

LENOIR-RHYNE UNIVERSITY

Student Achievement

Lenoir-Rhyne University evaluates student achievement and success as it relates to its mission on an institutional and program level. Examples of Lenoir-Rhyne's measures of student achievement include retention and graduation, job placement, major field tests, academic challenge, student engagement, and participation in high impact practices.

Fall Enrollment Data

	2012	2013	2014	2015	2016
Undergraduate	1,544	1,491	1,524	1,587	1,710
Graduate	425	514	619	716	813
Total	1,969	2,005	2,143	2,303	2,523

Retention and Graduation Rates

LRU Retention Rates as Compared to Peers						
	2014 Cohort	2013 Cohort	2012 Cohort	2011 Cohort	2010 Cohort	5 Year Average
Lenoir-Rhyne	64	76	62	62	65	66
Peer Institutions	68	67	66	65	67	67

LRU Six-Year Graduation Rates as Compared to Peers						
	2009 Cohort	2008 Cohort	2007 Cohort	2006 Cohort	2005 Cohort	5 Year Average
Lenoir-Rhyne	49	49	47	45	54	48.8
Peer Institutions	46	47	46	47	49	47

State Licensing Examinations and Passage Rates

Nursing

LRU's School of Nursing uses passing rates on the National Council Licensure Examination (NCLEX) as one measure of student success. According to the NC Board, the passing rates of LRU graduates on the NCLEX-RN (BSN) for the past three years have exceeded the state and national passage rates. LRU licensure passage rates have ranged from 90-97%, with a three year average of 93%.

National Council of State Boards of Nursing Licensing Exam (NCLEX) Pass Rates				
<i>Average</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>	<i>3-Year Average</i>
LRU Pass Rates	97	90	93	93
NC BSN Pass Rate Averages	85	89	90	88
National BSN Pass Rates	84	87	88	86

Occupational Therapy

Most states (including North Carolina) require Occupational Therapists to obtain a license before practicing in the state. Initial state licensure is issued on the basis of National Board of Certification in Occupational Therapy (NBCOT). Shown below are the most recent three years of results on the NBCOT certification examination by LRU's OT graduating class. All new graduates taking the NBCOT passed the exam, and each year over 90% did so on their first attempt.

National Board of Certification in Occupational Therapy Pass Rates				
<i>Graduation Year</i>	<i>Number of New Graduates Taking Exam That Year</i>	<i>Number of New Graduates Passing the Exam</i>	<i>Percentage of New Graduates Passing the Exam</i>	<i>Percentage of First-time New Graduates Passing the Exam</i>
2014	19	19	100%	95%
2015	29	29	100%	97%
2016	31	31	100%	93%
Total	79	79	100%	95%

Athletic Training

The Athletic Training program at Lenoir-Rhyne University prepares students for certification by The Board of Certification (BOC) for the Athletic Trainer. To become board certified, Athletic Trainers must pass the BOC examinations. Lenoir-Rhyne University sets a goal of 100% first-time passage rate on the BOC and as shown in the chart below as met this goal for the past three years.

	Academic Year			
	2013-2014	2014-2015	2015-2016	3 year Aggregate
Number of students graduating from program	12	10	8	30
Number of students graduating who took the examination	12	10	8	30
Number of students who passes the examination on first attempt	12	10	8	30
Percentage of students who passed the examination regardless of the number of attempts	100	100	100	100

Education

Lenoir-Rhyne University elementary and middle grades teacher candidates must pass all three Praxis Core Academic Skills for Educators (CORE) examination to apply for initial teacher licensure in the state of North Carolina. The School of Education has set a goal of meeting or exceeding the North Carolina average pass rates on each Praxis Examination required to meet North Carolina initial licensure criteria for all teacher candidates. As shown in the table below, first-time test takers from LRU's Elementary Education programs exceeded North Carolina's average pass rate in the three required Praxis areas.

Lenoir-Rhyne University Elementary Education Praxis Results (2016)				North Carolina
	<i>Takers</i>	<i>Passers</i>	<i>Pass Rate</i>	<i>Avg. Pass Rates</i>
Foundations of Reading	12	12	100%	88%
General Curriculum	12	12	100%	89%
General Curriculum-Math	12	10	83%	82%

There was only one middle grades test taker for 2016, so data are not provided.

Major Field Tests

Business Core for Undergraduate Business Programs

The Common Professional Components that are expected of Business graduates are Accounting, Business Ethics, Legal, Business Integration, Quantitative Techniques, Business Finance, Economics, Management, Marketing, and Global Dimensions. The results below indicate that our students performed at a higher level than our benchmark groups.

Undergraduate Common Body of Knowledge Composite Indicators						
	LRU	<i>ACBSP*</i>	<i>ACBSP Region 3</i>	<i>Blended /Hybrid</i>	<i>Trad Day</i>	<i>Faith- based</i>
Total score	54.73	51.912	51.762	50.638	48.895	50.656
Accounting	57.75	51.505	51.563	50.462	50.086	51.49
Business Ethics	57.25	53.402	52.97	52.605	49.539	52.153
Economics	49	48.787	48.657	47.483	47.24	48.677
Global Dimensions	49.5	46.733	47.002	46.073	44.178	44.847
Business Finance	49	45.002	44.316	43.376	43.784	44.509
Business Integration and Strategic Management	57	55.455	54.628	55.064	52.391	53.045
Information Management Systems	62.5	58.741	58.89	57.862	55.535	57.412
Management	61	57.329	57.127	56.31	54.186	55.616
Marketing	52.25	46.572	46.964	45.923	45.26	46.857
Quantitative Research and Statistics	54.75	47.847	47.953	47.125	44.574	45.62

*ACBSP= Accreditation Council for Business Schools and Programs

Clinical Mental Health Counseling

Students who successfully complete course requirements for a master's degree in Counseling are eligible to take examinations required to become a National Board Certified Counselor, a North Carolina Licensed Professional Counselor, and/or a licensed public school counselor in North Carolina.

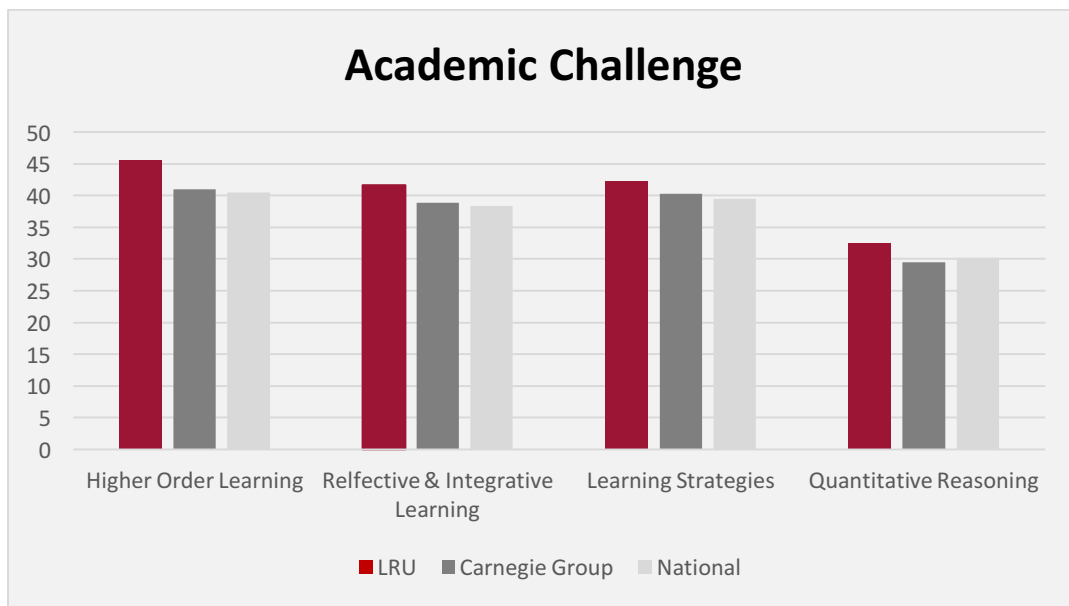
The LRU Counseling faculty use results from the Counselor Preparation Comprehensive Exam (CPCE), which is comparable to the National Counselor Examination, to improve curriculum offerings and monitor student success. Below are CPCE combined results for counseling students at all three LRU

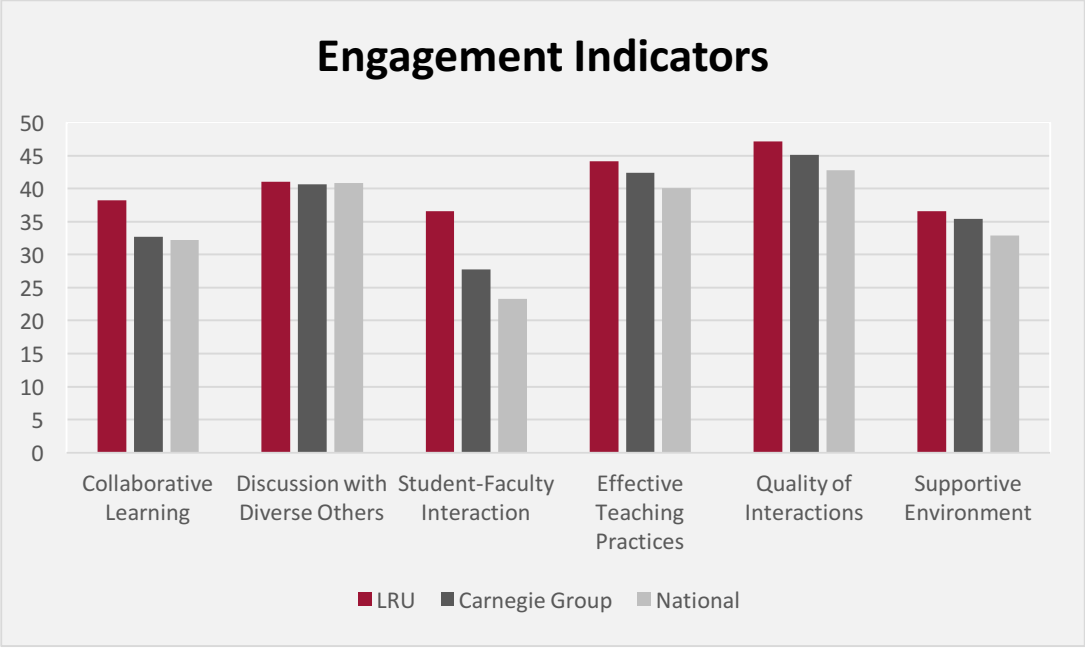
campuses for the past three years. The program target is 80% or more of the students will pass each area of the CPCE.

Areas	AY 2016-2017 (N=57)	AY 2015-2016 (N=54)	AY 2014-2015 (N=36)
Human Growth and Development	98%	89%	100%
Social and Cultural Foundations	91%	91%	92%
Helping Relationships	100%	94%	97%
Group Work	92%	98%	92%
Professional Orientation and Ethics	94%	96%	86%
Career and Lifestyle Development	94%	94%	94%
Assessment	94%	91%	89%
Research and Program Evaluation	92%	89%	94%

National Student Survey Engagement (NSSE) 2016 Engagement Indicators

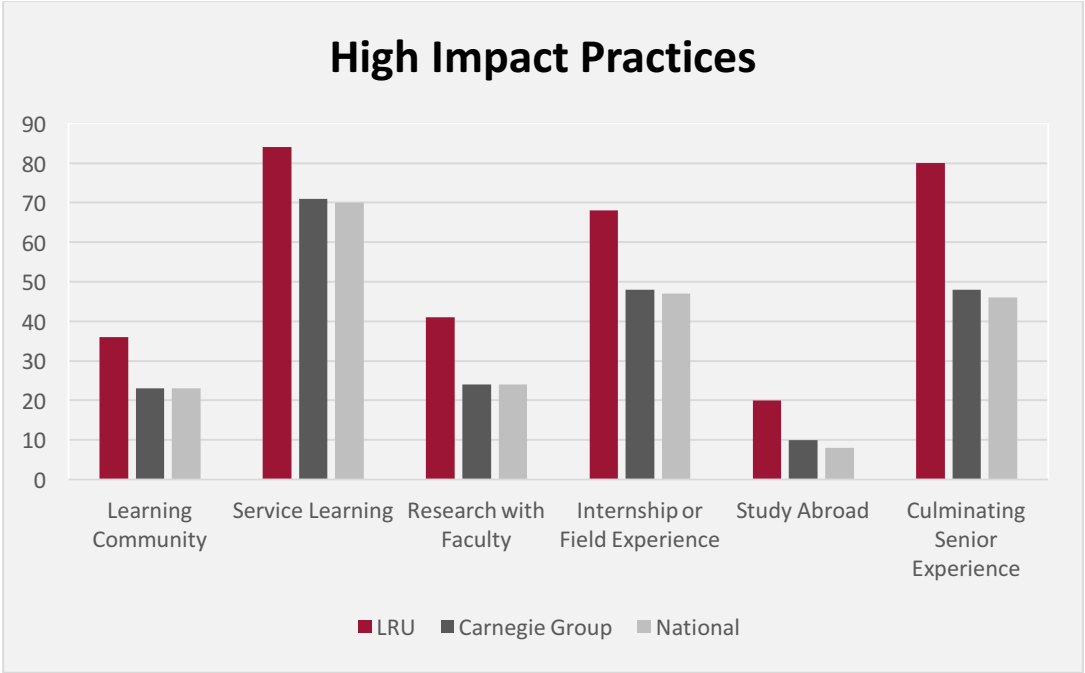
LRU participates in the National Survey of Student Engagement (NSSE) in even years to capture freshmen and senior perceptions of “the characteristics and quality of their undergraduate experience.” NSSE identifies four major themes and ten engagement indicators as “critical features of collegiate quality.” LRU uses NSSE results as one measure to gauge student success and sets as a goal to achieve participation rates higher than both the university’s Carnegie Group and the average national results and to improve the college experience for freshmen. LRU believes that senior perceptions of their experience underscores the value of the education they received while at the institution and reflects the gains made during their undergraduate years. As shown in the charts below, LRU seniors, reported higher levels of participation on all indicators than the university’s Carnegie Group (Masters-Small) and the average national rates of participating college and universities.





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, LRU’s participation rates exceeded those of the institution’s Carnegie Group and the average national rate of participating colleges and universities.



Senior Transitions

On the Senior Transition module of the NSSE, LRU seniors reported significantly higher confidence levels in skills valued by future employers.

NSSE Senior Transitions LR Seniors' Rating of Confidence Level	
<i>Skill Developed During College</i>	<i>Average Rating</i>
Critical Thinking and Analysis of Arguments and Information	3.6
Creative Thinking and Problem Solving	3.6
Clear Writing	3.5*
Networking and Relationship Building	3.4*
*Note: LR seniors' average was significantly higher the comparison group.	

Post-Graduation Alumni Success

The university obtains graduate school attendance information on our undergraduate alumni from the StudentTracker™ in National Student Loan Clearinghouse (NSLCH) and alumni surveys. LRU collects graduate school attendance/completion information by undergraduate graduating class at one-, three- and five-year intervals after graduation.

As shown below, 36.46% of the 277 students who graduated with an undergraduate degrees from Lenoir-Rhyne University during AY 2015-2016 enrolled in graduate school within a year of graduation. Over half of these students continued at Lenoir-Rhyne University for their graduate studies while others attended state or other private universities, mostly in North Carolina.

Five Years after Graduation

Graduation Year	Number	Completed a Graduate Program	Still Enrolled in a Graduate Program	Total	Percentage
2011-2012	290	50	29	79	27.24%

Three Years after Graduation

Graduation Year	Number	Completed a Graduate Program	Still Enrolled in a Graduate Program	Total	Percentage
2013-2014	322	19	63	82	25.47%

One Year after Graduation

Graduation Year	Number	Completed a Graduate Program	Still Enrolled in a Graduate Program	Total	Percentage
2015-2016	277	0	101	101	36.46%

Alumni Survey

LRU collects information from our alumni related to post graduation employment to evaluate student success after graduation. In a survey conducted by the Jackson Group, a Bivarus Company, for Lenoir-Rhyne University during summer 2016, 539 undergraduate alumni from the graduating classes of 2014 and 2015 were surveyed. The response rate for the *Lenoir-Rhyne University 2016 Graduated Students Survey* was 16% (n=85). LRU benchmarked data from the survey with a compilation of information reported to the National Association of Colleges and Employers (NACE) by approximately 150 institutions.

	LR Alumni	Carnegie Group	Southeast Region	Private
Employed Full-Time	61%	61%	54.8%	63.3%
Employed Part-Time	12%	7.7%	5.1%	6.1%
In the Military	1%	1.4%	1.2%	0.8%
Attending Graduate School	20%	16%	17.9%	18.3%

The University also collects information from students prior to graduation. The University solicits information about career plans as well as satisfaction with aspects of the students' educational experiences through a web-based survey tool.

Most recently, in April 2017, the Office of Career and Professional Development and the Office of Institutional Research collaborated on a first destination survey to learn more about student plans immediately after graduation. Of the 227 undergraduate students invited to participate, 148 did so for a response rate of 65%. Of those responding, 50% indicated that they were currently working full-time and 26% indicated that they planned to pursue full-time employment. Ten percent of those currently working a full-time job indicated that they planned to pursue other full-time employment upon graduation.

Current Status	Number	Percentage
Working full-time	74	50%
Working part-time	15	10%
Working in an internship	10	7%
Post- Graduation Plans		
Seeking full-time work	39	26%
Seeking part-time work	10	7%
Taking time off for personal reasons	6	4%
Pursuing a graduate degree (already accepted)	20	13%
Applying to a graduate program	37	25%
Working full-time (returning to pre- graduation employer)	7	5%
Working full-time (seeking new post-graduation employer)	15	10%

The top three fields of employment reported by respondents were Health Care (N=39), Education and Training (N=10), and Human Services (N=9).