

Campbellsville University 2022-2023 -- Student Achievement

Campbellsville University uses a variety of measures of student success. The Academic Council identifies and evaluates multiple student achievement measures on an annual basis. The results of these measures are published on the Campbellsville University website.

As measures for undergraduate student achievement, Campbellsville University uses eligibility for financial aid, IPEDS graduation rates, retention rates, course completion rates, licensure pass rates in education and nursing, employment rates in education and nursing, and licensure pass rates from some certification and licensure programs. In addition, for measures of graduate student achievement, Campbellsville University uses data from the two academic units with the largest graduate programs.

The following narrative explains why these criteria were selected, how thresholds were determined, and how they are consistent with the mission of the university.

Eligibility for Financial Aid

To help students focus on academic success, CU strives to be an affordable provider of quality higher education. The institution's use of "eligibility for financial aid" as a measure of success not only relates to helping students be academically successful, but also relates directly to two core values of the Mission Statement:

- To provide an environment conducive for student success
- To model servant leadership through effective stewardship of resources

In order for students to maintain financial aid eligibility, they must meet the Satisfactory Academic Progress (SAP) requirements set by the Federal Government. There are two major components of the SAP requirements; appropriate GPA and successful completion of at least 67% of course work attempted. It should be noted that a higher eligibility percentage for financial aid is an indication of completion on time, and thus relates directly to these two goals in the CU mission statement. The Financial Aid Office has set a threshold of 92% and a goal of 97% of students will be eligible for financial aid. The administration of the university would not be modeling servant leadership if the eligibility for financial percentage aid were to drop below 92% (Threshold). In fact, these students in this gap usually cannot afford to attend college. CU offers a merit award to each student attending the main campus, regardless of financial need. CU also offers some institutional funding for a large portion of students attending at other locations. The percentage of financial aid eligible students has continually met or surpassed 92% for many years. This threshold percent will allow CU to lose some aid-eligible students based on less need, such as higher EFCs, or decreased enrollment. The 97% goal will allow for CU to increase the number of aid recipients, due to lower EFCs or higher enrollment numbers.

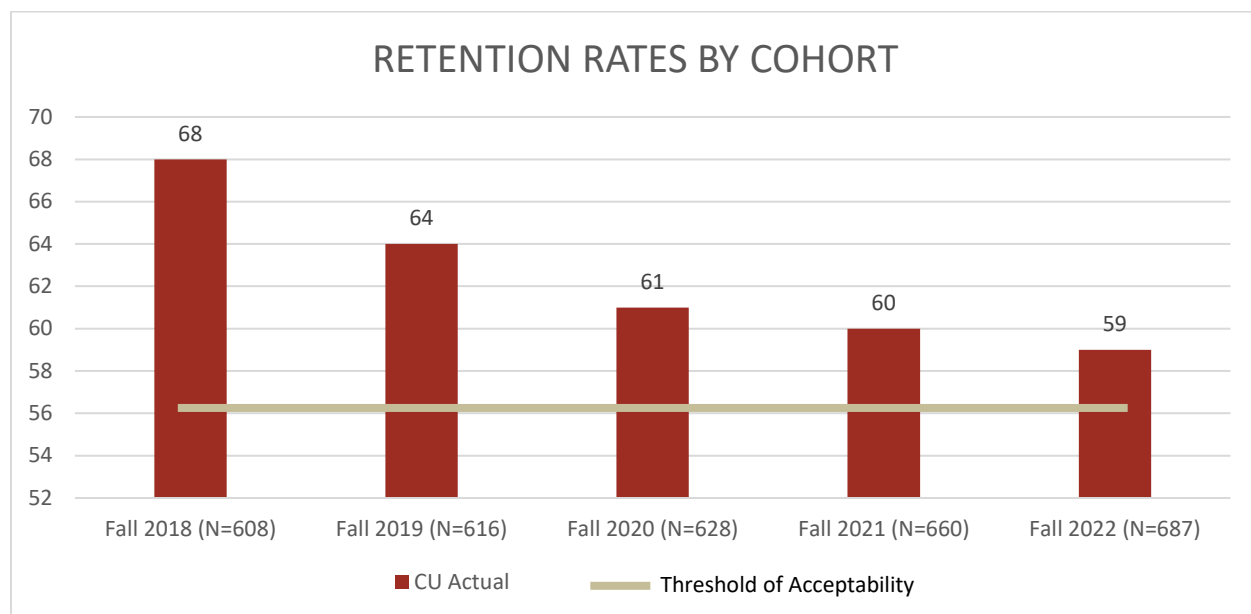
The following table provides the percentage of students maintaining eligibility for financial aid.

Academic Year	Enrolled UG Students	Eligible Students	Percentage Eligible
2022-2023	2737	2542	92.9%
2021-2022	2735	2553	93.3%
2020-2021	2535	2399	94.64%
2019-2020	2860	2725	95.3%
2018-2019	2990	2845	95.1%

Preparing Students for Success at All Undergraduate Academic Levels

Retention Rate (Fall-to-Fall FTFT Retention) |

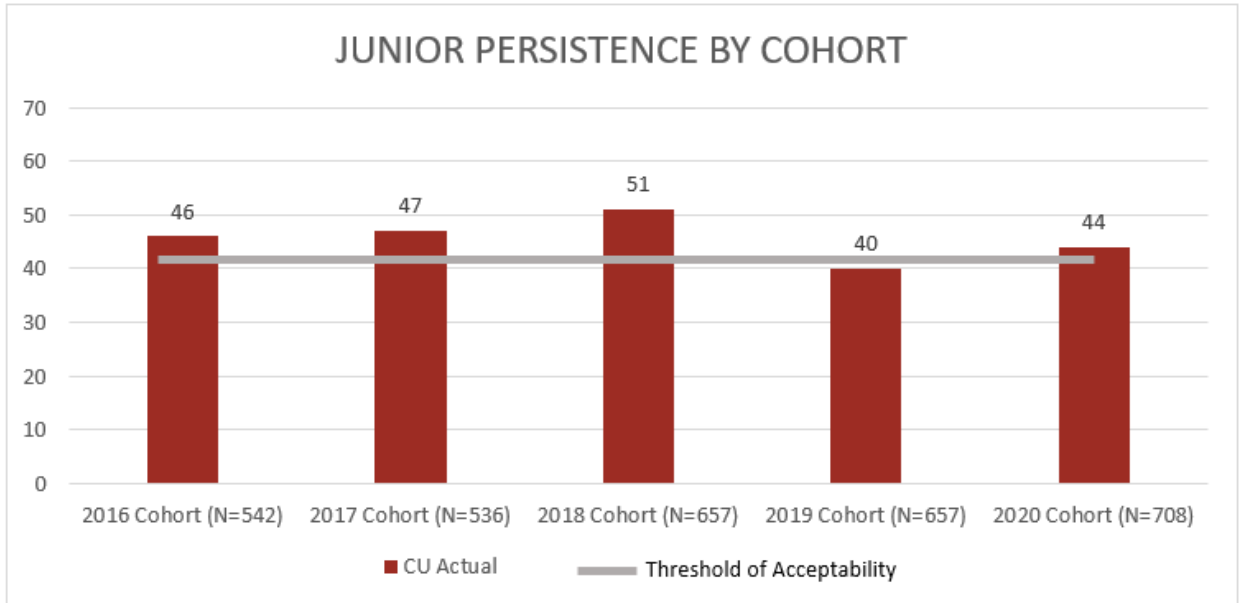
The retention rate calculated in this section is based on the same definitions outlined in the Integrated Postsecondary Education Data System (IPEDS). These cohorts include only the first-time, full time Bachelors or Equivalent Degree-Seeking sub-cohort.



The threshold of acceptability is 90% of the five-year average (=56.2%). The Achievement Goal of 64% is the average of the CU comparison group (Belhaven, Bethel, Charleston Southern, Coker, Cumberland, Florida Memorial, Lindsey Wilson, Lubbock Christian, Mars Hill, Pfeiffer, Thomas More, U of Mobile, U of Mount Olive, and U of the Cumberlands.)

Junior Persistence Rate (Freshmen to Junior Persistence) |

The junior persistence rate calculated in this section is determined by enrollment in the students' third fall at the institution. The original cohorts include all incoming first-time students, and does not breakout full-time versus part-time and Bachelors or Equivalent Degree-Seeking and Other Degree/Certificate-Seeking sub-cohorts, as outlined in IPEDS.



The threshold of acceptability is 90% of the five-year average (=41%). The Goal is 90% of the retention goal (=57%).

IPEDS GRADUATION RATES

The use of graduation rates as a measure of student success also shows that the university provides an environment conducive for student success. The Goal is to be at the average graduation rates of the 15 institutions in the comparison group. The comparison group was selected based on institutions in SACSCOC region by comparative size, academic status, and financial endowment status.

Table 3-IPEDS Cohort Graduation Percentage (150% Graduation Rate)

	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	Threshold	Goal
Total	216/530 41%	179/488 37%	178/480 37%	174/466 37%	225/556 41%	35%	43%
Female	124/247 50%	102/228 45%	94/207 45%	106/222 48%	138/300 46%	42%	49%
Male	92/283 33%	77/260 30%	84/273 31%	68/244 28%	87/256 34%	28%	36%
URM*	18/96 19%	18/80 23%	23/125 18%	20/86 23%	35/113 31%	21%	35%**
Pell Recipients	103/325 32%	74/242 29%	91/288 32%	70/235 30%	118/313 45%	30%	39%

*Underrepresented Minorities (URM) includes: domestic students in the following race/ethnicities: Black or African American, Hispanics/Latino, Two or more races, Asian, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander.

**Calculated from IPEDS data

150% Graduation Rate definition aligns with the Department of Education and indicates the percentage of first-time, full-time degree-seeking students who completed a degree within 150% of normal time.

Threshold = 90% of five-year CU average.

Goal = average of comparison group.

Course Completions |

The university's course completion rate is another measure that shows student success. This measure supports the core value: "To provide an environment conducive for student success." Campbellsville University considers an 85% course completion rate to be the threshold for success (90% of (success rate + withdrawals)). The Academic Council has set a goal of 92% success rate. To calculate the data in Table 4-Course Completion Rates, grades of F, I, NR, U, and WA were deemed unsuccessful grades. NG, W and WN grades are removed from the calculations. For example, courses such as science labs that make up part of the corresponding course credit receive a grade of NG.

Table 4-Course Completion Rates

Measure	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Total Grades	17593	14109	17914	14068	15292	12216
Completed Grades	15372	13346	16942	13283	14606	11698
Completed Successfully	13405	11634	14866	11663	13738	10888
% Successful	87.2%	87.2%	87.7%	87.8%	94.1%	93.1%
Completed Unsuccessfully	1967	1712	2076	1620	868	810
% Unsuccessful	12.8%	12.8%	12.3%	12.2%	5.9%	6.9%
Withdrawals	2221	763	972	785	686	518
% Withdrawals	12.6%	5.4%	5.4%	5.6%	4.5%	4.2%

Certificates:

Certificate in Barbering, Cosmetology, Limited Medical Radiography, and Welding use “Certification Pass Rate” as a measure of student achievement. A threshold of 70% average has been set for the programs. The faculty has observed from professional experience that if a class scores 70% or less, students do not have the ability or skills necessary to function in the profession. Given the diverse background of students in the program a goal of 80% pass rate has been selected. This pass rate is calculated allowing 3 attempts within one year of program completion.

Welding				
Year	Threshold	Goal	Pass Rate	Number
2022-23	70%	80%	100%	10
2021-22	70%	80%	100%	26
Barbering				
Year	Threshold	Goal	Pass Rate	Number
2022-23	70%	80%	100%	23
2021-22	70%	80%	83%	20
Cosmetology				
Year	Threshold	Goal	Pass Rate	Number
2022-23	70%	80%	73%	71
2021-22	70%	80%	83%	35
Limited Medical Radiography				
Year	Threshold	Goal	Pass Rate	Number
2022-23*	75%	80%	100%	1
2021-22	70%	80%	100%	1

**Students sit for the LMR certification exam within 90 days of program completion. Results are reported within one month after students have taken the exam. For 22-23 students completed the program July 18, 2023, therefore the certification exam has not yet been taken.*

Practical Success of Graduates for Education and Nursing

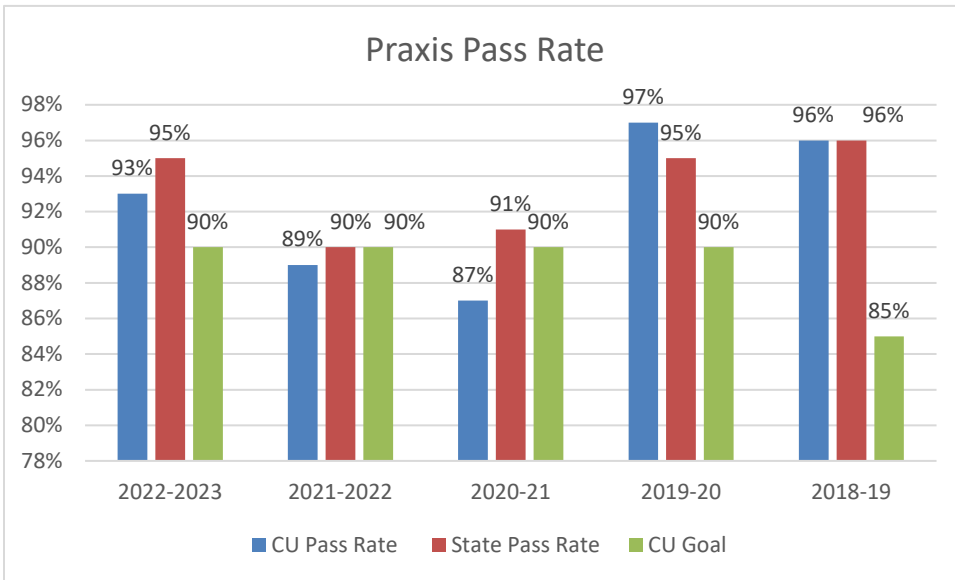
Professional Exam Pass Rates

School of Education (SOE) PRAXIS Pass Rate

The SOE uses many sources of data to determine program improvement and student achievement. Praxis Subject Assessment pass rates and job employment percentage provides critical data to determine candidate (student) achievement through licensure completion (graph 1) and job attainment (graph 2). In compliance with Council for Accreditation of Education Preparation (CAEP), the SOE continuously collects and analyzes data that demonstrate student achievement of all Kentucky Teacher Performance Standards (KTPS/InTASC), including standards on Professional Development and Learning Environment. Meeting the KTPS is necessary for the successful completion of state licensure (Praxis Subject Assessments) and job placement. SOE faculty members analyze such data every year and determine areas for growth based on data. The SOE creates an annual strategic plan to create accountability for improvement and change as needed. All of these measures ensure that the SOE addresses the CU mission statement in achieving academic excellence through rigor and relevance in undergraduate programs.

The university uses pass rates for the PRAXIS in the School of Education to measure success in those majors requiring licensure. The particular PRAXIS discussed in this section include both subject assessments, based on certification areas, and assessment of pedagogical knowledge assessed through the Principles of Learning and Teaching (PLT). The Campbellsville University School of Education (SOE) offers degrees leading to licensure by the Kentucky Educational Professional Standards Board (EPSB) in the following areas: Interdisciplinary Early Childhood Education, Elementary, Middle Grades, Biology, Chemistry, English, Mathematics, Social Studies at the 8-12 level, and Health and Physical Education, Music, Art, and Spanish at the P-12 level for undergraduates and for 5-9 and 8-12 at the graduate level Masters of Art of Teaching (MAT) as well as a Masters of Art of Teaching for Health and Physical Education. An acceptable pass rate on the PRAXIS subject assessments implies students are being successful in these academic areas. In addition, the PRAXIS pass rate indirectly implies these students are successful in general education and other disciplines. The knowledge and experience gained through active participation and service in a classroom under the mentorship of a certified and seasoned teacher has also had a strong impact on PRAXIS pass rates.

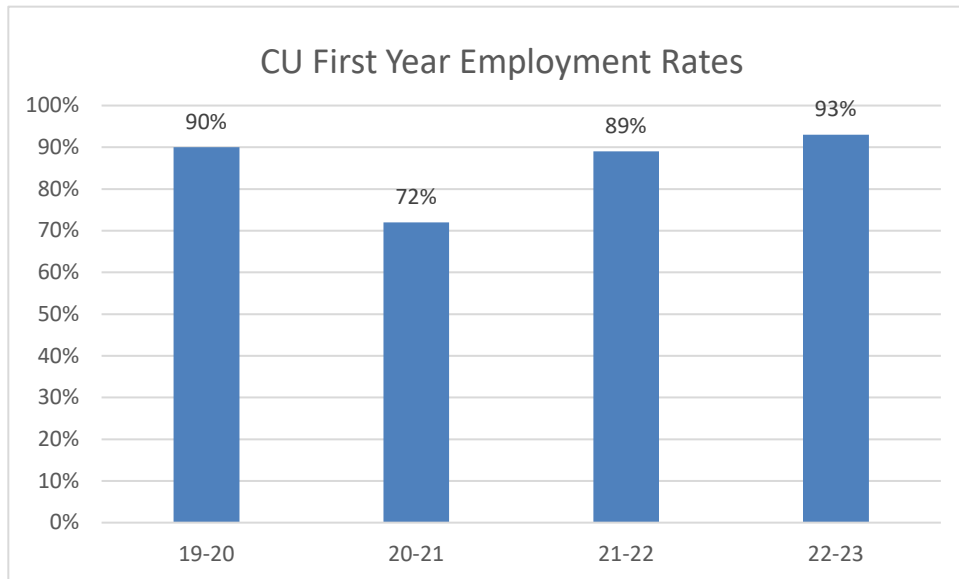
The data that follows shows direct support of the mission statement “to foster professional preparation within a caring environment,” and therefore the School of Education wishes to continue pursuing the 90% goal for their PRAXIS pass rate.



Graph 1 illustrates the Praxis subject assessment and PLT pass rate for the last five years. CU consistently shows a pass rate above the threshold of 85% required by the Kentucky Educational Professional Standards Board, and has exceeded the university threshold of 85%. The 2022-23 pass rate of 93% also exceeded the School of Education’s goal of 90% for the 2022-23 school year.

Note: contains both undergraduate and graduate initial certification students.

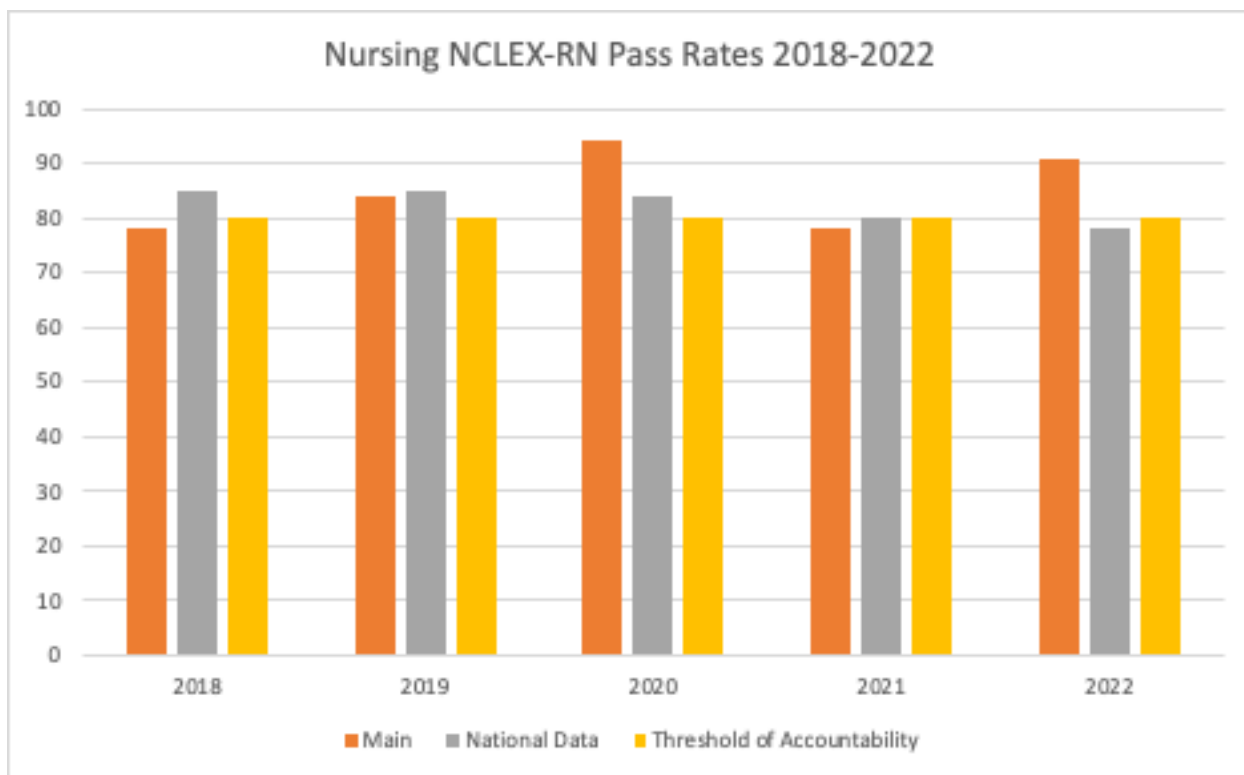
Graph 2-First Year Employment Rate – School of Education

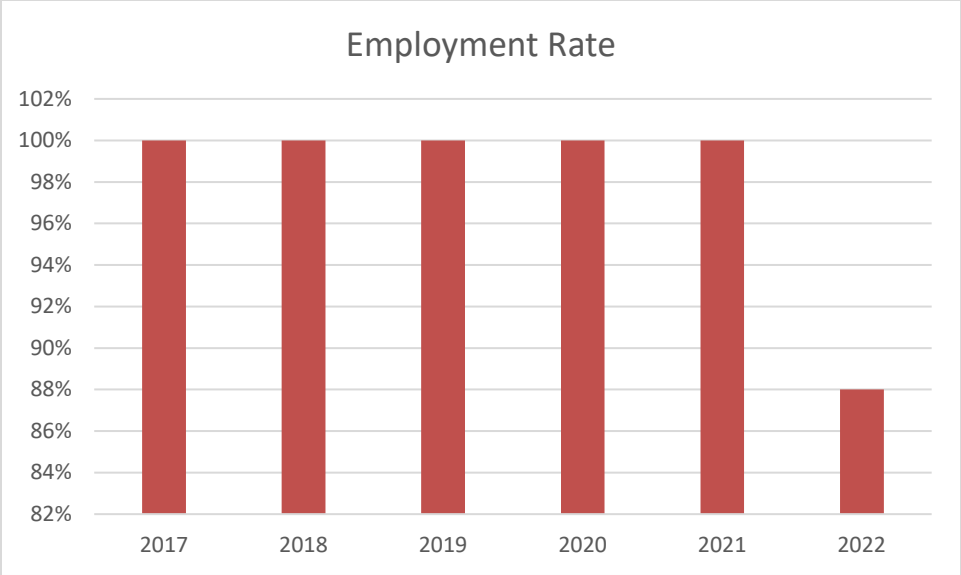


Graph 2 illustrates employment rates for initial program completers

The Campbellsville University School of Education employment threshold for initial program completers is 50%, with a goal of 70%, which is in line with the Kentucky average. Although, some graduates may wish to pursue advance degrees or choose not to teach for personal reasons, the majority of our recent graduates completed their initial certification and choose to enter the workforce immediately. According to data obtained from the Kentucky Educator Professional Standards Board and data relating to our graduates who pursued teaching positions in states outside of Kentucky, 93% of the 2022-2023 graduates from our initial teaching certification programs are employed in a position for which they have been prepared.

School of Nursing NCLEX Pass Rate (2020-2022 latest official data) The School of Nursing uses licensure exam (NCLEX-RN) pass rates on the first attempt as a measure of student success. The graph illustrates the successful pass rate of CU associate degree nursing students for the past nine years. The table compares the NCLEX-RN pass rate with the national average data from the National Council on State Boards of Nursing (NCSBN). The Accrediting Commission for Education in Nursing (ACEN) utilize the 80% benchmark for completion rate of the first-time test-takers. The Kentucky State Board of Nursing also adopted this same threshold for pass rates. The School of Nursing established the 80% threshold that is currently maintained by these entities.





All new graduates of the Associate Degree in Nursing program on main campus at Campbellsville University had a nursing job within six months of graduation. In 2022, 13 students graduated and of that only N:2 responded to the survey related to working in their field. No workforce data related to new graduate nurses exists for the state beyond 2013, so there is no basis for comparison.

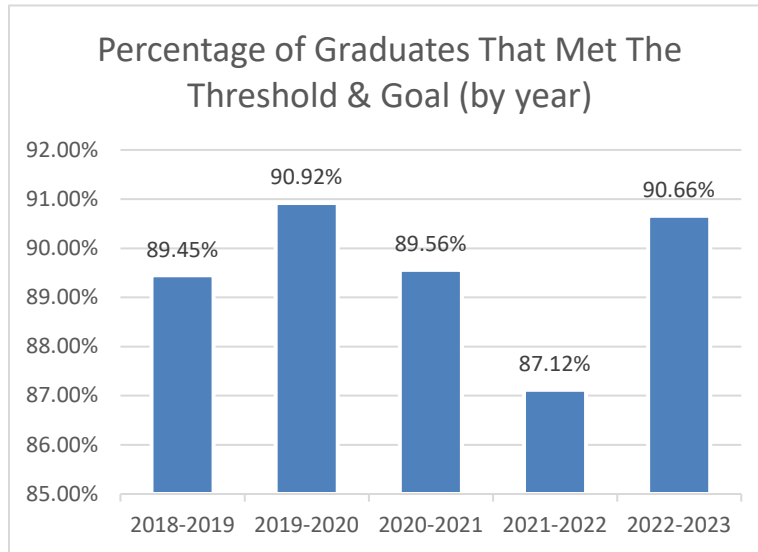
School of Business, Economics, and Technology Graduate Programs

School of Business, Economics, & Technology Professional Pass Rates

The School of Business, Economics, & Technology (SBET) uses many sources of data to determine graduate student success and program achievement. SBET uses course projects and reports to gauge the student's ability to meet the set objectives as a graduate student in the following programs: Master of Science in Information Technology Management (ITM), Master of Science in Computer Science (MSCS), Master of Science in Management and Leadership (MML), Professional Master of Business Administration (PMBA), and Master of Business Administration (MBA). SBET faculty members and the Business Outcomes Assessment Committee analyze graduate student achievement data and scores each year and determine areas of improvement and growth based on the data collected. The assessment committee then develops action plans for the following academic year in order to improve student achievement and success within each program. All measures, and criteria ensure that SBET addresses Campbellsville Universities institutional goals, SBET planning unit goals, and set assessment objectives.

The pass rate for SBET programs is gathered by an average of student pass rate on direct measures set for each program. The threshold set for the School of Business graduate programs is 80%. Since there is no national average for scoring based on assignments (projects, papers, and research reports), this threshold was set because it is considered passing for a graduate course and is equivalent to a "B" grade in the graduate program.

The goal for SBET graduate programs is 85% pass rate. SBET works to challenge students to a goal of 85% determined by students completing graduate work at a "B" average or better. The student's ability to meet the goal is measured by the student achieving a rating of "acceptable" or higher within the rubric grading of Capstone Projects, Presentations, and Written Research Papers. Majority of the assessment is measured within the capstone courses for the PMBA, MBA, MSITM, and MML programs. The assessment for the MSCS students is gathered from one of four designated courses set for the student to complete at the end of their program. For the 2022-2023 AY, the average professional pass rate improved.



Threshold for graduate students passing set objectives is 80% and the goal is 85%.
*For the 2018-19 AY, there were no graduates for MSCS.

Carver School of Social Work

The faculty of the MSW consider the first three competencies of the SLO assessment process as a measure of student achievement as given in the following table.

COMPETENCY	COMPETENCY BENCHMARK (%) GENERALIST	COMPETENCY BENCHMARK (%) SPECIALIZED PRACTICE	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK 2021-22		PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK 2022-23	
			Generalist practice n = 85	Advanced Generalist n = 231	Generalist practice n = 68	Advanced Generalist n = 261
Competency 1: Demonstrate Ethical and Professional Behavior	70% of students meet the 4.0 benchmark	70% of students meet the 4.0 benchmark	96%	96% n=228	99%	97%
Competency 2: Engage Diversity and Difference in Practice	70% of students meet the 4.0 benchmark	70% of students meet the 4.0 benchmark	88%	95% n=231	99%	98%
Competency 3: Advance Human Rights and Social, Economics, and Environmental Justice	70% of students meet the 4.0 benchmark	70% of students meet the 4.0 benchmark	73%	90% n=195	99%	94%

The benchmark was set by MSW faculty in a discussion on whether to have the benchmark of 80% score 3.5 out of the maximum 5.0 or 70% score 4.0 on the 5.0 maximum scale. The faculty determined it was better to shoot for the higher score of 4.0. Thus, having the Threshold and Goal both listed as “70% of students in both categories will score 4.0 out of a maximum of 5.0 on the Rubric.”