

## Student Achievement Goals, Thresholds, and Data

### Retention Rates (Goal: 70%, Minimum Threshold: 58%)

The Office of the Registrar and the Office of Institutional Research collect data on the retention rates of freshman returning to the University for the sophomore year. To calculate the freshmen to sophomore retention rate, the cohort listed is the fall semester that students entered the freshman class, and the rate of retention is stated relative to the following fall semester.

Fall 2015 cohort: 66%  
 Fall 2016 cohort: 69%  
 Fall 2017 cohort: 62%  
 Fall 2018 cohort: 61%  
 Fall 2019 cohort: 67%

### Graduation Rates (Goals and Minimum Thresholds in Table for each Category)

Data is collected by the Office of Institutional Research and reported for four-year, six-year, and eight-year graduation rates for bachelor degrees. We report the data based on the IPEDS Outcome Measures Component Summary. Each cohort includes first time and transfer students beginning in summer, fall, or spring of that academic year. Graduation rates are calculated after the 14<sup>th</sup> day census date of each fall semester.

Entering Cohort	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>4 Year Graduation Rate</b> (Goal: 55%; Minimum Threshold: 40%)	48%	54%	37%	26%	32%	40%	41%	30%
<b>6 Year Graduation Rate</b> (Goal: 60%; Minimum Threshold: 45%)	57%	64%	50%	43%	43%	54%		
<b>8 Year Graduation Rate</b> (Goal: 65%; Minimum Threshold: 50%) * Key Completion Indicator for SACSCOC	58%	65%	60%	44%				

Data is also collected by the Office of Institutional Research and reported for two-year and three-year graduation rates for associate degrees. Each cohort includes students who entered the freshman class in the fall of that year.

Entering Cohort	2015	2016	2017	2018
<b>2 Year Graduation Rate</b> (Goal: 45%; Minimum Threshold: 35%)	35%	44%	38%	39%
<b>3 Year Graduation Rate</b> (Goal: 50%; Minimum Threshold: 40%)	49%	55%	47%	

Degrees Conferred (Goal: 700, Minimum Threshold: 500)

Each cohort includes the August, December, and May graduation dates for that academic year.

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	<b>Associate</b>	<b>Bachelor</b>	<b>Undergraduate (Assoc + Bach)</b>	<b>Graduate (Masters)</b>	<b>Total (UG + Grad)</b>
<b>2015-2016</b>	3	355	358	113	471
<b>2016-2017</b>	29	340	369	143	512
<b>2017-2018</b>	107	288	395	136	531
<b>2018-2019</b>	165	274	439	177	616
<b>2019-2020</b>	203	261	464	114	578

Full Time Equivalent (FTE) Enrollment (Goal: 2750, Minimum Threshold: 1650)

The FTE enrollment each fall semester is calculated using the IPEDS formula for converting three part-time students to one full-time student.

Fall 2016: 1663

Fall 2017: 1873

Fall 2018: 1974

Fall 2019: 2104

Fall 2020: 2212

College Navigator

<http://nces.ed.gov/collegenavigator>

Course Completion (Goal: 95%, Minimum Threshold: 90%)

Cumberland University course completion rates are presented in total including undergraduate and graduate courses for the last five years. The completion rates represent the percent of students who completed courses (earning credit) out of the total number of students who attempted the courses. This calculation does not include students who officially withdrew from the course.

2015-2016: 96%

2016-2017: 94%

2017-2018: 93%

2018-2019: 92%

2019-2020: 92%

### Licensing and Certification Examinations

The pass rates are given for the National Council Licensure Examination (NCLEX-RN) for nursing and the ETS Praxis II test required by the state of Tennessee for teacher licensure. A comparison to the state or national average is given for each year.

Official annual pass rates are reported in December for the NCLEX-RN national exam.

<b><i>NCLEX-RN Pass Rates for First-Time Takers (Goal: 95%, Minimum Threshold: 86%)</i></b>		
	<b>Institutional data</b>	<b>National average for BSN</b>
<b>2014</b>	86% of 97 students	81.8%
<b>2015</b>	86% of 101 students	84.5%
<b>2016</b>	81% of 114 students	84.5%
<b>2017</b>	87% of 91 students	87.1%
<b>2018</b>	82% of 112 students	88.3%
<b>2019</b>	93% of 82 students	88.2%
<b>2020</b>	96.5% of 57 students	86.6%

Pass Rates for the Praxis exam are reported in April of the following year.

<b><i>PRAXIS II Pass Rates (Goal: 100%, Minimum Threshold: 90%)</i></b>				
	<b>Number taking assessments</b>	<b>Number passing assessments</b>	<b>Institutional pass rate</b>	<b>Statewide pass rate</b>
<b>2013-2014</b>	30	30	100%	98%
<b>2014-2015</b>	11	11	100%	98%
<b>2015-2016</b>	19	18	95%	98%
<b>2016-2017</b>	22	22	100%	98%
<b>2017-2018</b>	26	26	100%	98%
<b>2018-2019</b>	20	20	100%	98%
<b>2019-2020</b>	20	17	85%	*

\* The statewide Praxis II pass rate has not yet been made available, as of June 7, 2021.

Career Placement Rates (Goal: 85%, Minimum Threshold: 75%)

The Office of Career Services and Internships collects data on graduating students (associate, baccalaureate, and master's degrees) to identify their plans after graduation using a survey administered prior to the commencement ceremony each year. The table below breaks down the post-graduation plans for the last five years with respect to employment and graduate/professional school options. The overall career outcome combines the employment and graduate school data. This data is reported to the Office of Institutional Effectiveness and the Office of Institutional Research for use in responding to external and internal requests for career outcomes and graduate school attendance rates.

<i>Career Outcome Rate Chart</i>						
	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>Total Expected Graduates</b>	486	496	582	591	*	688
<b>Respondents</b> (% of Total Graduates)	341 (70.2%)	332 (66.9%)	170 (29.2%)	218 (36.9%)	*	377 (54.8%)
<b>Employed</b> (% of Respondents)	198 (58.1%)	155 (46.7%)	101 (59.4%)	103 (47.2%)	*	234 (62.1%)
<b>Graduate School</b> (% of Respondents)	70 (20.5%)	62 (18.7%)	39 (22.9%)	53 (24.3%)	*	99 (26.3%)
<b>Other</b> (% of Respondents)	20 (5.9%)	26 (7.8%)	30 (17.6%)	30 (13.8%)	*	45 (11.9%)
<b>Career Outcome</b> (% of Respondents)	<b>78.6%</b>	<b>65.4%</b>	<b>82.35%</b>	<b>71.56%</b>	*	<b>88.3%</b>

\* Due to the COVID-19 pandemic and the subsequent unexpected move to completely virtual coursework in mid-March 2020, surveys of graduating students for 2019-2020 were returned at a very low response-rate and were insufficient to report. Additional efforts to collect responses in October 2020 were not effective.