



Office of Institutional Effectiveness and Research  
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## Student Achievement Data

Regularly ranked a  
**BEST SOUTHEASTERN COLLEGE**  
by the *Princeton Review*

- 2018 Alpha Chi National Champions President's Cup Winner for Outstanding Chapter
- Best National Universities - *Washington Monthly College Guide*
- Top 50 Colleges & Universities Exceeding Expectations - *Christian Universities Online*
- Best Regional Colleges - *U.S. News and World Report*
- 50 Most Affordable Colleges & Universities - *Christian Universities Online*
- Safest Colleges in Georgia - *Backgroundchecks.org*
- 25 Most Beautiful Colleges & Universities in the South - *Christian Universities Online*
- 25 Best Christian Colleges & Universities in the South - *Christian Universities Online*
- Top 10 Best Colleges for Nursing Majors in Georgia - *Zippia*

Founded in 1873, Shorter University is a Christ-centered, four-year liberal arts university committed to excellence in education. *U.S. News & World Report* and *The Princeton Review* annually include Shorter on their lists of best Southeastern Colleges. The university offers traditional bachelor's degrees in 40 areas of study, online courses and degree programs, undergraduate programs for working adults, associate's, and master's programs.

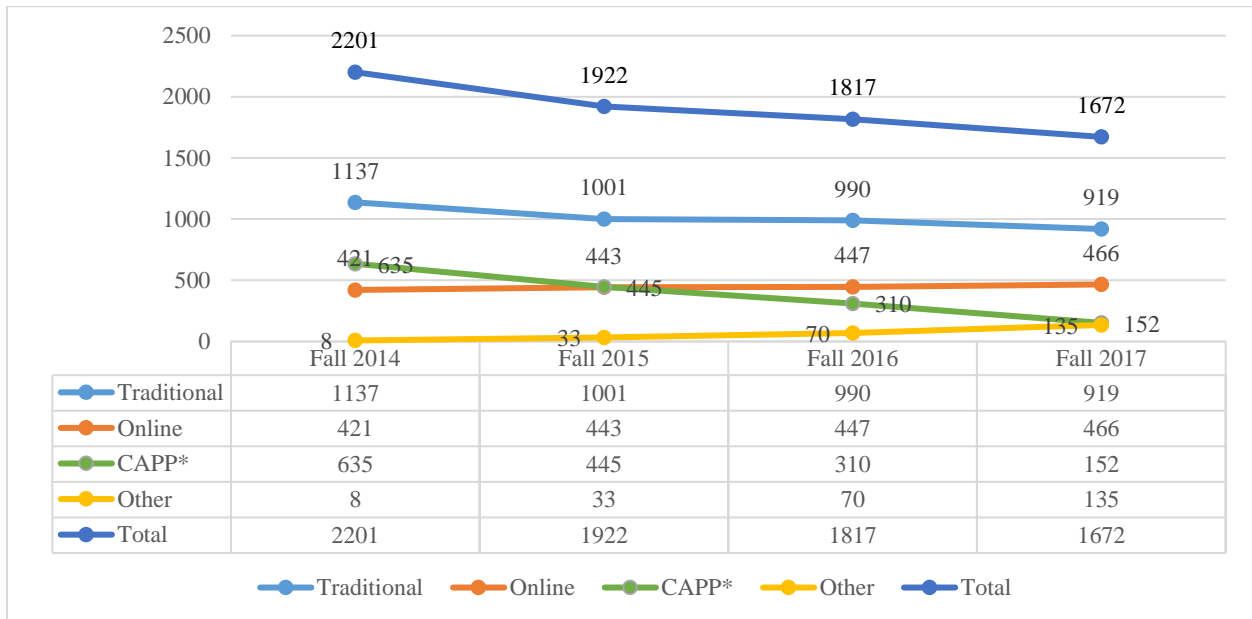
## Rationale

Shorter University evaluates student achievement to fulfill our mission of “Advancing God’s Kingdom through a commitment to academic excellence, spiritual growth, Christian leadership, and global service within the context of a biblical worldview.” In order to show student success consistent with our mission, we use metrics such as enrollment data, retention rates, course completion/graduation rates, job placement rates, licensure rates, course survey results, and other measures as appropriate.

### Measure I: Enrollment Data

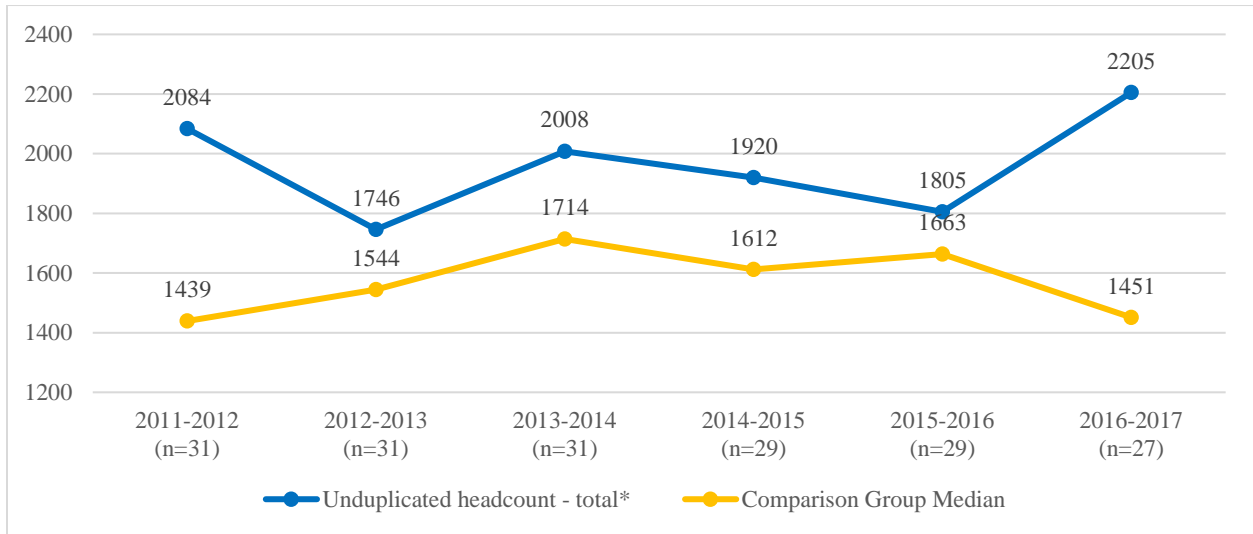
Student enrollment data is used to evaluate success and to identify trends in growth/decline. The charts below show enrollment data for 2014-2017 and 12-month unduplicated headcounts for 2012-2017.

**Annual Enrollment Data, Fall 2014 – Fall 2017**



\*College of Adult and Professional Programs; Source: Office of Institutional Effectiveness and Research

## Unduplicated 12-month Headcount of All Students, 2012-2017 Academic Years



\*Total headcount includes online students. Sources: See individual graphs in IPEDS Data Feedback Reports: [2013 IPEDS DFR Figure 2](#), [2014 IPEDS DFR Figure 2](#), [2015 IPEDS DFR Figure 4](#), [2016 IPEDS DFR Figure 4](#), [2017 IPEDS DFR Figure 4](#), [2018 IPEDS DFR Figure 4](#)

### Analysis

Although annual enrollment data chart, Fall 2014 – Fall 2017, showed a decline in numbers for the traditional program and a slight increase for the online program, the 12-month unduplicated headcount chart of all students showed a significant increase for the 2016-2017 academic year. The 12-month unduplicated headcount also exceeded the numbers of our peer institutions for 6 years in a row.

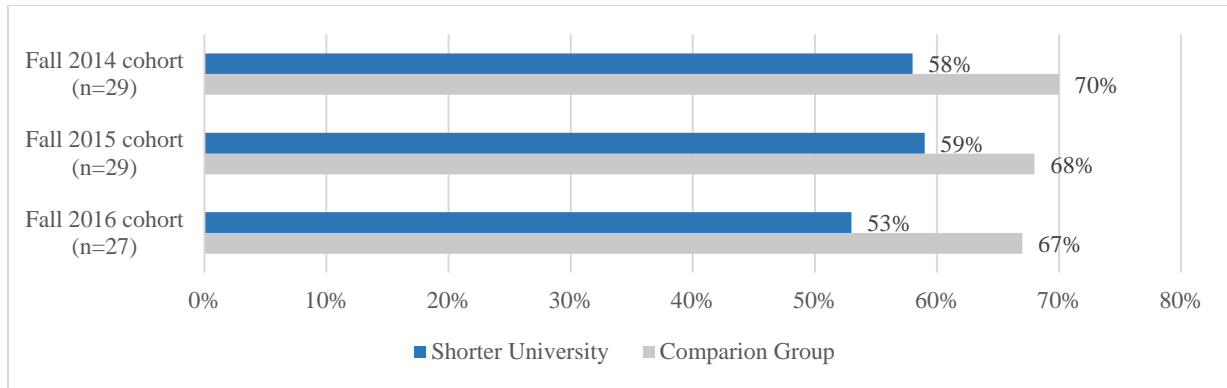
### Goal

Shorter University’s enrollment goal is to remain competitive with peer institutions in order to demonstrate the viability and value of our programs.

## Measure II: Retention Rates

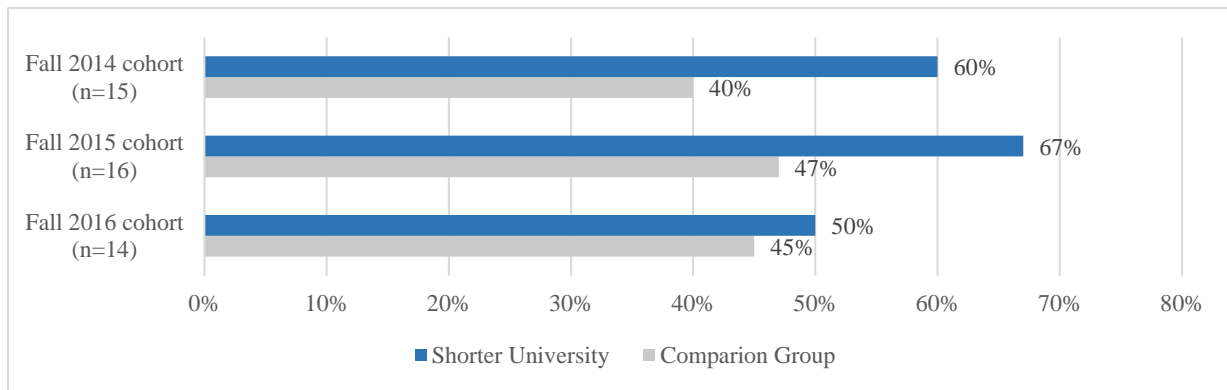
The data displayed in the retention rate charts below come from IPEDS reporting and shows full-time and part-time retention data from 2014 to 2016 for both traditional and CAPP students (note: no data is available from IPEDS concerning CAPP part-time retention).

### Traditional Full-time First-Year Retention Rates



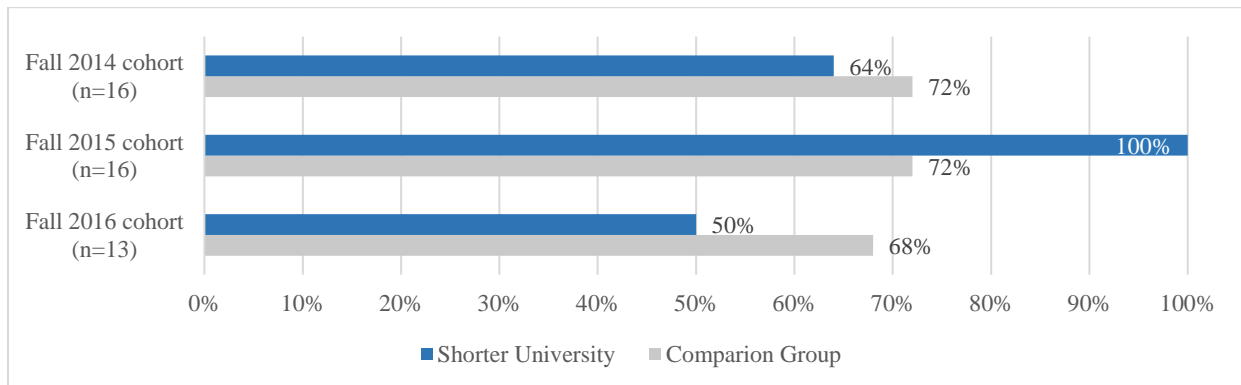
Sources: See individual graphs in IPEDS Data Feedback Reports: [2016 IPEDS DFR Figure 12](#), [2017 IPEDS DFR Figure 12](#), [2018 IPEDS DFR Figure 12](#)

### Traditional Part-time First-Year Retention Rates



Sources: See individual graphs in IPEDS Data Feedback Reports: [2016 IPEDS DFR Figure 12](#), [2017 IPEDS DFR Figure 12](#), [2018 IPEDS DFR Figure 12](#)

### CAPP Full-time First-Year Retention Rates



Sources: See individual graphs in IPEDS Data Feedback Reports: [2016 IPEDS DFR Figure 12](#), [2017 IPEDS DFR Figure 12](#), [2018 IPEDS DFR Figure 12](#)

## Analysis

Although retention rates have decreased from the 2014 cohort to the 2016 cohort for both the traditional and CAPP programs, Shorter University is actively addressing these trends. Retention rates are expected to rise as a result of a campus-wide campaign lead by the Office of Student Engagement and Success (SES) and the Retention Taskforce.

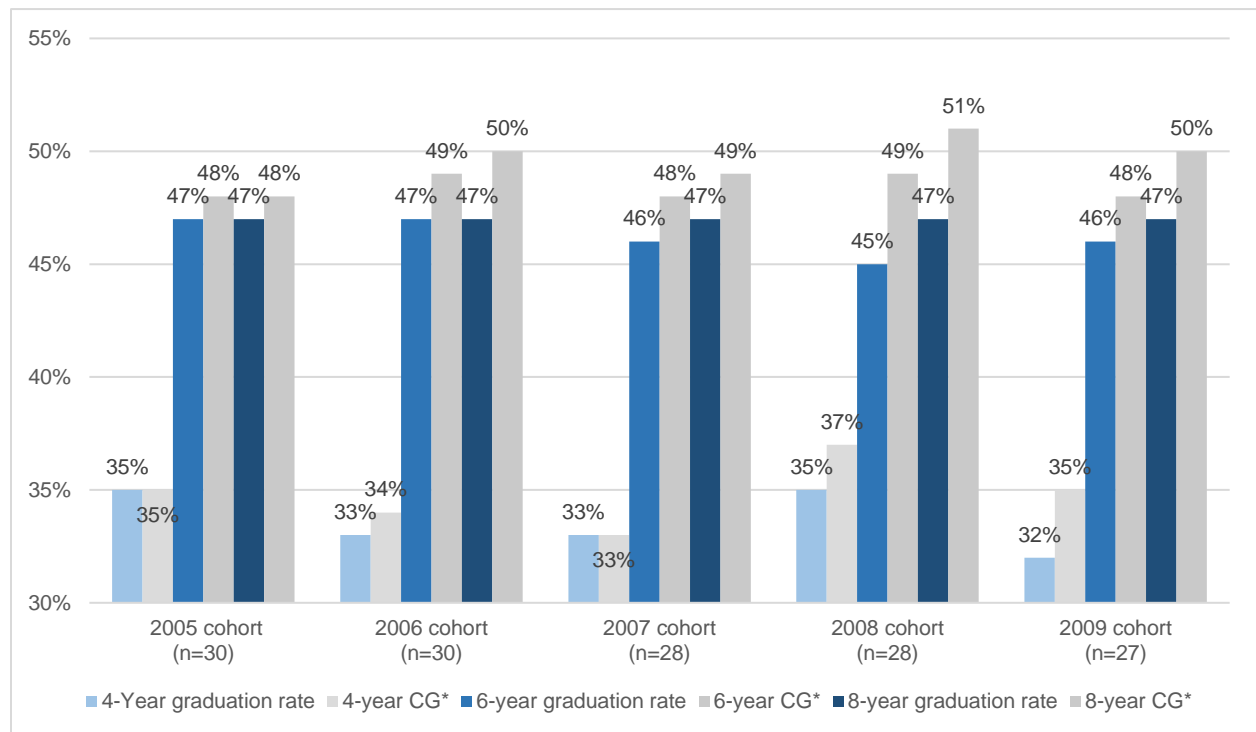
## Goal

Shorter University's retention rate goal is to remain competitive with peer institutions in order to demonstrate the viability and value of our programs.

### Measure III: Course Completion/Graduation Rates

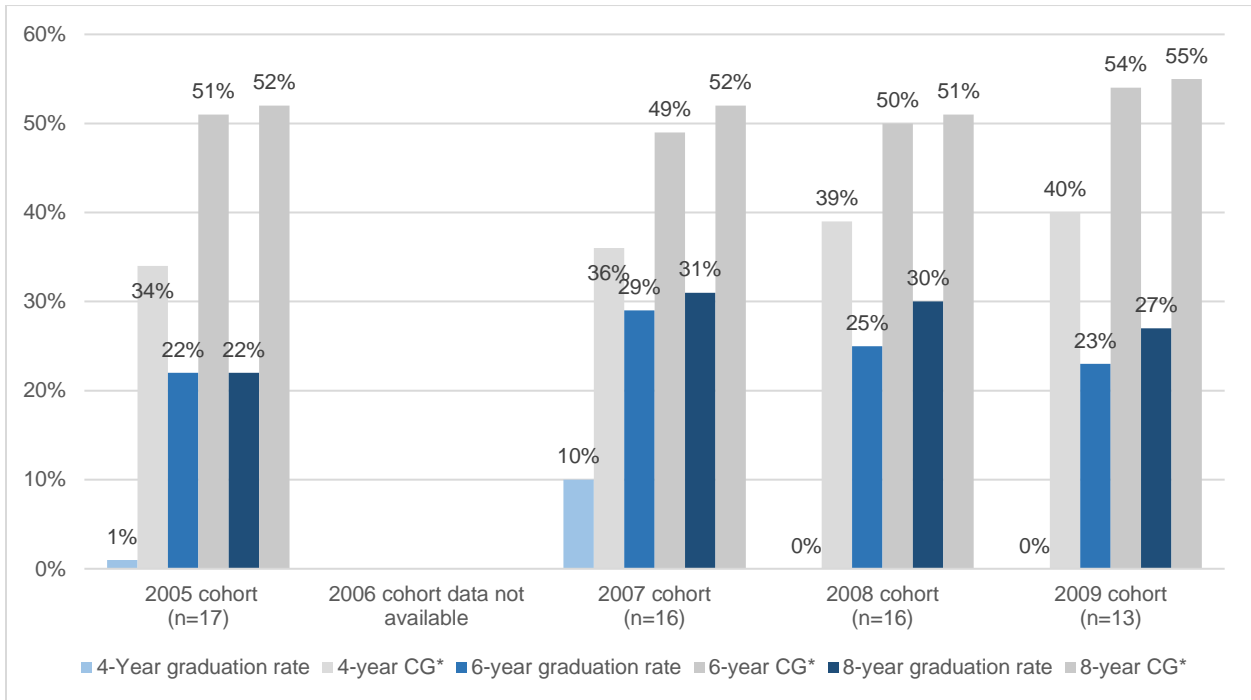
In addition to enrollment and retention data, graduation rates are used to evaluate success. The charts below show the graduation rates for the traditional program and the CAPP program as well as the number of degrees awarded by Shorter University.

#### Traditional Graduation Rates



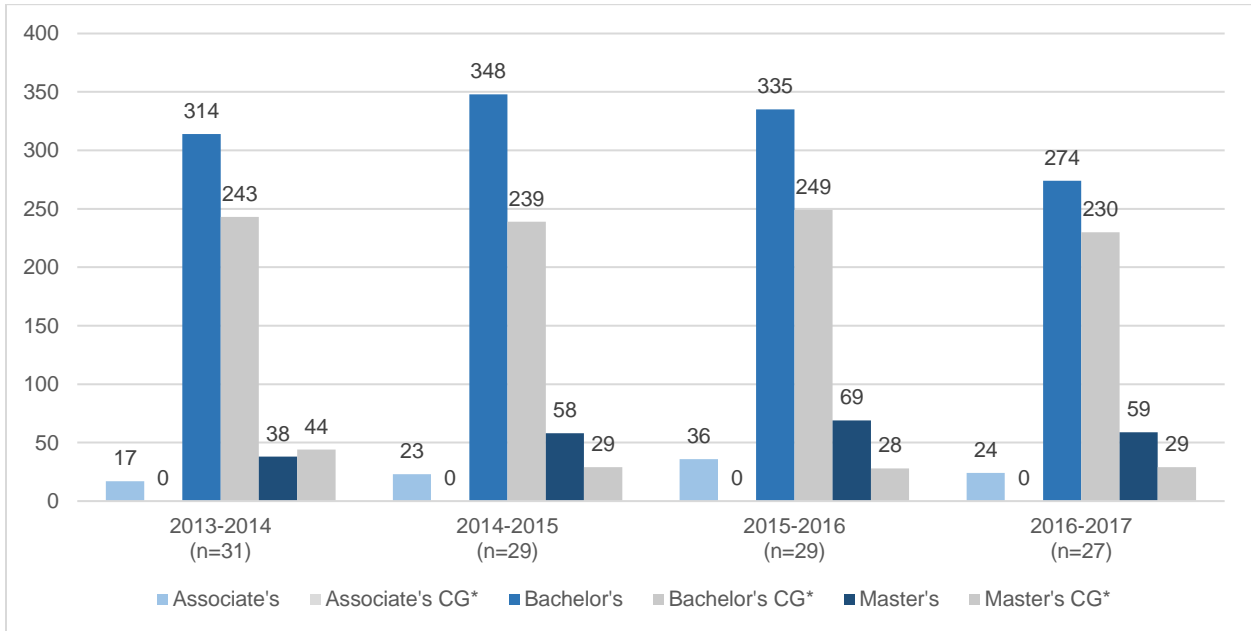
\*CG = "Comparison Group"; Sources: See individual graphs in IPEDS Data Feedback Reports: [2014 IPEDS DFR Figure 11](#), [2015 IPEDS DFR Figure 13](#), [2016 IPEDS DFR Figure 14](#), [2017 IPEDS DFR Figure 14](#), [2018 IPEDS DRF Figure 16](#)

## CAPP Graduation Rates



Sources: See individual graphs in IPEDS Data Feedback Reports: [2014 IPEDS CAPP DFR](#), [2016 IPEDS CAPP DFR](#), [2017 IPEDS CAPP DFR](#) Figure 14, [2018 IPEDS CAPP DFR](#) Figure 16

## Degrees Awarded at Shorter University



\*CG = "Comparison Group"; Sources: See individual graphs in IPEDS Data Feedback Reports: [2015 IPEDS DFR](#) Figure 5, [2016 IPEDS DFR](#) Figure 5, [2017 IPEDS DFR](#) Figure 5, [2018 IPEDS DFR](#) Figure 5

## **Analysis**

Shorter University evaluates its success in terms of graduation rates compared to peer institutions. The data demonstrate that time to degree completion at Shorter University for the traditional program is statistically consistent with institutions in the comparison group. Note that the decline in retention rates mentioned above has not had a negative impact on the traditional graduation rate, which has remained consistent and competitive with the comparison group. The CAPP graduation rate has increased since 2014 (2005 cohort).

Overall, the degrees awarded have increased in terms of total Associate's and Master's degrees awarded, and remained fairly consistent for Bachelor's degrees. The number of Bachelor's degrees awarded has exceeded that of comparison group for four consecutive years.

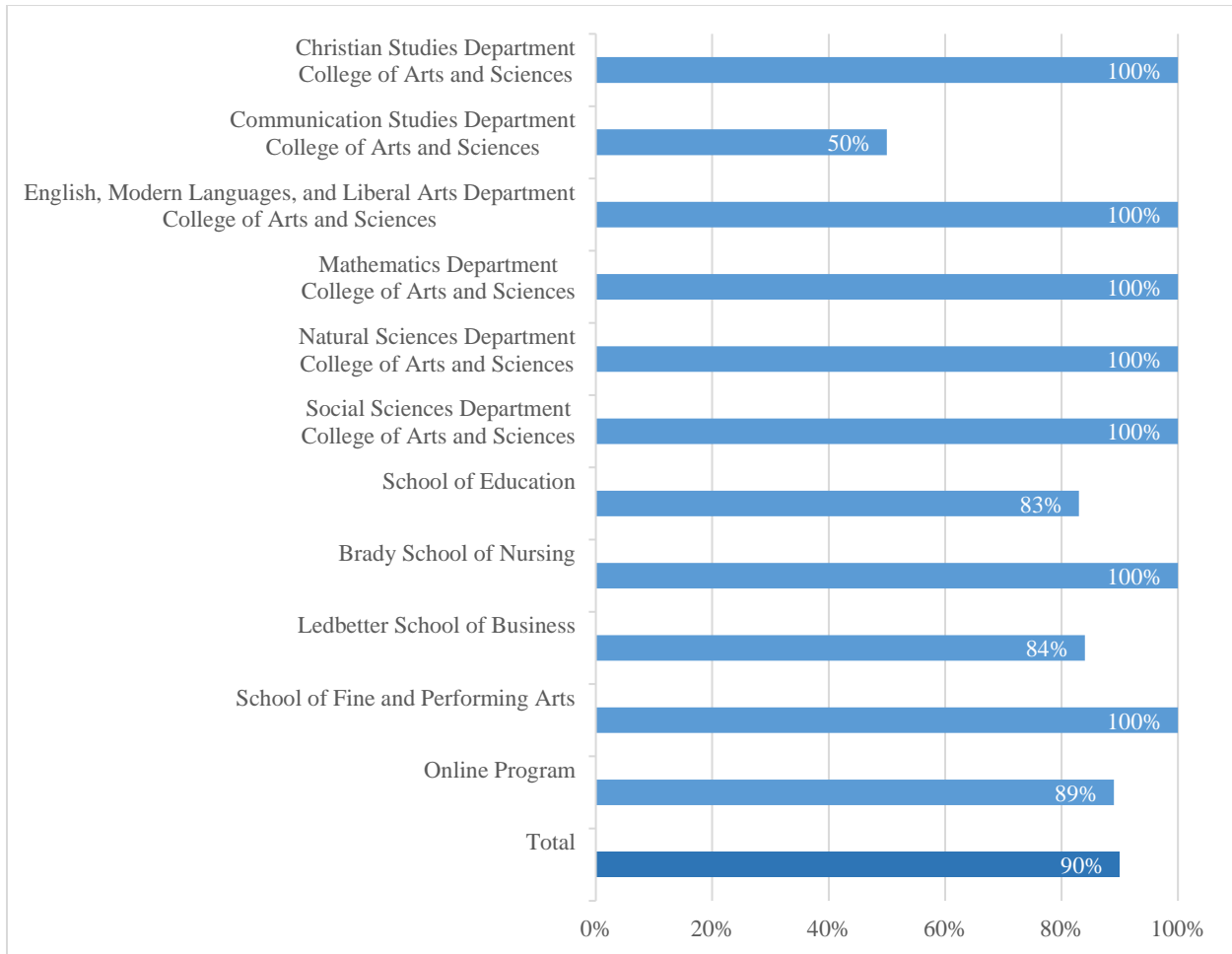
## **Goal**

Shorter University's goal for graduation rate is to remain competitive with peer institutions in order to demonstrate our commitment to academic excellence, Christian leadership, and increased potential for global service.

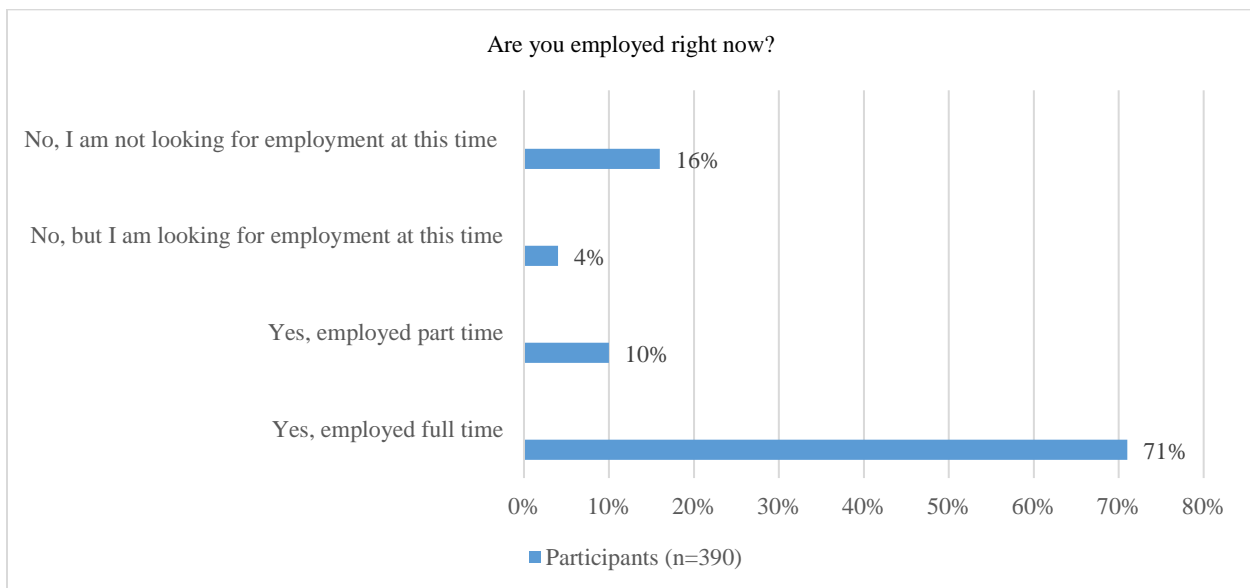
### **Measure IV: Job Placement and Graduate School Acceptance Rates**

Another indicator of student achievement is job placement rates and graduate school acceptance rates. The chart below shows the percent of Spring 2017 graduates who responded to the graduate surveys that are employed or attending graduate school. These surveys were administered by individual schools and departments of Shorter University. The charts for "Employment Survey Question Results" and "Current Position Survey Question Results" show results from the Spring 2017 graduate survey administered by the Advancement and Alumni office.

## Percent of Graduates Employed or in Graduate School, 2017

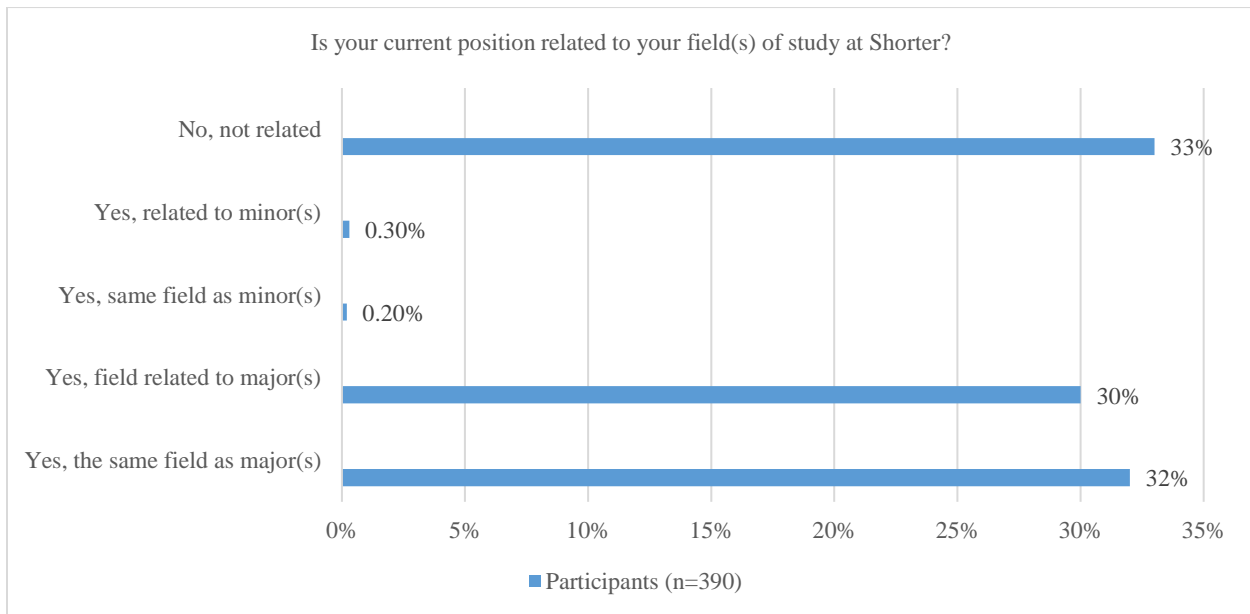


## Employment Survey Question Results





## Current Position Survey Question Results



### Analysis

Several department within the College of Arts and Sciences show 100% of their responding graduates as employed or in graduate school: Christian Studies, English, Modern Languages, and Liberal Arts, Mathematics, Natural Sciences, Social Sciences. Two schools show 100% of their responding graduates as employed or in graduate school: Brady School of Nursing and the School of Fine and Performing Arts. (Some respondents were both employed and in grad school.)

The eighty-one percent employment rate (part-time and full-time) for responding Shorter University graduates, as displayed in the “Employment Survey Question Results” chart, is significantly higher than the 72% overall employment rate published by the [National Center for Education Statistics](#).

Survey results in the “Current Position Survey Question Results” chart show that over 62% of responding graduates are employed in fields directly related to their major and/or minor degree programs. The high percentage of graduates employed or in graduate school shows the relevance of our degree programs for meeting the needs of contemporary marketplace.

### Goal

Shorter University’s goal in job placement and graduate school acceptance is to have 100% of graduates employed or in graduate school within a year of graduation over the next 5 years in order to demonstrate our commitment to our mission of advancing God’s kingdom through academic excellence.

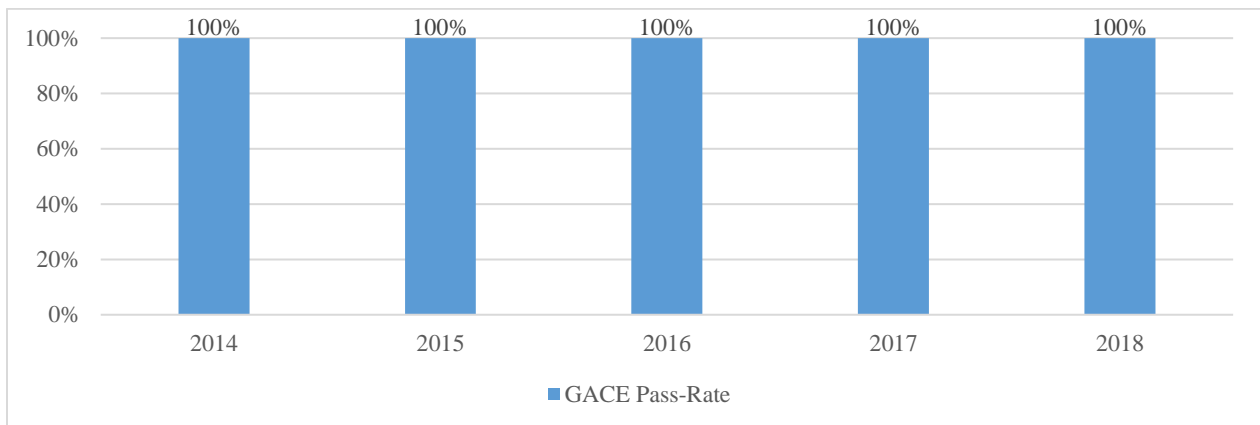
## **Measure V: Licensing or Certification Examinations**

Shorter University programs prepare students to pass state and/or national licensure and certification programs. The various licensure or certification agencies set benchmarks for their respective fields. These metrics are appropriate for the university to measure student achievement. The schools of Education, Nursing, and Business monitor student pass rates carefully to measure student achievement for both program improvement and professional accreditation.

### ***A. School of Education***

In order to be a certified teacher in Georgia, a student must pass the Georgia Assessments for the Certification of Educators (GACE) II Content Area Assessment.

**GACE Pass Rate**



### **Analysis**

The School of Education has maintained a 100% pass rate for 2014-2018. The 100% pass rate meets the School of Education's program outcome for ECE/SPED. Additionally, for 2017 the School of Education held a 100% first-time pass rate in all educational programs on the edTPA, a performance based portfolio submitted by all candidates while student teaching, exceeding passing scores set by Georgia Professional Standards.

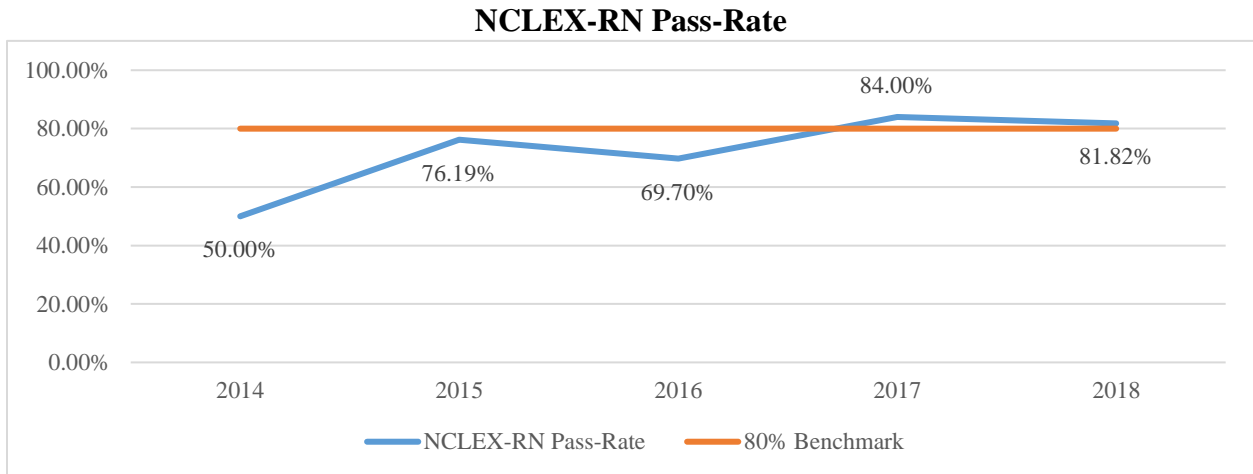
### **Goal**

Shorter University's goal for GACE pass rate is to maintain 100%.

### ***B. Ben and Ollie Brady School of Nursing***

The Ben and Ollie Brady School of Nursing Program uses pass rates for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to evaluate student achievement.

This exam is used to license nurses in the United States and therefore provides a marker for preparing BSN nurses. Pass rates are published by the Georgia Board of Nursing. The pass rates for 2014-2017 first-time test takers listed below show a substantial increase in student success over the past four years.



**Analysis**

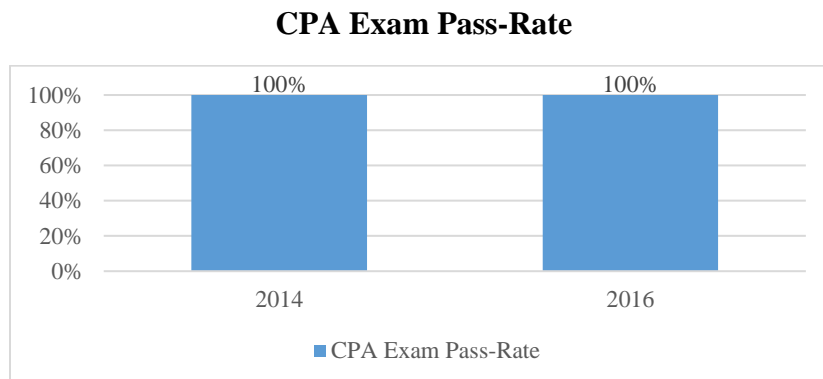
The 2017-2018 pass rates exceed the 80% benchmark established by NCLEX. In fact, Shorter University’s nursing program is rated No. 6 on a list compiled by Zippia of the [10 Best Colleges for Nursing Majors in Georgia](#).

**Goal**

Shorter University’s goal for the pass rate of the NCLEX is to exceed the 80% benchmark established by NCLEX for first-time test takers.

***C. Robert H. Ledbetter College of Business***

Students in the Bachelor of Business Administration program in Accounting CPA Track who meet the educational requirements for the CPA license are eligible to sit for the Certified Public Accountant Examination (CPA Exam) in Georgia. The university uses data collected from the licensure or certification agencies to improve student learning and achievement, as well as for marketing. (The chart below reflects years in which students took the exam.)



## Analysis

The pass rate for the CPA license from students in the Bachelors of Business Administration program in the years 2014 and 2016 has been 100%.

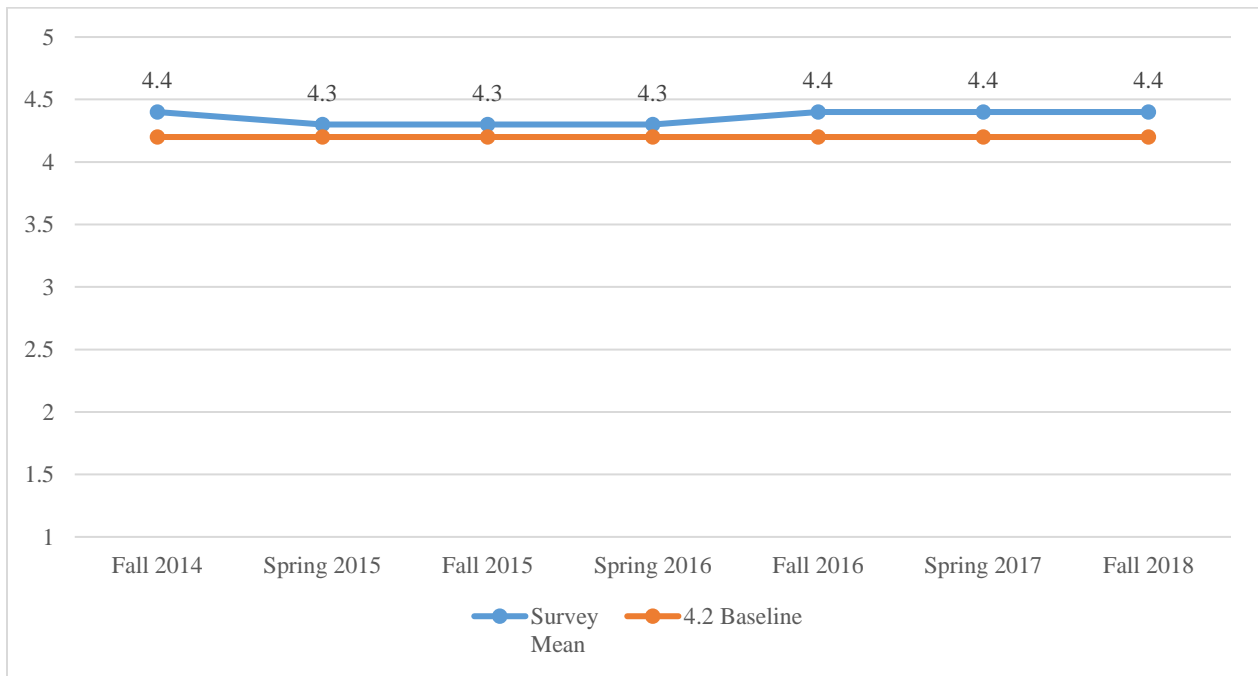
## Goal

Shorter University's goal for the CPA license pass rate is to maintain a 100% pass rate for years in which students take the exam.

### Measure VI: Faith Integration in Courses

Shorter University demonstrates that the instructors integrate faith into their courses through course surveys given to the students at the end of the course. In the 2014-2018 academic year, Shorter University course surveys asked students to rate on a Likert Scale from 1-5 how they would agree with the following statement:

#### **“Instructor effectively integrated faith into the course”**



## Analysis

The survey responses showed that instructors performed above the baseline of 4.2 (baseline was established from the 2006-2010 data). This indicates a high level of intentionality on the part of instructors to integrate their faith into their coursework and teaching, which is part of Shorter University's mission of "Advancing God's Kingdom through a commitment to spiritual growth".

## Goal

The goal for Shorter Universities' courses is to score above the baseline of 4.2 on the answer to the survey question related to faith integration in the course.

### **Measure VII: Other Means of Demonstrating Student Achievement**

Shorter University also demonstrates success in terms of student achievement through honors programs and societies. For example, in 2009, the university graduated zero Honors Program graduates. After actively growing and promoting the program and its value, Shorter University has graduated 14 Honors students in 2014-15, 13 in 2015-16, 17 in 2016-17, and 16 in 2017-18. Our goal was to graduate 5% of the total numbers of undergraduates (the national average) from the Honors Program, and we have consistently achieved that measure of success.

Our Alpha Chi National Honor Society Chapter (with a motto of “making scholarship effective for good”) has been awarded the STAR designation for nine years in a row, and for seven of those years, we were the only STAR chapter in the state of Georgia. We have also had 28 student presenters at the national conference in eight years, five national presentation winners, five national scholarship winners, and two regional scholarship winners. Our chapter also won the President’s Cup in 2018, not only due to our academic achievements, but also for our service projects, including reading to underprivileged children, doing fundraisers for book drives, and supporting awareness of and contributions to mitochondrial disease.

Furthermore, *The Princeton Review* regularly includes Shorter on their lists of “Best Southeastern Colleges”; *U.S. News & World Report* regularly lists us as one of the “Best Regional Colleges”; *Christian Universities Online* lists us as one of the “25 Best Christian Colleges & Universities in the South,” and one of the “Top 50 Colleges and Universities Exceeding Expectations”; the *Washington Monthly College Guide* names us as a “Best National University.”

In summary, Shorter University uses multiple methods to evaluate success with respect to student achievement consistent with our mission.

