About JFK University
John F. Kennedy (JFK) University was founded in 1964 as one of the first institutions in the United States to offer education opportunities to working adults who wanted to complete their undergraduate and graduate education. More than fifty years later, the University continues to draw individuals who successfully foster healthy family, work, and other personal obligations while working to attain their educational goals. The University offers individuals the flexibility to adjust their schedule so that they can continue to progress toward a degree while managing the many obligations of non-traditional learners. For these reasons, the enrollment patterns of our students - i.e., the persistence in their program and their time to graduation - is very different from a traditional, full-time university student profile.

Student Characteristics
JFK University predominately enrolls non-traditional students. Data regarding student characteristics, as reported to IPEDS, are presented to provide context for retention and graduation metrics.
**Fall 2018 Enrollment by Degree Level**

- Bachelor's: 100
- Master's: 500
- JD: 50
- Doctorate: 50

**Fall 2018 Enrollment by Race/ Ethnicity**

- American Indian/Alaskan Native: 5%
- Black or African American: 5%
- Hispanic: 15%
- Native Hawaiian/Pacific Island: 5%
- Nonresident Alien: 5%
- White: 45%
- Two or more races: 5%
- Elected not to respond: 5%
Retention Rates
A new student is defined as anyone enrolled in classes for the first time at JFK University at the degree level (e.g., Bachelor’s). All students are counted in an academic year cohort (July 1 to June 30). One-Year Retention is a measure of the rate at which students persist, expressed as a percentage. This is the percentage of degree seeking students from the previous academic year who are again enrolled one year later.

One-Year Retention Rates by Degree Level

Graduation Rates
A new student is defined as anyone enrolled in classes for the first time at JFK University at the degree level (e.g., Bachelor’s). All students are counted in an academic year cohort (July 1 to June 30). The 150% Graduation Rate is calculated as the total number of degree seeking completers within 150% of normal time divided by the full-year cohort.

Completions by Degree Level

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<tbody>
<tr>
<td>Bachelor's</td>
<td>43%</td>
<td>39%</td>
<td>28%</td>
<td>32%</td>
<td>36%</td>
</tr>
<tr>
<td>Master's</td>
<td>52%</td>
<td>55%</td>
<td>60%</td>
<td>56%</td>
<td>58%</td>
</tr>
<tr>
<td>JD</td>
<td>63%</td>
<td>74%</td>
<td>73%</td>
<td></td>
<td>58%</td>
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<tr>
<td>Doctorate</td>
<td>77%</td>
<td>51%</td>
<td>74%</td>
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Degrees Awarded
JFK University celebrates student success through graduation, recognizing students for their degree completion. The following trend data, as reported to IPEDS, show degrees awarded by degree level.

![Degrees Awarded by Degree Level](chart)

Assessment of Student Learning
Each program at JFK University participates in ongoing assessment and evaluation activities. The purpose of conducting assessment of student learning is to understand the following:
1. What do we want students to learn?
2. How well are they learning?
3. How do we know?

The results of this inquiry guide program planning for continuous improvement in student learning, as well as ongoing improvements in a program’s assessment practices. Through annually assessing the gains in student learning and making programmatic adjustments, the University achieves and improves student success.
Annual Learning Assessment Process

Each program identifies Program Learning Outcomes – easily identified actions that a student is expected to demonstrate in terms of knowledge, skills and attitudes upon completion of a program. All programs within the University have a Five-Year Program Assessment Plan that designates when each Program Learning Outcome will be assessed within a five year cycle. Programs conduct an annual assessment of student learning focusing on that year’s Program Learning Outcome(s). The assessment process and results are presented in the Annual Learning Results Report. The following outlines the ongoing assessment process:

1. Develop and keep current a Five-Year Program Assessment Plan
2. Identify Program Learning Outcomes to be assessed each year of the 5-year cycle
3. Utilize the assessment plan, including identifying evidence of student learning and assessment methods
4. Provide an analysis of student learning in an Annual Learning Results Report
5. Implement proposed changes for program improvements identified in the Annual Learning Results Report

Evidence of Student Learning

The following charts illustrates the percentage of programs that achieved established standards each year. Note: In 2017, the assessment year changed from an academic year to a calendar year.

![Met/Exceeded Standards by Program](chart)

<table>
<thead>
<tr>
<th>Year</th>
<th>Met/Exceeded Standards</th>
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<tbody>
<tr>
<td>2014-15</td>
<td>67%</td>
</tr>
<tr>
<td>2015-16</td>
<td>69%</td>
</tr>
<tr>
<td>2017</td>
<td>78%</td>
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<tr>
<td>2018</td>
<td>70%</td>
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