

MEASURES OF STUDENT ACHIEVEMENT

SACSCOC Policy Statement on Institutional Obligations for Public Disclosure states that an accredited SACSCOC institution is obligated to provide to its students, constituents, and the public information about itself that is complete, accurate, timely, accessible, clear and sufficient. Information that must be provided to the public includes the institution's statements of its goals for student achievement and the success of students in achieving those goals. Information on student success may include reliable information in retention, graduation, course completion, licensure examinations, and job placement rates and other measures of student success appropriate to institutional mission.

UNC Pembroke evaluates student success with respect to student achievement consistent with its mission. The mission emphasizes the University's commitment to preparing students for "rewarding careers, postgraduate education, leadership roles, and filling lives." <http://www.uncp.edu/about-uncp/universitys-mission>

The University uses the following criteria to evaluate success with respect to student achievement:

- Enrollment Data
- Retention and Graduation Rates
- Course Completion
- Job Placement Rates
- State Licensing Examinations

These measures are discussed below along with how they relate to the University's mission, the benchmark/threshold used to define success, and student performance data.

The benchmarks/thresholds against which the University judges progress in student achievement are derived from the University Strategic Plan. Strategic Goal #2 states that UNC Pembroke will "maximize student success by improving its recruitment strategies and enhancing its academic support systems." Student Success Objective 2.1, related to this goal, states that the University will revise admission standards and recruitment practices to identify students who are a good fit for the University. The Action Plan for this objective is to increase admission requirements and expand recruitment efforts for targeted populations for undergraduate and graduate students. Student Success Objective 2.4 states that the University will "enhance student support and intervention systems such as academic advising and tutoring." The Action Plan for this objective is to monitor student progress and intervene when necessary. <http://www.uncp.edu/about-uncp/administration/departments/institutional-research/strategic-planning>

The ways in which the University monitors student success and takes steps to enhance student achievement are discussed below.

Enrollment Data

The Office of Institutional Research collects data on headcount and summarizes it by level (undergraduate and graduate) and by year.

https://www.uncp.edu/sites/default/files/Images_Docs/Departments/Institutional_Effectiveness/Factbooks/Select_Year/2014-15/Enrollment_Summary_2014.pdf

Sufficient enrollment is necessary to support the University's infrastructure in the areas of instruction, student support, and physical facilities. The University views headcount enrollment as a measure of growth, stability, and success in serving the populations of the region and other potential clientele.

Enrollment is a key element in achieving the university's mission and goals. A student body of the right size and characteristics is essential to our mission of providing personalized teaching to a diverse student body that will enable them to serve their regional and global community

Based upon goals in the University Strategic Plan, the Strategic Enrollment Plan establishes enrollment goals and specific yearly targets. Enrollment goals and yearly targets for fall 2014 are shown below.

Enrollment Goals and Specific Targets 2014		
Goal	Fall 2014	Changes from Previous Fall (%)
Increase number of new first time undergraduate students	1,100	4.6%
Increase number of new undergraduate transfer students	550	11.1%
Increase number of new graduate students	350	4.4%
Increase distance education headcount	1143	3.7%
Increase the number of undergraduates students participation in the Honor's College Program	185	19.4%

The enrollment goals the University establishes are ambitious and intended to challenge the University to reach higher levels of achievement. Although the University did not meet all of its 2014 goals, its performance over fall 2013 improved in all but one area. Actual results from fall 2014 are shown below along with changes in enrollment goals and actual results from fall 2013. Enrollment goals for fall 2015 are also provided.

Enrollment Goals and Actual Results 2015						
Goal	Fall 2013 Actual Results	Fall 2014 Goal	Goal Change from Fall 2013	Fall 2014 Actual Results	Actual Change from Fall 2013	Fall 2015 Goal
Increase number of new first time undergraduate students	1,050	1,100	4.8%	1,074	2.3%	1100
Increase number of new undergraduate transfer students	496	550	10.9%	589	18.8%	625
Increase number of new graduate students	316	350	4.5%	226	--28.5%	265
Increase distance education headcount	1,102	1,143	3.7%	1,161	5.4%	1219
Increase the number of undergraduates students participation in the Honor's College Program	155	185	19.4%	174	12.3%	200

Retention Rates

The Office of Institutional Research collects data on retention rates and publishes it in the Common Data Set (<http://www.uncp.edu/about-uncp/administration/departments/institutional-research/data-resources/common-data-set>) and the College Portrait (<http://www.uncp.edu/about-uncp/administration/departments/institutional-research/college-portrait>). UNC Pembroke considers retention rates to be important indicators of student success and of the factors that contribute to student success, including instruction, advisement, student services, and campus life. The University recognizes the value and benefit of increased retention rates to current and future students in light of its mission of providing personalized teaching to a diverse body of students who will serve the regional and global community.

One of the goals of the University's Strategic Enrollment Plan is to increase the fall-to-fall retention rate for all students, but especially for first time full-time undergraduate students. The Strategic Enrollment Plan called for the fall-to fall retention rate to be 71% in fall 2014, an increase of 5% from the previous fall. Information on recent retention rates for UNC Pembroke since fall 2010 are presented below along with percent changes from year to year.

Retention Rates for UNC Pembroke

Objective	Fall 2010	Percent Change	Fall 2011	Percent Change	Fall 2012	Percent Change	Fall 2013	Percent Change	Fall 2014	Percent Change
Increase first-time full-time fall to fall retention rate	72.9%	7.6%	62.4%	--14.4%	64.4%	3.2%	67.6%	5.0%	68.1%	.7%

The fall-to-fall retention rate for first time freshmen at UNC Pembroke increased between fall 2010 and fall 2011 and between fall 2012 and fall 2013. For the cohort of all full-time undergraduate students who entered UNC Pembroke as freshmen in fall 2012, 67.6 % were still enrolled in fall 2013. This exceeded the benchmark of 65.5% that the UNC General Administration had established. The fall-to-fall retention rate for 2014 was 68.0% for an increase of .7% over fall 2013. This exceeded the benchmark of 67.0% established by UNC General Administration but did not meet the 71.0 % goal established by the University. University retention goals are ambitious and intended to challenge the University to achieve at ever higher levels. The retention rate goal for fall 2015 is to increase first-time, full-time fall-to-fall retention to 71.0%.

Data on retention rates are also collected for the University's official peer institutions. These peer institutions are chosen in consultation with UNC General Administration on the basis of their similarity to UNC Pembroke in terms of location, student population, etc. These data show that in 2013, the UNC Pembroke retention rate was comparable to all but one of its seventeen peer institutions.

Comparison of Retention Rates for UNC Pembroke and Its Peer Institutions 2013

Institution	Retention Rate
UNC Pembroke	67%
Austin Peay State University	66%
Eastern New Mexico University	58%
Francis Marion University	65%
Frostburg State University	72%
Indiana University Southeast	63%
Morehead State University (KY)	63%
Nicholls State University (LA)	66%
Northeastern State University (OK)	97%
Northwest Missouri State University	67%
Pittsburg State University (KS)	69%
Southern Arkansas University	62%
University of Guam	76%
University of North Alabama	68%
The University of Texas of the Permian Basin	66%
University of Wisconsin Superior	72%
Western Connecticut State University	71%

Graduation Rates

The University regards graduation rates as a measure of student success. A goal of the University Strategic Plan is to maximize student success. The Mission of the University is to prepare students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives, and a Core Value of the University is to prepare graduate and undergraduate students to succeed in an ever-changing and increasingly technological, global environment. Information on the six-year graduation rate for UNC Pembroke is provided below.

Six Year Graduation Rates

Cohort Year	Graduation Rate
2005	33.5%
2006	34.2%
2007	32.7%
2008	34.2%

The six-year graduation rate for the cohort of freshman students entering in 2008 and graduating in 2014 is 34.2%. The rates have remained relatively constant over the last four years, ranging from 32.7% in 2013 to 34.2% in 2012 and 2014. The rate is comparable to all but one of the University's peer institutions. Information on six-year graduation rates for UNCP peer institutions for 2013 is presented below.

Comparison of Six Year Graduation Rates for UNCP and Its Peer Institutions 2013

Institution	Graduation Rate
UNC Pembroke	33%
Austin Peay State University	35%
Eastern New Mexico University	29%
Francis Marion University	42%
Frostburg State University	46%
Indiana University Southeast	26%
Morehead State University (KY)	42%
Nicholls State University (LA)	30%
Northeastern State University (OK)	77%
Northwest Missouri State University	46%
Pittsburg State University (KS)	46%
Southern Arkansas University	33%
University of Guam	27%
University of North Alabama	33%
The University of Texas of the Permian Basin	34%
University of Wisconsin Superior	44%
Western Connecticut State University	40%

Course Completion/Degree Completion

Course Completion

Completion rate refers to the percentages of students who began the course and finished with a grade of C or better. This measure (sometimes referred to as a *pass rate*) is generally accepted in higher education to indicate student “success” in a course. Completion rates are not the same as measures of student learning. Assessment of learning refers to direct and comparable measures of student learning outcomes; completion rates refer to final grades.

The University provides data on freshman course performance in college level courses to UNC General Administration. These data for summer 2012 through spring 2013 are presented below.

UNC Pembroke Course Performance Measures in College Level Courses Summer 2012-Spring 2013	
English	
Avg. Credit Hours in Subject	65.9
Avg. Course Grade	2.7
% Course Grade Passing, Satisfactory, or 'C' or better	85.4
Mathematics	
Avg. Credit Hours in Subject	3.7
Avg. Course Grade	2.3
% Course Grade Passing, Satisfactory, or 'C' or better	70.9
Foreign Languages	
Avg. Credit Hours in Subject	0.5
Avg. Course Grade	2.5
% Course Grade Passing, Satisfactory, or 'C' or better	78.2
Physical Sciences	
Avg. Credit Hours in Subject	2.2
Avg. Course Grade	2.3
% Course Grade Passing, Satisfactory, or 'C' or better	66.9
Biological Science	
Avg. Credit Hours in Subject	2.6
Avg. Course Grade	2.2
% Course Grade Passing, Satisfactory, or 'C' or better	67.1
Social Science	
Avg. Credit Hours in Subject	7.7
Avg. Course Grade	2.4
% Course Grade Passing, Satisfactory, or 'C' or better	71.8
Other Courses	
Avg. Credit Hours in Subject	7.4
Avg. Course Grade	3.0
% Course Grade Passing, Satisfactory, or 'C' or better	87.5
All Courses	
Avg. Credit Hours in Subject	30.0
Avg. Course Grade	2.5
% Course Grades Passing, Satisfactory, or 'C' or better	75.7

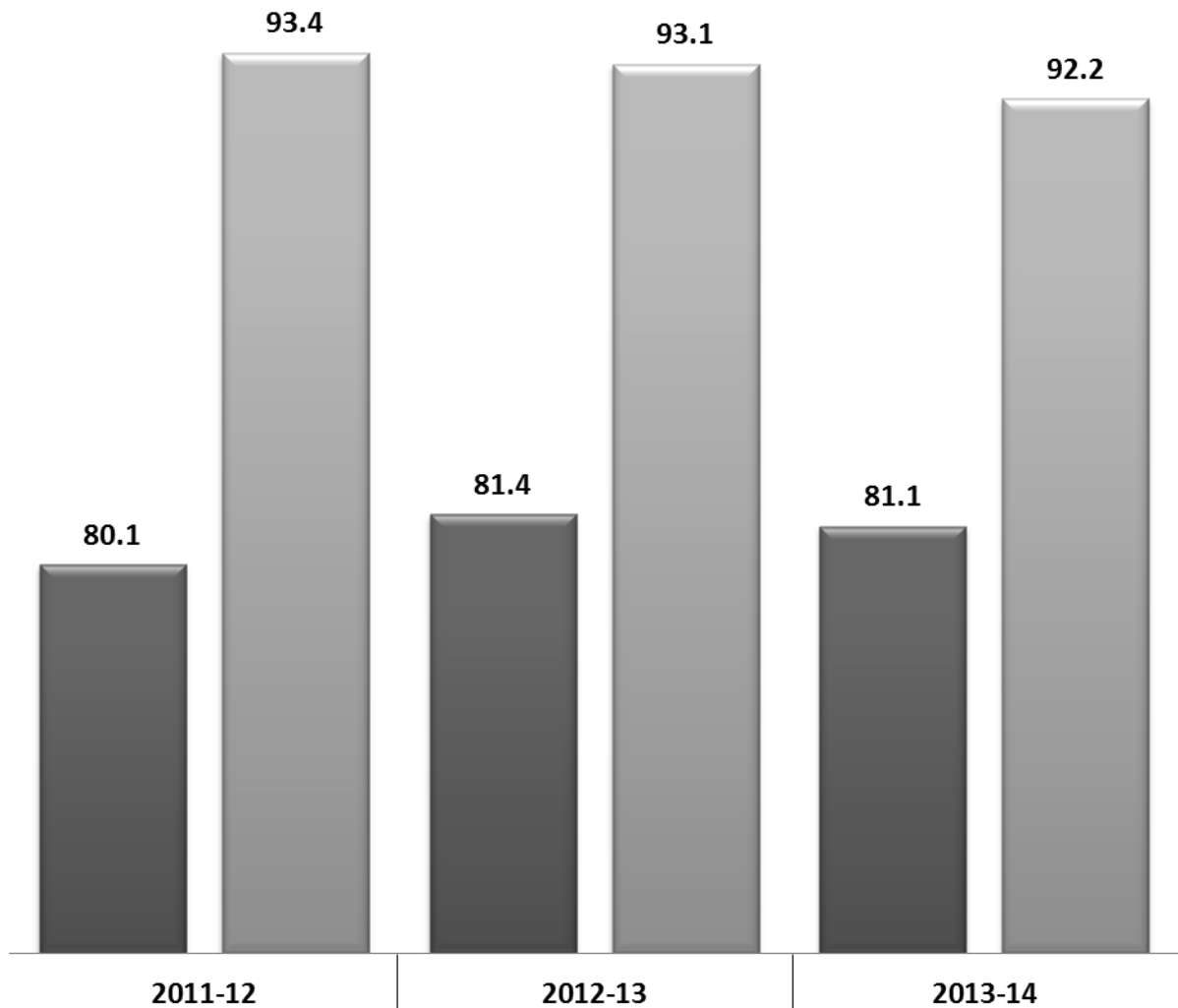
% Course Grades Incomplete, Withdrawn, or Withdrawn Passing	4.4
% Course Grades 'D', 'F', Withdrawn Failing	19

The percentage of UNC Pembroke freshmen who achieved a grade of passing, satisfactory, or 'C' or better in General Education courses in 2012-2013 ranged from a low of 67.1% in Biological Sciences to a high of 85.4% in English. Student performance in other courses was measured at 87.5% of students achieving a grade of passing, satisfactory, or 'C' or better. For all courses, 75.7% of all UNC Pembroke freshmen entering in 2012-2013 achieved a grade of passing, satisfactory, or 'C' or better. This performance is comparable to that of students at other UNC schools.

<http://analytics.northcarolina.edu/cgi-bin/broker>

Information on UNC Pembroke course completion rates for undergraduate and graduate level courses from 2011-2012 through 2013-2014 is presented below.

UNCP Course Completion Rates



These data show that the percentage of undergraduates completing courses with a 'C' or better was 80.1% in 2011 and rise slightly to 81.1% in 2013-2014. The percentage of graduate students completing courses with a 'C' or better declined slightly from 93.4% from 2011-2012 to 92.2% in 2013-2014.

Degree Completion

The University tracks the number of undergraduate and graduate degrees conferred by discipline, ethnicity, and gender. The University views the number of degrees conferred as a measure of institutional success. This information is published in the College Portrait, Common Data Set and University Fact Book. These data show that the University awarded 1007 bachelor's degrees and 219 master's degrees in 2013--2014.

Degrees Awarded at The University of North Carolina at Pembroke in 2013-14	
Bachelor's	1007
Master's	219
Total	1,226

The areas of study with the largest number of bachelor's degrees awarded in 2012-2013 were Health and Physical Education, Business Administration, Criminal Justice, and Sociology. These data taken from the College Portrait are presented below.

Areas of Study with the Largest Number of Bachelor's Degrees Awarded in 2012-13	
Health and Physical Education/Fitness.	13%
Business Administration, Management and Operations.	11%
Education, General.	11%
Criminal Justice and Corrections.	10%
Sociology.	8%

The University uses the data on number of degrees conferred to plan enrollment strategies that will maintain enrollment at the desired level. Academic departments are provided with the breakdown of the number of degrees conferred by department for their planning purposes.

Job Placement

The UNC Pembroke Career Center surveys graduating seniors regarding their plans following graduation. It measures the percentage of respondents who are already employed and collects information about the types of jobs held. The Survey also asks students if they will be attending graduate school, what type of graduate program they will attend, and whether they will be attending full or part time.

(<http://www.uncp.edu/student-life/student-services/career-center/survey-results>).

Data from these surveys from spring 2011 to fall 2013 are presented below.

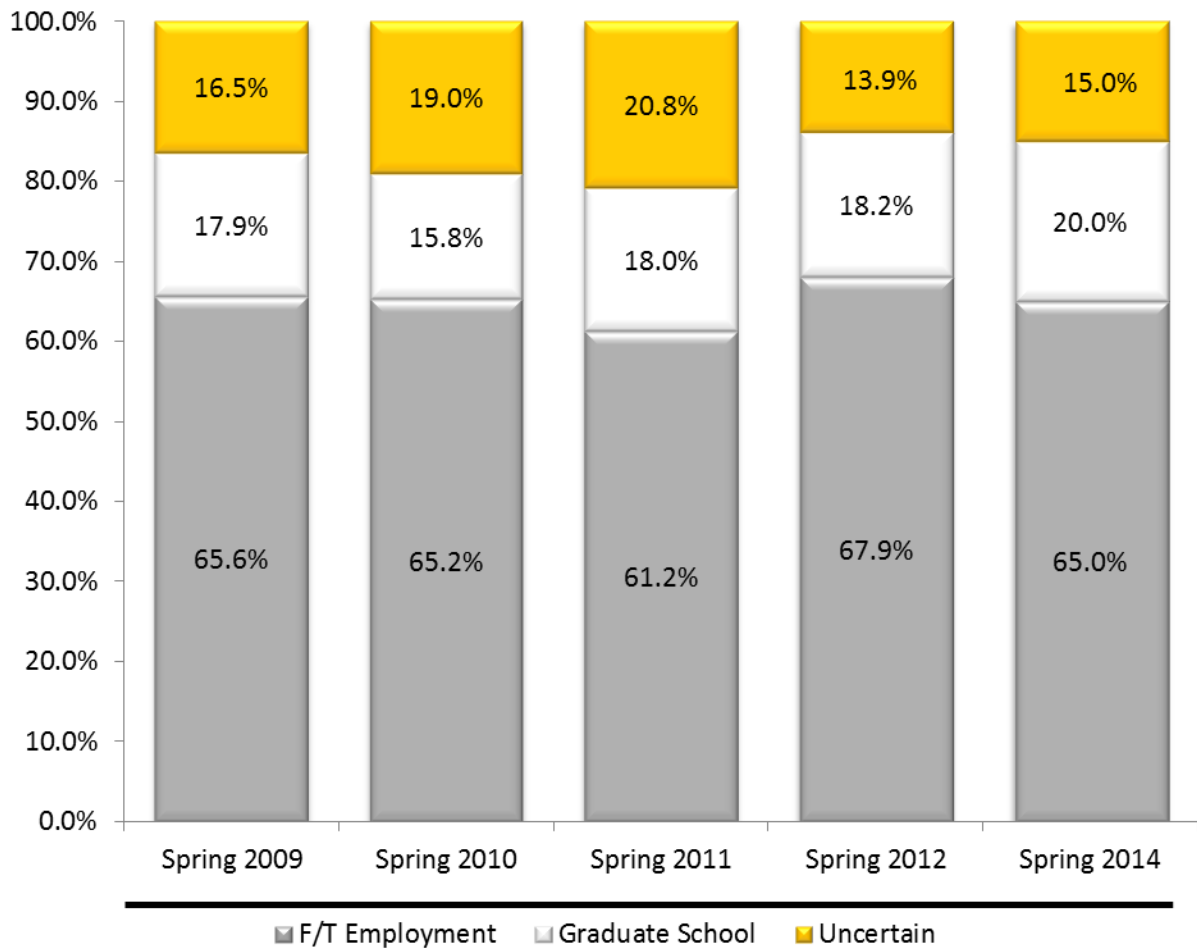
Grad Finale Graduate Survey						
Question	Semester					
	S 11 (N=456)	F 11 (N=290)	S 12 (N=436)	F 12 (N=275)	S 13 (N= 544)	F13 (N=300)
Likely Activity Upon Graduation						
Full Time Employment	61.62%	68.28%	67.89%	71.64%	69.12%	67.33%
Part Time Employment	4.82%	3.79%	2.52%	2.91%	4.04%	4.23%
Graduate or Professional School						
Full-Time	17.98%	15.17%	18.12%	16.00%	17.46%	16.33%

Part-Time	3.29%	6.21%	2.98%	6.55%	4.60%	5.00%
Additional Undergraduate Coursework	3.07%	1.63%	1.38%	0.36%	1.29%	2.67%
Military Service	3.95%	2.07%	2.98%	1.45%	1.65%	1.33%
Volunteer Activity	1.54%	0.69%	0.92%	0.00%	0.00%	0.33%
Starting or Raising a Family	0.88%	1.72%	0.69%	0.00%	0.18%	0.00%
Other	2.85%	1.03%	2.52%	1.09%	1.65%	2.67%
Currently Employed						
Yes	28.73%	34.83%	29.82%	35.77%	31.07%	32.67%
No	71.27%	65.17%	70.18%	64.23%	68.93%	67.33%
Will Be Attending Graduate School						
Yes	33.41%	34.83%	29.72%	32.47%	29.15%	31.00%
No	66.58%	65.15%	70.28%	76.32%	70.85%	69.00%
How Attending Graduate School						
Full Time	67.55%	53.54%	60.16%	58.62%	64.56%	65.59%
Part Time	32.45%	46.46%	39.84%	41.38%	35.44%	34.41%

Data from the Grad Finale Graduate Surveys show that 62% to 71% of students responding annually over the three-year period reported that they expected to be employed full-time after graduation. Thirty to thirty-five percent of students reported that they were currently employed and expected to stay in their current position. Thirty to thirty-seven percent of students expected to be attending graduate school, 54% to 68% of those full-time.

The graph presented below also illustrates the seniors' responses to the Grad Finale Survey, including spring 2014. It shows that, in spring 2014, 65% of seniors expected to be employed full time while 18.2% expected to be attending graduate school, and 13.9% were uncertain about their future plans.

**Seniors' Self-Reported Activity upon Graduation
Spring 2009 – Spring 2014**



In addition, the University participates in the UNC Graduating Senior Survey administered to all graduating seniors in the UNC system every three years. It asks students about their plans for the following year. (<https://www.uncp.edu/about-uncp/administration/departments/institutional-research/assessment/senior-survey>).

Data from these surveys from spring 2010 and spring 2012 are presented below.

Graduating Senior Survey: Section F –Your Plans for Next Year		
Plans	Year	
	2010 (N=246)	2012 (N=120)
Please indicate the best description of your plans following graduation.		
I have accepted a full-time job related to my field of study.	10.6%	0.8%
I have accepted a full time paid job, not related to my field of study.	0.8%	0.0%

I have accepted a part-time job	2.8%	0.0%
I will continue in my current paid job.	5.7%	5.6%
I am currently seeking, or plan to seek, paid employment.	44.3%	48.4%
I will be going to graduate or professional school full-time next year.	15.4%	20.6%
I will be going to graduate or professional school part-time and working part-time.	6.5%	4.8%
I will take more undergraduate courses next year.	2.4%	4.0%
I am neither seeking employment nor planning on attending school next year.	0%	.8%
I will be entering or continuing military service.	3.3%	5.6%
I will be engaged in volunteer activity (e.g., Peace Corps).	0%	0.8%
I will be starting or raising a family.	0.8%	1.6%
I don't know yet.	4.5%	2.4%
Other	2.8%	4.0%

Data from the Graduating Senior Survey show that, 44%-48% were planning to seek employment, and 15%-20% were planning to go to graduate or professional school full-time. Five to seven percent were planning to go to graduate or professional school and work part time and 3%-6% were entering or continuing to serve in the military.

Licensing Examinations

Several programs use data on state licensing examinations as part of their program assessment. Some academic programs track the professional licensure rates of their graduates as required by state, national, or professional accreditation agencies. The University monitors the licensure examination data and pass rate for academic programs preparing students for selected professions.

Nursing

The Nursing program uses performance on the NCLEX licensure exam, as well as other assessment data, to measure the demonstrated achievement of graduates. The National Council Licensure Examination (NCLEX) is a standardized exam that each State Board of Nursing requires of candidates for licensure. NCLEX examinations are designed to test the knowledge, skills, and abilities essential for the safe and effective practice of nursing at the entry-level.

Multiple agencies set benchmarks for and track NCLEX pass rates for UNCP students.

- UNC General Administration requires an 85% annual pass rate for first-time test takers from UNC Nursing programs.
- The North Carolina Board of Nursing requires an annual pass rate of 95% of the national pass rate, currently, 83% for first-time test takers.

- The Commission on Collegiate Nursing Education (CCNE), the body which accredits the UNCP Nursing Program requires an 80% annual pass rate of first-time takers.

To be consistent with UNC General Administration, the UNC Pembroke Department of Nursing has set a benchmark of 85% as an annual pass rate for first-time test takers. However, UNC Pembroke Department of Nursing pass rate is often well above its own benchmark and that of all other agencies with a three-year average pass rate of 99% for 2011-2013. UNC Pembroke NCLEX pass rates are illustrated below.

UNCP NCLEX Pass Rates for First Time Test Takers	
2011	100%
2012	100%
2013	96%
2014	85%

Nursing NCLEX-RN First Time Pass Rates				
	2012	2013	2014	3-Year Average 2012-2014
UNC Pembroke BSN Pass Rate	100%	96%	85%	94%
National BSN Pass Rate	86%	79%	84%	83%
NC BSN Pass Rate	90%	83%	89%	87%

As these data indicate, the 2014 first time pass rate for UNC Pembroke is consistent with the national pass rate and the pass rate for the State of North Carolina. The three-year average UNC Pembroke BSN Pass Rate for 2012-2014 is substantially above that of the national and North Carolina pass rates.