In accordance with Higher Learning Commission policy, achievement data are provided regarding our traditional undergraduate, adult undergraduate and graduate students. Data include retention rates and completion rates of all students, licensure examination data for nursing and teaching education students, and data reported for business students.

**Traditional Undergraduate**

![Retention Rates graph](image)

*Retention Rate, as defined by IPEDS: A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.*

![Completion/Graduation Rates graph](image)

*Completion Rate, as defined by IPEDS: The rate required for disclosure and/or reporting purposes under Student Right-to-Know Act. This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort.*
Nursing

*NCLEX: National Council Licensure Examination

Education

*APT: Assessment of Professional Teaching. Pass rates include all education majors, both traditional and adult studies students.

Stanford University and the American Association of Colleges for Teacher Education (AACTE) formed a partnership to develop and share edTPA, formerly the Teacher Performance Assessment. For the first time, edTPA gives teacher preparation programs access to a multiple-measure assessment system aligned to state and national standards – including Common Core State Standards and the Interstate Teacher Assessment and Support Consortium (InTASC) – that can guide the development of curriculum and practice around the common goal of making sure new teachers are able to teach each student effectively and improve student achievement.
**Business**

**ETS Major Field Test (MFT)**

The MFT assesses students in nine business areas and also calculates a composite score. Over the five year period, we saw significant improvement in the areas of Finance, Accounting, Information Systems, and International Issues. The following table summarizes institutional assessment indicator mean score distributions for student performance in the nine business areas:

<table>
<thead>
<tr>
<th>Business Area</th>
<th>Spring 2015</th>
<th>Spring 2016</th>
<th>Spring 2017</th>
<th>Spring 2018</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>44%</td>
<td>76%</td>
<td>76%</td>
<td>84%</td>
<td>89%</td>
</tr>
<tr>
<td>Economics</td>
<td>42%</td>
<td>67%</td>
<td>91%</td>
<td>43%</td>
<td>49%</td>
</tr>
<tr>
<td>Management</td>
<td>59%</td>
<td>73%</td>
<td>99%</td>
<td>66%</td>
<td>69%</td>
</tr>
<tr>
<td>Quan Business Analysis</td>
<td>39%</td>
<td>42%</td>
<td>1%</td>
<td>46%</td>
<td>48%</td>
</tr>
<tr>
<td>Finance</td>
<td>47%</td>
<td>76%</td>
<td>80%</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>Marketing</td>
<td>62%</td>
<td>80%</td>
<td>22%</td>
<td>71%</td>
<td>72%</td>
</tr>
<tr>
<td>Legal and Social Environment</td>
<td>66%</td>
<td>76%</td>
<td>3%</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>Information Systems</td>
<td>48%</td>
<td>11%</td>
<td>87%</td>
<td>66%</td>
<td>70%</td>
</tr>
<tr>
<td>International Issues</td>
<td>45%</td>
<td>44%</td>
<td>24%</td>
<td>83%</td>
<td>88%</td>
</tr>
<tr>
<td>Composite</td>
<td>58%</td>
<td>68%</td>
<td>68%</td>
<td>70%</td>
<td>61%</td>
</tr>
</tbody>
</table>

**CPA Examination**

Graduates of Trinity’s accounting program have performed exceptionally well on the CPA exam. For 2018, our CPA pass rate was the 3rd highest in the state for schools taking 28 sections or more. Our average score was the 2nd highest in the state (for schools taking 28 sections or more). The following table summarizes the passing rate by section for Trinity accounting graduates compared to the national average in 2018:

<table>
<thead>
<tr>
<th>Section</th>
<th>Trinity Graduate 2015 Passing Rate</th>
<th>Trinity Graduate 2016 Passing Rate</th>
<th>Trinity Graduate 2017 Passing Rate</th>
<th>Trinity Graduate 2018 Passing Rate</th>
<th>National 2018 Passing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditing</td>
<td>58%</td>
<td>40%</td>
<td>50%</td>
<td>38%</td>
<td>52%</td>
</tr>
<tr>
<td>Business Environment</td>
<td>89%</td>
<td>50%</td>
<td>44%</td>
<td>100%</td>
<td>62%</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>63%</td>
<td>55%</td>
<td>43%</td>
<td>63%</td>
<td>45%</td>
</tr>
<tr>
<td>Regulation</td>
<td>75%</td>
<td>50%</td>
<td>17%</td>
<td>50%</td>
<td>53%</td>
</tr>
</tbody>
</table>
### Adult Programs

<table>
<thead>
<tr>
<th>Retention Rates</th>
<th>Cohort</th>
<th># Enrolled</th>
<th>Enrolled after 1 year</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2018</td>
<td>18</td>
<td>14</td>
<td>78%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completion Rates</th>
<th>Cohort</th>
<th># Enrolled</th>
<th>Completed within 6 years</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2013</td>
<td>47</td>
<td>30</td>
<td>64%</td>
</tr>
</tbody>
</table>

### Graduate Programs

<table>
<thead>
<tr>
<th>Retention Rates</th>
<th>Cohort</th>
<th># Enrolled</th>
<th>Enrolled after 1 year</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2018</td>
<td>23</td>
<td>18</td>
<td>78%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completion Rate</th>
<th>Cohort</th>
<th># Enrolled</th>
<th>Completed within 4 years</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2015</td>
<td>37</td>
<td>25</td>
<td>68%</td>
</tr>
</tbody>
</table>