

2020-2021 Barton College Student Achievement Report

Evaluation Criteria and Benchmarks

Barton College evaluates the achievement of its students in relation to its mission using a variety of methods, including enrollment data, retention rates, graduation rates, degrees per FTE, gateway and capstone course success rates, scores on licensing and certification examinations, and job placement rates. These outcomes are intended to provide a diverse, adaptive, and sensitive set of criteria to be used for continuous improvement of student learning and, ultimately, lead to student success. The benchmarks that the College has set are ambitious, but attainable, and follow best practices in higher education (Table 1).

Table 1. Student Attainment Evaluation Criteria, Rationale, and Benchmarks

Evaluation Criteria	Rationale	Benchmarks
Enrollment Data	Enrollment data, including demographic data of the incoming class, is used to anticipate the level of support services needed and plays an integral role in resource allocation.	Enrollment goals are set annually by the Administration and tracked by the VP of Enrollment Management and the Senior Leadership Team
Retention Rate (First-to-Second Year)	Barton College monitors annual retention rates as a measure of student satisfaction and success.	Meet or exceed average rate of IPEDS peers*; meet or exceed College benchmark of 70%
Graduation Rate	The graduation rate of undergraduate students is a direct measure of the College's fulfillment of its mission through degree attainment.	Meet or exceed average rate of IPEDS peers*; meet or exceed NSC total completion rate
Number of Degrees Conferred	The number of degrees conferred is also a direct measure of student achievement. Many students at Barton complete more than one degree.	Meet or exceed ratio of degrees conferred to 100 FTE compared to IPEDS peers*
Course Success Rates <ul style="list-style-type: none"> • WRT 101/102, College Writing I/II • MTH 120/QRT 120, Finite Math/Quantitative Reasoning/Thinking, and MTH 130, College Algebra • GEN 300/301, General Education Capstone • Major Capstone Courses 	Course success rates are early predictors of graduation rates. Completion of the general education core classes and the capstone courses are direct measures of student progression. These data are also used to support faculty in the development of learning strategies and to concentrate attention and corrective action on courses with lower success rates.	<ul style="list-style-type: none"> • 70% of enrolled students will earn a C- or above • 70% of enrolled students will earn a C- or above • 80% of enrolled students will earn a C or above • 90% of enrolled students will earn a C or above
Success Rate on Licensing Exams <ul style="list-style-type: none"> • National Council Licensure Examination (NCLEX) • State Board of Education Approved Licensing Exams 	These data examine achievement in high-demand career fields. Passing on the first attempt is viewed as a direct indicator of the student's learning that is attributable to the institution.	Meet or exceed NC average pass rate
Job/Graduate School Placement Rates	In light of the College's mission to challenge students <i>"for future leadership and service to their local and global communities,"</i> job and/or graduate school placement information indicates alumni success.	Meet or exceed national average from National Association of Colleges and Employers' (NACE) Annual First Destination Survey

* The Barton College IPEDS Peers group was identified in 2014, based on a comprehensive multivariate analysis of similar institutions.

Introduction:

Any analysis of student achievement in the 2020-2021 academic year must be done so against the backdrop of the coronavirus pandemic and the impact it has had (and continues to have) on both students and faculty at the institution. As background, by mid-March 2020, following public health guidance and North Carolina regulation, Barton College shifted to remote learning for the remainder of the spring semester. A one-week pause in instruction was provided to facilitate the shift for both students and faculty. The College created a technology and learning team to assist faculty members and formed a second team to assist students who required additional support. Group training, one-on-one consultations, and repositories of information were made available broadly.

At the same time, the majority of the College's employees moved to remote work, requiring new ways of thinking about supporting students and managing the operations of the College. Both students and faculty reported challenges with juggling work or classroom demands with childcare needs, access to high-speed technology and computer hardware, being in an environment less conducive to learning or working, and, in some cases, having to provide care to sick or elderly family members. While a great deal of support was provided by the College, it was clear that the types of students that Barton serves have a much greater chance of success when learning on campus.

With that knowledge, by mid-June, the College had committed to a return to in-person instruction for the 2020-2021 academic year. Faculty and staff spent the summer determining how to offer courses, co-curricular activities, and athletics under a set of Covid-19 protocols, including the use of face masks, daily self monitoring, and social distancing. In order to meet its commitments to the health of the campus community, to student learning, and to providing the "value-add" which is a Barton education, decisions were made to begin the Fall semester one week early and to end all in-person instruction by the time of the Thanksgiving break, to hold all final exams online in early December, and to have no breaks or holidays built into the Fall calendar. The NCAA later cancelled all athletic competition for the Fall semester. As small clusters of students contracted Covid-19 or were placed in quarantine throughout the fall, many employees shifted their work to supporting these students. During the Fall semester, over 120 students, staff and faculty contracted the coronavirus. Many more students spent time in quarantine, which disrupted their lives in numerous ways. However, the College achieved its goals of providing students with access to on-campus living and learning, as well as access to student support services and co-curricular activities. Needless to say, it was an enormously exhausting and challenging semester for all.

The Spring 2021 semester began in late January 2021, one week later than it typically does, and rather than offering holidays or a typical spring break, faculty and students were provided with 3 mid-week "recharge days" throughout the semester when classes were not held. COVID-19 safety protocols remained in place. While fewer students contracted the coronavirus or spent time in quarantine, those who did find themselves in either of these situations had to make arrangements to make up for missed classes, assignments, and exams. The resumption of athletic competition for all of the College's 21 teams (in compressed schedules) meant that Barton's student athletes had to balance the expectations of the classroom along with those of team practice time and being away from campus for competition. And, Barton faculty had to adjust to greater numbers of students missing their classes. Many of the challenges faced by both students and faculty in the Fall semester continued. Despite the challenges, the semester ended with less than 5 students in quarantine and the College was able to offer an in-person commencement experience to its graduating seniors and graduate students.

All of the experiences of the 2020-2021 academic year, along with many new lessons learned, have reaffirmed the dedication of all members of the College community to the mission of the College and helped the College administration better understand how to operate in periods of challenge and how to

define the most essential parts of a Barton education. These insights will help inform the institution for years to come.

Enrollment Data:

Student Achievement Goal: Meet or exceed annual enrollment targets set by Barton College administration

To address declines in undergraduate enrollment that occurred between Fall 2014 and Fall 2017, the College took a number of purposeful steps to strengthen and enhance enrollment. Among the initiatives implemented since the Fall of 2017 include returning to a stand-alone Vice Presidential position for Enrollment Management, expanding outreach to prospective students, acquiring more names and reaching out to them earlier, analyzing and revising financial aid awarding procedures, reassigning Admissions recruiter territories and adding recruiting staff for graduate and professional studies programs, updating recruitment publications, and shifting marketing to digital strategies.

During the 2017-2018 Admissions recruiting year, prospective students with interests in leadership, business, ethics, and cheer and dance were targeted for matriculation in Fall 2018. In 2018-2019, the College offered new academic programs, including MS in Criminal Justice, MS in Criminology and Criminal Justice Sciences, BA in Mass Communications, and introduced fully online programs in Business (BA) and in Justice Administration (BA). Men's lacrosse was launched as a new intercollegiate athletics team and football players began to be recruited for a team that would begin competition in 2020-2021.

To bolster recruiting efforts for the 2019-2020 year (Fall 2019), co-curricular cohorts were developed for ArtWorks, AVID for Higher Education, and Healthcare+ and Barton initiated an E-sports team. Football recruiting continued to be a priority.

The 2019-2020 Admissions recruiting year (for Fall 2020) began with projections for modest growth in the Freshman class, as the two prior years had been the College's largest in a number of years. Rather than add new cohorts, the plan had been to focus on growth of several of the recently-introduced cohorts, such as Pep Band. In spite of the pandemic and associated school closings, an early signing date for football players proved fruitful for the College as many of these players were well along in the Admissions process by late February 2020. Other primary goals centered on discount rate and net tuition.

In early February 2020, the College was running slightly behind on total number of applications, almost dead-even on the number of acceptances and deposits when compared to the prior year - and significantly higher than the years prior to 2018. At this point, and prior to March 2020, expectations were that these efforts would result in a slightly larger class than the prior year, knowing that the goal for discount rate would temper that growth somewhat. Not surprisingly, the arrival of the coronavirus pandemic required the Admissions staff to completely re-think every method of outreach they had or could employ. Efforts were undertaken to regularly engage with deposited students, quickly establish relationships with every new inquirer, applicant and accepted student, have continuous online and social media engagement, and find ways to replicate the vibrancy of the campus virtually. Virtual campus visits were initiated as were virtual open houses. A prospective parent Facebook page was created, targeted Financial Aid outreach took place, and deposited new Freshmen were offered the opportunity to take an online General Education class during the summer at a reduced rate.

The results of the strategic enrollment efforts undertaken since the Fall of 2017 have been encouraging. The numbers of applicants, acceptances and enrolled new first-time freshmen grew steadily in the Fall of 2018 and Fall of 2019, as displayed in Table 2. While growth across these categories was not realized in Fall 2020, the College successfully enrolled a good-sized freshman class in Fall 2020, lowering the discount rate by a couple of percentage points and realizing growth in tuition revenue.

Table 2. First-Time Freshmen (Full-time and Part-time) Admissions

	2015	2016	2017	2018	2019	2020
Number of applicants	2920	2828	2632	3486	4244	3890
Number of acceptances	1220	1156	1024	1381	1922	1651
Number enrolled	220	241	198	277	319	287

As indicated in Table 3, Undergraduate and Graduate Student Enrollment 2015-2020, enrollment at the undergraduate level has seen increases in each of the past 3 years. Despite concerns about the impact of the coronavirus pandemic, the College's ability to offer in-person instruction in Fall 2020, along with a late increased focus on transfer and professional studies students likely contributed to the strong undergraduate enrollment numbers. The drop in graduate enrollment in Fall 2020, following 2 years of enrollment increases, can be attributed, in part, to losses in the numbers of non-degree-seeking graduate students enrolled in add-on licensure courses, which fell from 32 in Fall 2019 to 10 in Fall 2020. This drop can be attributed to the inability to recruit via the schools, either through flyers or in-person recruiting events, and teachers being overwhelmed and not interested in pursuing graduate-level coursework at this time. Degree-seeking graduate students fell slightly from 64 in Fall 2019 to 62 in Fall 2020. Total student enrollment has increased just over 20% in the past 3 years.

Table 3. Undergraduate and Graduate Student Enrollment 2015-2020

Level	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Undergraduate	985	988	890	976	1065	1105
Graduate	62	63	73	83	96	72
Total	1047	1051	963	1059	1161	1177

Enrollment projections are set each year by the Administration in accordance with the College's Strategic Plan to enroll 1200 students annually by the year 2020. Enrollment targets are based on available physical resources, personnel, accreditation requirements, and program need and capacity. The following data table shows projected full-time enrollment of first-time freshmen and full-time transfer students contrasted with actual full-time student enrollment in each of the last four academic years (Table 4). The positive results realized in Fall 2018 and Fall 2019 can also be attributed to the intentional enrollment strategies described above, whereas the Fall 2020 shortfalls are thought to be a direct result of the coronavirus pandemic currently impacting the world. In fact, the National Student Clearinghouse (NSC) reported in its *Final Look Report* (December 21, 2020) that "transfer enrollment shows a steep decline of 8.1% this fall compared to Fall 2019." It is also important to note that the Fall 2020 enrollment goals shown in Table 4 were set well before the impacts of the pandemic were known.

Table 4. Fall Projected vs. Actual Full-Time Undergraduate Enrollment

	Fall 2017 Projected	Fall 2017 Actual	Fall 2018 Projected	Fall 2018 Actual	Fall 2019 Projected	Fall 2019 Actual	Fall 2020 Projected	Fall 2020 Actual
First-time, Freshman	234	198	240	277	285	319	310	287
Transfers (new)	85	67	65	101	80	89	85	66

Note: Undergraduate enrollment counts in Table 4 reflect students who are new to Barton College.

Enrollment projections for graduate programs are also set annually. Table 5 depicts the projected vs. actual graduate student enrollment, by program, for each of the past 4 years. As many of the professionals that Barton's graduate programs are designed to appeal to, e.g. nurses, teachers, and law

enforcement, were significantly impacted by the pandemic, it's not unexpected that several of the graduate program enrollment targets were not met.

Table 5. Projected vs. Actual Graduate Enrollment

	2017-18 Projected	2017-18 Actual	2018-19 Projected	2018-19 Actual	2019-20 Projected	2019- 20 Actual	2020-21 Projected	2020- 21 Actual
MSA & AIG	10	15	15	20	18	41	18	17
MSN	25	15	15	12	12	12	12	15
MBA	22	22	25	24	25	24	25	20
MS CCJ	n/a	n/a	n/a	n/a	10	7	8	3
MS KIN	n/a	n/a	n/a	n/a	n/a	n/a	10	10

Retention Rates:

Student Achievement Goals: The Fall to Fall retention rate of first-time, full-time freshmen will meet or exceed the 70% benchmark set by the College administration. The Fall to Fall retention rate of first-time full-time freshmen will also meet or exceed the average retention rate of Barton's IPEDS peers.

First-to-second year retention data has been collected by the College since 1994. As shown in Table 6, the freshman to sophomore retention rate has fluctuated between 63% and 74% over the past 8 years, averaging 69% for the time period. The College has met or exceeded its internal benchmark of 70% retention in 4 of the 8 years.

The decline in the retention rate from Fall 2016 to Fall 2017 prompted the creation of a Retention Think Tank Team who completed a detailed data analysis, identified a list of the 2016-2017 challenges and opportunities for improvement, and presented their findings to the Senior Leadership Team. In the Fall of 2018, the College's retention rate rebounded to 72%.

Despite a number of new retention efforts which were implemented in 2018-2019, the retention rate from Fall 2018 to Fall 2019 dropped to 66%. This prompted the creation of another work group led by the Vice President for Student Engagement and Success to try and determine the factors causing the downturn.

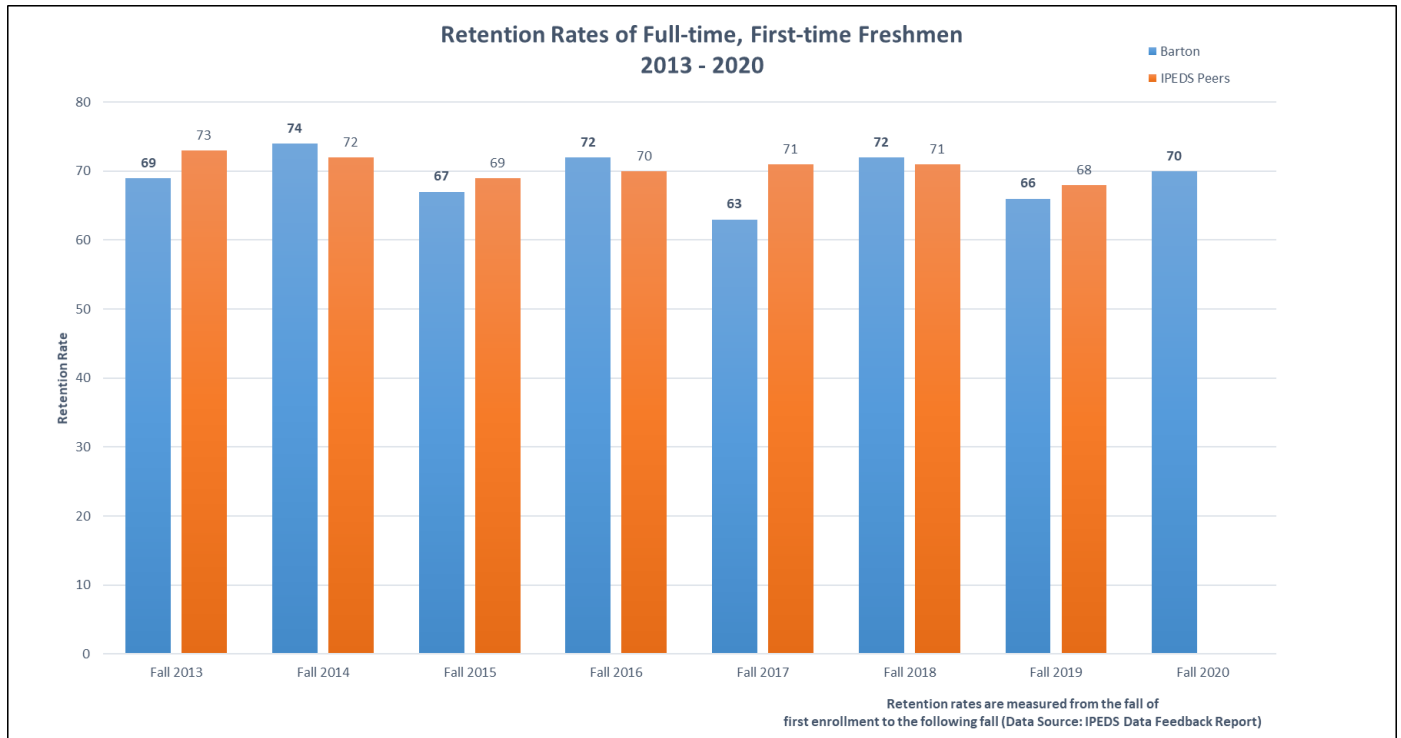
Interestingly, first-to-second-year retention of first-time, full-time freshmen appears to dip every other year and then rebound in the following year. It is worth noting that Hurricane Matthew in October 2016 and Hurricane Florence in September 2018 both resulted in widespread flooding and property losses in eastern North Carolina and are thought to have been contributing factors to the declines in the retention rates in Fall 2017 and Fall 2019.

It was anticipated that the coronavirus pandemic might have a negative impact on the Fall 2020 retention rate, after students abruptly left campus in March 2020 to complete the spring term remotely. Outreach efforts were put in place to ensure that students had access to both technology and the internet. A team was created to help students transition to remote learning and repositories of information were created on the Canvas learning management system. Scholarships were provided to students who had lived in residence halls but who had returned home early. The Fall 2020 retention rate rebounded to 70%, despite the on-going challenges faced by students in returning for the fall semester.

Focused efforts on increasing retention rates are on-going and of the highest priority. Continued use of a retention management software product supports retention efforts through early alert mechanisms, tracking of student interventions, and analytical modeling to focus retention initiatives.

Retention rates are also benchmarked against IPEDS peer institutions as shown in Table 6. Since Fall 2013, Barton College's retention rate has ranged within 2-4 percentage points of its IPEDS peer group, with the exception of Fall 2017 when Barton's retention rate was 8 percentage points below its IPEDS Peers. In Fall 2014 and again in Fall 2016, Barton College's retention rate was 2% higher than its IPEDS peers. In Fall 2018, Barton's retention rate rebounded to 1% point ahead of its IPEDS peer group, but fell to 2 percentage points below its IPEDS Peers in Fall 2019. Peer data for the Fall of 2020 won't be available from IPEDS until the late summer of 2021.

Table 6. Retention Rate versus IPEDS Peers



Graduation Rates:

Graduation rates are defined as the total number of individuals from a given cohort of full-time, first-time, degree-seeking undergraduates who completed a degree within a certain amount of time, divided by the entire cohort of full-time, first-time, degree-seeking undergraduates minus any allowable exclusions.

Student Achievement Goals: Barton College will meet or exceed the six-year total completion rate calculated by the National Student Clearinghouse (NSC). Barton's four-year and six-year IPEDS graduation rates will show both improvements from year to year, and meet or exceed the average graduation rates of Barton's IPEDS peers.

National Student Clearinghouse (NSC) 6-Year Total Completion Rate

In September 2018, in response to a SACSCOC initiative on student completion, Barton selected the National Student Clearinghouse (NSC) 'Total 6-Year Completion Rate' as the student completion metric it would begin to track and report on as part of its response to core requirement 8.1 (Student Achievement). The NSC completion rate provides a comprehensive picture of an incoming cohort of first-time-in-college students as it captures the percentage of a cohort who received a credential within 6 years, regardless of

where the credential was earned. In this case, the 6-year completion rate of a cohort of first-time students who began at Barton can be benchmarked against the 6-year completion rate of a cohort of first-time students who began at any 4-year private, nonprofit institution in the U.S.

Table 7 displays the College's 6-Year NSC total completion rates for five cohorts. While Barton has failed to meet the total national completion rate for each of these cohorts, it has closed the gap from 11.38% for the Fall 2010 entering cohort to 4.32% for the Fall 2014 entering cohort.

Table 7. Six-Year Outcomes for First-Time Degree-Seeking Students Who Began at Barton College

	NSC Count (#)	NSC Completion (%) at Barton	Completion at Another 4-Year School	Completion at 2-Year School	NSC Total Completion (%)	National Sector Benchmark Total Completion	Difference in Completion Rate
Fall 2010 Entering	231	50.25%	6.94%	5.29%	62.48%	73.86%	11.38%
Fall 2011 Entering	199	50.21%	12.57%	6.12%	68.89%	76.04%	7.15%
Fall 2012 Entering	167	49.05%	13.98%	4.19%	67.22%	76.06%	8.84%
Fall 2013 Entering	179	45.91%	10.66%	9.44%	66.02%	76.47%	10.45%
Fall 2014 Entering	148	47.33%	17.60%	7.44%	72.36%	76.68%	4.32%

Source: National Student Clearinghouse

In addition, the cohort used to calculate the NSC total 6-year completion rate includes first-time students who began their college careers either as full-time or part-time students. When disaggregating the NSC data and looking only at students who enrolled exclusively full-time, Table 8 shows that, with the exception of the Fall 2010 cohort, Barton's total completion rate is much closer to the national total completion rate for students who began college as full-time students.

Table 8. Six-Year Outcomes for First-Time Degree-Seeking Students Who Began as Full-Time Students

	NSC Count (#)	NSC Completion (%) at Barton	Completion at Another 4-Year School	Completion at 2-Year School	NSC Total Completion (%)	National Sector Benchmark Total Completion	Difference in Completion Rate
Fall 2010 Entering Exclusively Full-Time	168	64.84%	7.74%	1.90%	74.47%	86.18%	11.71%
Fall 2011 Entering Exclusively Full-Time	138	68.15%	11.61%	3.63%	83.39%	88.53%	5.14%
Fall 2012 Entering Exclusively Full-Time	115	66.86%	15.08%	2.61%	84.56%	88.06%	3.50%
Fall 2013 Entering Exclusively Full-Time	127	63.86%	11.85%	7.78%	83.49%	87.90%	4.41%
Fall 2014 Entering Exclusively Full-Time	108	62.05%	18.53%	4.63%	85.21%	87.61%	2.40%

Source: National Student Clearinghouse

Beginning in the Spring of 2020, SACSCOC asked that institutions begin to disaggregate student completion data by socio-economic level, ethnicity, and gender, in an effort to better address the achievement of all students.

Table 9 shows the College's 6-Year NSC total completion rates for five cohorts by gender.

Table 9. Six-Year Outcomes for First-Time Degree-Seeking Students Who Began at Barton College by Gender

	NSC Count (#)	NSC Completion (%) at Barton	Completion at Another 4-Year School	Completion at 2-Year School	NSC Total Completion (%)	National Sector Benchmark Total Completion	Difference in Completion Rate
Fall 2010 Entering Men	71	46.58%	5.65%	2.86%	55.09%	69.93%	14.84%
Fall 2010 Entering Women	159	52.20%	7.55%	6.41%	66.17%	77.10%	10.93%
Fall 2011 Entering Men	75	41.32%	16.01%	2.67%	59.99%	72.59%	12.60%
Fall 2011 Entering Women	122	56.49%	10.66%	8.34%	75.48%	79.50%	4.02%
Fall 2012 Entering Men	64	37.40%	21.85%	7.81%	67.06%	73.00%	5.94%
Fall 2012 Entering Women	102	56.86%	9.16%	1.96%	67.98%	79.82%	11.84%
Fall 2013 Entering Men	61	49.28%	13.18%	4.95%	67.42%	73.54%	6.12%
Fall 2013 Entering Women	116	44.93%	9.52%	11.97%	66.42%	79.91%	13.49%
Fall 2014 Entering Men	64	40.63%	21.91%	4.69%	67.22%	73.78%	6.56%
Fall 2014 Entering Women	82	52.46%	14.66%	9.77%	76.92%	80.02%	3.10%

Source: National Student Clearinghouse

In looking at the national total completion rates, women have completed at higher rates than men for each of the five cohorts reported on. This was also the case at Barton with the Fall 2010, Fall 2011, Fall 2012, and Fall 2014 entering cohorts of women. Interestingly, in the Fall 2012 and Fall 2013 entering cohorts, male students at Barton have completed at rates closer to the national total completion rate than women have. In the Fall 2010, Fall 2011, and Fall 2014 entering cohorts, female students at Barton have completed at rates closer to the national total completion rate.

Table 10. Six-Year Outcomes for First-Time Degree-Seeking Students Who Began at Barton College by Race/Ethnicity

	NSC Count (#)	NSC Completion (%) at Barton	Completion at Another 4-Year School	Completion at 2-Year School	NSC Total Completion (%)	National Sector Benchmark Total Completion	Difference in Completion Rate
Fall 2011 Entering	199	50.21%	12.57%	6.12%	68.89%	76.04%	7.15%
Black	40	49.80%	12.46%	10.40%	72.67%	57.28%	-15.39%
Hispanic	12	50.02%	16.67%	0.00%	66.69%	72.26%	5.57%
White	124	53.21%	12.11%	5.65%	70.96%	81.86%	10.90%
Two or More Races	7	28.59%	28.59%	0.00%	57.18%	75.05%	17.87%
Fall 2012 Entering	167	49.05%	13.98%	4.19%	67.22%	76.06%	8.84%
Black	38	23.59%	24.09%	0.00%	47.68%	56.24%	8.56%
Hispanic	8	49.89%	0.00%	0.00%	49.89%	72.29%	22.40%
White	107	59.91%	10.30%	5.62%	75.84%	82.07%	6.23%
Two or More Races	**	**	**	**	76.03%	76.29%	0.26%
Fall 2013 Entering	179	45.91%	10.66%	9.44%	66.02%	76.47%	10.45%
Black	44	16.00%	13.75%	4.57%	34.32%	57.11%	22.79%
Hispanic	9	56.59%	0.00%	20.77%	77.36%	72.11%	-5.25%
White	105	56.18%	10.49%	10.50%	77.17%	82.16%	4.99%
Two or More Races	**	**	**	**	75.00%	76.04%	1.04%
Fall 2014 Entering	148	47.33%	17.60%	7.44%	72.36%	76.68%	4.32%
Black	35	37.23%	22.91%	5.73%	65.86%	56.58%	-9.28%
Hispanic	8	50.04%	0.00%	12.51%	62.55%	72.27%	9.72%
White	74	50.00%	18.95%	9.46%	78.41%	81.80%	3.39%
Two or More Races	9	77.75%	11.15%	0.00%	88.89%	76.92%	-11.97%

Source: National Student Clearinghouse. **Results for counts under 5 are not reported externally. Detailed figures are maintained by the Office of Institutional Research.

The National Student Clearinghouse began reporting on student race/ethnicity with the Fall 2011 entering cohort. According to NSC data, Barton College had no Asian students in its entering cohorts from Fall 2011 through Fall 2014. Students whose race/ethnicity was recorded as “other” or “unknown” have not been included on the preceding table.

The data in Table 10 shows that the difference between the total completion rates for White Barton students and White students nationally has shown improvement with each entering cohort since Fall 2011. The results for Black and Hispanic students are mixed. For Black students, Barton’s results range from exceeding the national completion rate by over 15 percentage points in the Fall 2011 entering cohort to falling short of the national completion rate by over 22 percentage points in the Fall 2013 entering cohort. With the exception of the Fall 2013 entering cohort of Hispanic Barton students whose completion rate exceeded the national completion rate by over 5 percentage points, entering first-time Hispanic students at Barton have failed to meet the national completion rate in three of the four years reported on. For the Fall 2014 entering cohort of students whose race/ethnicity was recorded as “two or more races,” the completion rate for this group exceeded the NSC national completion rate by 11.97%.

Table 11. Six-Year Outcomes for First-Time Degree-Seeking Students Who Began at Barton College by Race/Ethnicity and Gender

	NSC Count (#)	NSC Completion (%) at Barton	Completion at Another 4-Year School	Completion at 2-Year School	NSC Total Completion (%)	National Sector Benchmark Total Completion	Difference in Completion Rate
Fall 2011 Entering	199	50.21%	12.57%	6.12%	68.89%	76.04%	7.15%
Black Men	9	22.24%	33.42%	0.00%	55.66%	50.70%	-4.96%
Black Women	30	59.66%	6.63%	13.84%	80.14%	62.44%	-17.70%
Hispanic Men	**	**	**	**	75.00%	68.34%	-6.66%
Hispanic Women	8	50.03%	12.51%	0.00%	62.53%	75.27%	12.74%
White Men	51	47.00%	13.72%	3.92%	64.64%	78.09%	13.45%
White Women	72	58.34%	11.13%	6.95%	76.43%	84.97%	8.54%
Fall 2012 Entering	167	49.05%	13.98%	4.19%	67.22%	76.06%	8.84%
Black Men	20	14.88%	34.81%	0.00%	49.68%	50.11%	0.43%
Black Women	18	33.36%	12.08%	0.00%	45.44%	61.09%	15.65%
Hispanic Men	**	**	**	**	66.76%	68.44%	1.68%
Hispanic Women	5	39.83%	0.00%	0.00%	39.83%	75.12%	35.29%
White Men	35	51.43%	14.29%	11.45%	77.17%	78.11%	0.94%
White Women	72	64.05%	8.36%	2.78%	75.19%	85.26%	10.07%
Fall 2013 Entering	179	45.91%	10.66%	9.44%	66.02%	76.47%	10.45%
Black Men	15	13.45%	20.28%	0.00%	33.73%	50.82%	17.09%
Black Women	29	17.31%	10.40%	6.92%	34.63%	61.69%	27.06%
Hispanic Men	**	**	**	**	100.00%	68.32%	-31.68%
Hispanic Women	6	34.27%	0.00%	31.46%	65.73%	74.88%	9.15%
White Men	40	54.99%	12.53%	7.53%	75.04%	78.65%	3.61%
White Women	65	56.91%	9.24%	12.33%	78.48%	84.90%	6.42%
Fall 2014 Entering	148	47.33%	17.60%	7.44%	72.36%	76.68%	4.32%
Black Men	13	30.78%	38.48%	0.00%	69.27%	49.81%	-19.46%
Black Women	22	41.04%	13.68%	9.12%	63.85%	61.33%	-2.52%
Hispanic Men	7	42.90%	0.00%	14.30%	57.20%	68.12%	10.92%
Hispanic Women	**	**	**	**	100.00%	75.27%	-24.73%
White Men	30	49.99%	20.04%	6.67%	76.69%	78.15%	1.46%
White Women	44	50.01%	18.20%	11.37%	79.57%	84.55%	4.98%

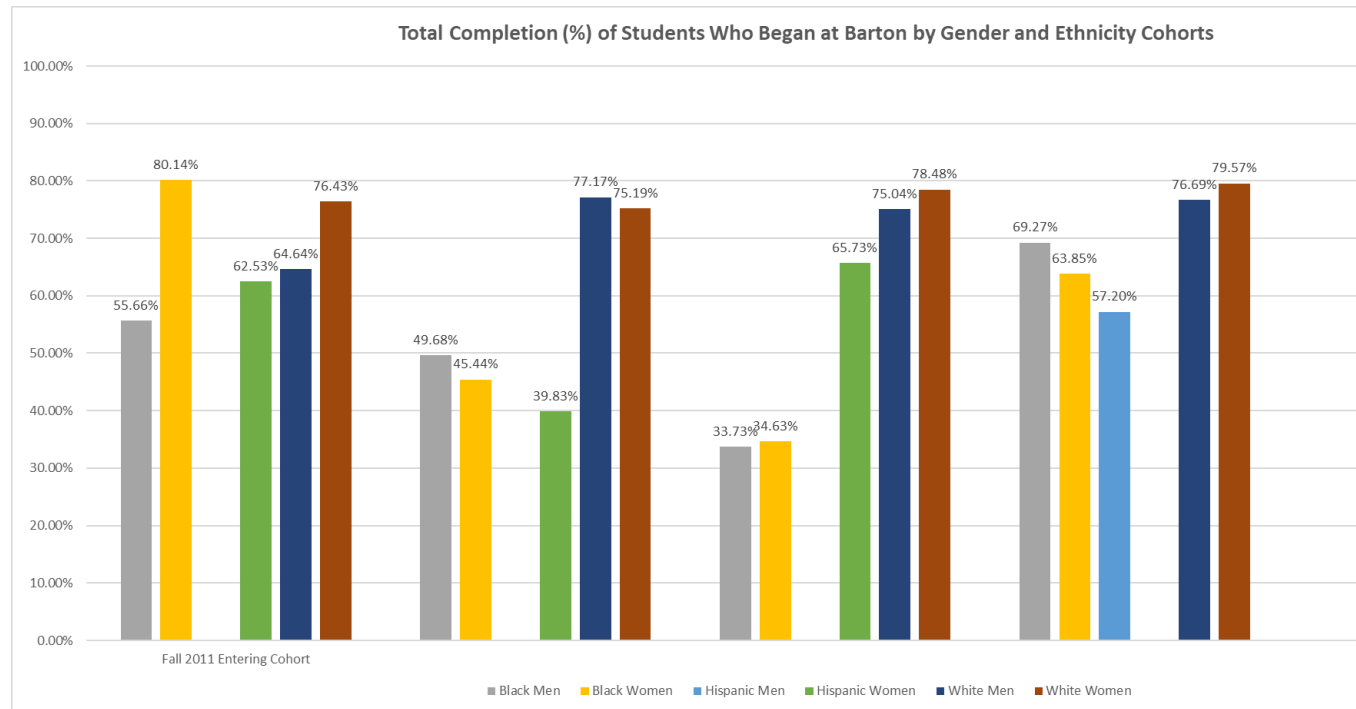
Source: National Student Clearinghouse. **Results for counts under 5 are not reported externally. Detailed figures are maintained by the Office of Institutional Research.

As indicated in Table 11, for each of the past 3 entering cohorts, the completion rates of White males who began at Barton College have most consistently matched the completion rates of White males nationally. In three of the four entering cohorts, the completion rates of Black males who began at Barton College have been on par or have exceeded the completion rates of Black males nationally.

For each of the past 3 entering cohorts, the difference between the completion rates of White females who began at Barton College and the completion rates of White females nationally has decreased each year. The performance of entering cohorts of Black women who began at Barton has been mixed, exceeding the national benchmark for the Fall 2011 and Fall 2014 entering cohorts while falling well short of the national benchmarks for Black women for the Fall 2012 and Fall 2013 entering cohorts. Each of

the three entering cohorts of Hispanic females who began at Barton College has failed to meet or exceed the completion rates of Hispanic females nationally. The total completion rate of the Barton Fall 2014 entering cohort of Hispanic males was 10.92 percentage points less than the national sector benchmark.

The following is a visual representation of the six-year outcomes for entering cohorts of first-time degree-seeking Barton students that has been disaggregated to reflect race/ethnicity and gender.



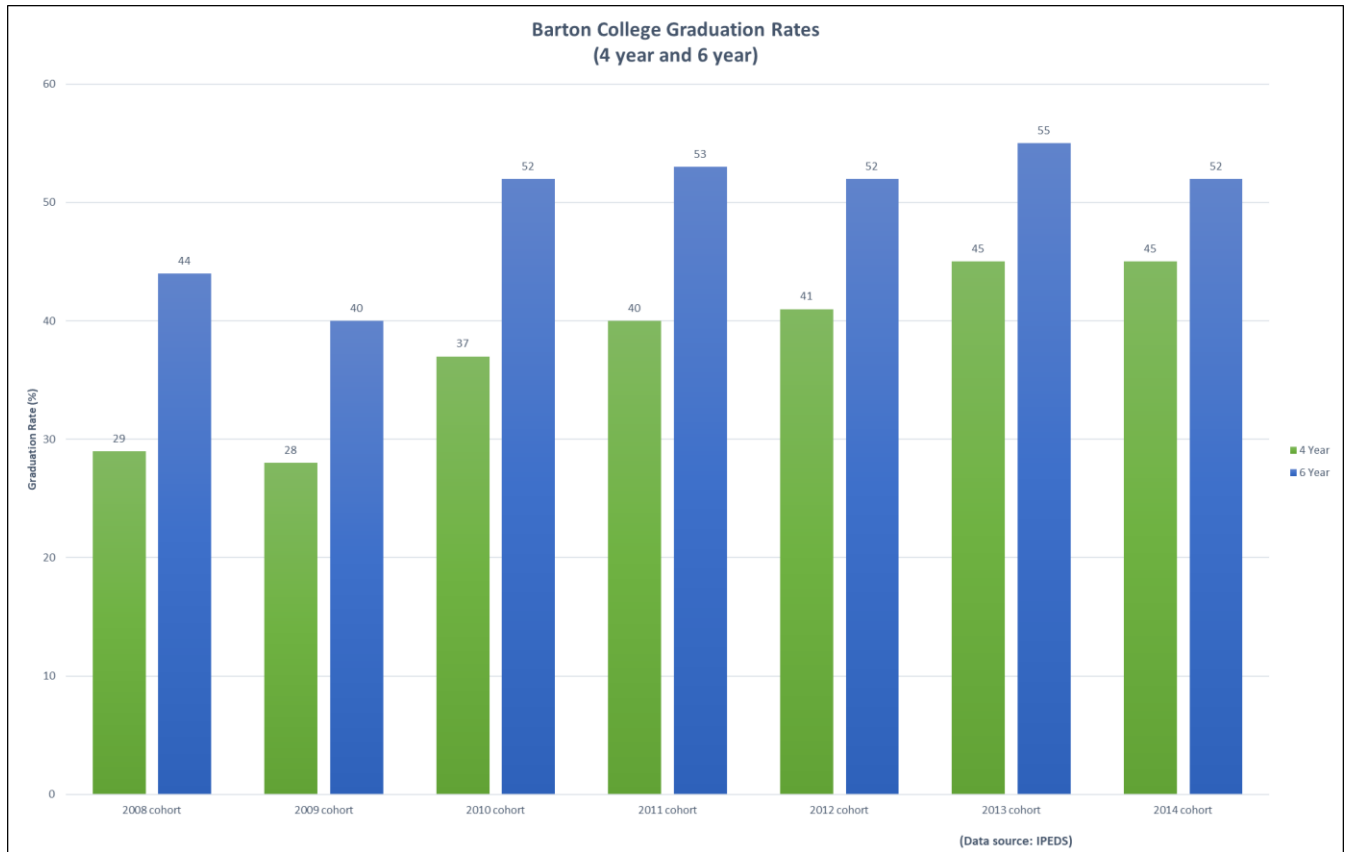
IPEDS 4-Year and 6-Year Graduation Rate

While comparisons to national completion rates at all four-year private nonprofit institutions using data from the National Student Clearinghouse are useful, these comparisons fail to take into consideration factors such as the types of students an institution may be educating and the regions in which the institution may be located. In addition, NSC data does not include students who were 17 years old or younger during the Fall term of the cohort year nor data for international students. For these reasons, Barton College also measures student achievement using IPEDS student graduation rates after four and six years.

The latest available IPEDS 6-year graduation rate data is for the Fall 2014 entering cohort of first-time, full-time degree-seeking undergraduates. As reflected in Table 12, four-year graduation rates showed consistent increases for the Fall 2010-Fall 2013 cohorts, with the four-year graduation rate of the Fall 2014 cohort matching that of the Fall 2013 cohort.

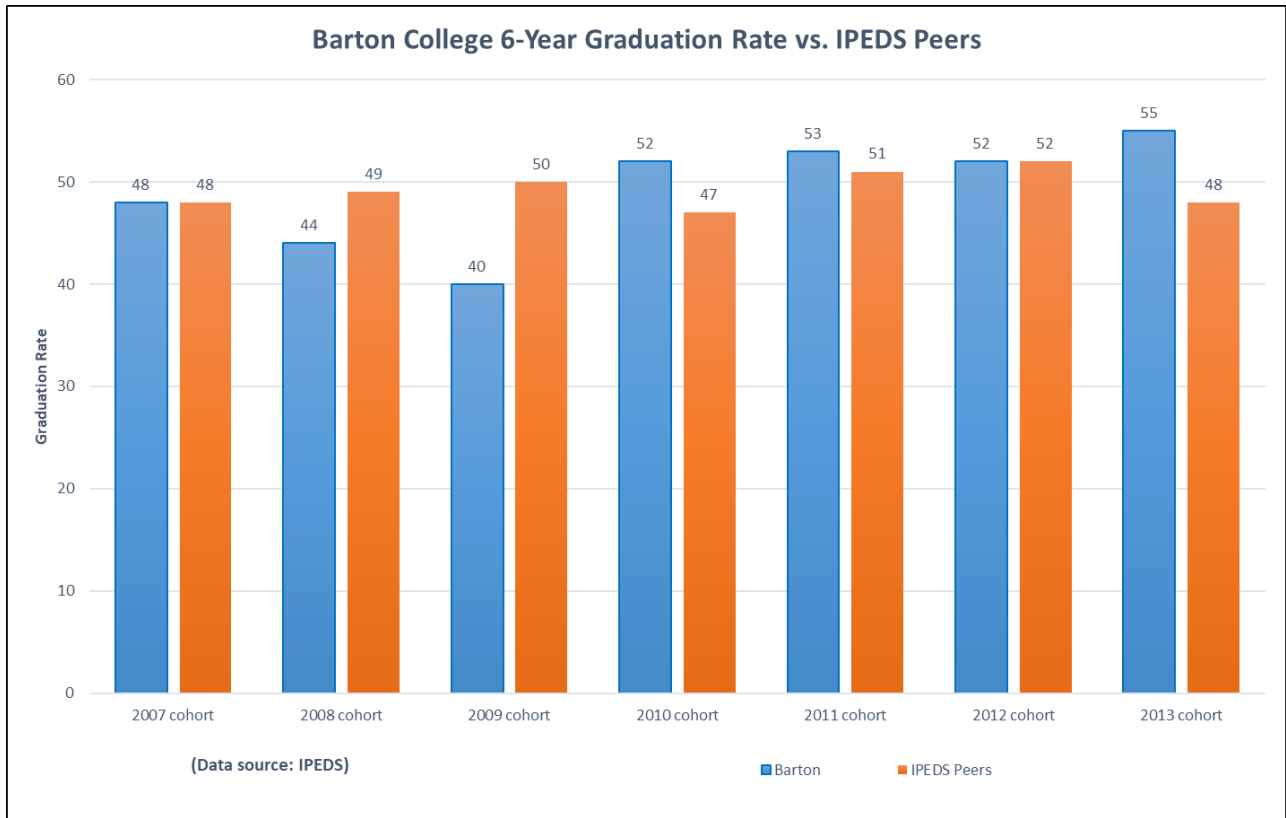
Barton's Fall 2014 entering cohort, like the previous 4 cohorts, had a six-year graduation rate that was significantly improved over that of the Fall 2008 and Fall 2009 cohorts. (Table 12.) While the six-year graduation rate of the Fall 2014 entering cohort did not increase over that of the Fall 2013 cohort, 6-year graduation rates of the past 5 cohorts are consistently holding at 52% or higher.

Table 12. Barton College IPEDS Graduation Rates (4-Year and 6-Year)



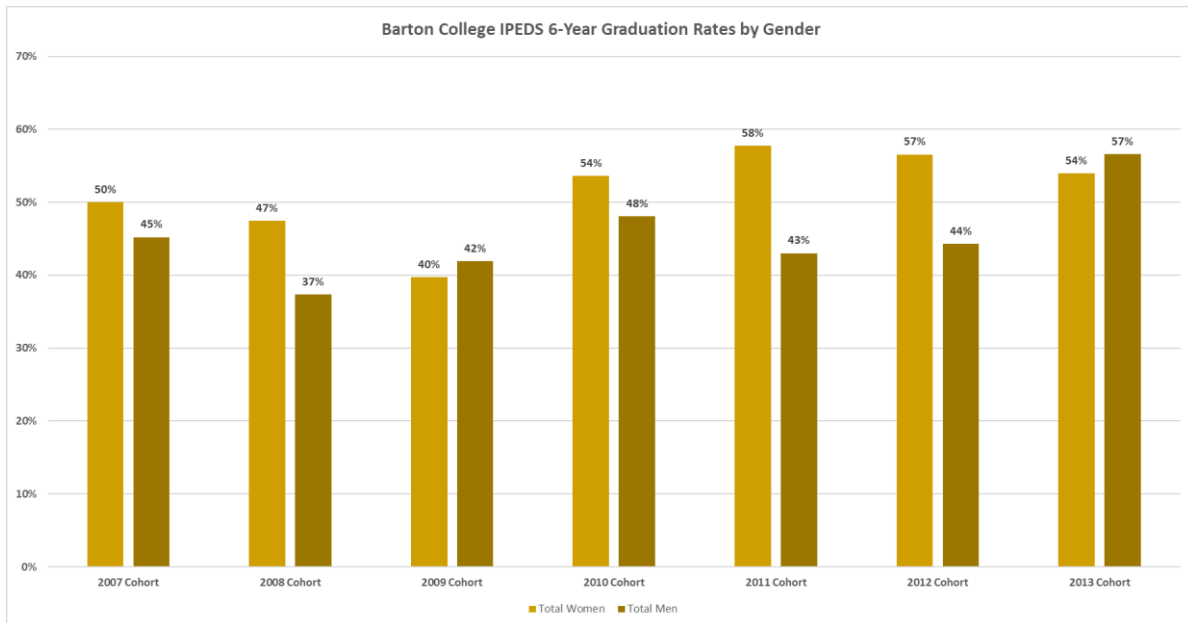
Six-year graduation rates are also benchmarked against our IPEDS peer institutions as shown in Table 13. For the 2007 cohort, Barton College’s six-year graduation rate was exactly the same as that of its IPEDS peer comparison group. The graduation rate of the Barton College 2008 cohort was 5 percentage points less than the IPEDS peer comparison group and the 2009 cohort was 10 percentage points lower than the peer comparison group. However, the graduation rate of the Barton College 2010 cohort showed significant improvement and was 5 percentage points higher than the IPEDS peer comparison group. The graduation rate of the 2011 cohort again exceeded that of the IPEDS peer comparison group, while the graduation rate of the 2012 cohort matched its IPEDS peer group. The six-year graduation rate of the Barton College 2013 cohort was 7 percentage points higher than the IPEDS peer comparison group. Starting with the 2010 cohort, Barton’s 6-year graduation rate has matched or exceeded that of its IPEDS Peers for the past 4 years.

Table 13. Barton College 6-Year Graduation Rate versus IPEDS Peers



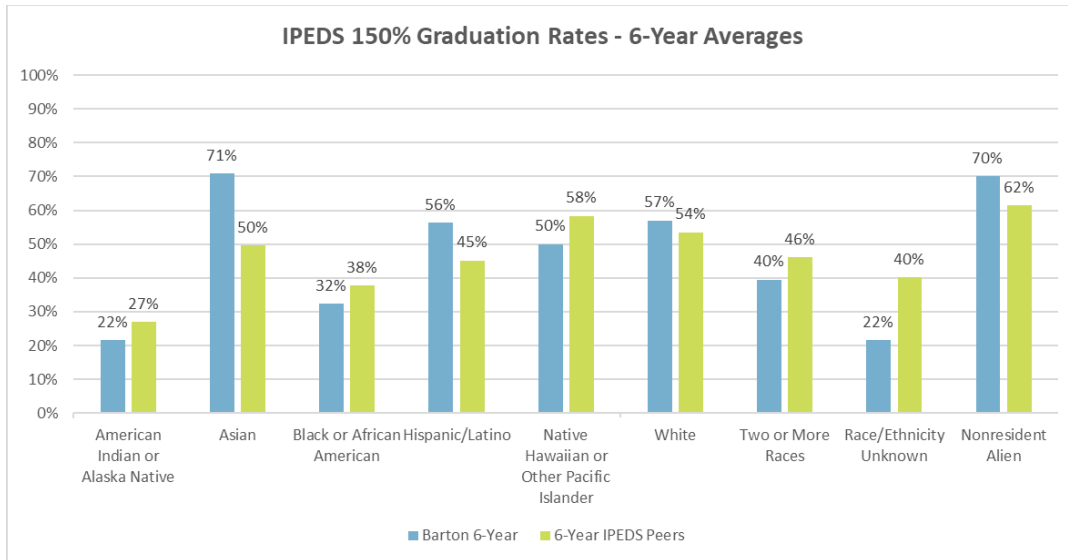
Barton College women have 6-year graduation rates higher than those of Barton College men in 5 of the 7 cohorts recorded in Table 14.

Table 14. Barton College IPEDS 6-Year Graduation Rates by Gender



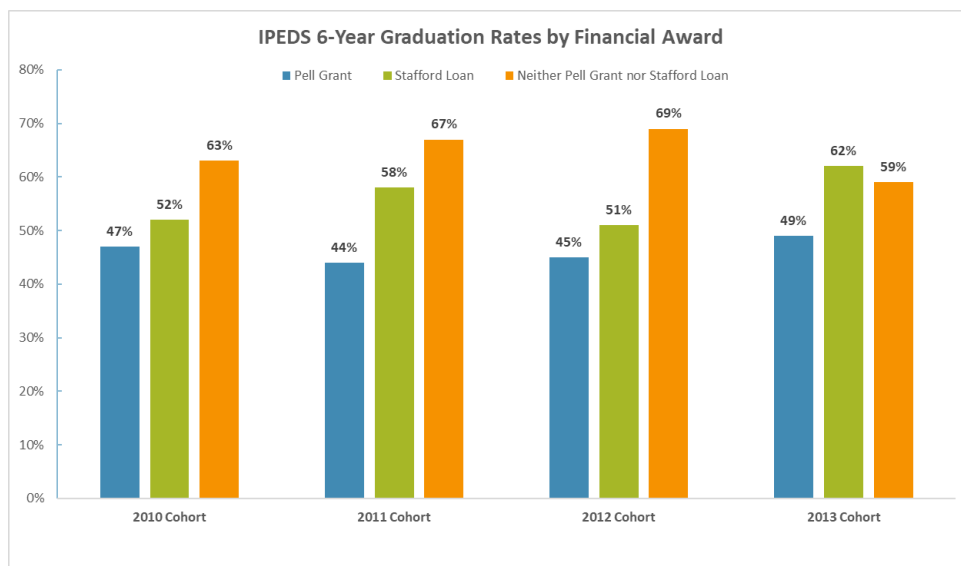
When comparing Barton's average IPEDS 6-year graduation rates by race/ethnicity to those of its IPEDS peers, as shown in Table 15, one sees that Barton's average graduation rates exceed those of its peers for Asian, Hispanic/Latino, White and Nonresident alien (international) students. One also sees that the average graduation rates for American Indian or Alaska Native students and those for Black or African American students are much lower than those for Hispanic or White students.

Table 15. Barton College Average IPEDS 6-Year Graduation Rates by Race/Ethnicity versus Average IPEDS Peers 6-Year Graduation Rates by Race/Ethnicity



IPEDS graduation data is also collected on those students who at entry of the cohort were awarded specific types of Federal financial aid, Pell grants, Stafford loans, and neither a Pell grant nor a Stafford loan. The 6-year graduation rates by type of aid, as shown in Table 16, offer some insight into the success of students based on their socio-economic level. For each of the 4 Barton cohorts displayed, 6-year graduation rates for Pell recipients, those students with the most financial need, range from 10-24 percentage points lower than for those students who were awarded neither a Pell grant no Stafford loan.

Table 16. Barton College IPEDS 6-Year Graduation Rates by Type of Aid



Starting in the 2017-2018 data collection cycle, IPEDS began collecting outcome data for degree-seeking undergraduates after 8 years of entry. Students were categorized by type of student at entry (first-time versus non-first-time) and enrollment intensity at entry (full-time versus part-time) and further disaggregated by whether or not a student was a Pell recipient (a student with demonstrated financial need) or non-Pell recipient at entry. Each cohort is comprised of students who entered the institution at any time between July 1 and June 30 of the cohort year. Table 17 displays the Barton outcomes in each category compared to those of its IPEDS Peers. In the case of both types of full times student, first-time students and non-first-time students, the 8-year completion rates of non-Pell recipients were consistently higher than those of Pell recipients. It is worth noting that the number of first-time, part-time degree-seeking undergraduates at Barton is typically less than 5.

Table 17. 8-Year Completion Rate versus IPEDS Peers

Cohort Year	2011-2012 Cohort		2010-2011 Cohort		2009-2010 Cohort	
	Barton	IPEDS Peers	Barton	IPEDS Peers	Barton	IPEDS Peers
First-Time, Full-Time Students						
Pell recipients who received award in 8 years	44%	47%	47%	45%	36%	46%
Non-Pell recipients who received award in 8 years	63%	54%	55%	51%	43%	54%
Non-First-Time, Full-Time (Transfer) Students						
Pell recipients who received award in 8 years	57%	60%	49%	56%	47%	63%
Non-Pell recipients who received award in 8 years	67%	64%	69%	67%	64%	64%
First-Time, Part-Time Students						
Pell recipients who received award in 8 years	50%	75%	0%	0%	0%	10%
Non-Pell recipients who received award in 8 years	0%	0%	50%	0%	0%	0%
Non-First-Time, Part-Time (Transfer) Students						
Pell recipients who received award in 8 years	44%	38%	46%	65%	44%	40%
Non-Pell recipients who received award in 8 years	59%	44%	55%	27%	52%	30%

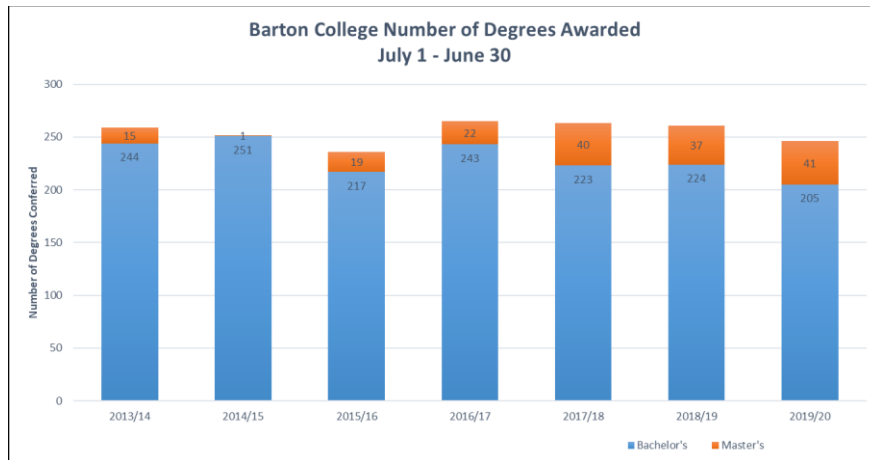
Source: IPEDS Outcomes Measures

Degrees Conferred:

Student Achievement Goal: The number of degrees conferred will increase annually and will meet or exceed the ratio of degrees conferred to 100 FTE compared to IPEDS peers.

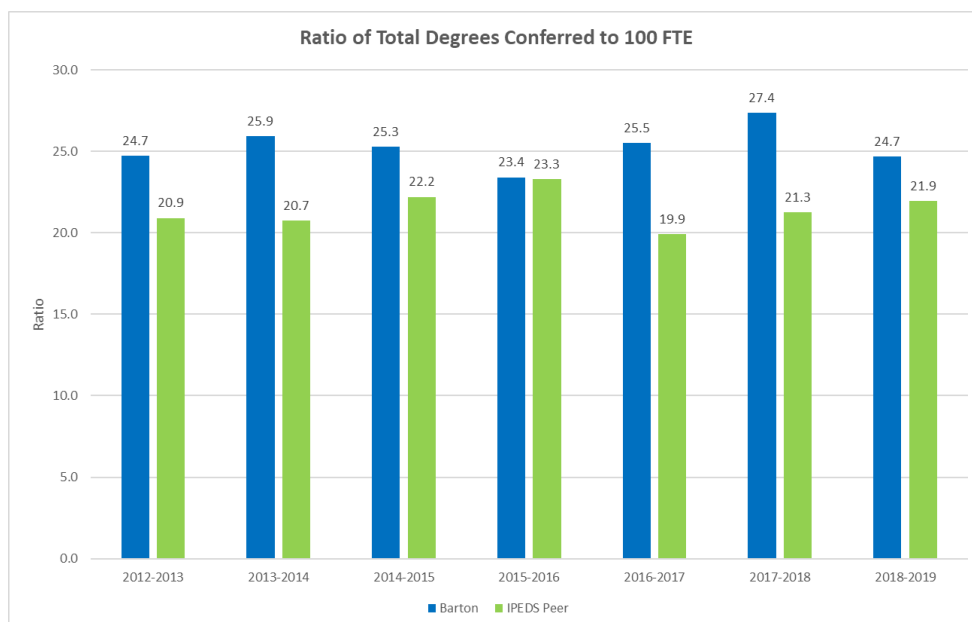
The number of degrees conferred each year is another direct measure of student persistence and achievement. With the exception of the 2015-2016 year, when the number of degrees awarded dropped from 252 to 235, the total number of degrees awarded at Barton College has been fairly consistent since 2013-2014 (Table 18). With the exception of 2016-2017, the College has not met its goal of an annual increase in the number of degrees conferred.

Table 18. Barton College Number of Degrees Awarded



The ratio of the number of degrees conferred per 100 FTE total enrollment is also compared against IPEDS peer institutions. As evidenced in Table 19, since 2012-2013, Barton has consistently awarded more degrees per FTE than its IPEDS peers.

Table 19. Ratio of Degrees Conferred to 100 FTE



Course Completion:

Student Achievement Goal: Success rates in core courses, the General Education capstone course, and in major capstone courses will meet or exceed benchmarks described in the student achievement evaluation table.

Course success rates in entry-level courses are early predictors of persistence and graduation rates. English/Writing 101 and 102 and Math/Quantitative Reasoning 120 and Math 130 are entry-level core requirements. Failure to pass these foundational courses puts a student at risk because s/he cannot progress in the major until these core requirements are fulfilled. The average SAT score of incoming freshmen in 2015 was 950, so a threshold of 70% of students in the foundational Math and English courses receiving a C- was deemed an appropriate benchmark.

Students in ENG/WRT 101 have met the benchmark in all five of the Fall semesters since Fall 2016, but in only one of the five Spring semesters reported on. Students in ENG/WRT 102 have met the benchmark in every semester since Fall 2016. Students in MTH 120 failed to meet the benchmark 50% of the time between Fall 2016 and Spring 2020, while those in MTH 130 failed to meet the benchmark 75% of the time between Fall 2016 and Spring 2020. Failure to meet the established thresholds in Table 13 indicates that students are either not learning the material as intended or there is a problem with the pedagogy or delivery. Efforts over the past several years to address the on-going deficiencies in the entry-level Math courses include assessment and revision of the criteria used for initial math placement, implementation of Smarthinking online tutoring which provides 24/7 math support, making Peer Tutors available for all entry-level math courses, and using a revised Math Readiness Test for initial math placement.

Inadequate student performance in Mathematics led Barton College in 2019 to adopt quantitative literacy (QL) as its next QEP. In advancing this effort, the College has revised the curriculum of the introductory Mathematics courses to align with the quantitative reasoning requirement in general education and aligned the student majors with the introductory Mathematics course that will best prepare students for success in their major courses. A new math course, QRT 120, *Quantitative Reasoning and Thinking*, was added to the curriculum in Fall 2020 replacing MTH 120. The Curriculum for MTH 130, *College Algebra*, was also revised at this time. A QL lab, staffed by faculty and upper-division students and offering tutoring aimed at improving quantitative skills, opened in January 2020. The College also expanded its full-time Mathematics faculty, replacing a part-time instructor with a full-time, tenure track faculty member. Since these changes were implemented, students in both QRT 120 and MTH 130 met the benchmarks for both the Fall and Spring semesters of 2020-2021.

Table 20. Core Course Success Rates – Percent of Students Earning a C- or Above

CORE COURSES	Bench- mark	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
ENG/WRT 101	70%	83%	65%	87%	77%	82%	66%	82%	60%	92%	50%
ENG/WRT 102	70%	75%	80%	85%	89%	90%	81%	84%	89%	85%	82%
MTH/QRT 120	70%	75%	54%	72%	63%	60%	76%	57%	89%	82%	89%
MTH 130	70%	74%	52%	81%	56%	54%	50%	49%	67%	74%	77%

Note: Beginning in Fall 2019, introductory composition courses began using a prefix of WRT instead of ENG. Beginning in Fall 2020, following changes in the curriculum, MTH 120, Finite Math, was renamed QRT 120, Quantitative Reasoning.

In addition to passing these foundational courses, the College also has a General Education capstone course that is a theme-based learning seminar in which students apply the knowledge and perspectives that they have acquired while completing the General Education Core. Through research, papers, and presentations, students are expected to demonstrate the key critical thinking and communication skills required of Barton College graduates. Beginning in Fall 2020, GEN 301 became GEN 300, with all classes using a common syllabus/calendar and the same assignment guidelines for all of the major presentations and papers. Having standardized assignments will make the assessment of student work more meaningful. The General Education capstone is required of all students, including transfer students. The threshold for the General Education capstone is higher in terms of the grade that must be earned as well as the benchmark (80%) and has been met every semester since the measure began.

Table 21. General Education Capstone Course Success Rates – Percent of Students earning a C or Above

GEN ED CAPSTONE COURSE	Bench-mark	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
GEN 301/300	80%	96%	96%	99%	96%	97%	99%	97%	97%	98%	92%

Finally, each program of study has a senior capstone course, where students demonstrate competency in their chosen field of study. The threshold for the discipline-specific capstone is 90% of students earning a grade of C or above, because the expectation is that as a student progresses through the curriculum, academic rigor and expectations increase. Overall, Barton students are meeting this benchmark as evidenced in Table 24. It is important to note that some of the majors contain very few students, so one student's lack of success has the ability to greatly reduce the overall success rate of the major capstone course. In Spring 2021, this was the case in SPS 440.

Table 22. Major Capstone Course Success Rates – Percent of Students earning a C or Above

MAJOR CAPSTONE COURSES	Bench-mark	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
ART 403	90%	100%	100%	-	100%	100%	100%	-	100%
BUS 490	90%	100%	100%	90%	95%	100%	100%	100%	100%
CCJ 415	90%	100%	-	90%	-	100%	-	100%	-
EDU 450/452	90%	-	100%	-	88%	-	100%	100%	100%
ENG 457	90%	100%	-	-	-	-	-	-	-
SPS/EXS 450	90%	75%	-	80%	-	95%	-	94%	-
GRN 440	90%	100%	-	90%	-	83%	-	80%	-
HEA 401/450	90%	-	100%	-	100%	-	-	100%	-
HUM 450	90%	75%	100%	80%	-	100%	-	67%	-
MTH 440	90%	-	-	100%	-	-	-	-	100%

NUR 407/417	90%	100%	-	97%	-	92%	100%	-	100%
POL 410	90%	100%	-	100%	-	100%	-	-	-
PSY 499	90%	-	100%	-	100%	-	91%	-	100%
REL 450	90%	-	-	100%	-	-	-	-	-
SCI 490	90%	100%	100%	67%	100%		93%		100%
SPA 457	90%	-	100%	-	100%	-	-	-	-
SPS 440	90%	90%	-	86%	-	93%	100%	97%	0%
SWK 428	90%	93%	-	100%	-	100%	-	92%	-

Note: On-going course and curricular refinements have resulted in changes in the designations of the senior capstone courses. The senior capstone course for Education majors changed from EDU 450 to EDU 452 in Fall 2019. The major capstone course for Exercise Science majors changed from SPS 450 to EXS 450 in Fall 2018. The major capstone course for Healthcare Administration majors changed from HEA 401 to HEA 450 in Fall 2019. The Nursing capstone course changed from NUR 407 to NUR 417 in Fall 2020 and HUM 450 became the senior capstone course for English, History and Religion and Philosophy majors in Fall 2017, replacing ENG 457, HIS 450 and REL 450 in each of the respective majors.

Licensing Exams:

As appropriate, some programs may choose to adopt additional criteria by which they measure student achievement that may be uniquely important or relevant to the success of their majors.

Student Achievement Goal: Pass rates on state licensing exams in Education and Nursing will meet or exceed benchmarks described in the student achievement evaluation table (NC average pass rate). In addition, pass rates must meet the expectations set by a state board or specialized accreditor.

Student Teacher Licensure Pass Rates – The College benchmarks its pass rate within one year of program completion for Education exit tests (Pearson and Praxis II) against the statewide average. The Barton College pass rate for exit tests, which consisted of Praxis tests formally known as Praxis II, was 100% in 2012-13 and 2013-14, exceeding the NC statewide rate in both years. In 2014-15, the state of North Carolina replaced the Praxis exit exam for Elementary Education with new tests administered by Pearson – the North Carolina Foundations of Reading Test and the North Carolina General Curriculum Test, which contains two sub-tests: Mathematics and Multi-subjects. Students seeking a teaching license in Special Education were also required to pass the new tests from Pearson and another Praxis test. The pass rates on these tests were included with the pass rates used as exit exams in the other majors. In 2014-15, the Barton College pass rate, which included the new Pearson tests, as well as the Praxis exit exams, dipped to 67%, falling short of the statewide average of 88%. In 2015-16, the pass rate fell to 57%, well off the statewide average pass rate of 79%. The 2016-2017 pass rate rebounded to 94%, again exceeding the statewide pass rate of 75%.

In the 2017-18 year, the School of Education began mandating that candidates seeking to enter the Teacher Education Program are required to pass all licensure exams necessary for their area of licensure prior to being formally admitted to the program. This requirement ensures that candidates have the baseline of required content and pedagogical knowledge on which they will build in their senior level methods courses. As a result of this change, Barton's teacher licensure pass rate of program completers will automatically become 100% each year. Because fewer than 10 students took the exams in 2017-2018, no test data are permitted to be reported. In 2018-2019 the pass rate was 100%, strongly outpacing the state pass rate of 79% (Table 23).

Table 23. Student Teacher Licensure Pass Rates, Traditional Program

Student Teacher Licensure Pass Rates		
	Barton College	NC Statewide
2012-2013	100%	93%
2013-2014	100%	94%
2014-2015	67%	88%
2015-2016	57%	79%
2016-2017	94%	75%
2017-2018	n/a	77%
2018-2019	100%	79%

Source: US Department of Education Title II Reports

Beginning in 2019-2020, the state began requiring that students in all North Carolina education preparation programs must also pass either the edTPA or PPAT assessment test in order to be licensed. The School of Education selected the edTPA, which is administered by Pearson and provides for the ability to compare across programs as well as across the state and nationally. The assessment is program specific and each student is assessed in 3 different areas, Planning, Instruction, and Assessment, each of which receive 5 scores. Students have a 3-year window in which to pass the edTPA. While the results provide a valuable tool allowing the School of Education to internally compare completers in each of its programs to others across the state, the NC Department of Public Instruction prohibits the release of data when there are fewer than 10 students taking an assessment. It is hoped that a 3-year average pass rate by program for the edTPA assessment may be available in the years ahead and serve as another evaluation criterion for student achievement.

Nursing NCLEX First-Time Pass Rates – The North Carolina Board of Nursing sets the pass rate based on a three-year average that is 95% of the national standard. The current 3-year average NC pass rate is 84%. Barton College has an 94% three-year average, which is 10 percentage points higher than the NC three-year average. Action plans were created and sent to the North Carolina Board of Nursing in 2016 and 2017 to address the low NCLEX first-time pass rates from 2014-2016. Since that time, numerous program adjustments have been implemented, including increasing overall program requirements, strengthening of clinical and curricular experiences, the addition of digital study resources, and enhancement of resources necessary to support the program. All of these measures are thought to have contributed to significant improvement in the first-time pass rates from 2017 through 2020. (Table 24).

Table 24. Nursing NCLEX First-Time Pass Rates

NCLEX First-Time Pass Rates		
	Barton College	NC Pass Rate
2014	60%	78%
2015	73%	81%
2016	72%	81%
2017	95%	83%
2018	89%	84%
2019	92%	84%
2020	100%	83%

Source: North Carolina Board of Nursing reports

Job/Graduate School Placement Rates:

Student Achievement Goal: Job Placement Data will meet or exceed national averages from the National Association of Colleges and Employers' (NACE) Annual First Destination Survey.

The College keeps data on the employment and continuing education of graduates. Members of the undergraduate classes of 2016-2020 were surveyed on their first destination after graduation using an online survey developed by the Office of Academic & Career Planning (formerly Student Success). Graduates received an initial email invitation to complete the survey 6-9 months after graduation at the email address provided on the Senior Survey. Email reminders were sent on a regular basis, and the survey link was posted on the Barton College Career Planning LinkedIn page and the Office of Academic & Career Planning Facebook page. Additional information on the first destination of graduates was collected through follow up calls, from Deans and Department Chairs, LinkedIn, and Facebook. Table 25 summarizes First Destination graduate survey data from the Classes of 2016 through 2020. Note: Numbers in parentheses are the correct numbers of graduates. The number of graduates previously reported for the Classes of 2016 and 2017, and on which the results are based, contained duplicate records of students who earned more than one degree. The percentages, as previously reported, have not been corrected.

According to the National Association of Colleges and Employers (NACE) First-Destination Survey for the Class of 2019 (February 2021), more than half of bachelor's degree graduates were employed full-time (59.7%), up slightly from 58.7% for the Class of 2018. Approximately 11.1% were still seeking employment (down slightly from 11.2% for the Class of 2018) and 18.6% were continuing their education (down from 19.2% from the Class of 2018). With Class of 2020 respondents to Barton's first-destination survey reporting a 65% full-time employment rate, the College exceeded that benchmark. However, the number of Barton graduates continuing their education fell short of the national average.

In 2020, 65% of Barton graduates who responded to the College-administered first-destination survey reported that they were employed full-time, a 16-percentage point decrease from the previous year. The percentage of students reporting that they are continuing their education increased to 16.9% and the percentage of students who reported being employed part-time increased from 1% in 2019 to 7.1% in 2020. Given the economic situation in the US last year, these changes in outcomes are not surprising. This trend will continue to be monitored for insight into future trends.

Table 25. First Destination Graduate Survey Results – Undergraduate

Year	Number of Graduates	Response Rate	Employed full-time	Employed part-time	Military	Continuing Education	Volunteer /Service	Not Employed	Not Seeking*
2020	199	77.4%	65%	7.1%	0%	16.9%	0.6%	9.1%	1.3%
2019	214	67.8%	80.7%	0.7%	0%	12.4%	2.1%	4.1%	n/a
2018	216	63.4%	74%	11.7%	0.7%	11.7%	0%	2.2%	n/a
2017	265 (236)	68.7%	89.6%	1%	0%	5.5%	0%	2.2%	n/a
2016	226 (207)	73%	79.4%	8.5%	0%	7.3%	0%	1.8%	n/a

Source: Office of Academic and Career Planning

*Not Seeking added as a category in 2020.

For the first time, 2018-2019 graduates of the Master's degree-granting programs were reported on (Table 26). Most graduate students at Barton College are employed while pursuing their degrees, so high percentages who report that they are employed full-time is to be expected.

Table 26. First Destination Graduate Survey Results – Graduate

Year	Number of Graduates	Response Rate	Employed full-time	Employed part-time	Military	Continuing Education	Volunteer /Service	Not Employed	Not Seeking
2020	41	85.4%	91.4%	5.7%	0%	0%	0%	2.9%	0%
2019	37	70.2%	100%	0%	0%	0%	0%	0%	n/a

Source: Office of Academic and Career Planning

Use of Student Achievement Data:

Student achievement data are shared with a variety of constituents in a variety of ways. The Office of Institutional Research shares enrollment figures, retention rates, graduation rates, Senior Survey results, and NSSE results with the Senior Leadership Team and Academic Council (Deans and Directors) on a regular basis via email, at staff meetings, or during retreats focused on these topics. The Senior Leadership Team then shares this information with faculty and staff at either the College Assembly or the Faculty and Staff Assemblies. Prior to the start of each semester, faculty and staff trainings (FAST) are held. Workshops have been held on a variety of topics to inform faculty and staff of our students' achievements and to evaluate and discuss the results. Student Achievement data is also reviewed annually at the spring meeting of the Board of Trustees' Academic Excellence and Institutional Effectiveness subcommittee meeting.

In addition to sharing the student achievement data with administrative and academic leaders so that they can make data-informed decisions, Barton officials also share the data with the general public on the institution's webpage and through various printed media (Quick Facts, Viewbook). The Board of Trustees typically hears about student achievement during their fall and spring Board Meetings during specially-designated time slots. Students are routinely invited Board meeting to talk about summer internship experiences, practicum experiences, or study abroad experiences. Graduating seniors and recent alumni have given short presentations to the Board about either their future plans (graduate school and job prospects) or, in the case of the alumni, their employment after leaving Barton and how the College prepared them for the future. Student engagement with the Board of Trustees is always a highlight of the meetings.

Summary:

The above student achievement criteria, along with the expected outcomes/thresholds, guide the institution and ensure that we are meeting our mission to "provide programs and opportunities to encourage the intellectual, spiritual, social, and cultural development of its students and to challenge them for future leadership and service to their local and global communities." When benchmarks are not consistently made, plans for improvement are devised, implemented, and re-analyzed in order to support continuous improvement.

While enrollment benchmarks were not met in 2020-2021, because of the College's commitments to creating a safe and healthy environment for effective on-campus student learning, the vast majority of the other student achievement benchmarks were reached in the 2020-2021 academic year. The data provided throughout this report indicate that Barton College students are enrolled and retained at a comparable rate to our peer institutions (enrollment & retention metrics) and that they progress through the curriculum in an appropriate manner (course completion metrics). Barton College graduates leave the college with honed critical thinking and communication skills that allow them to be future leaders and serve their communities (graduation rates & capstone metrics). Barton College graduates are also successful in gaining employment upon graduation (job placement metrics). Given the challenges brought on by the coronavirus pandemic and the actions necessary to support members of the community throughout the year, these results are gratifying.