Student Achievement

LIVINGSTONE COLLEGE

Livingstone College evaluates student achievement consistent with its mission to provide… "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," (*2024-2026 Livingstone College Catalog*). To this end, the 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.

In order to effectuate the evaluation of student achievement, Livingstone College uses the following five (5) goals to measure levels of student success and achievement.

- To obtain a course completion rate at a minimum threshold of acceptability of 90% each semester
- To obtain a freshman fall-to-fall retention rate at a minimum threshold of acceptability of 70%.
- To obtain a six-year graduation rate at a minimum threshold of acceptability of 30%
- To obtain a graduate school /job placement rate at a minimum threshold of acceptability of 50%
- To obtain a licensing examination pass rate at a minimum threshold of acceptability of 95%

The Office of Institutional Effectiveness Special and Sponsored Programs (IESSP) analyze data patterns, outcomes, and other key performance indicators related to student enrollment, student retention, and student success. The results of those examinations provide recommendations/suggestions for actions that, when implemented, may positively impact students' persistence to graduation, as well as retention, course completion, graduate school enrollment/job placement and licensing examination passage. Goals are set based on review of historical trend analysis, comparison with peer institutions, and comparison with national and state averages. The IESSP provides data to inform goal setting and decision-making.

The College strives to meet the highest student achievement possible with a minimum threshold acceptability in the five areas identified above and explained below.

Course Completion Fall 2022 –Spring 2025

In Spring 2025, Livingstone College reported a course completion rate of 86%, which is four percentage points below the established minimum acceptability threshold of 90%. However, this outcome represents a sustained 17% increase from Fall 2022 to Spring 2025, underscoring steady progress

toward the minimum threshold goal. The Academic Affairs Unit employs these results to evaluate curriculum design, instructional practices, student engagement, and student learning outcomes. Faculty also integrates data into advising to strengthen academic planning and student success.

Table 1: Course Completion Rates

Semester	Percentage
Fall 2022	69%
Spring 2023	73%
Fall 2023	79%
Spring 2024	79%
Fall 2024	82%
Spring 2025	86%

Source: Office of the Registrar/Jenzabar/IPEDS

Freshman Retention Rates (Fall-to-Fall)

The freshman retention rate serves as a key measure of first-time students' engagement and commitment to their educational journey—a pathway toward achieving their aspirations. Retention between the freshman and sophomore years is both the most challenging and the most critical stage, as it strongly indicates whether students will persist in completing their studies.

At Livingstone College, the two-year retention rate between freshman and sophomore years was 58% in 2020 (Table 2). In 2021, the rate rose by 12 percentage points to 70%, followed by another increase of eight points in 2022, reaching 78%. However, in 2023, retention declined by seven points to 71%, and in 2024 it dropped again by five points to 66%, falling below the minimum threshold of 70%. The College is responding to the decline in retention by strengthening student support services, expanding early-warning systems, increasing proactive advising, enhancing tutoring and mental health services, growing early career-readiness programs, and identifying more scholarships so students have the resources they need to succeed.

Table 2: Freshmen Retention Rates

Year	Initial Cohort of First-Time Full-time Freshmen	Number Retained at the Beginning of	Retention Rates (%)
		Year 2	Two Year
2020	207	120	**58%**
2021	204	143	**70%**
2022	214	166	**78%**
2023	269	190	**71%**
2024	342	226	**66%**

Source: Office of the Registrar/IPEDS

Six-Year Graduation Rates

Graduation data indicate that most students complete their degrees within five to six years, as shown in Tables 3 and 4. This pattern reflects the institution's mission and holistic approach to supporting both college-ready students and those with emerging potential—meeting students where they begin and guiding them toward success in a global economy. However, the six-year graduation rate for the 2018 cohort, at 28%, fell two percentage points below the minimum threshold. To close this gap, the College will continue strengthening its retention efforts though the Success Center, emphasizing expanded academic support, personalized advising, and targeted student interventions.

Table 3: Livingstone College Graduation Rates

		Cumulative Graduations in			Cumulative Graduations %		
Cohort Year	Initial Cohort of First-Time Freshmen	4 Years	5 Years	6 Years	4 Years	5 Years	6 Years
2014	453	80	114	126	16%	25%	28%
2015	421	60	86	97	14%	20%	23%
2016	371	64	79	93	17%	21%	25%
2017	349	49	77	83	14%	22%	24%
2018	360	63	92	102	18%	26%	28%

- Students pursuing a bachelor's degree who completed their program are included in the rates.
-Cohort Population consists of first-time, full-time degree seeking baccalaureate freshmen
-IPEDS Graduation Rates survey

Table 4: Graduation rates for students pursuing bachelor's or equivalent degrees (Cohort 2019)

	4-year graduation rate	5-year graduation rate	6-year graduation rate
Men	8%	15%	17%
Women	19%	28%	31%
Total (men and women)	**14%**	**22%**	**24%**
U.S. Nonresident	100%	100%	100%
Hispanic/Latino	0%	0%	0%
Native Hawaiian or Other Pacific Islander	50%	50%	50%
Black or African American	14%	22%	24%
White	0%	0%	0%
Two or more races	12%	18%	18%
Race and Ethnicity Unknown	13%	13%	13%

Source: Office of the Registrar/IPEDS Graduation Rate

Graduate School Placement/Job Placement

The Career Readiness Institute Office gathers information from graduating seniors to understand their post-graduation plans, track employment outcomes, and monitor enrollment in graduate or professional programs. This data helps demonstrate student success, assess key performance indicators, and guide ongoing improvement across academic programs and student support services. The data in table 5 shows that for the 2024-2025 graduates, 28% of verified graduates entered graduate school/professional schools, and another 83% verified students are working in their field of study. Overall, 56% of the graduating class are either in graduate school/professional schools or working in their field of study, thus meeting and passing the institutional minimum threshold of acceptability by 6%. Collectively, these efforts demonstrate the ongoing commitment of the Career Readiness Institute to strengthening academic-to-career alignment and post-graduation outcomes through intentional, evidence-informed program improvement.

Table 5: Graduate and Professional School Placement

Year	Total Graduates	Outcomes Verified (n)	Enrolled in Grad/Professional School (n)	% of Verified Respondents
2023–2024	102	72	27	38%
2024–2025	93	36	10	28%

Source: National Student Clearinghouse data, graduate self-reporting, faculty and staff verification, and publicly available employment sources (e.g., LinkedIn, employer websites).

Table 6: Job Placement

Year	Total Graduates	Outcomes Verified (n)	Employed in Major (n)	% of Verified Respondents
2023–2024	**102***	**72**	**25**	**35%**
2024–2025	**93***	**36**	**30**	**83%**

Source: National Student Clearinghouse data, graduate self-reporting, faculty and staff verification, and publicly available employment sources (e.g., LinkedIn, employer websites).

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 eight years are in Table 7. As this Table indicates, all Teacher Education graduates during the period from 2017 to 2024 passed the required licensing exams. The number of students taking these tests is small. Therefore, it is significant that the resulting passage rate of 100% surpasses the benchmark criteria. During the years 2018, 2020-2022, no student took the test.

Table 7: Praxis Math II/Foundations of Reading Teaching Licensure Assessments Educator Preparation Program (EPP) Passing Rates

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
2022	N/A	N/A	N/A
2023	2	2	100%
2024	1	1	100%
***edTPA Performance-based Teaching Licensure Assessment Educator Preparation Program (EPP) Passing Rates**			
2023	2	2	100%
2024	N/A	N/A	N/A

Source: Dean of Education, Psychology and Social Work

** This is a national, subject-specific portfolio-based assessment of teaching performance that is completed by student teachers to indicate the preparedness for being in the classroom.*

LIVINGSTONE COLLEGE BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED MAY 2024

Council on Social Work Education

All programs accredited by the Council on Social Work Education's Commission on Accreditation (CSWE 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 percentage 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 provide 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 update (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 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 AS B5.0.1(d). This Form reports each of the nine (9) competencies, the competency benchmark, and the percentage of students achieving benchmark; see

General Practice/Summary Outcomes results in Table 8 below. The results were used to provide feedback for curriculum, program planning, and improved instructional methodology.

General Practice/Summary Outcomes

Assessment Data Collected On: 5/2024

Table 8: Assessment of Social Work Student Learning Outcomes

Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n=212	Program Option 1 Outcomes: Salisbury, NC n =212	Program Option 2 Outcomes:	Program Option 3 Outcomes:
Competency 1: Demonstrate Ethical and Professional Behavior	75% of the students will score at the proficiency of a 4 rating (Good), and 80%	77%	77%		
Competency 2: Advance Human Rights and Social, Racial, Economic and Environmental Justice	75% of the students will score at the proficiency of a 4 rating (Good), and 80%	60%	60%		
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	75% of the students will score at the proficiency of a 4 rating (Good), and 80%	91%	91%		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	75% of the students will score at the proficiency of a 4 rating (Good), and 80%	100%	100%		

Competency 5: Engage in Policy Practice	75% of the students will score at the proficiency of a 4 rating (Good), and 80%	74%	74%		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	75% of the students will score the proficiency of a 4 rating (Good), and 80%	79%	79%		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	75% of the students will score at the proficiency of a 4 rating (Good), and 80%	82%	82%		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	75% of the students will score at the proficiency of 4 rating	83%	83%		
Competency 9: Evaluate Practice with Individuals, Families,	75% of the students will score at the proficiency of 4 rating	100%	100%		
Groups, Organizations, and Communities	(Good), and 80%				
Optional: Competency #: Title of Additional Competency					

Source: Chair of Social Work

Summary

Livingstone College evaluates student achievement through a mission-focused and student-centered lens, ensuring its assessment practices reflect both the characteristics of its student population and the degrees it offers. The college tracks essential measures of success-including retention, course completion, graduation rates, and post-graduation pathways such as employment and advance study-to understand how effectively students are progressing. Insight from these evaluations are used to refine academic programs and strengthen student support services, promoting continuous improvement across the institution.