

## Outcome ONE: Student Persistence Rate

### Criterion One

The University identifies the *one-year retention rate of bachelor's-seeking, first-time, full-time cohort* as a criterion of student achievement. This is the measure reported to IPEDS on the annual Fall Enrollment survey.

### Rationale

Improving the retention rate is expressed in the University's Strategic Plan as a one of the Aims of Student Success. The Strategic Plan is directly tied to the University's Mission Statement to "graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service."

### Goal (target value)

With a focus on meeting or exceeding the average retention rate of the university's 16 peer institutions, Campbell University chose to set its student achievement goal (target) at 80%. The average of the institution's peer group for this criterion has varied between 75% and 77% since the fall 2014 entering cohort.

### Data and Publication

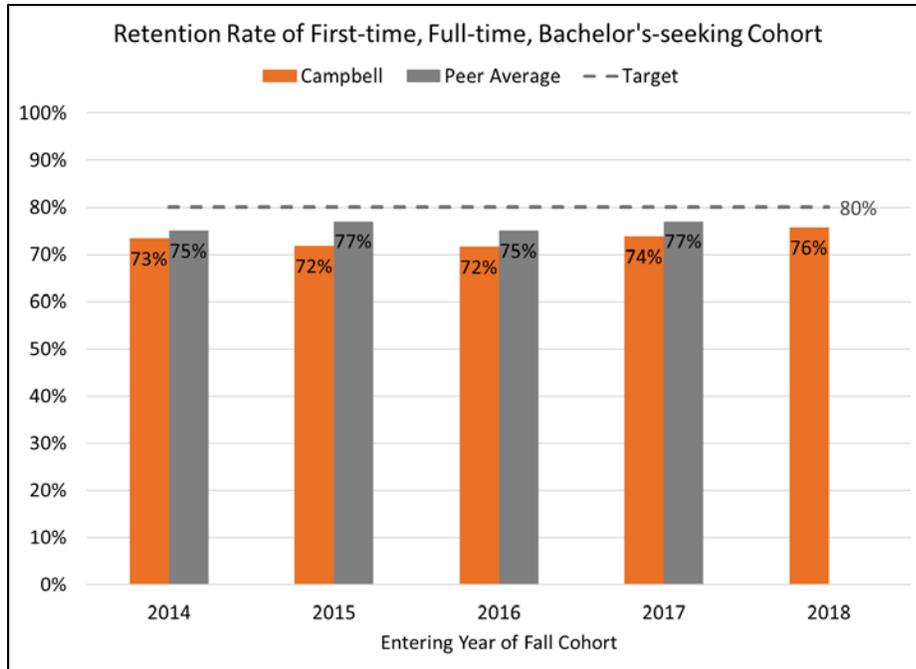
The outcome, criterion, and goal are published on the Campbell website. In addition, they are available to the internal Campbell community through the Office of Institutional Effectiveness Blackboard community.

Cohort	# cohort	# retained	% retained	% goal	Distance to goal	Avg of peers
2014	871	639	73%	80%	7%	75%
2015	952	684	72%		8%	77%
2016	882	632	72%		8%	75%
2017	777	573	74%		6%	77%
2018	809	610	75%		5%	NYA

### Evaluation

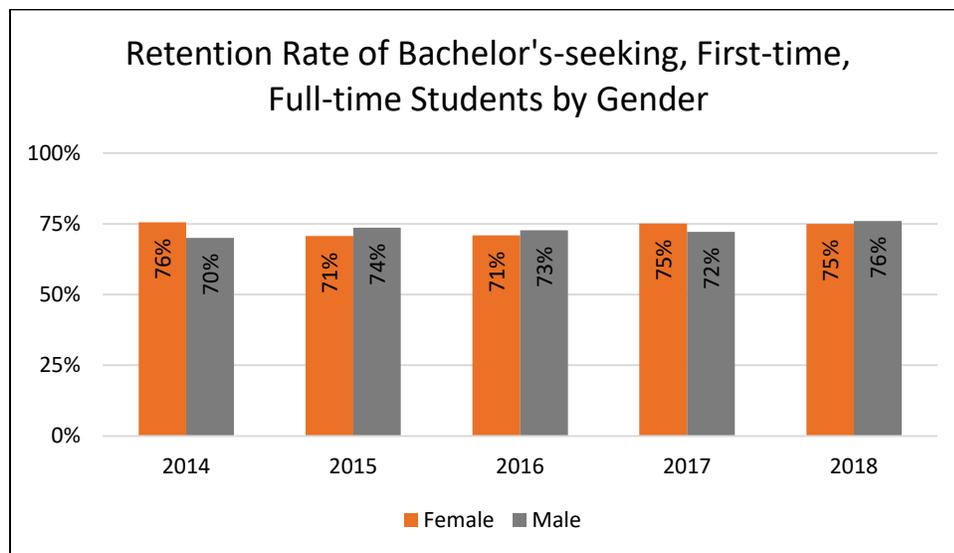
Over the past five years, the university has been improving on this outcome by closing the gap to the goal of 80% retention. This is directly in support of the institution's strategic plan for Student Success. Evidence of discussion and evaluation methods is visible in the minutes of the Retention Committee, formation of the First-generation Undergraduate Program, and creation of the Academic Advising Center.

## Campbell University Undergraduate Student Achievement Measures



### Disaggregation

The University has selected to disaggregate this student achievement criterion by student gender to ensure there are no disparities between the retention rate of the institution's female and male students. For the incoming years Fall 2014 through Fall 2018, there was very little difference in retention rate between the genders. Since peer data is unavailable from IPEDS by gender, the university has set the same goal (80%) and threshold (70%) for each gender for this outcome.



## Outcome ONE: Student Persistence Rate

### Criterion Two

The University identifies the *second-to-third-year persistence rate of the bachelor's-seeking, first-time, full-time cohort* as a criterion of student achievement. This is an internal measure to the University.

### Rationale

In 2015, the university's Retention Committee updated its working definitions to clearly delineate between "retention" and "persistence." As such, the university's definition of persistence speaks to the calculation of "continued enrollment of students as they work toward completing a credential (term to term return rates). Includes a cohort descriptor (class level or student attribute) as well as terms analyzed."

The Retention Committee and the University Effectiveness Council view the persistence rate as a logical focus following efforts to increase the retention rate. Efforts to improve the persistence rate underlie the University's Strategic Plan as one of the Aims of Student Success. The Strategic Plan is directly tied to the University's Mission Statement to "graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service."

### Goal (target value)

With a focus on improving the persistence rate of this cohort from sophomore-to-junior year, Campbell University chose to set its student achievement goal (target) at 87%. The five-year average of this value is 84% since the fall 2013 entering cohort.

### Data and Publication

The outcome, criterion, and goal are published internally to the Campbell community through the Office of Institutional Effectiveness Blackboard community.

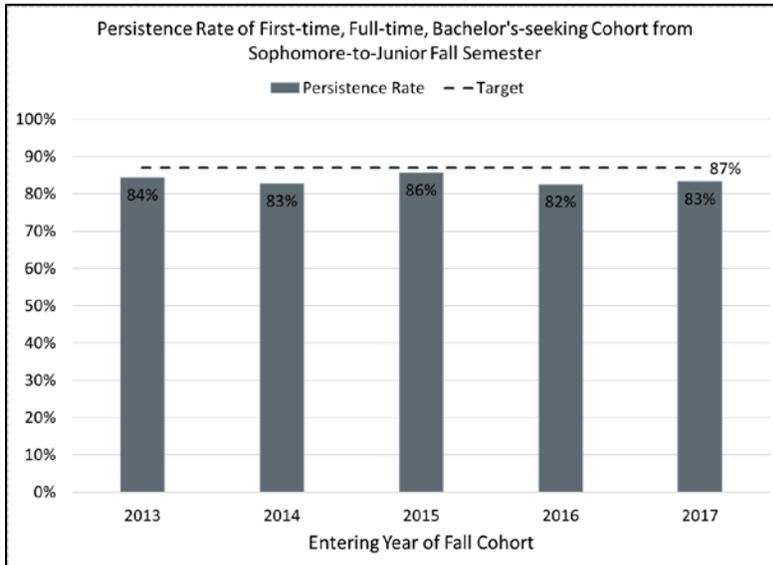
Cohort	Second fall in cohort	Third fall persisting	% Persisting	% goal	Distance to goal
2013	553	466	84%	87%	3%
2014	639	528	83%		4%
2015	684	585	86%		1%
2016	632	521	82%		5%
2017	573	475	83%		4%

### Evaluation

The university's focus on student achievement is entwined with the institutional mission. Recently, much of the focus of the Retention Committee has been on the one-year retention rate of bachelor's-seeking, first-time, full-time cohort. However, during the 2019-2020 academic year, the Retention Committee's charge expanded to include the broader persistence rate of undergraduates. This is directly in support of the institution's strategic plan for Student Success. Evidence of emphasis on student

## Campbell University Undergraduate Student Achievement Measures

persistence from the second-to-third year includes the formation of the First-generation Undergraduate Program and creation of the Academic Advising Center. The University anticipates the impact of new programming on second-to-third year persistence rate will become evident beginning in Fall 2020, although COVID-19 may negatively affect persistence rates.



## Outcome TWO: Student Graduation Rate

### Criterion One

The University identifies the *traditional six-year graduation rate* as a criterion of student achievement. This is the same measure as reported to IPEDS on the annual Graduation Rate survey and is the measure the institution has selected as its SACSCOC Student Completions metric. For this criterion, and because of the special situation provided to our undergraduates for early entry into the professional PharmD program prior to completion of their undergraduate curriculum, the university looks at the graduation rate including bachelor’s-equivalent completers to include these successful undergraduates.

### Rationale

The graduation of a student from Campbell University is the ultimate level of academic success of that student. Improving the graduation rate is expressed in the University’s Strategic Plan as a one of the Aims of Student Success. The Strategic Plan is directly tied to the University’s Mission Statement to “graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service.” This is a lag measure of student success, since it is only solidified six years following the entering student cohort and because the peer information is unavailable from IPEDS for a year following submission. Thus, the most recent peer comparison data is for the entering cohort in Fall 2012, which surpassed its six-year graduation window in August 2018, was reported in the 2018-2019 academic year, and became available from IPEDS for comparison during the 2019-2020 academic year.

### Goal (target value)

With a focus on meeting or exceeding the average six-year graduation rate of the university’s 16 peer institutions, Campbell University chose to set its student achievement goal (target) at 60%. The average of the institution’s peer group for this criterion has varied between 55% and 57% since the fall 2010 entering cohort.

### Data and Publication

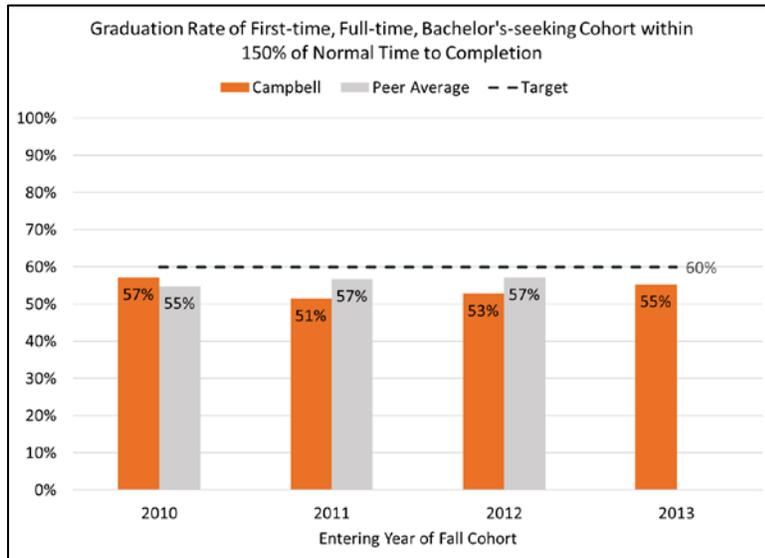
The outcome, criterion, and goal are published on the Campbell website. In addition, they are available to the internal Campbell community through the Office of Institutional Effectiveness Blackboard community.

Cohort	Reported in	# adjusted cohort	# completers	Grad Rate	% goal	Distance to goal	Avg of peers
2010	2016	831	475	57%	60%	3%	55%
2011	2017	867	446	51%		9%	57%
2012	2018	821	433	53%		7%	57%
2013	2019	771	426	55%		5%	NYA
2014	2020	871				NYA	NYA

## Campbell University Undergraduate Student Achievement Measures

### Evaluation

Over the past five years, the university has been improving on this outcome by closing the gap to the goal of a 60% graduation rate for first-time, full-time bachelor's-seeking undergraduates within 150% of normal time. This is directly in support of the institution's strategic plan for Student Success. Evidence of discussion and evaluation methods can be viewed in the minutes of the Retention Committee, formation of the First-generation Undergraduate Program, and creation of the Academic Advising Center.



### Disaggregation

The University has selected to disaggregate this student achievement outcome by receipt of various financial aid awards, as per the Higher Education Reauthorization Act of 2008, as amended (HEOA (Sec. 488(a)(3))) (<https://nces.ed.gov/pubs2010/2010831rev.pdf>). For the incoming years Fall 2010 through Fall 2013, there was some variation in the graduation rates between Campbell student cohorts and the average of peer institutions for those same cohorts. The university has set the goal (target) to meet or exceed the peer average for each subcohort and the threshold as 45% for each subcohort for this outcome.

Cohort	Overall		Pell Recipient		Direct Loan Recipient		Neither Pell nor Direct Loan Recipient	
	Campbell	Peer Average	Campbell	Peer Average	Campbell	Peer Average	Campbell	Peer Average
2010	57%	55%	46%	46%	56%	57%	69%	63%
2011	51%	57%	43%	49%	51%	56%	62%	65%
2012	53%	57%	43%	46%	54%	58%	66%	66%
2013	55%	NYA	48%	NYA	53%	NYA	64%	NYA

## Outcome TWO: Student Graduation Rate

### Criterion Two

The University identifies the *six-year graduation rate of full-time, non-first-time undergraduates* as a criterion of student achievement. These data for incoming transfer students are reported to IPEDS on the annual Outcomes Measures survey, which is a relatively new data collection instrument. IPEDS has published only two years of data for comparison as of August 2020.

### Rationale

The graduation of a student from Campbell University is the ultimate level of academic success of that student. Improving the graduation rate is expressed in the University's Strategic Plan as a one of the Aims of Student Success. The Strategic Plan is directly tied to the University's Mission Statement to "graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service." This is a lag measure of student success, since it is only solidified six- and eight-years following the entering student cohort and because the peer information is unavailable from IPEDS for a year following submission.

### Goal (target value)

With a focus on meeting or exceeding the average six-year graduation rate of the university's 16 peer institutions, Campbell University chose to set its student achievement goal (target) at 65%. The average of the institution's peer group for this criterion has varied between 43% and 80% in the two years of available data.

### Data and Publication

The outcome, criterion, and goal are published on the Campbell website. In addition, they are available to the internal Campbell community through the Office of Institutional Effectiveness Blackboard community.

Cohort	Reported in	# adjusted cohort	# completers	Grad Rate	% goal	Distance to goal	Avg of peers
2007	2015	259	169	65%	65%	+5%	65%
2008	2016	282	176	62%		+2%	64%

### Evaluation

This is still a newer national reporting measure, and institutions are still getting acclimated to recreating these historical cohorts. Reporting on these outcome data for non-first-time undergraduates is a relatively recent national initiative. Campbell has done well in exceeding its threshold and meeting or exceeding the goal. When the next cohort of data are available from IPEDS, the University Effectiveness Council will decide if the target needs adjusted and what the university can do to improve.

### Disaggregation

At this point in the data analysis stage, the university is not disaggregating with only two years of data available. Once another year of data are published by IPEDS, disaggregation may make sense.

## Outcome THREE: Student Licensure Exam Pass Rate

### Criterion One

The University identifies the *pass rate on the NCLEX-RN licensure exam* for Bachelor of Science in Nursing students as a criterion of student achievement. The first cohort of BSN students graduated in 2018. NCLEX-RN pass rate is a Quality Indicator for the BSN program.

### Rationale

The baccalaureate degree program in nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the NC Board of Nursing. Student pass rates on the licensure exam is a direct measure of student achievement and is in support of the University's Strategic Plan as a one of the Aims of Student Success. The Strategic Plan is directly tied to the University's Mission Statement to "graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service."

### Goal (target value)

With a focus on excellence, Campbell University chose to set its student achievement goal (target) at 93% pass rate.

### Data and Publication

The outcome, criterion, and goal are published on the Campbell website. In addition, they are available to the internal Campbell community through the Office of Institutional Effectiveness Blackboard community.

Cohort	Number of BSN Test Takers	Campbell % pass rate	National % pass rate	NCBON % threshold	% goal	Distance from goal
2018	44	100%	91.57%	86.99%	93%	+7.0%
2019	41	92.68%	91.22%	86.66%		-0.3%
2020	42	90.48%	92.60%*	87.97%		-2.5%

\*92.60% national pass rate as of June 2020, the most recently completed quarter prior to submission of the Compliance Certification in August 2020.

### Evaluation

As Nursing faculty reported in their annual report for 2019-20, students are taking an RN Predictor exam and developing an NCLEX-RN remediation plan based on predictor results. Faculty believe the dip in scores in Spring 2020 was partially due to the shift to virtual learning for COVID-19 accommodations and the hampered connectivity between students and their faculty advisors.

### Disaggregation

The test results are reported in aggregate by NCBON and thus, are unable to be disaggregated.

## Outcome THREE: Student Licensure Exam Pass Rate

### Criterion Two

The University identifies the *pass rate on the PRAXIS licensure exam* for Bachelor of Science in Education candidates as a criterion of student achievement.

### Rationale

The North Carolina Department of Public Instruction (NCDPI) requires all educator preparation providers (EPPs) to submit an annual performance report of teacher candidate outcomes. This report is published on the NCDPI website as the *EPP Report Card*. The report card offers a quick snapshot of an institution's outcomes.

### Goal (target value)

The School of Education has set a goal of 85% of teacher candidates passing the required Professional and Content Area Exams. Not all program completers choose to apply for an initial teaching license in North Carolina.

### Data and Publication

The outcome, criterion, and goal are published on the Campbell website. In addition, they are available to the internal Campbell community through the Office of Institutional Effectiveness Blackboard community.

Year of report	Number of Completers applying for license	Percentage passing professional and core area exams
2016	26	88%
2017	28	70%
2018	16	50%
2019	23	85%

### Evaluation

The institution was able to meet its threshold for two of the four years reported. Testing requirements for initial teacher licensure changed in during this four-year period. This may account for lower pass rates in 2017 and 2018 as faculty adjusted their curriculum and pedagogy to better prepare teacher candidates for licensure exams. In 2018, the number of teacher candidates was much smaller than usual and may have contributed to the low pass rate percentage. During the most recent reporting period (2019), the EPP met its goal of 85%. These data indicate that teacher candidates are being more effectively prepared for their licensure exams.

## Campbell University Undergraduate Student Achievement Measures

According to the Professional Education department's Annual Report of Academic Programs 2018-2019, the department of Professional Education committed to increasing the CORE PRAXIS rate as well as the Mathematical Foundation PEARSON licensure for Elementary and Special Education candidates.