

EMMANUEL UNIVERSITY ASSESSMENT REPORT

Assessment Overview:

Emmanuel University focuses on student learning and success. As such, the University tracks multiple indicators, with goals and thresholds set by the faculty and academic leadership teams. These data document and evaluate the cycle of continuous improvement of the students and programs at Emmanuel University.

Reports Included:

- ◆ Graduation Rates – percentage of full-time, first-time (FTFT) degree seeking undergraduate students who complete the program of study (graduate) in four, five, or six years.
- ◆ Retention Rates – percentage of full-time, first-time degree seeking undergraduate students from the previous fall semester to the current fall semester.
- ◆ Course Completion Rates – percentage of students who successfully complete courses within the semester at 70% (C-) or better.

Benchmarks:

- ◆ **Graduation Rate** 25%+ in 4 years and 36%+ in six years
- ◆ **Retention Rates**
 - Freshman to Sophomore 62%
 - Freshman to Junior 43%
- ◆ **Course Completion Rates** 70% or better (at 70% or C- or better)

Graduation Rates

Graduation rates for an institution provide the assurance that the quality of investment in higher education is worthwhile. Measuring how long it takes for a defined group of entering freshmen to complete their degree program is an additional measure of student success. Timely completion saves students money and may also indicate the effectiveness of academic planning and student supports within the institution. It is also a visible and transparent measure of accountability to the institution's stakeholders and future enrollment. These data are shared with the University Senior Leadership Team (SLT), Board of Trustees, Deans, Chairs, and appropriate Program Coordinators for examination.

Previously established benchmarks for the criteria were established based on an examination of data for Emmanuel University and of peer institutions. These thresholds were established by the Senior Leadership Team (SLT) using a set of peer institutions from the Integrated Postsecondary Education Data System (IPEDS) database.

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Table 1: 4 Year Graduation Rates All Percent

Four-Year Graduation Rates Overall				
	Cohort Year			
	2021	2020	2019	2018
Aspirational Peers	45	48	48.6	51.6
Comparator Peers	41.1	42.56	39.6	41.69
Emmanuel University	35	37	35	39

Table 2: 4 Year Graduation Rates by Gender Percent

Four-Year Graduation Rates by Gender				
	2021	2020	2019	2018
Aspirational Peers				
Female	53.3	54.4	54.8	57
Male	39.5	39.4	40.8	44.2
Comparator Peers				
Female	53	47.2	40.44	48.9
Male	35.5	37.5	35.19	37.44
Emmanuel University				
Female	41	47	43	39
Male	31	28	29	39

Table 3: 4 Year Graduation Rates by Race or Ethnicity Percent

Four-Year Graduation Rates by Race or Ethnicity				
	2021	2020	2019	2018
Aspirational Peers				
Black/African American	22	28.8	32.8	35.4
Hispanic/Latino	45	50.8	48.4	42.4
Comparator Peers				
Black/African American	33.8	30.7	25.5	28.63
Hispanic/Latino	45	45.8	42.43	42.64
Emmanuel University				
Black/African American	36	26	28	15
Hispanic/Latino	13	25	67	50

Table 4: 6 Year Graduation Rates Percent

Six-Year Graduation Rates Overall				
	Cohort Year			
	2019	2018	2017	2016
Aspirational Peers	50.5	48.6	47.8	51.2
Comparator Peers	37.5	41.6	39.44	41.13
Emmanuel University	37	42	34	38

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Table 5: 6 Year Graduation Rates by Gender Percent

Six-Year Graduation Rates by Gender				
	2019	2018	2017	2016
Aspirational Peers				
Female	54.3	55.4	53.6	56.8
Male	40.3	39.8	40.2	44
Comparator Peers				
Female	35.5	45.87	40.63	49.19
Male	52.3	36.63	34.9	37.81
Emmanuel University				
Female	58	54	42	38
Male	44	30	28	38

Table 6: 6 Year Graduation Rates by Race or Ethnicity Percent

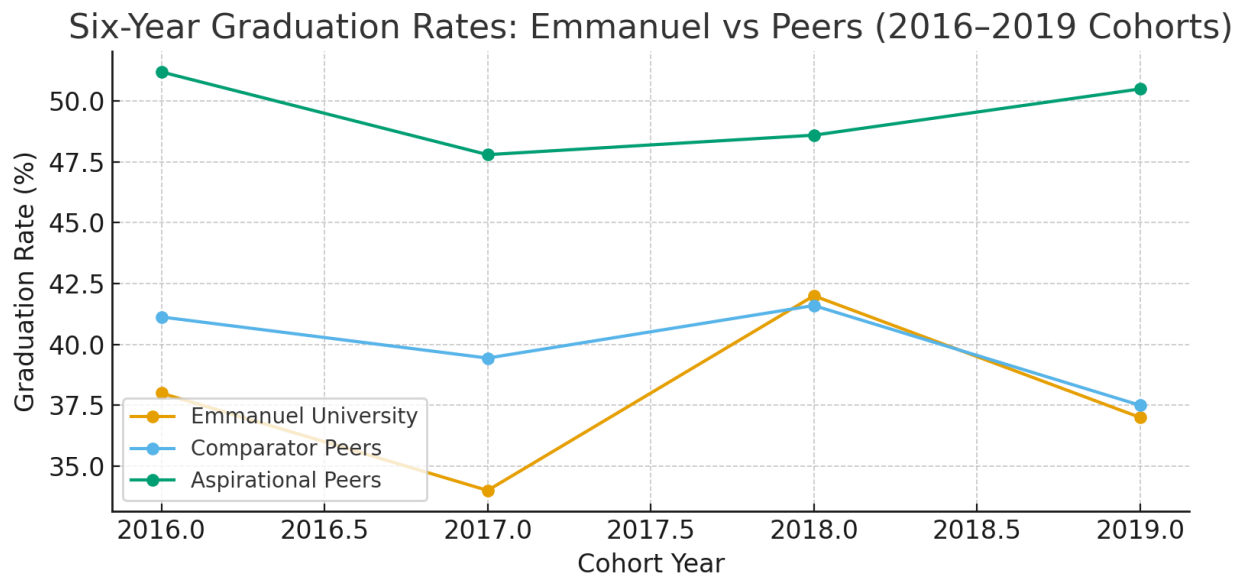
Six-Year Graduation Rates by Race or Ethnicity				
	2019	2018	2017	2016
Aspirational Peers				
Black/African American	22.5	28.4	30	35.6
Hispanic/Latino	45.3	51.8	48	42.6
Comparator Peers				
Black/African American	33.8	31.81	23.94	29.25
Hispanic/Latino	45	45.2	40.93	42.79
Emmanuel University				
Black/African American	38	28	25	15
Hispanic/Latino	18	26	58	50

Analysis of Data

Graduation rates for the FTFT cohorts have generally exceeded the established thresholds; however, the graduation rates have declined for the past two cohorts. The FTFT persistence to graduation within four or six years is indicative of issues with the FTFT Cohort Retention Rate. Emmanuel University has a high transfer out rate (approximately 45%), as calculated by the number of students within a freshman cohort who leave the institution to attend another institution of higher education. This is partly due to the high percentage of student-athletes (approximately 90%) and students seeking baccalaureate degrees not offered by Emmanuel University. The University has identified two specific at-risk populations for race and ethnicity: Black and Hispanic, which each represent the largest subpopulations among the student body. Additionally, the other identified at-risk population is gender, with females persisting to graduation at a much higher rate than males.

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Figure 1: Graduation Rates Comparison (6-Year Cohorts)



Emmanuel University's six-year graduation rate averaged 37.8%, just below the comparator peer average (39.9%) and well below aspirational peers (49.5%). The trend is inconsistent, showing fluctuations over time without sustained upward movement. The 2018 Cohort was the strongest year, with Emmanuel briefly exceeding comparator peers. A consistent 10–12 percentage point gap remains between Emmanuel and aspirational peers, suggesting room for long-term strategic improvement.

Rationale for At-Risk Subpopulations Chosen:

The disaggregation of university graduation rates by at-risk subpopulations is an important analytical approach to provide insight into disparities and inequalities within the institution. There are several key rationales for choosing these two at-risk populations as categories for disaggregation:

- Identifying disparities - disaggregation of graduation rates for both race and gender helps identify which groups may be disadvantaged in terms of persistence and completion. Disparities may indicate systemic barriers or biases which must be addressed.
- Equity - enables the institution to better address the needs of at-risk populations.
- Targeted Interventions - Specific programs and supports are identified to provide targeted interventions based on the needs of at-risk populations.
- Policy - data on disaggregated graduation rates can inform the development of institutional policy and budgetary items, this may involve not only academic policies (curriculum, interventions) but also admissions, financial aid, and institutional research.
- Transparency – The institution identified areas for improvement and communicated with stakeholders the disaggregated data for at-risk populations allows for better transparency.
- Measuring Progress - In the cycle of continuous improvement, investigating disaggregated data for at-risk populations provides the opportunity to implement action steps within the institution's strategic plan "Emerging Stronger with Purpose" to improve the graduation rates for at-risk populations.
- Holistic Understanding - disaggregating graduation rate data for at-risk populations and

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sharing the data with stakeholders for a transparent analysis to improve outcomes prevents an oversimplification and generalization of student experiences. It provides opportunities to tailor interventions for the unique challenges of the at-risk populations. Rather than making excuses, utilizing the data to support the cycle of continuous improvement provides an opportunity for targeted interventions.

When discussing the disaggregated graduation rate for subpopulations of at-risk students, the data indicated a need to specifically focus on strategies and support. For example, the 4-year graduation rate for females is significantly higher than that of males within the same cohort. However, over time for the 6-year graduation rates, the gap decreases. A discussion among faculty and the Senior Leadership Team (SLT) provided insight into the issue and possible causes. For example, approximately 90% of the undergraduate student body in a cohort are NCAA student-athletes. For the cohort graduation rates of 2016 and 2017, the pandemic resulted in fifth-year eligibility for the student-athletes. Many took advantage of this opportunity, which affected the 4-year graduation rate. Additionally, the flexible NCAA rules for athletes transferring in has resulted in many students behind in their degree programs.

The at-risk population of minorities, specifically for our institution, are Black (African American) and Hispanic students. The low graduation rates for these at-risk students indicated the need for intervention to increase persistence to the degree. Several interventions have been put into place to support at-risk students, including tutoring services through the Academic Resource Center (ARC), Tutor.com for online classes, two Student Success Coordinators (one for on campus and one for distance learning), and an Assistant Athletic Director for Student Success. Additionally, the athletic teams provide study hall sessions for the student athletes. Faculty utilize the Bridge (Pharos), which is an early alert software program, to identify and report students who are struggling to the Student Success Coordinators.

RETENTION RATES

Table 7: Retention Rates Overall Percent

Retention Rates Overall				
	Cohort Year			
Emmanuel University	2021	2020	2019	2018
Freshman to Sophomore	64.2	64.6	61.7	67.4
Freshman to Junior	40.5	41.9	42.6	47.1
Aspirational Institutions		67.20	69.20	68.60
Peer Institutions		63.94	62.31	64.88
	2024-2025	2023-2024	2022-2023	2021-2022
Fall to Spring FT/FT	88.6	91.9	89.9	81.7

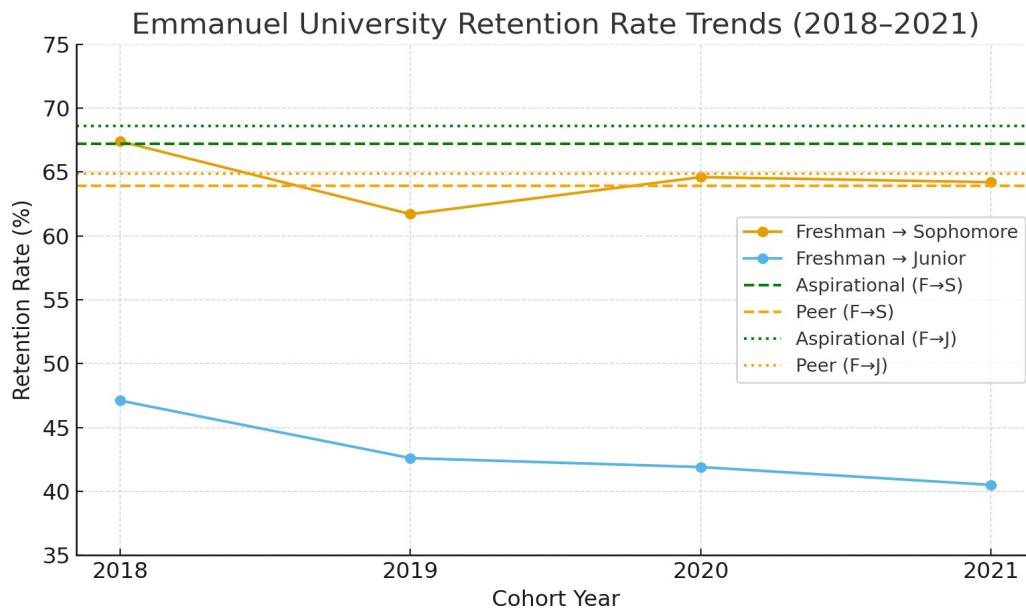
Notes:

1. Includes students in a First-Time, Full-Time Cohort.
2. The graduation (completion) rate supplied by IPEDS may differ slightly from the rates produced on FACTS with completers added after the IPEDS data capture.
3. Not all institutions supply completers with graduation rates.
4. Comparator institutions are those with similar demographics and institutional profile. Aspirational institutions are also similar in profile yet have larger FTE and/or other aspirational qualities interesting to the University.

Analysis of Data

Analysis of Emmanuel University's undergraduate retention rates for the 2018–2021 cohorts compared both aspirational and peer institutions to identify strengths and areas for improvement (see Figure 1). The freshman to sophomore retention rates averaged 64%, which is a slight downward trend from 2018 (67.4%) to 2021 (64.2%). The freshman retention is slightly below aspirational peers (67.2%) but aligns with peer institutions (63.9%). Longer-term retention lags significantly behind both benchmarks (20–25 percentage points lower). The most substantial student loss occurs between sophomore and junior years, indicating possible disengagement or transfer-out patterns.

Figure 2: Retention Rate Trends



Some recommendations to improve retention rates include strengthening the advisement process, offering tutoring, and engaging in the Bridge Early Alert system to support student adjustment and persistence. It may benefit the institution to implement some stop-gap measures during the sophomore year to increase academic momentum and satisfaction. Tracking retention data by demographic and academic factors may also yield at risk populations outside of the athletes. Conducting an exit analysis, to include the Student Satisfaction Inventory (SSI, Ruffalo Noel Levitz) will also provide some perception data. Reinforcing academic and career aspirations during the freshman and sophomore years may also increase persistence.

While Emmanuel University's freshman-to-sophomore retention aligns with peer benchmarks, longer-term retention remains below both peer and aspirational levels. Strategic interventions focused on the sophomore transition, academic engagement, and career alignment are essential to improving persistence and overall student success.

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Course Completion Rates

The course completion rates were chosen as an indicator of student success by the Faculty Council and the Senior Leadership Team. The number of students passing or failing a course provides valuable information concerning the interaction of students, professors, and attainment of the student learning objectives.

Department	Spring 2025	Fall 2024	Spring 2024	Fall 2023	Spring 2023	Fall 2022	Spring 2022	Fall 2021
*Agriculture	100%	100%	55%	71%	50%	80%	54%	73%
Business	98%	99%	95%	97%	96%	99%	97%	97%
*Christian Ministries	98%	95%	97%	96%	90%	81%	92%	91%
*Communication	94%	97%	93%	94%	92%	91%	94%	91%
Education	98%	95%	97%	91%	98%	91%	97%	91%
*English	94%	92%	88%	88%	84%	79%	91%	80%
Humanities	94%	92%	94%	95%	95%	96%	98%	96%
Kinesiology	100%	98%	95%	98%	96%	99%	98%	93%
*Mathematics	91%	91%	93%	91%	88%	88%	94%	80%
Psychology	100%	100%	100%	100%	89%	98%	78%	85%
Natural Sciences	96%	94%	80%	70%	82%	84%	77%	72%
*Social Sciences	97%	92%	93%	95%	94%	80%	95%	95%
Avg Across Sem.	97%	96%	91%	92%	91%	92%	89%	87%

*Low Sample Sizes

Analysis of Data

Across all disciplines, most areas are meeting or exceeding the threshold set by the Faculty Council and the Senior Leadership Team. There are a few departments which average grade distribution indicates some students may struggle, however, these are low FTE departments. Additionally, some departments skew to a very high percent passage rate. This achievement indicator will likely be updated during the next data review process, to reflect a continuous cycle of improvement with total grade distribution as the indicator.