

# STUDENT ACHIEVEMENT PROFILE



**PAINE COLLEGE**  
**March 22, 2018**

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## PAINE COLLEGE STUDENT ACHIEVEMENT PROFILE

Paine College “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. ... (*Student achievement*) [CR]” [Southern Association of Colleges and Schools (SACSCOC), *The Principles of Accreditation: Foundations for Quality Enhancement*, p. 7] Per its Mission, Paine “... provides a liberal arts education of the highest quality. The College emphasizes academic excellence ... to prepare spiritually-centered men and women for positions of leadership and service.” Student achievement documents overall institutional effectiveness and Paine College monitors annual student enrollment; course completions for the institution, the Common Curriculum, and major courses; subsequent-year retention for first-time, first-year students and all students; six-year and eight-year graduation rates, licensure; and placement following graduation.

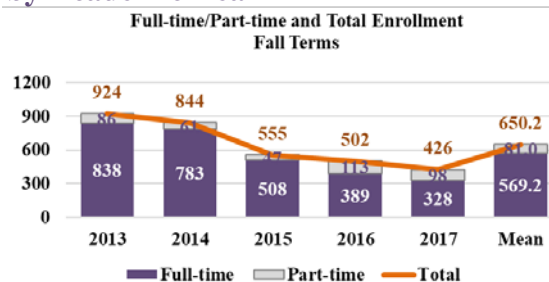
Enrollment, retention, graduation rates, and course completion are in alignment with the Mission because each provides documentation of the student success while students are attending Paine. Enrollment in graduate school and job placement rates provide documentation of student success following graduation. Results are extracted from the Jenzabar student information system and are summarized by staff in the Office of Institutional Research and the Quality Enhancement Plan. They are given for each topic in the individual sections of this Profile which is updated every two years.

### ENROLLMENT

Enrollment is a primary factor in the success of any institution. Enrollment results are based on the official fall enrollment data reported to the National Center for Education Statistics as the Integrated Postsecondary Education Data System surveys are completed. Though increasing the enrollment has been in all recent Strategic Plans, the College has not been favored with such. In the last five years, enrollment (see Table E1 and Exhibit E1) has decreased by 54 percent from 924 to 426 students and, yet, part-time enrollment (see Table E2) has increased steadily from 7.2 percent in 2013 to 23 percent of the total enrolled students. The overall enrollment declines from 2013 to 2017 were caused students who decided not to return primarily due by the College being placed on accreditation probation by the Southern Association of Colleges and Schools Commission on Colleges. These declines have influenced all information and rates that are presented in this Profile.

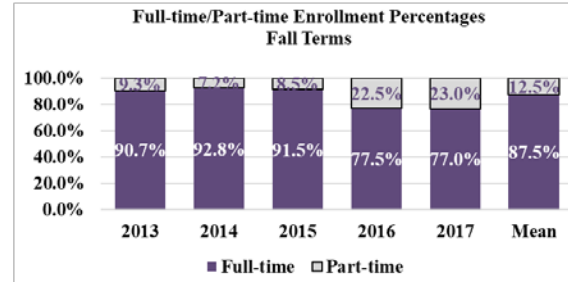
**Table E1 and Exhibit E1. Institutional Enrollment by Academic Year**

Year	Full-time	Part-time	Total
2013	838	86	924
2014	783	61	844
2015	508	47	555
2016	389	113	502
2017	328	98	426
<b>Mean</b>	<b>569.2</b>	<b>81.0</b>	<b>650.2</b>



**Table E2 and Exhibit E2. Full-time/Part-time Institutional Enrollment Percentages by Fall Term**

Year	Full-time	Part-time	Total
2013	90.7%	9.3%	100%
2014	92.8%	7.2%	100%
2015	91.5%	8.5%	100%
2016	77.5%	22.5%	100%
2017	77.0%	23.0%	100%
<b>Mean</b>	<b>85.9%</b>	<b>14.1%</b>	<b>100%</b>



### COURSE COMPLETION

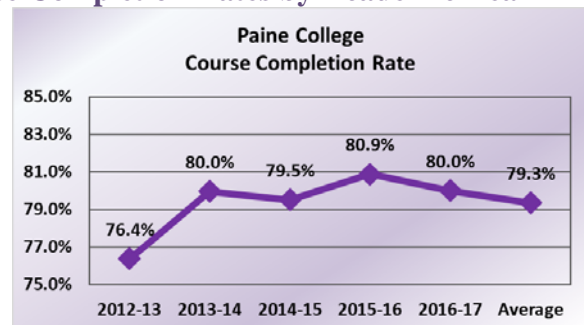
Course completion information provides one picture of the success rate of students enrolled at Paine College. Five (5) grades – A, B, C, D, P, and S – are considered as passing, and this Profile contains three course completion summaries: institutional, the Common Curriculum, and major courses.

#### Institutional Results for Course Completions

Paine College’s institutional completion rates have fluctuated from 76.4 percent to 80.9 percent with a five-year average of 79.3 percent as listed in Table CC1 and pictured in Exhibit CC1.

**Table CC1 and Exhibit CC1. Institutional Course Completion Rates by Academic Year**

Academic Year	Total Grades Awarded	Total Passing Grades	Percent (%) Passing
2012-2013	8,759	6,690	76.4%
2013-2014	9,479	7,580	80.0%
2014-2015	8,236	6,548	79.5%
2015-2016	5,723	4,629	80.9%
2016-2017	4,446	3,557	80.0%
<b>Averages</b>	<b>7,329</b>	<b>5,801</b>	<b>79.3%</b>



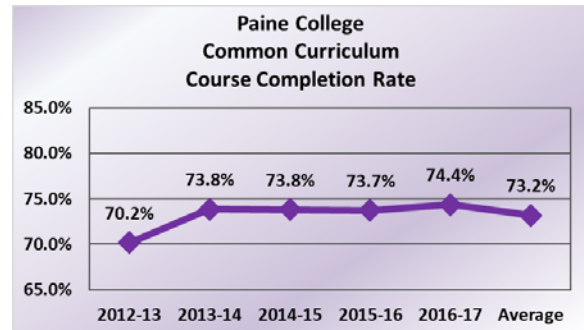
#### Common Curriculum Courses

The Paine College Common Curriculum defines the purpose and method of the College’s requirement for general education. In terms of structure, the course work is organized in six thematic categories with specified outcomes: Fundamentals; Spiritual and Social Values; World Citizenship; the Aesthetic Heritage; Mathematics, Science, and Technology; and The Individual and Society. The structure is designed to create coherence, emphasize the value-based nature of the curriculum, and make the college’s conception of its mission highly. The courses are completed during the freshman and sophomore years.

Course completion rates for the Common Curriculum have remained in the seventies with a five-year average of 73.2 percent as seen in Table CC2 and Exhibit CC2.

**Table CC2 and Exhibit CC2. Common Curriculum Course Completion Rates by Academic Year**

Academic Year	Total Grades Awarded	Total Passing Grades	Percent (%) Passing
2012-2013	5,758	4,041	70.2%
2013-2014	6,021	4,446	73.8%
2014-2015	5,098	3,763	73.8%
2015-2016	3,248	2,395	73.7%
2016-2017	2,579	1,918	74.4%
<b>Averages</b>	4,541	3,313	73.2%



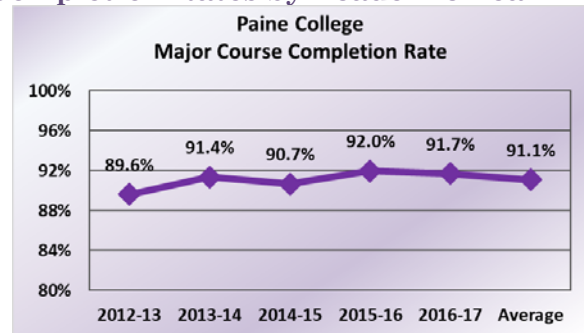
Major Courses

A major is a declared area of specialized study requiring a sequence of courses beyond the Common Curriculum. The courses provide a framework for a comprehensive understanding of the field in preparation for a career or entrance into graduate or professional school. Paine College offers 11 majors in six (6) departments. Concentrations (or emphases) are available in seven (7) of the majors, thereby increasing the number of focus areas.

Major courses have the best course completion rates of the three (3) sets of data in this study. In the past four years, they have remained in the nineties with a five-year average of 91.1 percent (see Table CC3 and Exhibit CC3).

**Table CC3 and Exhibit CC3. Major Course Completion Rates by Academic Year**

Academic Year	Total Grades Awarded	Total Passing Grades	Percent (%) Passing
2012-2013	2,745	2,460	89.6%
2013-2014	3,243	2,963	91.4%
2014-2015	2,849	2,583	90.7%
2015-2016	2,282	2,099	92.0%
2016-2017	1,685	1,545	91.7%
<b>Averages</b>	2,561	2,330	91.1%



**RETENTION RATES**

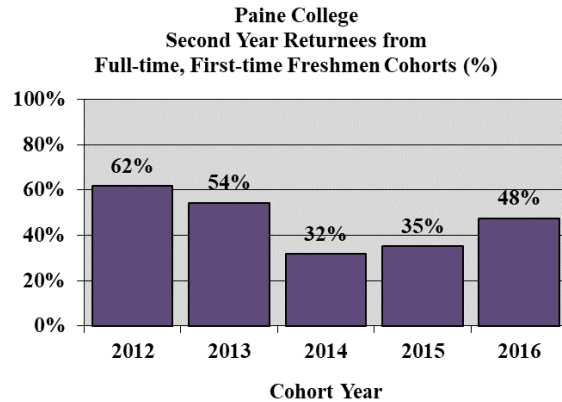
Retention statistics are presented for two groups of students: (1) the first-time, first-year in college student cohort and (2) all full-time students. First-time, first-year in college students have never attended a postsecondary institution except that those who enrolled for the summer prior to the cohort year are also counted in the cohort. These data affect degree completion since students must be retained for at least four years so that they been enrolled a sufficient amount of time to complete the graduation requirements. Retention data is also maintained for all full-time students. These rates are calculated based on the number of full-time students who are enrolled one fall term and the subsequent fall term. They do not account for students who may have stopped out during the intervening spring term. The number of students who were retained and the retention rate are also given in each table for each fall term.

First-time Freshmen Cohort

Retention rates for full-time, first-time freshmen range from 32 percent to 62 percent in the last five years with increases being shown for the 2014 to 2016 cohorts (see Table RR1 and Exhibit RR1). These results are official data as presented to National Center for Education Statistics as the Integrated Postsecondary Education Data System surveys are completed.

**Table RR1 and Exhibit RR1. Full-time, First-time Freshmen Cohort Retention Rates**

Paine College		
Cohort Year	Enrollment	Retention Rate
2012	173	62%
2013	252	54%
2014	202	32%
2015	125	35%
2016	101	48%
<b>Average</b>	<b>171</b>	<b>47%</b>

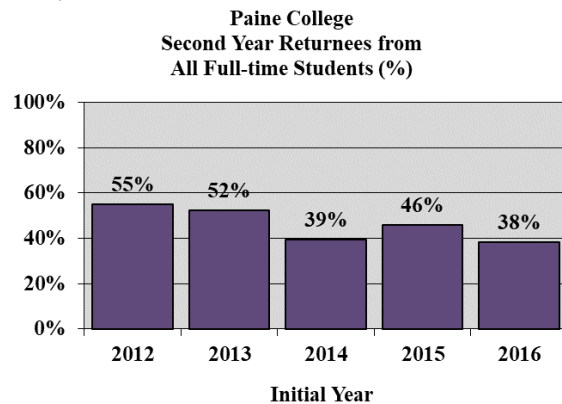


All Full-time Students

The retention rate percentage for all full-time students steadily declined from 55% for the 2012 enrollees to 38% for the 2016 enrollees with one increase from 2014 to 2015. These results are below the 70% criteria for success that has been established for the institution.

**Table RR2 and Exhibit RR2. All Full-time Students, Retention Rate**

Year	Full-time Enrollment	Retention Rate
2012	765	55%
2013	838	52%
2014	783	39%
2015	508	46%
2016	389	38%
<b>Average</b>	<b>657</b>	<b>46%</b>



**GRADUATION RATES FOR FIRST-TIME FRESHMEN COHORTS**

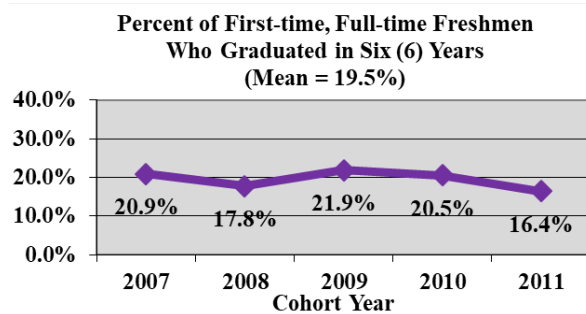
Graduation rates are the most significant values for enrolled students. The two (2) rates, six-year and eight-year, based on data that are reported to the National Center for Education Statistics as the Integrated Postsecondary Education Data System surveys are completed are discussed in this Profile.

Six-year Graduation Rates

Six-year graduation rates for the full-time, first-time freshmen cohorts who entered Paine College from Fall 2007 through Fall 2011 are summarized in Table G1 and Exhibit G1. The six-year graduation rate average for the past five years is 19.5%, which is well below the 50% set as the success rate. These results document that the criteria for success has not been met, and that the desired rate is significantly high when past results are considered. They were used to revise the criteria for success with incremental increases planned for the next five years until the success rate is achieved.

**Table G1 and Exhibit G1. Six-year Graduation Rate, Full-time, First-time Freshmen Cohorts**

Year	Cohort Enrollments	Graduates	Six-Year Graduation Rates
2007	258	54	20.9%
2008	242	43	17.8%
2009	274	60	21.9%
2010	215	44	20.5%
2011	183	29	16.4%
<b>Average</b>	<b>234</b>	<b>46</b>	<b>19.5%</b>

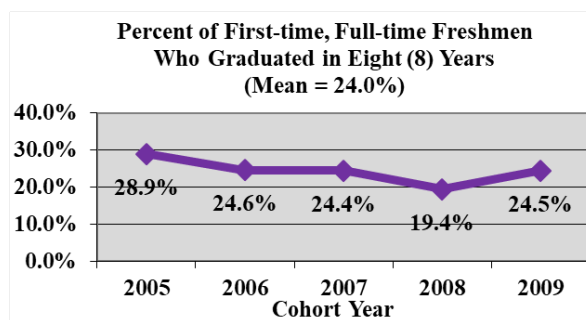


Eight-year Graduation Rates

Eight-year graduation rates for the full-time, first-time freshmen cohorts who entered Paine from 2005 through 2009 are summarized in Table G2 and Exhibit G2. The eight-year graduation rate average is 24.4%. This is well below the 50% set for success. These results document that the criteria for success has not been met and is significantly high when past results are considered. They were used to revise the criteria for success with incremental increases planned for the next five years until the success rate is achieved.

**Table G2 and Exhibit G2. Eight-year Graduation Rate, Full-time, First-time Freshmen Cohorts**

Year	Cohort Enrollments	Graduates	Eight-Year Graduation Rates
2005	197	57	28.9%
2006	325	80	24.6%
2007	258	63	24.4%
2008	242	47	19.4%
2009	274	67	24.5%
<b>Average</b>	<b>259</b>	<b>63</b>	<b>24.4%</b>



**LICENSURE**

The Department of Education certifies students to teach elementary education content and uses results from the Georgia Assessments for the Certification of Educators (GACE) tests to measure the knowledge of specific content in K-12 educators. GACE for Early Childhood Education

majors assesses candidates’ content knowledge in reading and English language arts, social studies, mathematics, science, health, physical education, and the arts. The criteria for success is that 80% of the candidates will master GACE I and GACE II Content Assessment at the Induction Level (220) on the first attempt.

The Education Teacher Performance Assessment (edTPA) is a performance-based assessment designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways. After completing the portfolio, a passing score of at least 42 will be received.

The Georgia Ethics assessments are training and assessment programs composed of a series of modules that combine instruction and testing.

- The Georgia Educator Ethics assessment is designed for beginning and currently practicing teachers. ...

The goal is to help teachers and educational leaders become familiar with, understand, and apply the Georgia Code of Ethics for Educators, as well as comprehend and embrace the principles of ethical decision making in an educational context. ... (<https://gace.ets.org/ethics/about>)

In each of the past three (3) years, results on the three (3) assessments varied with the best results being on the GACE Content Exam and the Ethics Exit Exam. The three-year average pass rate for both assessments is 89 percent. The edTPA is required to be taken as of 2015-2016 by the State of Georgia. However, students are not required to pass the assessment. For the two years of data, an average of 60 percent passed the edTPA. A summary of results for the past three years for the three (3) assessments is provided in Table L1.

**Table L1. Licensure Pass Rates**

Academic Year	# Graduates	GACE Content Exam Pass Rate	edTPA Exam Pass Rate	Ethics Exit Exam Pass Rate
2014-2015	3	66%*	N/A**	66%
2015-2016	2	100%	100%	100%
2016-2017	5	100%	40%***	100%
<b>Average</b>	<b>3.33</b>	<b>89%</b>	<b>60%</b>	<b>89%</b>

\*GACE was not attempted by one of the students

\*\*edTPA was not required, and no results are available. \*\*\*Three (3) students did not take the edTPA.

Data Source: Department of Education

### POST-GRADUATION

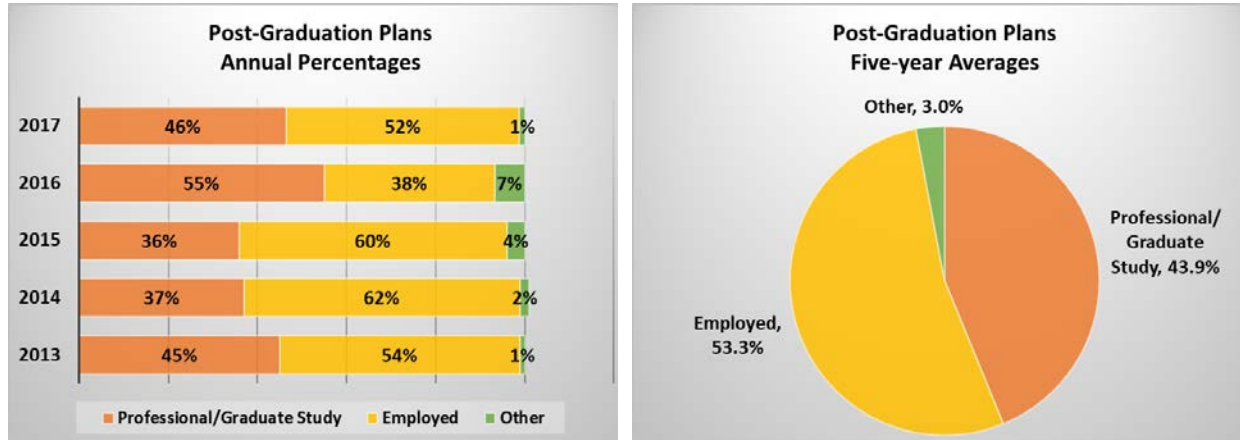
Paine College administers a survey to candidates for graduation each year. Reported results for the question that ask about fall plans are presented in Table PG1 and Exhibits PG1 – PG2. While reported fall plans vary annually, the five-year average for students who plan to continue to graduate school is 44%. The five-year average for those who plan to enter the workforce is 53%.



**Table PG1. Post-Graduation Plans**

Post-Graduation Plans	2013	2014	2015	2016	2017	Average
Professional/Graduate Study	45%	37%	36%	55%	46%	43.9%
Employed	54%	62%	60%	38%	52%	53.3%
Other	1%	2%	4%	7%	1%	3.0%

**Exhibits PG1 – PG2. Post-Graduation Plans**



Paine College also retrieves actual graduate school enrollment data from the National Student Clearinghouse. Summary data from the most recent report for graduates from 2013 to 2017 is provided in Table PG2 and Exhibit PG3 – PG4. Since May 2013, Paine College has graduated 463 students. An average of 40.6 graduates or 42.9 percent have enrolled in graduate or professional school. During that same period, a total of 48 or 10.4 percent have received additional degrees. Annual rates have fluctuated similar to the number of graduates except for the 2013 graduates. It was expected that more of them would have enrolled and graduated from a post-graduate program due to the number in the class and the length of time that they have been out of Paine.

**Table PG2. Graduate or Professional School Enrollment**

Graduation Date	Number of Graduates	Enrolled in Graduate School at Least One Term Since Graduating from Paine	% Enrolled in Graduate School	Awarded a Graduate Degree Since May 2013	% Awarded a Graduate Degree Since May 2013
May 12, 2013	91	52	57.1%	25	27.5%
May 11, 2014	108	50	46.3%	11	10.2%
May 10, 2015	101	52	51.5%	11	10.9%
May 8, 2016	84	34	40.5%	1	1.2%
May 7, 2017	79	15	19.0%	0	0.0%
<b>Totals or Percents</b>	<b>463</b>	<b>203</b>	<b>43.8%</b>	<b>48</b>	<b>10.4%</b>
<b>Means</b>	<b>92.6</b>	<b>40.6</b>	<b>42.9%</b>	<b>9.6</b>	<b>9.9%</b>

**Exhibit PG3 – PG4. Graduate or Professional School Enrollment**

