

# NORTH CAROLINA WESLEYAN COLLEGE

## Student Achievement and Success Report

2020-21

*Revised/Updated 6.2021*

North Carolina Wesleyan College (NCWC) monitors student achievement in a variety of ways. Examples include six-year graduation rates, retention from first to second year, 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 Core Requirement 8.1, 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, which is publicly posted on the homepage of the NCWC website.

### Evaluation Criteria, Goals, and Status Summary Table

Evaluation Criteria	Rationale	Threshold of Acceptability	Goal	Goal Met/Not Met
<b>Six-Year Graduation Rates</b> (SACSOC Key Student Completion Indicator); First-time, full-time, degree seeking students	Earning a degree is the primary means by which NCWC fulfills its mission (to prepare students for professional advancement, life-long learning, and responsible participation in their communities) and aligns with the strategic plan.	The graduation rate will meet or exceed 31%, as specified in the NCWC 2020-25 Strategic Plan.	Meet or exceed the average for a comparison group of colleges as selected by the IPEDS Data Center (a weighted mean of the current year [50%] and the previous five years [50%] of the comparison group).	Not Met

Evaluation Criteria	Rationale	Threshold of Acceptability	Goal	Goal Met/Not Met
<p><b>Six-Year Graduation Rates by Race/Ethnicity and Gender</b> First-time, full-time degree seeking students</p>	<p>Earning a degree is the primary means by which NCWC fulfills its mission (to prepare students for professional advancement, life-long learning, and responsible participation in their communities). Racial/ethnic and gender identities should not impact students' likelihood of earning a degree, when controlling for past educational achievement.</p>	<p>The <math>p</math>-value for the race/ethnicity and gender variables in a logistic regression model predicting likelihood of earning a degree (while controlling for secondary educational achievement) should be greater than 0.05.</p>	<p>The <math>p</math>-value for the race/ethnicity and gender variables in a logistic regression model predicting likelihood of earning a degree (while controlling for secondary educational achievement) should be greater than 0.10.</p>	<p>Race/Ethnicity: Not Met Gender: Met</p>
<p><b>Retention Rate</b> (First to Second Year)</p>	<p>First-to-second year retention rates are a measure of student satisfaction and necessary to meeting graduation rate goals.</p>	<p>Meet or exceed the College's mean for the previous five academic years.</p>	<p>Meet or exceed the average for a comparison group of colleges as selected by the IPEDS Data Center (a weighted mean of the current year [50%] and the previous five years [50%] of the comparison group).</p>	<p>Not Met</p>
<p><b>Entry Level Course Success Rates</b> (ENG 111 and 112; MAT 111, 113, and 213)</p>	<p>These introductory courses provide students with core skills needed to earn a degree.</p>	<p>Meet or exceed the lowest success rate observed within the previous five academic years.</p>	<p>Meet or exceed the College's mean for the previous five academic years.</p>	<p>English: Met Math: Met</p>
<p><b>Student Preparation for Employment</b></p>	<p>Preparation for employment helps to fulfill the College's mission to prepare students for professional advancement and responsible participation in their communities.</p>	<p>At least 90% of students report that NCWC prepared them for employment.</p>	<p>At least 96% of students report that NCWC prepared them for employment.</p>	<p>Met</p>
<p><b>Student Preparation for Graduate School</b></p>	<p>Preparation for graduate school helps to fulfill the College's mission to promote life-long learning.</p>	<p>At least 90% of students report that NCWC prepared them for graduate school.</p>	<p>At least 96% of students report that NCWC prepared them for graduate school.</p>	<p>Met</p>

Evaluation Criteria	Rationale	Threshold of Acceptability	Goal	Goal Met/Not Met
<b>Placement</b> (Employment or enrollment in a graduate program)	Obtaining employment or enrolling in graduate school helps to fulfill the College's mission to prepare students for professional advancement, lifelong learning, and responsible participation in their communities.	At least 73% of students will report being employed or enrolled in a graduate program after graduation.	At least 77.5% of students will report being employed or enrolled in a graduate program after graduation.	Not Met
<b>Teacher Education Licensing Examinations</b>	Teacher Education is the only program at NCWC that culminates in a licensing examination. Preparing successful teacher candidates helps to fulfill all three aspects of the College's mission and is a crucial means by which NCWC contributes to the community.	Meet or exceed the lowest observed rate for each metric for the past five years.	Meet or exceed the mean rate for each metric for the past five years.	Met
<b>Exercise Science Program Performance</b> (Two-Year Program Graduation Rate, Graduate Class GPA, Placement Rate)	The Exercise Science Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), and the student outcomes are assessed on an ongoing basis to meet the CAAHEP standards and guidelines.	Meet or exceed the lowest observed rate for each metric since data collection began in 2017-18.	Meet or exceed the program's mean rate for each metric since data collection began in 2017-18.	Not Met

## Six-Year Graduation Rates

**Rationale:** Earning a degree is the primary means by which the College fulfills its mission to prepare students for professional advancement, life-long learning, and responsible participation in their communities. Graduation rates are also a core component of the strategic plan.

**Outcome:** NCWC will increase its six-year graduation rate of first-time, full-time, degree-seeking students.

**Threshold of Acceptability:** The minimum threshold of acceptability is 31%.

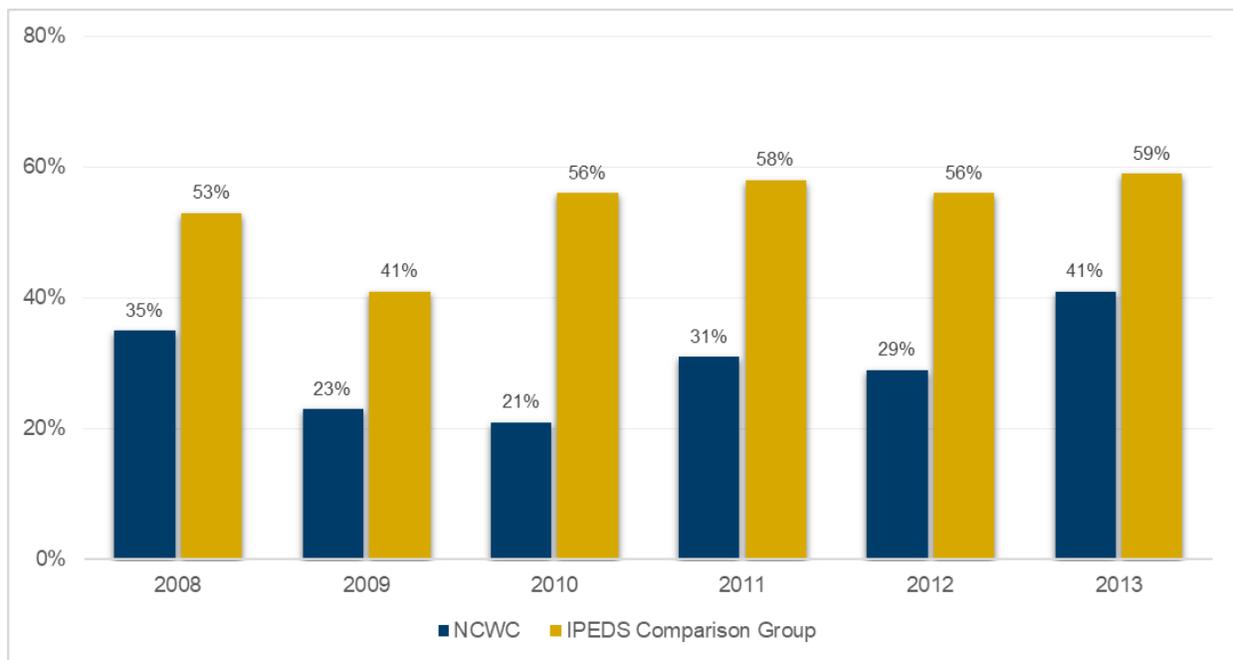
**Threshold Rationale:** This is the baseline goal set by the NCWC’s 2020-25 strategic plan.

**Goal:** The goal is 55.9%.

**Goal Rationale:** This is the weighted mean graduation rate of the comparison group of 28 similar peer colleges and universities in the 2020 IPEDS feedback report and for the previous five academic years.<sup>1</sup>

**Data and Methodology:** NCWC’s six-year graduation rates for first-time, full-time, degree-seeking students are calculated by the Office of Planning and Research annually and reported to the Integrated Postsecondary Education Data System (IPEDS). IPEDS determines an appropriate comparison group and all rates are derived from the 2015-2020 IPEDS Data Feedback Reports.

**Evaluation of Data:** For the 2019 cohort, the six-year graduation rate among first-time, full-time degree-seeking students is 41%. This percentage exceeds the threshold of acceptability but not the goal. This **outcome is not met**.



**Figure 1.** Six-year graduation rates for first-time, full-time, degree-seeking students. Comparison group determined by IPEDS based on multivariate analysis of similar educational institutions.

**Improvement:** Continue to monitor data and pursue targeted strategic initiatives to increase the six-year graduation rate.

<sup>1</sup> The mean comparison group graduation rate for the five previous IPEDS feedback reports (52.8%) was averaged with the graduation rate in the 2020 IPEDS feedback report (59%), to generate this goal ( $\frac{52.8\% + 59\%}{2} = 55.9\%$ ). This provides a more stable goal from year-to-year, while still providing greater (50%) weight to the current year.

### Analysis of Six-Year Graduation Rates by Race/Ethnicity

**Rationale:** Earning a degree is the primary means by which the College fulfills its mission to prepare students for professional advancement, life-long learning, and responsible participation in their communities. NCWC strives to ensure that all students, regardless of their racial/ethnic background, successfully complete their degree.

**Outcome:** Controlling for educational achievement at the secondary level, the likelihood of earning a degree for students identifying with a racial/ethnic minority group will not be significantly lower than white students.

**Threshold of Acceptability:** The minimum threshold of acceptability is a *p*-value greater than 0.05 for the race/ethnicity coefficient within a logistic regression model controlling for high school GPA and class rank.

**Threshold Rationale:** A *p*-value of greater than 0.05 indicates a lack of statistical significance at the conventional level, showing that students who identify with a racial minority group are not significantly less likely to earn a degree.

**Goal:** The goal is a *p*-value greater than 0.10 for the race/ethnicity coefficient within a logistic regression model controlling for high school GPA and class rank.

**Goal Rationale:** A *p*-value of greater than 0.10 indicates a complete lack of statistical significance, showing that students who identify with a racial minority group are not significantly less likely to earn a degree.

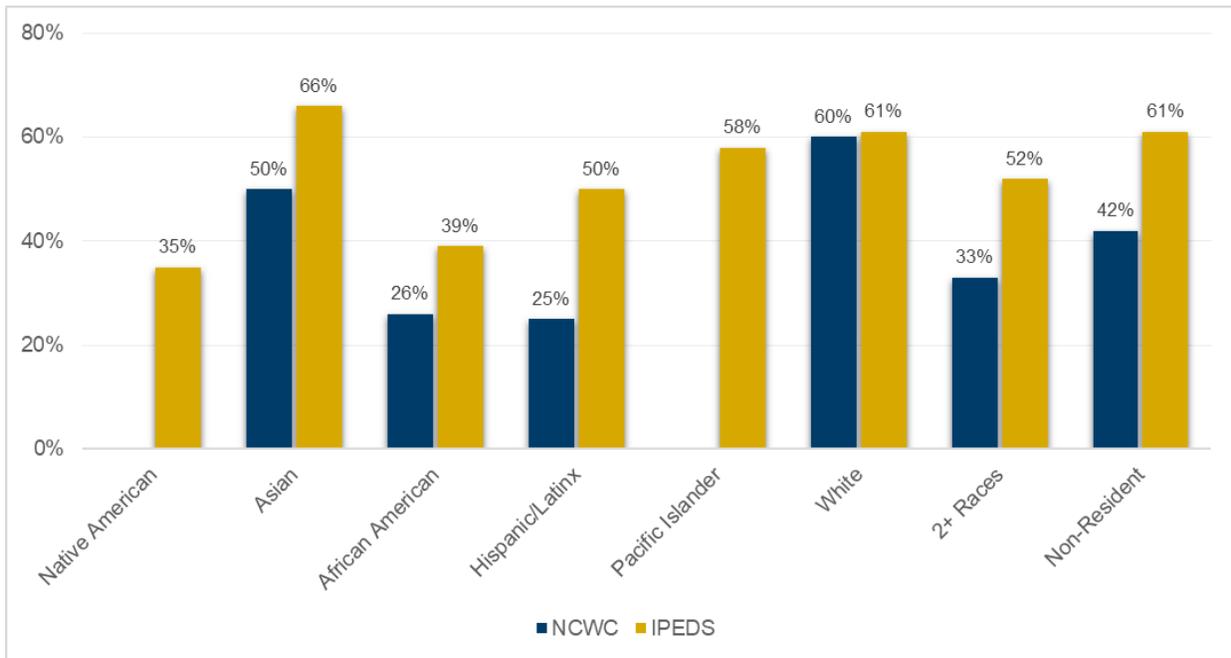
**Data and Methodology:** Using data from the 2013 cohort of first-time, full-time degree seeking students, we employ logistic regression to predict the likelihood that students earned a degree, with a dichotomous predictor for race/ethnicity (0=identifies as white, 1=identifies with a racial minority group). We control for high school GPA and class rank (converted to a percentile).

**Evaluation of Data:** The *p*-value obtained for the race/ethnicity predictor is 0.04, which is below the 0.05 threshold of acceptability and the goal of 0.10. Therefore, controlling for educational achievement at the secondary level, students from racial minority groups are significantly less likely to earn a degree from NCWC (Table 1). Likewise, the six-year graduation rates of students in all minority racial/ethnic categories are lower than those of white students (Figure 2). This **outcome is not met**.

**Table 1.** Likelihood of Graduation by Race/Ethnicity, H.S. GPA, and H.S. Class Rank (Logit)

	Degree Completion
Race/Ethnicity (1=Racial Minority)	-0.864** (0.417)
High School GPA	0.676 (0.562)
High School Class Rank (Percentile)	-0.011 (0.015)
Constant	-1.443 (2.412)
<i>N</i>	170

(Standard Errors in Parentheses)  
\* *p*<0.10; \*\* *p*<0.05; \*\*\* *p*<0.01



**Figure 2.** Six-Year Graduation Rates by Race/Ethnicity

**Improvement:** During the 2020-21 academic year, NCWC pursued a number of diversity-related initiatives, including hiring a Diversity & Inclusion Liaison. The College will continue to support initiatives to increase the retention and graduation rates of racial/ethnic minority students.

### Analysis of Six-Year Graduation Rate by Gender

**Rationale:** Earning a degree is the primary means by which the College fulfills its mission to prepare students for professional advancement, life-long learning, and responsible participation in their communities. NCWC strives to ensure that all students, regardless of their gender identity, successfully complete their degree.

**Outcome:** Controlling for educational achievement at the secondary level, the likelihood of earning a degree for students identifying as female (or another gender identity) will not be significantly lower than students identifying as male.

**Threshold of Acceptability:** The minimum threshold of acceptability is a *p*-value greater than 0.05 for the gender coefficient within a logistic regression model controlling for high school GPA and class rank.

**Threshold Rationale:** A *p*-value of greater than 0.05 indicates a lack of statistical significance at the conventional level, showing that students who identify as female are not significantly less likely to earn a degree.

**Goal:** The goal is a *p*-value greater than 0.10 for the race/ethnicity coefficient within a logistic regression model controlling for high school GPA and class rank.

**Goal Rationale:** A *p*-value of greater than 0.10 indicates a complete lack of statistical significance, showing that students who identify as female are not significantly less likely to earn a degree.

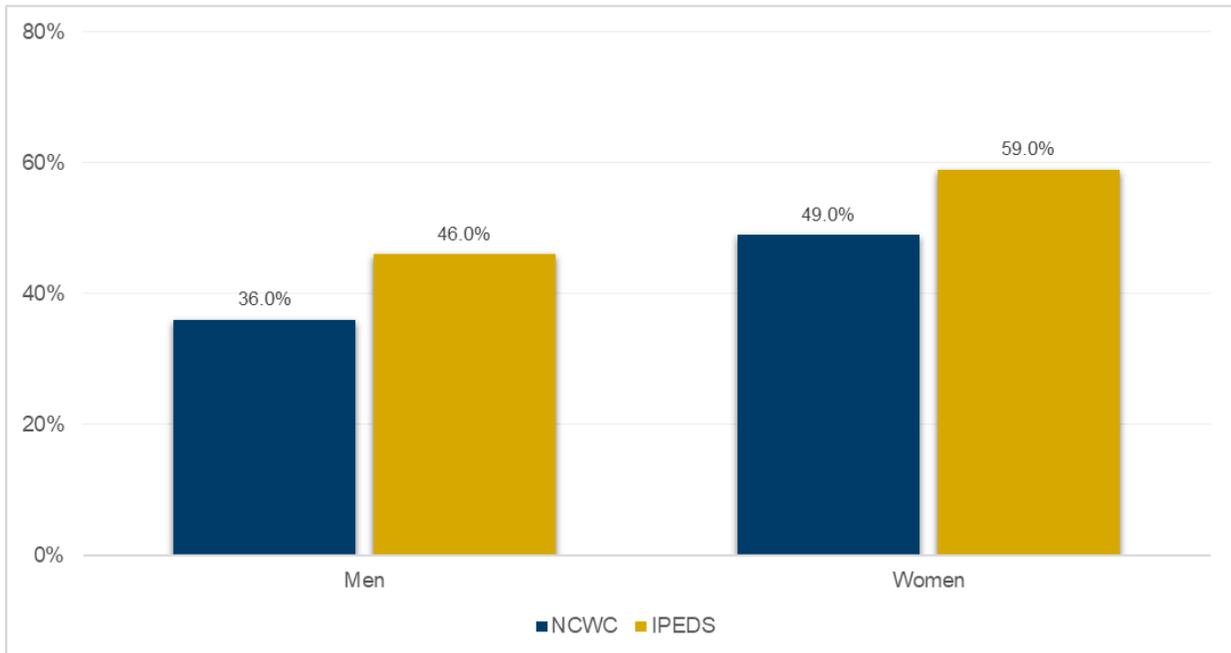
**Data and Methodology:** Using data from the 2013 cohort of first-time, full-time degree seeking students, we employ logistic regression to predict the likelihood that students earned a degree, with a dichotomous predictor for gender (0=identifies as male, 1=identifies as female or another gender category). We control for high school GPA and class rank (converted to a percentile).

**Evaluation of Data:** The *p*-value obtained for the race/ethnicity predictor is 0.44, which is above the 0.05 threshold of acceptability and the goal of 0.10. Therefore, controlling for educational achievement at the secondary level, gender does not significantly impact the likelihood that students earn a degree from NCWC (Table 2). Likewise, consistent with our IPEDS peers, the six-year graduation rate for female students is higher (49%) than male students (36%; Figure 3). This **outcome is met**.

**Table 2.** Likelihood of Graduation by Gender, H.S. GPA, and H.S. Class Rank (Logit)

	Degree Completion
Gender (1=Female)	0.286 (0.374)
High School GPA	0.987* (0.532)
High School Class Rank (Percentile)	-0.005 (0.014)
Constant	-3.413 (2.180)
<i>N</i>	170

(Standard Errors in Parentheses)  
 \* *p*<0.10; \*\* *p*<0.05; \*\*\* *p*<0.01



**Figure 3.** Six-Year Graduation Rates by Gender

**Improvement:** We will continue to monitor and analyze data to ensure that gender does not significantly impact graduation rates when controlling for secondary educational achievement.

### Retention Rates

**Rationale:** First-to-second year retention rates provide an indicator of student satisfaction, preparation for college-level coursework, and is a necessary condition for fulfilling the College’s goals for six-year graduation rates.

**Outcome:** NCWC will increase its first-to-second year retention rate for first-time, full-time, degree-seeking students.

**Threshold of Acceptability:** The minimum threshold of acceptability is 58%.

**Threshold Rationale:** This is the average first-to-second-year retention rate for first-time, full-time degree-seeking students during the previous five academic years.

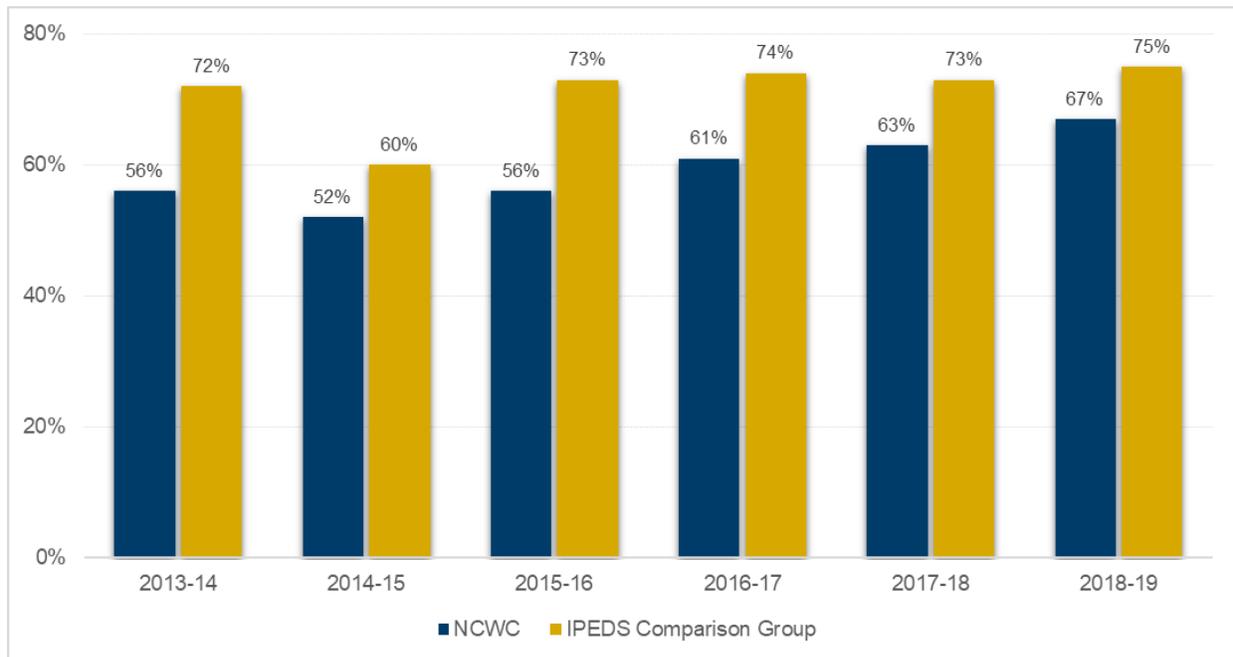
**Goal:** The goal is 72.7%.

**Goal Rationale:** This is the weighted mean retention rate of the comparison group of 28 similar peer colleges and universities in the 2020 IPEDS feedback report and for the previous five academic years.<sup>2</sup>

<sup>2</sup> The mean comparison group retention rate for the five previous IPEDS feedback reports (70.4%) was averaged with the retention rate in the 2020 IPEDS feedback report (75%), to generate this goal ( $\frac{70.4\% + 75\%}{2} = 72.7\%$ ). This provides a more stable goal from year-to-year, while still providing greater (50%) weight to the current year.

**Data and Methodology:** NCWC’s first-to-second year retention rates for first-time, full-time, degree-seeking students are calculated by the Office of Planning and Research annually and reported to the Integrated Postsecondary Education Data System (IPEDS). IPEDS determines an appropriate comparison group and all rates are derived from the 2015-2020 IPEDS Data Feedback Reports.

**Evaluation of Data:** For the 2018-19 academic year, first-to-second year retention rate among first-time, full-time degree-seeking students is 67%. This percentage exceeds the threshold of acceptability but not the goal. This **outcome is not met**.



**Figure 4.** First-to-second year retention rates for first-time, full-time, degree-seeking students. Comparison group determined by IPEDS based on multivariate analysis of similar educational institutions.

**Improvement:** Continue to monitor data and pursue targeted strategic initiatives to increase the first-to-second year retention rate.

### Course Success Rates

**Rationale:** Successful completion of introductory general education courses provides students with the skills necessary for completion of a degree and supports the mission of North Carolina Wesleyan College to prepare students for professional advancement, life-long learning, and responsible participation in their communities.

#### *English Composition*

**Outcome:** NCWC will increase the rate at which students complete introductory courses in English composition (ENG 111 and 112) with a grade of C or better.

**Threshold of Acceptability:** ENG 111: 58.35%; ENG 112: 70.75%

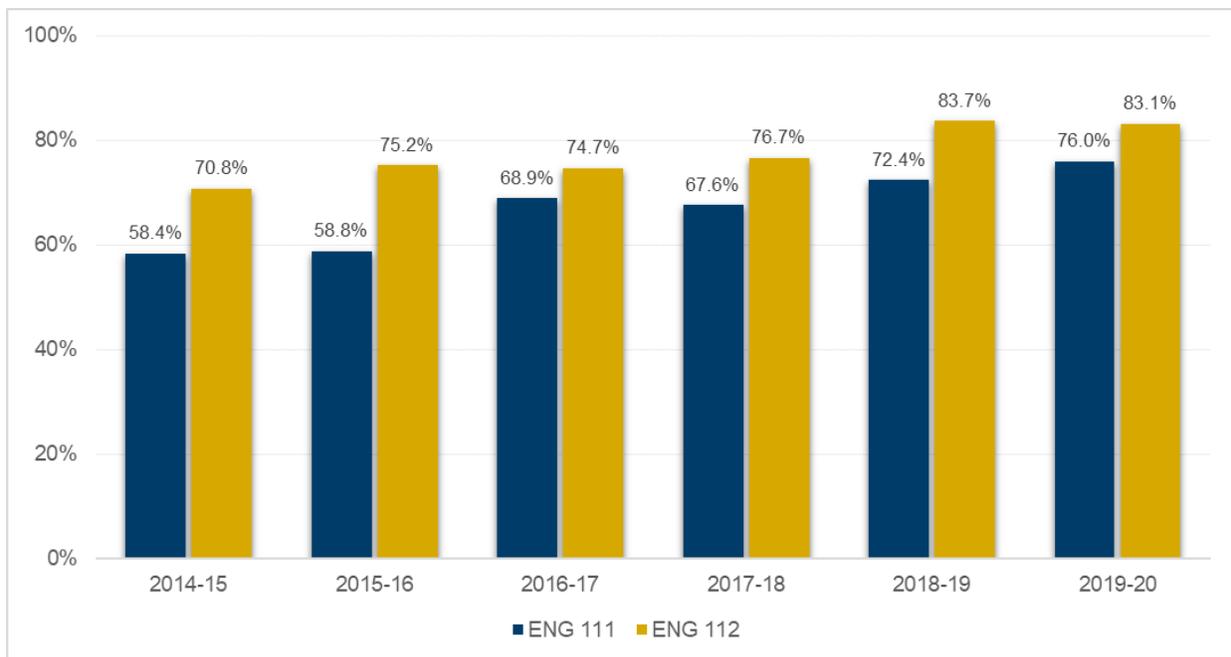
**Threshold Rationale:** These are the lowest course success rates observed during the previous five academic years (2014-2019). For both ENG 111 and ENG 112, these success rates occurred during the 2014-15 academic year (ENG 111  $N=461$ , ENG 112  $N=359$ ).

**Goal:** ENG 111: 64.81%. ENG 112: 76.01%.

**Goal Rationale:** These are the mean success rates observed across the previous five academic years (2014-19), based on a sample of 2012 students for ENG 111 and 1780 students for ENG 112.

**Data and Methodology:** Final course grades were collected from the 2014-15 academic year through the 2019-20 academic year for ENG 111 and 112 by the Office of Planning & Research. Students must complete both of these courses to satisfy the English Composition general education requirement. The success rate was calculated by dividing the number of students who earned a C or higher in the course by the number of students who attempted the course, expressed as a percentage.

**Evaluation of Data:** For the 2019-20 academic year, 75.14% of students in ENG 111 ( $N=354$ ) and 79.69% of students in ENG 112 ( $N=320$ ). These percentages exceed the thresholds of acceptability and goals, therefore this **outcome is met**.



**Figure 5.** Percentage of students earning a C or better in ENG 111 and 112 by academic year.

\*Note: 2019-20 includes students who earned a P in the course (due to P/F option offered due to COVID-19 pandemic).

**Improvement:** Continue to monitor and analyze data.

### Mathematics

**Outcome:** NCWC will increase the rate at which students complete an introductory course in mathematics (MAT 111, 113, or 213) with a grade of C or better.

**Threshold of Acceptability:** MAT 111/113: 51.39%; MAT 213: 67.36%

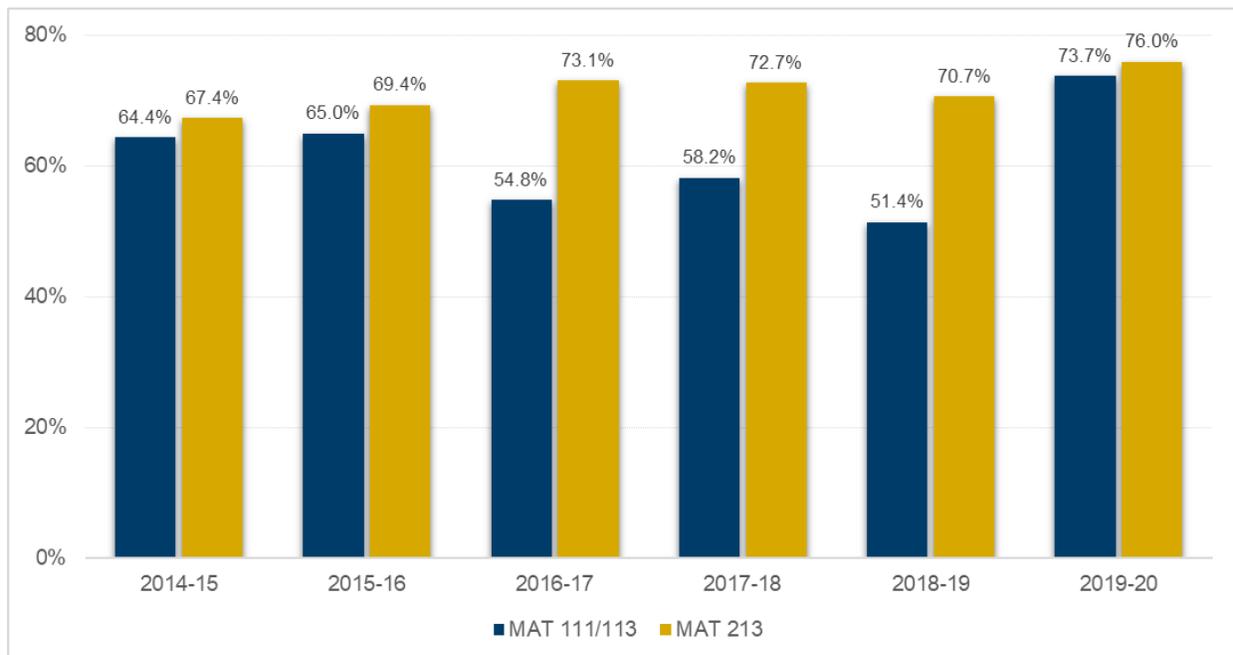
**Threshold Rationale:** These are the lowest course success rates observed during the previous five academic years (2014-2019). For MAT 111/113, this success rate occurred during the 2018-19 academic year ( $N=144$ ), and for MAT 213 this success rate occurred during the 2014-15 academic year ( $N=530$ ).

**Goal:** MAT 111/113 59.12%; MAT 213:70.70%.

**Goal Rationale:** These are the mean success rates observed across the previous five academic years (2014-19), based on a sample of 707 students for MAT 111/113 and 2662 students for MAT 213.

**Data and Methodology:** Final course grades were collected from the 2014-15 academic year through the 2019-20 academic year for MAT 111, 113, and 213 by the Office of Planning & Research. Students may complete any one of these courses to satisfy the mathematics general education requirement, with MAT 213 being required specifically for many majors in the schools of Business, Social Sciences & Education, and Mathematics & Science. Students not in a major requiring MAT 213 typically enroll in MAT 111 or 113, and these two courses were combined when analyzing the data to account in order to increase the sample size. The success rate was calculated by dividing the number of students who earned a C or higher in the course by the number of students who attempted the course, expressed as a percentage.

**Evaluation of Data:** For the 2019-20 academic year, 73.72% of students in MAT 111 and 113 ( $N=137$ ) and 75.95% of students in MAT 213 ( $N=391$ ). These percentages exceed the thresholds of acceptability and goals, therefore this **outcome is met**.



**Figure 6.** Percentage of students earning a C or better in MAT 111/113 and MAT 213 by academic year.

\*Note: 2019-20 includes students who earned a P in the course (due to P/F option offered due to COVID-19 pandemic).

**Improvement:** Continue to monitor and analyze data.

## Student Preparation for Employment

**Rationale:** Preparation for employment helps to fulfill the College's mission to prepare students for professional advancement and responsible participation in their communities. While an indirect measure of employment preparation, this survey item provides an important indicator of student satisfaction with their education at NCWC.

**Outcome:** NCWC will ensure that its graduates feel prepared for employment.

**Threshold of Acceptability:** The minimum threshold of acceptability is 90%.

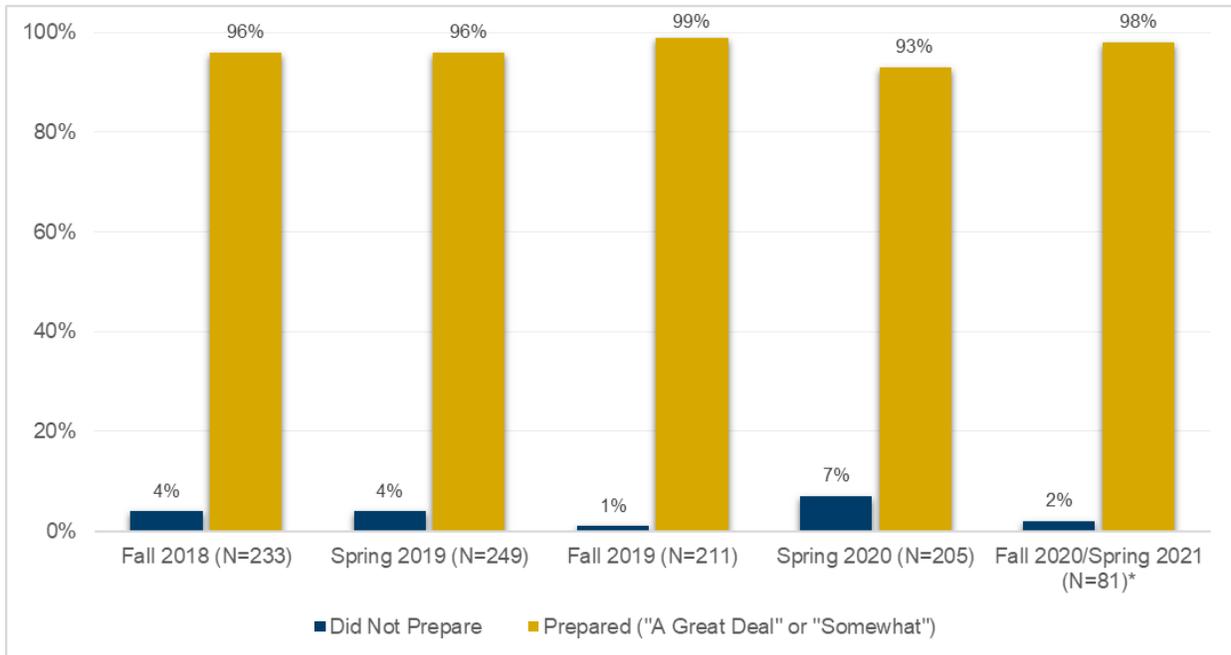
**Threshold Rationale:** Based on an analysis of historical data, a vast majority of students (>90%) feel prepared for employment. Due to minor fluctuations and a potential ceiling effect, the minimum threshold will be set at 90%.

**Goal:** The goal is 96%.

**Goal Rationale:** This is the average percentage of students who feel prepared for employment for the previous two academic years.

**Data and Methodology:** Students applying to graduate are required to complete the NCWC Graduation Survey, which includes items measuring students' preparation for employment. While this is self-reported data, and likely skews in a positive direction, it allows us to monitor trends over time. Students are asked whether NCWC prepared them for employment. Those answering "a great deal" or "somewhat" are combined and compared against those who reported that NCWC did not prepare them for employment.

**Evaluation of Data:** Among 2020-21 graduates, 98% of those surveyed reported that they feel NCWC prepared them for graduate school, exceeding the threshold of acceptability (90%) and the goal (96%). This **outcome is met**.



**Figure 7.** Students Self-Reported Preparation for Graduate School. Fall semesters combine August and December graduations.

\*Low response rate in 2020-21 is due to error in graduation application, therefore fall and spring semesters are combined.

**Improvement:** We will continue to collect this data. Following the error in the graduation application in 2020-21, we have migrated to the survey to a new platform and better integrated it into the application process. This should increase response rates dramatically. We also revised the item to a 5-point Likert scale to better assess overall attitudes.

### Student Preparation for Graduate School

**Rationale:** Preparation for graduate school helps to fulfill the College’s mission to promote life-long learning. While an indirect measure of graduate school preparation, this survey item provides an important indicator of student satisfaction with their education at NCWC.

**Outcome:** NCWC will ensure that its graduates feel prepared for graduate school.

**Threshold of Acceptability:** The minimum threshold of acceptability is 90%.

**Threshold Rationale:** Based on an analysis of historical data, a vast majority of students (>90%) feel prepared for employment. Due to minor fluctuations and a potential ceiling effect, the minimum threshold will be set at 90%.

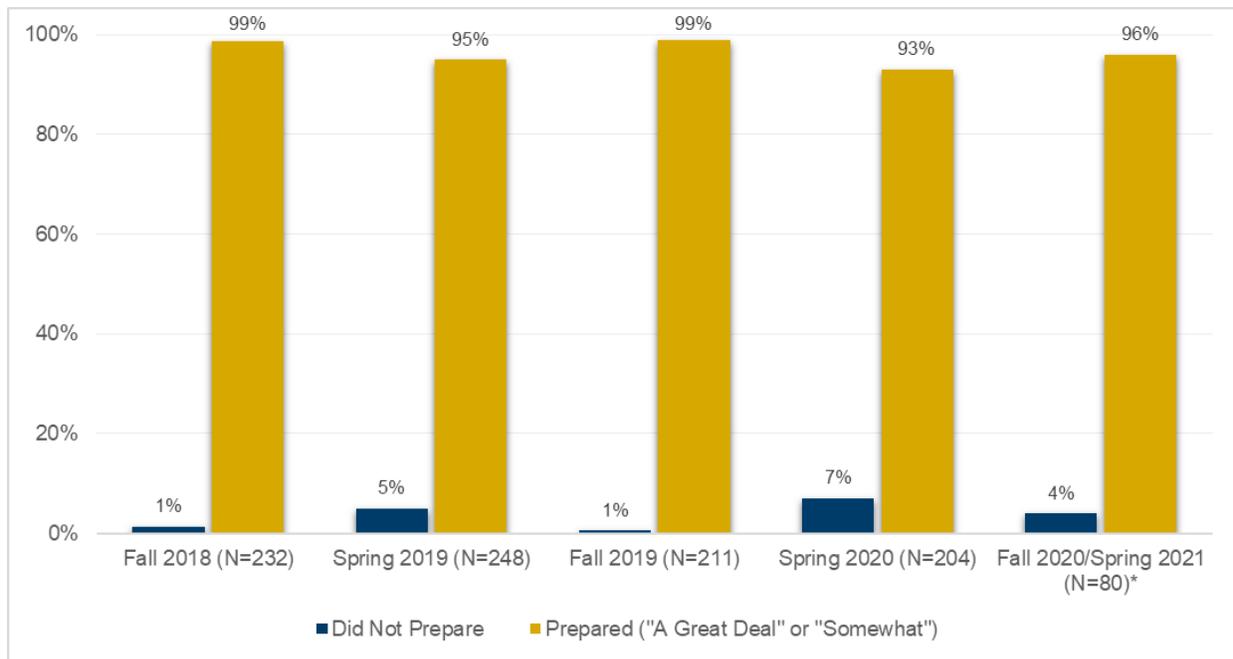
**Goal:** The goal is 96%.

**Goal Rationale:** This is the average percentage of students who feel prepared for employment for the previous two academic years.

**Data and Methodology:** Students applying to graduate are required to complete the NCWC Graduation Survey, which includes items measuring students’ preparation for employment. While this is

self-reported data, and likely skews in a positive direction, it allows us to monitor trends over time. Students are asked whether NCWC prepared them for employment. Those answering “a great deal” or “somewhat” are combined and compared against those who reported that NCWC did not prepare them for employment.

**Evaluation of Data:** Among 2020-21 graduates, 96% of those surveyed reported that they feel NCWC prepared them for graduate school, exceeding the threshold of acceptability (90%) and matching the goal (96%). This **outcome is met**.



**Figure 8.** Students Self-Reported Preparation for Graduate School. Fall semesters combine August and December graduations.

\*Low response rate in 2020-21 is due to error in graduation application, therefore fall and spring semesters are combined.

**Improvement:** We will continue to collect this data. Following the error in the graduation application in 2020-21, we have migrated to the survey to a new platform and better integrated it into the application process. This should increase response rates dramatically. We also revised the item to a 5-point Likert scale to better assess overall attitudes.

## Placement Rates

**Rationale:** Obtaining employment or enrolling in graduate school helps to fulfill the College’s mission to prepare students for professional advancement, lifelong learning, and responsible participation in their communities.

**Outcome:** NCWC will increase the percentage of students who obtain full-time employment or enroll in graduate school within six months of graduation.

**Threshold of Acceptability:** The minimum threshold of acceptability is 73%.

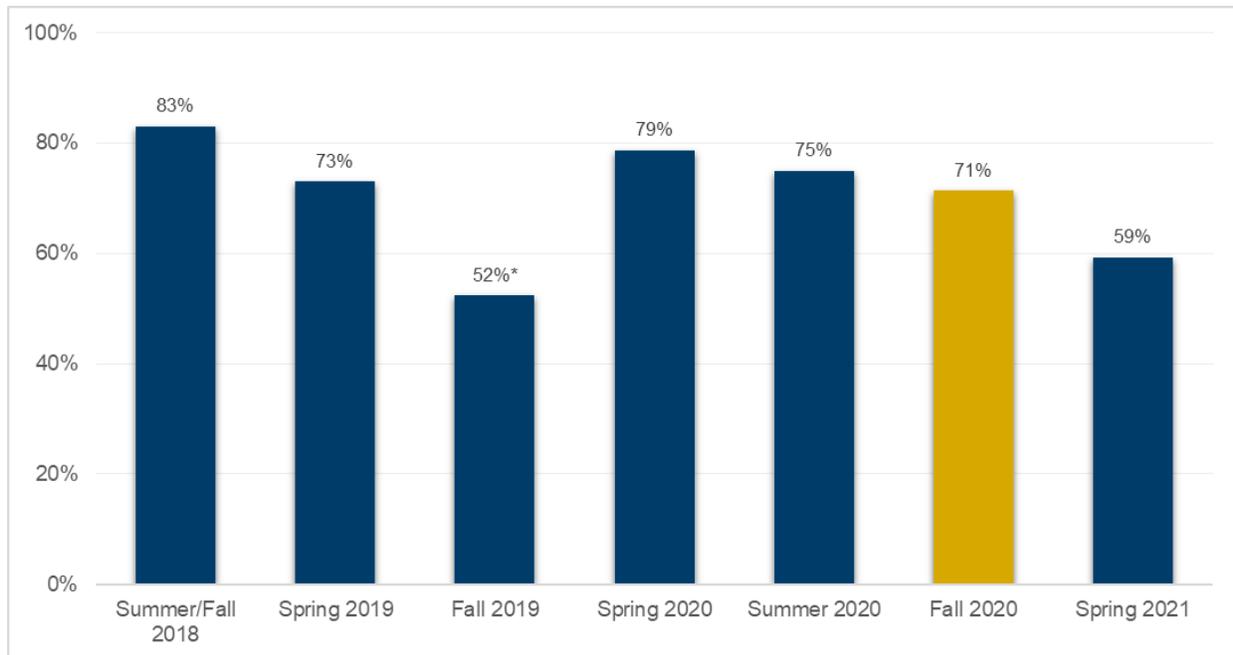
**Threshold Rationale:** Based on an analysis of historical data, this is the lowest observed placement rate for which there is complete data.

**Goal:** The goal is 77.5%.

**Goal Rationale:** Based on an analysis of historical data, for semesters in which there is complete data the average placement rate is 77.5%

**Data and Methodology:** NCWC’s Office of Career Development and Leadership administers a First Destination Survey to graduating students on graduation day and follows up with graduates for six months following their graduation date. This survey asks students to indicate if they have obtained full-time employment or have enrolled in a graduate program. The mean response rate to these surveys is 50%, though with a change to methodology the response rate has increased to 66% for the two most recent semesters. The placement rate is calculated by the dividing the number of students who have obtained full-time employment or have enrolled in graduate school by the total number of students who completed the survey.

**Evaluation of Data:** For Fall 2020 graduates, the most recent graduate class in which six-month post-graduation data was obtained, the placement rate is 71%. This falls below the threshold of acceptability (73%) and the goal (77.5%). This **outcome is not met**.



**Figure 9.** Placement Rates of NCWC Students by Graduation Date

\*Incomplete data were available for Fall 2019 and this placement rate is excluded from the calculations for the threshold and goal.

**Improvement:** The Office of Career Development and Leadership has been working to increase the response rate on the First Destination Survey and to administer the survey in a more consistent manner. We expect that some of the slight decline in placement rate is due to a higher response rate (66% for Fall 2020 compared to 34% for the two immediately preceding semesters). This lower response rate likely skewed the placement rate. Nevertheless, the College has undertaken a strategic

initiative to increase the number of students who complete an internship while enrolled at NCWC. This should increase the placement rate over time.

## Teacher Education Licensing Examinations

**Outcome:** The Teacher Education program will increase its students' pass rates on state licensure exams, GPA of program completers, and graduation rates.

**Thresholds of Acceptability:** 78.57% mean pass rate on exams, 90% two-year graduation rate, 3.54 program completer GPA.

**Thresholds Rationale:** These are the lowest observed values for these metrics over the previous five years.

**Goals:** 85.48% mean pass rate on exams, 97.5% two-year graduation rate, 3.65 program completer GPA.

**Goals Rationale:** These are the mean scores for these metrics over the previous five academic years.

**Data and Methodology:** Program data was collected by the Director of Teacher Education for the 2015-16 through 2019-20 academic years. The 2019-20 cohort was compared against the previous cohorts. In calculating pass rates on exams, the pass rate is calculated across all exams completed in that academic year (not all exams are taken by students each year).

**Evaluation of Data:** For the 2019-20 cohort, the exam pass rate was 87%, the graduation rate was 100%, and the graduate class GPA was 3.65. These meet or exceed the thresholds of acceptability and goals. This **outcome is met**.

**Table 3.** Teacher Education Program Data 2015-20

ACADEMIC YEAR 2019-20	
State Licensure Exams Pass Rate by Tests Taken	
• Elementary Pearson Exams	60%
• Special Education PRAXIS II	100%
PRAXIS Performance Assessment for Teachers (PPAT) Pass	100%
Average GPA of Program Completers	3.65
Graduation Rates	100%
ACADEMIC YEAR 2018-2019	
State Licensure Exams Pass Rate by Tests Taken	
• Elementary Pearson Exams	84%
• Special Education PRAXIS II	100%
PRAXIS Performance Assessment for Teachers (PPAT) Pass	100%
Average GPA of Program Completers	3.67
Graduation Rates	100%
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	90.9%
Average GPA of Program Completers	3.54
Graduation Rates	100%
<b>ACADEMIC YEAR 2016-2017</b>	
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%
<b>ACADEMIC YEAR 2015-2016</b>	
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%

## Exercise Science Performance Summary

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.

**Outcome:** The Exercise Science Program will increase its two-year graduation rate, graduate class GPA, and placement rates (employment or graduate education) of its students.

**Thresholds of Acceptability:** 80% two-year graduation rate, 3.09 graduate class GPA, 67% placement rate.

**Thresholds Rationale:** These are the lowest observed values for these metrics since data collection began with the 2017-18 cohort.

**Goals:** 86% two-year graduation rate, 3.11 graduate class GPA, 68% placement rate.

**Goals Rationale:** These are the mean scores for these metrics since data collection began with the 2017-18 cohort. Because there is only one prior year of data for placement rates, 1% is added to the 2017-18 placement rate.

**Data and Methodology:** Program data was collected by the Exercise Science Program Coordinator for the 2017-18 through 2020-21 academic years. For graduation rates and graduate class GPA, there is a lag of one year, therefore the 2019-20 cohort is analyzed. For placement rates, there is a lag of two years, resulting in analysis of the 2018-19 cohort.

**Evaluation of Data:** For the 2019-20 cohort, the two-year graduation rate was 76%, with a graduate class GPA of 3.12. For the 2018-19 cohort, the placement rate was 71%. The thresholds of acceptability and goals for graduate class GPA and placement rate (2018-19) were met. However, the two-year graduation rate (2019-20 cohort) fell short of the thresholds of acceptability and goals. This **outcome is not met.**

**Table 4.** Exercise Science Program Data 2017-21

Year of admission	Admitted	Remained	Graduated	Two-Year Graduation Rate (%)	Graduate Class GPA	Placement Survey Responses (N) <sup>3</sup>	Placement Rate (%)
2017-2018	13	12	12	92%	3.09	9	67%
2018-2019	10	9	8	80%	3.13	7	71%
2019-2020	21	19	16	76%	3.12	TBD	TBD
2020-2021	14	12	TBD	TBD	TBD	TBD	TBD

**Improvement:** The new QEP focuses on enhancement of students' writing skills, and Exercise Science was selected as one of the programs to pilot that process in 2020-21. We expect that this, along with other programmatic improvements by the Exercise Science faculty, will increase the graduation rate over time.

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<sup>3</sup> The placement survey is sent approximately one year post-graduation, therefore data is not included for the present and immediately prior academic years.