

STUDENT ACHIEVEMENT

Livingstone College is in compliance with this requirement because the Institution evaluates success with respect to student achievement consistent with its mission considering, as appropriate, course completion, state licensing examinations, retention, overall GPAs, and job placement rates. These data are collected by the Office of Institutional Research, the Office of Career and Community Service, and the Office of Alumni Affairs, and are used in response to external and internal requests for institutional data. The compiled data for a minimum five years are listed in Tables 4.1.1- 4.1.6.

The Office of Institutional Research systematically tracks freshman-to-sophomore retention, persistence, and graduation rates at four, five, six years as part of its annual IPED reporting requirements; it mines data from various offices, publications, and sources across the campus. It then summarizes the data from these various sources to report to constituencies, develop publications such as Board reports, report to accrediting bodies such as the Council for Social Work Education (CSWE), funders such as the Department of Education (TRIO Student Support Services), use in grant-writing, and it also posts information on the home page related to student attainment of competencies related to Social Work practice behaviors Table 4.1 (6), and overall GPAs (Table 4.1 (5)). This information is shared with administrators and the faculty in the annually produced *Livingstone College Fact-Book*.

Internal Benchmarking

Livingstone College's [mission](#) is to ... "provide excellent liberal arts and religious education programs for students from all ethnic backgrounds, designed to develop their potential for leadership and service to a global community." The Institution, therefore, endeavors to see its students persist to graduation, and graduate with sufficient knowledge, skills, and abilities, President Jenkins maintains, to "command their rightful place in the global economy;" this requires internal performance standards that drive decision-making and program implementation.

Just as federal funders set Satisfactory Academic Progress (SAP) benchmarks for financial eligibility, the Institution also sets internal benchmarks for continuous improvement and ever achieving goals at a higher standard. Therefore, the internal benchmarks set by the Institution broadcast goals that direct us toward preparing our students for graduation and beyond, to graduate school and work. The Retention Benchmark between freshman and sophomore years is set at 70%, with a six year graduation rate of 50%. GPAs are benchmarked at 3.0 on a 4.0 scale, for the senior class cohort.

Internal Benchmarking of Freshmen Retention Rates. Freshman retention rate is an indicator of student engagement in and commitment to the educational process being the path to fulfilling one's dreams. Yet, it is clearly understood that today's students change institutions as they do fads, and may attend 3-4 colleges before graduating. Retention between freshman and sophomore years is most critical and most difficult, but also most beneficial, as it is a significant indicator the student may persist in the educational process. In 2011, the two year retention rate between the freshman and sophomore years at Livingstone College was 48%. The retention rate steadily increased each year through 2014 - the last captioned year - to 57% (*Fact Book*); we

believe this is due to the implementation of Learning Communities and Freshman Power Week in conjunction with the Quality Enhancement Plan (QEP). The result of the change in the way the Institution orientates students to the learning environment has helped to increase retention by 9%.

Freshman Retention Rates (as of Fall 2017)

Year	Initial Cohort of First-time Full-time Freshmen	Number Retained at the End of Year 2	Two Year Retention Rate %
2011	339	163	48%
2012	355	188	53%
2013	395	218	55%
2014	453	259	57%
2015	421	210	50%
2016	380	158	42%

Internal Benchmarking of College Graduation Rates. The Office of Career and Community Service and The Office of Alumni Affairs collects data from graduating seniors to identify their plans after graduation, track job placement, and conduct follow-up on graduate and professional school attendance rates (Table 4.1.4) after graduation. These data are reported to the Office of Institutional Research and Office of Title III for use in responding to external and internal requests, placement, and graduate school attendance data. The graduation rates data indicates the highest percentage of our students graduate in 5-6 years (Table 4.1.3), an endorsement of the appropriateness of the institution’s mission and Holistic philosophy of meeting students, including those who are college ready and those with promise, where they are and taking them where they need to be to take their rightful place in the global economy. While the actual graduation rate of 24% for the 2009 cohort that graduated in 2015 does not meet the benchmark criteria, it does reflect a 2% increase over the cohort of 2007; and it has held that increase for two consecutive years

Table 4.1:3 Livingstone College Graduation Rates (as of Fall 2015)

Cohort Year	Initial Cohort of First-Time Freshmen	Graduations			Cumulative Graduations %		
		in	4 Years	5 Years	6 Years	4 Years	5 Years
2000	283	51	67	74	18%	24%	26%
2001	247	36	71	80	15%	29%	32%
2002	297	29	71	81	10%	24%	27%
2003	287	31	60	79	11%	21%	28%
2004	263	36	81	91	14%	31%	36%
2005	187	24	47	53	13%	25%	28%

2006	255	30	51	58	12%	20%	23%
2007	329	37	55	67	11%	17%	21%
2008	332	35	68	79	11%	21%	24%
2009	422	57	96	103	14%	23%	24%
2010	397	52	88	99	13%	22%	25%
2011	339	41	79	89	12%	24%	26%

4.1. (3a) Livingstone College Graduation Rates Compared To Peer Institution IPEDs Data

Institution	6 Year graduation rate- bachelor's degree within 150% of normal time GR200-12-RV	6 Year graduation rate- bachelor's degree within 150% of normal time GR200-13-RV	6 Year graduation Rate- bachelor's degree within 150% of normal time GR200-14-RV	3 Year Average
Clafin University				
Dillard University				
Fisk University				
Johnson C Smith University	39	37	42	39%
Lane College				
Livingstone	35	28	23	29%
Saint Augustine's University				
Shaw University	28	27	26	27%
Stillman College	24	34	25	28%
Tougaloo College				
Wiley College	21	18	15	18%

Livingstone College offers 23 majors; the offices of Institutional Research, Career Services, Alumni Affairs, and the degree major Chairpersons track graduates from all majors for several years and compile data for various reporting reasons. Table 4.1.4 below depicts a range of

majors, the number of graduates during the 2011-2015 periods collected by the department chairs; it includes numbers related to graduate and professional school, and employment. The College does not track students who transfer to another institution. The graduation rate does not reflect students who may have continued at another school to successfully complete their degrees.

Table 4.1.4 Graduate/Professional School Attendance - Employed

Years	Major	# of Graduates	Graduate School	Employed
2013-2015	CIS	33	9	10
2011-2015	CJ	127	12	45
2011-2015	Music	18	7	13
2011-2015	History & Political Science	21	5	5
2011-2015	Religious Studies	17	7	16
2011-2016	Teacher Education	9	2	9

Internal Benchmarking of GPA Results. Livingstone students must meet satisfactory academic progress, and attain a 2.00 GPA in order to graduate. A review of the overall statistics for all students by year from fall 2010 – spring 2016, in Table 4.1.5 below, indicates that the overall achievement increases each year from freshman through senior year in significant increments; for example spring 2016, the most recent semester, the GPA for all categories rose from 1.57 in the freshman year to 2.88 in the senior year, or a difference of 1.31 points. Overall, the senior year cohort, with the anticipated 3.0/4.0 GPA, achieved an average 2.88 GPA in spring 2016. This information will be used to work with faculty to make further improvements in instructional delivery and assessment strategies, to continuously enhance outcomes.

Table 4.1.5 Campus-Wide Average GPAs 2010-2016

Semester	Freshmen	Sophomore	Junior	Senior	Semester Overall
Fa 2010	1.83	2.49	2.69	2.84	2.25
Sp 2011	1.47	2.42	2.70	2.81	2.32
Fa 2011	2.13	2.40	2.68	2.83	2.39
Sp 2012	1.52	2.38	2.70	2.83	2.37
Fa 2012	1.75	2.51	2.70	2.85	2.32
Sp 2013	1.44	2.37	2.66	2.85	2.37
Fa 2013	2.01	2.37	2.67	2.83	2.38
Sp 2014	1.49	2.61	2.41	2.88	2.36
Fa 2014	1.53	2.37	2.58	2.83	2.26

Sp 2015	1.20	2.38	2.62	2.88	2.31
Fa 2015	2.08	2.42	2.62	2.84	2.40
Sp 2016	1.57	2.41	2.68	2.88	2.42
Fa 2017	2.11	2.59	2.84	2.92	2.6
Sp 2018	1.6	2.5	2.9	3.0	2.6

State Licensing Examinations

Teacher Education is the only degree program requiring state or other professional licensing examinations at Livingstone College. The North Carolina Department of Public Instruction (DPI) requires Teacher Education majors to meet required state pass rates on Praxis II and / or Pearson examinations. The number of students graduating, taking the test, and passing the test(s) are indicated on page two. The pass / fail results of graduates taking these examinations are posted on the College webpage and results for the past five years are in Table 4.1.2. As this Table indicates, all Teacher Education graduates during the period 2011 – 2016 passed the required licensing exams; the numbers of students taking these tests is small, therefore it is significant that the resulting passage rate of 100%.

Table 4.1.2: Praxis II / Pearson Teacher Education Graduates Licensing Examinations Passage Rate

Year	Number Tested	Number Passed	Passage Rate
2011	3	3	100%
2012	NA	NA	NA
2013	3	3	100%
2014	1	1	100%
2015	1	1	100%
2016	1	1	100%
2017	2	2	100%

Course Completion Fall 2010 – Fall 2015

Livingstone College collects data on course completion rates that are calculated by comparing the number of students in a class at census count day compared to the number in the class at the end of the term. The information is used by faculty during the student advising process; it is also used individually by Student Accounts in the Financial Aid Office in determining student Financial Aid continuing eligibility; and it is used by Academic Affairs to evaluate the curriculum, teaching instructional delivery, and student learning outcomes. Use of these analyses has resulted in updating curriculum, expected outcomes from courses, and changes in instructor of record.

Table 4.1.4 Course Completion Rates

Semester	Percentage
Fall 2007	67%
Fall 2008	65%
Fall 2009	65%
Fall 2010	64%
Fall 2011	68%
Fall 2012	60%
Fall 2013	61%
Fall 2014	57%
Fall 2015	59%
Fall 2016	59%
Fall 2017	58%

Social Work Assessment of Student Competencies

Programs accredited by the Council of Social Work Education (CSWE) are required to assess students on their mastery of the competencies that are dimensions of social work practice that social workers are expected to master during their professional training (Form AS4 B, Webpage) and report the results of the student learning outcomes. Each of the 13 Social Work practice behaviors must be measured at least twice; once in an assignment in a course that is designated for attainment of the competency (using a rubric) and once by the Field Instructor during Field Placement, in conjunction with the Field Placement Director. Assessment results must be reported on CSWE Form AS4 B. This Form reports each of the 13 competencies, the competency benchmark, and the percentage of students achieving benchmark; see 2016 results in Table 4.1.6 below. The results were used to provide feedback for curriculum, program planning, and improved instructional methodology.

Table 4.1.6 Assessment of Social Work Student Learning Outcomes

4.0.3
LIVINGSTONE COLLEGE BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
LAST COMPLETED MAY 2018

Form AS4 (B) Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below. This form is used to assist the COA in the evaluation of the program’s compliance with the accreditation standards below:

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Demonstrate ethical and professional behavior	80%	86%
Engage diversity and difference in practice	80%	66%
Advance human rights and social, economic, and environmental justice	80%	69%
Engage in practice-informed research and research-informed practice	80%	82%
Engage in policy practice	80%	66%
Engage with individuals, families, groups, organizations, and communities	80%	90%
Assess individuals, families, groups, organizations, and communities	80%	80%
Intervene with individuals, families, groups, organizations, and communities	80%	82%
Evaluate practice with individuals, families, groups, organizations, and communities	80%	64%

Conclusion

In conclusion, Livingstone College complies with the Commission’s requirement to evaluate success with respect to student achievement consistent with its mission. In its considerations, the Institution uses retention rates, grade distributions, graduation rates and graduate and professional school attendance and employment. The Institution also uses the results of the data analysis to continuously improve programs and services.



