



Student Achievement – 2019-20

In support of its [Mission](#), the nature of the students it serves, and the kinds of programs offered, King University identifies, evaluates, and publishes goals and outcomes for student achievement. King is committed to demonstrating success with respect to student achievement and utilizes student achievement data to further its mission.

King University uses multiple measures to demonstrate its success with respect to student achievement consistent with its mission. These measures are used regardless of the format (face-to-face or online) or platform (traditional undergraduate programs or accelerated graduate and professional programs) by which students have attained their educational experiences at King University. The following metrics have been identified:

- I. [Course completion rates by department and by course level](#)
- II. [Retention Rates](#)
- III. [Graduation Rates](#)
- IV. [Pass rates for licensure exams](#)
 1. [Praxis Test Takers](#) (*School of Education*)
 2. [BSN Students](#) (*School of Nursing*)
 3. [APRN MSN Students](#) (*School of Nursing*)
- V. [Post-Graduation, First Destination Rates \(Employment and Graduate School Rates\)](#)

I. Course completion rates by department and by course level

Course completion rates are indicators of student ability and willingness to successfully complete courses at King and subsequently their ability to persist to degree completion. Successful completion has been defined as students who complete a course earning a grade of C- or higher, as this is the [minimum required grade to count a course towards the major](#).

To obtain these data, all courses offered by each department are examined and completion rates are calculated by dividing the total number of students in each department that meet the C- or higher (or "P") requirement by the total number of students enrolled in all courses offered by that department in the given semester. This data is viewed for all courses at all locations.

$$\frac{\text{\# of students with C- or Higher}}{\text{Number of Enrolled Students (Excluding Withdrawn)}}$$

Based upon research of other like institutions' policies and practices, King expects as a threshold and goal that at least 70% of students enrolled in a course to obtain a C- or higher. This applies to all courses at all instructional sites and online.

Should a pattern of evidence reveal completion rates below this threshold with at least 10 students enrolled in a course, national completion rate trends for the specific discipline will be researched and, as appropriate, continuous improvements implemented. A minimum of 10 students enrolled helps protect student confidentiality and helps to identify continuous improvements with substantial *n* values. These data are collected by the Director of Institutional Research and shared with the Provost. After analysis of the data, the Chief Academic Officer discusses areas of concerns with School Deans who, in turn, share and discuss the data with program coordinators and department chairs.

Below are the results of course completion rates from the prior academic years. Reports for continuous improvement are housed with the Office of Institutional Research and Assessment (OIRA).

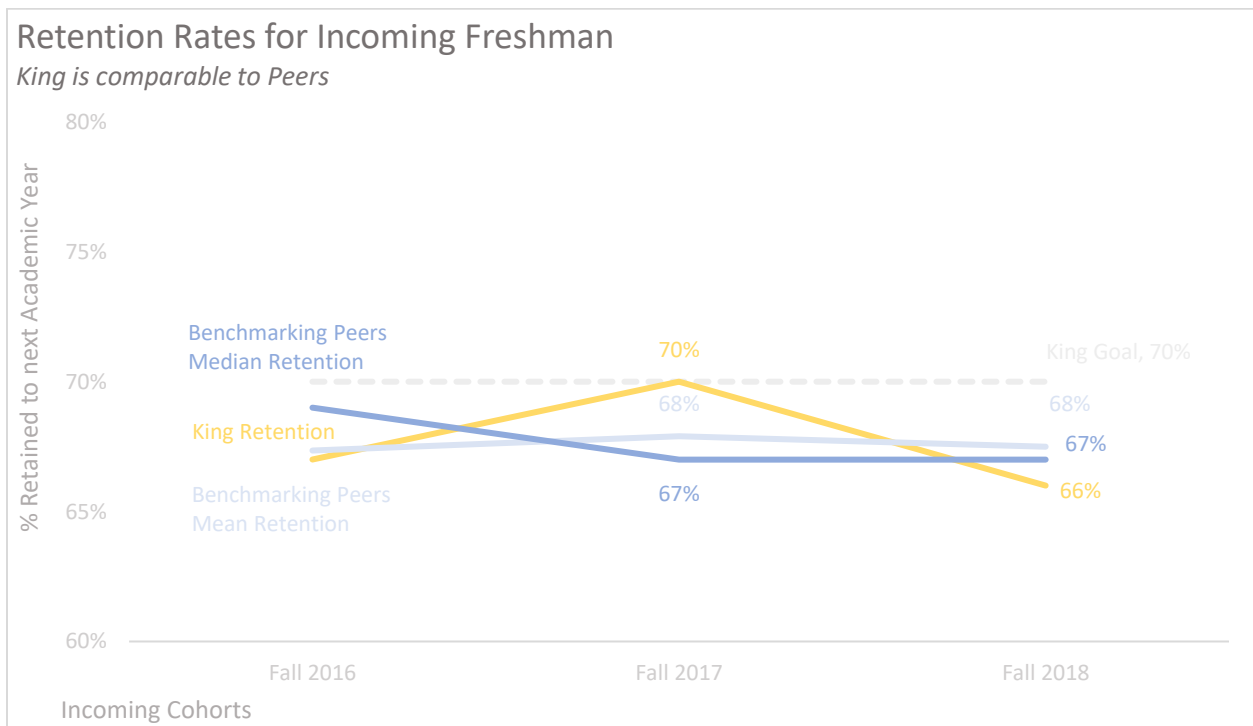
| Department | Success of <u>All</u> Courses in Department (Y = Yes, N = No, # = no courses offered) | | |
|------------|--|------|------|
| | FA19 | SP20 | SU20 |
| APAL | Y | Y | Y |
| APMU | Y | Y | Y |
| ATEP | Y | Y | Y |
| BIBL | Y | Y | Y |
| BIOL | Y | Y | Y |
| BUSA | Y | Y | Y |
| CHEM | N | Y | Y |
| COMM | Y | Y | Y |
| CRJU | Y | Y | Y |
| DMAD | Y | Y | Y |
| ECON | Y | Y | Y |
| EDUC | Y | Y | Y |
| ENGC | N | Y | N |
| ENGL | N | Y | Y |
| EXSC | Y | Y | Y |
| FINE | Y | Y | Y |
| GEOG | Y | Y | Y |
| HCAD | Y | Y | Y |
| HINF | Y | Y | Y |
| HIST | Y | Y | Y |
| HONR | Y | Y | Y |
| HUMN | Y | Y | Y |
| ICST | Y | Y | Y |
| IDST | Y | Y | Y |
| ITEC | Y | N | Y |
| KING | Y | Y | Y |
| LATN | # | Y | Y |
| LEAD | Y | Y | Y |
| LIBS | Y | Y | Y |
| MATH | N | N | Y |
| MSCI | Y | Y | Y |
| MUSC | Y | N | Y |
| NURS | Y | Y | Y |
| PHED | Y | Y | Y |
| PHIL | Y | Y | Y |
| PHOT | Y | Y | Y |
| PHYS | Y | Y | Y |
| PSCI | N | Y | Y |
| PSYC | Y | Y | Y |
| RELG | Y | Y | N |
| SAIS | Y | Y | Y |
| SOWK | Y | Y | Y |
| SPAN | Y | Y | Y |
| SPMT | Y | Y | Y |
| TCOM | Y | Y | Y |
| THTR | Y | N | Y |
| YTMN | Y | Y | Y |

(Source : Internal Data compiled by the OIRA.)

II. Retention Rates

Retention rates indicate the share of freshmen (first-time, full-time) who return to the institution for their sophomore year. As an indicator of student achievement, retention rates demonstrate students' successful progression from the freshman year to subsequent years. Retention rates are calculated by dividing the number of freshmen within the cohort that returned to King for their sophomore year by the total number of freshmen within the cohort that initially entered the University.

The freshmen retention rate goal established by King is 70%, with a threshold of achievement being at or above the mean Retention of King's Benchmarking Peers. King compares its rates to benchmark institutions, provided in [appendix A](#). Comparisons were made using information from the IPEDs Data Submission.



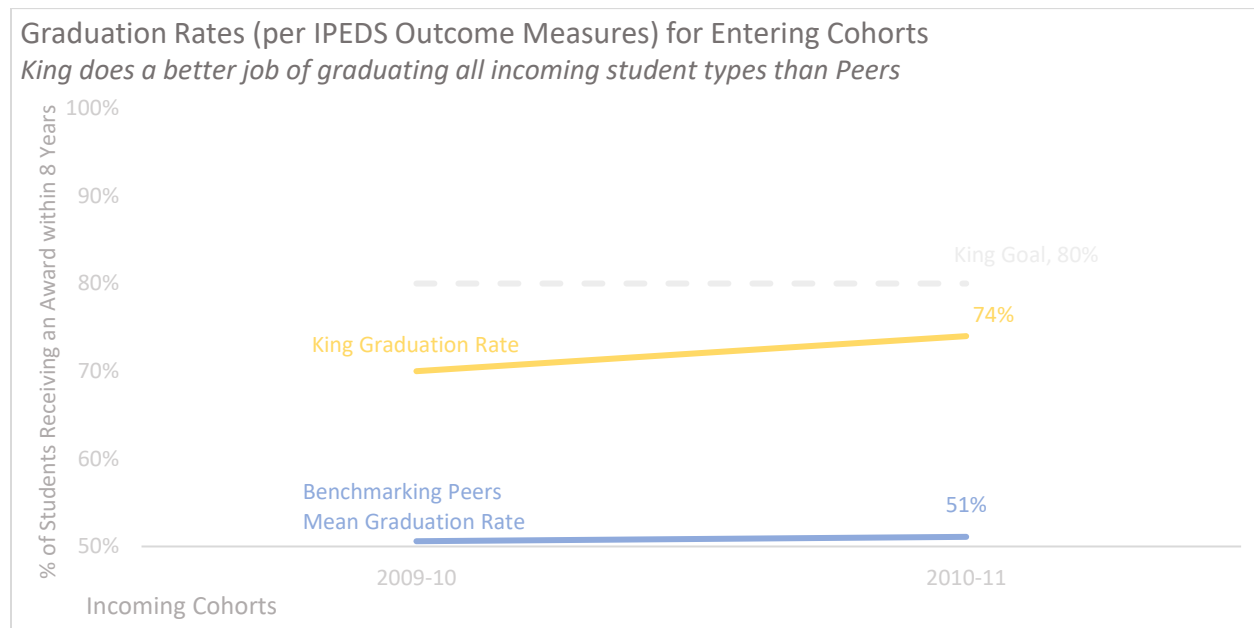
(Source: <https://nces.ed.gov/ipeds/datacenter>)

III. Graduation Rates

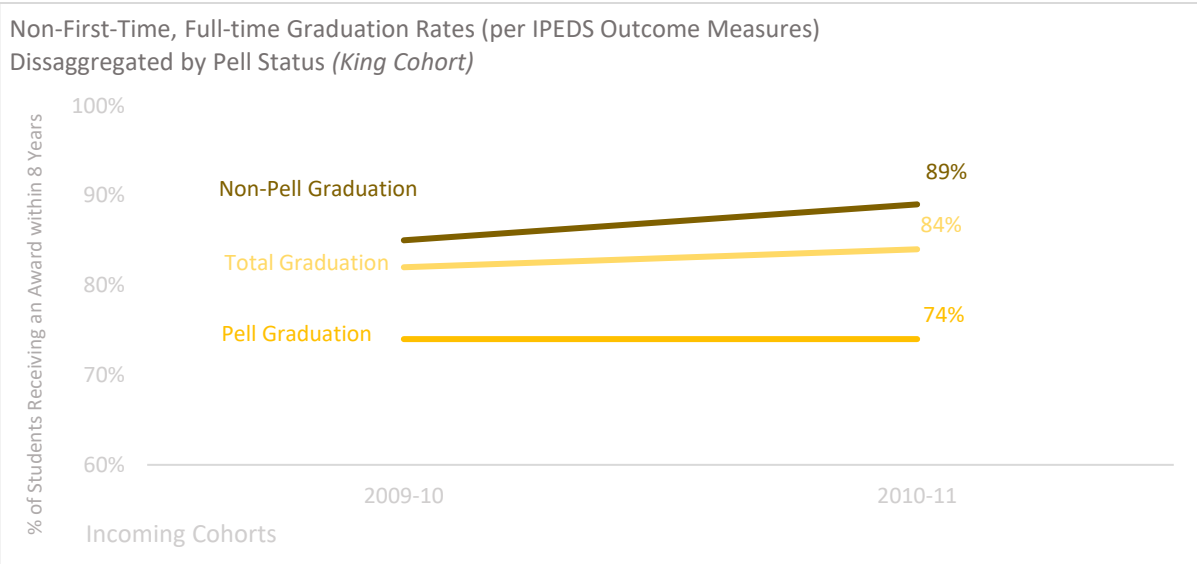
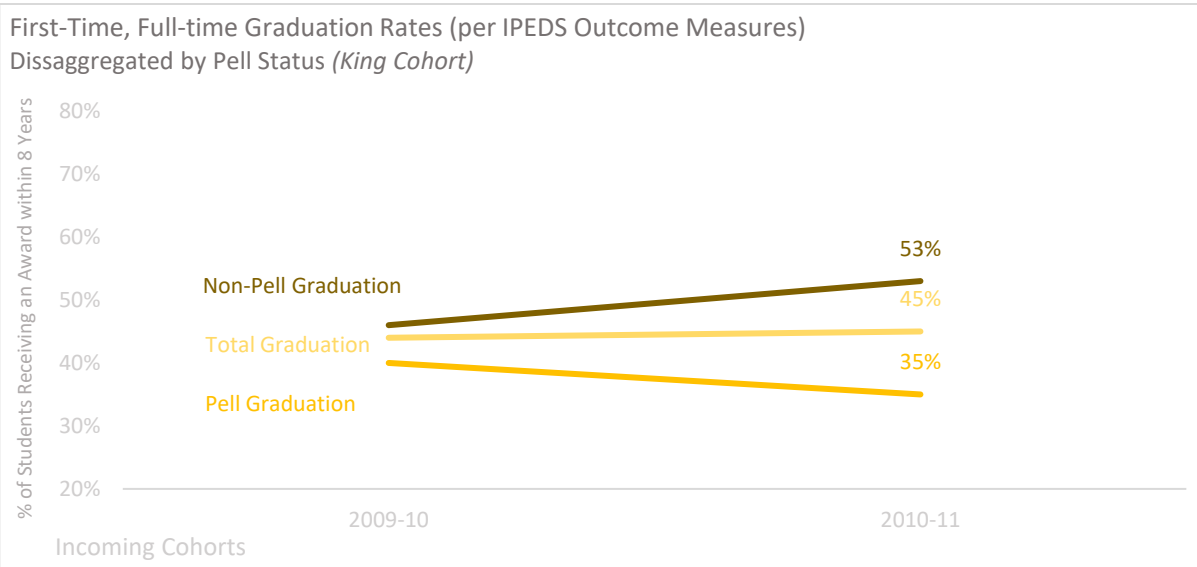
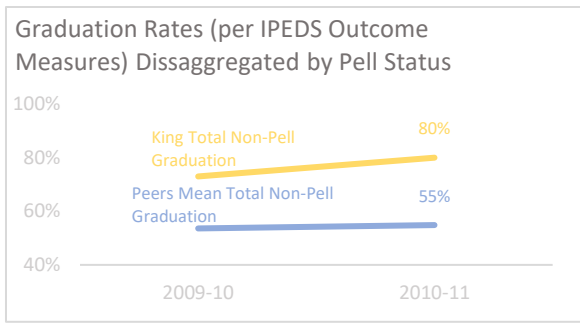
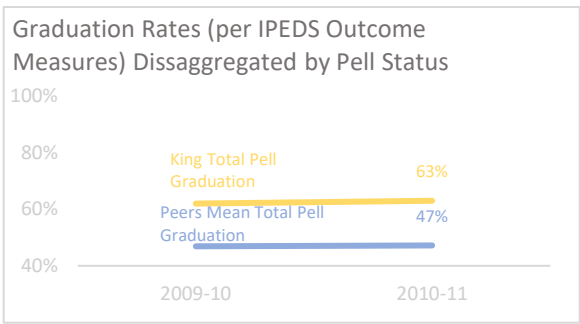
King University has identified the IPEDS 8 Year Outcomes Graduation rates for the purposes of determining student achievement. This rate is the Key Student Completion Indicator (KSCI) for SACSCOC. King has chosen this Outcome given the amount of transfer-in students King has; the Outcome Measures, per [IPEDS](#), requires:

Degree-granting institutions [to] report the outcomes of degree/certificate-seeking undergraduate students who are not only first-time, full-time students, but also part-time attending and non-first-time (transfer-in) students. The award status is measured at specific points in times. For students that did not receive an award after 8 years, the enrollment status is reported.

King uses this rate to determine success of all undergraduate students, rather than just first-time, full-time students. The graduation rate goal established by King is 80%, with a threshold of achievement being at or above the mean Graduation rate of King's Benchmarking Peers. King compares its rates to benchmark institutions, provided in [appendix A](#). Comparisons were made using information from the IPEDs Data Submission.



In addition to tracking and setting improvements based on overall graduation rates, King also disaggregates graduation rate data by enrollment status (first-time and non-first time) as well as by socioeconomic status (Pell recipients). Socioeconomic status not only allows for comparison to Peers, but also encompasses the largest differentiator for incoming students (roughly 40-50% of incoming students are Pell eligible). Additionally, King enrolls a large portion of non-first time (transfer) students each year (roughly 50-60% of incoming students are transfer students). Below are tables showing this disaggregated data.

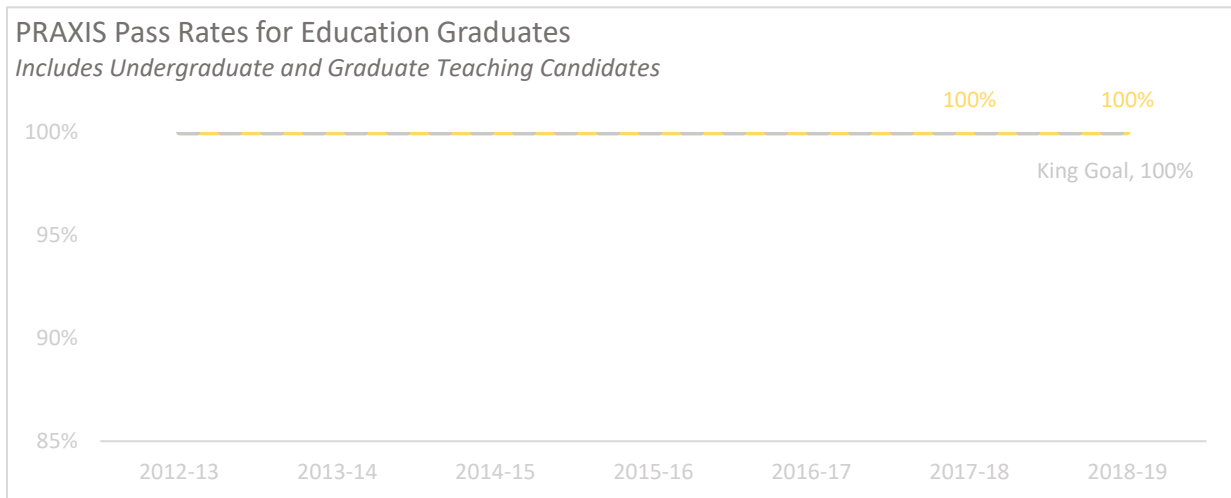


(Source: <https://nces.ed.gov/ipeds/datacenter>)

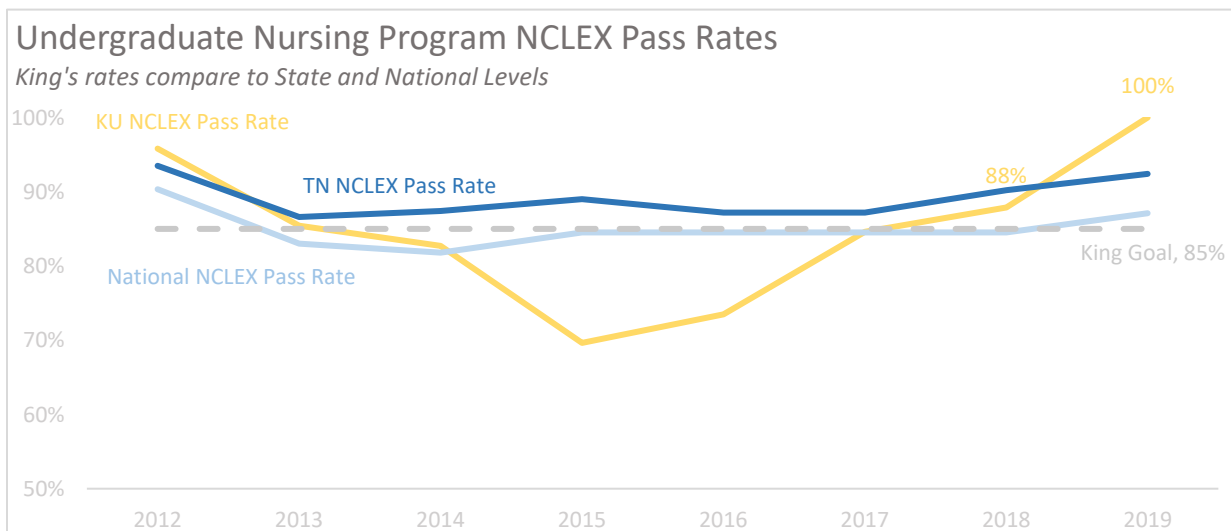
IV. Pass rates for licensure exams

Graduates of King's education and nursing programs must pass licensure examinations for entrance into professional practice. These examinations serve as tools for measuring students' comprehensive knowledge and skills application in the discipline area and provide national benchmarks for student performance.

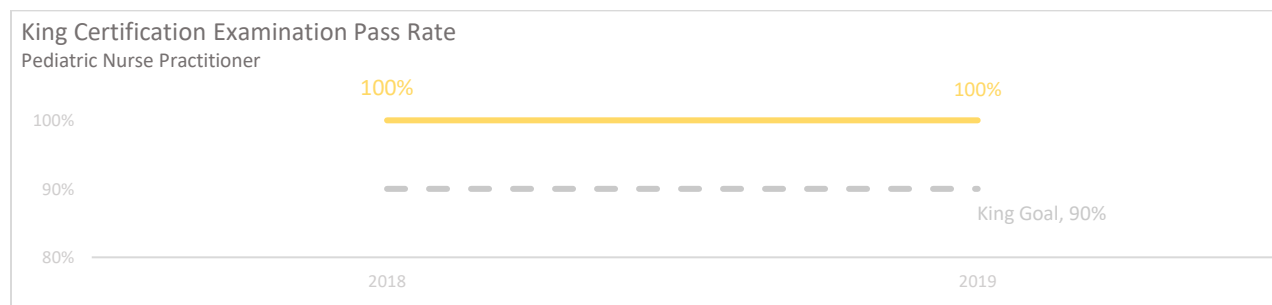
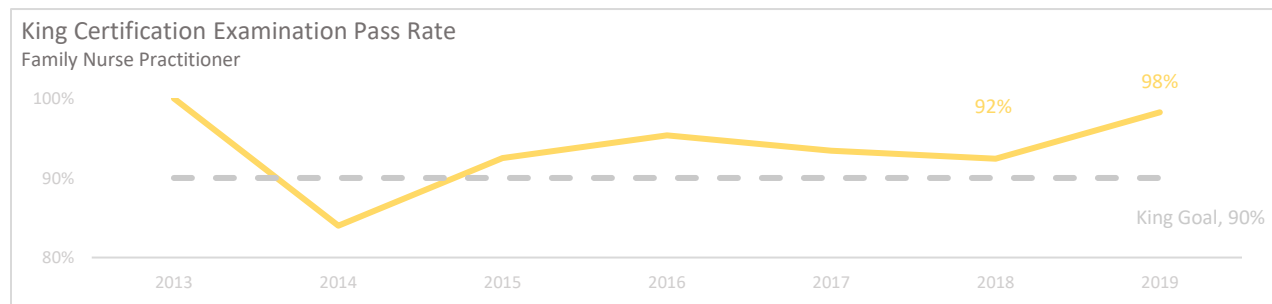
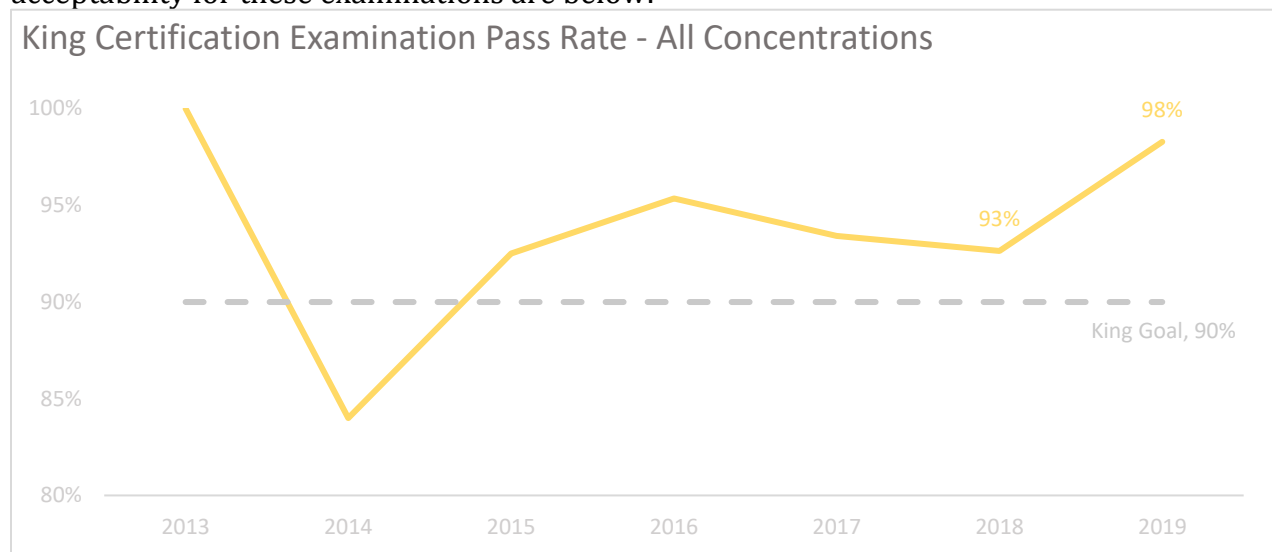
1. King's education programs use the PRAXIS Series Licensure Exams as the program's comprehensive assessment and graduation requirement. King's threshold and goal is for all students to pass the PRAXIS. This is a requirement for graduation with a license. Data is provided by the School of Education.



2. Graduates of King's traditional undergraduate nursing program must demonstrate successful performance on the National Council Licensure Examination (NCLEX). King's threshold and goal is that at least 85% of testers are expected to pass the NCLEX. Data is obtained from tn.gov. The results of King University student performance and expected goals and thresholds of acceptability for these examinations are below:



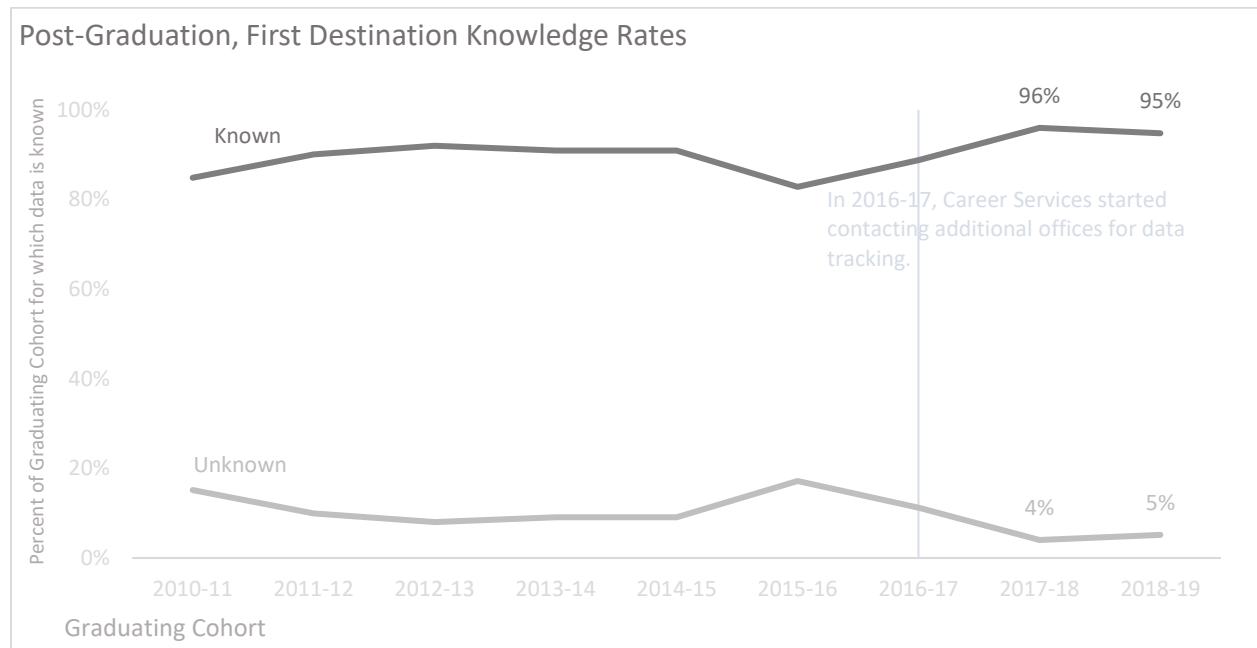
3. Graduates of King’s Advanced Practice Nurse Concentrations at the Graduate Level (MSN Family Nurse Practitioner, MSN Pediatric Nurse Practitioner, & MSN Psychiatric Mental Health Nurse Practitioner) must demonstrate acquisition of specialized knowledge and the ability to provide competent care to the relevant population focus (FNP, PNP). Success rates on national certification exam for first time applicants (to include MSN FNP, MSN PNP students, and MSN PMHNP) is used as a metric. King’s threshold at the institutional level is for 80% or more of APN graduates to pass the population-specific national certification examination, based on the CCNE threshold of acceptability. The goal at the institutional level is for 90% or more of APN graduates to pass the population-specific national certification examination. The CCNE allows for various methods of calculating data, which can be found under the [CCNE Standards](#). Data is provided by the School of Nursing. The results of King University student performance and expected goals and thresholds of acceptability for these examinations are below:



V. Post-Graduation, First Destination Rates (Employment and Graduate School Rates)

To measure the achievements of King's graduates, Career Center staff track rates of employment and graduate school acceptance.

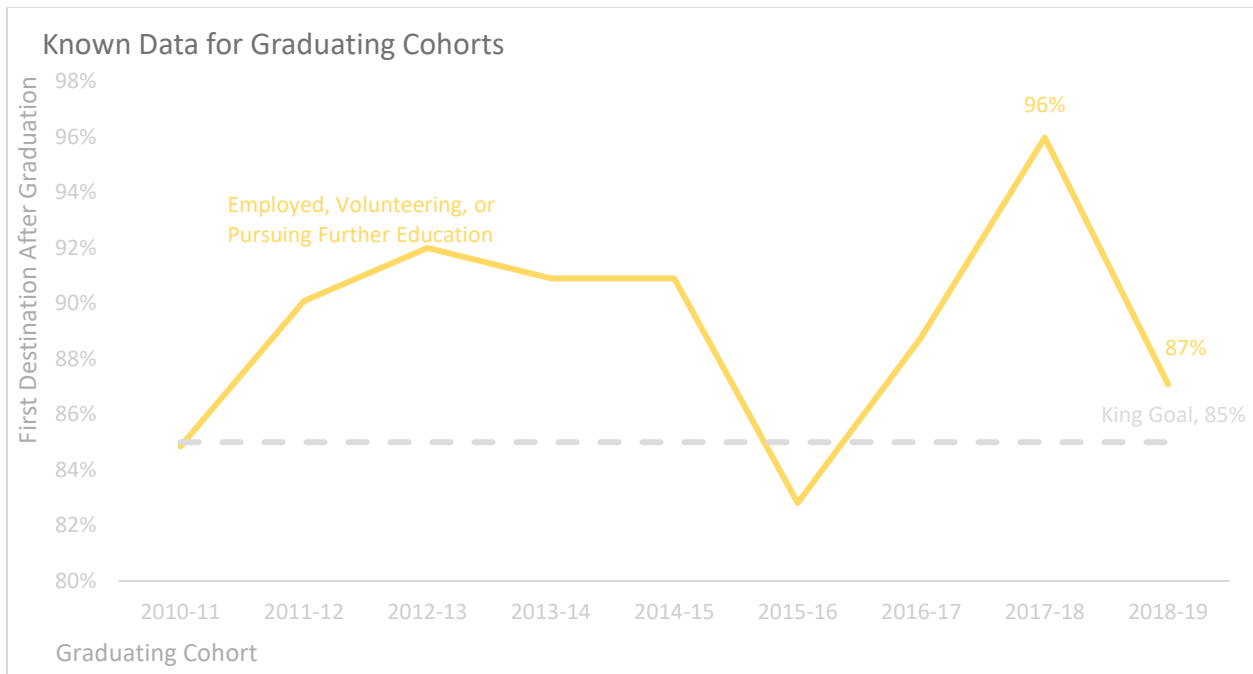
As of the 2018-19 graduating class – any alumna or alumnus with a degree conferred between July 1, 2018, and June 30, 2019 – Career Center staff collect data on all undergraduates. This tracking process includes the administration of surveys at the time of graduation as well as six months following graduation. Career Center staff also use publicly available data to obtain information. Additionally, faculty and staff provide such details to Career Center staff for the purpose of this tracking. Further, the Office of Institutional Research uses data from the National Student Clearinghouse to collect information on continuing education rates. Through this process, the Institution seeks to obtain information on at least 90% of our graduates.



The Institution expects, as a goal, to have the known data show that 85% of graduates are either employed, volunteering, or are pursuing further education. This is goal based on recent data collection and comparison to Benchmarking Peer's available data.

The threshold for the Institution is having known data show that 70% of graduates are either employed, volunteering, or are pursuing further education.

Below are the results of tracking rates of employment and graduate school acceptance:



| Year | Known | | | | | | Unknown | |
|---------|--------------------------|-----|--|-----|---------------|----|---------------|-----|
| | Employed or Volunteering | | Continuing or Pursuing Further Education | | Other* | | | |
| | # of Students | % | # of Students | % | # of Students | % | # of Students | % |
| 2010-11 | 52 | 53% | 32 | 32% | - | - | 15 | 15% |
| 2011-12 | 71 | 59% | 38 | 31% | - | - | 12 | 10% |
| 2012-13 | 64 | 64% | 28 | 28% | - | - | 8 | 8% |
| 2013-14 | 93 | 70% | 27 | 20% | - | - | 12 | 9% |
| 2014-15 | 136 | 73% | 34 | 18% | - | - | 17 | 9% |
| 2015-16 | 130 | 68% | 29 | 15% | - | - | 33 | 17% |
| 2016-17 | 164 | 80% | 18 | 9% | - | - | 23 | 11% |
| 2017-18 | 131 | 75% | 36 | 21% | - | - | 7 | 4% |
| 2018-19 | 390 | 75% | 62 | 12% | 40 | 8% | 27 | 5% |

* This generally includes those students a) seeking employment or b) neither seeking employment nor pursuing further education.

(Source : Internal Data compiled by the OIRA. Data is obtained from direct surveys, publicly available data, internal data, and data from the National Student Clearinghouse.)

Appendix A

Benchmarking Peer Listing

| Peer Listing | Accreditation Level* | City | State |
|------------------------------|----------------------|------------------|----------------|
| Anderson University | VI | Anderson | South Carolina |
| Barton College | III | Wilson | North Carolina |
| Belhaven University | V | Jackson | Mississippi |
| Campbellsville University | V | Campbellsville | Kentucky |
| Carson-Newman University | V | Jefferson City | Tennessee |
| Catawba College | III | Salisbury | North Carolina |
| Covenant College | III | Lookout Mountain | Georgia |
| Emory & Henry College | V | Emory | Virginia |
| Erskine College | V | Due West | South Carolina |
| Lee University | V | Cleveland | Tennessee |
| Lees-McRae College | III | Banner Elk | North Carolina |
| Limestone University | III | Gaffney | South Carolina |
| Lincoln Memorial University | VI | Harrogate | Tennessee |
| Mars Hill University | III | Mars Hill | North Carolina |
| Milligan University | V | Milligan College | Tennessee |
| Montreat College | III | Montreat | North Carolina |
| Pfeiffer University | III | Misenheimer | North Carolina |
| Southern Wesleyan University | V | Central | South Carolina |
| Tusculum University | V | Greeneville | Tennessee |
| University of Mount Olive | III | Mount Olive | North Carolina |

*[Per SACSCOC Classification:](#)

Level I - Associate Degree;

Level II - Baccalaureate Degree;

Level III - Master's Degree;

Level IV - Master's Degree and Education Specialist Degree;

Level V - 3 or fewer Doctoral Degrees; Level VI - 4 or more Doctoral Degrees.