



Office of Institutional Effectiveness and Research
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Student Achievement Data

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, as well as online associate's, bachelor's, and master's degree programs.

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered.

Shorter University regularly identifies, evaluates, and publishes goals and outcomes appropriate to the University's mission, the nature of students it serves, and the kinds of programs offered. The University employs various measures to evaluate and monitor student success, including comparison to peer institutions, enrollment reporting, retention, graduation rates, job placement/graduate school acceptance, and licensing/certification examinations. The University's mission, "Advancing God's Kingdom through a commitment to academic excellence, spiritual growth, Christian leadership, and global service within the context of a biblical worldview," was last reviewed and reaffirmed by the Board of Trustees in October 2020.

Shorter University Student Achievement Data

Student achievement data is measured using the following performance levels:

- Minimum acceptable performance level, the threshold above which a measure should be maintained.
- Target performance level, the established threshold to meet or surpass expectations. The target level is essentially a benchmark.
- Actual performance level, the current level of performance in the defined measure.

Shorter University uses metrics such as enrollment, retention rates, completion rates (course and degree completions), job placement rates/graduate school acceptance, and professional licensure rates to continual improvement in keeping with our mission.

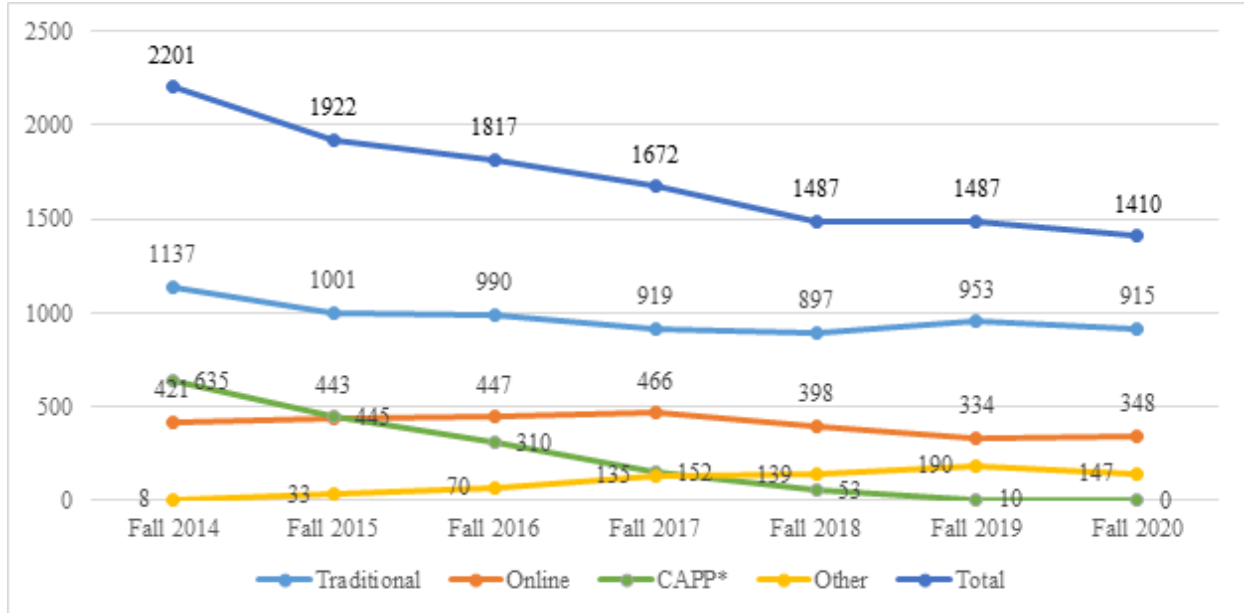
The Office of Institutional Effectiveness and Research publishes goals and outcomes for student achievement on its website where constituents can access information related to enrollment, retention rates, graduation rates, the number of degrees awarded, student placement rates and licensure or certification exam pass rates.

Measure I: Enrollment

As a measure of student success, Shorter University monitors student enrollment to fulfill our mission. For private non-profit institutions such as Shorter University, enrollment is important for two reasons. First, enrollment is an indicator of educational effectiveness. Prospective students see the value of a liberal arts education with its emphasis on skills such as critical thinking, communication, collaboration, and problem solving that are useful regardless of a graduates' career path. Second, enrollment is an indicator of financial viability. Thus, it is imperative that the University offer a quality education.

Fall enrollment measures student access to higher education. The data provides a snapshot count of all students enrolled in credit-bearing courses/programs which may lead to certificates or degrees. For purposes of clarity and analysis, traditional and online enrollment numbers are separate. The College of Adult and Professional Programs is no longer offered at Shorter University. "Other" refers to dual enrollment and cross registration students.

Fall Enrollment Data 2014 – 2020



*College of Adult and Professional Programs.
 Source: Office of Institutional Effectiveness and Research, Shorter University.

Goal: The University will have a sustainable enrollment of 1500 students by 2025, representing a 6.5% overall increase in students in four years. Since the closing of the CAPP program, institutional efforts have been focused on traditional students. For the Fall 2021-2022, the total student population is 1522 (Traditional: 1002, Dual Enrollment: 145, Online: 374, and Endorsement: 1).

Threshold of Acceptability: 1200 students.

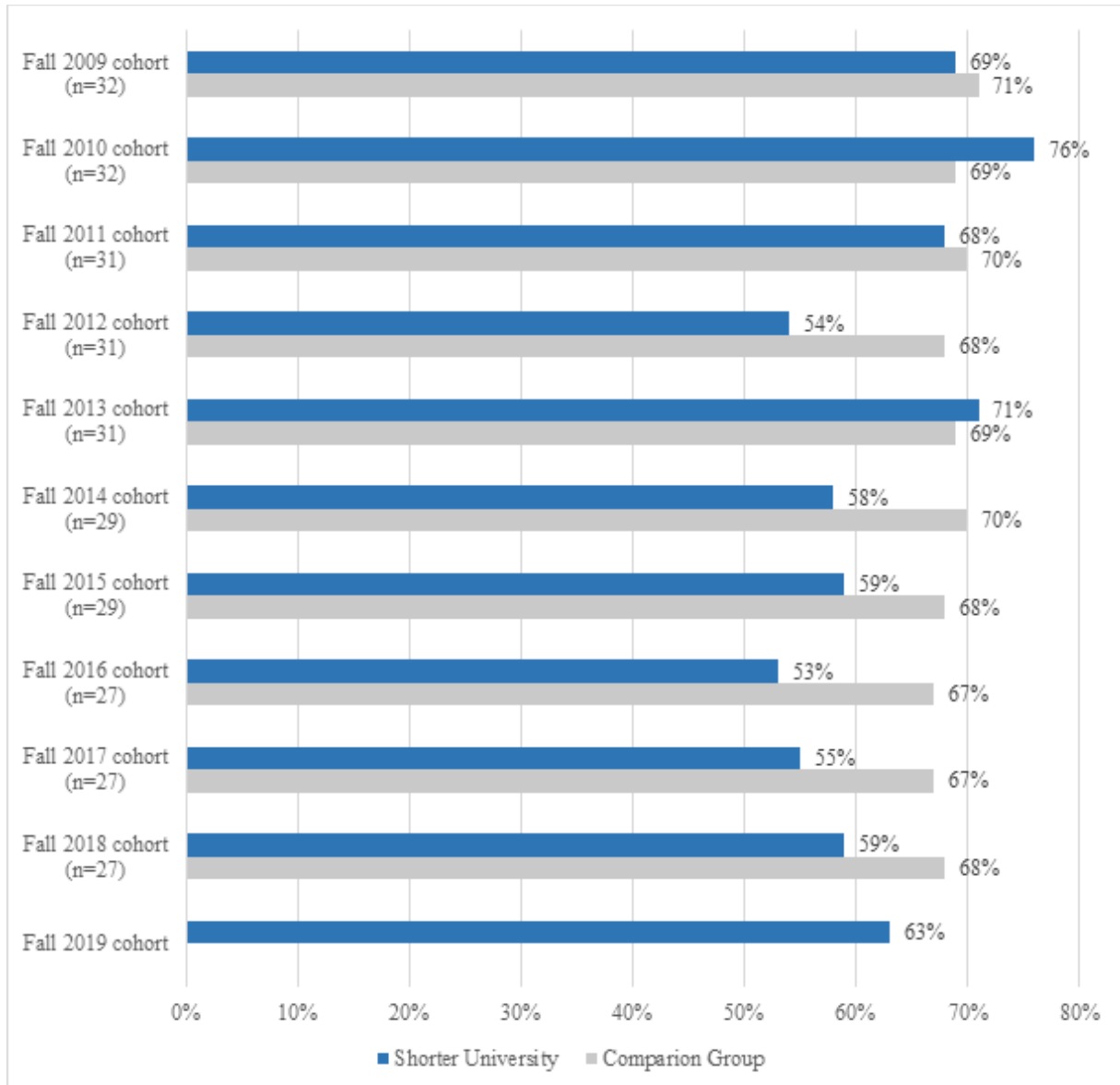
The University has exceeded its threshold of acceptability and its goal of 1500 students. The University’s goal is to remain competitive with peer institutions thus demonstrating continual improvement as well as demonstrating the viability and value of our academic programs.

Measure II: Retention of First-Year Students

Retention is an indicator of student integration, engagement, and persistence in the college/university community resulting in successful completion of academic goals. Student completion of their educational goals is a key indicator of both student and institutional performance.

The data displayed in the table below shows retention data for first-year students from 2009 to 2019.

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Goal: 72% by 2026.

Threshold of Acceptability: 54%. The threshold is an average of the lowest three cohort percentages (2012, 2016, 2017) in the last ten years.

Improvement Efforts: University retention of first-year students has steadily increased for the last three cohorts and is increasing in comparison to the comparison group. However, analysis and discussion of first-year retention indicates that more effort is needed in order to meet this expectation consistently. Over the last two years, institutional constituents have been engaged in ongoing discussions and the University has decided to focus on first-year retention for its Quality Enhancement Plan.

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According to the National Center for Education Statistics (NCES), the Fall 2018 to Fall 2019 retention rate for freshman was 81 percent when considering all colleges and universities. Among private institutions, of which Shorter University is one, the national freshman to sophomore retention rate for the 2018 entering class was 82 percent. The data from the NCES also states that the retention percentages were “96 percent at the most selective institutions, and 62 percent at the least selective institutions”. Shorter’s goal of a 72% retention rate for first year students is close to its comparison group and is a significant targeted increase in retention of first-year students.

Measure III: Graduation Rates and Degree Completion

In addition to enrollment and retention data, graduation rates are metrics used to evaluate success. Graduation rates are an indicator of how well students are performing. They also hold the University accountable for assessing student progress. Percentages of students who successfully finish a degree provide prospective students with a means for gauging the quality of Shorter University’s educational programs.

Graduation Rates

The National Student Clearinghouse (NSC) 150% graduation rate is Shorter University’s key student completion indicator as reported to SACSCOC. The table below presents the graduation rate data.

National Student Clearinghouse Total Completion Rate

Cohort	Year	4 year 100%	6 year 150%	8 year 200%
2010	2018	28.0%	38.1%	38.6%
2011	2019	31.4%	40.0%	41.0%
2012	2020	40.0%	45.5%	46.6%

The NSC four-year, six-year, and eight-year completion rates presented in the table below are disaggregated by gender and ethnicity.

	2018			2019			2020		
	4 Yr 100%	6 yr 150%	8 Yr 200%	4 yr 100%	6 yr 150%	8 yr 200%	4 yr 100%	6 yr 150%	8 yr 200%
Men	39.7%	40.72%	41.76%	27.50%	33.96%	33.13%	36.15%	36.72%	36.15%
Asian	0%	0%	0%	0%	0%	0%	0.77%	0.78%	0.77%
Black or African American	3.3%	5.39%	5.88%	0.83%	3.77%	3.68%	8.46%	8.59%	8.46%
Hispanics of any race	1.7%	1.80%	1.76%	0.83%	1.89%	1.84%	0.77%	0.78%	0.77%

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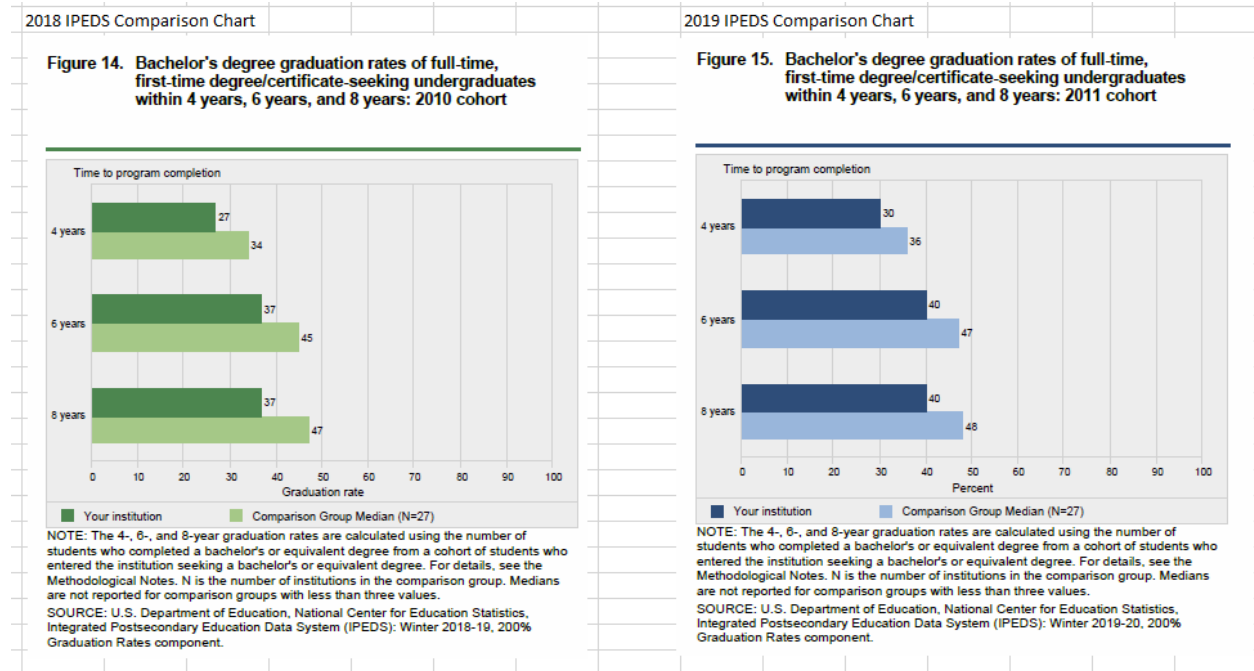
Native Hawaiian or Other Pacific Islander	1.7%	0.60%	0.59%	0%	0%	0%	0%	0%	0%
Nonresident Alien	0%	1.20%	1.18%	1.67%	1.89%	1.84%	1.54%	1.56%	1.54%
Two or more races	0.8%	1.20%	1.18%	0%	0.63%	0.61%	0%	0%	0%
White	32.2%	30.54%	31.18%	24.17%	25.79%	25.15%	24.62%	25.00%	24.62%
Women	60.3%	59.28%	58.24%	72.50%	66.04%	66.87%	63.85%	63.28%	63.85%
American Indian or Alaska Native	0%	0%	0%	0.83%	0.63%	0.61%	0%	0%	0%
Asian	0.8%	0.60%	0.59%	0.83%	0.63%	0.61%	0.77%	0.78%	0.77%
Black or African American	4.1%	5.39%	5.29%	5.00%	6.29%	6.13%	3.85%	3.91%	3.85%
Hispanics of any race	1.7%	1.20%	1.18%	3.33%	3.14%	3.68%	2.31%	2.34%	2.31%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%	0.77%	0.78%	0.77%
Nonresident Alien	3.3%	2.99%	2.94%	0%	0%	0%	2.31%	2.34%	2.31%
Race and Ethnicity unknown	0%	0%	0%	1.67%	1.89%	1.84%	1.54%	1.56%	1.54%
Two or more races	0.8%	0.60%	0.59%	4.17%	3.77%	3.68%	0.77%	0.78%	0.77%
White	49.6%	48.50%	47.65%	56.67%	49.69%	50.31%	51.54%	50.78%	51.54%

Goal: 55%

Threshold of Acceptability: 45%

The NSC graduation rate has shown a steady increase over the past three years (2018, 2019, 2020) from 40% to 46.6%. In 2020 the institution exceeded its 45% minimum threshold but did not meet its benchmark of 55%. The 55% benchmark exceeds the IPEDS comparison group graduation rates illustrated in the graphic below.

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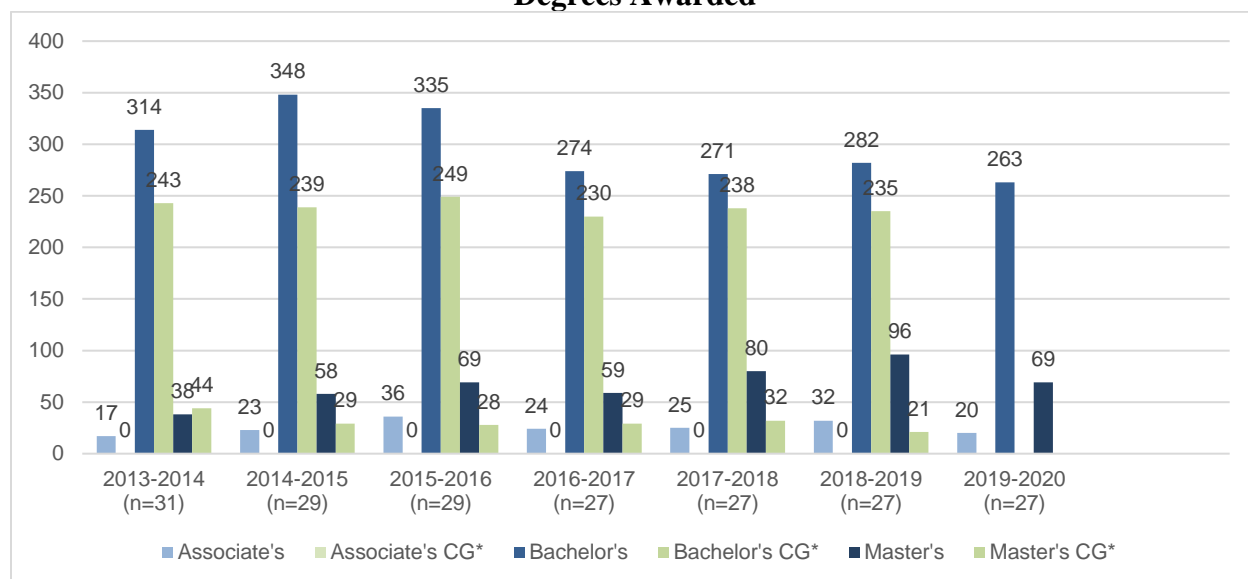
Furthermore, the University's NSC completion rate is higher than the IPEDS completion rate presented in the chart above. The University's completion rate is lower than the IPEDS comparison group. To increase graduation rates to a level comparable to the IPEDS comparison group, the University will focus on student retention as its Quality Enhancement Plan (QEP). By raising retention rates, the completion rate will also increase.

Degrees Awarded at Shorter University

Shorter University evaluates its success in terms of graduation rates compared to peer institutions. The data shows 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.

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Degrees Awarded



*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, 2019 IPEDS DFR Figure 5, 2020 IPEDS DFR Figure 5, 2021 IPEDS Data

Shorter University's goal graduation rate is to remain competitive with peer institutions to demonstrate our commitment to academic excellence, Christian leadership, and increased potential for global service in keeping with our mission. Overall, the degrees awarded have increased in terms of total Associate's and Master's degrees, and have remained consistent for Bachelor's degrees. The number of baccalaureate degrees awarded has exceeded that of the comparison group for four consecutive (2016/17-2019/20) years.

Measure IV: Student Placement Rates

Shorter University surveys graduating seniors regarding their plans following graduation. The survey measures the percentage of respondents who are employed and collects information about the types of jobs. The survey also asks students if they plan on attending graduate school, the type of graduate program they will attend, and whether they will attend as a full-time or part-time student.

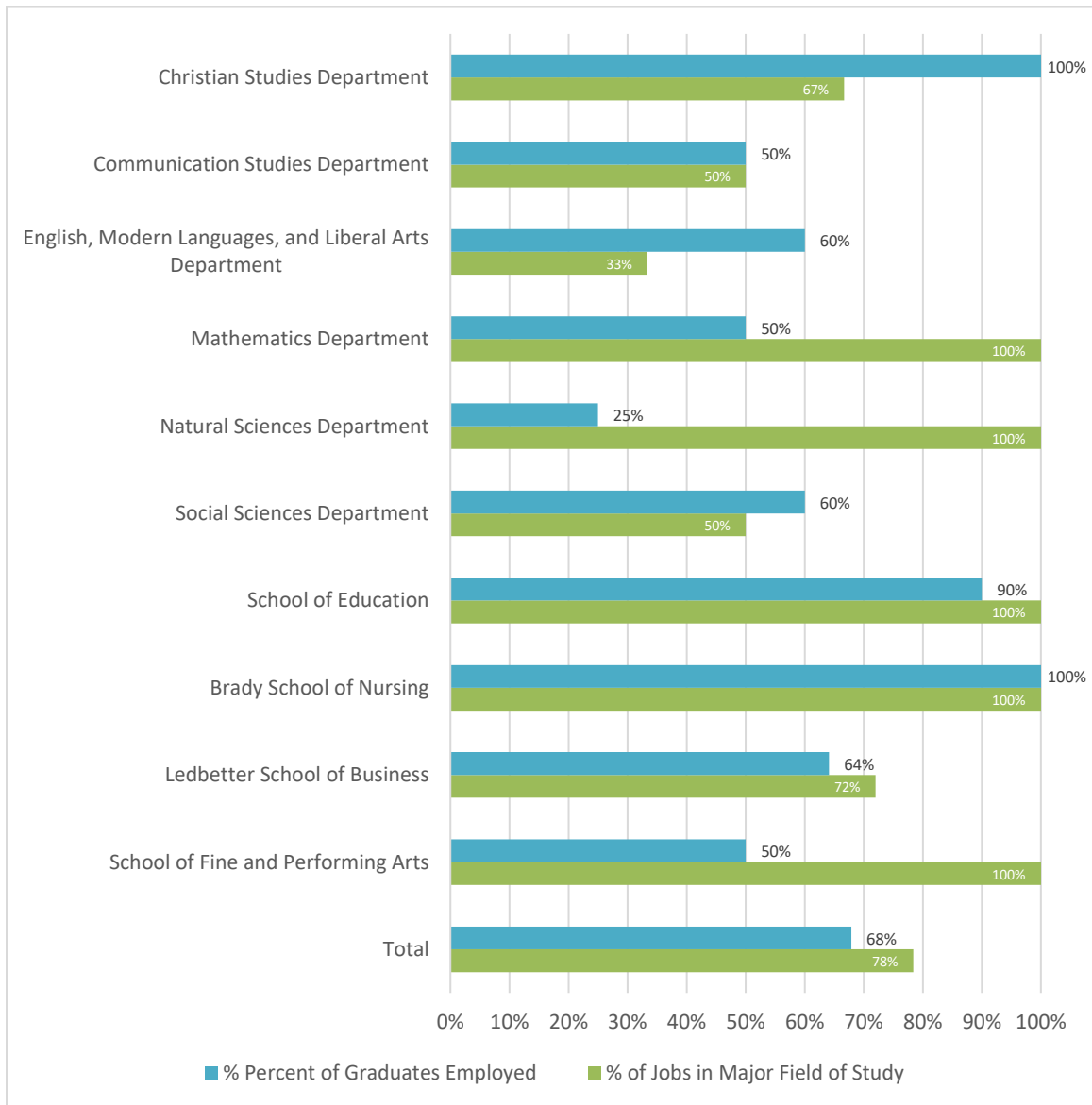
Graduate employment rates are the percentages of graduates working in positions related to their major and minor fields of study. The data tracks the success rates of our graduates and how society benefits from their pursuit of careers in their fields of study. Graduate employment rates and graduate school acceptance rates are indicators of the viability and relevance of Shorter University's academic programs. Moreover, graduate employment rates and graduate school acceptance rates are measures of how well the University is carrying out its 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."

The chart below shows the percent of Spring 2021 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

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Question Results” and “Current Position Survey Question Results” show results from the Spring 2021 graduate survey administered by the Advancement and Alumni office.

Percent of Graduates Employed Upon Graduation, 2021



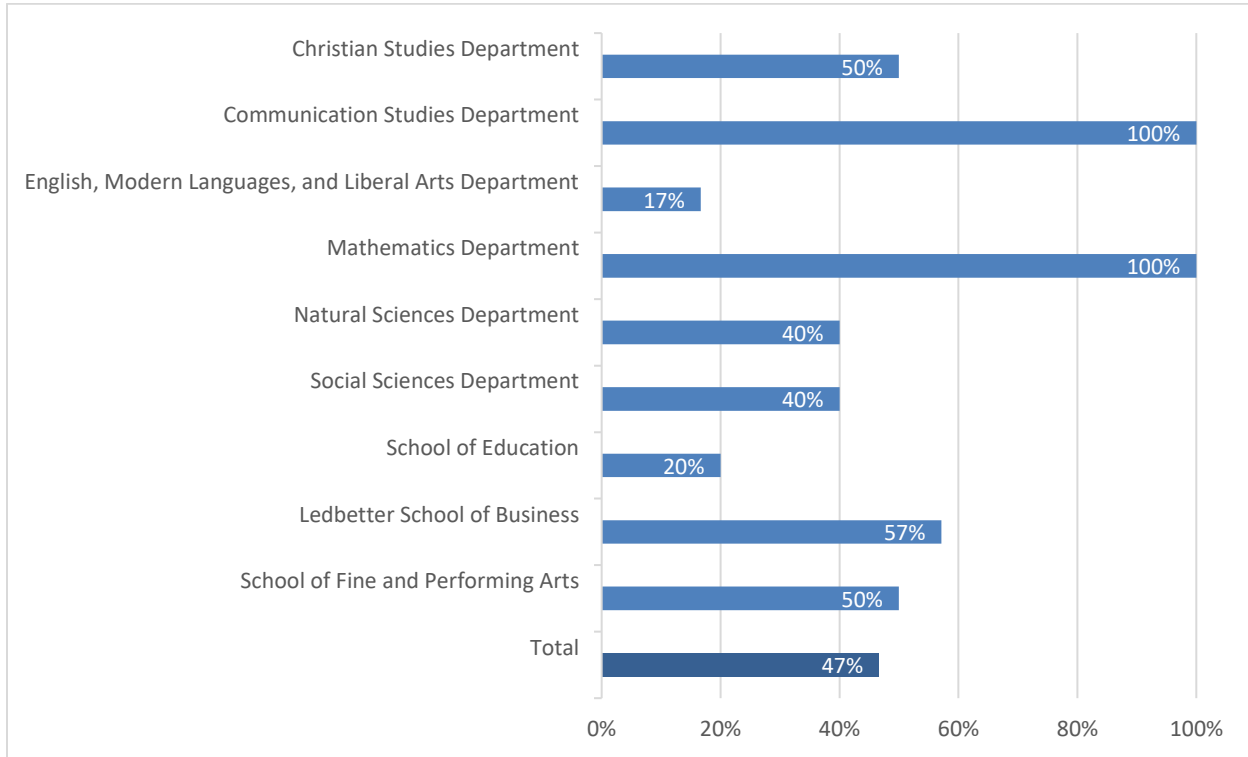
Goal: 80% by 2026

Threshold of Acceptability: 65%. This threshold is more difficult to set because of the employed variances within departments and schools/colleges of the University and because the data received does not represent a 100% return of enquiries made to students. According to the National Center for Education Statistics (NCES), 87 percent of college graduates in 2019 were

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employed. The University goal represents a slower growth model but a realistic one given the data from 2021.

Percent of Graduates Attending Graduate School (2021)



Goal: 30%

Threshold of Acceptability: 12%

This metric is a new measure for the University, and applicable data concerning graduate school acceptance will be based on a three-year average. Percentages of students from the various departments may be relative, based on the numbers of majors in a particular program. The University will base its goal on an overall University percentage. The goal and threshold were defined using available data from the National Center for Education Statistics (NCES). According to NCES, there were a total of 19.7 million students enrolled in higher education in 2019, with 3.1 million of them defined as postbaccalaureate, representing 15% of the total. The 15% percent national average was chosen as the minimum threshold for the University.

Measure V: Licensure or Certification Exam Pass Rates

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 School of Education and the School of Nursing monitor student pass rates carefully to measure student achievement for both program improvement and professional accreditation.

School of Education

To be a certified teacher in Georgia, a student must pass the Georgia Assessments for the Certification of Educators (GACE) II Content Area Assessment. The School of Education has maintained a 100% pass rate for 2014-2021. The 100% pass rate meets the School of Education's program outcome for ECE/SPED. Additionally, for 2021 the School of Education holds a 100% 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: 100%.

Threshold of Acceptability: 90%.

Shorter's School of Education maintains a state rating of 4/4, which is the highest level possible. The University seeks to maintain that level of quality and has set the threshold accordingly.

Additional note: The state of Georgia assigns Education preparation programs an aggregate number, based on Teaching Skills Assessment, Content Knowledge Assessment, Classroom Performance, New Teacher Satisfaction Survey, and the Average Annual number of graduates. Those metrics are expressed in an overall ranking for each institution:

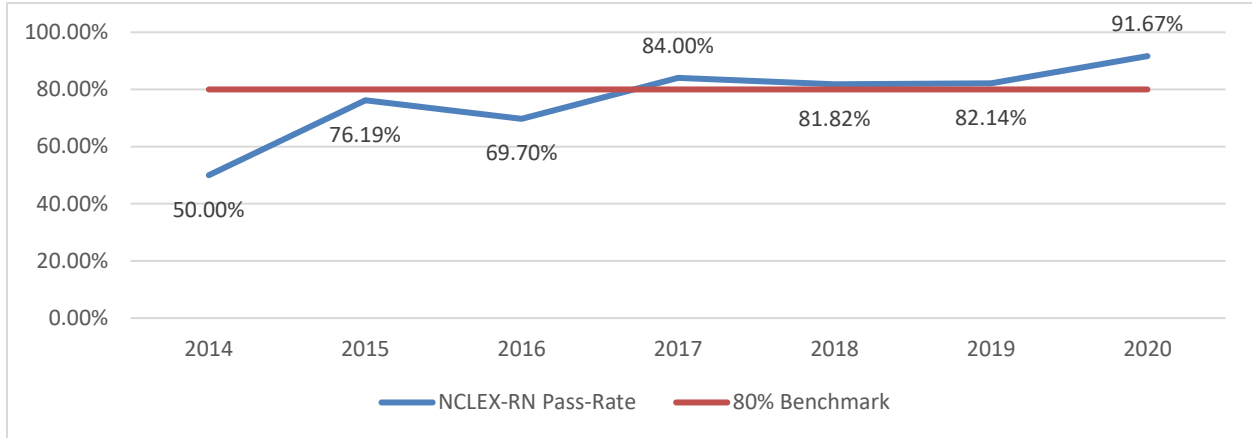
1. Exemplary 4 (180-200)
2. Effective 3 (160-179)
3. Acceptable 2 (140-159)
4. Low Performing 1 (below 140)

For the last two years Shorter's Teacher Preparation Program has been rated as exemplary, with the latest ranking achieving 184 points. This number will also be monitored for overall effectiveness of the program, with a goal of 180 points and a minimum acceptable threshold of 170 points, which would represent a significant drop from exemplary to effective.

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, and Shorter’s NCLEX pass rates are illustrated below.

NCLEX-RN Pass-Rate



Source: Georgia Board of Nursing NCLEX-RN Pass Rates

Goal: 90%. The ideal goal of 90% based on the overall pass rate for the rate of Georgia BSN students which is 90.42%. The Nursing Program set this goal to ensure it remains competitive with other institutions in the state.

Threshold of Acceptability: 80%

The Nursing program uses performance on the NCLEX licensure exam, as well as other assessment data, to measure the demonstrated achievement of graduates. The National Council Licensure Examination (NCLEX) is a standardized exam that each State Board of Nursing requires of candidates for licensure. NCLEX examinations are designed to evaluate the knowledge, skills, and abilities essential for the safe and effective practice of nursing at the entry-level.

The Commission on Collegiate Nursing Education (CCNE), the body which provides area specific accreditation for the Shorter University Nursing Program requires an 80% annual pass rate of first-time takers. To be consistent with accreditation standards Shorter University has set a minimum threshold of 80% annual pass rate of first-time takers.