



Student Achievement

Lenoir-Rhyne University (LR) evaluates student achievement and success as it relates to its mission on both institutional and program levels. As LR's mission is to "develop the whole person" and to "[provide] a foundation for a wide variety of careers", evaluation of student achievement requires the development of goals that are varied and relate directly to the student experience. Examples of LR's measures of student achievement include retention and graduation rates, licensure passage rates, major field tests for specified programs, academic challenge, student engagement, and participation in high impact practices. It should be noted that thresholds of acceptability (goals) for retention and graduation rates were set preCovid and have not been adjusted.

Disaggregation Rationale (gender and ethnicity/race)

Diversity, equity, and inclusion are values at the heart of what LR strives to foster in its students. As stated on the Diversity, Equity & Inclusion office webpage: "We strive for a campus climate in which all members are able to freely express their culture and ethnicity". Additionally, LR's mission emphasizes the importance of building a "sense of community" which directly relates to fostering a sense of belonging on campus for students of all genders, cultures, and ethnicities. Therefore, disaggregation of achievement data by ethnicity, race, and gender furthers this goal.

Peer Group Rationale

LR's peer group was determined using specific factors such as: enrollment numbers, graduation rates, types of programs offered, geographic location, number of faculty, and control of the institution (public vs. private). These indicators were gathered using IPEDS data and compared to LR's values. Based upon that comparison and after feedback from campus constituents, LR's peer group was finalized.

The institution's outcomes for some student achievement outcomes are published as part of the University's Strategic Plan. Other goals are based on program accreditation requirements and comparisons with appropriate peer groups. In all tables, a red highlight indicates the goal was not achieved and a green highlight indicates the goal was achieved. As stated previously, thresholds of acceptability (goals) for retention and graduation rates were set pre-Covid and have not been adjusted.

Goal 1: Meet or Exceed Institutional Goals and Peer Retention Rates

Related Strategic Plan Theme: Exceptional Experience

Table 1: Institutional Retention Rate Goals and Actuals

Fall 2019 Cohort Goal	Fall 2019 Cohort Actual	Fall 2020 Cohort Goal	Fall 2020 Cohort Actual	Fall 2021 Cohort Goal	Fall 2021 Cohort Actual
75%	73%	76%	62%	78%	71%

Table 2: Peer Median Retention Rates and LR's Retention Rates

Institution	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020* Cohort
Lenoir-Rhyne	72%	73%	62%
Peer Institutions (median)	72%	70%	69%

*Fall 2020 is the latest value available in the IPEDS Data Center

Analysis, Discussion and Next Steps – Retention Rates

The institutional goals for retention rates in Table 1 were set pre-Covid and LR did not adjust them to account for Covid challenges. Due to Covid challenges, none of the institutional retention goals were met or exceeded (red highlights in Table 1). In addition to the expected retention challenges faced by most higher education institutions during this time, LR implemented a strict Covid vaccination policy that took an additional toll on retention rates. As shown in Table 2, in two out of three years, LR met or exceeded peer median values for full-time cohort retention (green highlights). While peer data is not available yet in the IPEDS Data Center for Fall 2021 cohort, LR's calculated full-time retention rate for the Fall 2021 cohort was 71%, nine percentage points over the Fall 2020 cohort.

Goal 2: Meet or Exceed Institutional Goals and Peer Graduation Rates

Related Strategic Plan Theme: Exceptional Experience

Graduation rates for first-time, full-time, degree-seeking undergraduates

LR uses the IPEDS Graduation Rate measure which is based on the number of degree-seeking, first-time, full-time students who graduate within 150% of the expected time to completion. For 4-year institutions, that would be 6 years from the initial date of enrollment. This defined graduation rate was reported to SACSCOC as LR's chosen graduation rate measure.

Table 3: Institutional Graduation Rate Goals and Actuals

IPEDS 2020-2021 (Fall 2014 Cohort) Goal	IPEDS 2020-2021 (Fall 2014 Cohort) Actual	IPEDS 2021-2022 (Fall 2015 Cohort) Goal	IPEDS 2021-2022 (Fall 2015 Cohort) Actual	IPEDS 2022-2023 (Fall 2016 Cohort) Goal	IPEDS 2022-2023 (Fall 2016 Cohort) Actual
52%	45%	54%	48%	56%	51%

Analysis, Discussion and Next Steps – Graduation Rates

The institutional graduation rate goals were set pre-Covid during the 2019-2020 academic year with the implementation of LR’s strategic plan. The Fall 2013 cohort, reported in 2019-2020, produced a graduation rate of 52%, which became a baseline. The Fall 2014 cohort dropped 7 percentage points, which was likely due to Covid and LR’s vaccination policy. While graduation rates have been increasing since 2020, the institutional goals will be revised for the next strategic plan to reflect a new baseline.

Graduation Rates by Gender – Fall 2014 Cohort Through Fall 2016 Cohort

Goal: Each gender shows an increase in LR graduation rate from the previous year

Table 4: LR Graduation Rates by Gender – IPEDS Data

Gender	Fall 2014 Cohort	Fall 2014 Graduation Rate	Fall 2015 Cohort	Fall 2015 Graduation Rate	Fall 2016 Cohort	Fall 2016 Graduation Rate
Men	170	41%	205	42%	180	48%
Women	175	50%	242	53%	282	53%
Total	346	45%	447	48%	462	51%

Analysis, Discussion and Next Steps – Institutional Graduation Rate by Gender

LR has achieved its goal of a yearly increase in graduation rates for both genders. LR will continue to monitor trend data for graduation rates by gender.

Goal: Each Race/Ethnicity shows an increase in LR graduation rate from the previous year

Table 5: Graduation Rates by Race/Ethnicity – Fall 2014 Cohort Through Fall 2016 Cohort

Race/Ethnicity	Fall 2014 Cohort	Fall 2014 Graduation Rate	Fall 2015 Cohort	Fall 2015 Graduation Rate	Fall 2016 Cohort	Fall 2016 Graduation Rate
Nonresident Alien	7	29%	17	53%	12	83%
Hispanic of any race	8	38%	35	49%	40	43%

Race/Ethnicity	Fall 2014 Cohort	Fall 2014 Graduation Rate	Fall 2015 Cohort	Fall 2015 Graduation Rate	Fall 2016 Cohort	Fall 2016 Graduation Rate
American Indian or Alaskan Native	4	50%	4	0%	4	25%
Asian	3	67%	4	50%	12	67%
Black or African American	61	26%	83	27%	67	28%
White	241	51%	275	55%	292	59%
Two or More Races	11	45%	15	40%	21	19%
Race Unknown	11	36%	14	57%	14	36%
Total	346	45%	447	48%	462	51%

Analysis, Discussion and Next Steps - Institutional Graduation Rate by Race/Ethnicity

Graduation rate trends by race/ethnicity show mixed results (red and green squares above), especially in categories with low cohort numbers such as American Indian or Alaskan Native. Additionally, Black or African American students show consistent gains, but the overall graduation rate is lower than many of the other categories. Efforts to focus on this group of students began with the redesign of BEAR Central (Belonging, Equity, Access, and Retention), LR’s student success unit.

BEAR Central offers a wide range of academic support services for all LR students, which include undergraduate advising, undergraduate student success services, graduate student success services, writing and speaking services, tutoring services, peer academic coaching and faculty academic coaching, among others.

In addition to overseeing and coordinating the daily operations of existing support services, the director of BEAR Central is focused on building strategies and implementing new programming with a focus on retention, which would also lead to increases in graduation rates. Focused coordination with faculty advisors, administrators and other staff will enable students to access the resources they need to address challenges and reach their goals.

Collecting additional data and analysis of same, with a focus on courses with high DFW rates, is ongoing.

Table 6: LR Graduation Rates Compared to Peers

Institution	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	4-Year Average
Lenoir-Rhyne	50%	52%	45%	48%	49%
Peer Institution	51%	54%	52%	54%	53%

Analysis, Discussion and Next Steps – Institutional Graduation Rate as Compared to Peer Institutions

This comparison is interesting because it shows that LR suffered more of a loss in graduation rates than peer institutions during the Covid time period. While peer data is not available for the 2016 cohort, LR’s graduation rate is 51%, placing LR closer to the median peer value for the previous year. With the implementation of additional academic support units, including BEAR Central.

LR will revise its institutional goals for retention rates that are more realistic considering Covid effects and offer a better measurement for the effects of the new student academic support structure recently implemented. Implementation of this new academic support service includes BEAR Central.

Goal 3: Meet or Exceed External Benchmarks for Pass Rates, Scores or Percentile Rank

State Licensing Examinations and Passage Rates

Nursing

LR’s School of Nursing uses passing rates on the National Council Licensure Examination (NCLEX) as one measure of student success. The goal is for the pass rates of LR graduates to meet or exceed the national pass rates. According to the NC Board, the passing rates of LR graduates on the NCLEXRN® have exceeded the national passage rates in two out of the last three years. While there was a dip in LR’s Pass Rate for 2022, most likely due to the graduation of a Covid cohort, the licensure passage rate for 2023 was 97.1%. Data for the most current year for NC and National pass rates will not be available until January of 2024.

Table 7: National Council of State Boards of Nursing Licensing Exam (NCLEX) Pass Rates

Average	2020	2021	2022	3-Year Average
LR Pass Rate	96.3	87.2	76	86.8
NC BSN Pass Rate	94	88	87	90
National Pass Rate	90	86	82	86

Occupational Therapy

Most states (including North Carolina) require Occupational Therapists (OT) to obtain a license before practicing in the state. Initial state licensure is issued based on National Board of

Certification in Occupational Therapy (NBCOT). Shown below are the most recent three years of results on the NBCOT certification examination by LR’s OT graduating class.

The goals are as follows:

1. Graduation rate greater than 90%
2. Percentage of new graduates passing the exam greater than 90%

Table 8: NBCOT Certification Exam Pass Rates and Graduation Rates

Graduation Year	Number of New Graduates Taking Exam That Year	Number of New Graduates Passing Exam	Percentage of New Graduates Passing Exam	Students Entering/Graduating	Graduation Rate
2022	73	66	90%	78/68	87%
2021	85	85	100%	79/79	100%
2020	58	57	98%	78/76	97%
3-Year Total	216	208	96%	235/223	95%

Analysis, Discussion and Next Steps – NBCOT

LR’s occupational therapy program achieved Goal 1 (graduation rate > 90%) in two out of the last three years. Next year’s data will show if the graduation rate dip in 2022 was a one-time occurrence or if there is a trend to address.

LR’s occupational therapy program achieved Goal 2 (pass rates > 90%) all three years. However, like goal 1, it will be important to note next year’s pass rate as there was a 10-percentage point drop from 2021 to 2022, likely due to Covid effects.

Education

Lenoir-Rhyne University elementary teacher candidates must pass two nationally standardized teacher licensure examinations. The School of Education has a set goal of meeting or exceeding the North Carolina average pass rates on each test required to meet North Carolina initial licensure criteria for all teacher candidates.

Goal: The goal is for licensure pass rates to meet or exceed the state’s average pass rates for all required tests.

Table 9: LR Elementary Education Licensure Test Pass Rates

Exam	Year	Takers	Passers	Pass Rate	NC Avg. Pass Rate
Pearson Foundations of Reading	2022-2023	9	9	100%	72%
Praxis Content Knowledge – Math	2022-2023	8	8	100%	67.8%

Analysis, Discussion and Next Steps – LR’s education program achieved its pass rate goal for 2022-23. LR will continue to monitor this measure.

Candidates pursuing licensure in middle grades (all subjects), secondary (all subjects), or K-12 (music or health/PE) are required to take and pass Praxis II examinations in their respective areas to be recommended for initial licensure.

Goal: The goal for Praxis II pass rate for LR students is to meet or exceed the state’s average pass rate. The most recent Praxis II average pass rate for North Carolina is 77%.

The table below shows exam pass rates for program completers over the past three years.

Table 10: LR Praxis II Pass Rates

Group	Number Taking Praxis II	Number Passing Praxis II	Pass Rate
2022-2023	12	10	84%
2021-2022	33	28	84.8%
2020-2021	12	11	92%

Analysis, Discussion, and Next Steps – Praxis II: Goal was met. LR will continue to monitor pass rates for the Praxis II.

Business

Business Core for Undergraduate and Graduate Business Programs

The common professional components expected of business graduates are accounting, business ethics, legal, business integration, quantitative techniques, business finance, economics, management, marketing, and global dimensions. LR measures student competency in these areas using peregrine examination for business administration and accounting programs both at the undergraduate and graduate levels.

LR results are benchmarked with those from other institutions accredited by the Accreditation Council for Business Schools and Programs (ACBSP) with the goals of exceeding scores of all other groups and achieving at least the 85th percentile rank for all assessments.

The results shown below are from the August 2022 to May 2023 assessment period for undergraduate students.

Undergraduate Assessments	LR's Avg. Score	ACBSP* Accredited Institutions	ACSP Accredited US Only	ACBSP Region 3	SACS	LR's Avg. Percentile Rank
Total	73.00	62.54	59.68	64.80	63.19	95.00
Accounting	69.31	59.30	56.22	61.27	59.79	93.00
Business Ethics	75.52	62.95	60.19	66.19	63.92	95.00
Business Finance	68.79	57.99	55.06	60.55	58.92	94.00
Business Integration and Strategic Management	75.86	65.96	62.53	68.69	66.63	92.00
Business Leadership	76.03	60.46	59.04	64.57	62.22	99.00
Economics	69.31	60.39	57.46	61.22	60.21	96.00
Economics: Macroeconomics	74.48	59.48	56.47	60.94	59.57	98.00
Economics: Microeconomics	64.14	60.95	58.38	61.55	60.71	81.00
Global Dimensions of Business	70.86	59.00	57.50	62.48	60.36	96.00
Information Management Systems	83.10	66.58	64.65	71.22	68.24	97.00
Legal Environment of Business	70.00	63.39	61.75	67.19	65.10	83.00
Management	74.66	62.71	60.58	66.16	63.87	96.00
Management: Human Resource Management	76.72	68.83	65.15	70.29	68.52	92.00
Management: Operations/Production Management	75.53	59.78	56.94	63.21	60.70	96.00
Management: Organizational Behavior	71.92	62.13	59.39	65.06	62.95	90.00
Marketing	74.66	66.01	63.25	68.15	66.42	91.00
Quantitative Research Techniques and Statistics	67.93	59.66	55.88	61.19	59.39	88.00

The results shown below are from the August 2022 to May 2023 assessment period for graduate students.

Graduate Assessments	LR's Avg. Score	ACBSP* Accredited Institutions	ACSP Accredited US Only	ACBSP Region 3	SACS	LR's Avg. Percentile Rank
Total	76.42	61.34	61.28	65.21	63.64	99.00
Accounting	70.79	53.57	56.67	61.00	59.14	95.00
Business Communications	85.08	67.60	71.66	69.67	72.62	99.00
Business Ethics	79.37	65.10	65.51	67.95	66.82	98.67
Business Finance	70.79	56.99	57.41	62.46	59.88	92.97
Business Integration and Strategic Management	78.25	63.63	62.80	66.53	64.82	96.67
Economics	75.71	57.44	60.20	64.64	62.57	97.00
Economics: Macroeconomics	79.05	57.63	61.26	65.56	63.25	97.33
Economics: Microeconomics	72.38	57.25	58.99	63.90	61.88	91.33
Global Dimensions of Business	69.21	56.11	57.41	61.30	58.75	94.33
Management	74.29	60.13	61.50	63.72	62.92	96.33
Management: Human Resource Management	70.33	56.98	58.34	60.82	59.82	94.33
Management: Operations/Production Management	75.83	60.21	62.07	65.26	63.58	93.33
Management: Organizational Behavior	76.67	63.19	63.63	65.50	65.14	95.00
Marketing	84.29	67.28	68.14	72.99	70.38	98.00

*ACBSP: Accreditation Council for Business Schools and Programs

Analysis, Discussion and Next Steps – ACBSP Exams As shown in the above tables, LR's business students met and exceeded both goals for the past several years.

Goal: Achieve the Highest Score Among Comparison Groups for Each NSSE Engagement Indicators

National Student Survey Engagement (NSSE) 2022 Engagement Indicators

LR participates in the National Survey of Student Engagement (NSSE) in even years to capture freshmen and senior perceptions of "the characteristics and quality of their undergraduate experience." NSSE identifies four engagement indicators: Academic Challenge, Learning with

Peers, Experiences with Faculty, and Campus Environment. LR uses NSSE results as one measure to gauge student success.

Goal 1: to achieve scores and participation rates that are higher than LR’s defined NSSE comparison groups.

It is LR’s view that senior perceptions of their experience underscore the value of the education they received while at the institution and reflects the gains made during their undergraduate years. The charts below show how LR first-year and senior students compare with each comparison group on each of the engagement indicators.

Comparison groups on the y-axis are as follows:

LR – Lenoir-Rhyne University

Public/NFP – Public Not for Profit

Reg. NFP – Not for Profit institutions in the same geographic region as LR

Other NFP – Other Not for Profit institutions that are not public or in the same geographic region (likely private institutions)

There is no differentiation between the two shades of blue in the charts. Both blue shades indicate the scores are the highest among all comparison groups. Green indicates the scores are the lowest among all comparison groups.

Academic Challenge

Challenging intellectual/creative work is central to student learning and collegiate quality. Universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four engagement indicators are part of this theme: *Higher Order Learning (HOL)*; *Reflective and Integrative Learning (RIL)*; *Learning Strategies (LS)*; and *Quantitative Reasoning (QR)*.

First-Years

Comparison Group	HOL	RIL	LS	QR
LR	37.8	36.4	38.6	29.6
Public/NFP	38.3	36.0	38.3	28.9
Reg. NFP	39.1	36.7	38.7	29.2
Other NFP	38.4	36.1	38.4	29.0

Seniors

Comparison Group	HOL	RIL	LS	QR
LR	43.6	43.3	41.8	35.7
Public/NFP	41.1	39.4	39.5	31.2
Reg. NFP	41.4	40.0	39.1	31.4
Other NFP	41.2	39.5	39.7	31.2

Learning With Peers

Collaborating with others in mastering difficult materials and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning (CL)* and *Discussions with Diverse Others (DDO)*.

First-Years

Group	CL	DDO
LR	30.9	42.5
Public/NFP	30.4	38.4
Reg. NFP	31.6	39.5
Other NFP	30.3	38.7

Seniors

Group	CL	DDO
LR	37.0	43.9
Public/NFP	32.2	39.2
Reg. NFP	33.5	39.8
Other NFP	32.0	39.2

Experiences with Faculty

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. To engagement indicators investigate this theme: *Student-Faculty Interaction (SFI)* and *Effective Teaching Practices (ETP)*.

First-Years

Group	SFI	ETP
LR	25.7	40.6
Public/NFP	23.3	38.5
Reg. NFP	23.6	39.1
Other NFP	23.6	38.7

Seniors

Group	SFI	ETP
LR	35.2	44.1
Public/NFP	27.4	40.7
Reg. NFP	28.3	41.1
Other NFP	27.5	42.0

Campus Environment

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty and staff. Two engagement indicators investigate this theme: *Quality of Interactions (QI)* and *Supportive Environment (SE)*.

First-Years

Group	QI	SE
LR	44.9	37.4
Public/NFP	42.5	35.0
Reg. NFP	43.0	35.3
Other NFP	42.9	35.3

Seniors

Group	QI	SE
LR	46.2	37.6
Public/NFP	42.6	32.9
Reg. NFP	42.4	32.9
Other NFP	43.0	33.1

Analysis, Discussion and Next Steps

Seniors consistently scored LR in the top spot in all four engagement indicators. The first-year students did not consistently score LR in the top spot for all four engagement indicators but did score the highest in half. A deeper dive into the data for the first-year students will be done to uncover any areas that could be improved.

High Impact Practices

Certain undergraduate opportunities are designated as high impact because of their positive association with student learning, retention, and influence on student development beyond the classroom. Of the six high impact practices identified by NSSE, LR's participation rates exceeded those of the institution's defined comparison groups.

High Impact Practices: Participation

First-Years

- 63% participated in at least one high impact learning experience (1st of the four groups)
- 8% participated in two or more (4th of the four groups)

Seniors

- 98% participated in at least one high impact learning experience (1st of the four groups)
- 81% participated in 2 or more (1st of the four HIPs)