

GESLO 1 - Communication Written and Oral

Providing Department: General Education

Start: 07/01/2023

End: 06/30/2024

Benchmark Met?: Yes

Outcomes:

GESLO 1

Communication

Students will effectively analyze and express information and ideas in writing and speaking with clarity and coherence.

Academic Year 2023-2024: General Education

Term: Academic Year 2023-2024 - Fall Semester

Exceeded		59.84%	76
Met		24.41%	31
Partially Met		7.09%	9
Not Met		1.57%	2
Not Attempted		7.09%	9

Analysis/Interpretation (Consideration):

The overall analysis for oral and written communication combined is 84.25% met the benchmark including those who exceeded it. This combined the informative speech in COM 123 and ENG 153, and the final exam and research paper in ENG 123. Oral communication scores tended to be higher than written scores which slightly skewed the GESLO results.

ENG 123 Final Exam: Section C of ENG 123 met the 90% get 70% or higher benchmark with 93.75%. While Sections A, B, and D, did not meet the benchmark, each section was relatively close with 80.95%, 77.77%, and 83.33% respectively. It was noted that all seated sections allowed the use of notes during the exam.

Most students who did not get a 70% or better on the final exam were weak in other areas (motivation/attendance and time management). These issues were evident throughout the semester.

ENG 123 Final Research Paper:

Fall Class Research Paper	80% score 70% or better	10% score 90 or better
ENG 123 A	67%	24%
ENG 123 B	79%	47%
ENG 123 C	75%	31%
ENG 123 D	83%	33%

ENG 123 Research Paper: For the research paper, all four classes met the 10% of the students score 90% or higher portion of the benchmark, and only one of the classes met the 80% of the students score 70% or higher.

One of the four classes met both aspects of the benchmark. Section 123B was extremely close with 79% of students scoring 70% or better. It is noted that some students did not reach the C- required to pass the course, mainly because of failing to submit other assignments. The discrepancy between the number of students achieving the benchmarks and those passing the course is notable. Student motivation is a continuing challenge. Timely submission of the smaller research-based assignments resulted in lower scores due to late point deductions. Frequently students who failed the final research paper missed earlier assignments resulting in inadequate feedback and student reflection. At times students who did not attempt the paper stopped attending class mid-semester. Unfortunately, some did not withdraw before the October deadline. In a few cases, students scored in the D range on the research paper but still passed the class.

COM 123 Informative Speech:

Fall Class Informative Speech	90% of the students completing the informative speech score 70% or better	10% score 90% or better
COM 123 A	96%	93%
COM 123 B	94%	87%

Many of the students in COM 123 in the fall were enrolled in ENG 123 concurrently. The correlation between instruction, practice, and demonstration benefitted the students.

Although the benchmark was met, there are growth opportunities. Students often struggle with the organizational pattern of their speech. Understanding the connection of a clear preview statement (thesis) to content development and message cohesion is essential. Disconnection results in speeches that exhibit an unclear or inconsistent arrangement of content which hampers message development and logical presentation.

ENG 153 Informative Speech:

ENG 153-Honors Rhetoric was offered in the Spring semester. The results were similar to those from COM 123 A/B in the fall.

Fall Class Informative Speech	90% of the students completing the informative speech score 70% or better	10% score 90% or better
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ENG 153 A	100%	92%
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Action Plan (Use):

GESLO 1- WRITTEN:

A new professor was onboarded in the 23-24 academic year to teach ENG 123. Now that her first year is complete, we have discussed reviewing the research paper rubric and final exam questions. We will complete an exhaustive review before the fall semester so that any revisions may be implemented across sections.

Before Essay 3, professors also discussed implementing an extra credit activity where students would read and review the commentary offered on Essay 2. This would require students to read, review, correct, and resubmit the essay to earn the extra credit.

In addition, professors discussed additional approaches to completing Essay 3 requirements. One approach would require students to submit an annotated resource highlighting potential quotes for in-text citations. This could be an in-class assignment or function as a graded piece.

GESLO 1- ORAL:

Based on student feedback, professors discussed providing sample speech topics for the informative speech. Students also suggested allowing additional class time to work on speech development. A portion of that class time may be spent in groups sharing the hook, introduction, and preview statement. This would allow collaborative work and feedback before the speech presentation.

Progress: Ongoing

GESLO 2 - Information Technology

Providing Department: General Education

Start: 07/01/2023

End: 06/30/2024

Benchmark Met?: Yes

Outcomes:

GESLO 2

Information Literacy

Students will develop the knowledge and skills needed to locate and evaluate diverse forms of information and use the information to solve problems and answer questions.

Academic Year 2023-2024: General Education

Term: Overview

Exceeded		60%	129
Met		27.44%	59
Partially Met		7.91%	17
Not Met		0.93%	2
Not Attempted		3.72%	8

Information Literacy - Project SAILS

Report GESLO 2 data from Project SAILS here.

Academic Year 2023-2024: General Education

Term: Overview

Exceeded		100%	8
Met		0%	0
Partially Met		0%	0
Not Met		0%	0
Not Attempted		0%	0

Analysis/Interpretation (Consideration):

IL Quiz - Overall, students performed very well on the information literacy quiz. The course involves several research projects, meaning the students are given hands-on experience with using the databases and library resources. Students are encouraged to use a wide variety of academic sources to complete their assignments. On-campus students were given several in-class presentations from the librarian to help develop their knowledge of library resources.

Online students did not have the benefit of meeting with the librarian during class. However, the students were provided with several online presentations and materials to assist with their understanding of performing research tasks and evaluating sources. These materials appear to have helped the students understand these topics and should continue to be utilized in the future.

Project SAILS - Project SAILS was administered to the graduating Seniors this year, with 50 students being assessed. Students met the benchmark in all of the skill sets determined by the survey. The lowest scoring skill set was developing a research strategy, and results showed that the weakest skills were broadening and narrowing a topic, as well as determining a manageable research question.

IT courses - 117 students were evaluated across 6 technology-based classes. 76% met or exceeded the benchmark if you count all students. 83% if you exclude "not attempted". The benchmark was not met. Four of five classes met the benchmark, two did not.

7 students did not attempt the assignments. 20 did not meet the standards. Some of the reasons cited were a drop in the number of students retaking a certification, the cost of the material, Freshmen not yet understanding the importance of the material, time management with first-semester athletes, low self-confidence issues (thinking it's not good enough, so they don't turn it in even when completed), not accepting help offered or attending the review session.

Two classes were not evaluated: DIG201 did not run and MED373 only had one student.

Action Plan (Use):

IL Quiz - No changes are needed for the quiz questions at this time. For online students, materials to assist with their research paper will continue to be updated and improved.

Project SAILS - More time may need to be given to helping students develop research questions and a research strategy.

Fewer institutions are using Project SAILS to assess their students' IL skills, so creating a report with comparable schools is becoming more challenging. A new assessment tool may need to be utilized moving forward.

Also, evaluating the senior class is challenging, as they are not in one specific class. Working with the department chairs to schedule either class time or academic chapel time yielded mixed results.

IT courses - designating additional class time for hands-on technical work. Using open source material so all will have access to it, and creating assignment benchmarks.

Progress:

GESLO 3 - Bible and Christian Worldview

Providing Department: General Education

Start: 07/01/2023

End: 06/30/2024

Benchmark Met?: Yes

Outcomes:

GESLO 3

Bible and Christian Worldview

Students will articulate the knowledge of the Bible and Christian thought from a Pentecostal/Charismatic perspective.

Academic Year 2023-2024: General Education

Term: Overview

Exceeded		58.65%	122
Met		28.37%	59
Partially Met		4.81%	10
Not Met		6.25%	13
Not Attempted		1.92%	4

Analysis/Interpretation (Consideration):

Old Testament and New Testament were assessed this year. Dr. Keinath was adjunct when this was last assessed; he is now full-time. That was beneficial. The benchmark was met 181 students met or exceeded the benchmark. Dr. Keinath gives the students notes/ study guide in advance of the exam. He stresses the need to use

class notes and the study guide to prepare for the exam. The non-attempts were reduced to four for the whole year in seated and online sections. The seated section is functioning very well with the study guides and testing. The online sections do not appear to be skewing the results.

Considering that 39 books are covered, students are engaging in this fast-paced course. Students get 136 pages of printed notes.

Action Plan (Use):

Emphasis will be adjusted to a summary of distinctive features of the books in the Old Testament. This agrees with the final assessment. Dr. Keinath and Dr. Marino are going to review the bank of questions to prioritize the key concepts and create a common assessment across sections.

Progress: Completed

GESLO 4 - Fine Arts

Providing Department: General Education

Start: 07/01/2023

End: 06/30/2024

Benchmark Met?: Yes

Outcomes:

GESLO 4

Fine Arts

In at least one area of the fine arts, students will better understand and appreciate the art form by participating in exhibitions, attending performances or practicing the art at the basic level and by identifying representative works in terms of their historical, political, or social contexts.

Academic Year 2023-2024: General Education

Term: Overview

Exceeded		78.79%	52
Met		12.12%	8
Partially Met		0%	0
Not Met		3.03%	2
Not Attempted		6.06%	4

Analysis/Interpretation (Consideration):

Except for the 7-week FNA 113 online class, the benchmark was met overall with the Fine Arts Experience assignment. FNA 113 SG X had a low enrollment the Fall 2023 semester, which did not meet the benchmark. The Honors FNA 113 exceeded the benchmark expectation. The student participation in the seated FNA 113 was higher this year due to the continued inclusion of an online option and attending the Christmas at Valley Forge concert on the UVF campus.

Action Plan (Use):

Since the increase in student participation in the seated FNA 113 course, the professor will continue to include the online and UVF performances as a viable option for the Fine Arts Experience assignment. Due to possible low enrollments in either the 7-week or 15-week version of the FNA 113, lower percentages for reaching the benchmark might be expected. This assignment should continue to be assessed regardless of class size since the data does not appear skewed overall.

Progress:

GESLO 5 - Health and Physical Activity

Providing Department: General Education

Start: 07/01/2023

End: 06/30/2024

Benchmark Met?: Yes

Outcomes:

GESLO 5

Health and Physical Activity

Students will implement a plan for healthy living that addresses diet, exercise, and other factors that promote good health.

Academic Year 2023-2024: General Education

Term: Overview

Exceeded		80.43%	111
Met		12.32%	17
Partially Met		1.45%	2
Not Met		0.72%	1
Not Attempted		5.07%	7

Analysis/Interpretation (Consideration):

With the rotations of odd/even academic year assessments it was the first time assessing PHE 201 online in the fall.

Compared to 2021-2022 with 15 not attempted to 7 over the last two academic years we have cut those in half with the time adjustment to afternoon hours of the non-varsity PE classes.

This spring semester saw a jump in exceeded spring completions from 68% (51) in 2022-2023 to 91.52% (54) in 2023-2024.

Varsity sport completion was 56 of the 89 assessed.

PHE 281 and 293 - Diet analysis assessment 25 met and only 4 did not attempt. This is typical for this assessment, either they did it or they did not even attempt. Biggest concern has been the cost of the platform (\$34.99 for up to 6 profiles).

Action Plan (Use):

No notable findings for this piece of assessment. Overall students have been successful in implementing a plan for healthy living.

Potentially take a look at course offerings. With the trends, are we offering what our students would like when it comes to non-varsity sport credits? Are we able to utilize a sport interest survey to incorporate into our course offerings for future years?

Progress:

GESLO 6- History, Literature, Culture, Society and Behavioral Sciences

Providing Department: General Education

Start: 07/01/2023

End: 06/30/2024

Benchmark Met?: Some

Outcomes:

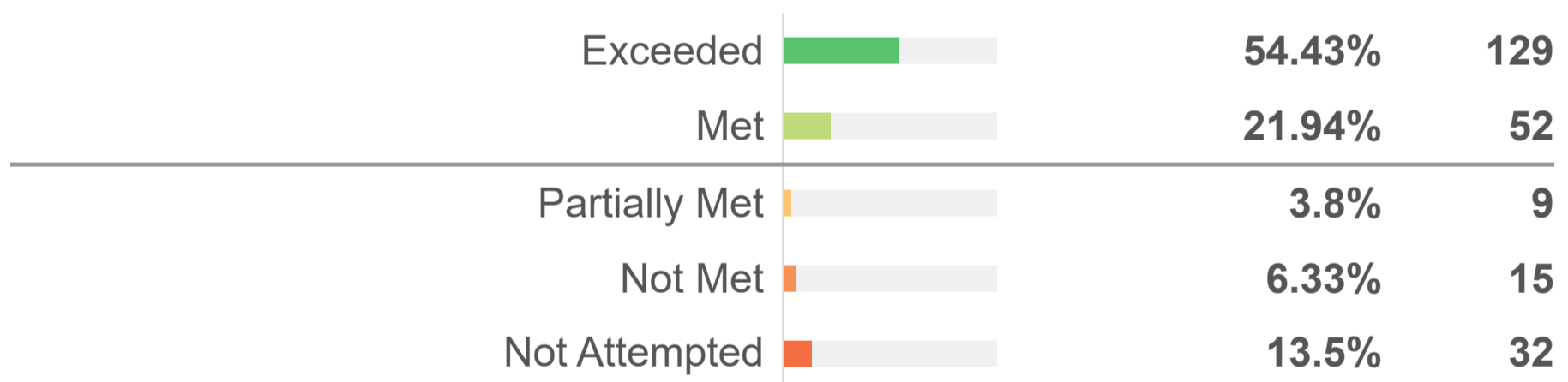
GESLO 6

History, Literature, Culture, Society, and Behavioral Sciences

Students will better understand themselves, their culture, and other cultures through critical reflection of history, literature, culture, and society that will contribute to their ability to be responsible global citizens.

Academic Year 2023-2024: General Education

Term: Overview



Analysis/Interpretation (Consideration):

Benchmark-80% of the students completing the research paper or essay will score 70% or better

Fall: 10 of 12 classes met the benchmark excluding "not attempted." Including "not attempted," 77% scored 70% or higher, so the benchmark was not met. (Not attempted--23 students out of 175 students=13.14%)

Spring: 5 of 5 classes met the benchmark excluding "not attempted." Including "not attempted," 72.8% scored 70% so the benchmark was not met. (Not Attempted-- 8 students out of 48 students=16.67%)

OVERALL: 88.1% of students scored 70% or better excluding the "not attempted." Benchmark met.

76.2% of students scored 70% or better including the 13.45% not attempted. Benchmark not met

FALL Course	Including NA if any	Excluding NA	Not attempted
PSY 223A	85%	91.6%	2
PSY 223B X	69%	95%	7
PSY 223C SG	100%		0
PSY 383		94.5%	1
MUS 313	75%		0
SOC 223		92%	1
SOC 243		90.8%	0
SWK 243	100%		0
PHL 343	58%	83%	6
HIS 233	83.33%		0
HIS 233 X	52%	65%	5
HIS 373 X	82%	92%	1

SPRING Course	Including NA if any	Excluding NA	Not attempted
HIS 223	78.6%	91.7%	2
HIS 233 A	53.2%	80%	5
HIS 233 BX	85.7%		0
EDU 413	90%	100%	1
HIS 243 X	67%	80%	2
HIS 383X	100%		0

Many classes commented on missing or incorrect citations, weak content, poor selection of resources, improper use of sources, and low ability in writing conventions, editing, and formatting. However, the upper-level PSY course felt the APA formatting and conventions were not as weak as in past years, perhaps due to previous research assignments in lower-level classes.

Action Plan (Use):

Often students take history/psychology courses in freshman year. Advisors need to remember that many 200 level and higher courses require research. ENG 123 must be taken as a foundation as soon as possible. Many professors teaching in APA disciplines do reinforce APA format.

Psychology courses: Students were given a more detailed explanation of the research paper requirements and were instructed to submit a research question and a possible thesis. ESL students needed extra assistance through the tutoring center and often struggled with the assignment.

Music course: **At the beginning of each semester and 2 weeks before the assignment due date, the requirements for the essay and rubric were reinforced in more detail.**

Overall emphasis on submitting the paper is needed to lower the percentage of "not attempted" (Fall-12.57% Spring 16.67%)

The assessment tool is a research paper for GESLO 6 courses. Comments in two courses may need some clarification.

SWK 243: "The assignment was modified to a more specific topic for the course this academic year. Students had the necessary information they needed." Inquire exactly what was the modification. In meeting, the committee evaluated the rubric which included research.

EDU 413: "The Cultural Autobiography is a straightforward assignment that asks students to reflect on aspects of their cultural backgrounds. Generally, students enjoy delving into this topic and exploring the influence of family background, location, race/ethnicity, religion, gender, etc. on their holistic formation. Students lost points for writing style and grammar, but were able to meet the content requirements of the assignments without difficulty. This assignment is essential because students must think about and appreciate their own cultural backgrounds in order to see how their unique cultural lens will influence their future teaching of diverse groups of students."

The title of the assignment was cultural autobiography and the method was listed as reflection. Inquire if the assignment requires any research and citations. In meeting, the committee discussed the rubric.

Progress:

GESLO 7 - Quantitative Reasoning Skills

Providing Department: General Education

Start: 07/01/2023

End: 06/30/2024

Benchmark Met?: Yes

Outcomes:

GESLO 7

Quantitative Reasoning Skills

Students will employ quantitative or symbolic reasoning to evaluate and solve real world problems.

Academic Year 2023-2024: General Education

Term: Overview

Exceeded		47.76%	32
Met		37.31%	25
Partially Met		5.97%	4
Not Met		4.48%	3
Not Attempted		4.48%	3

Analysis/Interpretation (Consideration):

BENCHMARK

The benchmark is that 80% of students will score a 70% or higher on the statistics test. It was met as 84% of students met or exceeded the benchmark (52 students out of 62).

Section	Exceeded	Met	Partially Met	Not Met	Not Attempted
MTH 123 VF C	11	14	3	2	0
MTH 123 VF X	12	6	1	0	1
MTH 123 SG X	3	0	0	0	0
MTH 233 VF C	6	5	1	2	0
Total	32	20	5	4	1

***Note that the graph is showing that there were three non-attempted. That is not correct. We attempted to correct it but Campus Labs keeps overriding our edits.**

MTH 233

This class is populated with all education majors (although two changed their major mid-semester). Education majors must keep a 3.0 GPA so they tend to care about their grades.

The Chapters 15 and 16 test covers statistics and a little bit of probability. Because this is a GESLO assignment, the probability questions on the 36-point test were limited to 8 points. The other 28 points are all statistics questions. The test covered mean, median, mode, various types of graphs, how to write statistical questions without bias, interquartile range, and mean absolute deviation.

I took a few minutes to analyze the three students who did not make the benchmark. One caught me by surprise, as she scored the lowest on the exam. She missed three days of instruction during this unit, but all of her homework was submitted with decent scores. MyLab gives rich data, and her risk factor has fluctuated through the semester but most recently turned green. She got 45% of statistics homework questions right on the first time; the class average was 47%.

Student #2 was not a surprise. She took remedial math several times before passing. Even now, she only got 15% of her statistics homework correct on the first try. She had one absence and four tardies during the unit.

Student #3 has changed her major to psychology but did not withdraw from this class specifically so that this unit could prepare her for the required Introduction to Statistics class that is required in her new major. She was ill-prepared academically for college and didn't have the time management skills to get everything done. She came into the test with missing homework, and MyLab rates her as having the lowest math knowledge. However, she did work on the practice test I provided to all students, and she almost met the benchmark.

The next two lowest scores met the benchmark but were the most concerning to me as they were much lower than these students' normal grades. Neither of them took advantage of the practice test in MyLab. One had missing homework assignments, but I cannot explain how one of my gifted math students scored in the C range on this test.

Note that before the students took this test, they also did a research project comparing standardized test data and demographics from two schools. They had to apply much of the knowledge learned in the unit. In many ways, that project is the higher level of learning. This test just aligns better with the MTH 123 unit test for GESLO comparisons.

Based on these results, I would say that the practice test is important. It relieves stress about the math test as it removes guesses and unpredictability. Weaker students can focus their studying on the needed skills and be fully prepared when they take the exam.

MTH123 B VF X

The benchmark is that 80% of students will score 70% or higher on the statistics test. This online course had 20 students enrolled. I looked at the data to determine which problem had the lowest score from the group. Question 10 had the lowest percentage correct. In this problem, students had to construct graphical displays for given data sets. Going forward, I would like to address this skill in future classes by working with students on using Excel and Desmos for graphing problems. These technology tools will help students prepare for this question and be a great real-world tool for the students to use in the course and be a great tool for real-life applications.

MTH123 C VF X

This course was a seven-week online version of the course. There were three students enrolled. Two out of the three passed the threshold and one scored 65%. The benchmark was not met because 67% passed the statistics test with 70% or higher. The breakdown of the grades was 100%, 87%, and 65%. After looking at the question data, I saw that question 10 was also a struggle for this group. In this problem, students had to construct graphical displays for given data sets. Going forward, I would

like to address this skill in future classes by working with students on using Excel and Desmos for graphing problems. These technology tools will help students prepare for this question and be a great real-world tool for the students to use in the course and be a great tool for real-life applications.

MTH 123 VFC

The benchmark was met as 83% of students scored 70% or better on the statistics exam.

The assessment on statistics covers elements of a statistical study, frequency tables, statistical graphs, and correlation. This exam tends to be easier for students since many of the questions are multiple-choice and have multiple parts, allowing for partial credit.

In past years, one question (5.C.13) on frequency tables was added to the exam to provide a computational question. This question took the longest time than any other question on the exam, but 70% of students got it fully correct, and 97% received partial credit.

One retake exam is offered. Of the 13 who took advantage of this opportunity, 11 of them improved. The two that did not improve did not do any studying or homework between the exams.

Of the two students who did not meet the goal, one did not take the retake and the other did. The one who took the retake did not complete the homework even when given a second chance. The one who did not take the retake completed all the homework, but English is his second language. He felt that he would not score any better by taking the retake exam.

Moving forward, I do not see any crucial changes needed for the assessment.

Action Plan (Use):

In the online sections, Excel and Desmos (cabri?) need to be used to demonstrate graphing problems.

Continue to use practice tests or allow retests

Progress: Completed

GESLO 8 - Natural Science

Providing Department: General Education

Start: 07/01/2023

End: 06/30/2024

Benchmark Met?: Yes

Outcomes:


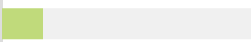
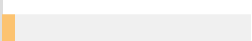
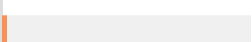
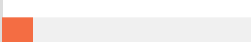
GESLO 8

Natural Science

Students will distinguish scientific inquiry from other ways of knowing and applying these methods to make informed judgments regarding contemporary issues in at least one field of science.

Academic Year 2023-2024: General Education

Term: Overview

Exceeded		64.29%	36
Met		16.07%	9
Partially Met		5.36%	3
Not Met		1.79%	1
Not Attempted		12.5%	7

Analysis/Interpretation (Consideration):

Overall the benchmark of 80% of students meeting or exceeding the standards was met with 45/56 (80%) of the students meeting the standards of both the scientific evidence paper and the nature of science quiz.

There were several observations made this year.

1. Students generally performed well on the nature of science quiz. This may be due in part to an improvement in course design, which was to embed an instructional video with the nature of science quiz. This seemed to both improve performance and the number of students completing the assignment.
2. Students also generally did well on the scientific evidence papers. We have been assessing the impact of dividing up the assessment into two or three parts where students select a topic and do some research early in the semester and get feedback before completing the final paper. As with the nature of science quiz this seemed to improve performance and completion rates. Still a small but significant number of students did not submit work.

Action Plan (Use):

Continue to look for opportunities to increase the number of students submitting work by gathering additional data (our sample sizes are small in most classes) and by looking for an optimum amount of early research to be done in various classes.

Progress: Completed