

LENOIR-RHYNE UNIVERSITY

Student Achievement

Lenoir-Rhyne University evaluates student achievement and success as it relates to its mission on both institutional and program levels. Examples of Lenoir-Rhyne's measures of student achievement include retention and graduation rates, licensure passage rates, major field tests, academic challenge, student engagement, participation in high impact practices, and post-graduation success.

The institution's outcomes for some student achievement outcomes are published as part of the University's Strategic Plan.

<https://resources.finalseite.net/images/v1583270800/lenoir/wpcvg7bir7q4x8425it6/strategic-plan.pdf>

Other goals are based program accreditation requirements and comparisons with appropriate peer groups.

Goal: Grow Graduate and Undergraduate Enrollment

Fall Enrollment Data

	2016	2017	2018	2019	2020	5 Year Average
Undergraduate	1,710	1,699	1,825	1,846	1,783	1,773
Graduate	813	858	875	896	903	869
Total	2,523	2,557	2,700	2,742	2,686	2,642

Goal: Significantly Improve Retention and Graduation Rates

Retention Rates

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	10 Year Average
65%	62%	62%	76%	64%	72%	73%	68%	72%	73%	

LRU Retention Rates as Compared to Peers						
	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	2017 Cohort	5 Year Average
Lenoir-Rhyne	76%	64%	72%	73%	68%	71%
Peer Institutions	67%	68%	67%	68%	67%	67%

Graduation Rates

Fall 2014 first-time, full-time, degree-seeking undergraduates

Lenoir-Rhyne University uses IPEDS Graduation Rates which are based on the number of degree-seeking, first-time, full-times 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.

Graduation Rates by Gender

Gender	Fall 2014 Cohort	Exclusions	Graduated	Graduation Rate
Female	176	0	88	50%
Male	170	0	69	41%
Total	346	0	157	45%

Graduation Rates by Ethnicity

Ethnicity	Fall 2014 Cohort	Graduated	Graduation Rate
Nonresident Alien	7	2	29%
Hispanic of any race	8	3	38%
American Indian or Alaskan Native	4	2	50%
Asian	3	2	67%
Black or African American	61	16	26%
White	241	123	51%
Two or More Races	11	5	45%
Race Unknown	11	4	36%
Total	346	157	45%

Graduation Rates by Financial Aid Status

Financial Aid Status	Fall 2014 Cohort	Graduated	Graduation Rate
Received Federal Pell Grant	176	70	40%
Received Subsidized Loans, but Not Pell	73	40	55%
Did not receive a Pell Grant or Subsidized Loans	97	47	48%
Total	346	157	45%

Compared to Peers

LRU Six-Year Graduation Rates as Compared to Peers						
	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	5 Year Average
Lenoir-Rhyne	48%	48%	43%	50%	52%	48%
Peer Institutions	46%	47%	45%	46%	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 92-96%, with a three year average of 94%.

National Council of State Boards of Nursing Licensing Exam (NCLEX) Pass Rates				
Average	2018	2019	2020	3-Year Average
LRU Pass Rates	93	92	96	94
NC BSN Pass Rate Averages	84	84	83	84
National BSN Pass Rates	88	88	87	88

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. [Click here](#) to view NBCOT results.

Physician Assistant Studies

Lenoir-Rhyne University's Master of Science in Physician Assistant Studies (MSPAS) Program prepares students for certification by the National Commission on Certification of Physician Assistants (NCCPA). Graduates are required to sit for the Physician Assistant National Certification Examination (PANCE) and are eligible, upon successful completion of the PANCE, to be licensed and practice medicine under the supervision of a physician.

[Click here](#) to read the PANCE Exam Performance Summary Report.

Athletic Training

To see the Athletic Training Board of Certification Exam Outcomes [Click here](#)

Education

Lenoir-Rhyne University elementary teacher candidates must pass two nationally standardized teacher 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. As shown in the table below, the School of Education met or exceeded the state's average pass rates for the all required tests.

LRU Elementary Education Licensure Test Pass Rates

Exam	Year	Takers	Passers	Pass Rate	Avg. Pass Rate for NC
Pearson Foundations of Reading	2019-2020	8	8	100%	64%
Praxis Content Knowledge for Teaching Math	2018-2019	5	5	100%	78%

Candidates pursuing licensure in Middle Grades (all subjects), Secondary (all subjects), or K-12 (Music, Health/PE, Spanish) are required to take and pass Praxis II examinations in their respective areas to be recommended for initial licensure. The table below shows exam pass rates for program completers over the past three years.

LRU Praxis II Pass Rates

Group	Number Taking Praxis II	Number Passing Praxis II	Pass Rate
2019-2020 Program Completers	18	17	94%
2018-2019 Program Completers	13	12	92%
2017-2018 Program Completers	10	10	100%

Educator Preparation Program Report Cards

Lenoir-Rhyne University produces annual Institute of Higher Education (IHE) Report Cards in alignment with its IHE Performance Report. The Report Card is organized into six sections including:

1. *Students*: provides full and part time enrollment numbers along with current student GPA, SAT, and ACT averages
2. *Transition to Classroom*: offers information about the students exiting the program, including the number who complete the degree, apply for a license; the number of semesters to completion; and four-year employment retention information
3. *Graduate Effectiveness*: presents beginning teacher evaluation data for the institution's graduates organized by professional teacher standards and student growth
4. *Program*: tracks the program's full and part time faculty
5. *Graduate Satisfaction Survey*: provides composite data points on questions related to the quality of preparation and student teaching experiences of recent graduates
6. *4 Year Completer Employment*: 2008-2012 Completers: Lists multiple graduate cohorts of the institution and their retention in the profession after four years.

The annual Report Cards are published online by the North Carolina Department of Public Instruction. [Click here](#) to access the most recent undergraduate report card. [Click here](#) to access the most recent graduate report card.

Title II Report

[Click here](#) to access Lenoir-Rhyne University's most recent Title II Report.

Major Field Tests

Business Core for Undergraduate and Graduate 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. LRU measures student competency in these areas using Peregrine Examination for Business Administration and Accounting Programs both at the undergraduate and graduate levels.

LRU results are benchmarked with those from other institutions accredited by the Accreditation Council for Business Schools and Programs with the goal of exceeding scores of all other groups. The results shown below are from the June 2019 to June 2020 assessment period.

2019-2020 Undergraduate Common Body of Knowledge Composite Indicators						
	LRU N=	<i>ACBSP*</i>	<i>ACBSP Region 3</i>	<i>Blended /Hybrid</i>	<i>Trad Day</i>	<i>Faith- based</i>
Total score	71.3	54.9	58.6	55.7	54.4	53.4
Accounting	69.7	52.7	55.8	53.3	52.6	51.9
Business Ethics	72.9	54.7	58.6	55.9	53.7	52.6
Economics	69	51.7	54.4	51.9	51.7	51.2
Global Dimensions	69.5	53.1	57	54.1	51.8	51.4
Business Finance	66.6	48.7	52.2	48.8	48.7	48.3
Business Integration and Strategic Management	73.7	58.3	62.5	59.4	57.2	56.9
Information Management Systems	73.7	59.6	64.2	60.5	58.3	56.8
Management	72.7	56.6	60.1	57.9	55.7	54.6
Marketing	74.8	57.1	60.7	57.8	56.7	56.2
Quantitative Research and Statistics	69.7	51.4	55.2	52.1	51.2	50.4

*ACBSP= Accreditation Council for Business Schools and Programs

2019-2020 MBA Common Body of Knowledge Composite Indicators						
	LRU N=44	<i>ACBSP*</i>	<i>ACBSP Region 3</i>	<i>Blended /Hybrid</i>	<i>Trad Day</i>	<i>Faith- based</i>
Total score	70.7	58.7	64.1	60.8	57.9	59.8
Accounting	67.5	57.6	63.8	60.2	56.3	58.3
Business Ethics	74.1	61	65.5	62.7	59.9	61.3
Business Finance	68.2	54.3	60.7	56.8	51.8	56.1
Business Integration and Strategic Management	74.1	60.5	65.6	62.5	59.3	61.5
Economics	65.5	56	62.1	58.1	54.8	55.3
Economics: Macroeconomics	65	56.8	63.3	59.1	55.6	56
Economics: Microeconomics	65.9	55.1	61	57.2	53.8	55.2
Global Dimensions of Business	70.5	55.8	62.8	59	54.5	56.6
Management	69.6	58.4	62.5	60.3	56.8	58.4
Management: Human Resource	67.8	56.6	61.3	58.7	56.3	56.5
Management: Operations/Production	69.5	55.3	60.9	57.4	53.1	56.3
Management: Organizational Behavior	71.2	60.3	64.1	61.6	58.6	61.8
Marketing	76.6	63.7	69.8	65.8	62.5	65.1

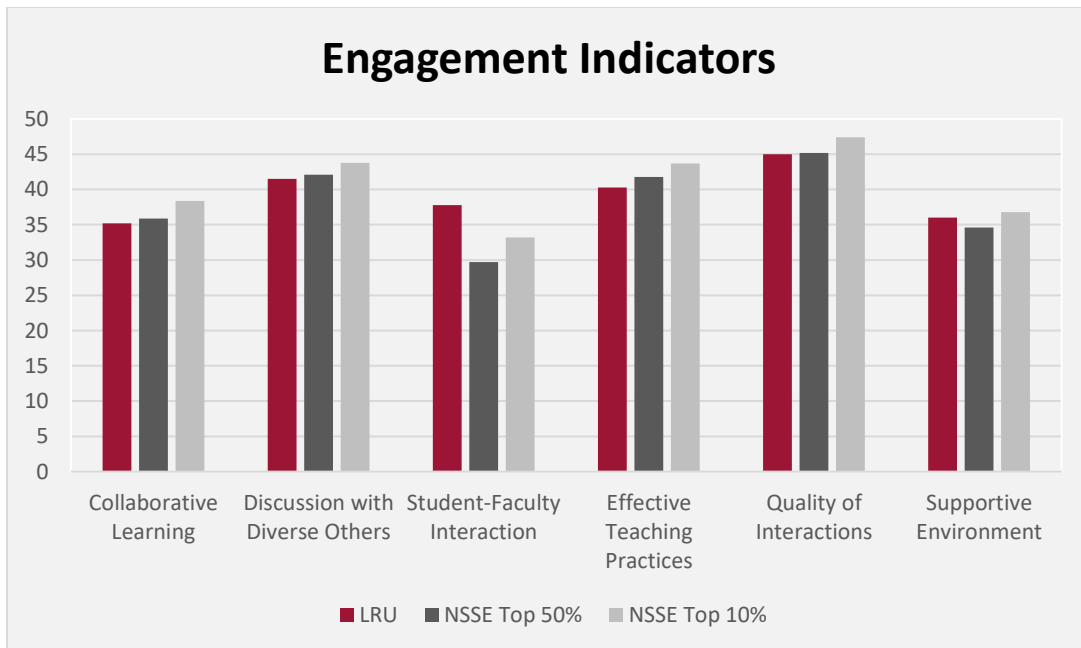
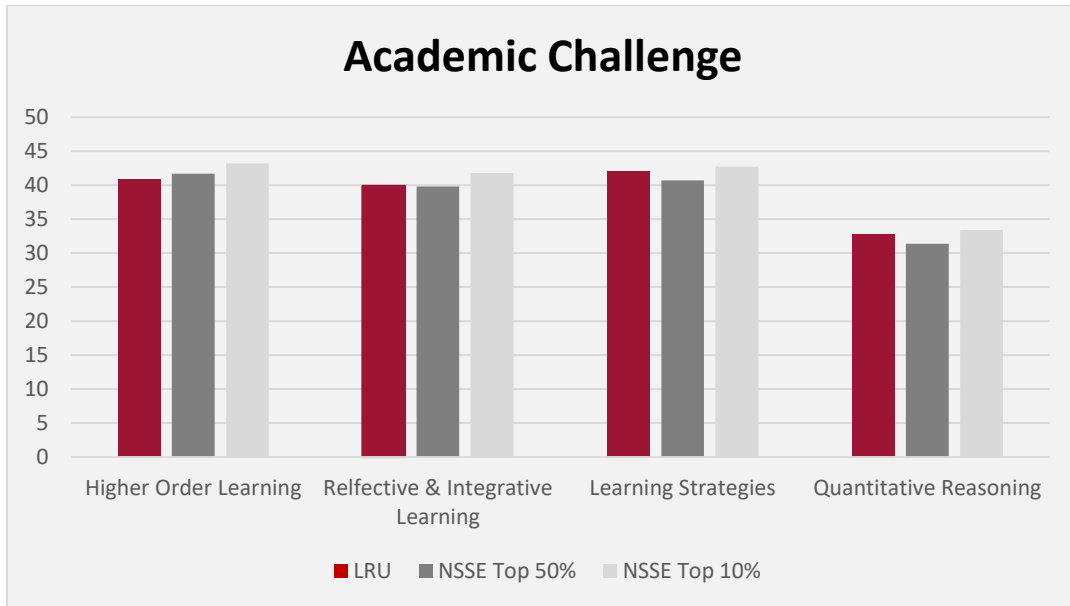
*ACBSP= Accreditation Council for Business Schools and Programs

Goal: Implement High Impact Practices

National Student Survey Engagement (NSSE) 2020 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 at or above the levels of the top 10% and top 50% of participating NSSE institutions. 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. The charts below show how

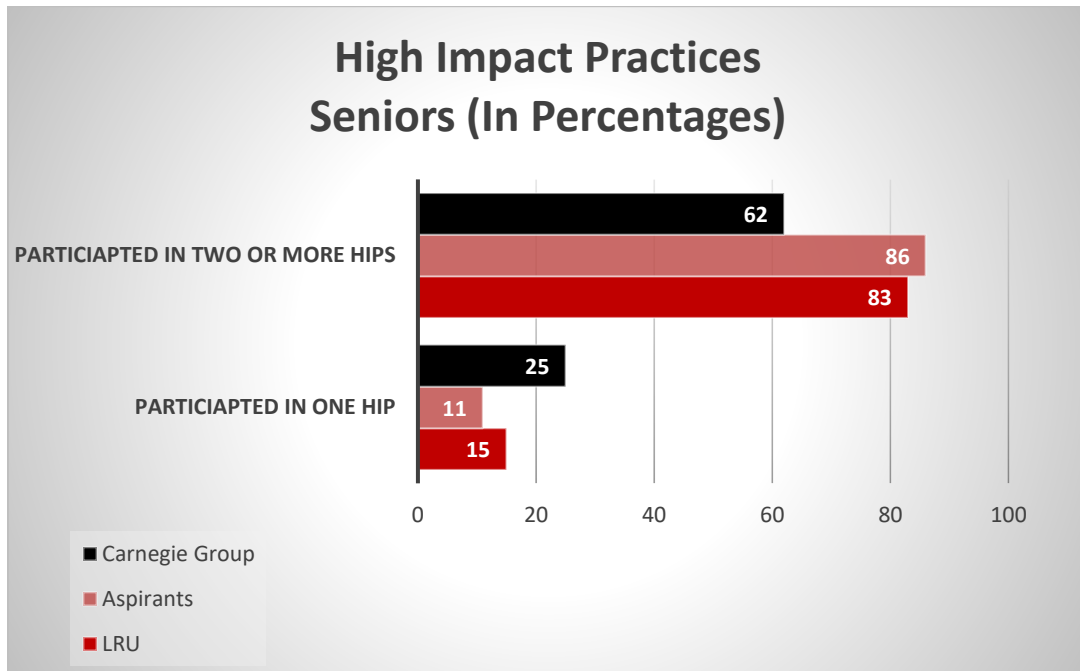
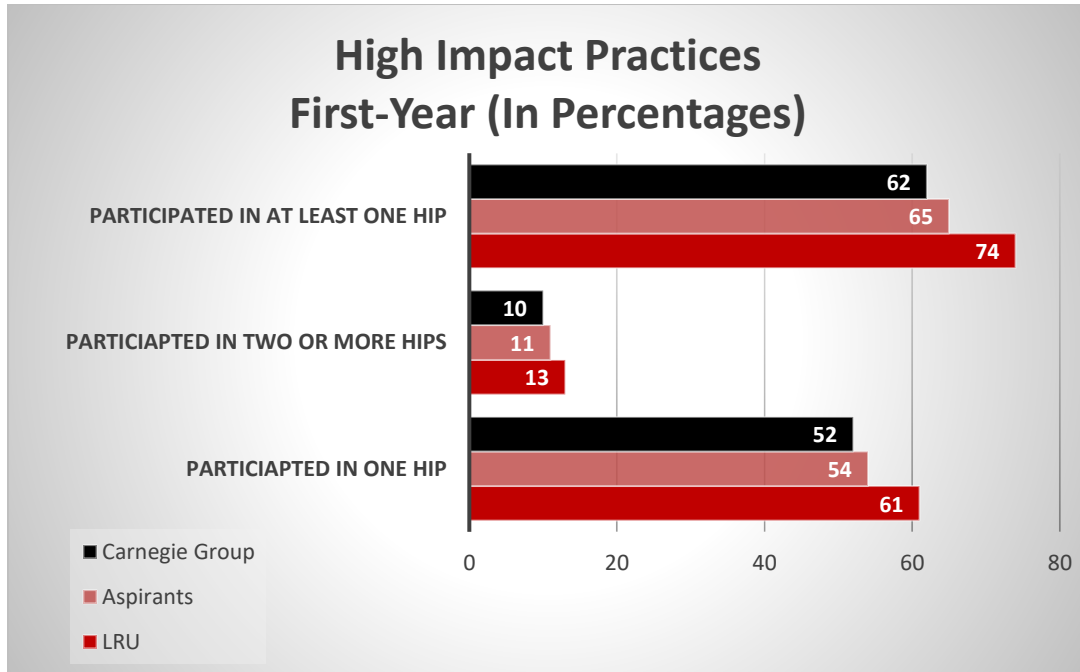
LRU compares with the top 10% and top 50% of participating NSSE institutions on academic challenges measures engagement indicators.



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.



Goal: Develop Robust Employment Outcomes

Senior Transitions

On the Senior Transition module of the NSSE, LRU seniors reported confidence levels in skills valued by employers comparable or above those of the comparison group of 303 participating institutions.

NSSE Senior Transitions N=76)		
LR Seniors' Rating of Confidence Level (using a 4 point scale)		
<i>Skill Developed During College</i>	<i>LR Average Rating</i>	<i>Group Average Rating</i>
Critical Thinking and Analysis of Arguments and Information	3.4	3.4
Creative Thinking and Problem Solving	3.5	3.5
Clear Writing	3.3	3.3
Networking and Relationship Building	3.5	3.0***

***statistically significant at the $p < .001$ level

Post-Graduation Plans

When asked about their post-graduation plans, survey respondents scheduled to graduate in spring or summer 2020 (N=63), 51% of LRU seniors compared with 59% of the comparison group indicated that they planned to pursue full-time employment. A larger percentage of LRU seniors (27%) than the comparison group (22%) indicated they planned to immediately attend graduate or professional school. Of the survey respondents whose immediate plans included full or part-time employment, 57% already had a job lined up after graduation.

Plan	LRU Students	Comparison Group
Full-time Employment	51%	59%
Part-Time Employment	6%	4%
Graduate or Professional School	27%	22%
Military Service	2%	1%
Service or volunteer activity	3%	1%
Internship	0%	4%
Travel or gap year	7%	3%
No Plans	0%	3%
Other	4%	2%

Alumni Graduate School Attendance

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, 29% of the 322 students who graduated with an undergraduate degrees from Lenoir-Rhyne University during AY 2019-2020 enrolled in graduate school within a year of graduation. Fifty-three percent of these students continued at Lenoir-Rhyne University for their graduate studies.

Five Years after Graduation-2014-2015 (N=296)

Degree	Completed	Still Enrolled	Total
Masters	60	11	71
Doctorate	9	0	9
Total	69	11	80 (27%)

Three Years after Graduation- 2016-2017 (N=277)

Degree	Completed	Still Enrolled	Total
Masters	68	15	83
Doctorate	8	1	9
Total	76	16	92 (33%)

One Year after Graduation- 2019-2020 (N=322)

Degree	Completed	Still Enrolled	Total
Masters	5	87	92
Doctorate	0	1	1
Total	5	88	93 (29%)