



**WILLIAM PEACE UNIVERSITY**  
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# Student Achievement

## Mission

William Peace University's mission is to prepare students for careers in the organizations of tomorrow. Rooted in the liberal arts tradition, the student develops an appreciation for life-long learning, a focus on meaningful careers, and skills for ethical citizenship.

## Student Enrollment

	Traditional Undergraduate (TUG)	School of Professional Studies* (SPS)	Total Enrollment
Full-Time	655	78	733
Part-Time	15	82	97
<b>TOTAL Students</b>	<b>670</b>	<b>160</b>	<b>830</b>

Source: Fall 2020 Census File



## Demographics / Characteristics

	Traditional Undergraduate ( TUG)	School of Professional Studies* (SPS)	Total Enrollment
Female	320 (48%)	127 (79%)	447 (54%)
Male	350 (52%)	33 (21%)	383 (46%)
Hispanic, of any race	88 (13%)	12 (8%)	100 (12%)
Black ( Non- Hispanic)	146 (22%)	56 (35%)	202 (24%)
Alaska Native/ Native American	5 (< 1%)	0	5(< 1%)
Asian/Asian American	15 (2%)	2 (1%)	17 (2%)
Hawaiian Pacific Islander	0	0	0
Non- Resident Alien	6 (< 1%)	0	6 (< 1%)
Two or More Races	40 (6%)	4 (3%)	44 (5%)
White ( Non- Hispanic)	358 (53%)	84 (53%)	442 (53)
Unknown/ Not Reported	12 (< 1%)	2 (< 1%)	14 (2%)
Average Age	20	36	23

Source: Fall 2020 Census File

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## Achievement Metrics

WPU identifies the following metrics based on our mission and student profile to serve as significant indicators of student success and achievement:

1. One-Year Retention Rate of Full-Time, First-Time in College Traditional Undergraduate (TUG) Students
2. Six-Year Graduation Rate of Full-Time, First-Time in College Students (IPEDS)
3. Six-Year Graduation Rate of Full-Year Cohort (IPEDS)
4. Four-Year Graduation Rates of School of Professional Studies (SPS) Transfer Students
5. Employment and Testing Rates Among Education Graduates
6. WPU Internship Ratings

The following tables provide outcomes and thresholds, or minimum targets that WPU has identified as indicators of success.

## Metric One: One-Year Retention Rate of Full-Time, First-Time Traditional Undergraduate (TUG) Students

This metric focuses on the one-year retention rate of full-time, first-time (FTFT) students in the Traditional Undergraduate program (TUG). The majority of those who enroll in the TUG program are new first-time-in-college students. By contrast, the School of Professional Studies (SPS) enrolls mostly transfer students. By focusing on this metric, the University is better able to track trends and develop strategies for improvement in retention, enrollment, and graduation of FTFT students.

### Metric Data

Table 1: TUG Full-Time First-Time One-Year Retention Rates by Gender

Start Term (Cohort)	Total Students in Cohort	One-Year Retention Rate			
		Threshold	Men	Women	All
2016 Fall	195	60%	59%	62%	61%
2017 Fall	202	60%	64%	66%	65%
2018 Fall	209	60%	67%	65%	66%
2019 Fall	185	60%	73%	74%	74%

Table 2: TUG Full-Time First-Time One-Year Retention Rates by Race and Ethnicity

Start Term (Cohort)	Total Students in Cohort	One-Year Retention Rate				
		Threshold	Black, Non-Hispanic	Hispanic of Any Race	White	All
2016 Fall	195	60%	55%	62%	67%	61%
2017 Fall	202	60%	64%	65%	66%	65%
2018 Fall	209	60%	65%	64%	66%	66%
2019 Fall	185	60%	90%	87%	65%	74%

## Metric Two: Six-Year Graduation Rate of First-Time, Full-Time Students

This metric focuses on the six-year graduation rate (as reported to IPEDS) for all FTFT students, including those enrolled in TUG and those enrolled in SPS. Very few SPS students enroll as first-time students, so this rate largely reflects the traditional student population. By focusing on this metric, the University seeks to track student degree completion rates in accordance with SACSCOC and USDE requirements.

### Metric Data

Table 3: Six-Year Graduation Rates for Full-Time First-Time Cohort

Cohort Year	Cohort Size	Overall Six-Year Graduation Rate		Six-Year Graduation Rate by Gender, Race, and Ethnicity				
		Threshold	Overall	Men	Women	Black Non-Hispanic	Hispanic of Any Race	White
2011 Fall	130	35%	39%	N/A	39%	N/A	N/A	N/A
2012 Fall*	225	35%	37%	39%	36%	32%	38%	46%
2013 Fall	310	35%	42%	39%	45%	32%	33%	49%
2014 Fall	215	35%	38%**	38%	38%	42%	33%	49%

\*WPU first enrolled men in the traditional program in Fall of 2012.

\*\*The 2014 cohort has a large number of students who identified as Unknown race and ethnicity, which is atypical.

### Metric Three: Six-Year Graduation Rate of Full-Year Cohort

This metric tracks data on the success of new first-time-in-college and transfer students by Pell status. Since a large number of WPU students are Pell-eligible, WPU tracks six-year graduation rates for all Pell and all Non-Pell students. While this metric looks at the whole cohort, combining both TUG and SPS, there is disaggregation by transfer and first-time-in-college status.

#### Metric Data

Table 4: Full Year Cohort Six Year Graduation Rate by Pell Status\*

Full-Year Cohort	Threshold	Six-Year Graduation Rates					
		First-Time-in-College-- Full Time			Transfer Students-- Full-Time		
		All	Pell	Non-Pell	All	Pell	Non-Pell
2009-2010	35%	42%	42%	43%	66%	53%	76%
2010-2011	35%	41%	38%	45%	75%	69%	81%
2011-2012	35%	39%	34%	44%	71%	58%	84%

\* The years reported in this table are prior to the WPU transition in the TUG program from an all-women institution to a coeducational institution in Fall 2012. The School of Professional Studies has enrolled male students since its establishment in 2009. As a result of SPS enrollments, a small number of male students are included in enrollment reports prior to WPU becoming a co-educational institution.

## Metric Four: Six-Year Graduation Rates of School of Professional Studies (SPS) Transfer Students

This metric focuses on graduation rates for transfer students enrolled in SPS. SPS offers accelerated degree programs for non-traditional working adults through hybrid and fully online course delivery. By focusing on this metric, the University is better able to track trends and develop strategies for improving retention, enrollment, and graduation of its transfer student population. Enrollment in SPS is predominantly composed of transfer students, with nearly half of SPS enrolling as part-time students. While not all SPS students are transfer students, typically fewer than ten first-time students enroll in SPS annually.

### Metric Data

Table 5: SPS Transfer Graduation Rates, Fall Term Start\*

Start Term	Number of New Transfer Students in Cohort	SPS Transfer Student Graduation Rates (Fall Term Start)					Threshold for six-year
		2-Year	3-Year	4-Year	5-Year	6-year	
2013FA	100	30%	44%	52%	53%	56%	35%
2014FA	49	35%	49%	53%	53%	53%	35%
2015FA	30	23%	47%	47%	47%	not yet available	35%

Table 6: SPS Transfer Graduation Rates, Spring Term Start\*

		<b>SPS Transfer Student Graduation Rates</b>					
		<b>(Spring Term Start)</b>					
<b>Start Term</b>	<b>Number of New Transfer Students in Cohort</b>	<b>2-Year</b>	<b>3-Year</b>	<b>4-Year</b>	<b>5-Year</b>	<b>6-year</b>	<b>Threshold for six-year</b>
2013SP	49	18%	47%	55%	61%	65%	35%
2014SP	38	21%	34%	45%	50%	50%	35%
2015SP	18	22%	28%	33%	33%	not yet available	35%

\* Fall Start Term graduation rates reported as of August of the corresponding year.  
Spring Start Term graduation rates reported as of December of the corresponding year.



## Metric Five: Employment and Testing Rates Among Education Graduates

This metric focuses on outcomes for graduates of the Education majors at William Peace University. Education students are enrolled as both TUG and SPS students, with degree plans in Elementary Education (licensure); Elementary and Special Education (dual licensure); Middle School Education with licensure options in English/ Language Arts, Social Studies, and Science; licensure only options including Special Education-Adapted Curriculum; and residency options.

### *Metric Data*

Table 7: Undergraduate Program Graduates Employed in NC Schools within One Year of Program Completion

	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
2016-2017	9	89%	78%
2017-2018	13	100%	92%
2018-2019	8	88%	88%

Threshold: 90% will be employed and receive licensure within one year of completing the program

Table 8: Scores of Student Teachers on Professional and Content Area Examinations within Three Years of Graduation

	Specialty Area/Professional Knowledge *		
	Elementary	Special Education	Institution Summary
<b>2015-2016 Graduates</b>			
Total Number of Graduates	17	17	17
Employed one year after graduation	15	15	15
Exam Takers	8	5	9
Percent Passing	100%	60%	89%
<b>2016-2017 Graduates</b>			
Total Number of Graduates	9	6	9
Employed one year after graduation	8	5	8
Exam Takers	8	5	8
Percent Passing	100%	100%	100%

\* Data for 2014-2015 Graduates was not provided by the North Carolina state report.

Threshold: 90% will pass exams within three years of completing the program

## Metric Six: WPU Internship Ratings

This metric focuses on internship supervisor satisfaction. Students engage in an internship experience through their enrollment in the 3 credit hour PDS 490: Academic Internship I course as a part of the general education requirements or through PDS 491: Academic Internship II, which is an optional second internship opportunity. [38]

### Metric Data

Table 9: Internship Evaluation Ratings

Evaluation Year	Supervisor Question: Please rate the overall work performance of the intern. (scale of 1 to 5 with 5=excellent)		Student Intern Question: I feel better prepared to enter this field.		Student Intern Question: The internship reinforced my career goals.
	Number of Supervisor Responses	Rating	Number of Intern Responses	% Responding Yes	% Responding Yes
2017-2018	174	4.52	169	92%	87%
2018-2019	165	4.67	162	93%	92%
2019-2020	152	4.65	150	99%	97%

Threshold: 4.50