

NC WESLEYAN UNIVERSITY

Student Achievement and Success Report

2025-26

Revised/Updated 10.2025

North Carolina Wesleyan University (NCWU) monitors student achievement in a variety of ways. Examples include six-year graduation rates, retention from first to second year, preparation for graduate studies and/or employment, success in securing jobs or gaining admittance to graduate school, and outcomes for licensing examinations. Data for each of these are provided in the Student Achievement and Success Report.

In accordance with the SACSCOC policy statement on Institutional Obligations for Public Disclosure and Core Requirement 8.1, NCWU provides and annually updates information regarding its goals for student achievement and the success of students in achieving those goals in the Student Achievement and Success Report, which is publicly posted on the homepage of the NCWU website.

For peer comparison and benchmarking, we use our institutional peer list approved by NCWU's Board of Trustees. The peer list was generated based on several metrics, including institutional characteristics, size of endowment, total undergraduate enrollment, and level of racial diversity. The comparison group includes peers in North Carolina (6) and across the nation (11), for a total of 17 institutions. All rates are derived from data submitted to IPEDS for the current and previous five reporting cycles.

Evaluation Criteria, Goals, and Status Summary Table

Evaluation Criteria	Rationale	Threshold of Acceptability	Goal	Goal Met/Not Met
Six-Year Graduation Rates (SACSCOC Key Student Completion Indicator); First-time, full-time, degree-seeking students	Earning a degree is the primary means by which NCWU fulfills its mission (to prepare students for professional advancement, life-long learning, and responsible participation in their communities) and aligns with the strategic plan.	The graduation rate will meet or exceed 35%, as specified in the NCWU 2020-25 Strategic Plan.	Meet or exceed the weighted mean of NCWU's peer group (a weighted mean of the current year [50%] and the previous five years [50%] of the comparison group).	Not Met

Evaluation Criteria	Rationale	Threshold of Acceptability	Goal	Goal Met/Not Met
Differences in Six-Year Graduation Rates by Race/Ethnicity First-time, full-time degree-seeking students	Earning a degree is the primary means by which NCWU fulfills its mission (to prepare students for professional advancement, life-long learning, and responsible participation in their communities). Racial/ethnic identities should not impact students' likelihood of earning a degree.	The difference in graduation rates between white students and students belonging to underrepresented groups should not be larger than the University's mean difference between these groups for the previous five academic years.	The difference in graduation rates between white students and students belonging to underrepresented groups should be lower than the weighted mean of NCWU's peer group (a weighted mean of the current year [50%] and the previous five years [50%] of the comparison group).	Met
Differences in Six-Year Graduation Rates by Gender First-time, full-time degree-seeking students	Earning a degree is the primary means by which NCWU fulfills its mission (to prepare students for professional advancement, life-long learning, and responsible participation in their communities). Gender identities should not impact students' likelihood of earning a degree.	The difference in graduation rates between male and female students should not be larger than the University's mean difference between these groups for the previous five academic years.	The difference in graduation rates between male and female students should be lower than the weighted mean of NCWU's peer group (a weighted mean of the current year [50%] and the previous five years [50%] of the comparison group).	Not Met
Retention Rate (First to Second Year)	First-to-second year retention rates are a measure of student satisfaction and necessary to meeting graduation rate goals.	Meet or exceed the University's mean for the previous five academic years.	Meet or exceed the average for a comparison group of colleges as selected by the IPEDS Data Center (a weighted mean of the current year [50%] and the previous five years [50%] of the comparison group).	Not Met
Entry Level Course Success Rates (ENG 111 and 112; MAT 111, 113, and 213)	These introductory courses provide students with core skills needed to earn a degree.	Meet or exceed the lowest success rate observed within the previous five academic years.	Meet or exceed the University's mean for the previous five academic years.	English: Partially Met Math: Met

Evaluation Criteria	Rationale	Threshold of Acceptability	Goal	Goal Met/Not Met
Student Preparation for Employment	Preparation for employment helps to fulfill the University's mission to prepare students for professional advancement and responsible participation in their communities.	At least 90% of students report that NCWU prepared them for employment.	Meet or exceed the University's mean for the previous five academic years.	Not Met
Student Preparation for Graduate School	Preparation for graduate school helps to fulfill the University's mission to promote life-long learning.	At least 90% of students report that NCWU prepared them for graduate school.	Meet or exceed the University's mean for the previous five academic years.	Not Met
Placement (Employment or enrollment in a graduate program)	Obtaining employment or enrolling in graduate school helps to fulfill the University's mission to prepare students for professional advancement, life-long learning, and responsible participation in their communities.	Meet or exceed the lowest placement rate observed within the previous five academic years.	Meet or exceed the University's mean for the previous five academic years.	Met
Teacher Education Licensing Examinations	Teacher Education is the only program at NCWU that culminates in a licensing examination. Preparing successful teacher candidates helps to fulfill all three aspects of the University's mission and is a crucial means by which NCWU contributes to the community.	Meet or exceed the lowest observed rate for each metric for the past five years.	Meet or exceed the mean rate for each metric for the past five years.	Met

Evaluation Criteria	Rationale	Threshold of Acceptability	Goal	Goal Met/Not Met
Exercise Science Program Performance (Two-Year Program Graduation Rate, Graduate Class GPA, Placement Rate)	The Exercise Science Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), and the student outcomes are assessed on an ongoing basis to meet the CAAHEP standards and guidelines.	Meet or exceed the lowest observed rate for each metric for the past five years.	Meet or exceed the mean rate for each metric for the past five years.	Partially Met

Six-Year Graduation Rates

Rationale: Earning a degree is the primary means by which the University fulfills its mission to prepare students for professional advancement, life-long learning, and responsible participation in their communities. Graduation rates are also a core component of the strategic plan.

Outcome: NCWU will increase its six-year graduation rate of first-time, full-time, degree-seeking students.

Threshold of Acceptability: The minimum threshold of acceptability is 35%.

Threshold Rationale: This is the baseline goal set by the NCWU's 2020-25 strategic plan.

Goal: The goal is 46.5%.

Goal Rationale: This is the weighted mean graduation rate of the comparison group of NCWU's identified 17 peer colleges and universities as reported to IPEDS in the most recent reporting cycle (weighted 50%) and the previous five reporting cycles (weighted 50%).¹

Data and Methodology: NCWU's six-year graduation rates for first-time, full-time, degree-seeking students are calculated annually by the Office for Institutional Effectiveness and reported to the Integrated Postsecondary Education Data System (IPEDS).

Evaluation of Data: For the 2017 cohort, the six-year graduation rate among first-time, full-time degree-seeking students is 40%. This percentage falls below the goal but is above the threshold of acceptability. This **outcome is not met**.

¹ The mean comparison group graduation rate for the five previous IPEDS reporting cycles (47%) was averaged with the graduation rate in the 2024 IPEDS reporting cycle (46%), to generate this goal ($\frac{47\% + 46\%}{2} = 46.5\%$). This provides a more stable goal from year-to-year, while still providing equal (50%) weight to the current year. All other weighted means below adhere to the same formula.

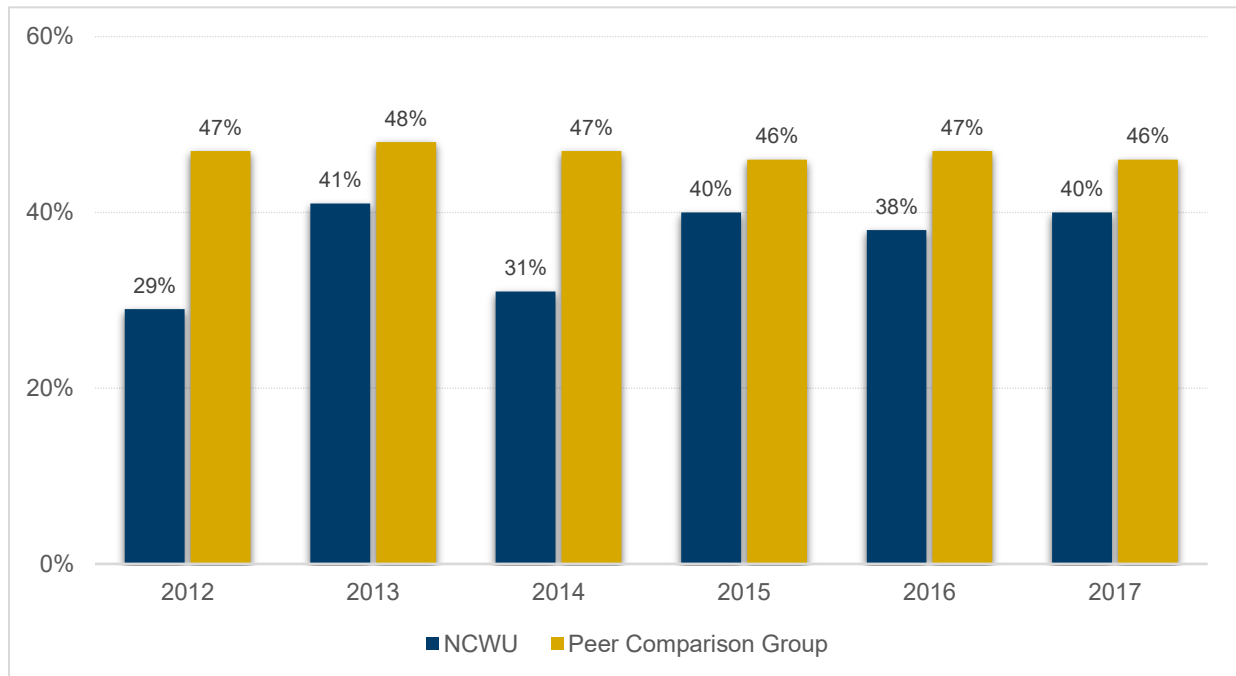


Figure 1. Graduation rates of NCWU and Peer Comparison Group.

Improvement: Continue to monitor data and pursue targeted strategic initiatives to increase the six-year graduation rate.

Analysis of Six-Year Graduation Rates by Race/Ethnicity

Rationale: Earning a degree is the primary means by which the University fulfills its mission to prepare students for professional advancement, life-long learning, and responsible participation in their communities. NCWU strives to ensure that all students, regardless of their racial/ethnic background, successfully complete their degree.

Outcome: NCWU will reduce the difference in graduation rates between white students and students belonging to underrepresented racial/ethnic groups (Black/African American, Hispanic/Latino, Native American, and Native Hawaiian/Pacific Islander).

Threshold of Acceptability: The minimum threshold of acceptability is -28% (this negative value indicates that students from underrepresented groups graduate at a lower rate).

Threshold Rationale: This is the observed difference in rates at NCWU over the previous five academic years.

Goal: The goal is -15.5% (this negative value indicates that students from underrepresented groups graduate at a lower rate).

Goal Rationale: This is the weighted mean of differences in rates for peer institutions as reported to IPEDS in the most recent reporting cycle (weighted 50%) and the previous five reporting cycles (weighted 50%).

Data and Methodology: NCWU's six-year graduation rates for first-time, full-time, degree-seeking students are calculated annually by the Office for Institutional Effectiveness, disaggregated by race, and reported to the Integrated Postsecondary Education Data System (IPEDS).

Evaluation of Data: For the 2017 cohort, the differences in graduation rates between white students and students from underrepresented groups is -6%. This percentage exceeds the goal of -15.5%. **This outcome is met.**

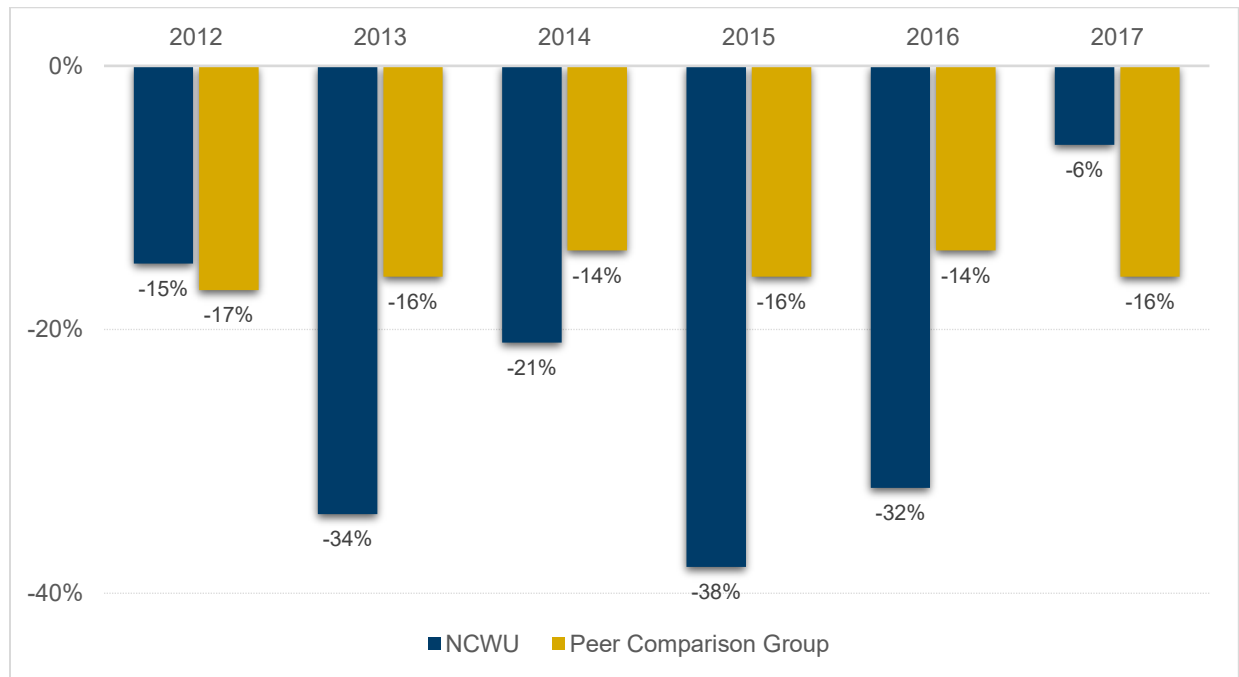


Figure 2. NCWU and Peer Comparison Group differences in Six-Year Graduation Rates between white students and students from underrepresented racial/ethnic groups (negative values indicate that students from underrepresented groups graduate at a lower rate).

Improvement: The University will continue to monitor data pertaining to completion rates and support initiatives to increase the retention and graduation rates of students from underrepresented groups.

Analysis of Six-Year Graduation Rate by Gender

Rationale: Earning a degree is the primary means by which the University fulfills its mission to prepare students for professional advancement, life-long learning, and responsible participation in their communities. NCWU strives to ensure that all students, regardless of their gender identity, successfully complete their degree.

Outcome: NCWU will reduce the difference in graduation rates between male and female students.

Threshold of Acceptability: The goal is 14% (this positive value indicates that female students graduate at a higher rate).

Threshold Rationale: This is the observed difference in rates at NCWU over the previous five academic years.

Goal: The goal is 11% (this positive value indicates that female students graduate at a higher rate).

Goal Rationale: This is the weighted mean of differences in rates for peer institutions as reported to IPEDS in the most recent reporting cycle (weighted 50%) and the previous five reporting cycles (weighted 50%).

Data and Methodology: NCWU's six-year graduation rates for first-time, full-time, degree-seeking students are calculated annually by the Office for Institutional Effectiveness, disaggregated by gender, and reported to the Integrated Postsecondary Education Data System (IPEDS).

Evaluation of Data: For the 2017 cohort, the differences in graduation rates between male and female students is 26%. This percentage falls below the threshold of acceptability of 14% and the goal of 11%. **This outcome is not met.**

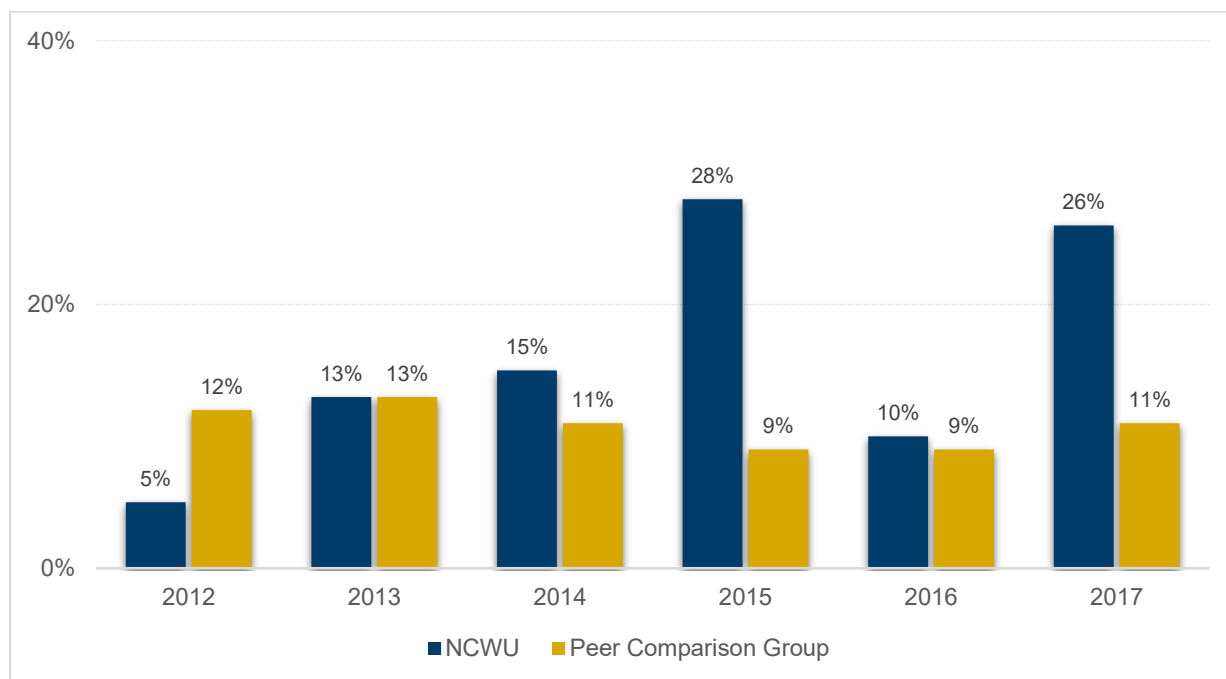


Figure 3. NCWU and Peer Comparison Group differences in Six-Year Graduation Rates between male and female students (positive values indicate that female students graduate at a higher rate).

Improvement: We are pursuing targeted initiatives to increase the graduation rate of male students, particularly male student-athletes. This includes a funded grant from the NCAA to provide an embedded academic support staff member within the athletics department.

Retention Rates

Rationale: First-to-second year retention rates provide an indicator of student satisfaction and preparation for college-level coursework, and are a necessary condition for fulfilling the University's goals for six-year graduation rates.

Outcome: NCWU will increase its first-to-second year retention rate for first-time, full-time, degree-seeking students.

Threshold of Acceptability: The minimum threshold of acceptability is 65%.

Threshold Rationale: This is the average first-to-second-year retention rate for first-time, full-time degree-seeking students during the previous five academic years.

Goal: The goal is 68%.

Goal Rationale: This is the weighted mean of retention rates for peer institutions as reported to IPEDS in the most recent reporting cycle (weighted 50%) and the previous five reporting cycles (weighted 50%).

Data and Methodology: NCWU's first-to-second year retention rates for first-time, full-time, degree-seeking students are calculated annually by the Office for Institutional Effectiveness and reported to the Integrated Postsecondary Education Data System (IPEDS).

Evaluation of Data: For the 2022-23 academic year, first-to-second year retention rate among first-time, full-time degree-seeking students is 65%. This percentage matches the threshold of acceptability at 65% but not the goal of 68%. This **outcome is not met**.

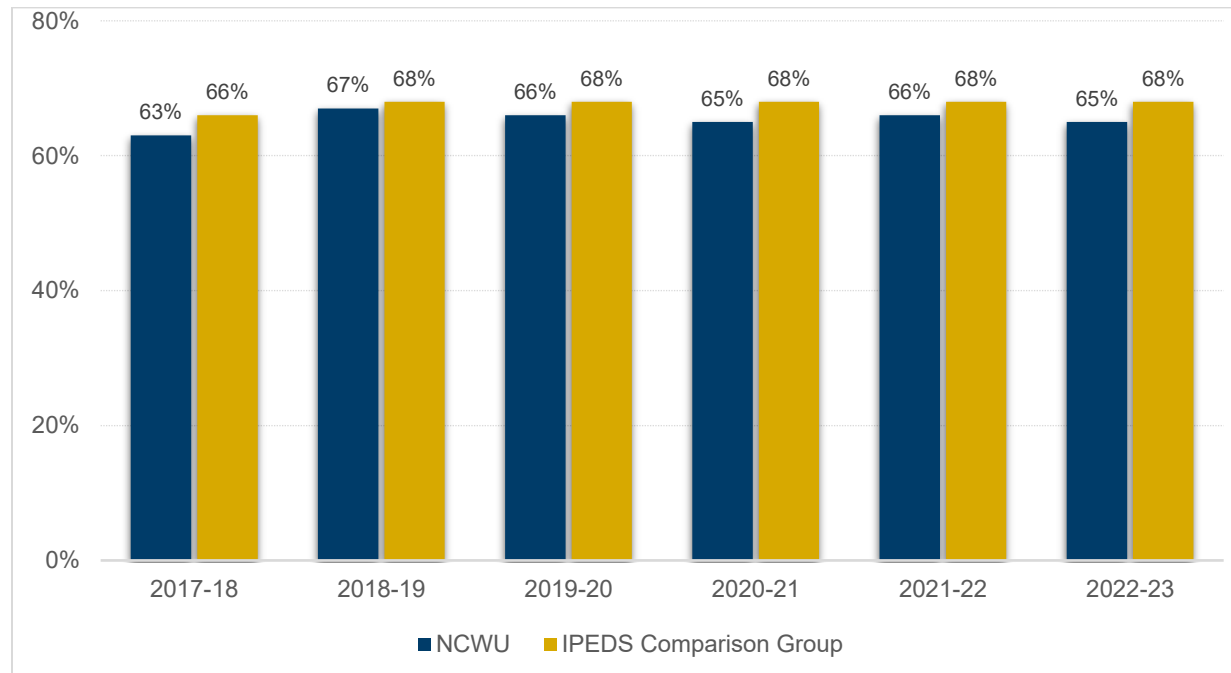


Figure 4. Graduation rates of NCWU and Peer Comparison Group.

Improvement: Continue to monitor data and pursue targeted strategic initiatives to increase the first-to-second year retention rate.

Course Success Rates

Rationale: Successful completion of introductory general education courses provides students with the skills necessary for completion of a degree and supports the mission of North Carolina Wesleyan University to prepare students for professional advancement, life-long learning, and responsible participation in their communities.

English Composition

Outcome: NCWU will increase the rate at which students complete introductory courses in English composition (ENG 111 and 112) with a grade of C or better.

Threshold of Acceptability: ENG 111: 64.89%; ENG 112: 71.31%

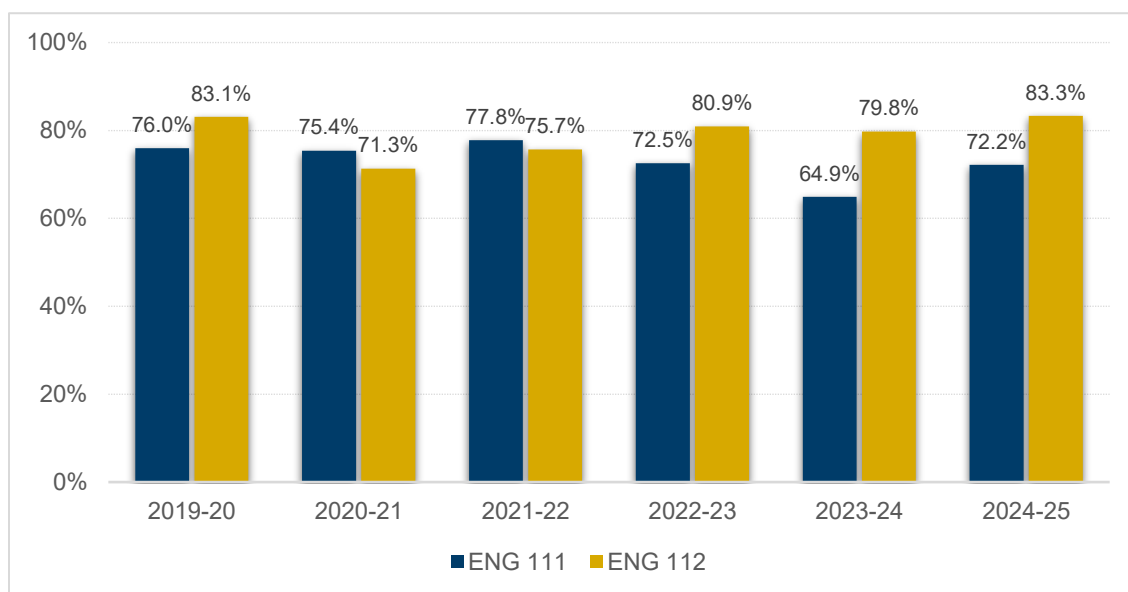
Threshold Rationale: These are the lowest course success rates observed during the previous five academic years (2019-2024).

Goal: ENG 111: 73.31%. ENG 112: 78.17%.

Goal Rationale: These are the mean success rates observed across the previous five academic years (2019-2024).

Data and Methodology: Final course grades were collected from the 2019-20 academic year through the 2024-25 academic year for ENG 111 and 112 by the Office for Institutional Effectiveness. Students must complete both of these courses to satisfy the English Composition general education requirement. The success rate was calculated by dividing the number of students who earned a C or higher in the course by the number of students who attempted the course, expressed as a percentage.

Evaluation of Data: For the 2024-25 academic year, 72.19 % of students in ENG 111 ($N=338$) and 83.34% of students in ENG 112 ($N=293$) earned at least a C or higher. The percentage for ENG 111 exceeds the threshold of acceptability but not the goal, and the percentage for ENG 112 exceeds the threshold of acceptability and the goal. This **outcome is partially met**.



Improvement: The English program adopted an ABCN grading scale beginning with the 2024-25 academic year. Students who receive less than a C receive no credit for the course, but the course also has no impact on student GPA. This grading methodology, along with pedagogical changes, have improved pass rates in the 2024-25 academic year, compared to 2023-24.

Mathematics

Outcome: NCWU will increase the rate at which students complete an introductory course in mathematics (MAT 111, 113, or 213) with a grade of C or better.

Threshold of Acceptability: MAT 111/113: 40.91%; MAT 213: 61.86%

Threshold Rationale: These are the lowest course success rates observed during the previous five academic years (2019-2024).

Goal: MAT 111/113 58.58%; MAT 213: 69.10%.

Figure 1. Percentage of students earning a C or better in ENG 111 and 112 by academic year.

*Note: 2019-20 includes students who earned a P in the course (P/F option offered due to COVID-19 pandemic).

Goal Rationale:
These are
the mean

success rates observed across the previous five academic years (2019-2024).

Data and Methodology: Final course grades were collected from the 2019-20 academic year through the 2024-25 academic year for MAT 111, 113, and 213 by the Office for Institutional Effectiveness. Students may complete any one of these courses to satisfy the mathematics general education requirement, with MAT 213 being required specifically for many majors in the schools of Business, Social Sciences & Education, and Mathematics & Science. Students not in majors requiring MAT 213 typically enroll in MAT 111 or 113, and these two courses were combined when analyzing the data in order to increase the sample size. The success rate was calculated by dividing the number of students who earned a C or higher in the course by the number of students who attempted the course, expressed as a percentage.

Evaluation of Data: For the 2024-25 academic year, 77.48% of students in MAT 111 and 113 ($N=111$) and 75.92% of students in MAT 213 ($N=353$) earned at least a C or higher. The percentage for MAT 111 and 113 exceeds the threshold of acceptability and the goal. The percentage for MAT 213 exceeds the threshold of acceptability and the goal. This **outcome is met**.

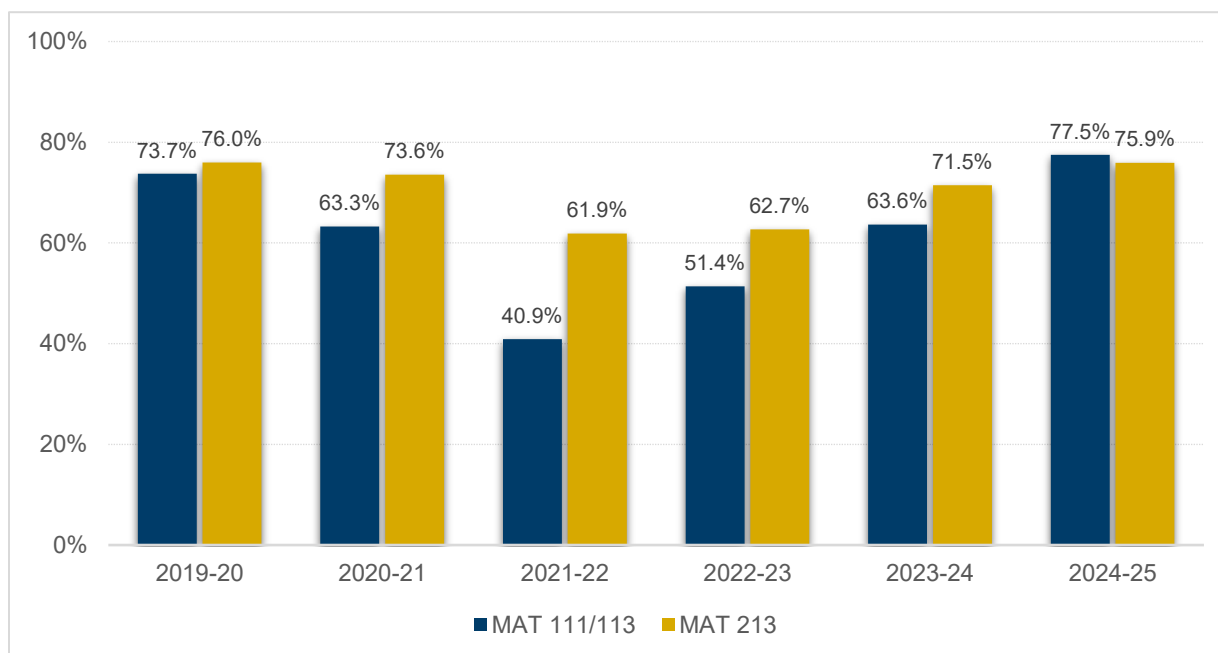


Figure 2. Percentage of students earning a C or better in MAT 111/113 and MAT 213 by academic year.

*Note: 2019-20 includes students who earned a P in the course (P/F option offered due to COVID-19 pandemic).

Improvement: Continue to monitor and analyze data.

Student Preparation for Employment

Rationale: Preparation for employment helps to fulfill the University's mission to prepare students for professional advancement and responsible participation in their communities. While an indirect measure of employment preparation, this survey item provides an important indicator of student satisfaction with their education at NCWU.

Outcome: NCWU will ensure that its graduates feel prepared for employment.

Threshold of Acceptability: The minimum threshold of acceptability is 90%.

Threshold Rationale: Based on an analysis of historical data, a vast majority of students (>90%) feel prepared for employment. Due to minor fluctuations and a potential ceiling effect, the minimum threshold will be set at 90%.

Goal: The goal is 96%.

Goal Rationale: This is the average percentage of students who feel prepared for employment for the previous five academic years.

Data and Methodology: Students applying for graduation are required to complete the NCWU Graduation Survey, which includes items measuring students' preparation for employment. While this is self-reported data, and likely skews in a positive direction, it allows us to monitor trends over time. Students are asked whether NCWU prepared them for employment. Those answering at least

“somewhat” (“somewhat,” “quite a bit,” or “a great deal”) are combined and compared against those who reported that NCWU prepared them “not at all” or “very little” for employment.

Evaluation of Data: Among 2024-25 graduates, 94% ($N=397$) of those surveyed reported that they felt NCWU prepared them for employment, exceeding the threshold of acceptability (90%) but falling short of the goal (96%). This **outcome is not met**.

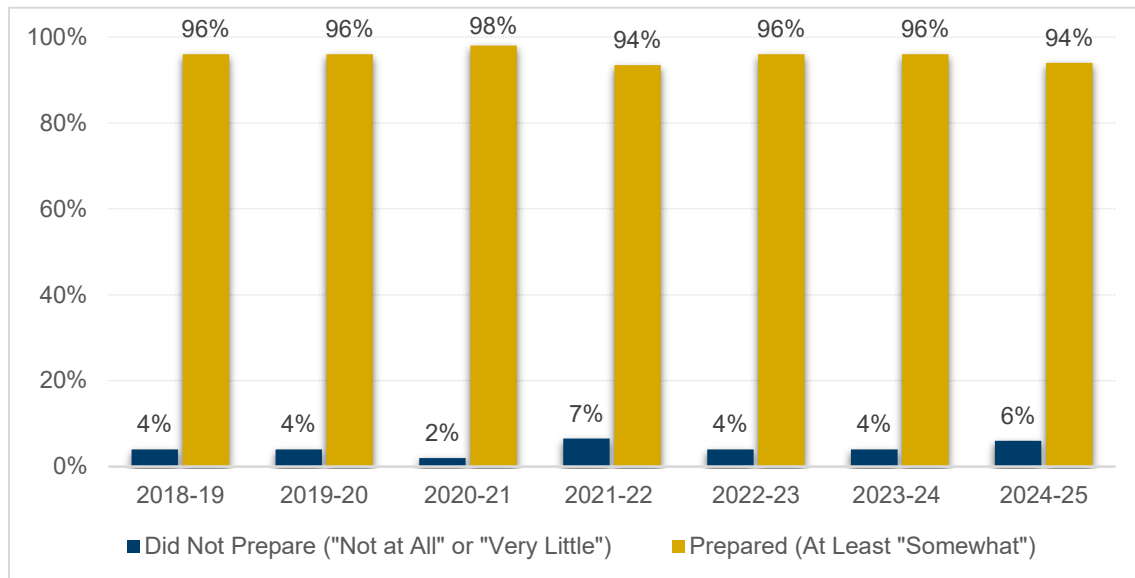


Figure 3. Students Self-Reported Preparation for Employment.

Improvement: We will continue to monitor data to determine if this is a trend or merely a small, acute deviation and/or a statistical artifact.

Student Preparation for Graduate School

Rationale: Preparation for graduate school helps to fulfill the University’s mission to promote life-long learning. While an indirect measure of graduate school preparation, this survey item provides an important indicator of student satisfaction with their education at NCWU.

Outcome: NCWU will ensure that its graduates feel prepared for graduate school.

Threshold of Acceptability: The minimum threshold of acceptability is 90%.

Threshold Rationale: Based on an analysis of historical data, a vast majority of students (>90%) feel prepared for employment. Due to minor fluctuations and a potential ceiling effect, the minimum threshold will be set at 90%.

Goal: The goal is 96%.

Goal Rationale: This is the average percentage of students who feel prepared for employment for the previous five academic years.

Data and Methodology: Students applying for graduation are required to complete the NCWU Graduation Survey, which includes items measuring students' preparation for graduate school. While this is self-reported data, and likely skews in a positive direction, it allows us to monitor trends over time. Students are asked whether NCWU prepared them for employment. Those answering at least "somewhat" ("somewhat," "quite a bit," or "a great deal") are combined and compared against those who reported that NCWU prepared them "not at all" or "very little" for graduate school.

Evaluation of Data: Among 2024-25 graduates, 92% of those surveyed reported that they felt NCWU prepared them for graduate school, exceeding the threshold of acceptability (90%) and the goal (95%). This **outcome is not met**.

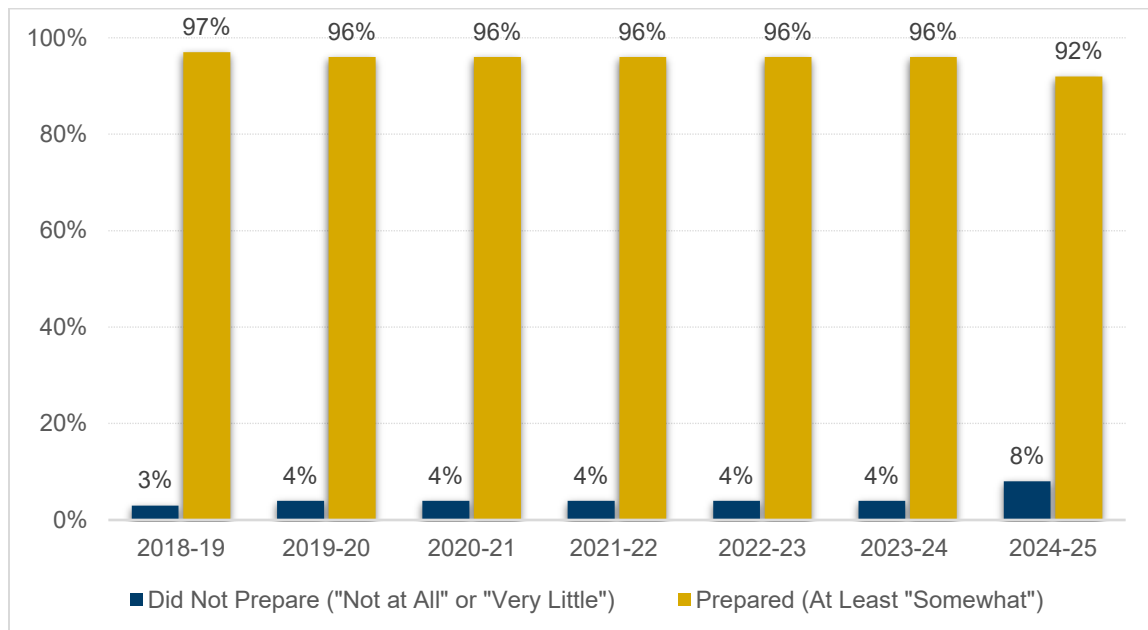


Figure 4. Students Self-Reported Preparation for Graduate School.

Improvement: We will continue to monitor data to determine if this is a trend or merely a small, acute deviation and/or a statistical artifact.

Placement Rates

Rationale: Obtaining employment or enrolling in graduate school helps to fulfill the University's mission to prepare students for professional advancement, life-long learning, and responsible participation in their communities.

Outcome: NCWU will increase the percentage of students who obtain full-time employment or enroll in graduate school within three months of graduation.

Threshold of Acceptability: The minimum threshold of acceptability is 65%.

Threshold Rationale: Based on an analysis of historical data, this is the lowest observed placement rate for which there is complete data.

Goal: The goal is 72%.

Goal Rationale: This is the average percentage of students who report that they are employed or will have employment within three months of graduation for the previous five academic years.

Data and Methodology: Students applying for graduation are required to complete the NCWU Graduation Survey, which includes items asking if students are currently employed in a full-time job and, if not, if they have secured full-time employment beginning within three months of their graduation date. The placement rate is calculated by dividing the number of students who have or will have obtained full-time employment by the total number of students who completed the survey.

Evaluation of Data: For 2024-25 graduates, the placement rate is 78%. This exceeds the threshold of acceptability (65%) and the goal (72%). This **outcome is met**.

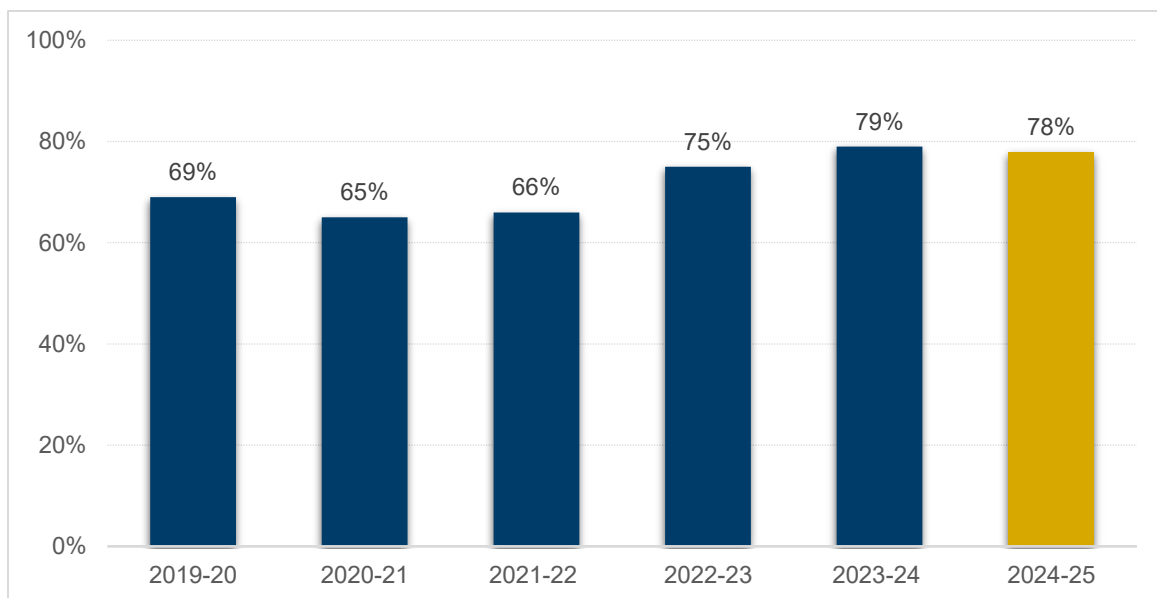


Figure 5. Placement Rates of NCWU Students by Graduation Date

Improvement: Continue to monitor data.

Teacher Education Licensing Examinations

Outcome: The Teacher Education program will increase its students' pass rates on state licensure exams, GPA of program completers, and graduation rates.

Thresholds of Acceptability: 62% mean pass rate on exams, 90% two-year graduation rate, 3.58 program completer GPA.

Thresholds Rationale: The mean pass rate and the program completer GPA are the lowest observed values for these metrics over the previous five years. Given that the graduation rate has been at 100% for the previous five years, 90% was chosen as a floor threshold to allow for minor variation.

Goals: 78.5% mean pass rate on exams, 100% two-year graduation rate, 3.65 program completer GPA.

Goals Rationale: These are the mean scores for these metrics over the previous five academic years.

Data and Methodology: Program data was collected by the Director of Teacher Education for the 2018-19 through 2023-24 academic years. The 2023-24 cohort was compared against the previous cohorts. In calculating pass rates on exams, the pass rate is calculated across all exams completed in that academic year (not all exams are taken by students each year).

Evaluation of Data: For the 2023-24 cohort, the mean exam pass rate was 91.5%, the graduation rate was 100%, and the graduate class GPA was 3.76. The mean exam pass rate, graduation rate, and program completer GPA meet or exceed the thresholds of acceptability and goals. This **outcome is met**.

Table 1. Teacher Education Program Data 2016-22

ACADEMIC YEAR 2023-24	
State Licensure Exams Pass Rate by Tests Taken	
• Elementary Pearson Exams	66%
• Special Education PRAXIS II	100%
• Middle Grades PRAXIS II	N/A
• Secondary PRAXIS II	100%
PRAXIS Performance Assessment for Teachers (PPAT) Pass	100%
Average GPA of Program Completers	3.76
Graduation Rates	100%
ACADEMIC YEAR 2022-23	
State Licensure Exams Pass Rate by Tests Taken	
• Elementary Pearson Exams	61%
• Special Education PRAXIS II	100%
• Middle Grades PRAXIS II	50%
• Secondary PRAXIS II	100%
PRAXIS Performance Assessment for Teachers (PPAT) Pass	95%
Average GPA of Program Completers	3.58
Graduation Rates	100%
ACADEMIC YEAR 2021-22	
State Licensure Exams Pass Rate by Tests Taken	
• Elementary Pearson Exams	30%
• Special Education PRAXIS II	100%
• Middle Grades PRAXIS II	20%
• Secondary PRAXIS II	60%
PRAXIS Performance Assessment for Teachers (PPAT) Pass	100%
Average GPA of Program Completers	3.69
Graduation Rates	100%
ACADEMIC YEAR 2020-21	
State Licensure Exams Pass Rate by Tests Taken	
• Elementary Pearson Exams	35%

• Special Education PRAXIS II	100%
• Middle Grades PRAXIS II	33%
• Secondary PRAXIS II	75%
PRAXIS Performance Assessment for Teachers (PPAT) Pass	100%
Average GPA of Program Completers	3.65
Graduation Rates	100%
ACADEMIC YEAR 2019-20	
State Licensure Exams Pass Rate by Tests Taken	
• Elementary Pearson Exams	60%
• Special Education PRAXIS II	100%
PRAXIS Performance Assessment for Teachers (PPAT) Pass	100%
Average GPA of Program Completers	3.65
Graduation Rates	100%
ACADEMIC YEAR 2018-2019	
State Licensure Exams Pass Rate by Tests Taken	
• Elementary Pearson Exams	84%
• Special Education PRAXIS II	100%
PRAXIS Performance Assessment for Teachers (PPAT) Pass	100%
Average GPA of Program Completers	3.67
Graduation Rates	100%

Improvement: While we continue to use 240 Tutoring and Kahn Academy for test preparation, we also ordered a new cohort of study materials for the library. Students are able to check these items out for a four-week time period.

Additionally, we have strategically worked to utilize the writing center to aid our students for PPAT completion. Unfortunately, we have had two cases of students misrepresenting their work with the portfolio and they have had to resubmit their work for licensure.

Exercise Science Performance Summary

On 11 January 2018, NCWU's Exercise Science Program received accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the largest external programmatic accrediting body of the health sciences professions. Recognized by the Council for Higher Education Accreditation (CHEA), CAAHEP reviews and accredits over 2,100 educational programs in thirty health science occupations. These programs are assessed on an ongoing basis to maintain the standards and guidelines of the specific profession.

Outcome: The Exercise Science Program will increase its two-year graduation rate, graduate class GPA, and placement rates (employment or graduate education) of its students.

Thresholds of Acceptability: 76% two-year graduation rate, 2.89 graduate class GPA, 67% placement rate.

Thresholds Rationale: These are the lowest observed values for the previous five academic years for which data is available.

Goals: 93% two-year graduation rate, 3.18 graduate class GPA, 75% placement rate.

Goals Rationale: These are the mean scores for these metrics over the previous five academic years for which data is available.

Data and Methodology: Program data was collected by the Exercise Science Program Coordinator for the 2017-18 through 2024-25 academic years. For graduation rates and graduate class GPA, there is a lag of one year, therefore the 2023-24 cohort is analyzed. For placement rates, there is a lag of two years, resulting in analysis of the 2022-23 cohort.

Evaluation of Data: For the 2023-24 cohort, the two-year graduation rate was 71%, with a graduate class GPA of 3.44. For the 2022-23 cohort, the placement rate was 80%. The two-year graduation rate fell below the threshold and goal. The graduate class GPA exceeded the threshold and goal. Finally, the placement rate exceeded the threshold and goal. This **outcome is partially met**.

Table 2. Exercise Science Program Data 2017-25

Year of admission	Admitted	Remained	Graduated	Two-Year Graduation Rate (%)	Graduate Class GPA	Placement Survey Responses (N) ²	Placement Rate (%)
2017-18	13	12	12	92%	3.09	9	67%
2018-2019	10	9	8	80%	3.13	7	71%
2019-2020	21	19	16	76%	3.12	10	80%
2020-2021	14	12	14*	100%	3.38	11	73%
2021-2022	16	15	15 [†]	94%	3.37	12	83%
2022-2023	8	7	9	113%	2.89	5	80%
2023-2024	14	14	10	71%	3.44	TBD	TBD
2024-2025	12	12	TBD	TBD	TBD	TBD	TBD

*Due to circumstances related to COVID-19, two students originally in the 2019-20 cohort were reclassified to the 2020-21 cohort.

[†]Two students originally in the 2020-21 cohort were reclassified to the 2021-22 cohort.

Improvement: As we do every year, both in and out of class, program faculty discuss plans with students after graduation. We strongly encourage our students to stay the course and pursue certification by either the American College of Sports Medicine (ACSM) or other National Commission for Certifying Agencies (NCCA Accredited Certifications), and to consider pursuing graduate studies.

² The placement survey is sent approximately one year post-graduation, therefore data is not included for the present and immediately prior academic years.