



LIVINGSTONE
COLLEGE

Student Achievement

Livingstone College evaluates student achievement consistent with its mission to provide... “excellent business, liberal arts, STEAM, teacher education, and workforce development programs for students from all ethnic backgrounds designed to promote lifelong learning and to develop student potential for leadership and service to a global community,” (2024 *Livingstone College Catalog*). To this end, the College identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to Livingstone's mission, the population of students that Livingstone serves, and the types of degrees Livingstone offers.

In order to effectuate the evaluation of student achievement, Livingstone College uses the following five (5) goals to measure levels of student success and achievement.

- To obtain a course completion rate at a minimum threshold of acceptability of 90%
- To obtain a freshman fall-to-fall retention rate at a minimum threshold of acceptability of 70%
- To obtain a six-year graduation rate at a minimum threshold of acceptability of 30%
- To obtain a graduate school /job placement at a minimum threshold of acceptability of 50%
- To obtain a licensing examination pass rate at a minimum threshold of acceptability of 95%

The Office of Institutional Effectiveness Special and Sponsored Programs (IESSP) analyzes data, patterns, outcomes, and other key performance indicators related to student enrollment, student retention, and student success. The results of those examinations provide recommendations/suggestions for actions that, when implemented, may positively impact students' persistence to graduation, as well as retention, course completion, graduate school enrollment, and job placement. Goals are set based on review of historical trend analysis, comparison with peer institutions, and comparison with national and state averages. The IESSP provides data to inform goal setting and decision-making.

The College strives to meet the highest student achievement possible with a minimum threshold acceptability in the five areas identified above and explained below.

Course Completion Fall 2022 –Spring 2024

The Livingstone College course completion rate for spring 2024 was 79%, or 11% less than the minimum acceptability threshold of 90%. However, the overall percentage evidenced a steady 9.77 increase from fall 2022 to spring 2024 indicating a consistent progression toward the acceptability threshold goal. The results are used by Academic Affairs to evaluate the curriculum, content

instructional delivery, and student learning outcomes. The information is also used by faculty during the student advising process.

Table 1: Course Completion Rates

Semester	Percentage
Fall 2022	69.23%
Spring 2023	72.99%
Fall 2023	78.95%
Spring 2024	79.00%

Source: Office of the Registrar/Jenzabar/IPEDS

Freshman Retention Rates (Fall-to-Fall)

The freshman retention rate is an indicator of the first-time students’ engagement in and commitment to the educational process being the path to fulfilling one’s dreams. Retention between freshman and sophomore years is most critical and most difficult, but also most beneficial, as it is a significant indicator the student may persist in the educational process. In 2017, the two-year retention rate between the freshman and sophomore years at Livingstone College was 50%. (Table 2) The retention rate experienced an increase in 2018. However, in 2019 the retention rate dropped by nine points, which was projected to be the impact of the newly initiated practice in North Carolina of in-state public HBCU tuition being reduced to \$500. Then, despite the impact of COVID, the retention rate began to rise in 2020 and 2021 to a retention rate of 78% in 2022 when the institution met and surpassed the 70% threshold of acceptability by 8 points. In 2023, during major renovation of older residence halls, the retention rate decreased by 7% to 71%, but still met and exceeded the accessibility threshold goal by 1%.

Table 2: Freshmen Retention Rates

Freshmen Retention Rates (as of fall 2024)

Year	Initial Cohort of First-Time Full-time Freshmen	Number Retained at the Beginning of	Retention Rates (%)
		Year 2	Two Year
2017	365	181	50%
2018	377	212	56%
2019	344	160	47%
2020	207	120	58%
2021	204	143	70%
2022	214	166	78%
2023	269	190	71%

Source: Office of the Registrar/IPEDS

Six Year Graduation Rates

The graduation rates data indicates that the highest percentage of our students graduate in 5-6 years (Table 3) and (Table 4), an endorsement of the appropriateness of the institution’s mission and Holistic philosophy of meeting students, including those who are college ready and those with promise, where they are and taking them where they need to be to take their rightful place in the global economy. However, the actual graduation rate of 24% for the 2017 cohort that graduated in 2023 does not meet the benchmark criteria of 30%. The College will continue to strengthen retention initiatives to impact student completion.

Table 3: Livingstone College Graduation Rates

Cohort Year	Initial Cohort of First-Time Freshmen	Cumulative Graduations in			Cumulative Graduations %		
		4 Years	5 Years	6 Years	4 Years	5 Years	6 Years
2012	353	58	80	85	16%	23%	24%
2013	395	57	88	94	14%	22%	24%
2014	453	80	114	126	16%	25%	28%
2015	421	60	86	97	14%	20%	23%
2016	371	67	89	96	18%	24%	26%
2017	349	49	77	83	14%	22%	24%

- Rates includes students who began in a baccalaureate degree and graduated with a bachelor’s degree
- Cohort Population is first-time full-time degree seeking baccalaureate freshmen.
- Livingstone College does not track students when they transfer to another institution.
- IPEDS Graduation Rates survey

Table 4: Graduation rates for students pursuing bachelor’s or equivalent degrees (Cohort 2017)

	4-year graduation rate	5-year graduation rate	6-year graduation rate
Men	8%	15%	17%
Women	19%	28%	31%
Total (men and women)	14%	22%	24%
U.S. Nonresident	100%	100%	100%
Black or African American	14%	22%	24%
Native Hawaiian or Other Pacific Islander	50%	50%	50%
Two or more races	12%	18%	18%
Race and ethnicity unknown	13%	13%	13%

Source: Office of the Registrar/IPEDS Graduation Rate

Graduate School Placement/Job Placement

The Office of Career Readiness Institute collects data from graduating seniors to identify their plans after graduation, track job placement, and conduct follow-up on graduate and professional school attendance after graduation. Data are reported to the Office of Institutional Effectiveness and Research and the Office of Title III for use in responding to external and internal requests, placement, and graduate school attendance data. Data is also collected from the National Student Clearinghouse, Deans, and Department Chairs. The data shows that for the 2023-2024 graduates, 26% entered graduate school, and another 25% are working in their field of study. Overall, 51% of the graduating class are either in graduate school or working in their field of study, thus meeting and passing the institutional minimum threshold of acceptability by 1%. The College Career Readiness Institute will continue to work with graduates to provide opportunities and support for their academic and career success.

Table 5: Graduate School Placement

Year	Number of Graduates	Enrolled in Graduate School	Percentage Enrolled
2019-2020	179	55	30%
2020-2021	116	26	22%
2021-2022	147	27	18%
2022-2023	117	26	22%
2023-2024	102	27	26%

Source: National Student Clearinghouse, Career Readiness Institute, Deans, and Department Chairs

Table 6: Job Placement

Year	Number of Graduates	Employment in Major Field Area	Percentage Enrolled
2019-2020	179	14	18%
2020-2021	116	18	16%
2021-2022	147	22	15%
2022-2023	117	22	19%
2023-2024	102	25	25%

Source: National Student Clearinghouse, Career Readiness Institute, Deans, and Department Chairs

State Licensing Examinations

Teacher Education is the only degree program requiring state or other professional licensing examinations at Livingstone College. The North Carolina Department of Public Instruction (DPI) requires Teacher Education majors to meet required state pass rates on Praxis II and/or Pearson examinations. The pass/fail results of graduates taking these examinations are posted on the College webpage and results for the past eight years are in Table 7. As this Table indicates, all Teacher Education graduates during the period from 2017 to 2024 passed the required licensing exams. The number of students taking these tests is small. Therefore, it is significant that the resulting passage rate of 100% surpasses the benchmark criteria. During the years 2018, 2020-2022, no student took the test.

Table 7: Praxis Math II/Foundations of Reading Teaching Licensure Assessments Educator Preparation Program (EPP) Passing Rates

Year	Number Tested	Number Passed	Passage Rate
2017	2	2	100%
2018	N/A	N/A	N/A
2019	2	2	100%
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	N/A	N/A	N/A
2023	2	2	100%
2024	1	1	100%
*edTPA Performance-based Teaching Licensure Assessment Educator Preparation Program (EPP) Passing Rates			
2023	2	2	100%
2024	N/A	N/A	N/A

Source: Dean of Education, Psychology and Social Work

* This is a national, subject-specific portfolio-based assessment of teaching performance that is completed by student teachers to indicate the preparedness for being in the classroom.

LIVINGSTONE COLLEGE BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED MAY 2024

Council on Social Work Education

All programs accredited by the Council on Social Work Education's Commission on Accreditation (CSWE COA) are required to measure and report student-learning outcomes. All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS) and any additional competencies programs may choose to add. These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Programs determine a percentage-based benchmark for each competency and determine an outcome-measure benchmark (minimum score) for each measure. The competency benchmark (which can differ for each competency) represents the minimum percentage of students the program expects to have achieved the outcome measure benchmarks in both/all measures for each of the nine competencies. The program then determines the percentage of students that attained each outcome measure (e.g., minimum score or higher), and aggregates the percentages for both/all measures together to obtain the percentage of students demonstrating competence inclusive of two (2) or more measures. The result of aggregating both/all outcome measure percentages provide the percentage of students achieving the competency benchmark. An aggregated percentage at or above the competency benchmark is considered achievement of that competency. If the program has more than one program option, the program must report data for each program option, and also an aggregate of all program options combined to determine an overall percentage of students across all program options achieving the competency benchmark.

Per the requirement of CSWE COA's recognizing body, the Council on Higher Education Accreditation (CHEA), and accreditation standard 4.0.3, programs must post this form publicly on its website and routinely up-date (minimally every 2 years) its findings. Upon request, programs must provide CSWE with the web link to the published form on the program's website where it is accessible to the public. Data presented on the form must be collected within 2-years of today's date at all times.

Social Work Assessment of Student Competencies

Programs accredited by the Council of Social Work Education (CSWE) are required to assess students on their mastery of the competencies that are dimensions of social work practice that social workers are expected to master during their professional training and report the results of the student learning outcomes. Each of the 13 Social Work practice behaviors must be measured at least twice; once in an assignment in a course that is designated for attainment of the competency (using a rubric) and once by the Field Instructor during Field Placement, in conjunction with the Field Placement Director. Assessment results must be reported on CSWE Form AS B5.0.1(d). This Form reports each of the nine (9) competencies, the competency benchmark, and the percentage of students achieving

benchmark; see General Practice/Summary Outcomes results in Table 8 below. The results were used to provide feedback for curriculum, program planning, and improved instructional methodology.

General Practice/Summary Outcomes
Assessment Data Collected On: 5/2024

Table 8: Assessment of Social Work Student Learning Outcomes

Competency	Competency: Expected Level of Achievement Inclusive of All Instruments	Aggregate Actual Outcomes: All Program Options n=212	Program Option 1 Outcomes: Salisbury, NC n =212	Program Option 2 Outcomes:	Program Option 3 Outcomes:
Competency 1: Demonstrate Ethical and Professional Behavior	75% of the students will score at the proficiency of a 4 rating (Good), and 80%	77%	77%		
Competency 2: Advance Human Rights and Social, Racial, Economic and Environmental Justice	75% of the students will score at the proficiency of a 4 rating (Good), and 80%	60%	60%		
Competency 3: Engage Anti- Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	75% of the students will score at the proficiency of a 4 rating (Good), and 80%	91%	91%		
Competency 4: Engage in Practice- informed Research and Research- informed Practice	75% of the students will score at the proficiency of a 4 rating (Good), and 80%	100%	100%		

Competency 5: Engage in Policy Practice	75% of the students will score at the proficiency of a 4 rating (Good), and 80%	74%	74%		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	75% of the students will score the proficiency of a 4 rating (Good), and 80%	79%	79%		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	75% of the students will score at the proficiency of a 4 rating (Good), and 80%	82%	82%		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	75% of the students will score at the proficiency of 4 rating	83%	83%		
Competency 9: Evaluate Practice with Individuals, Families,	75% of the students will score at the proficiency of 4 rating	100%	100%		
Groups, Organizations, and Communities	(Good), and 80%				
Optional: Competency #: Title of Additional Competency					

Source: Chair of Social Work

Summary

In summary, Livingstone College evaluates success with respect to student achievement consistent with its mission. In its considerations, the Institution uses retention rates, course completion rates, graduation rates and graduate and professional school attendance and employment. The Institution also uses the results of the data analysis to continuously improve programs and services.