



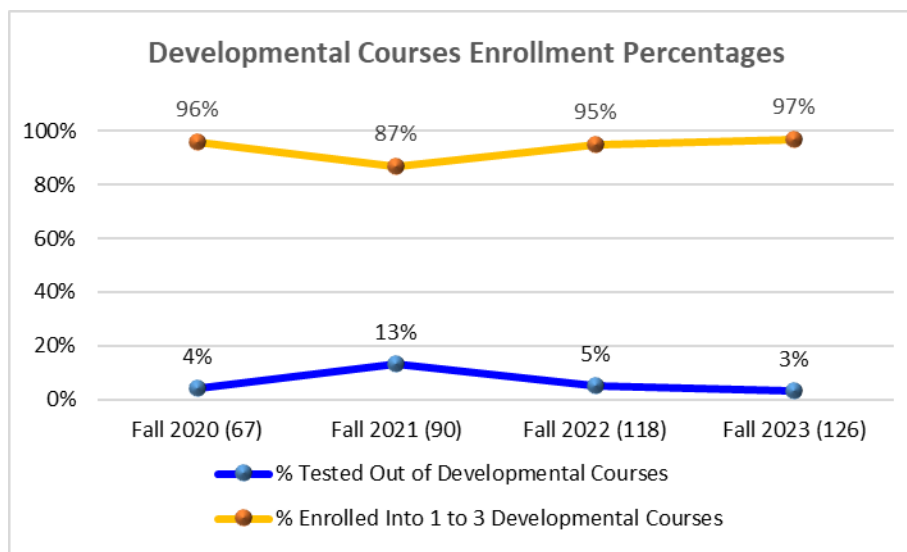
Morris College Student Achievement

Morris College evaluates success with respect to student achievement, consistent with its mission, through several statistical measures. As a benchmark, the college compares itself to peer institutions with similar missions and open admissions policies. Morris College measures student achievement in the following areas: developmental course pass rates, college-level course pass rates, retention rates, graduation rates, National Student Clearinghouse (NSC) completion rates (updated data coming soon), number of graduates by major, academic program completion rates (updated data coming soon), and teacher education licensure examination pass rates (updated data coming soon). These measures and results are published below.

I. Developmental Course Pass Rates

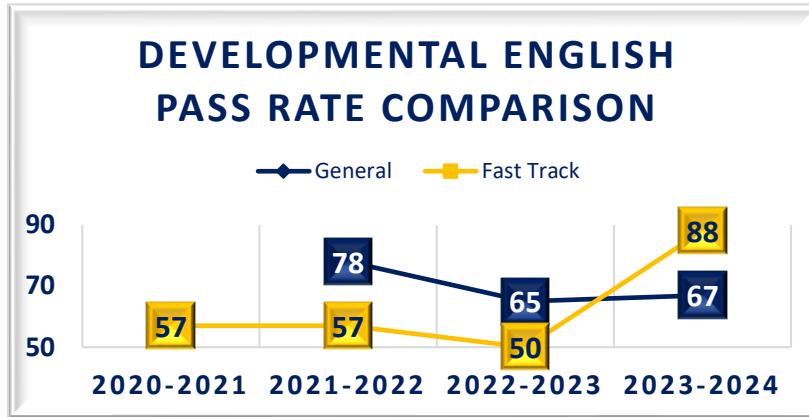
Goal: *Each year, the pass rate for each developmental course sequence (Reading, English, and Mathematics) will be 80%.*

Within its mission, the college provides educational opportunities to high school graduates seeking a higher education. As an open admissions institution, this results in a large percentage of students needing developmental instruction to raise their basic skill levels to the required collegiate level for successful academic performance. Each fall semester, an average of 94% of incoming first-time freshman students (Plot 1, below) test into at least one developmental course for remediation of basic skills. Successful completion of the developmental course sequence provides students with the foundation for success in the subsequent college-level course. Developmental Reading comprehension is critical for all courses; Developmental English is the foundation for Fundamentals of Composition (ENG103); and Developmental Mathematics is the foundation for College Algebra (MAT103).

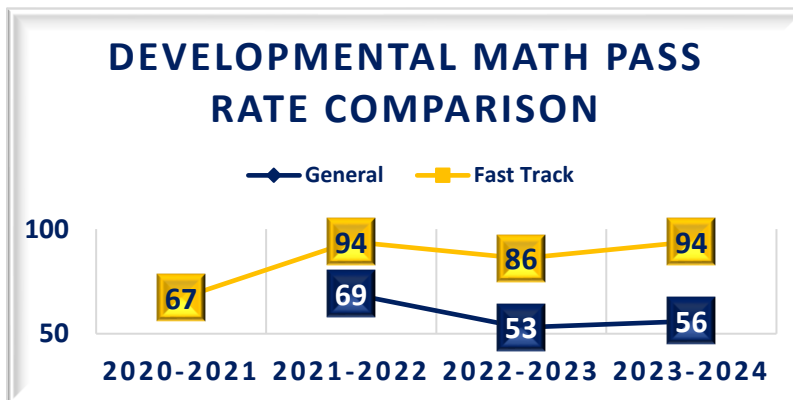


Plot 1: Percent of Incoming Freshman that Test into at Least One Development Course.

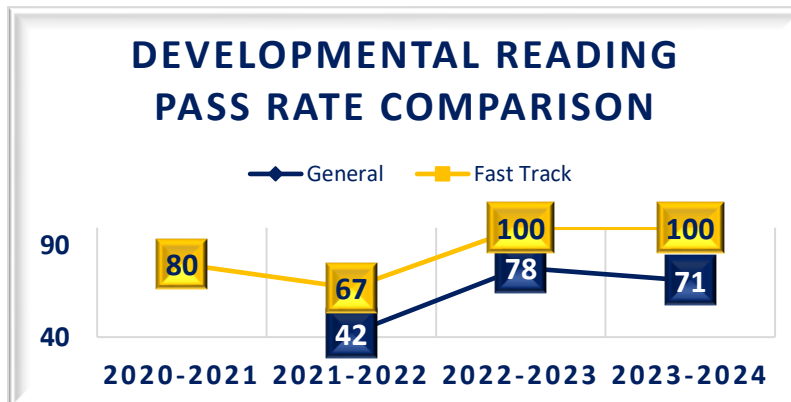
Morris College strives for an 80% pass rate in developmental courses. This percentage was set based on previous pass rates in developmental courses and the impact that successful completion of these courses have on college-level courses and time to graduation. The next three plots show the comparison of developmental course pass rates for the general fall freshman cohorts and the summer Fast Track cohorts. While students who enrolled in the summer Fast Track Program fared better and reached the target in the most recent year, the effects of the COVID-19 pandemic are still evident in the basic skills of the incoming freshman cohorts.



Plot 2: Pass Rates for Developmental English, General Student Population vs. Fast Track Program

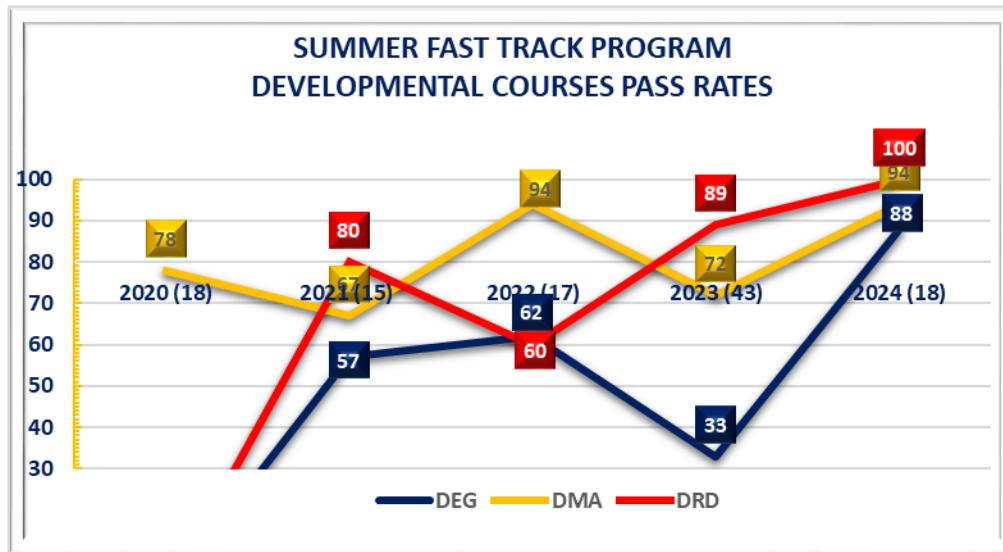


Plot 3: Pass Rates for Developmental Math, General Student Population vs. Fast Track Program



Plot 4: Pass Rates for Developmental Reading, General Student Population vs. Fast Track Program

Morris College implemented the six-week summer Fast Track Program to address challenges that the majority of incoming freshmen face regarding developmental courses. This program gives some incoming freshmen the opportunity to complete required developmental courses during the summer prior to the fall semester, thus allowing these students to enroll in college-level general education courses to begin their freshman year. Plot 5 gives the pass rates for the most recent five summers the Fast Track Program has been in existence, showing that the intensive instruction provided during the summer produced higher pass rates overall in the developmental courses.



Plot 5: Pass Rates for each Developmental Course (DEG102 – Developmental English, DMA102 – Developmental Math, and DRD102 – Developmental Reading) from the Fast Track Program. DEG102 and DRD102 were not offered in 2020-2021.

Additional evidence to provide more information on the differences in student achievement between the students who went through the Fast Track Program and those that did not, is seen in the disaggregation of Developmental and College-level Pass Rates by Fast Track and Non-Fast Track students in Table 1 below. Both cohorts have their high points and low points. While the Fast Track students performed better in the developmental courses, the non-Fast Track students performed better on the first attempt at college-level English and Mathematics. It should be noted that the majority of the Fast Track students took the college-level courses in their first year of full-time enrollment, not during the summer Fast Track Program where they would have received more intensive academic support.

Disaggregated Developmental and College-level Pass Rates by Fast Track and Non-Fast Track Students

Table 1: Developmental and College-Level Course Pass Rates on First Attempt (Fast Track and Non-Fast Track Cohort Students)							
Fast Track Students							
Summer	DEG-102	DMA-102	DRD-102	Retention (fall to fall)	4-Year Graduation Rate	Passed ENG-103 on 1st Attempt*	Passed MAT-103 on 1st Attempt*
2020 (11E)**	N/O	78%	N/O	82%	18%	38%	100%
2021 (13E)	57%	67%	80%	69%	N/A	50%	78%
2022 (12E)	57%	94%	67%	42%	N/A	80%	57%
2023 (36E)	50%	86%	100%	42%	N/A	40%	67%
2024 (15E)	88%	94%	100%	N/A	N/A	N/A	N/A
Non-Fast Track Students							
Fall	DEG-102	DMA-102	DRD-102	Retention (fall to fall)	4-Year Graduation Rate	Passed ENG-103 on 1st Attempt*	Passed MAT-103 on 1st Attempt*
2020 (57E)**	N/O	N/O	N/O	49%	9%	67%	68%
2021 (77E)	78%	69%	42%	35%	3%	74%	76%
2022 (106E)	65%	53%	78%	47%	N/A	78%	81%
2023 (90E)	67%	56%	71%	56%	N/A	56%	73%
2024 (70E)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
E - Number of FastTrack students or nonFast Track students enrolled in the fall semester.							
N/O - Not Offered this term. N/A - Not Applicable at this time.							
*Based on the students in the cohort that have taken the course to date. The majority of these students did not take this course during the Summer Fast Track session but during the first year of full-time enrollment. **For both groups, Fall 2020 results were impacted by the COVID-19 pandemic.							

Table 1. Developmental and College-Level Course Pass Rates on First Attempt by Fast Track and Non-Fast Track Students

II. First College-level Courses Pass Rates

Goal: The first college-level course pass rates in the English and Mathematics will be 70%.

Gateway general education courses show the level of attainment and success at the developmental course level. The institution assesses the pass rates for the subsequent college-level courses, of students that either have tested out of or successfully completed the developmental courses, to gauge student success on their first attempt. These averages are based on a four-year tracking of first-time freshman students who enrolled in the fall or spring semester of each academic year. The pass rate data is segmented by the number of first-time freshman students enrolled during the period who were enrolled in developmental courses and the number who were not enrolled (tested out) in developmental courses for English and Mathematics.

Morris College strives for a 70% pass rate in college-level courses. This percentage is based on the institutional threshold of acceptability for college-level courses, where 70% indicates the least percentage to pass a course.

From 2020 to 2023, the overall successful completion rates for first-time freshman students in both groups on the first attempt (average of all years) was 63% for ENG 103 and 73% for MAT 103. Charts 1 and 2 below show the pass rates of first-time freshmen students in the college-level English and Mathematics on their first attempt disaggregated according to whether or not a student took developmental courses prior to taking the college-level courses. Developmental course

students are the students whose placement test scores placed them into one or more developmental courses of English or Mathematics (DEG or DMA) prior to enrolling in the college-level English (ENG-103) or Mathematics (MAT-103).

All data is based on first-time freshmen enrollment for each academic year listed, including students who started in the spring semester. While the pass rates for ENG-103 for students who took developmental English courses were not as high as the pass rates for MAT-103 for students who took developmental mathematics courses, the college’s overall average for the four-year period met the threshold of acceptability of 70% in MAT-103, but fell short in ENG-103 in two of the years of the period measured. As stated earlier, the effects of COVID-19 on incoming freshman cohorts’ basic skills is still evident.

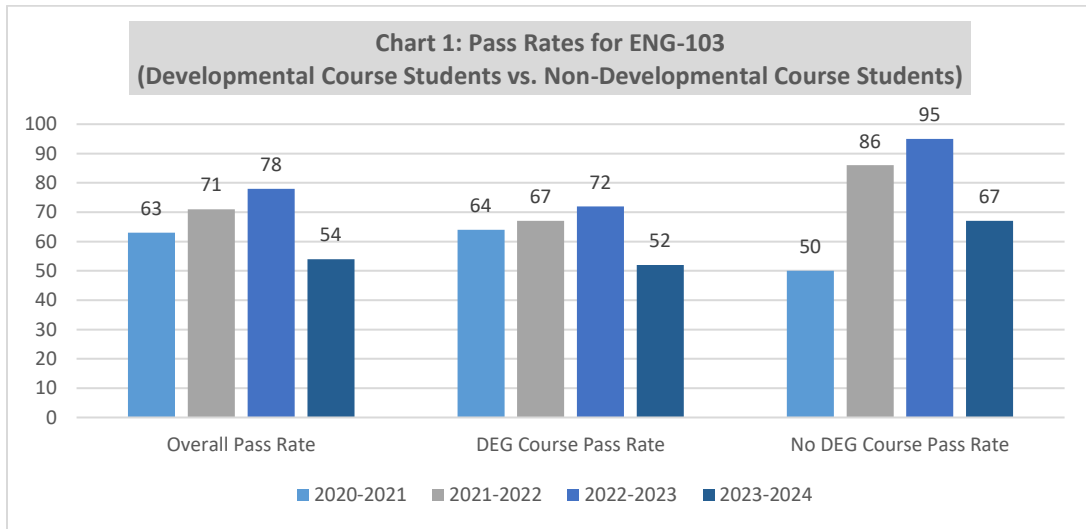


Chart 1: Pass Rates for college-level English (ENG-103) on first attempt.

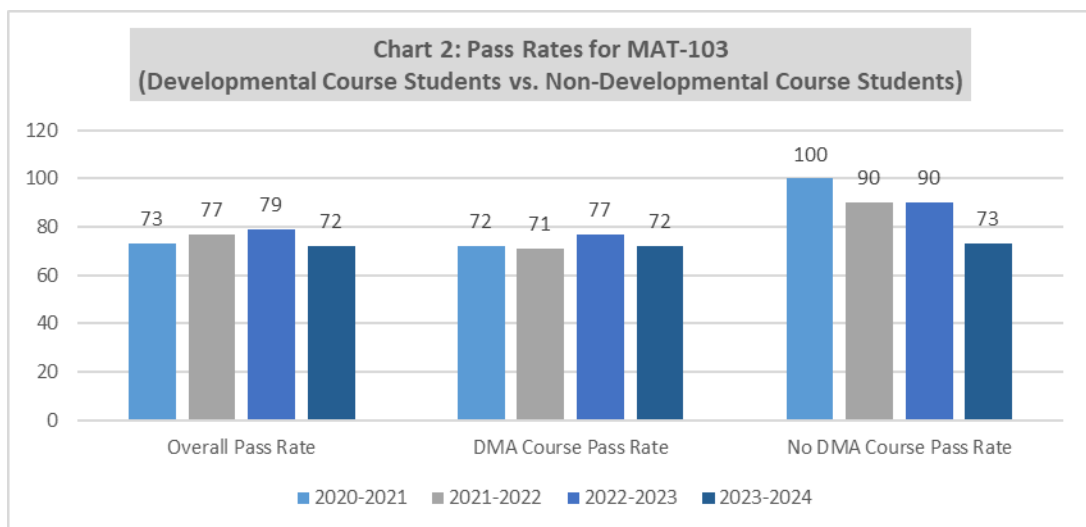


Chart 2: Pass Rates for college-level Mathematics (MAT-103) on first attempt.

Disaggregated ENG-103 and MAT-103 Pass Rates by Race/Ethnicity and Gender

Table 2 below provides a further breakdown of the past four first-time freshman cohorts' first attempt pass rates by race/ethnicity and gender. Since the majority of the students in the cohorts were Black or African American and female, the pass rates reflected such.

Table 2: Race/Ethnicity and Gender Percent of Students Who Passed ENG-103 or MAT-103 on First Attempt									
	2020-2021		2021-2022		2022-2023		2023-2024		
	ENG-103	MAT-103	ENG-103	MAT-103	ENG-103	MAT-103	ENG-103	MAT-103	
Race/Ethnicity Pass Rate on First Attempt									
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Black or African American	30(97%)	35(100%)	40(95%)	57(92%)	69(95%)	53(95%)	79(99%)	44(96%)	
Hispanic/Latino	1(3%)	0	0	3(5%)	1(1%)	1(1%)	0	0	
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	
White	0	0	1(2.5%)	1(1.5%)	0	0	0	0	
Two or More Races	0	0	1(2.5%)	1(1.5%)	1(1%)	2(4%)	1(1%)	1(2%)	
Race/Ethnicity Unknown	0	0	0	0	2(3%)	0	0	1(2%)	
NonResident Alien	0	0	0	0	0	0	0	0	
First Attempt Pass Rate Percentages	63%	73%	71%	77%	78%	79%	54%	72%	
Gender Pass Rate on First Attempt									
Female	19(61%)	20(57%)	19(45%)	27(44%)	43(59%)	34(61%)	46(58%)	25(54%)	
Male	12(39%)	15(43%)	23(55%)	35(56%)	30(41%)	22(39%)	34(42%)	21(46%)	
Total	31(100%)	35(100%)	42(100%)	62(100%)	73(100%)	56(100%)	80(100%)	46(100%)	

Table 2. Race/Ethnicity/Gender by Percent of the Students Who Passed ENG-103 or MAT-103 on First Attempt

III. Retention Rates

Goal: The annual retention rates will be 60% for the first-time freshman cohort.

Table 3 below shows that the average retention rate for the first-time freshman cohorts of past seven years (2017-2023) was 44%, which is less than the five-year 59% mean for the peer comparison group used for the National Center for Education Statistics (IPEDS). The college's internal benchmark for retention is 60% for the first-time freshman cohort. Retention rates are measured fall to fall on October 15th of each year for first-time, full-time students who are seeking bachelor's degrees and who return to the college to continue their studies the following fall semester.

Table 3. Morris College Retention Rate Comparisons			
Morris College First-time Freshman Cohorts	Morris College Retention Rate	NCES (IPEDS) Peer Institutions First-time Freshman Cohorts (Mean)	NCES (IPEDS) Peer Institutions, Retention Rate (Mean)
Fall 2017 (235)	50.0%	217	54.0%
Fall 2018 (196)	41.0%	241	60.0%
Fall 2019 (200) ¹	36.0%	210	55.0%
Fall 2020 (67) ¹	51.0%	145	60.0%
Fall 2021 (90) ¹	40.0%	151	65.0%
Fall 2022 (118)	47.0%	151	N/A
Fall 2023 (126)	41.0%	N/A	N/A

Fall 2024 (85)	N/A	N/A	N/A
Average (140)	43.7%²	185.8³	58.8%⁴
¹ Rates were impacted by the COVID-19 pandemic.			
² Based on 7 years; ³ Based on 6 years; ⁴ Based on 5 years.			

Table 3: First-time Freshman Cohort Retention Rates and Peer Comparison Rates.

The data in Table 3 above shows that there has been a consistent decline for the past three years, causing the institution to incorporate corrective measures within its Quality Enhancement Plan (QEP). To this end, the QEP addresses retention with goals to increase the freshman retention rates by implementing a focused approach on changing developmental course instruction, instituting co-requisite courses, and including an intrusive at-risk program to track first-year students from the beginning of their first year and to provide earlier interventions throughout the year.

Chart 3 below details the past five years of retention data for first-time freshman cohorts. The Fall 2019 data is included to show the first year of COVID impact. The data includes the status of the returnees regarding enrollment in developmental courses and pass rates on the first attempt for ENG-103 and MAT-103. These elements are important because they have a direct impact on the retention and graduation rates at Morris College. Of the first-time freshmen who persisted to the next fall semester, approximately 93% took developmental courses and 68% and 76% (met threshold) were successful in passing the college-level English and Mathematics, respectively. In the co-remediation/co-requisite model, the institution’s goals are: (1) an increase in pass rates in all college-level courses and (2) fewer students caught in the developmental courses cycle and consequently, dropping out, which affects student success and the institution’s retention and graduation rates.

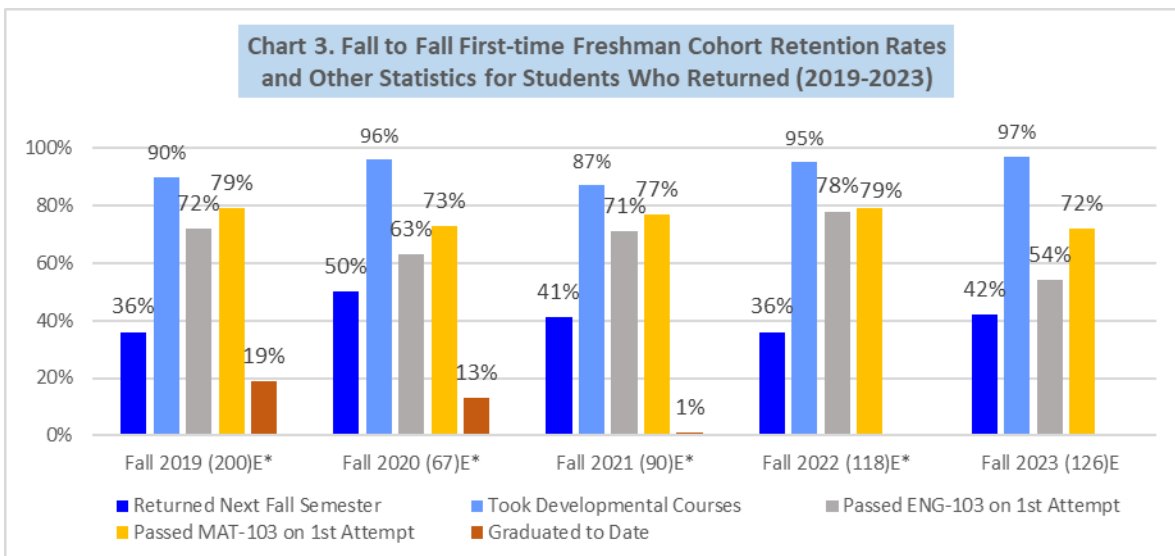


Chart 3. Fall to Fall First-time Freshman Cohort Retention Rates (2019-2023) and Other Statistics for Students Who Returned the Subsequent Fall Semester. (*Rates were impacted by COVID-19).

Disaggregated First-time Freshman Cohorts by Race/Ethnicity

The retention rates of the most recent first-time freshman cohorts, disaggregated by race, examines the persistence rate of each race/ethnic group as a part of the total. While the numbers of other races/ethnic groups represented are small, they contribute to the overall retention and graduation rates for each cohort.

Table 4. Morris College First-time Freshman Cohort Retention Rates By Race/Ethnicity and Gender (Fall to Fall)															
	Fall 2019			Fall 2020			Fall 2021			Fall 2022			Fall 2023		
	Total	# Ret'd Fall 2020	% Ret'd	Total	# Ret'd Fall 2021	% Ret'd	Total	# Ret'd Fall 2022	% Ret'd	Total	# Ret'd Fall 2023	% Ret'd	Total	# Ret'd Fall 2024	% Ret'd
Race/Ethnicity															
American Indian or Alaskan Native	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Asian				0	0	0%	0	0	0%	0	0	0%	0	0	0%
Black or African American	183	66	36%	65	33	51%	84	34	40%	110	51	46%	120	49	41%
Hispanic/Latino	3	1	33%	2	1	50%	3	1	33%	2	1	50%	0	0	0%
Native Hawaiian or other Pacific Islander	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
White	2	2	100%	0	0	0%	1	1	100%	0	0	0%	1	0	0%
Two or More Races	3	2	67%	0	0	0%	2	0	0%	3	3	100%	3	2	67%
Race/Ethnicity Unknown	9	1	11%	0	0	0%	0	0	0%	3	0	0%	2	2	100%
NonResident Alien	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Total	200	72	36%	67	34	51%	90	36	40%	118	55	47%	126	53	42%
Gender															
Female	109	77	71%	41	19	46%	34	17	50%	64	35	55%	66	30	45%
Male	91	29	32%	26	15	58%	56	19	34%	53	20	38%	60	23	38%
Total	200	106	53%	67	34	51%	90	36	40%	117	55	47%	126	53	42%

Table 4. Morris College First-time Freshman Cohort Retention Rates by Race/Ethnicity and Gender (Fall to Fall)

IV. Graduation Rates

Goal: The six-year graduation rate for each first-time freshman cohort will be 35% or higher.

Table 5 shows the average six-year graduation rates for Morris College for the past five six-year cohorts compared with its peer institutions, as published by the National Center for Education Statistics. The internal graduation rate benchmark is 35%, which the college believes is appropriate for its population of students and is comparable to the 34% national average for Historically Black Colleges and Universities. According to data from the National Center for Education Statistics (IPEDS Data Feedback Reports), Morris College's peer comparison institutions had an average graduation rate of 26% for the years data was available.

The threshold of acceptability for the institution's 6-year graduation rate is that it will exceed the mean 6-year graduation rate across the Peer Private Not-for-Profit Historically Black Colleges and Universities (HBCUs) Baccalaureate-level degree as the highest offering (10 institutions). The middle and right columns of Table 5 show Morris College's 6-year graduation rate compared to its peer institutions 6-year graduation rates. Since the benchmark has not been met in four years, the institution is assessing whether the 35% benchmark is still appropriate.

Table 5. Morris College Six-Year Peer Institutions Comparison Group				
4-Year and 6-Year First-time Freshman Cohort Graduation Rates				
	Morris College Graduation Rates			NCES (IPEDS) Peer Comparison Group Graduation Rate (Mean)
Cohort (Enrollment)*	4-Year	5-Year	6-Year	6-Year
Fall 2014 (225)	6.7%	22.3%	26.3%	22.0%
Fall 2015 (213)	8.0%	19.7%	24.9%	25.0%
Fall 2016 (218)	11.5%	21.1%	23.9%	25.0%
Fall 2017 (235) ¹	6.8%	18.3%	20.4%	30.5%
Fall 2018 (196)¹	4.6%	13.8%	17.3%	N/A
Fall 2019 (200) ¹	10.0%	18.5%	N/A	N/A
Fall 2020 (67) ¹	13.0%	N/A	N/A	N/A
Average	8.7%	19.0%	22.6%	25.6%

*First-time freshman cohort numbers are adjusted over time due to death, leaving for a job in field, military or foreign service.
¹COVID-19 impact on enrollment, retention, and graduation.
N/A – not available or not applicable at this time. Years 5 and 6 are cumulative of prior years.

Table 5. Morris College Peer Institutions Six-Year Graduation Rate Comparisons

The need for developmental instruction extends the time of degree completion for students and increases attrition. Based on internal studies of the reasons for the declining graduation rates, among the primary factors is the rate at which students test into developmental courses. In addition, the rate at which they pass those courses and many of the subsequent college-level courses is marginal. The college’s first-time freshman cohort graduation and retention rates reflect these challenges.

Disaggregated First-time Freshman Cohorts (150% to Completion) by Race/Ethnicity

Table 6 below shows the percentage of graduates who took one or more developmental courses. A breakdown of the past three six-year graduation classes show the persistence to graduation by race/ethnicity and enrollment in developmental courses. In the Fall 2016 cohort, ninety-four percent of the graduates took at least one developmental course with 6% testing out. The Fall 2017 and Fall 2018 cohorts showed similar statistics, thus giving more validation for implementing co-remediation/co-requisite courses to provide the additional support that all of our students need to pass the gateway courses of general education, successfully, and persist to graduation.

Table 6. First-time Freshman Cohort Graduates (150% Time to Completion)					
By Race and Enrollment in Developmental Courses					
Fall 2016 (52)					
Race	4-Year	5-Year	6-Year	Enrolled in One or More Developmental Courses	Tested Out of Developmental Courses
Black or African American	25	21	6	49	3
Totals	25	21	6	49	3
Percent of Graduates	48%	40%	12%	94%	6%
<i>There were no other race/ethnicity groups represented by the Fall 2016 Cohort graduates.</i>					
Fall 2017 (48)					

Race	4-Year	5-Year	6-Year	Enrolled in One or More Developmental Courses	Tested Out of Developmental Courses
Hispanic	0	1	0	1	0
Black or African American	16	28	1	43	2
American Indian/Alaskan Native	0	1	0	1	0
Two or More Races	0	1	0	1	0
Totals	16	31	1	46	2
Percent of Graduates	33%	65%	2%	96%	4%
<i>There were no other race/ethnicity groups represented by the Fall 2017 Cohort graduates.</i>					
Fall 2018 (34)					
Race	4-Year	5-Year	6-Year	Enrolled in One or More Developmental Courses	Tested Out of Developmental Courses
Black or African American	13	13	7	30	3
Unreported	0	1	0	1	0
Totals	13	14	1	31	3
Percent of Graduates	38%	41%	21%	91%	9%
<i>There were no other race/ethnicity groups represented by the Fall 2018 Cohort graduates.</i>					

Table 6. First-time Freshman Cohort Graduates (150% Time to Completion)
By Race and Enrollment in Developmental Courses

Disaggregated Six-Year Graduation Rates by Race/Ethnicity and Gender

Table 7 below gives a further look at the graduates by race/ethnicity and gender within 150% time. The race/ethnicity of each cohort was predominately Black or African American, with the graduation rates for females being higher than males by as much as fifteen percentage points in one of the three cohorts. In analyzing the graduates within 150% time from Table 7, other races in the cohorts achieved moderate success in completing within the 150% timeframe. Tracking data on the non-graduates from the three cohorts show that 46% of the Fall 2016 Cohort (166 non-graduates), forty-six (46%) of the Fall 2017 Cohort (188 non-graduates) and 44% of the Fall 2018 Cohort (162 non-graduates) transferred to another institution to continue their studies, with an average of 47% to two-year colleges and 53% to four-year colleges, which indicates academic success at Morris College.

Table 7. Morris College Six-Year Graduation Rates for First-time Freshman Cohorts By Race/Ethnicity and Gender									
	Fall 2016			Fall 2017			Fall 2018		
	Total	150% Time #	150% Time %	Total	150% Time #	150% Time %	Total	150% Time #	150% Time %
Race/Ethnicity									
American Indian or Alaska Native	1	0	0%	1	1	100%	1	0	0%
Asian	0	0	0%	0	0	0%	0	0	0%
Black or African American	214	52	24%	228	45	20%	182	33	18%
Hispanic/Latino	1	0	0%	3	1	33%	0	0	0%
Native Hawaiian or other Pacific Islander	0	0	0%	0	0	0%	0	0	0%
White	0	0	0%	0	0	0%	0	0	0%
Two or More Races	2	0	0%	4	1	25%	1	0	0%
Race/Ethnicity Unknown	0	0	0%	0	0	0%	12	1	8%
NonResident Alien	0	0	0%	0	0	0%	0	0	0%
Total	218	52	24%	236	48	20%	196	34	17%
Gender									
Female	132	39	30%	141	32	23%	111	21	19%
Male	86	13	15%	95	16	17%	85	13	15%
Total	218	52	24%	236	48	20%	196	34	17%

Table 7. Morris College Six-Year Graduation Rates By First-time Freshman Cohort and Race

Based on the graduation rates of the past three six-year cohorts, the College has endeavored to continue to offer the Summer Fast Track Program, which began in Summer 2016, to provide the opportunity for some students to take developmental courses during the summer prior to fall semester enrollment. This program assists first-time freshman students with foundational skills for a successful educational experience and graduation. The retention rate for the Fast Track Program students in Table 8 shows that overall the non-Fast Track students achieved a higher average rate of retention than Fast Track participants, while Fast Track participants showed a slightly higher average graduation rate than non-Fast Track students.

Disaggregated Freshman Cohort Retention and 4-Year Graduation Rates by Fast Track and Non-Fast Track Students

Table 8. Fall 2017-2020 Fast Track Freshman Cohort Retention and 4-Year Graduation Rates vs. Non-Fast Track Freshman Cohort				
	# in Original Cohort	# and % Enrolled Fall Semester	# and % Enrolled Who Returned Next Year (Fall to Fall)	# and % Enrolled Who Graduated to Date
Fast Track				
Summer 2017	29	24(82.8%)	10(41.7%)	5(20.8%)
Summer 2018	27	26(96.3%)	9(34.6%)	4(15.4%)
Summer 2019	35	29(82.9%)	14(48.3%)	9(31.0%)
Summer 2020	18	11(61.1%)	6(54.5%)	2(18.2%)
Average	27.3	26(90%)	10(38.5%)	5(19.2%)
	# in Original Cohort	# Enrolled in Fall Freshman Cohort Minus Fast Track	# and % Enrolled Who Returned Next Year (Fall to Fall)	# and % Enrolled Who Graduated to Date
Non-Fast Track				

Fall 2017	235	211	107(50.7%)	45(21.3%)
Fall 2018	196	170	71(41.8%)	30(17.6%)
Fall 2019	200	171	58(33.9%)	28(16.4%)
Fall 2020	67	56	28(50.0%)	7(12.5%)
Average	175	152	66(43.4%)	28(18.4%)

Table 8. Fall 2017 -2020 Fast Track Freshman Cohort Retention and 4-Year Graduation Rates versus Non-Fast Track Freshman Cohort

To continue to improve student success at the freshman level, the Quality Enhancement Plan (QEP) includes a co-requisite course initiative to evaluate other means for assisting students who test into developmental courses with the necessary skills to pass their college-level courses and persist through graduation. An academic coaching initiative is the second component of the QEP. This initiative will offer high levels of academic and personal support to first year students to assist them in navigating their collegiate career. All first-year students are required to participate in assigned co-requisite courses and academic coaching activities. Both initiatives began in the 2021 Fall semester and continues each subsequent semester and year.

Another factor that contributes to lower retention and graduation rates for first-time freshman cohorts [Table 7] is student attrition resulting from failure to make Satisfactory Academic Progress (SAP). Table 9 below shows the percentage of the total enrollment each academic year that did not achieve SAP by the end of that academic year. The SAP numbers are based on the unduplicated headcount of students enrolled during the fall and spring semesters of the academic year and the percentage of that unduplicated headcount of students not achieving SAP. Students not achieving SAP have greatly contributed to the decline in the graduation rates.

Table 9. Number and Percentage of Students Not Achieving Satisfactory Academic Progress					
Academic Year	Unduplicated Headcount	Number of SAP Students in Count	Percent SAP Students in Count	Number of SAP Freshmen	Percent SAP Freshmen
2018-2019	742	214	28.8%	108	51%
2019-2020	689	213	30.9% ¹	127	60%
2020-2021	474	122	25.7% ¹	49	40%
2021-2022	457	142	31.1% ¹	50	35%
2022-2023	432	129	29.9%	63	49%
2023-2024	476	172	36.1%	91	53%
Average					48%

Table 9: Number and Percentage of Students Not Achieving Satisfactory Academic Progress (SAP)

Morris College has implemented mid-term intervention counseling for students with averages below a “C” during the midpoint of the semester to assist with decreasing the number of students not achieving satisfactory academic progress.

Disaggregated SAP Freshmen by Race/Ethnicity and Gender

Table 9 above shows that freshmen make up an average of forty-eight percent of the students who do not achieve SAP. Table 10 below shows the overall race/ethnicity and gender of the freshman represented in Table 9.

Table 10. Freshmen Who Did Not Achieve Satisfactory Academic Progress During Past Four Years					
	2020-2021	2021-2022	2022-2023	2023-2024	
Race					
American Indian or Alaska Native	0	0	0	0	
Black or African American	48	47	57	88	
Hispanic or Latino	0	1	2	0	
Two or More Races	1	1	1	1	
White	0	0	0	0	
Unreported	0	0	3	2	
Total	49	49	63	91	
Gender					
Female	28(57%)	14(29%)	31(49%)	45(50%)	
Male	21(43%)	35(71%)	32(51%)	46(50%)	
Total	49	49	63	91	

Table 10. Freshmen Who Did Not Achieve Satisfactory Academic Progress During the Past Four-Year Period

Despite the current declining graduation rates, the data indicate that the interventions are having some impact in a more positive direction, with the percentage of students not making SAP fluctuating over the years [Table 9]. Morris College’s commitment to access and providing needed remediation to those students who are serious about learning has produced positive student outcomes.

National Student Clearinghouse Completion Rates

Goal: The Completion Indicator National Student Clearinghouse (NSC) calculated six-year completion rate for Morris College will exceed the six-year completion rate for African-American students at all institutions.

The 2018-2019 IPEDS data indicates that Black or African American students make up 99% of Morris College's student population for whom race is known. Thus, the NSC 6-year completion rate for Black or African American students is an important indicator of Morris College students’ success.

According to the National Student Clearinghouse (NSC) Total 6-Year Completion Rate: Fall 2016 report, Morris College has a 38.6% Total 6-Year Completion Rate. This number includes students who started their course of study at Morris College and completed in 6 years at Morris College or at another institution. Morris College’s threshold of acceptability is that the institution's 6-year completion rate will exceed the 6-year completion rate of Black or African American students at all institutions.

Table 11: Comparison of NSC Completion Rates		
Morris College’s NSC 6-Year Completion Rate, Fall 2012 Cohort	NSC 6-Year Completion Rate, <u>All Institutions</u> , Race and Ethnicity = Black, Fall 2012 Cohort	NSC 6-Year Completion Rate, Private 4-year Nonprofit Institutions, Race and Ethnicity = Black, Fall 2012 Cohort
38.6%	41%	56.2%
Will be Updated Soon	42.3%	57.5%
Will be Updated Soon	42.4%	57.2%

Will be Updated Soon	44.3%	57.4%
Will be Updated Soon	43.9%	55.3%

Table 11: Morris College Key Completion Rate Indicator and NSC Comparison.

At present, the data shows that the college did not exceed the threshold of acceptability due to the one point of data showing. **This indicator will be updated soon** to show progress toward the goal. Additionally, the College has implemented a Quality Enhancement Plan focused on a first-year experience for incoming freshmen to matriculate through developmental courses at a faster pace than historically, to increase graduation and retention rates.

VI. Graduation by Major and Job Placement

Goal: The employment by major rate for each major will be 25% and graduate/professional school enrollment will be 20%.

Morris College also measures student achievement by the number and percentage of the college’s graduates by major over the most recent five-year period, who enrolled in graduate or professional schools, as shown in Table 12 data from the National Student Clearinghouse.

Table 12: Graduate Professional School Enrollment for Most Recent Five-Year Period (2020-2024)												
Major	5-Yr Total Grads	May / Aug 2020	Enrolled in Grad Sch	May 2021	Enrolled in Grad Sch	May 2022	Enrolled in Grad Sch	May 2023	Enrolled in Grad Sch	May 2024	Enrolled in Grad Sch	5-Yr Total GradSch Enrollment
Biology/Biology Sec. Ed.	27	11	4	4	2	1	0	4	3	7	0	9
Business Administration	57	16	0	9	2	8	2	11	0	13	0	4
Christian Education	3	0	0	0	0	0	0	1	0	2	1	1
Criminal Justice	73	20	3	11	3	18	5	14	5	10	0	16
Cybersecurity	2	0	0	0	0	0	0	1	1	1	0	1
Early Childhood Education	1	0	0	0	0	1	1	0	0	0	0	1
Elementary Education	4	0	0	0	0	1	1	3	0	0	0	1
English/English Sec. Ed.	5	0	0	2	0	0	0	2	2	1	0	2
Health Science	36	12	0	11	1	4	1	4	1	5	0	3
History	1	1	0	0	0	0	0	0	0	0	0	0
Liberal Studies	18	6	1	4	1	7	1	0	0	1	0	3
Mass Communications	26	6	0	8	3	6	0	4	0	2	0	3
Mathematics/Mathematics Sec. Ed.	7	3	1	3	1	0	0	1	0	0	0	2
Organizational Management	91	15	3	21	6	19	10	22	4	14	3	26
Pastoral Ministry	8	3	2	1	1	1	0	1	0	2	0	3
Political Science	0	0	0	0	0	0	0	0	0	0	0	0
Recreation Administration	29	7	1	7	2	7	1	0	0	8	1	5
Sociology	37	8	1	9	3	3	2	8	4	9	0	10
Totals	425	108	16	90	25	76	24	76	20	75	5	90
Percent Enrolled in Graduate or Professional Schools; data for each class is cumulative over the 5-year period			14.8		27.8		31.6		26.3		6.7	as of Fall 2024
			5 Years		4 Years		3 Years		2 Years		1 Year	

Table 12. Graduate/Professional School Enrollment for Most Recent Five-Year Period

An average of 21% of each graduating class enrolled in graduate or professional schools during the five-year period following graduation. While the College recognizes that high achieving schools nationwide average approximately 60% of their graduates enrolling in graduate or professional schools, the institution’s mission of serving first-generation students with disparate levels of preparation affects the achievement of such high levels. Therefore, the College has set the target level at 20% for graduate/professional school enrollment. The data is cumulative, thus

the target of 20% was met for graduate/professional school enrollment for graduating classes who have more than two years of cumulative data, with the exception of 2020 which was impacted by COVID. The expectation is that percentages for graduates of the most recent years will reach the threshold by the 5-year mark.

Additionally, the College measures job placement both within the discipline and outside of the discipline. **This data is being updated for Table 13 and 14 but will be provided soon.**

Table 13. Rate of Job Placement by Program (within discipline) for Each Graduating Class						
Major	Employment % In Discipline 2014-15 (126)	Employment % In Discipline 2015-16 (102)	Employment % In Discipline 2016-17 (111)	Employment % In Discipline 2017-18 (117)	Employment % In Discipline 2018-19 (99)	5-year Program Average
Biology	N/A	N/A	100.0%	80.0%	N/A	90%
Business Administration	20.0%	100.0%	N/A	N/A	N/A	60%
Christian Education	N/A	N/A	50.0%	100.0%	N/A	75%
Criminal Justice	36.4%	50.0%	N/A	100.0%	N/A	62%
Early Childhood Education	N/A	100.0%	N/A	N/A	N/A	100%
Elementary Education	100.0%	100.0%	N/A	100.0%	100.0%	100%
English	N/A	N/A	100.0%	N/A	N/A	100%
Health Science	50.0%	100.0%		100.0%	100.0%	88%
History	N/A	N/A	N/A	N/A	N/A	N/A
Liberal Studies	N/A	100.0%	N/A	100.0%	N/A	100%
Mass Communications	N/A	100.0%	N/A	N/A	N/A	100%
Mathematics	N/A	N/A	100.0%	100.0%	N/A	100%
Organizational Management	83.3%	80.0%	100.0%	60.0%	71.4%	79%
Pastoral Ministry	N/A	N/A	N/A	N/A	N/A	N/A
Political Science	N/A	100.0%	N/A	N/A	N/A	100%
Recreation Administration	50.0%	85.7%	100.0%	50.0%	50.0%	67%
Sociology	100.0%	N/A	100.0%	100.0%	N/A	100%
Average as a Percent of Employed Graduates ()	12%	23.5%	12%	18%	13%	16%

Percentages exclude cells with no program survey responses or blank cells.
N/A - no program graduates that year or no survey response data for program.
Note – percentages are skewed because of low response rates and/or low numbers of graduates in a program.

Table 13. Rate of Job Placement by Program (within discipline) for Each Graduating Class

Table 14 below shows the percent of graduates by program employed in any job with an overall average of 21%. These percentages are based on the same low survey responses (average per class - 22%) from graduates and updates from program faculty.

Table 14: Rate of Job Placement by Program for Each Graduating Class						
Major	Employment % 2014-15 (126)	Employment % 2015-16 (102)	Employment % 2016-17 (111)	Employment % 2017-18 (117)	Employment % 2018-19 (99)	5-year Program Average
Biology	20%	9%	18%	45%	42%	31%
Business Administration	22%	7%	N/A	N/A	N/A	15%

Table 14: Rate of Job Placement by Program for Each Graduating Class						
Major	Employment % 2014-15 (126)	Employment % 2015-16 (102)	Employment % 2016-17 (111)	Employment % 2017-18 (117)	Employment % 2018-19 (99)	5-year Program Average
Christian Education	N/A	N/A	67%	100%	N/A	84%
Criminal Justice	42%	50%	N/A	7%	N/A	33%
Early Childhood Education	N/A	100%	N/A	N/A	N/A	100%
Elementary Education	100%	50%	N/A	100%	100%	88%
English	N/A	N/A	50%	N/A	N/A	50%
Health Science	9%	10%	N/A	8%	8%	9%
History	67%	N/A	N/A	N/A	N/A	67%
Liberal Studies	N/A	50%	N/A	33%	N/A	42%
Mass Communications	22%	14%	N/A	N/A	N/A	18%
Mathematics	N/A	N/A	33%	20%	N/A	27%
Organizational Management	75%	91%	67%	91%	100%	85%
Pastoral Ministry	33%	N/A	N/A	N/A	N/A	33%
Political Science	N/A	100%	N/A	N/A	N/A	100%
Recreation Administration	67%	78%	40%	44%	40%	54%
Sociology	25%	N/A	12%	19%	N/A	19%
Averages as a Percent of Total Graduates ()	29%	30%	13%	24%	16%	21%

Percentages exclude cells with no program survey responses or blank cells.
N/A - no program graduates that year or no survey response data for program.
Note – percentages are skewed because of low response rates and/or low numbers of graduates in a program.

Table 14: Rate of Job Placement by Program of Each Graduating Class

VII. Academic Program Completion Rates

Goal: The core courses completion rate for each academic program will be 70%.

Given the college’s current grading scale, seventy percent (70%) represents a “C”. Thus, the institution aligned its minimum expected performance level for each academic program with its grading scale to pass a course, which is 70%. Though the college expects higher achievement, its desire was to consider the type of students that matriculate to the college.

Data Update Coming Soon!

Table 15: Core Courses Completion Rates by Program

Table 15 above also shows the strength of the college with students completing their program of study once they reach the core courses in their major. Further, it shows the struggles of the college in getting students to their major courses in a shorter time, which would effectively increase the graduation rates. Due to time in developmental and general education courses, many students struggle to make it to their major program in a timeframe that would produce higher graduation rates.

VIII. Teacher Education Program Licensure Examinations Pass Rates

Goal: The Teacher Education Program Licensure rate will be 100%.

The college requires students seeking to enter the Teacher Education Program to successfully pass the Praxis Core Examination and then pass the Praxis II Examination in order to receive a degree and become certified to teach in South Carolina. Thus, the program can certify that 100% of its graduates were licensed to teach in South Carolina prior to graduation. Table 16 shows the first employment of all graduates of the program since 2014, in descending order. It also shows that the number of graduates by gender are almost split evenly, six females and seven males.

Table 16. First Employment of Teacher Education Program Graduates, 2014 to 2019					
Year Graduated	Students	Admit Date	Major	First Placement (Employment)	Graduate School, Degree Pursued, Graduation Date
Updated Information coming soon.					
2019					
	Student 1 - M	10/5/2017	Elementary Education	Ebenezer Middle School	
2018					
	Student 1 - F	10/5/2017	Biology Secondary	Crestwood High School	
	Student 2 - M	11/7/2016	Elementary Education	R.E. Davis Elementary School	
2017					
	N/A	N/A	N/A	N/A	N/A
2016					
	Student 1 - M	8/29/2013	Elementary Education	N/A	
	Student 2 - F	9/16/2014	Early Childhood Education	Crosswell Elementary School	
	Student 3 - M	8/29/2013	Elementary Education	Oak Dale Elementary in Rock Hill, SC	
2015					
	Student 1 - M	3/11/2013	Elementary Education	Bishopville Primary School, Lee County School District	
2014					
	Student 1 - M	10/24/2011	Early Childhood Education	Lemira Elementary School	Grand Canyon University, December 2014
	Student 2 - F	9/19/2012	Early Childhood Education	Millwood Elementary School	

Table 16. First Employment of Teacher Education Program Graduates, 2014 to 2019					
Year Graduated	Students	Admit Date	Major	First Placement (Employment)	Graduate School, Degree Pursued, Graduation Date
	Student 3 - F	10/24/2011	Elementary Education	R.E. Davis Elementary School, Sumter School District, 5 th grade	
	Student 4 - F	9/19/2012	Elementary Education	High Hills Elementary School, Sumter School District, 4 th grade	Concordia University, M.Ed. in Curriculum and Instruction with a focus in STEM
	Student 5 - F	11/4/2010	Early Childhood Education	Crosswell Elementary School (2015)	
	Student 6 - M	10/24/2011	Elementary Education	Bishopville Primary School, Lee County School District, 3 rd grade	Walden University, Reading Literacy and Instruction, 2016

Table 16. First Employment of Teacher Education Program Graduates, 2014 to 2019

In summary, Morris College collects sufficient data to show that it consistently tracks and evaluates the success of its students with respect to the institution’s mission. Data collected provides the institution with information on the challenges to academic progression and the resulting impact on student retention, graduation, and success. This data is analyzed strategically, and appropriate actions are executed to increase the percentage of students who achieve ultimate success.

As stated in Standard 7.1, there are ongoing, systematic, research-based evaluations of instruction at all levels – developmental, general education, and educational programs. Improving the success rate at each level enhances students’ persistence to graduation and the retention and graduation rates of the institution. While the narrative of this standard discusses the developmental program statistics more, the narrative of Standard 8.2b discusses the assessment of the general education program and the results of its student learning outcomes (SLOs), and the narrative of Standard 8.2a details the assessment of each educational program.

For each of the program areas mentioned above, the assessments are part of the institution-wide assessment cycle that is annually completed. Data collected from multiple measures at each level are analyzed and the results are integrated with data at other levels to complete a cycle for decision-making and appropriate actions for improvement. These elements demonstrate the ongoing, integrated, systematic nature of the process that Morris College uses to determine student success and overall student achievement.

In addition, Morris College offers a number of academic and student support services to support the success and achievements of the students it serves. Assessed as separate programs, details of these services are outlined in Standard 8.2c.

Morris College is committed to enhancing student achievement and the overall success of its students. Its vision and mission focus on goals that undergird efforts to impact student achievement and success, as the College strives to provide relevant quality academic programs and resources for students to perform at their best and to find gainful employment.