Student Achievement

LIVINGSTONE COLLEGE

Livingstone College identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to Livingstone's mission, the population of students that Livingstone serves, and the types of degrees Livingstone offers. Livingstone uses multiple measures to document student success. The following goals exist for student success and achievement:

- To have a Freshman fall-to-fall retention rate at a minimum threshold of acceptability of 70%

- To have a Six-Year Graduation rate at a minimum threshold of acceptability of 30%

- To have a Course Completion rate at a minimum threshold of acceptability of 90%

- To have a Graduate School /Job Placement at a minimum threshold of acceptability of 50%

- To have a Licensing Examination pass rate at a minimum threshold of acceptability of 95%

The Office of Institutional Effectiveness/Research examines data, patterns, outcomes, and other key performance indicators related to student enrollment, student retention, and student success. Out of that comes recommendation for actions and solutions that will positively impact students' persistence to graduation. Goals are set on the basis of review of historical trend analysis, comparison with **peer institutions,** and comparison with **national and state averages**. The OIER provides data to inform goal setting and decision-making.

Livingstone College evaluates student achievement consistent with its mission. Livingstone College's mission is to …"provides excellent business, liberal arts, STEAM, teacher education, and workforce development programs for students from all ethnic backgrounds designed to promote lifelong learning and to develop student potential for leadership and service to a global community." To this end the college strives to meet the highest student achievement possible.

Freshman Retention Rates (Fall-to-Fall)

Freshman retention rate is an indicator of student engagement in and commitment to the educational process being the path to fulfilling one's dreams. 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 2017, the two-year retention rate between the freshman and sophomore years at Livingstone College was 50%. (Table 1) The retention rate experienced an increase in 2018. However, in 2019 the retention rate dropped by nine points. In 2020 and 2021 the rate began to increase with a retention rate of 70% in 2021. The institution met the 70% threshold of acceptability.

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 12% from 2020 to 2021.

Table 1: Freshmen Retention Rates

Year	Initial Cohort of First-Time Full-time Freshmen	Number Retained at the Beginning of Year 2	Retention Rates (%) Two Year
2017	365	181	50%
2018	377	212	56%
2019	344	160	47%
2020	207	120	58%
2021	204	143	70%

Source: IPEDS

Six Year Graduation Rates

The graduation rates data indicates the highest percentage of our students graduate in 5-6 years (Table 2) and (Table 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. The actual graduation rate of 25% for the 2016 cohort that graduated in 2022 does not meet the benchmark criteria of 30%. The College will continue to strengthen the retention services provided by the Success Center to assist in retaining students.

Table 2: Livingstone College Graduation Rates

Cohort Year	Initial Cohort of First-Time Freshmen	Cumulative Graduations in			Cumulative Graduations %		
		4 Years	5 Years	6 Years	4 Years	5 Years	6 Years
2012	353*	58	80	85	16%	23%	24%
2013	395	57	88	94	14%	22%	24%
2014	453	80	114	126	16%	25%	28%
2015	421	60	86	97	14%	20%	23%
2016	380	64	79	93	17%	21%	25%

-Rates includes students who began in a baccalaureate degree and graduated with a bachelor's degree
-Cohort Population is first-time full-time degree seeking baccalaureate freshmen.
-Livingstone College does not track students when they transfer to another institution.
(Source: IPEDS)

Graduation rates for students pursuing bachelor's or equivalent degrees (Cohort Year 2016)

	4-year graduation rate	5-year graduation rate	6-year graduation rate
Men	14	18	19
Women	19	24	30
Total (men and women)	**17**	**21**	**25**
U.S. Nonresident	25	50	50
Hispanic/Latino	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	19	24	26
Native Hawaiian or Other Pacific Islander	100	100	100
White	0	0	0
Two or more races	43	43	57
Race and ethnicity unknown	11	11	19

(Source: IPEDS Data)

Course Completion Fall 2019 –Spring 2022

Livingstone College course completion success is defined as completing a course with a grade of "D" or better. The course completion rate for Fall 2022 was 80%, 10% less than the benchmark criteria of 90%. The information is used by faculty during the student advising process 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 3: Course Completion Rates

Semester	Percentage
Spring 2019	89%
Fall 2019	87%
Spring 2020	78%
Fall 2020	83%
Spring 2021	78%
Fall 2021	77%
Spring 2022	78%
Fall 2022	80%

Source: Office of the Registrar

Graduate School Placement/Job Placement

Academic Deans, the Office of Career Services 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 after graduation. These data are reported to the Office of Institutional Effectiveness and Research and the Office of Title III for use in responding to external and internal requests, placement, and graduate school attendance data.

Table 4: Graduate School Placement/Job Placement

Year	Number of Graduates	Enrolled in Graduate School	Employment in Major Field Area
2019-2020	179	55 (30%)	14 (8%)
2020-2021	116	26 (22%)	18 (16%)
2021-2022	147	27 (18%)	22 (15%)

(Source: Career Services/Deans/Department Chairs)

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 pass / fail results of graduates taking these examinations are posted on the College webpage and results for the past five years are in Table 6. As this Table indicates, all Teacher Education graduates during the period 2017 – 2019 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%, which surpasses the benchmark criteria. During years 2020-2021, no student took the test.

Table 5: Praxis II / Pearson Teacher Education Graduates Licensing Examinations Passage Rate

Year	Number Tested	Number Passed	Passage Rate
2017	2	2	100%
2018	N/A	N/A	N/A
2019	2	2	100%
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A

Source: Dean of Education, Psychology and Social Work

LIVINGSTONE COLLEGE BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED MAY 2022

Council on Social Work Education

All programs accredited by the Council on Social Work Education's Commission on Accreditation (COA) are required to measure and report student learning outcomes. All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS) and any additional competencies programs may choose to add. These holistic
competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Programs determine a percentage-based benchmark for each competency and determine an outcome-measure benchmark (minimum score) for each measure. The competency benchmark (which can differ for each competency) represents the minimum percent of students the program expects to have achieved the outcome
measure benchmarks in both/all measures for each of the nine competencies. The program then determines the percentage of students that attained each outcome measure (e.g., minimum score or higher), and aggregates the percentages for both/all measures together to obtain the percentage of students demonstrating competence inclusive of two (2) or more measures. The result of aggregating both/all outcome measure percentages provides the percentage of students achieving the competency benchmark. An aggregated percentage at or above the competency benchmark is considered achievement of that competency. If the program has more than one program option, the program must report data for each program option, and also an aggregate of all program options combined to determine an overall percentage of students across all
program options achieving the competency benchmark.

Per the requirement of CSWE COA's recognizing body, the Council on Higher Education Accreditation (CHEA), and accreditation standard 4.0.3, programs must post this form publicly on its website and routinely up-date (minimally every 2 years) its findings. Upon request, programs must provide CSWE with the web link to the published form on the program's website where it is accessible to the public. Data presented on the form must be collected within 2-years of today's date at all times.

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 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 8 below. The results were used to provide feedback for curriculum, program planning, and improved instructional methodology.

Assessment Data Collected during the Academic Year 2021-2022

Table 6: Assessment of Social Work Student Learning Outcomes

COMPETENCY	COMPETENCY BENCHMARK (%)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK			
		Aggregate of all program options	Program Option #1 Fact-to-Face, On Campus Classroom Instruction N=(189)	Program Option #2 (identify location/delivery method) N= (189)	Program Option #3 (identify location/delivery method) N=(number of students)
Competency 1: Demonstrate Ethical and Professional Behavior	75% of students will demonstrate competence inclusive of 2 or more measures	81%	(M) 99% + (M2) 63%/2 162/2 = 81%		
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 or more measures	77%	(M1) 91% = (2) 63%/2 154/2 = 77%		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	75% of students will demonstrate competence inclusive of 2 or more measures	73%	(M1) 91% + (M2) 55%/2 146/2 = 73%		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	75% of students will demonstrate competence inclusive of 2 or more measures	75%	(M1) 92% + (M2) 57%/2 149/2 = 75%		

Competency	Target				
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 or more measures	87%	(M1) 90% + (M2) 83%/2 173/2 = 84%		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	84%	(M1) 100% + (M2) 68%/2 168/2=84%		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	77%	(M1) 91% + (M2) 62%/2 153/2 = 77%		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	83%	(M1) 91% + (M2) 74%/2 165/2 = 83%		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	82%	(M1) 82% + (M2) 81%/2 163/2 = 82%		

Source: Chair of Social Work

Conclusion

In conclusion, Livingstone College 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.