

Part II: Documenting Student Success (The S-series)

The S-series of forms has been devised for institutions to present data on retention and graduation rates and other measures of student success appropriate to the institution's mission. (*Standards for Accreditation*: 6.6, 6.7, 6.8, 6.9, 10.10 and 10.12) Clearly, not every measure listed here is appropriate for every institution. At the same time, some institutions may have multiple instances of a single item (e.g., licensure pass rates). In developing these forms, the Commission recognizes the value of trends in data, and the importance of the institution's own goals for success. Each form provides space for institutions to indicate definitions and the methodology used to calculate measures of student success.

By listing several ways to measure student success and achievement, the Commission encourages institutions to reflect on how they are using data to understand student success. The far right column within each form provides institutions the opportunity to identify their goal for each measure of student success, and the date by which the goal is expected to be attained. As always, the Commission expects that the institution's mission will provide helpful guidance in thinking about which measures of student success are most important and most useful. In brief, the forms are:

S1. Retention and Graduation Rates. Here institutions are asked to provide information on their IPEDS-defined retention and graduation rates, along with their goals for these indicators. Institutions can also provide additional retention and graduation indices, depending on their mission, program mix, student population, locations, and method of program delivery. For example, some baccalaureate institutions may also track 4- and 5-year graduation rates; some community colleges may find 4- and 5-year rates to complete an associate's degree to be helpful in evaluating their success with their student population. Institutions can also track the success of part-time students, transfer students, or students studying at off-campus locations or in programs offered on-line.

S2. Other Measures of Student Achievement and Success. The measures recorded here are likely to be mission-related. For example, some institutions may track the success of students gaining admission into certain graduate- or first-professional degree programs. Community colleges may track the success of their students entering baccalaureate programs. For some institutions, the number of students who enter programs such as Teach for America, the Peace Corps, or public service law may also represent indicators of institutional effectiveness with respect to their mission.

S3. Licensure Passage and Job Placement Rates. Institutions that prepare students for specific careers will find it appropriate to record the success of their students in passing licensure examinations. Also included in this form is the provision to record the success of students – perhaps by their academic major – in finding employment in the field for which they were prepared.

S4. Completion and Placement Rates for Short-Term Vocational Programs. Institutions with such programs in which students are eligible for Title IV federal financial aid should use these forms.

Using the forms: By completing these forms early in the self-study process, institutions will have time to collect and analyze all available information. The Appraisal section of the self-study provides a useful opportunity for institutions to reflect both on the findings recorded in the forms and the extent to which they have developed the systems to collect and use the most important data on student success. Similarly, the Projection section affords institutions an opportunity to state their commitment for improvement in the area of assessment.

Form S1. RETENTION AND GRADUATION RATES

Student Success Measures/ Prior Performance and Goals		3 Years Prior (09- 10)	2 Years Prior (10- 11)	1 Year Prior (11- 12)	Most Recent Year (2013)	Goal for 2014
IPEDS Retention Data						
Associate degree students						
Bachelors degree students		64%	65%	61%	65%	66%
IPEDS Graduation Data						
Associate degree students						
Bachelor's degree students(6 yr)		37%	36%	39%	45%	45%
Other Undergraduate Retention Rates (1)						
a	ACE (Trio) students	86%	84%	92%		Grant goal is 65%
b						
c						
Other Undergraduate Graduation Rates (2)						
a	ACE (Trio) students (6yr)		56%	61%		Grant goal is 37%
b						
c						
Graduate programs *						
Retention rates first-to-second year (3) DPT students		93%	87%	87%	87%	
Graduation rates @ 150% time (4) DPT students			88%	64%	93%	
Distance Education						
Course completion rates (5)						
Retention rates (6)						
Graduation rates (7)						
Branch Campus and Instructional Locations						
Course completion rate (8)			99%	99%	97%	97%
Retention rates (9)		85%	92%	90%	94%	95%
Graduation rates (10)		95%	72%	80%	76%	80%
Definition and Methodology Explanations						
1						
2						
3						
4						
5						
6						
7						
8	Course completions for approximately 1500 graduate education students					
9	Fall to fall retention for graduate education students					
10	Graduation rates @ 150% time (3 yrs) for graduate education students					

* An institution offering graduate degrees must complete this portion.

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/ Institutional Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2013)	Goal for 2014_
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Success of Students Pursuing Higher Degree

1	NA				
2					
3					
4					

Definition and Methodology Explanations

Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)

1	NA				
2					
3					
4					

Definition and Methodology Explanations

Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared

1	NA				
2					
3					
4					

Definition and Methodology Explanations

Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)

1	NA				
2					
3					

Definition and Methodology Explanations

Other (Specify Below)

1	Part of our mission is to provide educational opportunities to low income, first generation students. Retention rates and graduation rates for these students in our ACE (TRIO) program are listed in S1.
2	Additionally, over the past three years, over 90% of our Title III students in Developmental English have successfully moved on to traditional college-level English, ENG101.

Definition and Methodology Explanations

Beyond the measures highlighted above, we do not currently have other widely-used measures of student achievement. Beyond the indicators noted in S1 and S3, our program outcomes are fairly unique to each program. We are conducting a faculty workshop with Barbara Walvoord in May to expand upon our current measures.

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2013)	Goal for 2014_
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State Licensure Passage Rates *

1	MTEL Reading Specialist (Education)	81% 99/99	86% 44/44	82% 87/87		85%
2						
3						
4						
5						

National Licensure Passage Rates *

1	NBCOT (OT) first-time test takers	80% 5/5	57% 7/7	88% 8/8	50% 18/18	
2	NBCOT eventual pass rate	100%	100%	100%	72%	80%
3	National PT Exam	100% 25/25	100% 21/21	93% 15/15		
4	NCLEX (Nursing)	79%	86%	97%		
5						

Job Placement Rates **

1	Initial license teachers, MEd, 6 months	88.4%	97%	98%		
2	MSOT, OT 3 months	100%	100%	100%	100%	100%
3	DPT, PT w/in 6 mo. of licensure	100%	100%	100%		
4	EdD, Teaching & Learning, 12 months	n.a.	n.a.	100%	100%	90%
5	EdD, Leadership & Supervision, 12 months	n.a.	n.a.	88%	100%	90%
6	All graduate students upon graduation who were working				96% (34% response rate)	
7	All undergraduates upon graduation who were working or attending grad school		72% (63% response rate)	67% (48% response rate)	59% (88% response rate)	
8						

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

a	For EdD graduates, job placement includes new role, additional professional role, advancement with current role, meeting requirements to maintain role
b	
c	