

## LIPSCOMB UNIVERSITY STUDENT ACHIEVEMENT

Lipscomb University evaluates success with respect to student achievement consistent with its mission. The mission is stated below:

*Lipscomb University is a private coeducational institution whose principle focus is undergraduate education in the liberal arts and sciences, combined with a number of undergraduate professional and pre-professional fields, masters, and doctoral degree programs. Its primary mission is to integrate Christian faith and practice with academic excellence. This mission is carried out not only in the classroom but also by involvement in numerous services to the church and larger community.*

Criteria which serve to confirm the university is carrying out the mission include measuring and managing student self-report results and outcomes as confirmed by two continuous improvement surveys. The first survey, known as the *Graduating Senior Survey (GSS)* is an internal survey administered to every undergraduate senior as a graduation requirement. The second survey is the *Student Satisfaction Inventory (SSI)*, an externally administered survey with university-specific questions addressing how Lipscomb University is carrying out the mission from the students' perspective. This survey is administered annually each October to undergraduate students representing all class levels and all colleges.

Other measurements used to evaluate success of Lipscomb student include: freshman retention rate; graduation rate; state and national licensing and professional examination results; and other means of demonstrating achievement of goals based on the mission of the university.

### Criterion I: Carrying out the mission

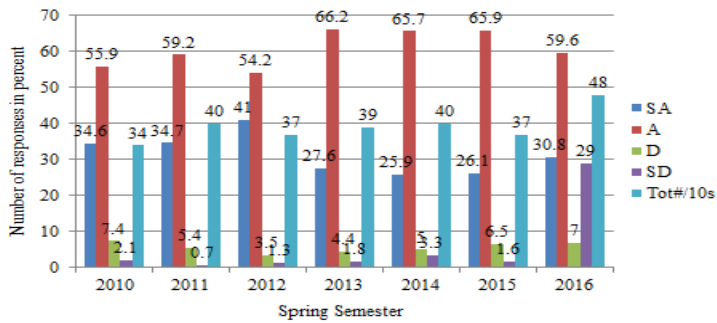
Goal: 90% of all graduating students (baccalaureate) will respond they have been able to integrate Christian faith and practice with academic excellence

Indicators: Results from the Graduating Senior Survey (GSS) and Student Satisfaction Inventory (SSI)

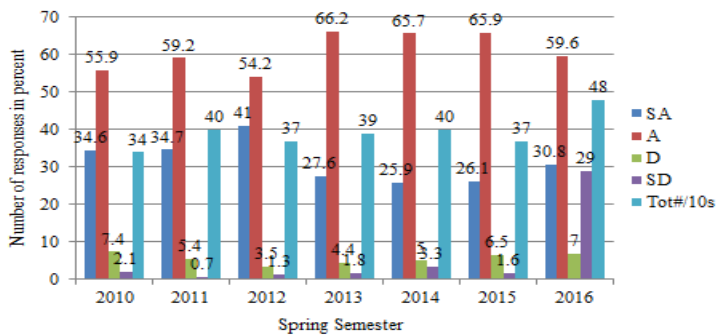
Lipscomb University's mission is to integrate Christian faith and practice with academic excellence. Indicators used to evaluate success of this criterion include responses from several questions from the *GSS*, six of which are shown here and demonstrate that students believe they are able to **integrate Christian faith and practice with academic excellence**. For example, using three of the survey questions on the *GSS*, the university is able to measure the extent to which Christian faith is integrated into the academic programs. Those assessment results derive from *GSS* questions which demonstrate that 1) students have had opportunities to grow spiritually; 2) they have developed a deeper understanding of the meaning of Christian service; and 3) they have developed a clearer sense of their own ethical and spiritual values, thus carrying out the mission of the university. This survey has been administered to all graduating baccalaureate students since 1999. Trended results are shown below as students responded to the questions using the following rating scale:

SA = strongly agree; A = agree; D = disagree; SD = strongly disagree. The total number of respondents each year is shown (in total 10's) in the following charts:

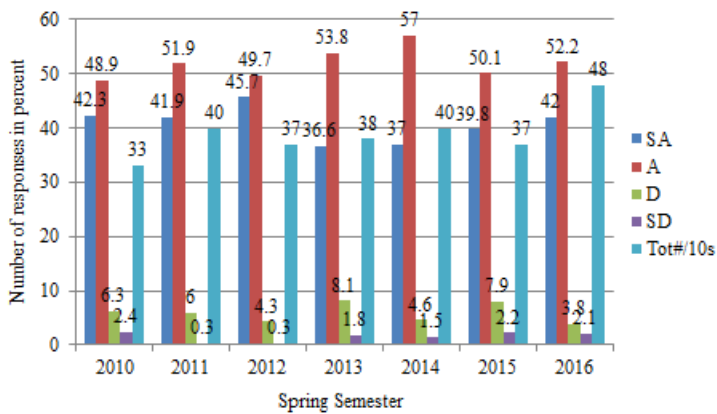
### 7. Lipscomb has provided resources and opportunities to help me grow spiritually



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### 15. I have developed a clearer sense of my own ethical and spiritual values

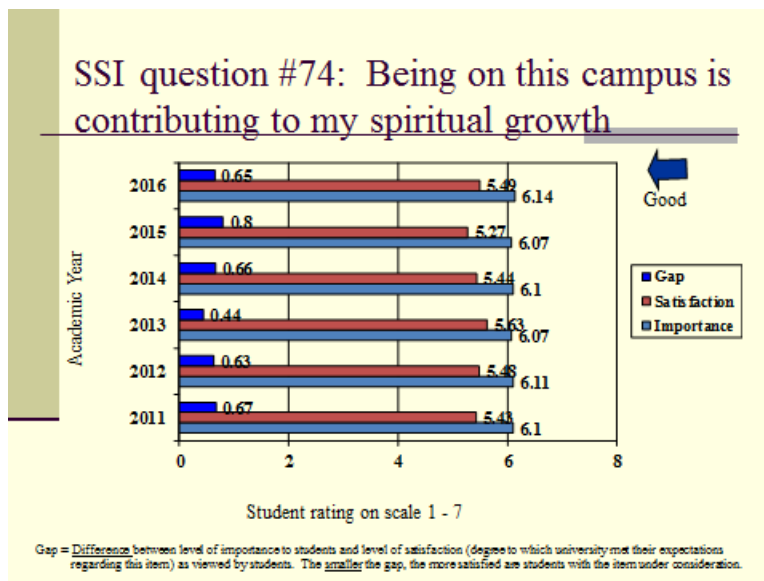


A second source of results for this indicator is the *SSI* (Student Satisfaction Inventory), a survey administered annually to a cross-section of all undergraduate students during the month of

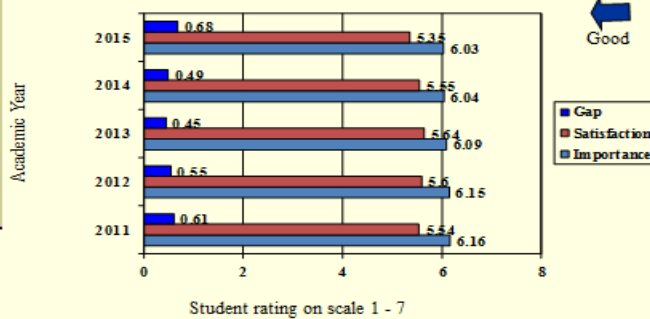
October. The cross-section represents all class levels and all disciplines. Results of four of the questions regarding how students rate the impact of the university mission on their lives trended over time demonstrate that students are **able to integrate Christian faith and practice** (mission).

For example, SSI question #74 states: *Being on this campus is contributing to my spiritual growth*; SSI question #75 states: *My understanding of God is being strengthened by classroom and/or campus experiences*. SSI question #76 states: *Faculty, administrators, and/or staff are helpful to me in processing issues related to my faith*. And SSI question #79 states, *Given where I am right now, this campus is a good “fit” for me*. Results clearly demonstrate that Lipscomb University evaluates success with respect to student achievement consistent with its mission and that students believe they have achieved this goal. Nevertheless, Lipscomb University continues to use SSI data to improve student achievement.

SSI results can be interpreted as follows: the blue bar reflects the students’ assessment of the level of importance on a scale of 1 – 7, with 7 being the highest level of importance for the question content; the red bar reflects the level of students’ satisfaction for the same question. The green bar reflects the difference between the two (importance and satisfaction) and is called the “gap.” The smaller the gap, the more satisfied are students with the question content under consideration. Any gap close to or exceeding “1” is managed on an on-going basis and monitored until the issue is resolved to reflect greater student satisfaction. Results are shown below for the past six years:

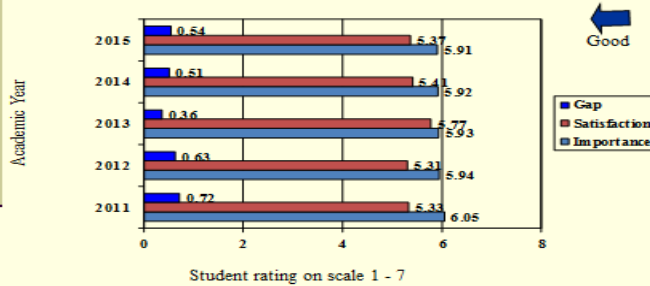


SSI question #75: My understanding of God is being strengthened by classroom and/or campus experiences



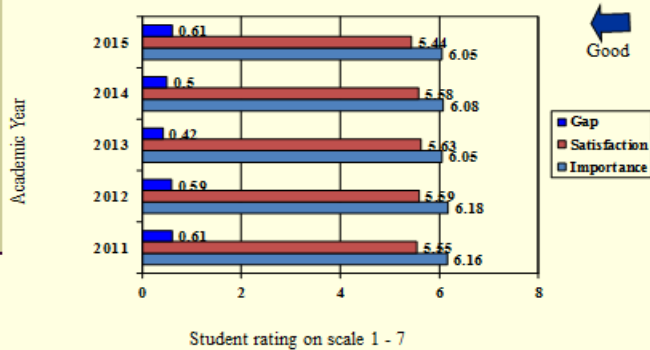
Gap = Difference between level of importance to students and level of satisfaction (degree to which university met their expectations regarding this item) as viewed by students. The smaller the gap, the more satisfied are students with the item under consideration.

SSI question #76: Faculty, administrators, and/or staff are helpful to me in processing issues related to my faith



Gap = Difference between level of importance to students and level of satisfaction (degree to which university met their expectations regarding this item) as viewed by students. The smaller the gap, the more satisfied are students with the item under consideration.

SSI question #79: Given where I am spiritually right now, this campus is a good "fit" for me

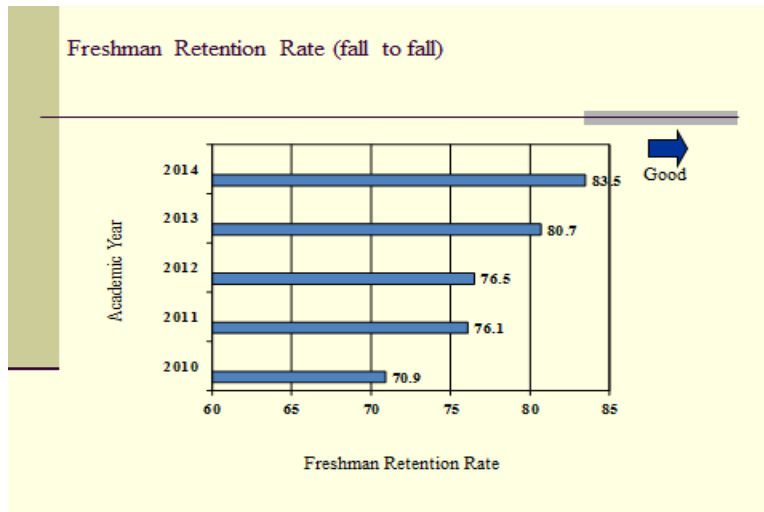


Gap = Difference between level of importance to students and level of satisfaction (degree to which university met their expectations regarding this item) as viewed by students. The smaller the gap, the more satisfied are students with the item under consideration.

Criterion II: Freshman retention rate

Goal: Annual increase in fall to fall freshman retention rate

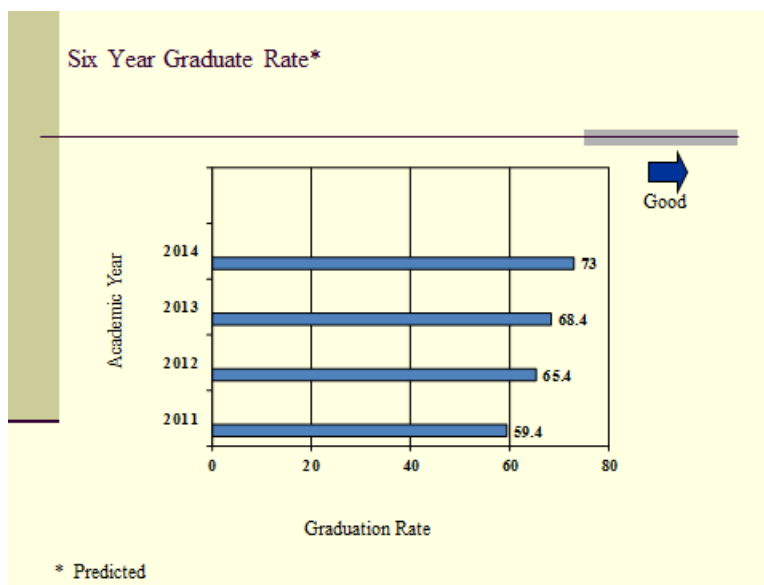
Indicator: Freshman retention rate (fall to fall)



Criterion III: Graduation rate

Goal: Incremental increase in graduation rate

Indicator: Annual graduation rate



Criterion IV. Pass rates for programs requiring state, national, or professional licensure

Goal: 100% pass rate

Indicator: Pass rates for dietetics, nursing, pharmacy, education

<b>STUDENT ACHIEVEMENT TREND</b>				
<b>Department: Commission on Dietetics Internship Pass Rate</b>				
<b>Year</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Pass rate	100	100	100	100

<b>STUDENT ACHIEVEMENT TREND</b>				
<b>Department: College of Education: PRAXIS</b>				
<b>Year</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Pass rate	98	100	100	100

<b>STUDENT ACHIEVEMENT TREND</b>				
<b>Department: College of Pharmacy: NAPLEX</b>				
<b>Year</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Pass rate	94.2	94.59	96.1	95.52

<b>STUDENT ACHIEVEMENT TREND</b>				
<b>Department: School of Nursing</b>				
<b>Year</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Pass rate	69	79	65	91.3

Criterion V: Students admitted to professional programs in health care

Goal: Increase the number of students each year

Indicator: Number of students accepted and enrolled in professional programs in health care

<b>STUDENT ACHIEVEMENT TREND</b>				
<b>Student Admissions to Professional Programs in Health Care</b>				
<b>Year</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Medical school	14	24	32	20
Dental school	4	5	6	9
Pharmacy school	15	13	14	16
Veterinary school	1	2	0	3

Location and programs available at off-campus sites:

**I. SPARK: Lipscomb’s Idea Center: 401 Cool Springs Boulevard, Franklin, TN 37067**

Programs available:

Masters of Business Administration

Master of Science in Applied Behavior Analysis  
Master of Education in Educational Leadership; Teaching, Learning, and Leading; Collaborative Professional Learning; and Reading Specialty  
Education Specialist in Educational Leadership; Teaching, Learning, and Leading; Collaborative Professional Learning; and Reading Specialty  
Master of Science in Data Science  
Master of Marriage and Family Therapy

Services available:

Classrooms, technology necessary for teaching and learning including library resources, and food service

**II. Blackman High School: 3956 Blaze Drive, Murfreesboro, TN**

Programs available:

Master of Science in Applied Behavior Analysis  
Master of Education in Educational Leadership; Teaching, Learning, and Leading; Collaborative Professional Learning; and Reading Specialty  
Education Specialist in Educational Leadership; Teaching, Learning, and Leading; Collaborative Professional Learning; and Reading Specialty

Services available:

Classroom, technology necessary for teaching and learning including library resources, and catered food service

**III. Gallatin High School: Gallatin High School, 700 Dan P. Herron Drive, Gallatin, TN 37066**

Programs available:

Master of Science in Applied Behavior Analysis  
Master of Education in Educational Leadership; Teaching, Learning, and Leading; Collaborative Professional Learning; and Reading Specialty  
Education Specialist in Educational Leadership; Teaching, Learning, and Leading; Collaborative Professional Learning; and Reading Specialty

Services available:

Classroom, technology necessary for teaching and learning including library resources, and catered food service

**IV. Tennessee Prison for Women: 3881 Stewarts Lane, Nashville, TN 37243**

Program available:

Associate of Arts degree

Services available:

Classrooms, limited library typically textbooks used in courses, course materials provided by faculty

