8. EPP - ETS Proficiency Profile, Educational Testing Service- General Education Core 9. Focus Groups – Asbury IESP, Department Assessment and Assessment Day (student groups) 10. GEPA - General Education Proficiency Assessment, institutional-designed questions for AU's General Core 11. GPA Data 12. IPS - Institutional Priorities Survey, Noel-Levitz 13. MFT - Major Field Exams, Educational Testing Service (ETS) (used by academic departments) 14. MyVoice - Individual Asbury support services departments assessments 15. PRAXIS – Licensure exams required for School of Education 16. SSI - Student Satisfaction Inventory, Noel-Levitz 17. STI - Spiritual Transformation Inventory, Alidade (Cornerstone Project on Spiritual Vitality)		

Assessment instrumentation consists of both direct and indirect measures that are internal (institutionally contextualized) and external (comparisons with other institutions). Specific institutional objectives are

addressed by academic programs and support service departments. Within academic programs, the objectives of knowledge and skill acquisition, in addition to the dispositional category of attitudes, values and beliefs are addressed in assessment measures. For institutional support departments, objectives focus on customer service and effectiveness measures with additional community impact and student learning processes.

Comprised of 17 different measures the assessment processes address student learning outcomes within the academic and spiritual life programs, present information on the adequacy and relevancy of the traditional and nontraditional student experience, and include a summary of the internal consistency ratings of both academic and support departments' design and implementation of evaluation processes. Table 1 depicts the overall "balanced assessment system" for Asbury University.

The Executive Summary presents institutional data highlights while the remainder of this document provides institutional specifics: demographics, academic program outcomes, spiritual vitality outcomes, quality of student experience and overall effectiveness of the yearly department assessment process.

C. EXECUTIVE SUMMARY

Asbury University is committed to the long-term process of continuous improvement and to using data to drive budget and policy decision-making. The mission of the Office of Institutional Effectiveness (IE) is to gather and interpret timely and relevant information to advance the mission of the university through the continuous improvement of quality institutional practices and student success across all programs.

This Executive Summary is organized into three parts:

Academics – reports outcomes from the GEPA and EPP.

Spiritual Vitality – reports outcomes from the STI, CAS, and SMI Project.

Student Experience – reports outcomes from the SSI and MyVoice.

Part 1: Academics

General Education: The "Foundations Courses," the new core liberal arts curriculum, is integrated around five student learning outcomes: 1) Integrating Christian Faith and Culture, 2) Discovering Human Thought and Creative Expression, 3) Engaging Society and Global Responsibility, 4) Achieving Quantitative and Critical Literacy, and 5) Searching the Natural World and the Environment.

The new Core has resulted in a balanced assessment system that incorporates both external and internal direct assessments, namely, the General Education Proficiency Assessment (GEPA, developed in-house), and the ETS Proficiency Profile (EPP). Students will be individually tracked longitudinally using the GEPA and EPP from the time they enter as freshmen until they graduate as seniors.

Summary of General Education Outcomes: In general, the external EPP continues to indicate that when compared with national norms, *Asbury University students outperform the majority of their peers in critical thinking, reading, writing, math, humanities, social sciences, and natural sciences*. The EPP cross-sectional data denote comparisons between freshman and senior general education knowledge. This assessment information represents baseline data for ongoing future assessment.

Our internally developed instrument, the GEPA, indicates that all student learning outcomes (SLO's) evidenced value added, although SLO4 showed the least amount. Not surprisingly, the *amounts of value added correlate with the percentage of credit hours allotted to each category in the Foundational Courses*.

Major Disciplines: In summary, in 2015-16, seniors in English, Math, Sociology, and Psychology scored higher than national averages; Biology and Chemistry scored about the same as the national norm; Business and Art were below. It should be noted that the standardized exam for Art tests students over

content not covered in Asbury's Art curriculum. Education students scored slightly below the Kentucky pass rate for 2014-15, which is the most current data available.

Part 2: Spiritual Vitality

One must keep in mind that attempting to “measure” spirituality is like trying to nail wind to the wall. Attempting to validly assess the movement of the Holy Spirit in a person's life is an exceedingly challenging endeavor.

However, while readily admitting to vast limitations in this area, we are not “off the hook.” First, Scripture describes the characteristics a spiritually mature person in Christ should manifest. And second, we are called as stewards of the disciplines we have been trained and educated in to use the best tools available and to interpret them the best we know how. To those ends, the Office of Institutional Effectiveness at Asbury University incorporates two measures of spiritual vitality: the externally normed Spiritual Transformation Inventory (STI) and the internally developed Cornerstone Assessment Survey (CAS).

Spiritual Transformation Inventory (STI) Outcomes: The external STI measure indicates that when compared with CCCU norms, 2015 freshmen closely resembled their CCCU peers: no weaknesses or strengths emerged. In contrast, various areas of weakness emerged among 2016 Seniors: Connecting to God, Connecting to God's Kingdom, Bible/Theology Courses, Spiritual Direction/Mentoring, Learning How to Pray, and Working Through Spiritual Stagnation.

Cornerstone Assessment Survey (CAS) Outcomes: The principle of Mission, as defined by the Cornerstone Project, continues to resonate with the student body. For example, 97.8% of respondents agreed with the item, “I believe it's important to advance God's purposes in the world.” Further, the data indicates Asbury remains fertile soil for students' faith development with 93.0% of respondents agreeing with the item, “My faith has been challenged and deepened.” As noted in Table 20, composite scores related to the Cornerstone of Holiness achieved its highest marks to date.

Part 3: Student Experiences

Retention and Graduation: The graduation percentage within 150% of time (i.e., 6 years for Bachelor's degrees) remained strong albeit slightly down for the 2009 traditional undergraduate cohort. The five year graduation rate of the 2011 cohort, 67.9%, is significantly higher than the previous two years. Our current cohort retention rate from Freshman to Sophomore year remains very high, at 81.6% for 2015. Efforts persist in retaining and graduating each and every student even as we celebrate another year of strong performance. Completion rates of students continues to emerge as a national metric of institutional success, Asbury's strong performance is a testament to student, staff, and faculty commitment and enthusiasm about the mission.

General Student Satisfaction: Information from the internally created MyVoice Survey also shows that students continue to largely feel a strong sense of community, excellent service, and an overall positive experience. The national Noel-Levitz Student Satisfaction Inventory confirmed this reality.

II. STUDENT DEMOGRAPHICS

A. University Enrollment Snapshots

Asbury's third highest enrollment ever was recognized in Fall 2016, with almost 300 more Asburians experiencing academic excellence and spiritual vitality than this time eight years ago. Growth continues to be recognized in the Adult Professional Studies program. The students entrusted to Asbury University bring tremendous enthusiasm across all programs and delivery platforms.

Table 2. University Enrollment by Program Type

	2008	2009	2010	2011	2012	2013	2014	2015	2016
ALL STUDENTS	1536	1608	1626	1638	1765	1780	1855	1901	1838
Traditional Undergraduate	1299	1313	1296	1250	1326	1329	1358	1352	1308
Adult Professional Studies	132	157	187	202	203	201	264	303	316
Graduate	105	138	143	186	236	250	233	239	214

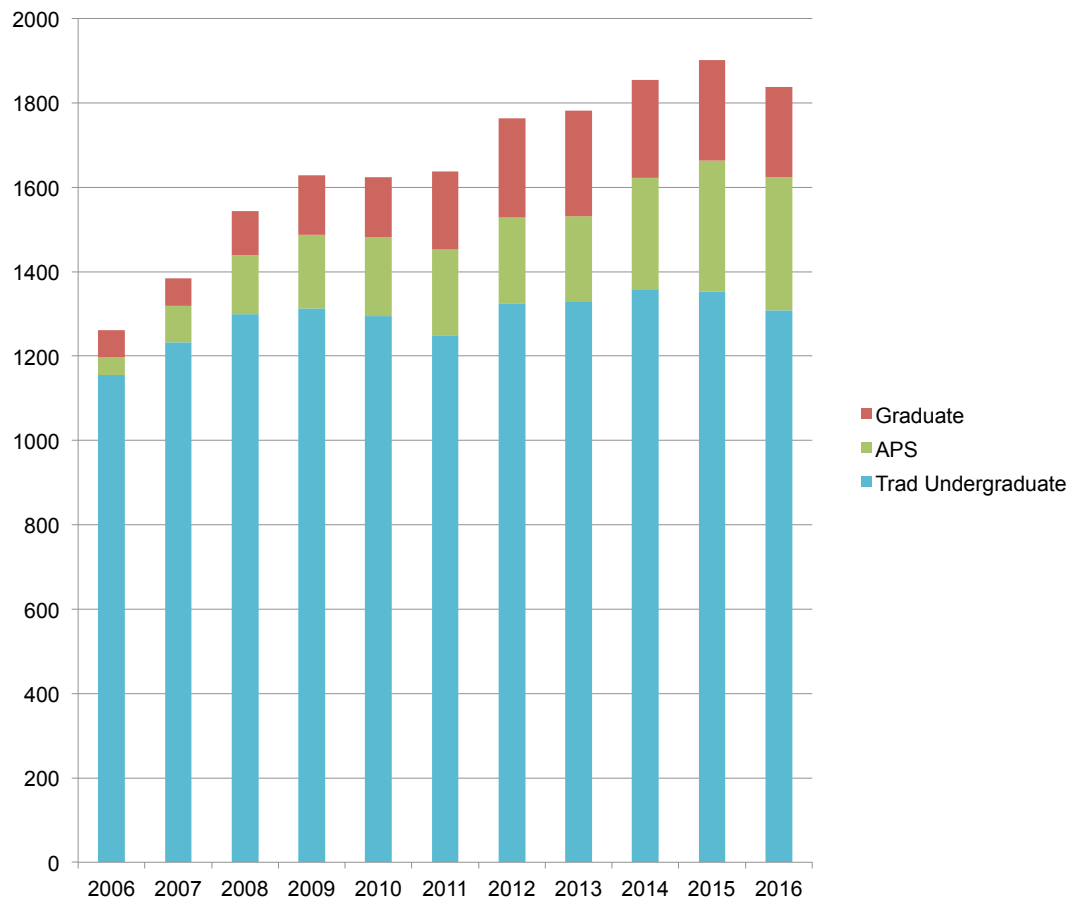
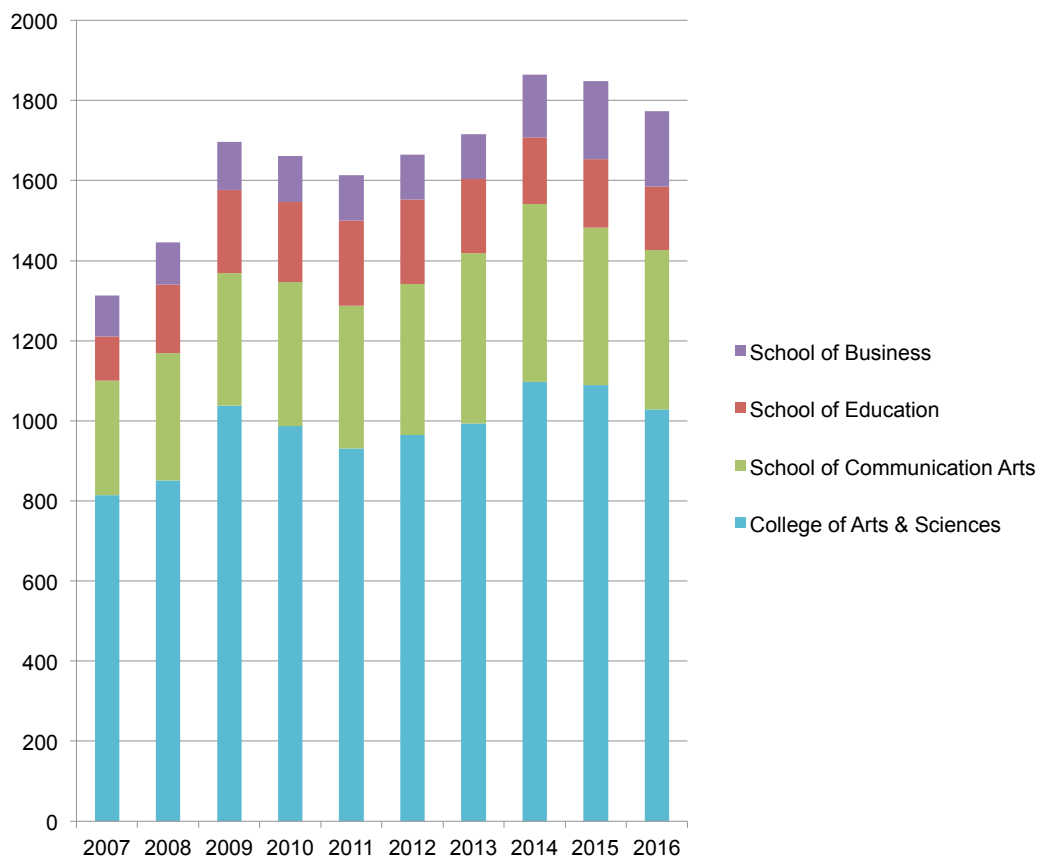


Table 3. Majors of All Undergraduates

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
COLLEGE OF ARTS & SCIENCES										
Ancient & Modern Languages	53	66	61	53	55	47	36	45	56	45
Ancient Languages	10	17	15	14	15	15	9	6	12	11
French	1	2	3	2	4	4	2	4	5	6
French Grades P-12	4	3	2	2	1	1	1	1		
Latin Grades P-12								1	1	
Spanish	32	34	30	24	24	19	20	29	34	25
Spanish Grades P-12	6	10	11	11	11	8	4	4	4	3
Art	52	48	44	45	40	49	39	46	51	41
Art	40	38	36	35	32	42	35	33	31	29
Art Education P-12	12	10	8	10	8	7	2	5	9	5
Pre-Art Therapy							2	8	11	7
Behavioral Science	109	119	125	113	115	133	127	137	122	116
Psychology	70	73	70	65	62	74	79	85	79	73
Psychology Education 9-12			2							
Social Work	39	46	53	48	53	59	48	52	43	43
Christian Studies & Philosophy	153	132	111	112	110	118	164	244	245	244
Bible-Theology	52	44	35	27	15	24	28	32	27	21
Christian Ministries	29	21	16	14	20	12	18	22	19	15
Missions	26	24	22	22	16	15	18	19	15	12
Philosophy	8	8	8	6	8	6	3	4	4	4
Youth Ministries	23	19	21	21	20	25	32	33	23	21
(APS) Leadership & Ministry	15	16	9	22	31	36	29	41	37	36
(APS) Ministry Management (SA)							36	93	120	135
English	58	79	86	84	73	66	63	51	53	65
Creative Writing	6	22	28	26	23	27	23	23	26	23
English	36	40	37	43	39	34	34	24	22	32
English Grades 8-12	16	17	21	15	11	5	6	4	5	10
HPER	40	59	69	83	80	108	128	126	132	114
Equine Studies	15	33	38	46	52	71	83	80	94	81
HPE Grades P-12	13	16	20	21	14	14	15	11	11	13
Recreation	12	10	11	16	14	23	30	35	27	20
Social Science & History	77	76	71	81	81	99	68	57	56	50
History	50	53	43	34	33	34	16	19	20	21
Political Science			10	23	20	26	17	19	16	19
Social Studies Grades 8-12	18	15	8	10	7	7	6	5	11	5
Sociology	9	8	10	14	17	20	19	9	8	4
(APS) Criminal Justice				4	12	10	5	1	1	
Mathematics	38	39	39	43	37	32	36	31	30	35
Actuarial/Financial Math	5	9	11	10	5	4	4	2	3	3
Computational Mathematics	6	2	4	5	8	9	8	7	4	5
Engineering Math (UK)	7	9	6	5	7	9	13	8	8	11
Mathematics	11	9	8	10	11	5	5	4	2	4
Mathematics Grades 8-12	9	10	10	13	6	5	6	10	13	12
Music	54	55	47	39	34	35	35	23	31	37
Music	31	28	26	17	15	18	14	9	22	25
Music Business	4	6	1							
Music Grades P-12	19	21	20	22	19	17	21	14	9	12
Natural Sciences	121	121	127	118	128	116	121	119	117	112
Biochemistry	14	17	21	13	9	13	7	7	11	13
Biological Sci Grades 8-12	2	5	4	3	2	2	2	3	3	3
Biology	49	53	43	34	44	37	48	32	36	38
Chemistry	8	4	8	8	6	4	6	8	3	1
Chemistry Grades 8-12	2	4	2	1				1	1	
Exercise Science	31	21	22	23	31	36	50	63	49	32
Pre-Physical Therapy		9	22	27	29	13	3		7	20
Pre-Nursing	15	8	5	9	7	11	5	5	7	5

SCHOOL OF COMMUNICATION ARTS										
Media, Journalism & Digital Storytelling	207	222	218	225	226	245	263	256	242	252
Media Communication	181	195	189	202	210	218	232	230	206	201
(APS) Instructional Design									8	26
Journalism	26	27	29	23	16	27	31	36	28	25
Communication, Worship & Theatre Arts	74	88	92	110	109	110	128	145	126	120
Communications	47	54	56	65	50	55	57	67	62	57
Theatre & Cinema Performance	27	34	25	28	39	31	35	33	28	25
Worship Arts			11	17	20	24	36	45	36	38
SCHOOL OF EDUCATION										
Elementary School Grades P-5	89	91	87	80	74	92	82	77	71	72
Middle School Grades 5-9	4	9	11	8	13	8	9	2	6	8
(APS) Elementary Ed P-5	18	65	102	100	112	99	86	79	91	74
<i>ED majors listed above in other depts</i>	<i>103</i>	<i>110</i>	<i>106</i>	<i>105</i>	<i>84</i>	<i>66</i>	<i>62</i>	<i>53</i>	<i>59</i>	<i>63</i>
HOWARD DAYTON SCHOOL OF BUSINESS										
Accounting	21	21	21	17	11	19	21	21	21	27
Business	61	61	45	43	49	43	50	67	91	83
Marketing										8
Sports Management	10	14	26	24	25	27	20	29	33	25
(APS) Business							2	29	16	3
(APS) Organizational Management									34	33
(APS) Management & Ethics	53	58	45	52	46	46	29	17	3	

Majors of All Undergraduates (cont.)



Majors of APS Undergraduate Students

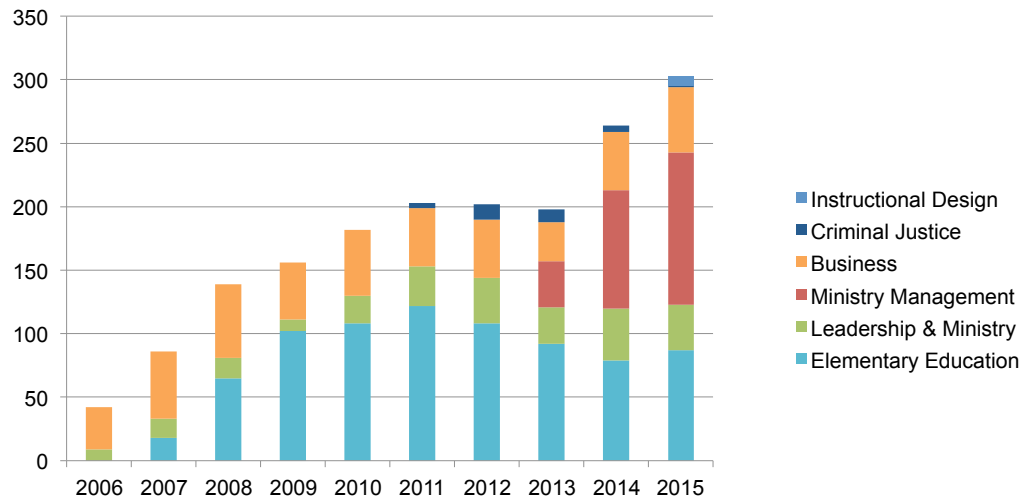


Table 5. Graduate Student Enrollment by Program

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
GRADUATE TOTALS	65	65	104	141	143	186	236	250	232	239	214
Graduate Education	65	65	95	109	94	126	176	178	145	132	118
MSW			9	32	49	60	60	59	57	44	33
MA Communications								9	30	40	26
Non-Degree Seeking								4		9	6
MBA										14	31

Graduate Student Enrollment by Program (cont.)

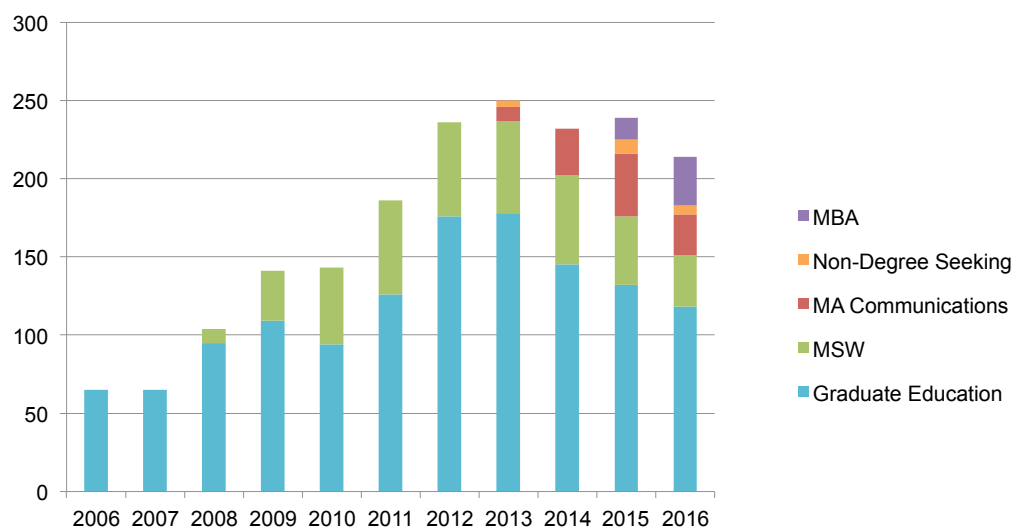


Table 6. Student Ethnicity Percentages, University Totals

	2008	2009	2010	2011	2012	2013	2014	2015	2016
UNIVERSITY TOTALS									
Non-Resident Alien	1.3%	1.2%	1.4%	1.3%	1.3%	1.4%	1.5%	1.7%	2.5%
Black, Non-Hispanic	2.0%	1.9%	2.8%	3.1%	3.2%	4.0%	4.9%	4.4%	4.0%
American Indian	0.3%	0.6%	0.4%	0.4%	0.4%	0.2%	0.2%	0.2%	0.1%
Asian	1.5%	0.9%	0.7%	0.7%	0.3%	0.6%	0.8%	1.31%	1.6%
Hispanic	2.5%	2.4%	3.0%	2.7%	2.6%	2.0%	2.2%	2.3%	2.4%
White, Non-Hispanic	92.5%	92.9%	90.0%	87.7%	86.2%	83.3%	80.4%	81.5%	82.1%
Pacific Islander*			0.1%	0.1%	0.1%	0.1%	0.3%	0.3%	16.0%
Not reported/unknown*			1.2%	2.0%	2.9%	4.4%	4.2%	3.7%	3.6%
Two or more races*			0.6%	2.1%	3.1%	3.9%	5.7%	4.8%	3.8%
Traditional Undergraduate									
White, Non-Hispanic	93.2%	93.4%	91.2%	89.4%	87.9%	86.9%	85.0%	84.6%	85.3%
Non-White	6.9%	6.6%	7.6%	8.8%	9.3%	10.6%	12.6%	13.3%	14.7%
Adult Professional Studies									
White, Non-Hispanic	89.4%	90.5%	82.9%	79.7%	79.3%	65.7%	61.4%	69.5%	70.9%
Non-White	10.7%	9.6%	14.5%	16.4%	17.3%	18.5%	24.3%	21.5%	29.1%
Graduate									
White, Non-Hispanic	86.7%	91.3%	88.1%	85.0%	82.6%	78.4%	75.1%	79.1%	79.0%
Non-White	13.4%	8.7%	11.9%	14.0%	14.4%	16.0%	18.9%	15.1%	21.0%

B. RETENTION & GRADUATION

The graduation percentage within 150% of time (i.e., 6 years for Bachelor's degrees) remained strong albeit slightly down for the 2009 traditional undergraduate cohort. The five year graduation rate of the 2011 cohort, 67.9%, is significantly higher than the previous two years. Our current cohort retention rate from Freshman to Sophomore year remains very high, at 81.6% for 2015. Efforts persist in retaining and graduating each and every student even as we celebrate another year of strong performance. Completion rates of students continues to emerge as a national metric of institutional success, Asbury's strong performance is a testament to student, staff, and faculty commitment and enthusiasm about the mission.

Table 7. Cohort Retention by Semester for Traditional Undergraduates

	2008	%	2009	%	2010	%	2011	%	2012	%	2013	%	2014	%	2015	%	2016	%
New Freshmen	313		315		285		308		322		322		303		309		312	
Semester 2	298	95.2	287	91.1	264	92.6	293	95.1	292	90.7	306	95.0	283	93.4	278	90		
as Sophomores	259	82.7	237	75.2	229	80.4	259	84.1	257	79.8	262	81.4	243	80.2	252	81.6		
Semester 4	255	81.5	227	72.1	225	78.9	252	81.8	252	78.3	252	78.3	235	77.6				
as Juniors	229	73.2	216	68.6	203	71.2	232	75.3	230	71.4	233	72.4	213	70.3				
Semester 6	221	70.6	215	68.3	203	71.2	229	74.4	225	69.9	233	72.4						
as Seniors	202	64.5	209	66.3	203	71.2	218	70.8	207	64.3	217	67.4						
Semester 8	182	58.1	190	60.3	168	58.9	195	63.3	184	57.1								
as Fifth years	24	7.7	27	8.6	32	11.2	38	12.3	37	11.5								
Semester 10	11	3.5	13	4.1	12	4.2	15	4.87										
as Sixth years	5	1.6	2	0.6	8	2.81	6	1.95										
Semester 12	4	1.3	2	0.6	6	2.27												

A cohort is all students who are attending college full-time for the first-time since high school graduation in the fall of a particular year.

Table 8. Cohort Graduation Rate, History

Cohort Year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Graduation Year	M	N	O	P	Q	R	S	T	U	V	
2006	6										
2007	142	7									
2008	18	153	6								
2009	2	27	162	8							
2010	1	3	24	170	7	1					
2011		3	3	29	168	10					
2012	3		1	2	20	162	4				
2013				1	5	23	164	11	1		
2014		1			3	9	26	137	4	2	
2015					1	1	4	24	172	10	
2016			1		1	2		8	32	151	8
Cohort Original Total	258	302	276	276	312	313	315	285	308	322	322
Graduates w/l 3 years	6	7	6	8	7	11	4	11	5	12	8
Graduates w/i 4 years	148	160	168	178	175	173	168	148	177	163	
Graduates w/l 5 years	166	187	192	207	195	196	194	172	209		
Graduates w/i 6 years	168	190	194	209	200	205	198				
Total Graduates	172	194	196	210	204	206	198	180	209	163	8
4 year graduation rate	57.4%	53.0%	60.9%	64.5%	56.1%	55.3%	53.3%	51.9%	57.5%	50.6%	
5 year graduation rate	64.3%	61.9%	69.6%	75.0%	62.5%	62.6%	61.6%	60.4%	67.9%		
6 year graduation rate	65.1%	62.9%	70.3%	75.7%	64.1%	65.5%	62.9%	63.2%			
Total graduation rate	66.7%	64.2%	71.0%	76.1%	65.4%	65.8%	62.9%	63.2%	67.9%	50.6%	2.5%

III. ACADEMIC PROGRAMS

A. FOUNDATIONS: GENERAL EDUCATION

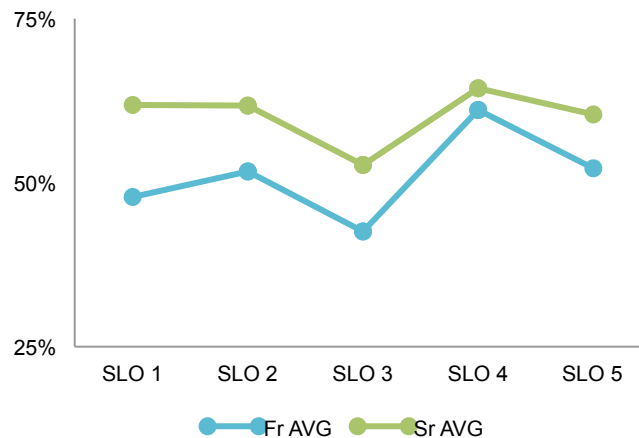
Student Learning Outcomes (SLO) of the Foundations Program:

- SLO 1 Students will demonstrate Biblical literacy and theological understanding as they inform human life.
- SLO 2 Students will use aesthetic, historic, linguistic, and philosophical forms and expressions to interpret the human condition.
- 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.
- SLO 4 The student will demonstrate critical thinking and problem solving through the interpretation and analysis of data.
- 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.

GEPA: All SLOs show appropriate growth. SLO 1 has the greatest amount of value added, while SLO 4 has the least. The amounts of value added align with the percentage of credit hours students complete in each general education category. Gains from freshman to senior are represented.

Table 9. GEPA Results, 2011-2016

	Freshman Average 2011-15	Senior Average 2012-16	Value Added
Overall	50.2%	58.9%	8.8%
SLO 1	48.0%	61.6%	13.7%
SLO 2	51.9%	61.8%	9.9%
SLO 3	42.9%	52.8%	9.9%
SLO 4	62.1%	64.3%	2.1%
SLO 5	52.8%	60.7%	7.9%



EPP: Cross sectional data represents comparison from freshman to senior general education knowledge. This assessment information represents baseline data for ongoing future assessment.

We are using longitudinal data from this point forward to measure growth and value added. When compared to other comprehensive institutions, Asbury students excel.

Table 10. EPP Results, 2009-2016

Incoming Freshmen								
	F09 n = 143	F10 n = 124	F11 n = 238	F12 n = 303	F13 n = 326	F14 n=313	F15 n=308	Percentile
Critical Thinking	112.03	112.42	112.74	111.95	112.29	112.16	111.05	76
Reading	117.69	118.51	118.85	117.86	118.48	118.19	117.23	77
Writing	114.09	115.52	114.79	114.40	115.87	115.35	114.46	74
Math	112.47	113.70	114.01	114.21	115.25	114.71	113.82	77
Humanities	114.91	115.72	116.11	115.08	114.90	114.93	114.26	73
Social Sciences	113.76	114.19	114.34	113.70	113.70	113.53	112.55	64
Natural Sciences	115.23	115.42	115.79	115.17	115.75	115.46	114.50	64

Exiting Seniors								
	S10 n = 62	S11 n = 72	S12 n = 83	S13 n = 55	S14 n = 79	S15 n=44	S16 n = 94	Percentile
Critical Thinking	111.65	116.71	115.43	116.4	115.91	116.02	114.7	74
Reading	117.89	122.93	122.70	122.27	122.28	112.43	120.6	67
Writing	113.82	116.75	117.59	118.13	117.89	118.25	116.41	71
Math	114.11	117.57	117.24	117.47	117.46	116.30	115.76	69
Humanities	115.81	120.47	118.60	119.09	119.87	117.64	116.93	69
Social Sciences	112.69	116.57	116.31	116.93	115.95	118.16	116.29	83
Natural Sciences	114.52	119.11	118.39	118.02	117.95	118.32	117.74	69

B. MAJOR ASSESSMENTS

PRAXIS: Table 17 is a summary of all PRAXIS tests taken by traditional and APS undergraduates at Asbury University. The elementary education PRAXIS content text was redesigned by ETS in 2012-13, which resulted in four individual content area tests. The redesigned tests (in particular, elementary math and science) have significantly affected our overall passing rate.

Table 11. PRAXIS Results for Traditional Program Completers, 2007-2015

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Kentucky State Pass Rate	97%	98%	98%	95%	92%	93%
Asbury Pass Rate	95%	100%	100%	86%	82%	87%
<i>Attempted</i>			56	63	48	45
<i>Passed</i>			56	54	41	39

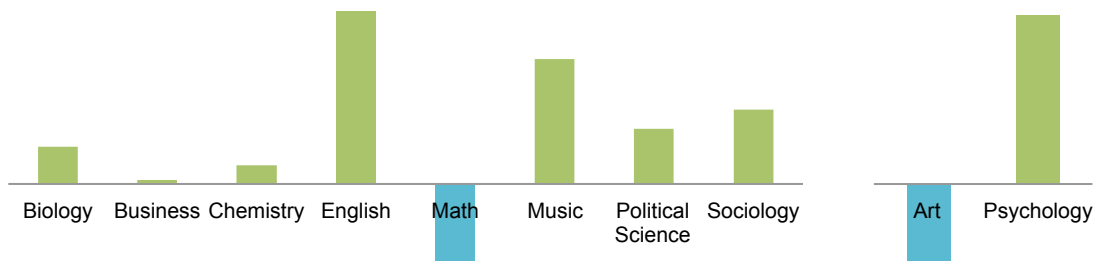
ACAT & MFT: Asbury scores were strong and consistent with national means for 2015-2016. Seniors in English, Sociology, Psychology, Music, and Math surpassed the national averages. Those in Biology and Chemistry were commensurate with national averages, while Art and Business were below. It is important to note that for Art, the instrument is not reflective of Asbury's curriculum, which impacts student scores. The assessment was not administered for Political in 2015-2016.

Table 12. ACAT & MFT Scores, 2015-2016

MFT, 2014-15	Asbury	National Mean	Comparison
Biology	154	153.2	Equal
Business	146	150.3	Below
Chemistry	147	148.2	Equal
English	167	153.3	Above
Math	162	155	Above
Music	158	150	Above
Political Science	*	*	*
Sociology	158	148.6	Above

**Political Science not administered for 2015-16*

ACAT, 2014-15	Asbury	Benchmark Percentile	Comparison
Art	35	50	Below
Psychology	82	50	Above



IV. SPIRITUAL VITALITY (QEP) – THE CORNERSTONE PROJECT

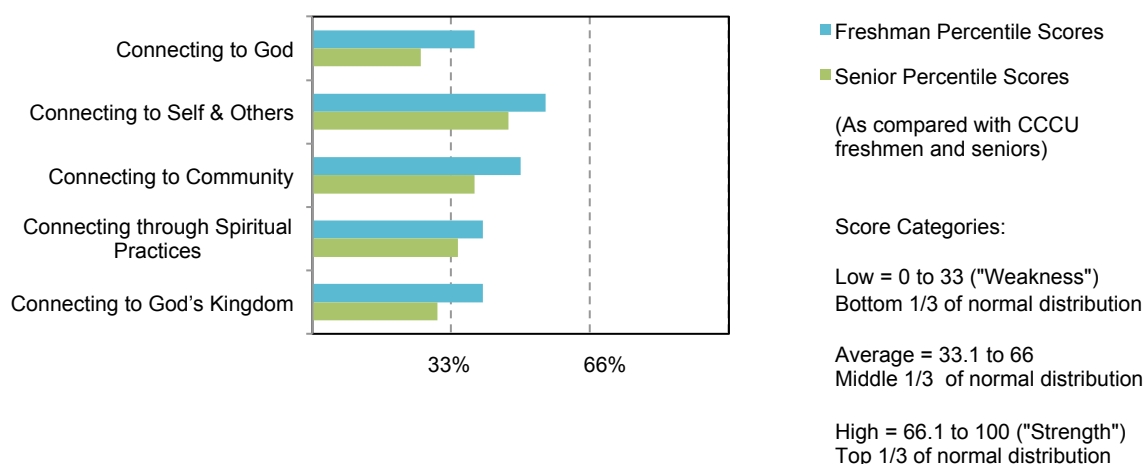
A. STI: OVERVIEW OF THE CONNECTED LIFE

The STI is divided into 33 scales that are grouped into 5 domains. Asbury's pattern of results for these scales provides valuable information for understanding students' current spiritual strengths and growth opportunities.

Table 13. STI Domains and Scales

Domains	Scales
1. Connecting to God	<ul style="list-style-type: none"> Awareness of God Intimacy with God Experiencing God in Spiritual Practices Experiencing God in Prayer Gratitude Secure Connection to God Anxious Connection to God Distant Connection to God
2. Connecting to Self & Others	<ul style="list-style-type: none"> Forgiveness Agape Love Spiritual Self-Awareness Secure Connection to Others Anxious Connection to Others Distant Connection to Others
3. Connecting to Community	<ul style="list-style-type: none"> Spiritual Friendship Spiritual Community Involvement Secure Connection to Community Anxious Connection to Community Distant Connection to Community
4. Connecting through Spiritual Practices	<ul style="list-style-type: none"> Christ-centeredness Spiritual Practices Frequency Prayer Frequency Transformational Suffering Positive Spiritual Coping Negative Spiritual Coping Spiritual Openness
5. Connecting to God's Kingdom	<ul style="list-style-type: none"> Spiritual Perspective Spiritual Meaning Service to the Local Church Service Outside the Local Church Evangelism & World Missions

Table 14. STI Domain Scores, 2015-2016



During the Fall 2015 freshman orientation, 201 freshmen took the STI. Data indicate that entering students are spiritually similar to their CCCU peers. No areas of weaknesses or strengths appeared whatsoever. All data were average (in middle third of distribution). Seniors took the STI during graduation practice in Spring 2016. Although strongly encouraged, it was not required that seniors take it; 106 did so, a response rate of 33%.

How to Interpret the Domains and Scales Data: *The percentile data charts present Asbury 2015-2016 data as compared to CCCU peers. The percentile score is the percentage of people in the norm group that Asbury scored above. For example, a percentile score of 86 means that Asbury scored higher than 86% of the other scores in the CCCU norm group. Percentile scores allow you to see how your school is doing compared to a benchmark. Those percentile scores between 0-33 are considered weaknesses; those between 33.1-66 are considered average scores; and those 66.1 to 100 are considered strengths.*

With this in mind, Fall 2015 freshmen closely resembled their CCCU peers: no weaknesses or strengths emerged; all scores were “average.” In contrast, various areas of weakness emerged among 2016 Seniors: Connecting to God, Connecting to God’s Kingdom, Bible/Theology Courses, Spiritual Direction/Mentoring, Learning How to Pray, and Working Through Spiritual Stagnation. Several other areas were very close to being categorized as weaknesses.

How to Interpret Input/Outcome Importance/Impact Data: Students were asked to rate how important they think experiences (inputs) are to their spiritual growth and development. And then they were asked to rate how much impact they thought those experiences had.

Sometimes the importance and impact ratings can be similar as in the case of Academic Courses. But sometimes there can be a large gap between importance and impact scores as in the case of Spiritual Direction/Mentoring.

Note that only Importance ratings for freshmen are provided in Table 17 as freshmen were tested in mid-August and could not yet report impact ratings. In all of these areas, Asbury freshmen resemble CCCU peers; no areas of weaknesses or strengths emerged in importance ratings for freshmen.

Table 15. STI Scale Scores, 2015-16

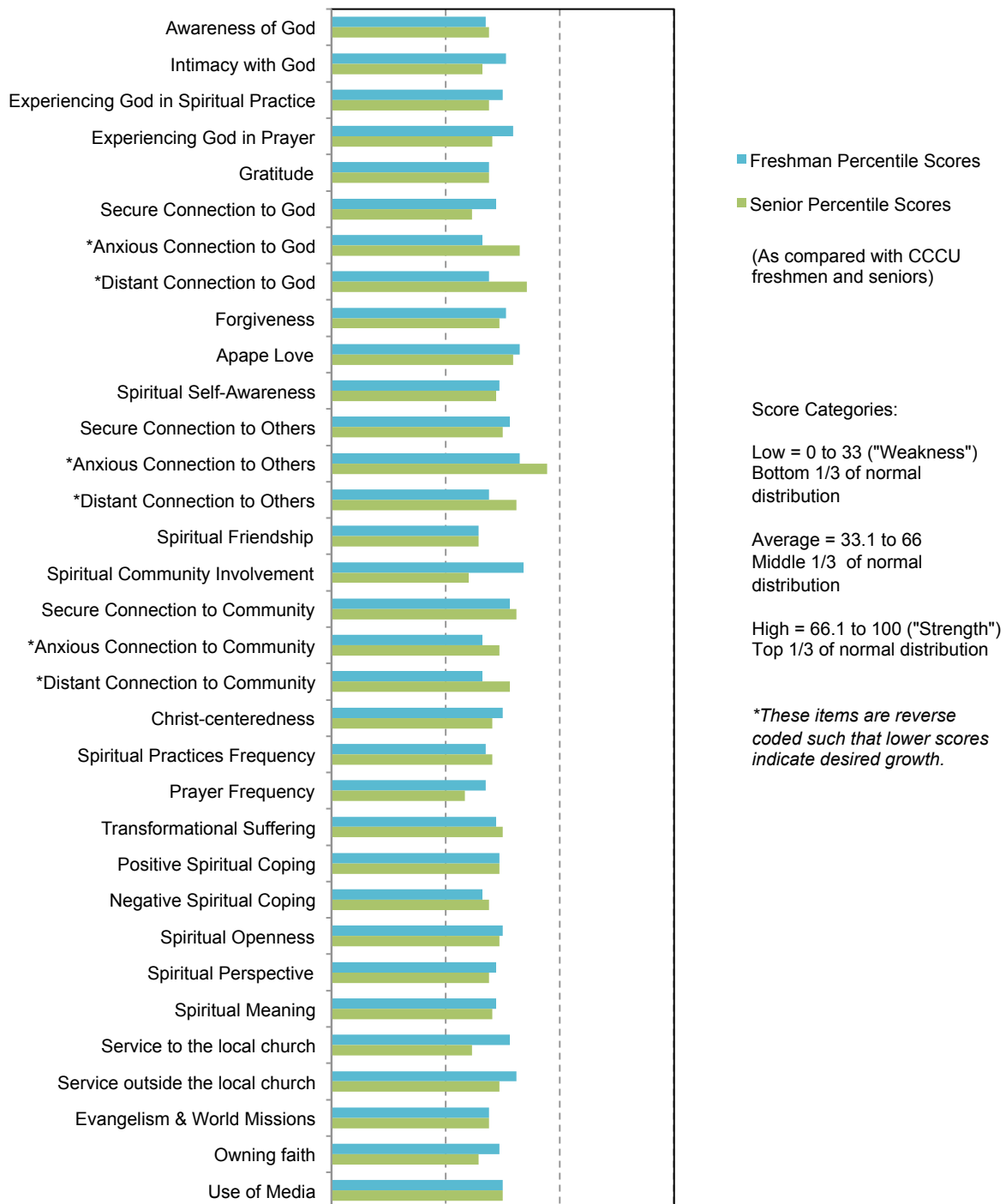


Table 16. Freshman Inputs – Importance, 2015-16

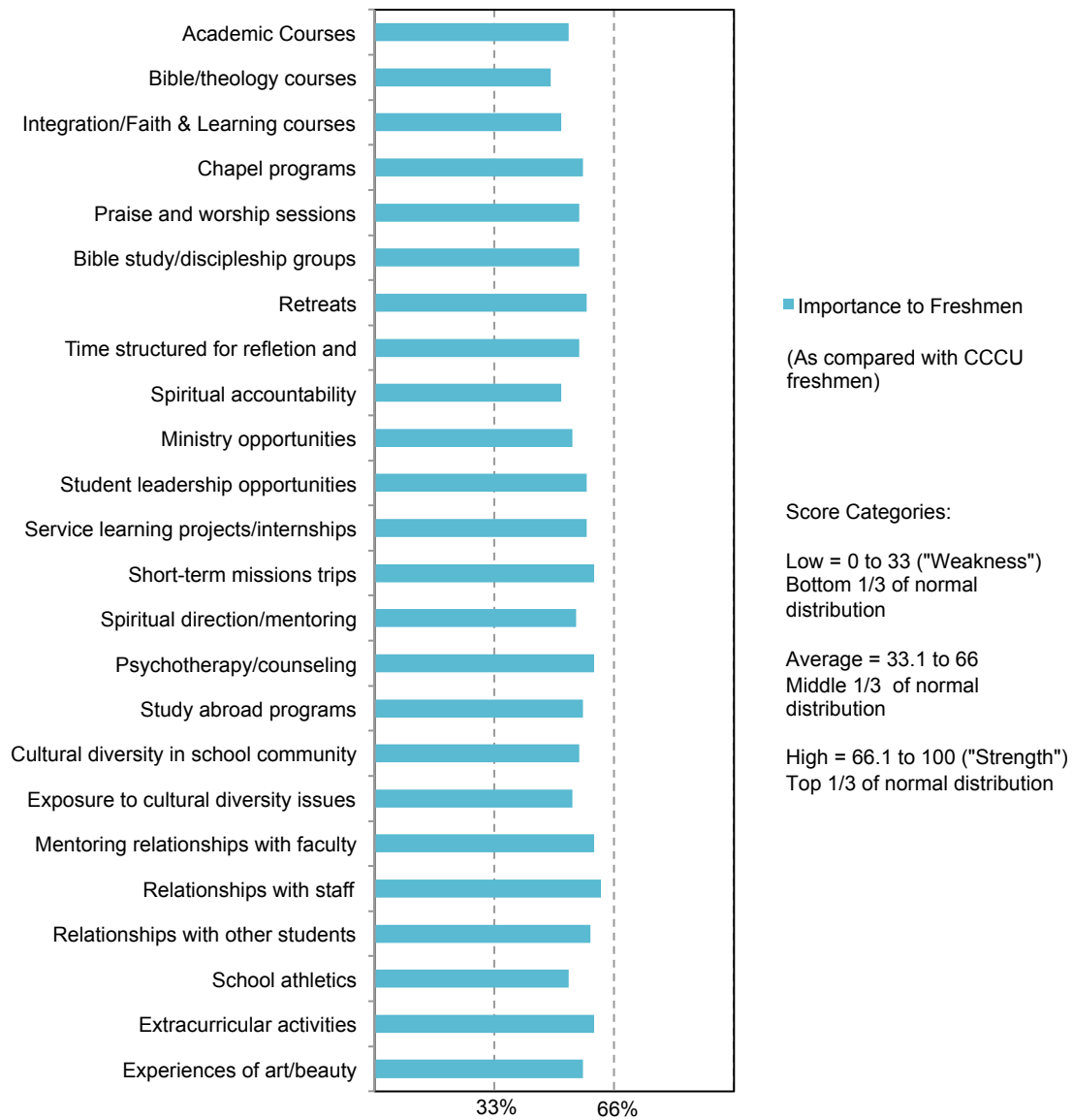
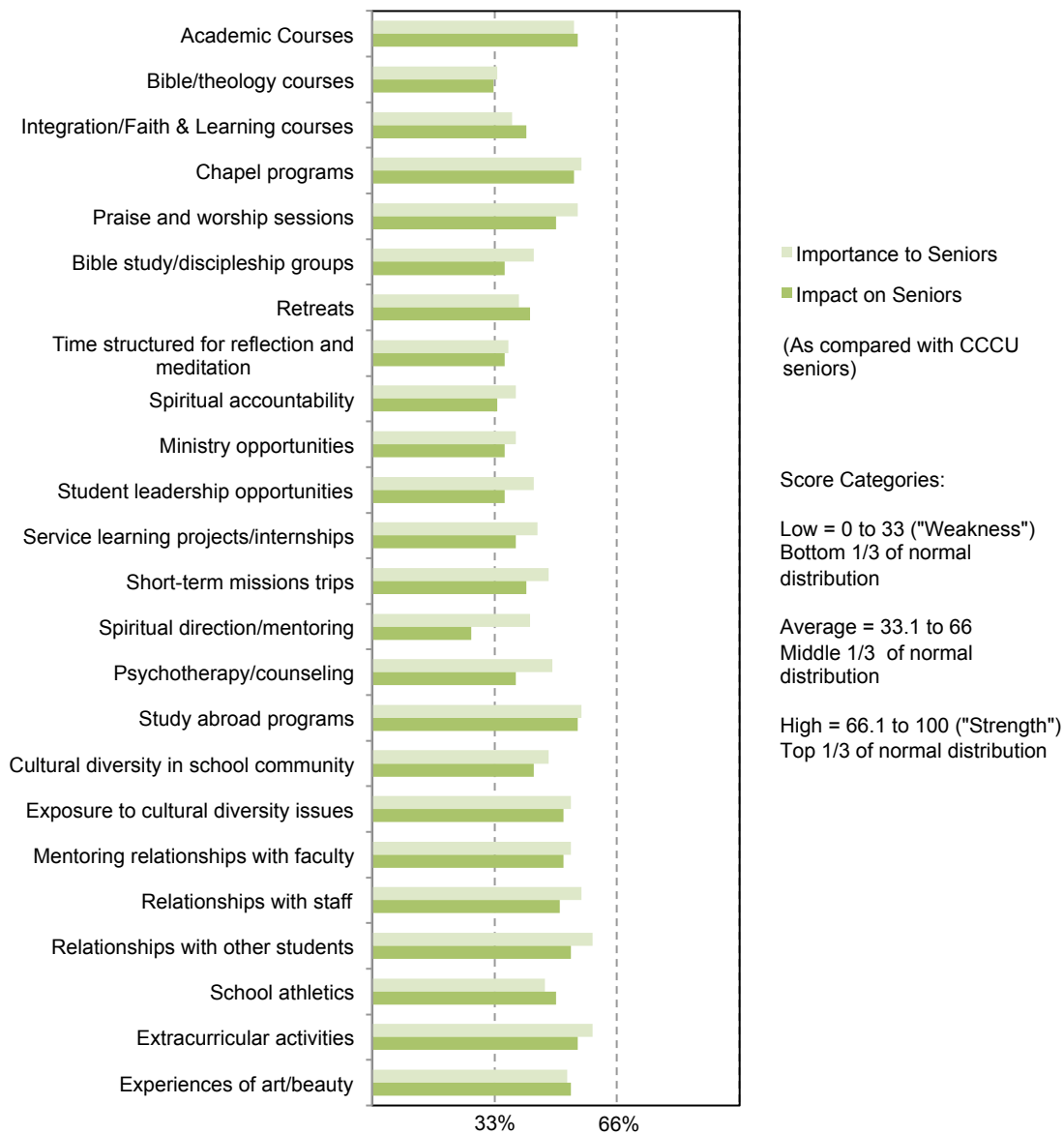


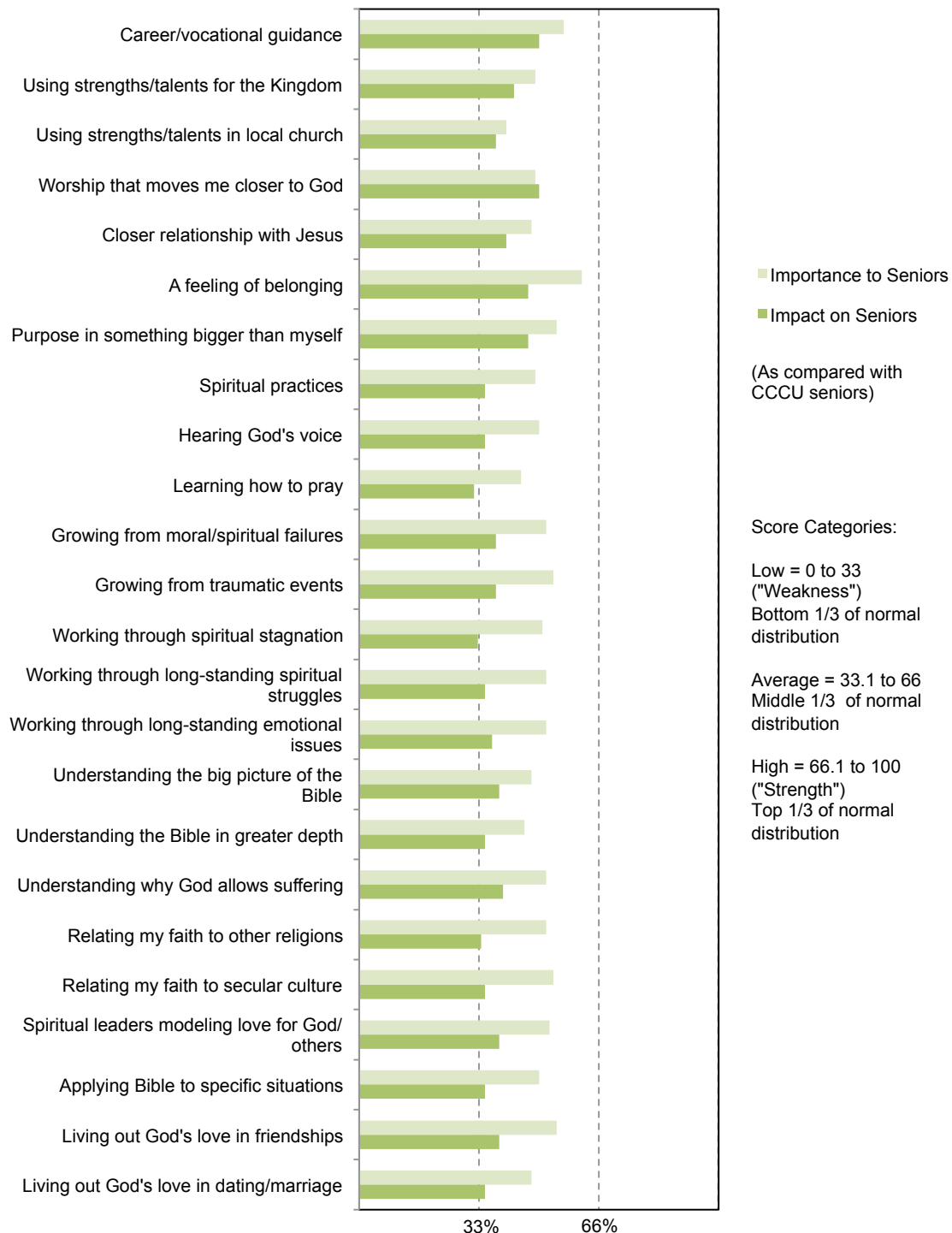
Table 17. Senior Inputs – Importance vs. Impact, 2015-16



The STI also gives students the opportunity to rate how important various outcomes are to their spiritual growth and development and how much impact they think those outcomes have had.

Most senior importance vs. impact scores were relatively similar. However, several others, such as Feeling of Belonging, were rated more important by students than the impact they perceived as receiving.

Table 18. Senior Outcomes – Importance vs. Impact, 2015-16



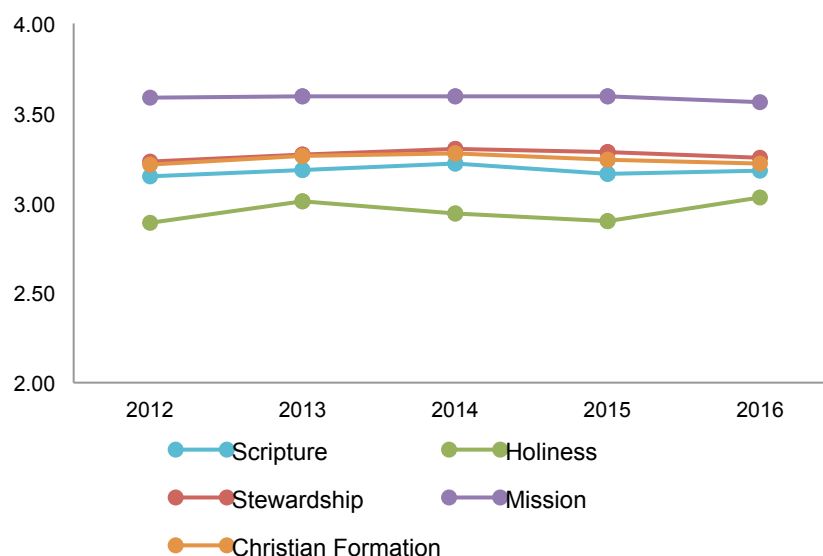
B. CORNERSTONE ASSESSMENT SURVEY (CAS)

About the Cornerstone Assessment Survey: The Cornerstone Assessment Survey is an annual campus-based instrument designed to capture student attitudes, beliefs, and practices related to the four Cornerstones of the Cornerstone Project: Scripture, Holiness, Stewardship, and Mission; and the summary category, Christian Formation.

Respondents are presented 41 items, each aligning to one Cornerstone, and a concurrent 4-point Likert scale.

Table 19. Spring 2016 Cornerstone Assessment Summary

	2012	2013	2014	2015	2016
Overall	3.23	3.28	3.29	3.26	3.25
Cornerstone 1: Scripture	3.15	3.18	3.22	3.16	3.18
Cornerstone 2: Holiness	2.89	3.01	2.94	2.90	3.03
Cornerstone 3: Stewardship	3.23	3.27	3.30	3.28	3.25
Cornerstone 4: Mission	3.59	3.59	3.59	3.60	3.56
Christian Formation	3.21	3.26	3.28	3.24	3.22



As the Cornerstone Project remains enmeshed in everyday life at Asbury, of particular celebration is growth seen in the Cornerstone Assessment Survey on items measuring understanding and appreciation of the Wesleyan Holiness Tradition. The items, “My theological beliefs are consistent with that of Wesleyan Holiness theology,” “I have gained a better understanding for how Wesleyan Holiness theology impacts spiritual growth,” and “I have acquired a better appreciation for Wesleyan Holiness theology and how it impacts everyday life” all trended upward in the Spring 2016 administration.

V. STUDENT EXPERIENCE

A. STUDENT SATISFACTION: MyVoice Survey

The annual MyVoice survey, a compendium of surveys covering a vast array of experiences and student services, again revealed a campus that is highly engaged and largely satisfied. Student's sense of belonging, sense of preparation to make a difference for God in the world, and overall sense of shared community remained high. A troubling reality is persisting reports of students feeling overwhelmed by their responsibilities.

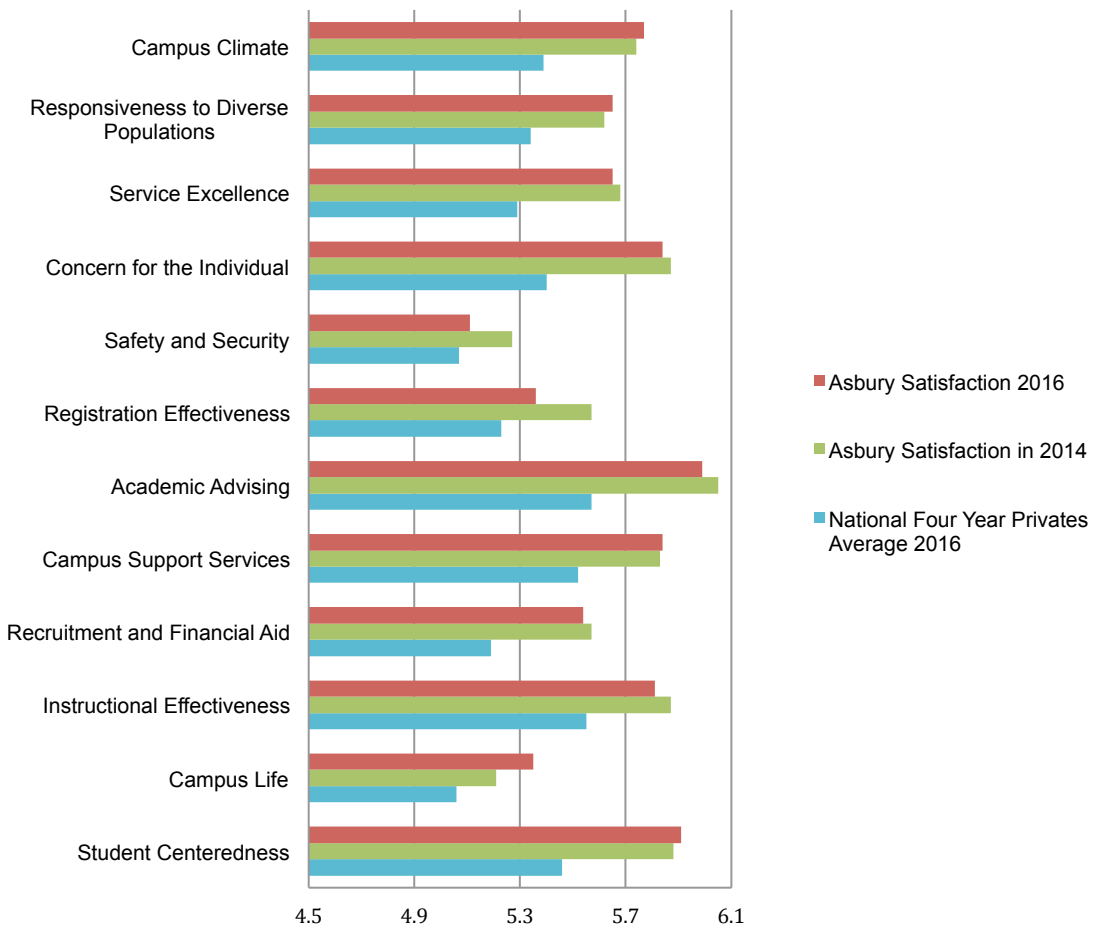
Table 20. MyVoice Highlights, 2007-2016

	2007	2008	2009	2010	2012	2013	2014	2015	2016	MEAN
All community members should hold each other responsible for community standards.	87.9%	91.3%	92.1%	91.3%	95.4%	96.9%	93.6%	92.1%	92.9%	92.6%
I am aware of the important social issues in the world.	84.9%	90.6%	74.6%	67.8%	52.5%	77.6%	77.3%	77.2%	78.0%	75.6%
I feel prepared to make a difference for God in the world.	91.8%	91.8%	88.9%	87.3%	85.3%	88.0%	87.1%	85.2%	88.3%	88.2%
I feel valued and respected for my intellectual contribution in this community.	83.4%	89.9%	84.1%	82.8%	85.9%	89.9%	85.5%	86.8%	90.9%	86.6%
I have a sense of belonging with the other students at Asbury.	87.1%	88.7%	89.0%	85.1%	88.8%	92.2%	90.5%	88.7%	89.1%	88.8%
I have a valuable relationship with a mentor.	44.8%	37.5%	35.1%	38.2%	42.4%	49.5%	49.7%	47.2%	47.6%	43.6%
I often feel overwhelmed with all the things I have to do.	76.9%	80.7%	86.5%	85.1%	77.8%	76.3%	81.3%	79.2%	84.7%	80.9%

B. STUDENT SATISFACTION: SSI

The Student Satisfaction Inventory, administered by Noel-Levitz, utilizes 73 items to capture student reports of personal importance and satisfaction with various aspects of campus. As a nationally administered instrument, comparisons to national averages offer the opportunity to utilize external benchmarks. The 2016 administration overwhelmingly confirms a student-centered community. In addition to providing confirmation of identifiable strengths, the instrument pinpoints opportunity for continuous improvement. For example, although lower numbers on satisfaction with course registration were seen at the time of the survey's administration, significant improvement have since been implemented with notable increase in user satisfaction already realized among students.

Table 21. SSI Highlights, 2015-16



VI. SUMMARY

Asbury University embraces a continuous improvement assessment model. Decisions for programmatic and institutional changes rely on data-driven information. Asbury experienced its third highest enrollment ever and our students, in terms of both general education and their majors, continue to perform at or above the national average, though areas for improvement have been identified. Students, both traditional and adult, experience a positive learning climate that has led to high satisfaction scores and excellent retention and graduation rates. And spiritual growth continues to remain strong on Asbury University's campus.

With 2015-2016 in review, and poised for further growth, expansion, and influence, Asbury University has many reasons to praise our God!



Asbury University, a Christian Liberal Arts University in the Wesleyan-Holiness tradition, equips students through academic excellence and spiritual vitality, for lifelong learning, leadership and service to the professions, society, the family and the Church, preparing them to engage their cultures and advance the cause of Christ around the world.



ASBURY UNIVERSITY

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1-800-888-1818 | One Macklem Drive | Wilmore, KY 40390

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