

Greensboro College Grad-Opuation Rates

As a college devoted to the achievement of all students through the institutionalization of Universal Design for Learning strategies, Greensboro College endeavors to retain and graduate students at rates that are at least comparable to similar private, nonprofit, liberal-arts institutions across the nation. Greensboro College provides and supports educational technologies in order to enhance identified learning outcomes and in order to increase the chances for student achievement. As an institution devoted to universal design for learning, Greensboro College places emphasis on the procurement of technologies that will develop and improve all students' strategies to master learning objectives. To meet these goals, the College provides the best possible technologies in classrooms, laboratories, and studios, and it supports those technologies for efficient and effective educational outcomes.

All Undergraduate Graduation Rate				
Year of Entry	4 years or less	5 years or less	6 years or less	8 years or less
2008	28.3%	37.2%	37.2%	37.5%
2009	39.1%	44.4%	45.9%	47.0%
2010	42.6%	47.1%	48.6%	49.5%
2011	35.4%	40.6%	41.2%	41.4%
2012	40.2%	45.6%	45.6%	-
2013	37.7%	42.6%	43.6%	-
2014	31.7%	37.4%	-	-
2015	34.3%	-	-	-
Average	36.2%	42.1%	43.7%	43.9%

First-Time Freshman Graduation Rate				
Year of Entry	4 years or less	5 years or less	6 years or less	8 years or less
2008	24.9%	36.2%	36.2%	36.6%
2009	32.2%	37.3%	39.4%	40.7%
2010	37.4%	42.6%	44.2%	44.7%
2011	20.5%	27.4%	27.4%	27.4%
2012	32.7%	38.1%	38.1%	-
2013	27.2%	32.7%	38.1%	-
2014	23.6%	31.9%	-	-
2015	26.1%	-	-	-
Average	27.1%	35.2%	37.2%	37.4%

Transfer Student Graduation Rate				
Year of Entry	4 years or less	5 years or less	6 years or less	8 years or less
2008	44.6%	48.2%	48.2%	48.2%
2009	34.0%	44.7%	44.7%	46.8%
2010	40.7%	44.4%	44.4%	44.4%
2011	48.1%	51.9%	51.9%	51.9%
2012	36.7%	40.8%	40.8%	-
2013	60.0%	63.3%	63.3%	-
2014	36.7%	38.3%	-	-
2015	52.9%	-	-	-
Average	44.2%	47.4%	48.9%	47.8%

Athlete Graduation Rate				
Year of Entry	4 years or less	5 years or less	6 years or less	8 years or less
2008	28.8%	41.7%	41.7%	42.3%
2009	33.6%	37.1%	37.8%	39.2%
2010	46.1%	50.6%	53.2%	53.9%
2011	31.4%	40.5%	40.5%	41.2%
2012	42.3%	47.7%	47.7%	-
2013	33.1%	37.5%	38.8%	-
2014	25.6%	31.0%	-	-
2015	29.1%	-	-	-
Average	33.7%	40.9%	43.3%	44.1%

Non-Athlete Graduation Rate				
Year of Entry	4 years or less	5 years or less	6 years or less	8 years or less
2008	26.1%	31.5%	31.5%	31.5%
2009	40.7%	47.3%	49.4%	50.2%
2010	36.0%	41.0%	41.6%	42.9%
2011	31.8%	34.6%	35.8%	35.8%
2012	33.5%	38.4%	38.4%	-
2013	40.9%	46.0%	46.7%	-
2014	38.7%	45.3%	-	-
2015	41.7%	-	-	-
Average	36.2%	40.6%	40.6%	40.1%

Master of Arts (TESOL) Graduation Rate				
Year of Entry	2 years or less	3 years or less	4 years or less	5 years or less
2010	0.0%	50.0%	50.0%	50.0%
2011	12.5%	50.0%	25.0%	25.0%
2012	22.7%	72.7%	77.3%	90.9%
2013	28.6%	42.9%	71.4%	71.4%
2014	12.0%	88.0%	96.0%	-
2015	62.5%	93.8%	96.9%	-
2016	50.0%	84.4%	-	-
2017	65.5%	-	-	-
Average	31.7%	68.8%	69.4%	59.3%

Master of Education Graduation Rate				
Year of Entry	2 years or less	3 years or less	4 years or less	5 years or less
2010	0.0%	42.9%	42.9%	42.9%
2011	0.0%	100.0%	100.0%	100.0%
2012	100.0%	100.0%	100.0%	100.0%
2013	100.0%	100.0%	100.0%	100.0%
2014	100.0%	100.0%	100.0%	-
2015	0.0%	33.3%	33.3%	-
2016	33.3%	33.3%	-	-
2017	0.0%	-	-	-
Average	41.7%	72.8%	79.4%	85.7%

As required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Greensboro College established goals for student learning outcomes and performs annual assessments to determine attainment of these goals. The Greensboro College's goals were established by the faculty, approved by the administration and adopted by the Board of Trustees.

Purpose of the Greensboro College General Education Program

The General Education Program of Greensboro College is an integral component of the college's mission and is the core of curriculum across all majors. The General Education Program is dedicated to providing all students with balanced and broad educational opportunities. True to liberal-arts traditions and the college's Methodist roots, the Greensboro College general education program offers students opportunities to develop five general learning outcomes.

Assessment of the General Education Program brings the liberal-arts disciplines into students' lives in ways that connect the arts and sciences with the realities of the 21st century. Students completing the program will be prepared for a productive life, lifelong learning, understanding, and application of intellectual skills necessary to cope with and contribute to the world in which we live.

Assessment Outcomes for 2017-2018 Academic year are as follows:

Student Learning Outcome/Goal	Instrument	Benchmark	Outcomes	Goals Met
Read critically a variety of texts	Greensboro College Reading Rubric	ALL students should be at a milestone 2 (developed) at time of graduation.	ALL graduating students are at level 2 or above.*	Met minimum benchmark of attaining level 2.
Write effectively for a different purposes and audiences	Greensboro College Writing Rubric		All graduating students are at level 2 or above.*	Met minimum benchmark of attaining level 2.
Speak effectively for different purposes and audiences	Greensboro College Speaking Rubric	An attainment of capstone 4 (mastery) should be reached by 60% of the graduates; 15% should have reach level 3 (highly developed) and the remainder should have attained a level 2 (developed).	All graduating students are at level 2 or above.*	Met minimum benchmark of attaining level 2.
Reasons to reach logical conclusions	Greensboro College Reason to Reach Logical Conclusions Rubric		All graduating students are at level 2 or above.*	Met minimum benchmark of attaining level 2.
Think critically about ethics and values	Greensboro College Think Critically about Ethics and Values Rubric		All graduating students are at level 2 or above.*	Met minimum benchmark of attaining level 2.

Greensboro College's General Education rubrics has been in place since the fall of 2014. Through assessment rubrics submitted by faculty from the history, chemistry, psychology, religion, kinesiology, mathematics, sociology, and others, it is readily apparent that students are able to write papers in varying voices, ranging from conversational to academic; that they can speak to an audience regarding their assigned topics in much as the same fashion as they write; that their reading of a variety of texts is also at a developed levels they as they are able to read, understand, and synthesize the information required for class work and projects.

The college sees critical thinking (reason to reach logical conclusions) in students' work and that they attain the "developed" level at minimum. The Ethics across the Curriculum program helps to educate students in ethical philosophies and applications and student attain the developed level.

Following are the Greensboro College's General Education Rubrics:

Greensboro College General Education Assessment of Graduating Seniors

Criterion Category (Rubric Row)	Capstone (4)	Milestone 3	Milestone 2	Benchmark 1	Student Sub Scores	Mean
GEO 2 - Write effectively for different purposes and audiences.						
GEO2C1 (Writing) Context of and Purpose for Writing <i>Includes considerations of audience, purpose and the circumstances surrounding the writing task(s)</i>	Demonstrates an advanced understanding of context, audience, and purpose that is responsive to the assigned task and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, purpose and a clear focus on the assigned task (e.g., the task aligns with audience, purpose, and context).	Demonstrates a basic awareness of context, audience, purpose, and to the assigned task (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose and to the assigned task (e.g., expectation of instructor or self as audience).		
GEO2C2 (Writing) Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject.	Uses appropriate and relevant content to explore ideas within the context of the discipline.	Uses some appropriate and relevant content to develop and explore ideas in the work.	Uses some appropriate and relevant content to develop simple ideas in parts of the work.		
GEO2C3 (Writing) Sources and Evidence	Demonstrates an advanced, skillful use of credible, relevant sources and/or evidence to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent and effective use of credible, relevant sources and/or evidence to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources and/or evidence to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources and/or evidence to support ideas in writing.		
GEO2C4 (Writing) Control of Syntax and Mechanics	Demonstrates masterful use of language that skillfully conveys meaning to readers with clarity and fluency.	Uses effective language that conveys meaning to readers with few errors.	Uses language that generally conveys meaning to readers, although writing may include multiple errors.	Uses language that impedes meaning because of errors in usage.		

Greensboro College General Education Assessment of Graduating Seniors						
Criterion Category (Rubric Row)	Capstone (4)	Milestone 3	Milestone 2	Benchmark 1	Student Sub Scores	Mean
GEO3 - Speak effectively for different purposes and audiences						
GEO3C1 (Speaking) Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported) for a specific purpose and audience.	Central message is clear and consistent for a specific purpose and/or audience.	Central message is evident, but lacks clarity and/or consistency for a specific purpose and/or audience.	Central message is not evident in the presentation.		
GEO3C2 (Speaking) Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, transitions, and supporting materials as necessary) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive for a specific purpose and audience.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, transitions, and supporting materials as necessary) is clearly and consistently observable within the presentation for a specific purpose and/or audience.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, transitions, and supporting materials as necessary) is intermittently observable within the presentation. Shows an awareness of the specific purpose and/or audience.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.		
GEO3C3 (Speaking) Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate for a specific purpose and audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate for a specific purpose and/or audience.	Language choices partially support the effectiveness of the presentation. Shows an awareness of the specific purpose and/or audience.	Language choices are unclear and minimally support the effectiveness of the presentation.		
GEO3C4 (Speaking) Delivery	Delivery technique (posture, gesture, eye contact, and vocal expressiveness) is appropriate to the specific purpose and audience making the presentation compelling, and the speaker appear polished and confident.	Delivery technique (posture, gesture, eye contact, and vocal expressiveness) is appropriate to the specific purpose and/or audience making the presentation interesting and the speaker appear comfortable.	Delivery technique (posture, gesture, eye contact, and vocal expressiveness) shows an awareness of the specific purpose and/or audience making the presentation understandable, but the speaker still appears uncomfortable.	Delivery technique (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable		

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Criterion Category (Rubric Row)	Capstone (4)	Milestone 3	Milestone 2	Benchmark 1	Student Sub Scores	Mean
GEO4 - Reason to reach logical conclusions						
GEO4C1 (Reason to Logical Conclusion) Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.		
GEO4C2 (Reason to Logical Conclusion) Existing Knowledge, Research, Evidence, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/ approaches.	Presents in-depth information from relevant sources representing various points of view/ approaches.	Presents information from relevant sources representing limited points of view/approaches.	Faculty must respond to a minimum of 3 of the criteria on this rubric.		
GEO4C3 (Reason to Logical Conclusion) Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context	Identifies one or more approaches for solving the problem that do not apply within a specific context.		
GEO4C4 (Reason to Logical Conclusion) Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus	Organizes evidence, but the organization is not effective in revealing important patterns, differences or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.		
GEO4C5 (Reason to Logical Conclusion) Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.		

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Criterion Category (Rubric Row)	Capstone (4)	Milestone 3	Milestone 2	Benchmark 1	Student Sub-Scores	Mean
GEO4C6 (Reason to Logical Conclusion) Conclusions	States a conclusion that is logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.		
GEO4C7 (Reason to Logical Conclusion) Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Review results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined.		

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Criterion Category (Rubric Row)	Capstone (4)	Milestone 3	Milestone 2	Benchmark 1	Student Sub Scores	Mean
GEO5 - Think critically about ethics and values						
GEO5C1 (Ethics & Values) Identify and Critique Moral Theories & codes	Critique theories and codes and use them to evaluate each other and practical implications.	Categorize the moral theories and codes with accurate language.	Categorize the moral theories and codes but do not always use accurate language.	Recognize that different moral theories and codes exist.		
GEO5C2 (Ethics & Values) Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex context AND can recognize cross-relationships among the issues.	Students can recognize ethical issues when issues are presented in a complex context.	Students can recognize foundational and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize foundational and obvious ethical issues but fails to grasp complexity or interrelationships.		
GEO5C3 (Ethics & Values) Application of Ethical Perspectives/ Concepts	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider broader implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and considers specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspective/concepts independently (to a new example).		
GEO5C4 (Ethics & Values) Evaluation of Different Ethical Perspectives/ Concepts	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position).	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.		

