



## Student Achievement – 2022-23

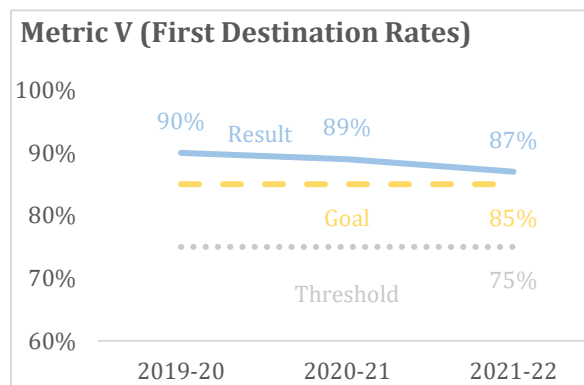
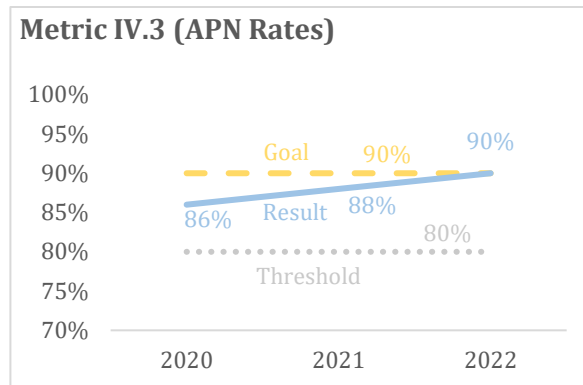
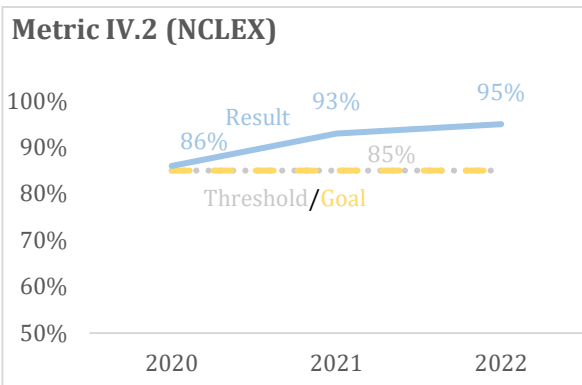
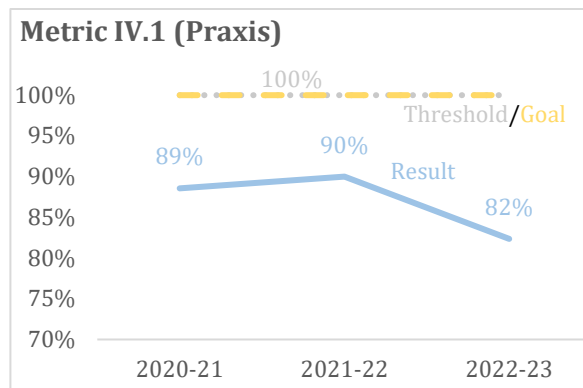
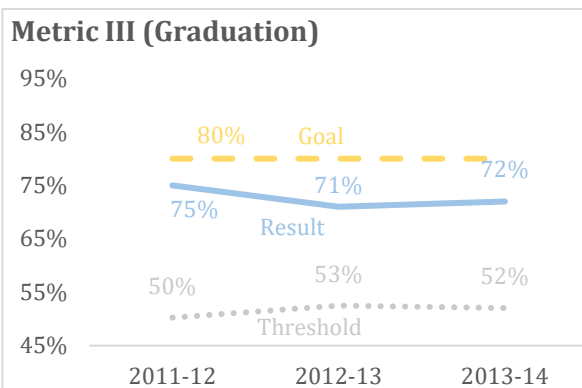
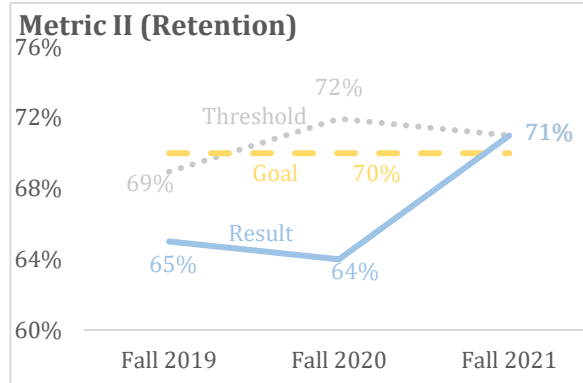
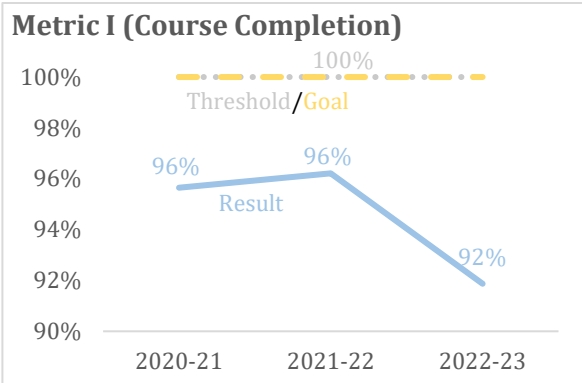
In support of its [Mission](#), the nature of the students it serves, and the kinds of programs offered, King University identifies, evaluates, and publishes goals and outcomes for student achievement. King is committed to demonstrating success with respect to student achievement and utilizes student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

A brief summary of the results of each metric can be found, below, with greater detail on subsequent pages.

*Note that these summaries have varied y-axis and x-axis ranges, given the difference in the data displayed.*



## I. Course completion rates by department and by course level

**Threshold of acceptability:** *70% of students enrolled in a course to obtain a C- or higher for all courses at all instructional sites and online.*

**Goal:** *70% of students enrolled in a course to obtain a C- or higher for all courses at all instructional sites and online.*

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, because this is the minimum required grade to count a course towards the major. Although general education courses do not all carry this same minimum, all courses are evaluated at this minimum.

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 reviewed for all courses at all locations.

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

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 semesters. Reports for continuous improvement are housed with the Office of Institutional Research and Assessment (OIRA).

Department	Success of <u>All</u> Courses in Department		
	<i>(Y = Yes, N = No, # = no courses offered)</i>		
	FA22	SP23	SU23
APMU	Y	Y	#
BIBL	Y	Y	#
BIOL	Y	Y	Y
BUSA	Y	Y	Y
CHEM	N	Y	#
COMM	Y	Y	N
CRJU	Y	Y	Y
DMAD	Y	Y	Y
ECON	Y	Y	Y
EDUC	N	Y	Y
ENGL	Y	Y	Y
EXSC	Y	Y	Y
FINE	Y	Y	#
GEOG	Y	Y	#
HCAD	Y	Y	Y
HIST	Y	N	Y
HONR	Y	Y	#
HUMN	Y	Y	#
ICST	Y	Y	Y
IDST	Y	Y	Y
ITEC	Y	Y	Y
KING	Y	Y	Y
LATN	#	Y	Y
LEAD	Y	Y	Y
LIBS	Y	Y	Y
MATH	N	Y	Y
MUSC	Y	Y	#
NURS	Y	Y	Y
PHIL	Y	Y	#
PHOT	Y	Y	#
PHYS	Y	Y	#
PSCI	N	Y	Y
PSYC	N	N	Y
RELG	Y	Y	Y
SAIS	Y	Y	#
SOWK	Y	Y	Y
SPAN	N	Y	Y
SPED	Y	Y	Y
SPMT	Y	Y	Y
THTR	Y	Y	#
WRIT	Y	N	Y

(Source: Internal Data compiled by the OIRA.)

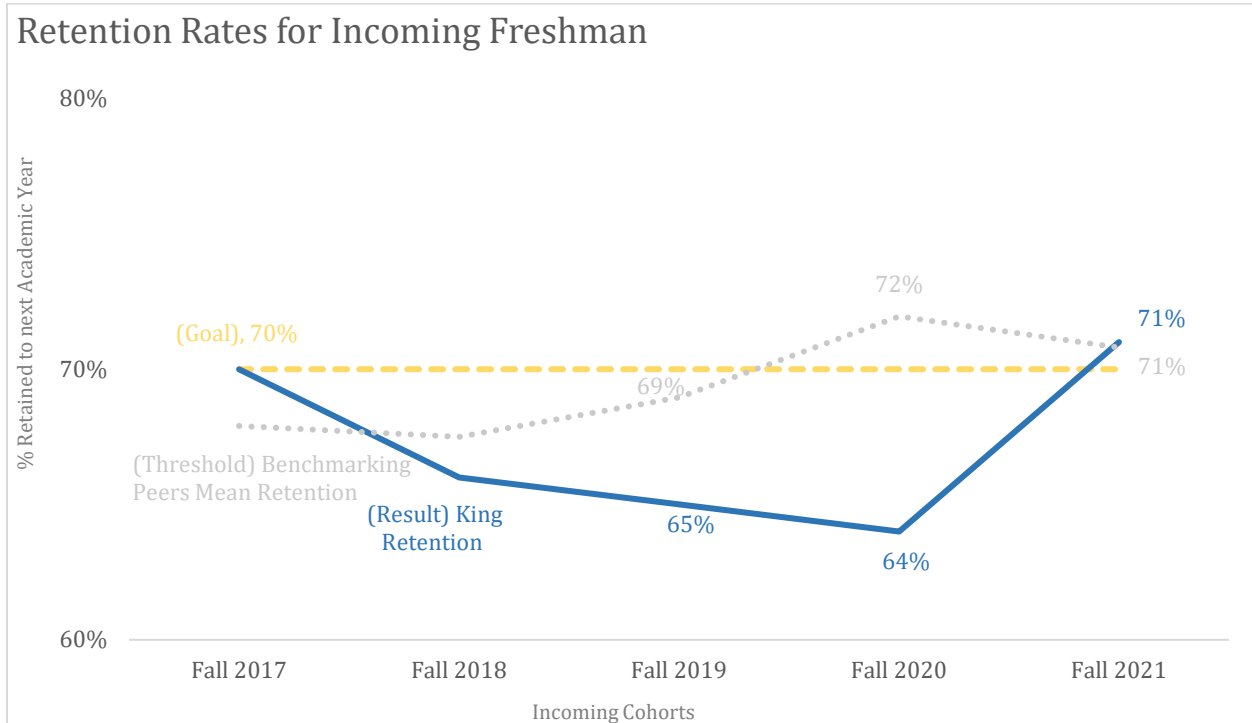
## II. Retention Rates

**Threshold of acceptability:** Retention rates at or above the mean retention of King's Benchmarking Peers as shown per the IPEDS data submission each year.

**Goal:** The freshmen retention rate of 70%.

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.

King compares its rates to [benchmark institutions](#), and comparisons are made using information from the [IPEDs Data Submission](#). Below are the results from the available data.



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

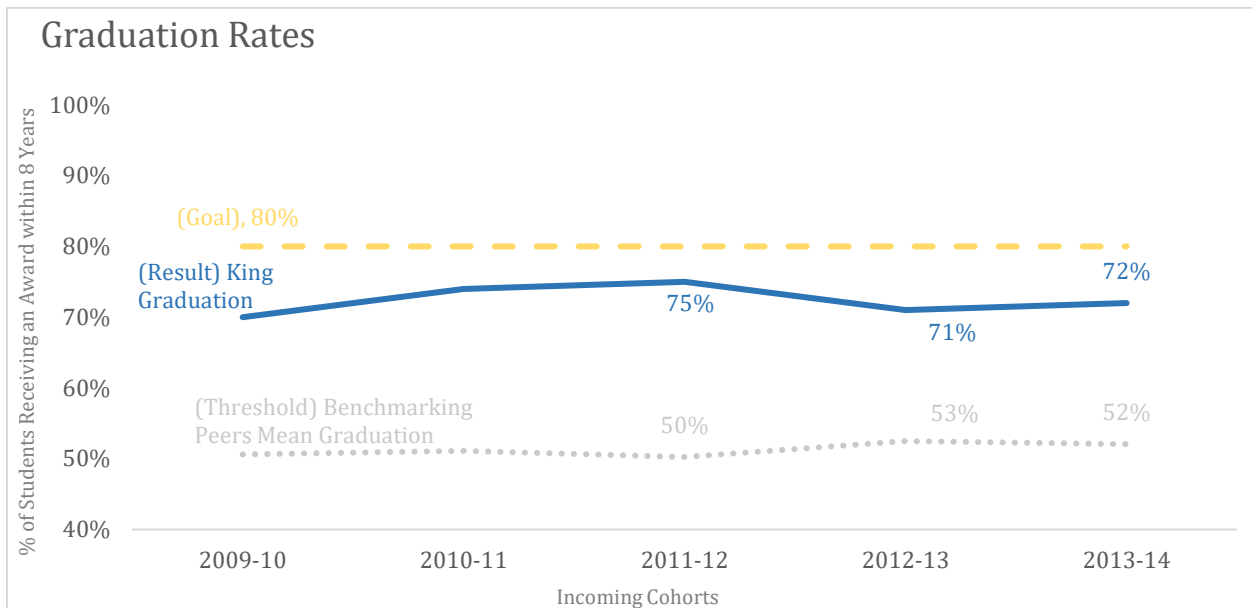
### III. Graduation Rates

**Threshold of acceptability:** Graduation rates at or above the mean Graduation rate of King's Benchmarking Peers as shown per the IPEDS data submission each year.

**Goal:** A graduation rate of 80%.

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.**

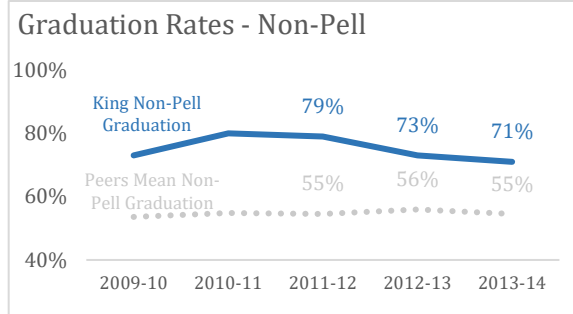
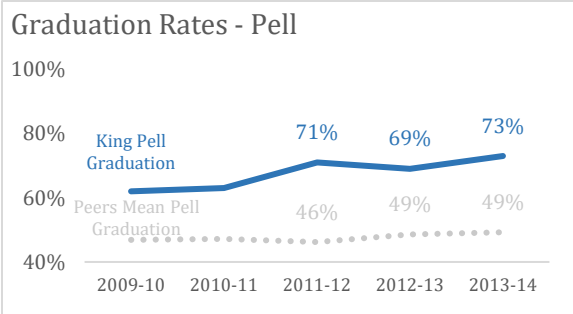
King uses this rate to determine success of all undergraduate students, rather than just first-time, full-time students. King compares its rates to benchmark institutions, provided in [appendix A](#). Comparisons were made using information from the IPEDs Data Submission.



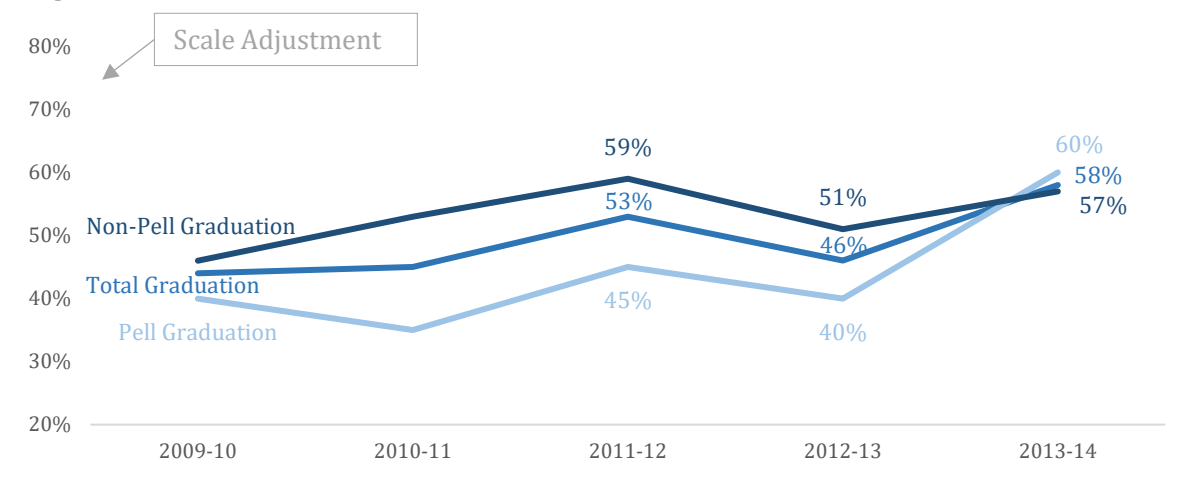
#### ***Disaggregation of Data***

In addition to tracking and setting improvements based on overall graduation rates, King disaggregates graduation rate data by two major categories: 1) socioeconomic status, to show the graduation rates of both a) Pell recipients and b) non-Pell recipients; and 2) enrollment status, to show the graduation rates of both a) first-time (freshman) students and b) non-first time (transfer) students.

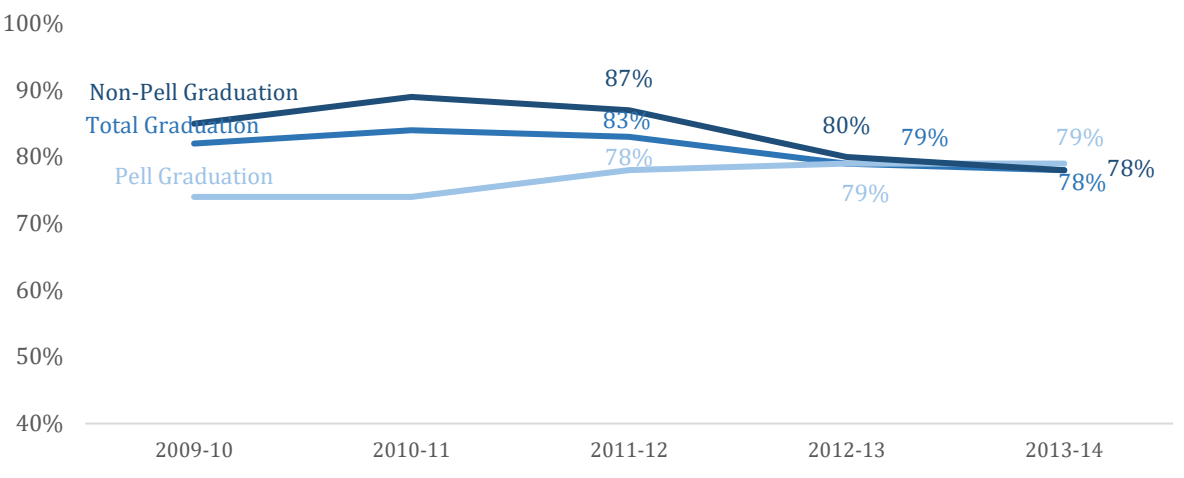
Socioeconomic status not only allows for comparison to Peers, but also encompasses the largest differentiator for incoming students (40-50% of incoming King students are Pell eligible). Additionally, King enrolls a large portion of non-first time (transfer) students each year, as 50-60% of incoming King students are transfer students. Below are tables showing this disaggregated data.



### Graduation - Pell Status of First-Time, Full-time (Freshman) King Cohort



### Graduation Rates - Pell Status of Non-First-Time, Full-time (Transfer) King Cohort



(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.

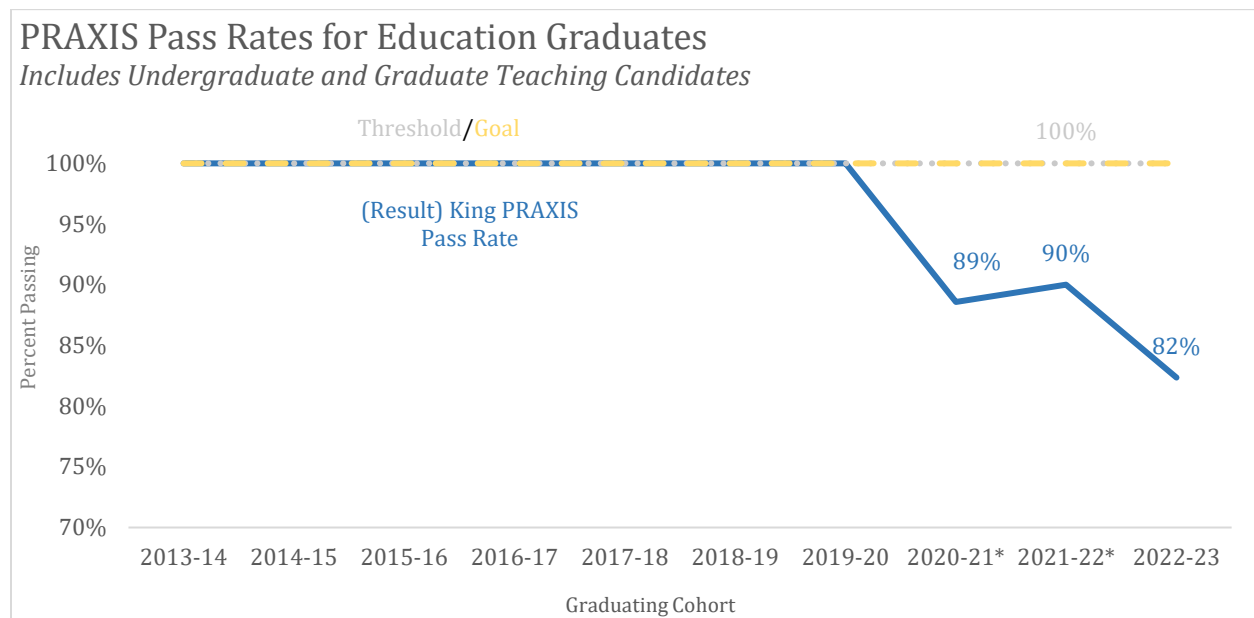
The threshold of acceptability and goal are listed with each Measure below.

### 1. Education Students - Praxis Test Takers (School of Education)

King’s education programs use the PRAXIS Series Licensure Exams as the program’s comprehensive assessment and graduation requirement. This is a requirement for graduation with a license.

**Threshold of acceptability:** 100% of students to pass the PRAXIS.

**Goal:** 100% of students to pass the PRAXIS.



\*A dispensation occurred during the COVID months in 2020-21 and 2021-22 where testing centers were closed and tests were delayed. As a result, the Tennessee Department of Education allowed candidates to student teach without passing all their tests. However, these students had to pass the edTPA assessment. All of the students in those years passed the edTPA.

(Source: Data is provided by the School of Education.)



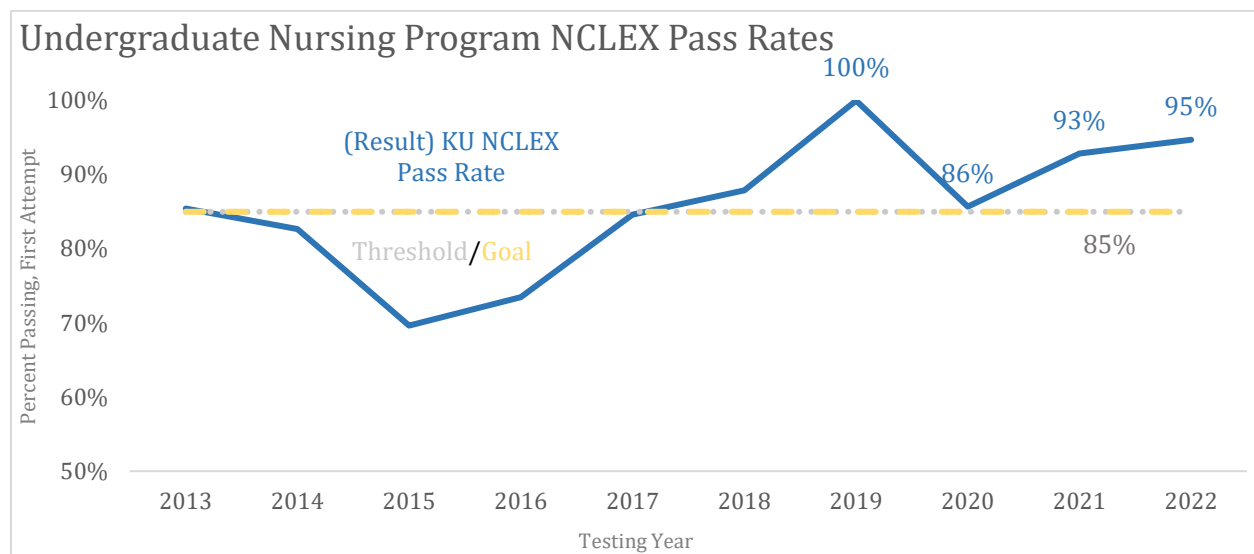
## 2. BSN Students (School of Nursing)

Graduates of King's traditional undergraduate nursing program must demonstrate successful performance on the National Council Licensure Examination (NCLEX). The threshold of acceptability and goal are based on the Tennessee Board of Nursing threshold of acceptability, which is set at 85%.

**Threshold of acceptability:** *85% of students to pass the NCLEX.*

**Goal:** *85% of students to pass the NCLEX.*

The results of King University student performance and expected goals and thresholds of acceptability for these examinations are below:



(Source: Data is provided by the School of Nursing and from [tn.gov](http://tn.gov).)

### 3. APRN MSN Students (School of Nursing)

Graduates of King's Advanced Practice Nurse (APN) Concentrations at the Graduate Level must demonstrate acquisition of specialized knowledge and the ability to provide competent care to the relevant population of focus. Success rates on the national certification exam for first time applicants are used as a metric and are based on the Commission on Collegiate Nursing Education (CCNE) threshold of acceptability.

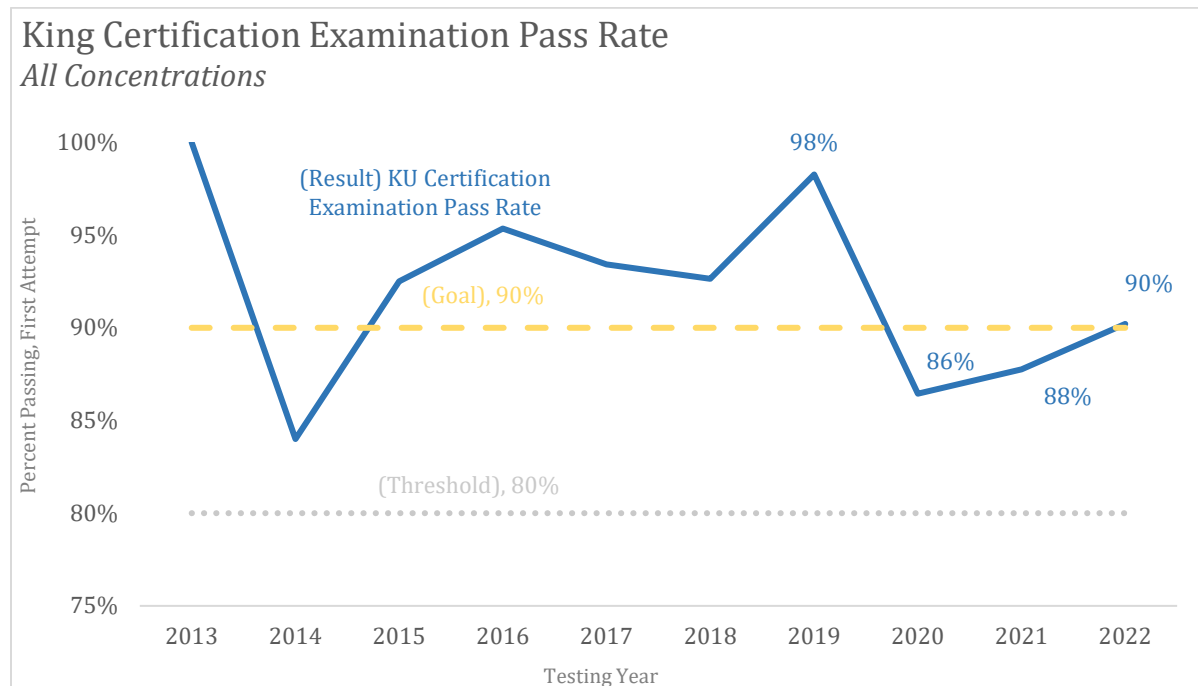
The three population-specific national certification exams are as follows:

- MSN Family Nurse Practitioner (FNP)
- MSN Pediatric Nurse Practitioner (PNP)
- MSN Psychiatric Mental Health Nurse Practitioner (PMHNP)

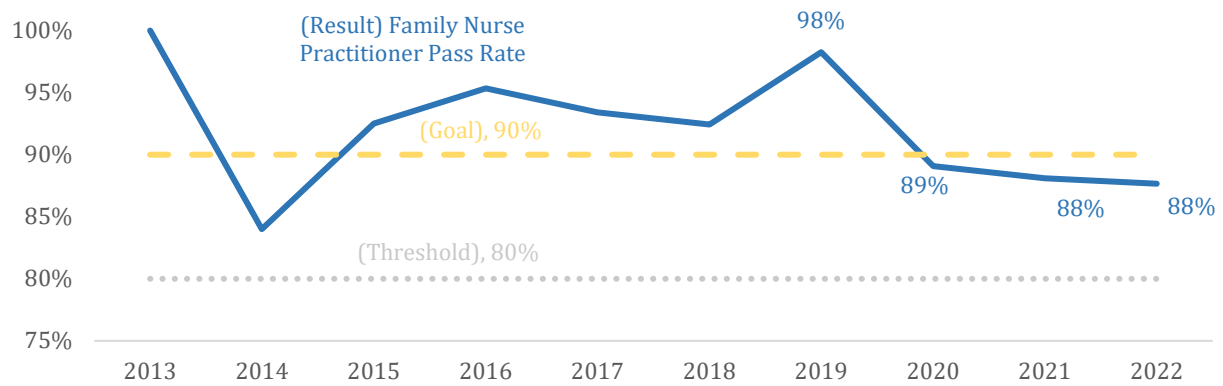
**Threshold of acceptability:** 80% of APN graduates to pass the population-specific national certification examination.

**Goal:** 90% of APN graduates to pass the population-specific national certification examination.

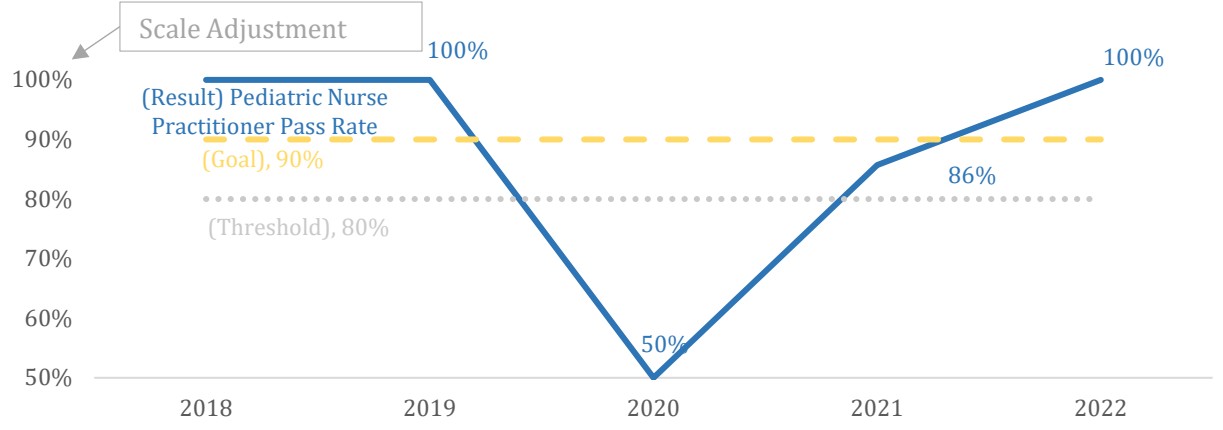
The CCNE allows for various methods of calculating data, which can be found under the [CCNE Standards](#). The results of King University student performance and expected goals and thresholds of acceptability for these examinations are below:



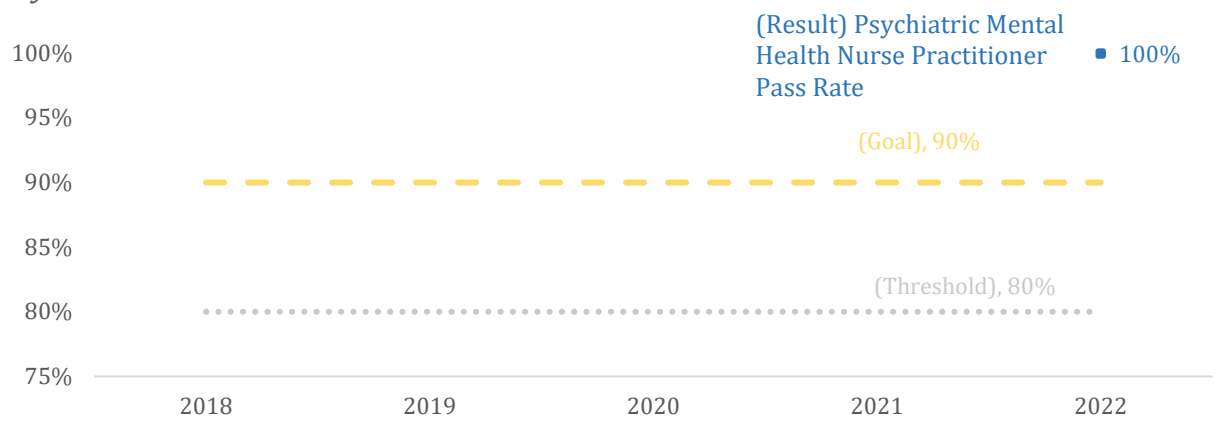
### King Certification Examination Pass Rate *Family Nurse Practitioner*



### King Certification Examination Pass Rate *Pediatric Nurse Practitioner*



### King Certification Examination Pass Rate *Psychiatric Mental Health Nurse Practitioner*



(Source: Data is provided by the School of Nursing.)

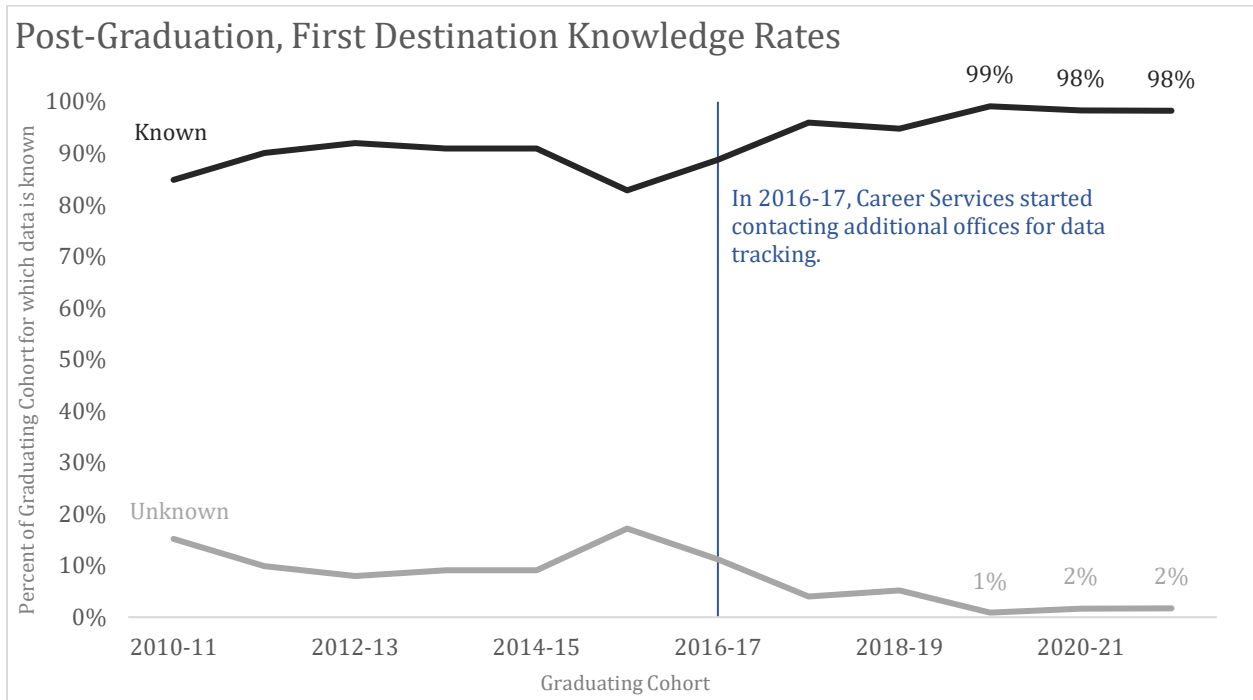
## V. Post-Graduation, First Destination Rates (Employment and Graduate School Rates)

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

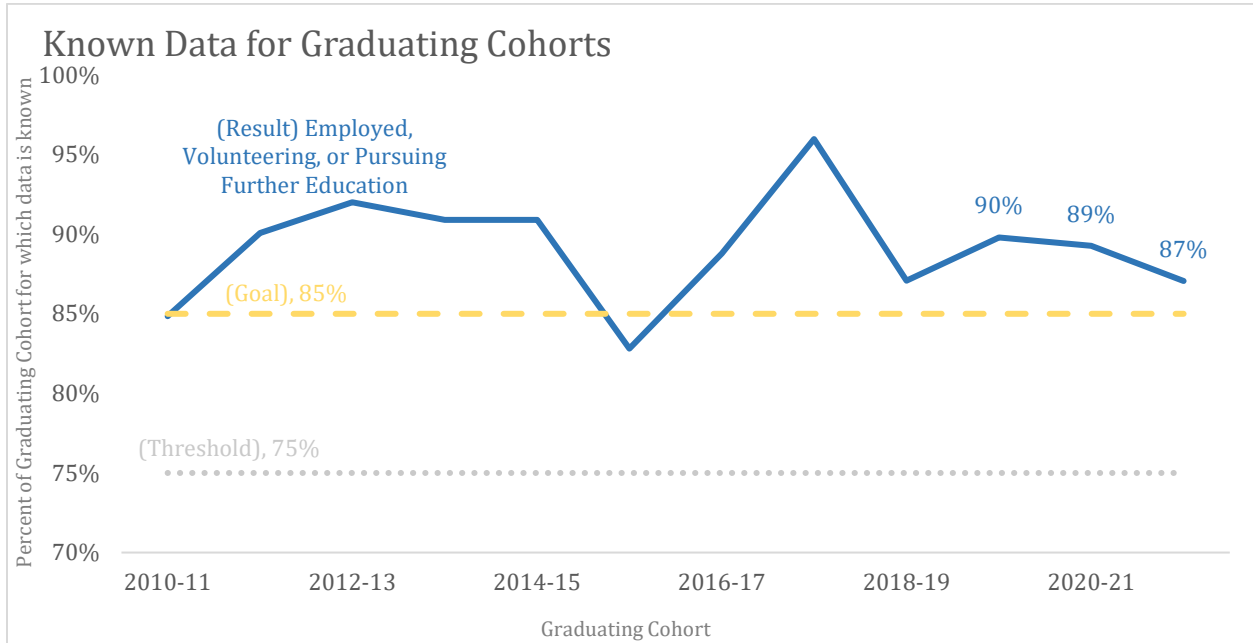
**Threshold of acceptability:** *For known data to show that 70% of graduates are employed, volunteering, or are pursuing further education.*

**Goal:** *For known data to show that 85% of graduates are employed, volunteering, or are pursuing further education.*

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 and Assessment 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 graduates. The graph below shows the knowledge rate:



The Goal is based on recent data collection and comparison to Benchmarking Peer's available data. 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%
2019-20	368	65%	142	25%	53	9%	5	1%
2020-21	335	62%	148	27%	49	9%	9	2%
2021-22	220	47%	184	40%	52	11%	8	2%

\* This generally includes those students either 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.