

North Carolina Wesleyan College

2017-18 Student Achievement and Success

North Carolina Wesleyan College (NCWC) monitors student achievement in a variety of ways. Examples include retention from first to second year, persistence to degree (graduation rate), preparation for graduate studies and/or employment, success in securing jobs or gaining admittance to graduate school, and outcomes for licensing examinations. Data for each of these are provided in the Student Achievement and Success Report.

In accordance with the SACSCOC policy statement on Institutional Obligations for Public Disclosure and Federal Requirement 4.1, NCWC provides and annually updates information regarding its goals for student achievement and the success of students in achieving those goals in the Student Achievement and Success Report.

Retention from First to Second Year

Goal: North Carolina Wesleyan's first- to second-year retention rates will exceed the average for a comparison group of colleges as selected by the IPEDS Data Center.

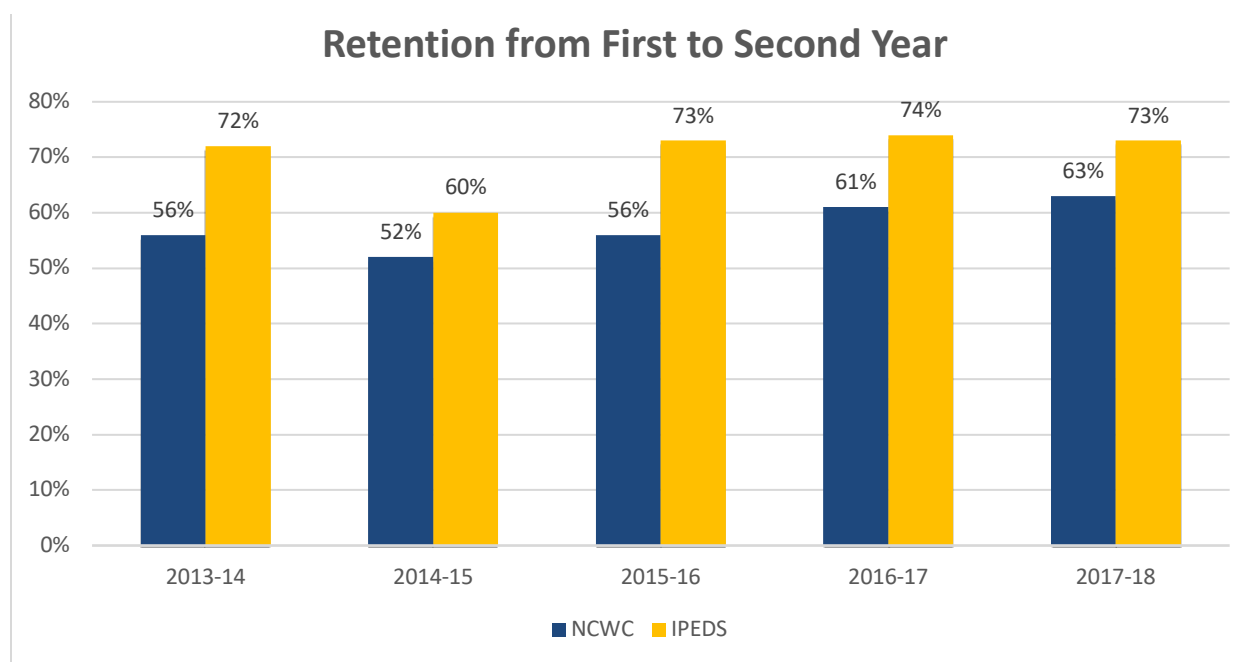


Fig. 1. Retention from First to Second Year (2015 through 2019 IPEDS Data Feedback Reports)

Not Accomplished: Please refer to the integrated action plan for improvement on page 10.

Persistence to Degree: Six-Year Graduation Rates

Goal: North Carolina Wesleyan’s six-year graduation rates will exceed the average for a comparison group of colleges as selected by the IPEDS Data Center.

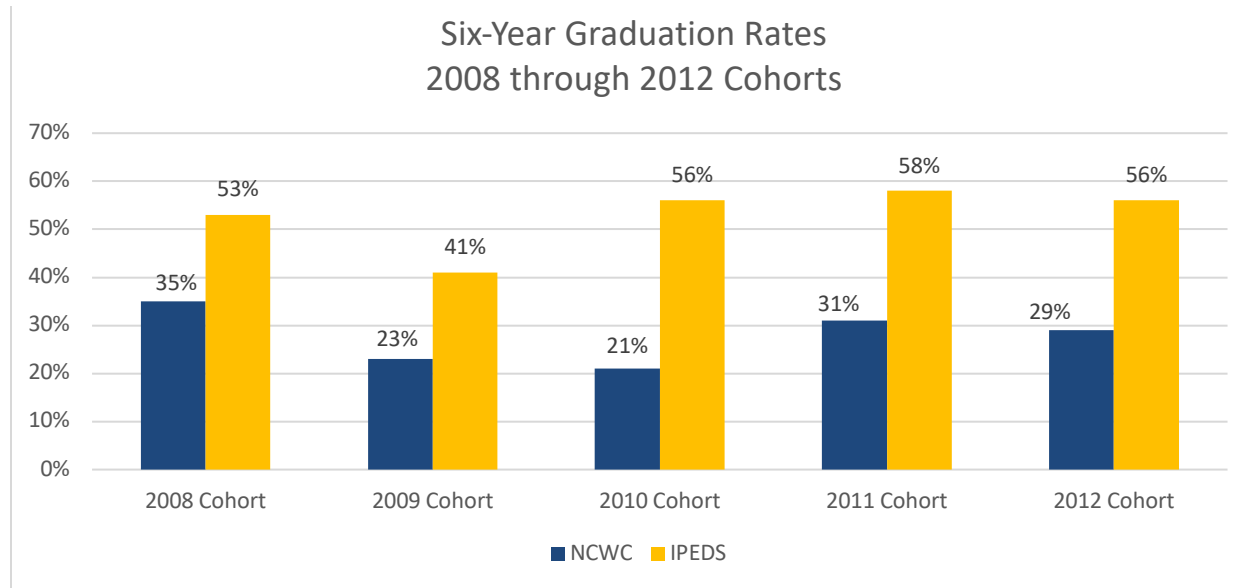


Fig. 2. Six-Year Graduation Rates 2008 through 2012 Cohorts (2015 through 2019 IPEDS Data Feedback Reports)

Not Accomplished: Please refer to the integrated action plan for improvement on page 10.

Persistence to Degree: Graduation Rates by Ethnicity

Goal: North Carolina Wesleyan’s six-year graduation rates for each ethnic group for the 2012 Cohort will exceed the average for a comparison group of colleges as selected by the IPEDS Data Center.

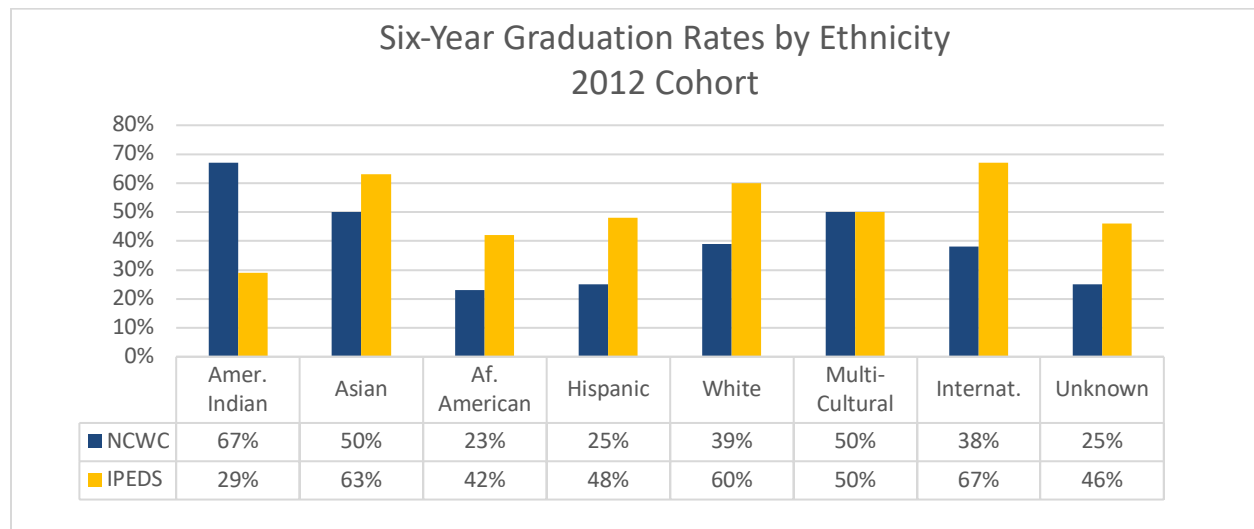


Fig 3. Six-Year Graduation Rates by Ethnicity 2012 Cohort (2019 IPEDS Data Feedback Reports)

Not Accomplished: Please refer to the integrated action plan for improvement on page 10.

Students' Preparation for Graduate School

Goal: Over 90% of graduating traditional and adult studies students will report that NCWC prepared them for graduate school.

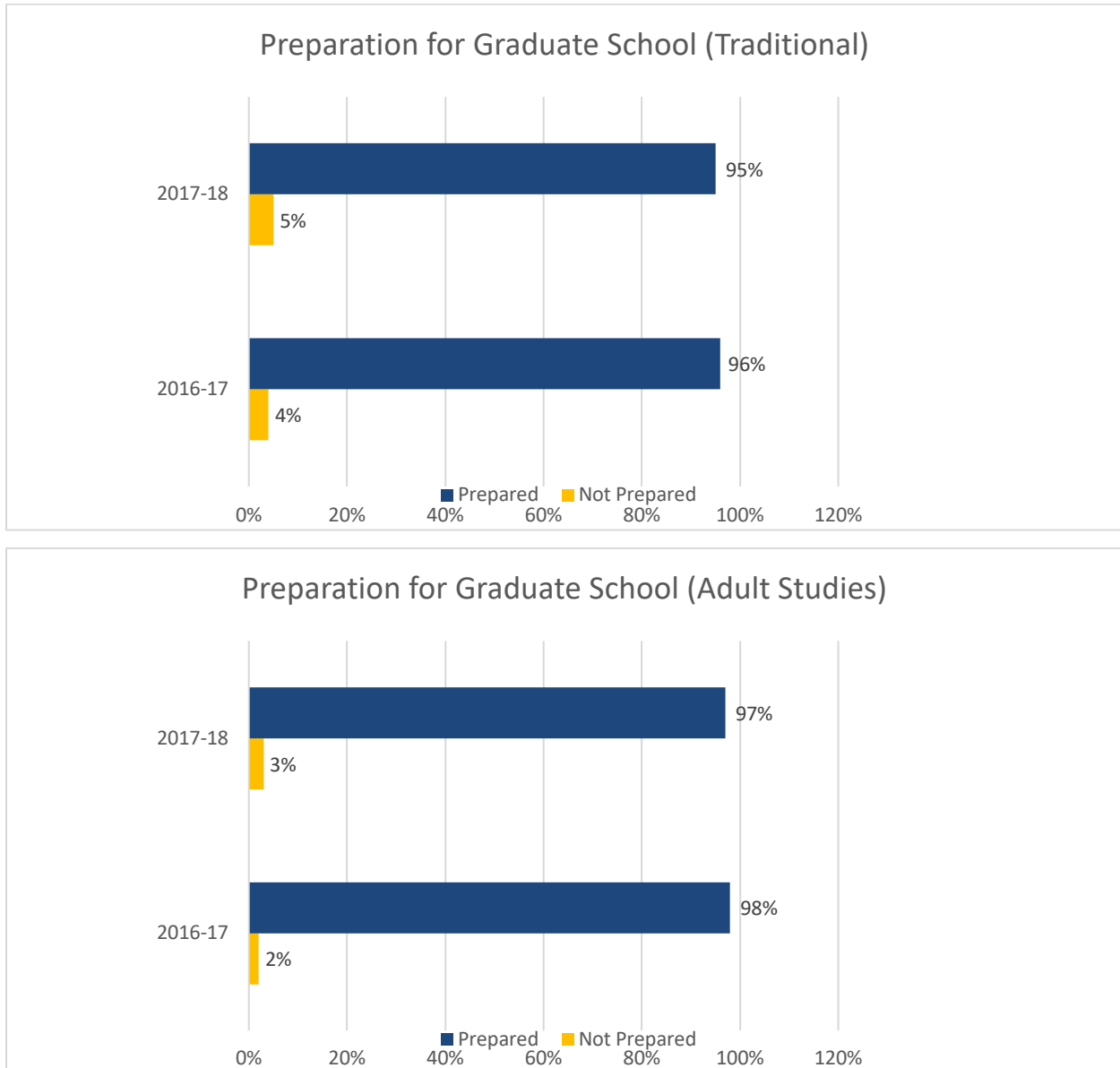


Fig. 4. Preparation for Graduate School (2016-17 & 2017-18 NCWC Traditional and Adult Studies Graduating Student Surveys)

Accomplished: The College will continue to make positive changes based on results of the graduating student survey and other assessments to maintain high student approval ratings in this area.

Students' Preparation for a Job in Field

Goal: Over 90% of graduating traditional and adult studies students will report that NCWC prepared them for a job in the major field.

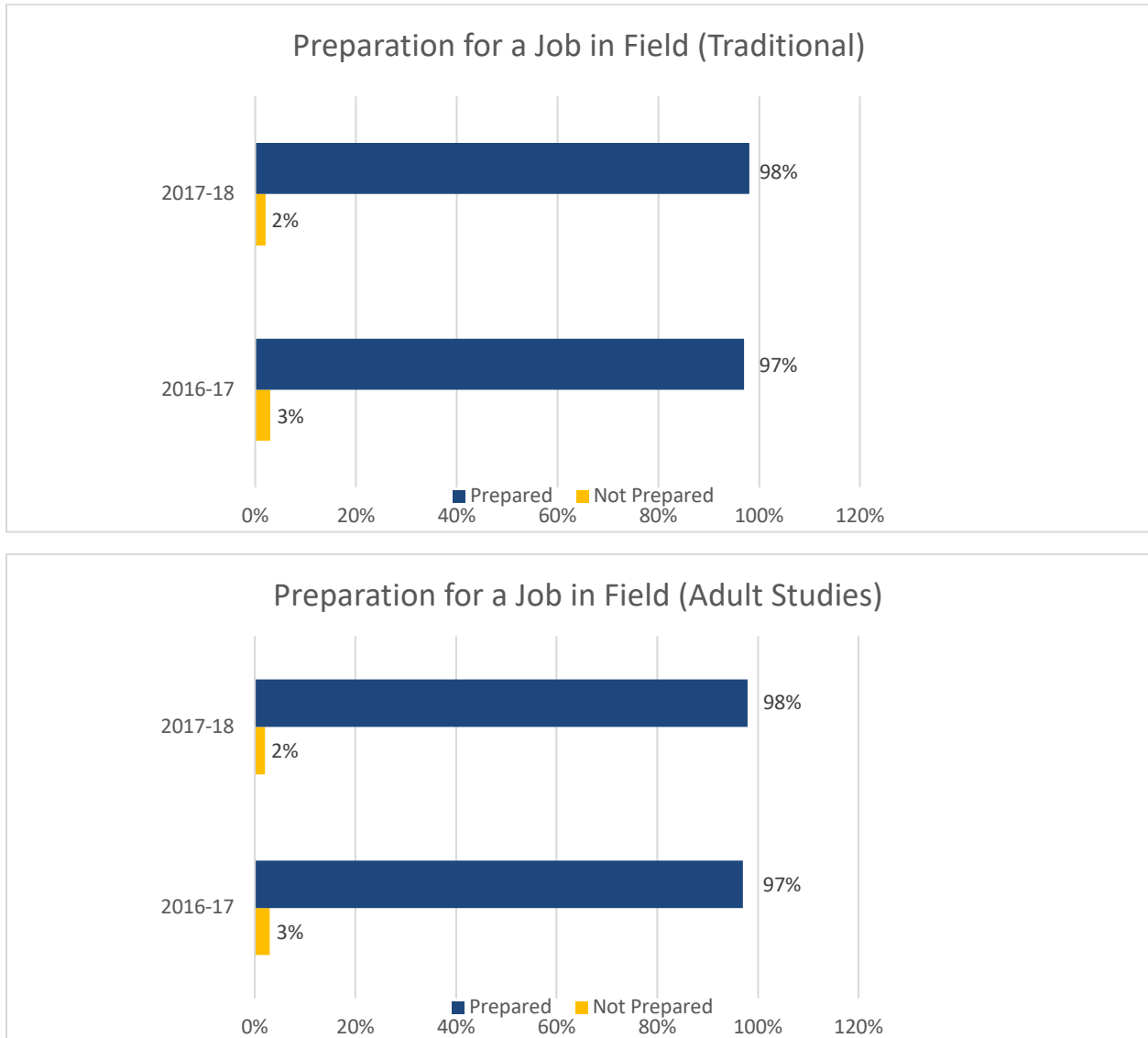


Fig. 5. Preparation for a Job in Field (2016-17 & 2017-18 NCWC Traditional and Adult Studies Graduating Student Surveys)

Accomplished: The College will continue to make positive changes based on results of the graduating student survey and other assessments to maintain high student approval ratings in this area.

Graduates' Employment

Goal: Upon graduation at least two thirds of responding students will report that they are employed or plan to attend graduate school.

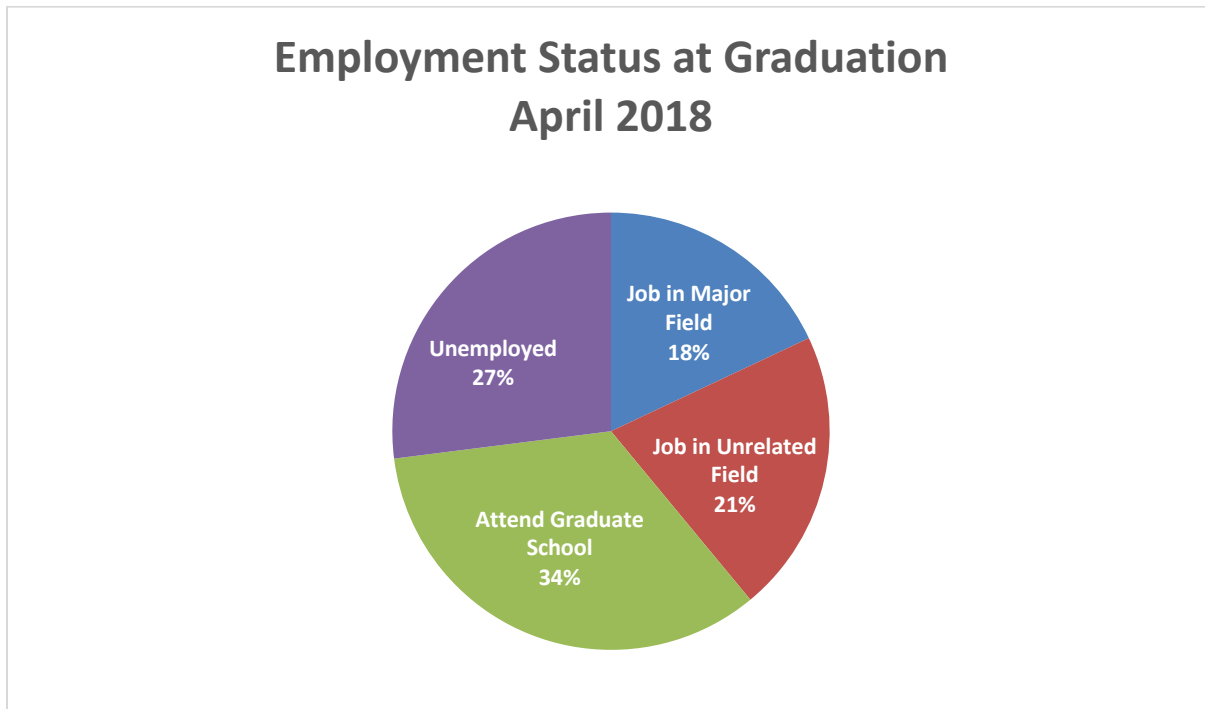


Fig. 6. Employment Status at Graduation April 2018 (April 2018 NCWC Career Services Graduate Survey)¹

73% of graduates will be employed or attending graduate school following graduation.

¹ 244 of 291 graduates (83.8%) completed a survey on graduation day.

Employment Status at Graduation August & December 2018

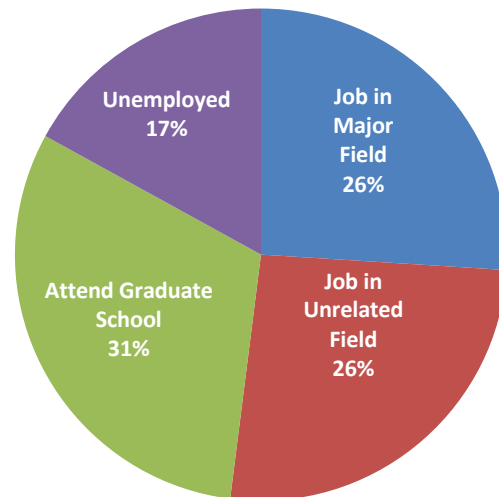


Fig. 7. Employment Status at Graduation August & December 2018 (August & December 2018 NCWC Career Services Graduate Surveys)²

83% of graduates will be employed or attending graduate school following graduation.

Accomplished: 78% of surveyed 2018 graduates will be employed or attending graduate school following graduation. The College will continue to make positive changes based on results of the graduating student survey and other assessments to maintain high employment and graduate school attendance rates. The Office of Planning and Research will work with Career Services to continue this measurement tool.

² 215 of 285 graduates (72.9%) completed a survey on graduation day.

Licensing Examinations

Teacher Education is the only program at NCWC that culminates in a licensing examination. Students earning BS degrees in Education must complete the PRAXIS II exam (the Pearson exam for Elementary graduates).

Goal: The overall pass rate for NCWC Education majors on the state licensure exam will be at least 80%.

ACADEMIC YEAR 2017-2018	
State Licensure Exams Pass Rate by Tests Taken	
• Elementary Pearson Exams	84.2%
• Special Education PRAXIS II	100%
• Middle Grades PRAXIS II*	60%
• Secondary PRAXIS II	100%
PRAXIS Performance Assessment for Teachers (PPAT) Pass Rate	90.9%
Average GPA of Program Completers	3.54
Graduation Rates	100%
ACADEMIC YEAR 2016-2017	
State Licensure Exams Pass Rate by Tests Taken	
• Elementary Pearson Exams	66.7%
• Special Education PRAXIS II	100%
• Middle Grades PRAXIS II	60%
• Secondary PRAXIS II	100%
Average GPA of Program Completers	3.78
Graduation Rates	100%
ACADEMIC YEAR 2015-2016	
State Licensure Exams Pass Rate by Tests Taken	
• Elementary Pearson Exams	57.14%
• Special Education PRAXIS II	100%
Average GPA of Program Completers	3.63
Job Placement Rates for Students Completing Licensure	100%
Graduation Rates	90%

Fig. 8. Teacher Education Performance Summary 2015–2018 (Education Program Data)³

Note: NCWC did not have graduates in all majors every year.

Not Accomplished: To improve pass rates within Elementary and Middle Grades education, the Director of Teacher Education took the following actions in collaboration with the Education faculty:

1. Instituted a licensure test preparation course (EDU 406) and attained grants to secure funds to bring in tutors who specialize in tested content areas and to provide test preparation materials for all students.

³ Due to the small number of graduates in the middle-grades category, statistics for 2016-2018 were combined.

2. Added an additional layer of support using EDU 495 (Special Topics) for students who did not pass tests prior to the student teaching semester.
3. Implemented a policy that requires students to pass all licensure exams prior to student teaching and created a pathway to graduation outside of Teacher Education for students who do not pass.
4. Worked with content area faculty on specific licensure test preparation in the content area, especially for the History secondary education exam which fell below state average pass rates.

As a result of these actions, pass rates have improved in Elementary and Middle Grades education. In 2019-20, the pass rate reached 100% in all categories.

Exercise Science Performance Summary 2017–2018

On 11 January 2018, NCWC’s Exercise Science Program received accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the largest external programmatic accrediting body of the health sciences professions. Recognized by the Council for Higher Education Accreditation (CHEA), CAAHEP reviews and accredits over 2,100 educational programs in thirty health science occupations. These programs are assessed on an ongoing basis to maintain the standards and guidelines of the specific profession.

Goal: The average graduation rate will be at least 90%.

ACADEMIC YEAR 2017-2018	
Students Enrolled in Program	20
Graduation Rate	19/20 (95%)
Average GPA of Program Completers	3.09
Graduate Placement Rates including employment and graduates continuing education	11/19 (58%)

Fig. 9. Exercise Science Performance Summary 2017–2018 (Exercise Science Program Data)

Accomplished: While the graduation rate was 95%, only 58% of respondents had either been accepted into graduate school or secured a job upon graduation. The new QEP will focus on enhancement of student employability skills, and Exercise Science has been selected as one of the programs to pilot that process. We expect graduate placement rates to climb once that process is in place.

Integrated Plan for Improvement

NCWC started tracking transfers-out in 2018 in an effort to determine what happens to first-time, full-time students when they leave the College. 49% transferred to another institution, compared to only 21% for the comparison group.

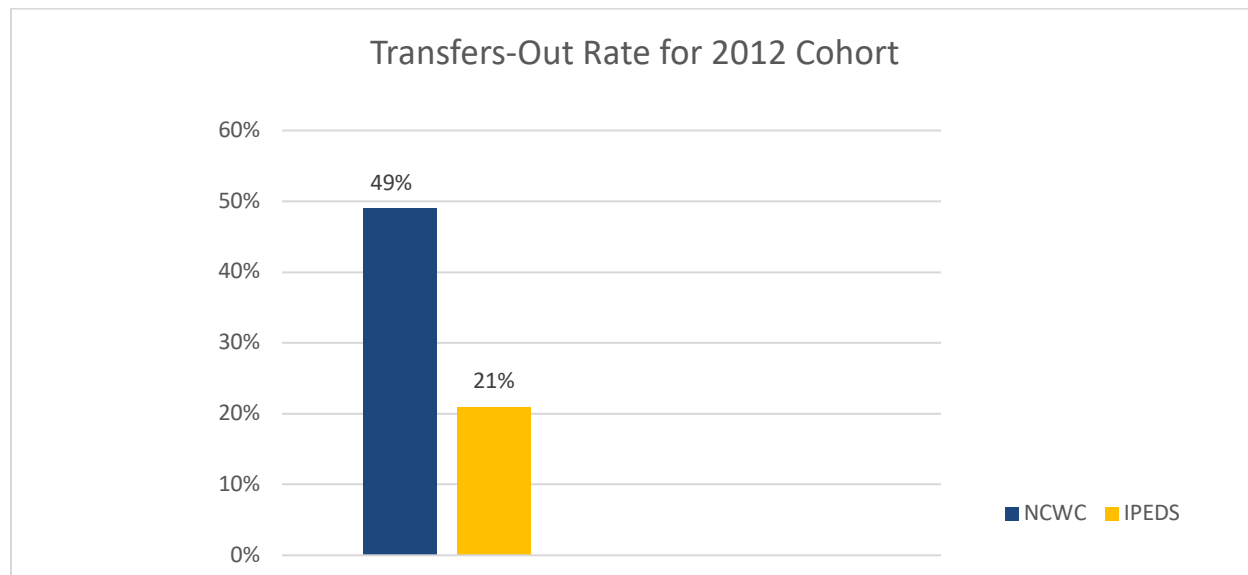


Fig. 10. Transfers-Out Rate for 2012 Cohort (2019 IPEDS Data Feedback Reports)

Our improvement plan will focus on taking steps to retain more of the students who are likely to transfer out, thus improving retention and graduation rates. The strategies will include the following:

1. Survey graduates to receive feedback on why they decided to matriculate at NCWC.
2. Survey transfers-out for feedback on why and at which point in their undergraduate career they left NCWC.
3. Create statistical profiles of students who graduated, transferred-out, and left college altogether. These profiles should encompass ethnicity, gender, socioeconomic status, etc.
4. Survey all incoming first-year students to measure student values and goals, expectations, and college preparedness in order to identify factors related to non-persistence.
5. Based on a review of institutional data and assessment and/or survey results, Student Affairs staff will hold focus-group interviews to explore concerns revealed by students' responses.
6. Implement interdepartmental action plans based on problems or concerns revealed by the surveys, statistical profiles, and other data.