

Student Achievement

Greensboro College is rooted in the Liberal Arts. By teaching students to process information efficiently, think critically, and communicate effectively, a liberal arts education prepares them for both a successful career and a meaningful life as engaged citizens capable of leading positive change in their communities and beyond. Greensboro College empowers students to define their individual paths toward a life of fulfillment, achievement and impact. 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 non-profit, liberal arts institutions across the nation. GC provides and supports educational technologies in order to enhance identified learning outcomes and in order to increase the chances for student achievement.

Greensboro College measures student achievement and success based in several metric and factors that represent the Mission and focus of the College. These measures are graduation rates, retention rates, teacher education pass rates and achievement in our general education core curriculum. These metrics and outcomes serve as indicators of accountability to our students and stakeholders. Greensboro College engages in actions and strategies that seek to continuously improve our performance in all area of the college, particularly student success. The targets we set are purposely rigorous as we expect high student success and our stakeholders expect no less.

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Greensboro College's Mission Statement:

Greensboro College (GC) provides a liberal arts education that fosters the intellectual, social, and spiritual development of all students while supporting their individual needs.

Our Vision Statement:

Greensboro College (GC), grounded in the traditions of the United Methodist Church, aspires to provide all students with a transformative, universally designed educational experience that positively affects their lives so they may realize their full potential.

The mission affirms that GC is an institution of diversity and individualized student support. The University's commitment to providing a rigorous traditional liberal arts higher education opportunity to diverse students is reinforced by the GC's Strategic Plan, *GC 2020: Clear Vision with a Sharp Focus*, which has been extended thru December 2021.

I. Core Academic Mission

A. Greensboro College is at its core a liberal arts college.

Goal 1: GC will provide to all undergraduate students an effective liberal arts education with a broad-based general education, a variety of majors, and comprehensive co-curricular experience. GC will provide all graduate students advanced, rigorous educational and research opportunities.

Our student achievement evidence based on and aligned with the current GC's current strategic plan. Measures included have the associated findings, including the rationale for the derivation of the targets. GC has several new initiatives underway to comprehensively and accurately measure student persistence and retention.

General Education

The General Education Program at Greensboro College is an integral component of the GC Mission and is the core of the curriculum across all majors. The Gen Ed curriculum is dedicated to providing all students with balanced and broad educational opportunities. Assessment of the general education curriculum 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 general education curriculum 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.

Rubrics are used for the assessment of student learning outcomes is accomplished through use of rubrics modeled on the American Association of College and Universities Liberal Education and America's Promise (LEAP) Initiative. The rubrics from this project were modified only slightly to be aligned with the Greensboro College curriculum.

Rationale

Using historical institutional data, Minimum Thresholds of Acceptability and Targets were set by the College's Assessment leaders and the Faculty.

Targets

Greensboro College set target levels for Freshmen achievement at a mean of 2.0 for each outcome by the end of spring term. Sixty (60) % of graduating seniors are targeted to reach a level of 4 (mastery), 15% should reach a level of 3 (highly developed) and the remainder should meet the minimum threshold of acceptability of 2 (developing).

At the end each academic year, the personnel from the Office of Retention and the Assessment Director create aggregate data on overall assessment rates for each class (freshmen or senior) year and each outcome, proficiency level (what percentage of students by class year scored at a 2 or above), the proportion of students scoring at 4 (mastery), and mean scores by class year and objective.

The chart below shows targets set across all the outcomes at the Senior/graduating student level.

General Education Outcome/Goal	Instrument	Benchmark	Outcomes	Goals Met
Read critically a variety of texts	Greensboro College Reading Rubric	ALL students should be at milestone 2 (developed) at time of graduation. An attainment of capstone 4	All graduating students are at level 2 or above	
Write effectively for different purposes and audiences	Greensboro College Writing Rubric		All graduating students are at level 2 or above	
Speak effectively for different purposes and audiences	Greensboro College Speaking Rubric		All graduating students are at level 2 or above	

General Education Outcome/Goal	Instrument	Benchmark	Outcomes	Goals Met
Reason to reach logical conclusions	Greensboro College Reason to Reach Logical Conclusions Rubric	(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	
Think critically about ethics and values	Greensboro College Think Critically about Ethics and Values rubric		All graduating students are at level 2 or above	

Assessment

While there are definite gains from the freshmen to senior years across cohorts and years, considerable work remains in meeting the targets set for seniors. The 60% attainment rate of Capstone 4 (mastery) for graduating seniors was not met across the four cohorts. However, the 15% achievement rate of Level 3 (highly developed) was met by the graduating students (seniors) for all outcomes in years 2016, 2017 and 2019. Freshmen target levels set at a mean of 2.0 for each outcome were not met for most years, but the mean scores did come close or exceed the target in 2016/17.

The Greensboro College Institutional Assessment Committee as well as the general education faculty are currently in development of assessment metrics that include more reflection and research based successful models to ensure added success as these areas are ever more important to students and graduates post-graduation. Increased consistency in data collection and reporting are first steps to improve reliability and validity of the data. Deeper dives into the individual categories within the Rubrics will yield specific information relating to each outcome area and more directed interventions can be engaged. The data reveal many opportunities for continuing improvement for areas which are the cornerstones of student success.

Retention Rates

A new strategic plan is in development. A primary goal is Access and Success, which is geared towards improving Retention and Graduation Rates. This strategic direction is evidenced by the aggressive 5- year persistence and retention goals established by the College in 2018.

The College received a \$1.98 million Title III Strengthening Institutions Grant to help propel our efforts. Retention rates at Greensboro College have been fluctuating between 50 and 68 % for many years. The College for the most part did not have a centralized mechanism to monitor, support or improve retention. With the awarding of a Title III Grant, GC was able to hire a retention director and put in place a college-wide retention improvement plan, which includes improving data collection and reporting.

Rationale

Using historical institutional and peer data, Minimum Thresholds of Acceptability and Targets were set by the College's Leadership, Office of Retention and Office of Assessment.

Targets

We benchmarked the 2017 cohort as a starting point and will build to reach and consistently exceed our peer institutions' average retention rate of 66%. The GC minimum threshold of acceptability is 62%

GC and Peer Retention Rates

Cohort Year	Greensboro College	Average Peer Rate
2019	63.2%	66%
2018	62.4%	65%
2017	59.6%	68%
2016	68.7%	65%

Data Source: Institutional data and IPEDS

Using Fall 2017 as a benchmark, the GC target is a five (5) percentage point average increase over the most recent three years for each group by 2023.

Greensboro College Disaggregated Retention Rates Graduation and Retention rates are disaggregated by groups that are representative of our student population.

Retention Rates	Fall 2019 Cohort	Fall 2018 Cohort	Fall 2017 Cohort	Fall 2016 Cohort
All students in FTFT Fall Cohort (by year)	63.3%	63.5%	59.6%	68.7%
African-American/Black students	59.6%	61.3%	50.0%	66.2%
Asian Students	0.00%	100.0%	50.0%	50.0%
Hispanic/Latino students	37.5%	61.5%	83.3%	87.5%
White students	74.1%	67.7%	81.7%	72.5%
Men (annual, longitudinal)	57.1%	58.7%	51.2%	69.3%
African American/Black male students	56.3%	59.1%	43.8%	57.9%
Women	72.0%	70.4%	70.4%	67.9%
African American/Black female	66.7%	66.7%	61.5%	75.8%
First-generation students	61.8%	55.8%	57.9%	67.1%
Residential	63.9%	63.2%	62.4%	68.4%
Pell-eligible students	57.1%	56.3%	51.8%	70.3%
Commuter	60.6%	65.5%	38.5%	70.6%
Athlete	65.1%	57.3%	54.6%	65.7%
Non-Athlete	60.6%	75.0%	70.4%	72.5%

Source: GC Office of Retention and Office of Institutional Research. Note: Large fluctuations in percentages are due to the small number of students in some of the disaggregated categories

Assessment

The College is addressing the disparities in retention listed above for the following populations: first-generation college students, historically underrepresented students (with an emphasis on students identifying as African-American/Black); and Pell-eligible students. These student populations are critical to the colleges overall success because they are a significant portion of the overall campus population. African-American/Black students and Pell-eligible students overlap. We recognize that these populations respond best to intrusive, intentional, and intersecting networks of support. Greensboro College is building intentional student support for:

- Establishment of the Office of Diversity, Equity, and Inclusion and the Sankofa Center for Diversity, Equity, and Inclusion to affirm and support historically marginalized populations (first-generation college students, minority males, and minority women).
- Establishment of the First Citizen’s Bank Global Communication Center that provides writing and speaking support including a podcasting studio and video editing lab to provide access to relevant modes of media/ digital communication to enable students to enter post-bachelor environments with current media skills
- Supplemental peer instruction for courses with high DFW rates
- Partnership with the Gardner Foundation for continued faculty learning to decrease DFW rates in first-year gateway courses

Student Teacher Licensure Pass Rates

Student Achievement Goal: Pass rates on state licensing exams in Education will meet or exceed benchmarks described. In addition, pass rates must meet the expectations set by the state board.

Rationale

The North Carolina Legislature mandated Educator Preparation Program (EPP) accountability measures and the EPP Weighted Accountability Model was developed and adopted by the North Carolina State Board of Education.

Targets

The EPP Model requires a 100% Minimum Threshold and Target pass rate for licensure completion. The Greensboro College teacher education program made the decision to recommend candidates for licensure only after satisfying all program and licensure requirements several years ago. The program continues to stand by that decision as a small institution. EPPs that do not meet the threshold for the model could be sanctioned and have their accreditation be at risk. The pass rate is one of the measures that the teacher education program has the ability to control. Another factor ensures that our candidates become teachers who have met all requirements for licensure as they graduate and begin a search for teaching positions. In other words, they are job-ready.

As seen in the Tables below, Greensboro College’s pass rate far exceeds the NC pass rates for both the traditional and alternative educator preparations pathways.

Traditional Educator Preparation Program Students

Year	Greensboro College Pass Rate	NC Pass Rate
All program completers, 2018-19	91%	76%
All program completers, 2017-18	100%	74%
All program completers, 2016-17	100%	78%
All program completers, 2015-16	100%	84%

Source: ETS Title II

Alternative Licensure Students

Year	Greensboro College Pass Rate	NC Pass Rate
All program completers, 2018-19	100%	90%
All program completers, 2017-18	100%	93%
All program completers, 2016-17	100%	90%
All program completers, 2015-16	100%	92%

Source: ETS Title II

The Greensboro College pass rate far exceeds our NC pass rates for both the traditional and alternative educator preparations pathways.

Graduation Rates

Greensboro College regards graduation rates as an indicator of student success. A goal of the Colleges is to prepare students for rewarding careers, postgraduate education, leadership roles, and be well-equipped to succeed in an ever-changing and increasingly competitive world.

Rationale

In 2017, in accordance with SASCOC requirements and in response to U.S. Department of Education directives regarding student success, GC identified the “new” IPEDS 8-Year Outcome Measure as our key indicator.

Total # in Adjusted Cohort Receiving an Award/ Total Adjusted Cohort

8 Year Outcome Measure		
Cohort Year	Reporting Year	Rate
2008-09	2016-17	116/301= 38.5
2009-10	2017-18	Data Error
2010-11	2018-19	109/252= 43
2011-12	2019-20	105/296= 35.5
2012-13	2020-21	156/350= 44.5

Targets

Using the 2008-09 Cohort as the baseline, GC set the Minimum Thresholds of Acceptability and Target for the GC IPEDS 8-year Outcome Measure as:

8-Year Outcome	Rate
Minimum Threshold of Acceptability	38
Target	45

Disaggregated Minimum Thresholds and Targets

8-Year Outcome	Full-Time First-time	Part-Time First-Time	Full-Time Non-First-time	Part-Time Non-First-Time
Minimum Threshold of Acceptability	38	No data available*	48	67**
Target	45		60	70

*N is low and skews data

** Based on 2019-20 and 2020-21 data

These data do confirm what we have known internally regarding the significant attrition of our full-time students. As we further mined the Outcomes Data, our data is well in line with national transfer data. Students who transfer into in, typically have significantly better outcomes than the non-transfer students. We also disaggregate data for athletes at GC. The national norms of athletes who persist to graduation do so at higher rates than non-athletes, hold true at GC. For our Pell and Non-Pell 8 Year Outcomes, we have just started to work with the Office of Financial Services, Office of Retention and the PEAK to devise specific strategies to increase our first-time entering student Pell outcomes.

8 Year Outcome Measure			
Cohort Year	Reporting Year	FT Transfers	Athletes*
2008-09	2016-17	46.1	42.3
2009-10	2017-18	Data Error	49.2
2010-11	2018-19	44.4	53.9
2011-12	2019-20	58.5	41.2
2012-13	2020-21	55.8	47.7

*GC Data

For earlier intervention, college leadership, the Office of Assessment and Office of Retention used historical, institutional, national, and peer data to set the 4 and 6-Year Minimum Thresholds of Acceptability and Targets:

Minimum Thresholds of Acceptability for the 4-Year Rate set at 28% and the 6-Year at 37%.

Targets for the 4-Year rates set at 40% and the 6-Year Rate at 50%.

4 and 6-Year IPEDS Peer Cohort Graduation Rates

	4-year Grad rate (GR200_14)	6-year Grade - (GR200_14)	4-year Grad rate (GR200_13)	6-year Grad rate (GR200_13)	4-year Grad (GR200_12)	6-year Grad rate (GR200_12)	4-year Grad rate (GR200_11)	6-year Grad rate (GR200_11)
Averett University	28	40	26	41	28	34	36	51
Barton College	36	48	34	47	27	37	33	40
Belmont Abbey College	34	43	33	38	27	37	33	33
Bennett College	22	37	26	39	31	47	28	48

	4-year Grad rate (GR200_ 14)	6-year Grade - (GR200_ 14)	4-year Grad rate (GR200_ 13)	6-year Grad rate (GR200_ 13)	4-year Grad (GR200_ 12)	6-year Grad rate (GR200_ 12)	4-year Grad rate (GR200_ 11)	6-year Grad rate (GR200_ 11)
Campbell University	40	51	34	55	27	48	36	58
Greensboro College	27	35	28	40	16	43	42	45
Guilford College	47	57	55	60	47	58	48	61
Lees- McRae College	22	34	13	24	18	23	32	46
Lenoir- Rhyne University	34	49	37	47	38	45	40	54
Mars Hill University	32	46	27	38	21	35	25	40
Methodist University	17	39	16	39	16	43	15	39
NC Wesleyan College	15	24	19	22	11	18	9	22
Pfeiffer University	37	41	37	45	28	40	35	42
Roanoke College	57	65	59	69	65	71	58	64
Salem College	61	63	52	53	53	57	56	60
William Peace University	31	31	28	36	23	35	23	35
Wingate University	39	45	42	53	43	51	43	53
Average	34	44	33	44	31	42	35	47

NCES and other national graduation rate data:

- Four-Year Graduation Rate: 35 percent for public universities and 53 percent for private non-profit universities
- Six-Year Graduation Rate: 59 percent for public universities and 65 percent for private non-profit universities
- The 6-year graduation rate was 61 percent at public institutions, 67 percent at private nonprofit institutions

First-Time Freshman Greensboro College Graduation Rates				
Year of Entry	4 years or less	5 years or less	6 Years or less	8 years
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%	38.1%
2013	27.2%	32.7%	38.1%	-
2014	23.6%	31.2%	32.9%	-
2015	25.7%	28.3%	-	-
2016	24.9%	-	-	-
Average	27.7%	34.2%	36.6%	37.5%

Source: IPEDS

Greensboro College is building intentional student support for the improvement of our graduation rates through the Title III grant and other complimentary efforts.

Other College-Wide interventions include:

- Intrusive measures to increase the number of students of register early
- Layered advising and multiple intrusive interventions for students who receive an early alert
- Individualized support for students on probation
- Academic support program for students identified as academically at-risk during the admissions process
- Deep dive analyses of DFW rates in gateway courses
- Reporting of mid-terms grades
- Increased and targeted communication with students experiencing academic difficulty
- Purchase and implementation of retention software