Xavier University of Louisiana
Student Achievement

Xavier University of Louisiana 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. Xavier uses multiple measures to document student achievement that include:

- **Freshman-to-Sophomore Retention,**
- **Six-Year Graduation Rates,**
- **Graduate/Professional School Enrollment Two Years Post Baccalaureate,**
- **Course Completion Rates, and**
- **Professional Licensure Examinations Pass Rates.**

The foundation of Xavier's mission has been the promotion of a more just and humane society in its goals for its graduates. Preparation for continual spiritual, moral, and intellectual development; liberally educated in knowledge and skills required for leadership and service; and assurance that students are educated in a major field so that they are prepared to complete graduate or professional school and succeed in a career and in life. Each identified measure aligns with Xavier's mission for its graduates to be successful servant leaders globally.

Targeted thresholds of acceptability measured by retention, graduation rates, graduate/professional school enrollment, and performance on professional licensure examinations are the criteria utilized to document success of the Strategic Plan with respect to student achievement. These thresholds of acceptability are data driven: to "optimize retention, graduation and post-graduate success and overall student satisfaction" and identifies four measurable objectives:

- Achieve target % for new freshman retention rate, (75%);
- Achieve target % for global graduation rates for undergraduates, (45%);
- Achieve the % of Arts & Sciences graduates attending, within two years, graduate/professional school as measured by the National Student Clearinghouse data, (Rolling three year average); and
- Attain national average pass rate for first time North American Pharmacist Licensure Examination (NAPLEX) exam takers, (changes annually and is based on the overall first-time pass rate for Xavier graduates being within two standard deviations of the national average).

Xavier has set in place periodic evaluation of benchmark goals and objectives in its Strategic Plan. Student achievement is at the forefront of the institution's mission and a prime objective within the Strategic Plan.

While not specific objectives of the Strategic Plan, monitoring of student performance on other certification and licensure examinations as well as course completion rates are also identified as measures of student achievement at Xavier University of Louisiana.

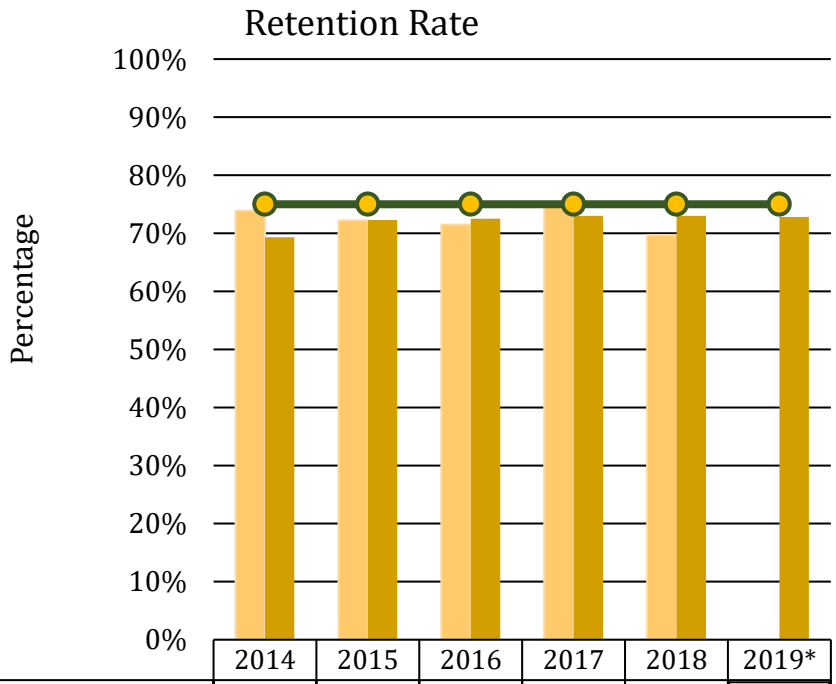
Freshman-to-Sophomore Retention Rates

Retention rates are measured from the fall of first enrollment to the following fall. Chart 1 provides Xavier's freshman-to-sophomore retention rates since 2014 compared with the three-year retention average and threshold of acceptability. Using IPEDS data, Chart 2 illustrates Xavier's freshman-to-sophomore retention with peer HBCU institutions for freshman cohort 2017, the most recent national data available for comparison purposes.

Chart 1 shows retention rate, rolling three year target rate, and the threshold of acceptability. The freshman cohort did not meet the baseline benchmark of 72.5% for academic year 2016-2017. Enhanced use of EAB Navigate contributed to a higher retention rate (74.7%) in 2017-2018, which surpassed the target rate of 73%. However, during academic year 2018-2019, the first-year student retention rate (69.7%) fell below the target rate set in the Strategic Plan. One factor in this lower rate was a slightly higher percentage of academically at-risk students (low ACT/SAT entrance scores, low high school grade point average) enrolled that year (5% up to 8%). Intensive utilization of the EAB Navigate system and an increase in the number of professional advisors for at-risk students to reinforce interventions from SASO remain in place to increase student retention.

When comparing Xavier to its competitors, the use of retention data from peer institutions is an external indicator used to identify if the University is continuing to meet academic standards and effectiveness reflective of an ever-changing academic environment. Chart 2 is a snapshot view of the most recent data available from IPEDS. These data illustrate that Xavier's Fall 2017 cohort retention rate for full-time and part-time enrolled students exceeded peer institutions.

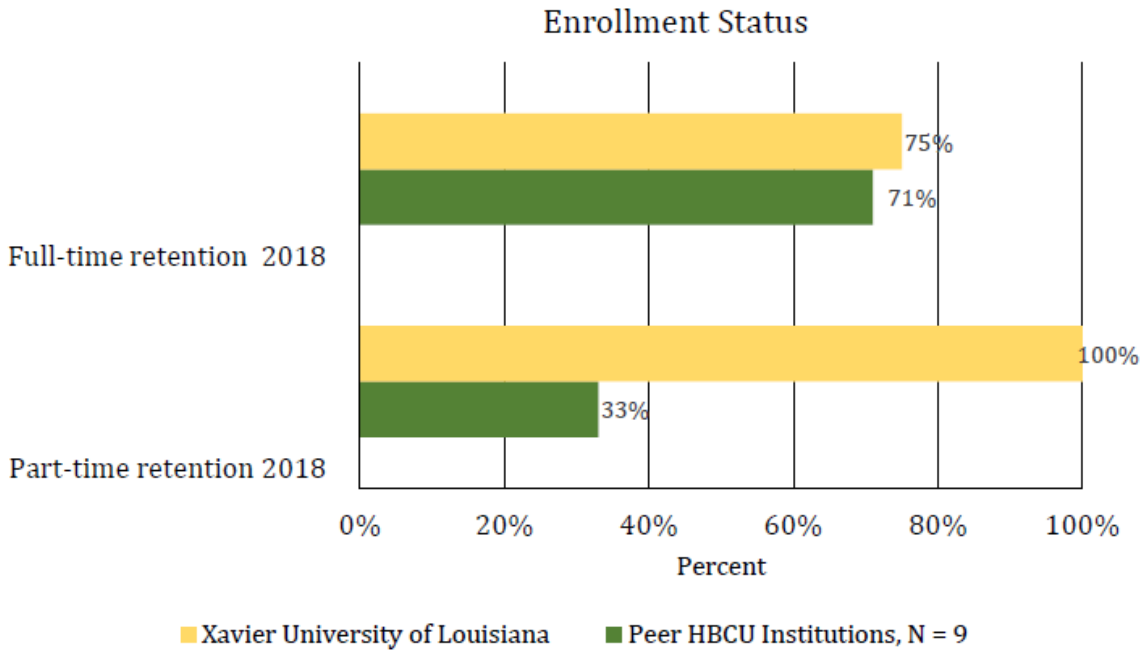
Chart 1 - First Year Retention Rate



	2014	2015	2016	2017	2018	2019*
FR-SO Retention Rate	73.9%	72.2%	71.5%	74.7%	69.7%	
3-Year Average Target Rate	69.3%	72.3%	72.5%	73.0%	73.0%	72.8%
Threshold of Acceptabilty	75.0%	75.0%	75.0%	75.0%	75.0%	75.0%

**Note: Fall 2019 freshman cohort retention data not available at this time.*

Chart 2 - Retention rates of first-time bachelor's degree seeking students, by enrollment status: Fall 2017 cohort



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

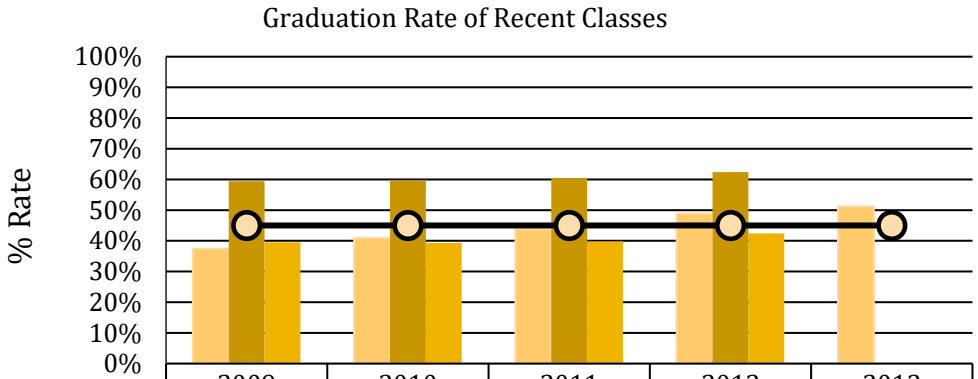
Graduation Rates

Increasing the University's graduation rates for undergraduate students has been identified as another measurable objective in Xavier's 2017-2023 Strategic Plan. Using overall national graduation rates, data from three graduation cohort years, as well as retention rate data, a threshold of acceptability was used to establish a rolling three-year 150% graduation rate of 39.6% for academic year 2016-2017. In order to remain on track towards the five-year goal of a graduation rate of 45% by academic year 2022-2023, a target rate of 41% for academic year 2017-2018 was set. Chart 3 shows the six-year (150%) graduation rate for the five most recent four-year program cohorts as well as national and African American graduation rates. Xavier's six-year graduation rates have consistently trended upward and for the past two cohort years have exceeded the threshold of acceptability set within the Strategic Plan. Xavier's graduation rate performance has also consistently exceeded national six-year graduation rates of African Americans as a whole.

Disaggregated graduation rate data using the Integrated Postsecondary Education Data System Graduation Rates (IPEDS-GR) as an indicator, is illustrated in Chart 4. Chart 4 provides a snapshot of the six-year graduation rate of the most recent graduates of Xavier's 2012 cohort in comparison with peer institutions based on gender, race/ethnicity, and socioeconomic aid related categories. Xavier's overall six-year graduation rate exceeds the six-year graduation rate of its selected peer institutions for the most recent IPEDS data collection year. The graduation rate performance in the aforementioned categories are varied in terms of meeting the institution's threshold of acceptability; and specific groups within the cohort (women, American Indian or Alaskan Natives, Black/Non-Hispanics, White, and students not receiving Pell grants or Subsidized Stafford loans) all exceeded the threshold of acceptability and the graduation rates of students at peer institutions. In addition to the strategies discussed to increase student retention, on-going strategies developed by SASO whose motto is "Retention is the outcome, Graduation is the goal" are in place to improve graduation rates that are not meeting the threshold. These include:

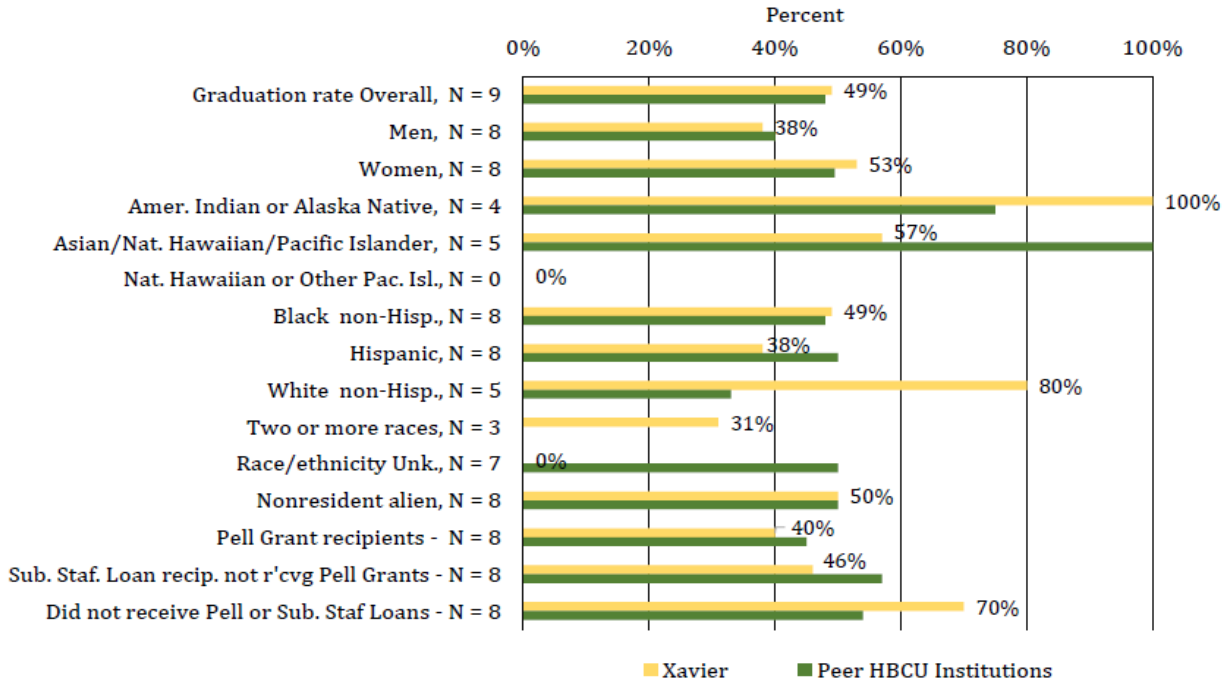
- Monitoring the academic progress of probationary students,
- Academic support programming, specifically for Pell recipients,
- Providing academic support through the coordination, enhancement and support of peer tutoring, coordination of Supplemental Instruction, academic resource centers (Biology, Chemistry, Mathematics, Reading, and Writing), and
- Engaging in a system of monitoring and mentoring for the academic progress of students, all which serve to seek improvement of student achievement through increasing graduation rates of the represented disaggregated group previously identified.

Chart 3 - Six-Year Graduation Rate



	2009	2010	2011	2012	2013
Xavier Graduation Rate of Recent Classes	37.4%	40.9%	43.7%	48.9%	51.2%
National Graduation Rate	59.4%	59.7%	60.4%	62.4%	
African Americans	39.5%	39.3%	39.8%	42.4%	
Threshold of Acceptability	45.0%	45.0%	45.0%	45.0%	45.0%

Chart 4 - Comparison group graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion by gender, race/ethnicity, and financial aid status: 2012 cohort

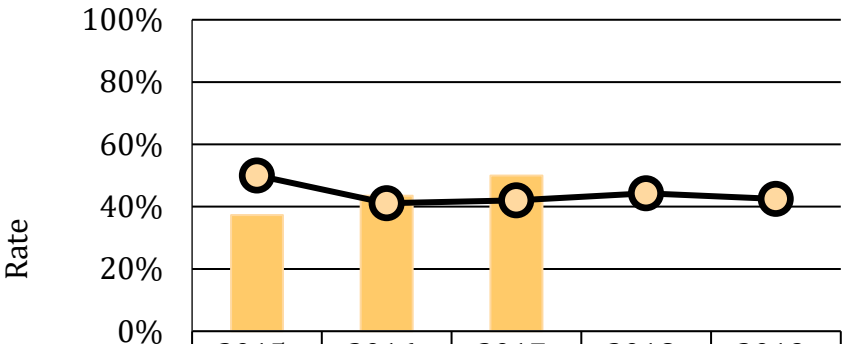


NOTE: N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.

Graduate/Professional School Enrollment within Two-Years of Graduation

An additional indicator of student success identified as an objective in Xavier's 2017-2023 Strategic Plan is the placement of graduates in graduate/professional school within two years of graduation. After Xavier joined the National Student Clearinghouse as a means to access more reliable and complete data, campus leadership reset the five-year threshold of acceptability from 60% to 44% at year 5 based on a rolling 3-year rate average. Using this protocol to evaluate all data points, the benchmark rate for academic year 2016-2017 was set at 41.1% at year 1, 42% for year 2, with the target rate by the end of academic year 2022-2023 being 44%. Through efforts in the Center for Undergraduate Research and Graduate Opportunity, the Office of Career Services, and external funding such as the BUILD grant, Xavier has broadened its efforts to increase these rates. Chart 5 illustrates the upward trend in graduate/professional school enrollment two years after graduation and indicates Xavier has met the threshold of acceptability for the past two years in which data are available.

Chart 5 - Graduate/Professional School Enrollment within Two Years of Graduation



	2015-2016	2016-2017*	2017-2017	2018-2019#	2019-2020#
Xavier	37.3%	43.5%	50.0%		
Threshold of Acceptability	50.0%	41.1%	42.0%	44.3%	42.5%

**Note: Threshold of Acceptability changed in AY 2016-2017.*

#Note: 2018-2019 and 2019-2020, Rolling 3 year average.

Course Completion Rates

Course completion rates are an important measure to determine the achievement of students. The faculty members in each academic department or division in both the College of Arts and Sciences and the College of Pharmacy have identified specific courses for each academic program that they have determined measure student achievement in their respective discipline. Since these courses are predominantly at the upper level, it was decided that a pass rate of 90% would be used as the threshold of acceptability for undergraduate courses and 95% would be used for graduate and pharmacy courses. It should be noted that a course is considered “as passed/completed” only if a student receives an A, B, C, P, or PC in the course. These data are reviewed by the respective deans of the colleges. In relationship to retention and graduation rates, successful course completion, as defined by the institution, serves as an important factor in achieving thresholds of acceptability that are marked as student achievement. The data in Charts 6-11 indicate the University is consistently meeting its target. The charts are presented by college and level as well as race/ethnicity and gender groupings. Of note, Xavier's undergraduate and graduate enrollment in the College of Arts and Sciences is predominantly African American (75%-80% over the five most recent academic years), as such, this cadre of students is presented in comparison to the other student race/ethnic groups whose numbers are too small to meaningfully disaggregate. Within the College of Pharmacy there is larger race/ethnicity group representation and those representative groups are presented in Chart 10. Race/Ethnicity groups that were too small to disaggregate are combined in the group listings.

Undergraduates

Chart 6 & Chart 7 illustrate that almost all race/ethnicities and gender pass rate performance exceeded the threshold of acceptability over the last five academic years. In academic year 2017-2018, the pass rate of male students in the selected courses was slightly below the 90% threshold with a pass rate of 86.6%. Male students account for 22% of the enrollment in the selected courses.

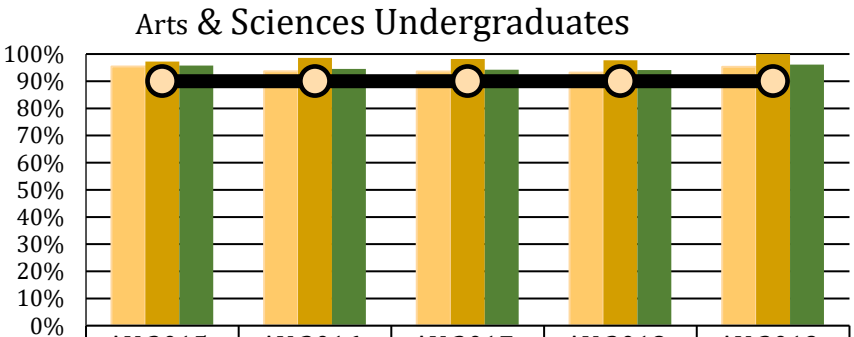
Graduate Programs

Charts 8 & 9 illustrate course completion pass rates within the College of Arts and Sciences graduate programs. With the exception of students in academic year 2018-2019, all thresholds of acceptability were met across all race/ethnicities. Please note that prior to academic year 2018-2019, Public Health Sciences and Speech-Language Pathology did not offer graduate programs; therefore, no graduate level selected courses were included in the previous years' pass rate data. Data for the five academic years indicate male students account for between 18% - 24% of the enrollment in selected courses with the exception of AY 2018-2019, where male enrollment was only 9% of total enrollment in the selected courses.

College of Pharmacy

The overall College of Pharmacy course completion pass rates of the selected courses for all students exceeded the threshold of acceptability for the five most recent academic years. A more granular review based on race/ethnicity and gender reveal that prior to academic year 2017-2018, Asian (academic year 2015-2016) and Hispanic (academic year 2016-2017) students, as well as, male (academic year 2016-2017) students did not meet the threshold of acceptability (95% course completion pass rate). For the past three academic years, all students across race/ethnicity and gender categories have surpassed the threshold of acceptability for the College of Pharmacy's courses selected to demonstrate student achievement.

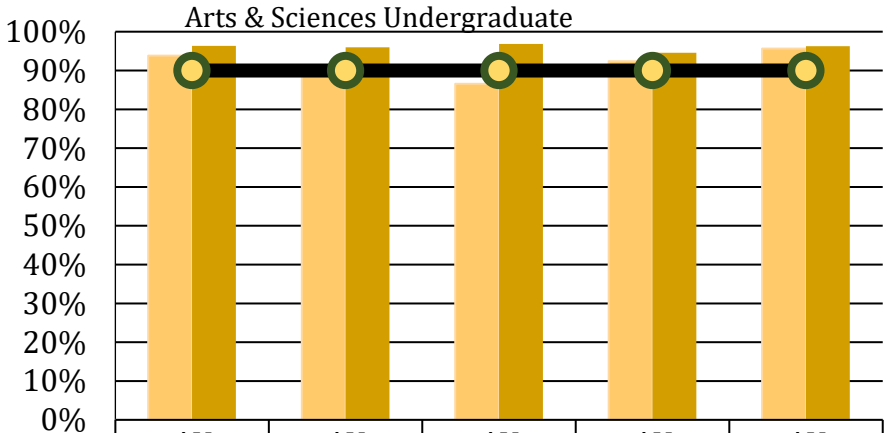
Chart 6: College of Arts & Sciences, Undergraduate Students Course Completion Pass Rates (Race/Ethnicity)



	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
A, B, C, P, PC - Black or African American*	95.4%	93.7%	93.6%	93.2%	95.3%
A, B, C, P, PC - Other Races/Ethnicities	97.2%	98.6%	98.2%	97.7%	100%
A, B, C, P, PC - All Undergraduates	95.7%	94.5%	94.2%	94.1%	96.1%
Threshold of Acceptability	90.0%	90.0%	90.0%	90.0%	90.0%

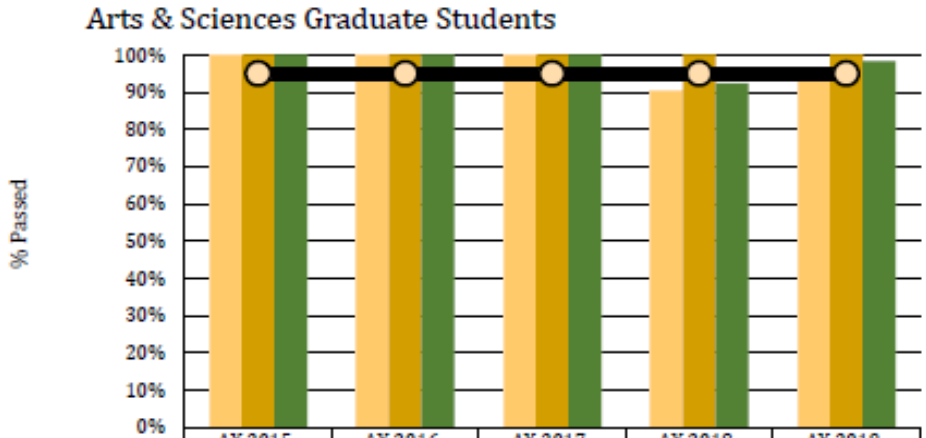
**Note: Race/Ethnicity categories isolated into two groups. The majority of students enrolled in courses selected to measure student achievement are Black/African American undergraduates (80%+) which is comparable to overall undergraduate enrollment.*

Chart 7: College of Arts & Sciences, Undergraduate Students Course Completion Pass Rates (Gender)



	AY 2015 - 2016	AY 2016 - 2017	AY 2017 - 2018	AY 2018 - 2019	AY 2019 - 2020
A, B, C, P, PC - Male	93.8%	90.2%	86.6%	92.4%	95.7%
A, B, C, P, PC - Female	96.4%	96.0%	96.8%	94.6%	96.3%
Threshold of Acceptability	90.0%	90.0%	90.0%	90.0%	90.0%

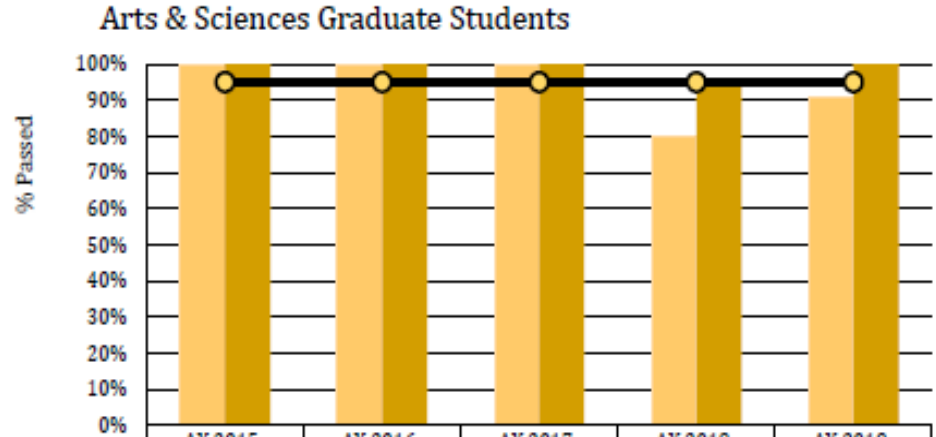
Chart 8: College of Arts & Sciences, Graduate Students Course Completion Pass Rates (Race/Ethnicity)



	AY 2015-2016*	AY 2016-2017*	AY 2017-2018*	AY 2018-2019*#	AY 2019-2020*#
A, B, C, P, PC - Black or African American	100%	100%	100%	90.2%	96.2%
A, B, C, P, PC - Other Races/Ethnicities	100%	100%	100%	100%	100%
A, B, C, P, PC - All Graduate Students	100%	100%	100%	92.5%	98.3%
Threshold of Acceptability	95.0%	95.0%	95.0%	95.0%	95.0%

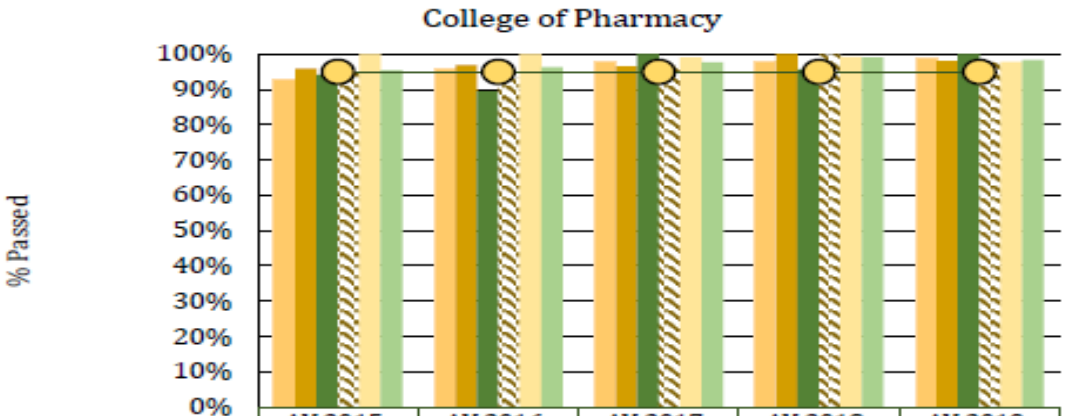
**Note: Black/African American graduate students in the College of Arts & Sciences attribute to a range of 80% - 90% of the students enrolled within specific courses for academic programs that were determined to measure student achievement in AY 2015-2016 through AY 2019-2020.*
#Note: Prior to AY 2018-2019, the Graduate program consisted of courses within the Division of Education and Counseling, beginning AY 2018-2019 Public Health Sciences and Speech-Language Pathology courses were added as measures of student achievement within the Graduate program.

Chart 9: College of Arts & Sciences, Graduate Students Course Completion Pass Rates (Gender)



	AY 2015-2016	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020
A, B, C, P, PC - Male	100%	100%	100%	80.0%	90.9%
A, B, C, P, PC - Female	100%	100%	100%	93.8%	100%
Threshold of Acceptability	95.0%	95.0%	95.0%	95.0%	95.0%

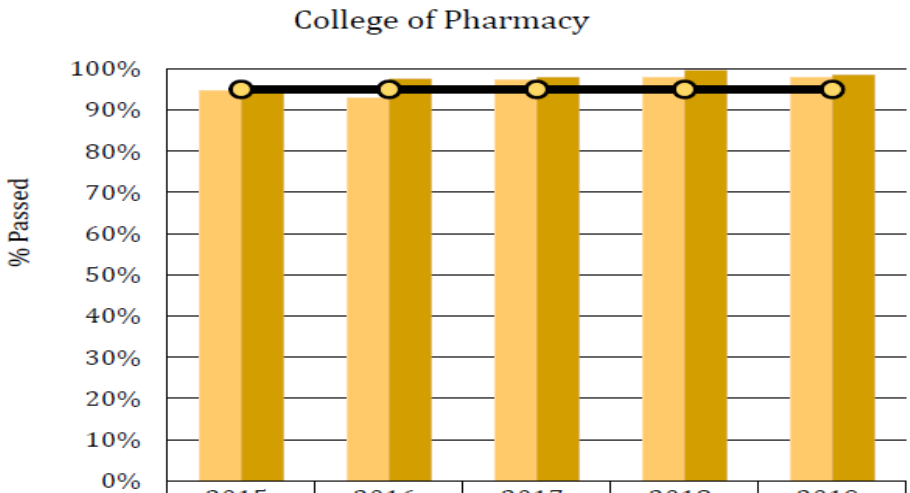
Charts 10: College of Pharmacy Course Completion Pass Rates (Race/Ethnicity)



	AY 2015-2016	AY 2016-2017	AY 2017-2018*	AY 2018-2019*	AY 2019-2020*
A, B, C, P, PC - Asian	92.7%	96.1%	97.9%	98.1%	99.0%
A, B, C, P, PC - Black or African American#	96.0%	96.9%	96.7%	100%	98.0%
A, B, C, P, PC - Hispanic or Latino	94.1%	89.5%	100%	95.7%	100%
A, B, C, P, PC - Non Res. Alien, Two + Races, Unk.	95.5%	93.5%	97.4%	100%	97.7%
A, B, C, P, PC - White#	100%	100%	99.2%	99.2%	97.8%
A, B, C, P, PC - All COP Students	95.5%	96.4%	97.8%	99.2%	98.3%
Threshold of Acceptability	95.0%	95.0%	95.0%	95.0%	95.0%

**Note: Curriculum changes beginning in AY 2017-2018 increased the number of specific courses within the College of Pharmacy that were determined to measure student achievement.*
#Note: Black/African American students comprise at least 30% of the students enrolled in courses within the College of Pharmacy's courses determined to measure student achievement. Students within the White race category have the highest passing rate of the selected courses, but make up only 18% or less of the students enrolled in those courses.

Charts 11: College of Pharmacy Course Completion Pass Rates (Gender)



	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
A, B, C, P, PC - Male	94.7%	93.0%	97.3%	98.0%	97.9%
A, B, C, P, PC - Female	94.9%	97.6%	97.9%	99.6%	98.6%
Threshold of Acceptability	95.0%	95.0%	95.0%	95.0%	95.0%

Professional Licensure Examination Pass Rates

Pass rates from professional licensure examinations are also used to measure student achievement. These measures are consistent with Xavier's mission to prepare its students to assume leadership roles in their fields. Students who complete Xavier's programs in counseling, education, pharmacy and physician assistant studies are required to complete an exit, certification or licensure examination in order to work in their discipline. These are:

National Counseling Exam (NCE), Praxis Subject Test (Professional School Counseling) or Program Exit Exam (P.E.E.) - Pass Rates

Xavier's Counseling program, housed in the Division of Education and Counseling, is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The 60-hour graduate program furthers the mission of Xavier by preparing counselors to assume roles of leadership and service in society as Licensed Professional Counselors (LPC) and Licensed Mental Health Counselors (LMHC). This is accomplished through programmatic positioning with CACREP standards that align with the educational requirements of state licensing boards for professional counselors.

There are two specialization tracks offered: School Counseling and Clinical Mental Health Counseling. Certification in the State of Louisiana requires that school counselors pass the Praxis Subject Test (Professional School Counseling) exam. The Counseling program's Comprehensive Program Examination includes two parts:

- Results from the Praxis exam, the National Counselor Examination (NCE), or the Program Exit Exam (PEE), and;
- An oral examination in the form of a Clinical Case Defense.

The Division has set a 100% pass rate as the threshold of acceptability on both the written examination and oral examination as the benchmark for their clinical training program. Table 1 highlights exam performance over the last five academic years and illustrates a 100% passing rate in each academic year.

Table 1. Counseling Students Exam Performance

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
# of MA in Counseling Graduates	15*	15	11	16	8
Written Exam First Attempt	16	18	13	15	7
Written Exam Pass Rate	(12) 75%	(11) 61%	(10) 77%	(11) 73%	(5) 71%
Written Exam Subsequent Attempt	4	7	3	4	2
Passed Written Exam of NCE, Praxis, or PEE	Yes - 100%	Yes - 100%	Yes - 100%	Yes - 100%	Yes - 100%
Clinical Oral Defense Exam - 1st Attempt	16	18	13	15	8
Clinical Oral Defense Exam Pass Rate	(15) 94%	(17) 94%	(11) 85%	(14) 93%	(8) 100%
Clinical Oral Defense Exam Subsequent	1	1	2	1	0
Passed Oral Defense Exam	Yes - 100%	Yes - 100%	Yes - 100%	Yes - 100%	Yes - 100%
Comprehensive Exam Total Pass Rate	100%	100%	100%	100%	100%

**Note: The difference in numbers between Counseling graduates and those who attempted the exam is because students take the exam before graduation. They may have additional course work to complete for degree.*

Praxis Examination (Undergraduate and Graduate) - Pass Rates

Xavier's Master of Arts in Teaching Degree and undergraduate education degree programs are housed in the University's Division of Education and Counseling. These programs prepare candidates to obtain initial teacher certification in the State of Louisiana. The MAT program currently combines Special Education and General Education coursework. Candidates earn dual certifications in their area of study and Special Education–Mild/Moderate. The MAT program at Xavier is designed for graduates of bachelor's degree programs, for individuals who do not have prior teaching experience and for those wishing to obtain initial licensure in the State of Louisiana.

Throughout both programs, candidates complete classes which prepare them to possess the knowledge, skills and dispositions to ensure competency and readiness across core areas as identified by Council for the Accreditation of Educator Preparation (CAEP), The Interstate New Teacher Assessment and Support Consortium (InTASC), and the Louisiana Department of Education (LA DOE). The programs are licensed by the state and accredited by CAEP. Program graduates are prepared to educate students. The Division has determined that the threshold of acceptability is 100% as a pass rate for the MAT and undergraduate Education programs. As Table 2 indicates, students have achieved this threshold each year by their second attempt. It should be noted that graduates of these programs are certified and eligible for initial licensure in the state of Louisiana.

Table 2. Praxis Exam Pass Rates

Year	Degree	N	1st Attempt Pass	Pass Rate 1st Attempt	2nd Attempt Pass	Total	Pass Rate 2nd Attempt
2015	MAT	13	13	100%	N/A	15	100%
	BA/BS	6	6	100%	N/A	6	100%
2016	MAT	19	17	89%	2	19	100%
	BA/BS	4	4	100%	N/A	4	100%
2017	MAT	9	9	100%	N/A	9	100%
	BA/BS	2	2	100%	N/A	2	100%
	School Counseling	3	3	100%	N/A	3	100%
2018	MAT	4	4	100%	N/A	4	100%
	BA/BS	4	1	25%	3	4	100%
	School Counseling	2	2	100%	N/A	2	100%
2019	MAT	21	16	76%	5	21	100%
	BA/BS	2	2	100%	N/A	2	100%
	School Counseling	2	2	100%	N/A	2	100%
2020	MAT	15	15	100%	N/A	15	100%
	BA/BS	5	5	100%	N/A	5	100%
	School Counseling	0	N/A	N/A	N/A	N/A	N/A

North American Pharmacist Licensure Examination – Pass Rate for First-Time Takers

The North American Pharmacist Licensure Examination (NAPLEX)'s threshold of acceptability changes annually and is based on the overall first-time pass rate for Xavier graduates being within two standard deviations of the national average. This benchmark was chosen since it is the benchmark used by the Accreditation Council for Pharmacy Education, the accrediting body of the Pharmacy program. Table 3 provides data since 2012 of first-time pass rates of the NAPLEX and indicates that Xavier has successfully reached this benchmark each year.

Table 3. NAPLEX First-Time Taker Pass Rates

Year	# First-Time Takers	Pass Rate	Reached ACPE Benchmark (within 2 s.d. of National Average
2012	126	95.0%	Yes
2013	161	86.0%	Yes
2014	146	92.5%	Yes
2015	146	87.7%	Yes
2016	131	77.9%	Yes
2017	142	76.1%	Yes
2018	152	75.0%	Yes
2019	128	82.9%	Yes

Physician Assistant National Certifying Examination (PANCE)

First-time pass rates of graduates will be used as a measure of student achievement with the Xavier threshold of acceptability based on the measure set by the program's accreditor, the Accreditation Review Commission on Education for the Physician Assistant.

Speech-Language Pathology (SLP) Certifying Examination - Praxis Examination in Speech-Language Pathology

The Speech Language Pathology program began in Fall 2019. First-time pass rates of graduates will be used as a measure of student achievement with the Xavier threshold based on the measure set by the program's accreditor, the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association.