

## **Emmanuel College Student Achievement Report 2014-15**

**(NOTE: The latest achievement report data we have completed is for the 2014-15 year.)**

### **Criteria Used for Measuring Student Success**

The College measures student achievement in a number of ways to determine if the mission of the institution is being met and students are being prepared for their future careers. The College has established the following criteria with regard to evaluating student achievement:

- Course Completion rates
- FTFT Retention rate to the 2<sup>nd</sup> year
- FTFT Persistence rate to the 3<sup>rd</sup> year
- Full-time Student Persistence rate
- Graduation rates
- Number of graduates by Department
- Job Placement and Employment Data (compiled once every three years)
- School of Education Licensing Exam rates

### **Criteria Thresholds of Success, Achievement Data, and Data Analysis**

#### **Course Completion rates, Retention rates, Persistence rates, and Graduation rates**

Course Completion rates, FTFT Retention rate, FTFT Persistence rate, and Graduation rates are correlated to one another in that Course Completion rates and Retention/Persistence rates should be early predictors of Graduation rates. If students are successfully completing courses and being retained by the College, then Graduation rates should follow. As Course Completion can be examined two different ways, by student and by course, the institution will track Course Completion rates by course within departments to monitor student progress. These data are shared with Deans, Chairs, and appropriate Program Coordinators for examination as needed. As there is not a database for course completion, as can be found for FTFT Retention and Graduation, these cannot be compared to other peer institutions, and can only be tracked internally at the present time.

Previously established thresholds for the above interrelated criteria were established based on an examination of data for Emmanuel College and two groups of peer institutions. These threshold values are summarized in Table 1 below. Originally, these thresholds were established using a set of peer institutions from the Consortium for Student Retention Data Exchange (CSRDE) database and two groups of peer institutions from the Integrated Postsecondary Education Data System (IPEDS) database. The CSRDE data was not used in this

instance as the number of institutions in that database that were in the same region and also similar to the College were very limited.

Table 1. Thresholds for Evaluating Student Success.

Metric	Suggested Threshold
Course Completion rate	80% or better
Full-Time Student Persistence Rate	65% (revised up from 58%)
FTFT Retention Rate	67%+ to second year
FTFT Persistence Rate	52%+ to third year
Graduation Rates	26%+ in 4 years, 36%+ in 5 years, and 37%+ in six years

The established thresholds were reevaluated after reviewing the retention and graduation rate data for the current set of peer institutions, which are shown in Table A of Appendix A. It should be noted that this is a larger set of the peer institutions from the IPEDS database than was used to initially establish the threshold values. A review of these data revealed that the previously established thresholds are still valid with some minor adjustments.

Further, a second peer group of larger institutions was established to assess differences in student achievement performance as the College grows. The data for this set of institutions is shown in Table B of Appendix A. Generally, the retention and graduation rates are higher at these peer institutions.

Course Completion rates by department are shown in Table 2 below. The Course Completion rate is reported as the percent of students that attempted a course and received a grade of “C-” or better. These data are calculated by department for each semester for the past three academic years (2012-13, 2013-14 and 2014-15) and are summarized in Table 2 below.

The Full-Time Student Persistence Rate (fall-to-fall) Rate is shown in Table 3 for the past three academic years, and FTFT Retention Rate and FTFT Persistence Rate is shown in Table 4. The Graduation Rates for FTFT cohorts for 2007, 2008, and 2009 are shown in Table 5.

**Table 2.** Grade performance data as measured by the % of passing grades for courses taught faculty in a department.

Department	2013		2014		2015		Department Average
	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	
<b>Business</b>	94%	91%	95%	95%	92%	96%	94%
<b>Christian Ministries</b>	89%	83%	90%	83%	85%	85%	86%
<b>Communication</b>	84%	93%	96%	88%	94%	95%	92%
<b>Education</b>	99%	99%	98%	99%	97%	100%	99%
<b>English</b>	89%	82%	92%	81%	83%	84%	85%
<b>Kinesiology</b>	98%	83%	95%	95%	95%	97%	94%
<b>Mathematics</b>	88%	79%	88%	86%	80%	79%	83%
<b>Music</b>	94%	96%	95%	96%	90%	88%	93%
<b>Science</b>	87%	92%	91%	89%	89%	79%	88%
<b>Social Science</b>	88%	88%	91%	89%	86%	84%	88%
<b>Average</b>	91%	89%	93%	90%	89%	89%	

**Table 3.** Full-Time Student Persistence Rate for past three academic years for Emmanuel College students.

	2013	2014	2015	Average
<b>Full-time Student Persistence Rate</b>	71.3%	72.1%	73.9%	72.4%

**Table 4.** FTFT retention rate for past three academic years for Emmanuel College students.

	2012	2013	2014	Average
<b>FTFT Retention Rate - to 2<sup>nd</sup> year</b>	64.1%	61.7%	61.7%	62.5%
<b>FTFT Persistence Rate - to 3<sup>rd</sup> year</b>	50.5%	42.5%	59.1%	50.7%

**Table 5.** Four-, five- and six-year graduation rate for 2007 2008 and 2009 FTFT cohorts.

	Years to Graduation	2007	2008	2009	Average
<b>Graduation Rate</b>	4-year	34.3%	30.9%	25.9%	30.4%
	5-year	41.4%	40.5%	34.2%	38.7%
	6-year	45.0%	42.9%	35.4%	41.1%

## Data Findings

The following summarizes findings in these areas:

- The average Course Completion rate exceeds the established threshold of 80%. Averaged by department over the six semesters examined, the Education department had the highest average course completion rate of 99%, and the Mathematics department had the lowest average course completion rate of 83%. The average course completion rate for any single semester was  $\geq 89\%$ . Examination of the course completion rate across all departments and semesters shows that there were only three instances during which the course completion rate fell below the threshold of 80% to a rate of 79%.
- The Full-Time Student Persistence Rate was much higher than the established threshold of 58%. The average Full-Time Student Persistence Rate over this three-year period was 72.4%. Given these most recent data, this threshold was revised to 65%.
- The FTFT Retention Rate to the 2<sup>nd</sup> year and FTFT Persistence Rate to the 3<sup>rd</sup> year did not meet the established thresholds, so the average also falls below the threshold rates. Further, there is no observable trend up or down, so these rates will continue to be examined to determine if there is an assignable cause. The increase in the FTFT Persistence Rate to the 3<sup>rd</sup> year in 2014 is encouraging.
- Graduation rates for the FTFT cohorts have generally exceeded the established thresholds; however, the graduation rates have declined for the past two cohorts.

### Number of graduates by degree program and department

A summary of graduates by degree program is shown in Table 6 and a summary of graduates by department is shown in Table 7 below for the last 3 graduation classes (2013, 2014 and 2015). Each department is not expected to have a high number of graduates. A department with low numbers of graduates does not necessarily mean that the department is not viable, rather these numbers can be explained in part by certain departments that offer courses that cross over from one program to the next (for example English and English Education), the department teaches courses vital to another program (for example Statistics and Trigonometry are requirements for a Biology degree) or the fact a department has added a new program (for example Criminal Justice in the Social Science department). Also, enrollment in some of the upper level major classes for these programs comes from students who are seeking a minor in these areas and thus do not graduate with a major in any of these areas.

One-third to one-half of the graduates for any given year are transfer students. The data in Table 7 shows the number of graduates for each department. However, if these are broken into groups of “native” students, those that entered Emmanuel College as freshmen and

continued until graduation, and “transfer” students, it can be seen that Emmanuel College has become a good place for many students to get the attention they need to finish a college degree. These data are shown in Table 8.

**Table 6.** Number of Graduates by Degree Program for year 2013, 2014, and 2015.

<b>Degree Program</b>	<b>Number of Graduates</b>
Biology (B.S.)	20
Biology (Pre-Pharmacy concentration) (B.S.)	1
Biology (Pre-Professional concentration) (B.S.)	6
Biology (Pre-Veterinary concentration) (B.S.)	0
Criminal Justice (B.A. and B.S.)	1
English (B.A.)	5
History (B.A. and B.S.)	8
Mathematics (B.S.)	2
Music (B.A.)	3
Music Performance (B.A.)	6
Music and Worship Arts (Ministry concentration) (B.A.)	0
Music and Worship Arts (Arts concentration) (B.A.)	1
Pre-Law (B.A. and B.S.)	6
Psychology (B.A.) (NOTE: 3+2 program with Richmond: 99 hours)	19
Psychology (B.S.)	17
Business Administration (Management concentration) (B.A. and B.S.)	45
Business Administration (Computer Information Systems concentration) (B.A. and B.S.)	9
Communication (Digital Media Production concentration) (B.A. and B.S.)	11
Communication (Organizational Communication concentration) (B.A. and B.S.)	8
Graphic Design (B.A. and B.S.)	2
Kinesiology (B.S.)	32
Kinesiology (Pre-Occupational Therapy concentration) (B.S.)	3
Kinesiology (Pre-Physical Therapy concentration) (B.S.)	5
Sports Management (B.S.)	27
Christian Ministries (B.A. and B.S.)	38
Worship Ministry (B.S.)	3
Child Studies (Non-Certification) (B.S.)	0
Early Childhood Education (B.S.)	29
Middle Grades Education (B.S.)	7
Business Education (B.S.)	0
English Education (B.A. and B.S.)	3
History Education (B.S.)	2
Mathematics Education (B.S.)	6
Health/Physical Education (P-12) (B.S.)	4
Health/Physical Education (Non-Certification) (B.S.)	0
Music Education (P-12) (B.M.E.)	3

**Table 7.** Number of Graduates by Department for year 2013, 2014, and 2015.

Department	2013	2014	2015	Total
Business	17	13	24	54
Christian Ministries	18	12	11	41
Communication	7	4	10	21
Education	18	19	17	54
English	1	4	0	5
Kinesiology	17	25	25	67
Mathematics	2	0	0	2
Music	4	4	2	10
Science	9	8	10	27
Social Science	13	22	16	51
<b>Annual Total</b>	107	112	115	

**Table 8.** Number of “native” and transfer student graduates by department.

Department	2013		2014		2015	
	Native	Transfer	Native	Transfer	Native	Transfer
Business	8	9	6	7	12	12
Christian Ministries	10	8	9	3	8	3
Communication	7	0	4	0	9	1
Education	13	5	12	7	11	6
English	0	1	4	0	0	0
Kinesiology	11	6	9	16	18	7
Mathematics	0	2	0	0	0	0
Music	3	2	1	4	0	2
Science	9	0	5	3	1	9
Social Science	5	8	12	10	7	9
<b>Annual Total</b>	66	41	62	50	66	49

## Data Findings

The following summarizes findings in these areas:

- The data reveals that overall number of graduates have remained fairly consistent over the past 3 years with a slight upward trend in some departments and overall.
- Most departments had fairly consistent numbers of graduates year after year, although there may be an upward trend in the number of graduates for the Kinesiology department.

### Job Placement / Employment and Professional School Data

The most recent data collected for analysis of graduates for employment and professional school purposes were for graduates that graduated in 2013, 2014 and 2015. Data have been collected for three years of graduates by asking faculty to provide feedback on graduates from their department. These data are shown in Table 9. It was not possible to know the status of all graduates, so the reported rates discussed will be for those graduates for which data was gathered. In light of its mission to prepare students for careers, scholarship, and service, the College has established a threshold that at least 90% of its graduates will either be employed, in graduate school, or performing some form of volunteer service. This rate was chosen because it is similar to the unemployment rates for Georgia and the nation as a whole. For instance, unemployment rates ranged from 6.3% to 10.4% during this time period.

Another measure of success is whether students successfully find employment in their degree field or an allied field. An example of an allied field would be a graduate that has earned an education degree and has found a job as a para-educator or teaching assistant with a school. This is an additional measure of the effectiveness of the department and the degree programs offered. These data are shown in Table 10. It is desirable that the in-field employment rate is close to the employment rate noted in Table 9.

**Table 9.** Percent of 2013-2015 graduates employed or in professional schools.

Department	% Employed or in Graduate School
Business	100.0%
Christian Ministries	92.7%
Communication	95.2%
Education	95.9%
English	100.0%
Kinesiology	100.0%
Mathematics	100.0%
Music	100.0%
Science	75.0%
Social Science	90.9%
Average	94.2%

**Table 10.** Percent of 2013-2015 graduates employed or in professional schools in their degree field or an allied, or related, field.

Department	% Employed or in Graduate School in-field
Business	93.5%
Christian Ministries	80.5%
Communication	85.7%
Education	93.9%
English	100.0%
Kinesiology	78.3%
Mathematics	50.0%
Music	100.0%
Science	68.8%
Social Science	63.6%
<b>Average</b>	<b>82.2%</b>

### Data Findings

The following summarizes data findings in these areas for the 2013-2015 graduates:

- Of the 332 graduates in its programs, the College was able to gather data for 244 of those graduates. This accounts for 73.5% of the College’s graduates for the past three years.
- Of the 244 graduates for which information was obtained, 193 of those graduates are employed, 35 are in graduate school; five are serving the military and one is on a year-long mission trip. Considering only these groups of graduates, 95.9% of the College’s graduates are either employed or in graduate school. This exceeds the established threshold 90% for graduate employment.
- In addition, another four are either working at an internship, applying to graduate school, or earning a second bachelor’s degree.
- Again, considering only the 244 graduates for which information could be gathered. Of the graduates for which information was obtained, 138 are employed in-field, 27 are in an allied field, and 33 are in graduate school. Therefore, 81.1% of Emmanuel College graduates are employed either in-field, a related field, or in graduate school. Another 14.8% of the College’s graduate are employed in a field unrelated to their degree program.
- The in-field employment rate is within 10 % of the employment rate for graduates. Given the small number of graduates and the location of the school, the local unemployment rate, this rate of in-field employment seems to be acceptable.



## School of Education Licensing Exam rates

School of Education (SOE) programs are the only programs on campus that require its students to take a state exam for licensure purposes. In particular, SOE students must take the state Georgia Assessments for the Certification of Educators (GACE) professional exams in order to be certified to teach in the State of Georgia (or other states for which Georgia has a reciprocal agreement). The State of Georgia Professional Standards Commission (PSC) is the governing body which certifies our SOE programs and has set the standard that 80% of SOE students must pass this test in order for the programs to be in continuance (NOTE: This is one of several PSC standards that exist).

Table 11 shows the GACE professional pass rate data for the last 4 academic years. Some of the values have been updated from the previous report as students have successfully passed the GACE; updated values are highlighted in yellow.

### Data Findings

The following summarizes findings in these areas:

- These data show that the SOE programs have met or exceeded the 80% threshold for all of its programs, except for the Middle Grades Program for 2012-13.
- Previously, an area of concern was the early childhood program, which had dipped below the 80% threshold in three of the last 4 years. Changes were made to that program, and these data show that the changes were beneficial to those students.

**Table 11.** GACE pass rate data for School of Education

Program	Percentage Passing			
	2011-12	2012-13	2013-14	2014-15
<b>Early Childhood</b>	95% (19 students)	83% (12 students)	100% (13 students)	100% (6 students)
<b>Middle Grades</b>	100% (5 students)	0% (2 students)	100% (1 student)	100% (4 students)
<b>Secondary English</b>	100% (1 student)	100% (1 student)	100% (2 students)	(0 students)
<b>Secondary Business</b>	(0 students)	(0 students)	(0 students)	(0 students)
<b>Secondary History</b>	100% (3 students)	100% (1 student)	100% (1 student)	100% (1 student)

<b>Secondary Mathematics</b>	100% (2 students)	100% (1 student)	100% (1 student)	100% (4 students)
<b>Music</b>	100% (2 students)	100% (2 students)	100% (1 student)	(0 Students)
<b>Health/PE</b>	n/a	100% (1 student)	100% (1 student)	100% (2 students)
<b>All Programs</b>	97% (32 students)	80% (20 students)	100% (20 students)	100% (17 students)

## Appendix A

### Peer Institution Data for Comparison of Retention Rates and Graduation Rates

**Table A. IPEDS Data for a Group of Peer Institutions for Comparison of Retention and Graduation Rates.**

Institution	City	State	Campus Setting	FTE	1st to 2nd	Grad 4 years	Grad 6 years	Grad 8 years
<b>Talladega College</b>	Talladega	AL	Town: Distant	408	45%	0%	20%	27%
<b>Williams Baptist College</b>	Walnut Ridge	AR	Rural: Distant	502	58%	26%	35%	36%
<b>Lyon College</b>	Batesville	AR	Town: Remote	551	74%	41%	50%	50%
<b>Brewton-Parker College</b>	Mount Vernon	GA	Rural: Distant	554	50%	13%	19%	21%
<b>Alice Lloyd College</b>	Pippa Passes	KY	Rural: Remote	568	75%	26%	45%	45%
<b>Southern Virginia University</b>	Buena Vista	VA	Town: Distant	623	70%	13%	25%	27%
<b>University of the Ozarks</b>	Clarksville	AR	Town: Remote	624	68%	29%	46%	48%
<b>Erskine College</b>	Due West	SC	Rural: Distant	667	60%	45%	55%	55%
<b>Brevard College</b>	Brevard	NC	Town: Fringe	690	59%	23%	35%	35%
<b>Central Baptist College</b>	Conway	AR	City: Small	700	71%	20%	35%	35%
<b>Toccoa Falls College</b>	Toccoa Falls	GA	Rural: Fringe	803	71%	38%	48%	51%
<b>Davis &amp; Elkins College</b>	Elkins	WV	Town: Remote	874	70%	29%	36%	36%
<b>Greensboro College</b>	Greensboro	NC	City: Large	881	52%	28%	40%	43%
<b>Lees-McRae College</b>	Banner Elk	NC	Rural: Distant	882	66%	13%	24%	26%
<b>Rust College</b>	Holly Springs	MS	Town: Distant	919	71%	13%	28%	31%
<b>Truett-McConnell College</b>	Cleveland	GA	Rural: Fringe	992	67%	8%	14%	14%
<b>Bluefield College</b>	Bluefield	VA	Town: Distant	1051	60%	31%	36%	36%
<b>Newberry College</b>	Newberry	SC	Town: Distant	1061	72%	24%	35%	36%
<b>Hampden-Sydney College</b>	Hampden-Sydney	VA	Rural: Distant	1076	83%	0%	67%	67%
<b>Coker College</b>	Hartsville	SC	Town: Distant	1104	64%	34%	49%	50%
<b>Covenant College</b>	Lookout Mountain	GA	Suburb: Large	1136	85%	45%	51%	53%
<b>Averages</b>				<b>794</b>	<b>66%</b>	<b>24%</b>	<b>38%</b>	<b>39%</b>

**Note:** Peer schools were chosen using the following criteria: All schools have (1) a Carnegie Classification of “Baccalaureate Colleges – Arts & Sciences” or “Baccalaureate Colleges – Diverse Fields”; (2) are “Private, not for profit”, and (3) are similar in size to Emmanuel College.

**Table B: IPEDS Data for a Group of an Aspirational Peer Institutions. .**

Institution	City	State	Campus Setting	FTE	1st to 2nd	Grad 4 years	Grad 6 years	Grad 8 years
<b>Livingstone College</b>	Salisbury	NC	Suburb: Midsize	1255	55%	13%	28%	29%
<b>Centre College</b>	Danville	KY	Town: Distant	1360	90%	81%	82%	82%
<b>Ferrum College</b>	Ferrum	VA	Rural: Distant	1380	48%	16%	31%	31%
<b>Mars Hill University</b>	Mars Hill	NC	Suburb: Large	1398	56%	27%	38%	38%
<b>Presbyterian College</b>	Clinton	SC	Town: Distant	1420	83%	61%	68%	68%
<b>Ouachita Baptist University</b>	Arkadelphia	AR	Town: Distant	1510	76%	50%	63%	64%
<b>Wofford College</b>	Spartanburg	SC	City: Small	1719	89%	75%	79%	80%
<b>Carson-Newman University</b>	Jefferson City	TN	Suburb: Small	1772	71%	30%	45%	46%
<b>Davidson College</b>	Davidson	NC	Suburb: Large	1924	95%	89%	92%	93%
<b>Queens University of Charlotte</b>	Charlotte	NC	City: Large	2048	73%	50%	61%	61%
<b>Guilford College</b>	Greensboro	NC	City: Large	2257	74%	55%	60%	60%
<b>North Greenville University</b>	Tigerville	SC	Rural: Fringe	2313	77%	34%	46%	48%
<b>Anderson University</b>	Anderson	SC	City: Small	2533	77%	27%	48%	51%
<b>Limestone College</b>	Gaffney	SC	Town: Fringe	2815	60%	20%	39%	41%
<b>Southeastern University</b>	Lakeland	FL	City: Small	2998	66%	29%	42%	43%
<b>University of Mount Olive</b>	Mount Olive	NC	Town: Fringe	3294	70%	3%2	45%	45%
<b>High Point University</b>	High Point	NC	City: Midsize	4105	77%	53%	61%	61%
<b>Averages</b>				<b>2124</b>	<b>73%</b>	<b>44%</b>	<b>55%</b>	<b>55%</b>

**Note: Aspirational institutions tend to have larger student bodies and higher graduation and retention rates.**

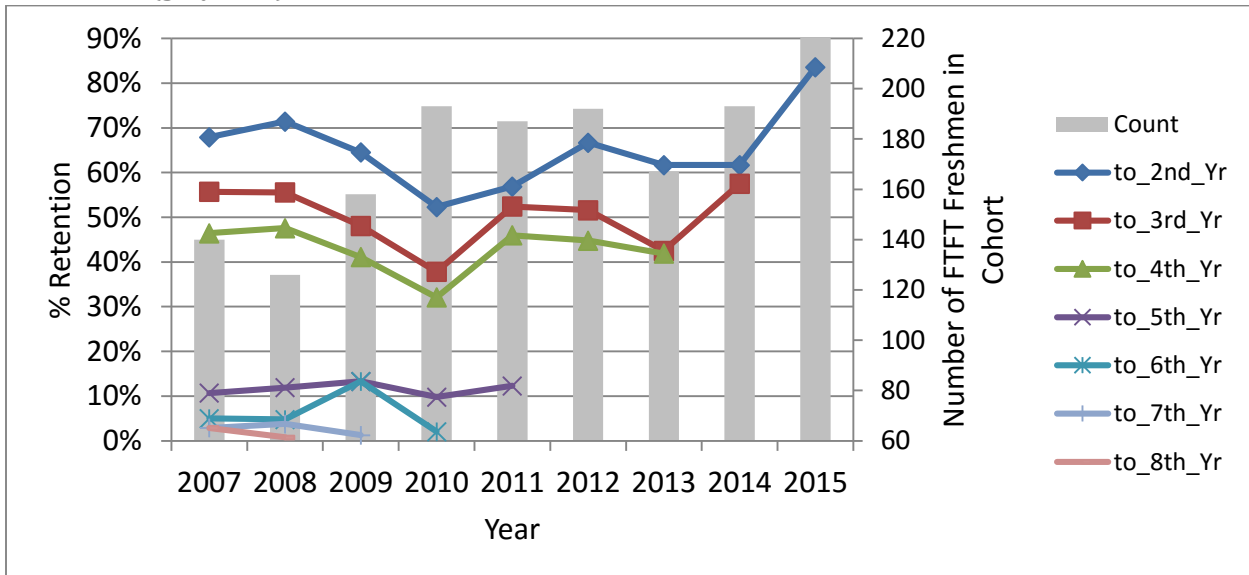
**Table C. IPEDS data for Emmanuel College for Comparison to Peer Institutions.**

Institution	City	State	Campus Setting	FTE	1st to 2nd	Grad 4 years	Grad 6 years	Grad 8 years
Emmanuel College	<b>Franklin Springs</b>	<b>GA</b>	<b>Town: Distant</b>	<b>742</b>	<b>62%</b>	<b>25</b>	<b>36</b>	<b>36</b>

**Table C. FTFT Retention and Persistence Rates.**

Cohort	to_2nd_Yr	to_3rd_Yr	to_4th_Yr	to_5th_Yr	to_6th_Yr	to_7th_Yr	to_8th_Yr	Count
2004	72.4%	46.2%	37.2%	13.1%	4.1%	0.7%	0.0%	145
2005	60.7%	46.7%	43.0%	13.1%	5.6%	0.0%	1.9%	107
2006	61.5%	53.8%	46.9%	15.4%	0.7%	0.7%	0.0%	130
2007	67.9%	55.7%	46.4%	10.7%	5.0%	2.9%	2.9%	140
2008	71.4%	55.6%	47.6%	11.9%	4.8%	3.8%	0.8%	126
2009	64.5%	48.1%	41.1%	13.3%	13.3%	1.3%		158
2010	52.3%	37.8%	32.1%	9.8%	2.1%			193
2011	56.9%	52.4%	46.0%	12.3%				187
2012	66.7%	51.6%	44.8%					192
2013	61.7%	42.5%	41.9%					167
2014	61.7%	57.5%						193
2015	83.6%							232

**Chart I. Graphical representation of FTFT Retention and Persistence Rate by Cohort (lines) with Cohort Size (gray bars).**



**Table D. Graduation Rate of FTFT Freshmen by Cohort.**

	in_4_Yrs	in_5_Yrs	in_6_Yrs	in_7_Yrs	in_8_Yrs	Count
<b>2004</b>	26.2%	35.2%	35.9%	35.9%	35.9%	145
<b>2005</b>	25.2%	34.2%	36.4%	36.4%	36.4%	107
<b>2006</b>	24.6%	36.2%	36.9%	37.7%	38.5%	130
<b>2007</b>	34.3%	41.4%	45.0%	46.4%	46.4%	140
<b>2008</b>	30.9%	40.5%	42.9%	42.9%		126
<b>2009</b>	25.9%	34.2%	35.4%			158
<b>2010</b>	18.1%	23.8%				193
<b>2011</b>	29.4%					187
<b>Average</b>	26.8%	35.1%	38.8%	39.9%	39.3%	164

**Chart II. Graphical representation of FTFT Freshmen Graduation Rate by Cohort (lines) with Cohort Size (gray bars).**

