

2021-2022 Barton College Student Achievement Report

Barton College evaluates the achievement of its students in relation to its mission using a variety of methods, including graduation rates, retention rates, course success rates, academic progress rates, scores on licensing examinations, career outcomes, and graduate program graduation rates. These evaluation criteria are intended to provide a diverse, adaptive, and sensitive set of measures on which the institution can proactively respond, thus ensuring continuous improvement of student learning and, ultimately, leading to student success. The goals that the College has set are ambitious, but attainable, consider the types of students served by the institution, and follow best practices in higher education (Table 1). The data in this report includes all Barton College students regardless of their classification as traditional students or adult learners or whether they are learning in a face-to-face or online modality.

In accordance with the SACSCOC policy statement on Institutional Obligations for Public Disclosure and Core Requirement 8.1, Barton College annually evaluates its goals for student achievement and reports on the success of students in achieving those goals in the Student Achievement Report, which is publicly posted on the Barton College website.

Table 1. 2021-2022 Student Achievement Evaluation Criteria, Rationale, and Goals

Evaluation Criteria	Rationale for Criteria	Goals
National Student Clearinghouse (NSC) Six-Year Total Completion Rate (SACSCOC Key Student Completion Indicator)	NSC Total Completion Rate data provide an opportunity to explore the certificate/degree/credential attainment of a cohort of Fall-entering first-time freshmen at a six-year point of time, regardless of the credential earned or where the student completed their college career.	<ul style="list-style-type: none"> • Improve upon NSC Total Completion Baseline Rate of 55.8% shared by SACSCOC in August 2018 and based on the NSC report provided to SACSCOC in Fall 2016
First-to-Second Year Retention Rate	Barton College monitors the first-to-second year retention rate of first-time, full-time freshmen as a measure of student satisfaction and academic success.	<ul style="list-style-type: none"> • Meet or exceed College benchmark of 70% for retention of first-time full-time freshmen after one year • Meet or exceed first-to-second year average retention rate of IPEDS peer group
Course Success Rates <ul style="list-style-type: none"> • WRT 101/102, College Writing I/II, and MTH 120/QRT 120, Finite Math/Quantitative Reasoning/Thinking, and MTH 130, College Algebra • GEN 300, General Education Capstone • Major Capstone Courses 	Course success rates in foundational courses are early indicators of retention and graduation rates. Completion of the General Education capstone class and the capstone courses in the majors 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 course completers will earn a C- or above • 80% of course completers will earn a B or above • 90% of course completers will earn a B or above
Credit Accumulation Rate	Data about local credit hour accumulation of first-time, full-time freshmen at the end of the first year (Fall and Spring semesters) are early predictors of retention and progression toward timely degree completion. These data can also help the College identify places in the curriculum that may present obstacles to progression for first-year students.	<ul style="list-style-type: none"> • 70% of first-time, full-time freshmen who attend their first full year (Fall and Spring semesters) will earn at least 30 local credit hours
Success Rates on Licensing Exams <ul style="list-style-type: none"> • State Board of Education Approved Teacher Licensing Exam (edTPA) • National Council Licensure Examination (NCLEX) 	These data examine achievement in high-demand career fields. Passing the North Carolina edTPA exam is required to obtain a license to teach in the state. Passing the NCLEX on the first attempt is viewed as a direct indicator of the student's learning that is attributable to the institution.	<ul style="list-style-type: none"> • Meet or exceed the NC pass rate for the edTPA licensing exam • Meet or exceed North Carolina's NCLEX three-year average first-time pass rate

Career Outcomes <ul style="list-style-type: none"> • Career outcome rate for undergraduate completers six months beyond graduation 	In light of the College’s mission to challenge students <i>“for future leadership and service to their local and global communities,”</i> career outcome data are indicators of alumni success.	<ul style="list-style-type: none"> • Meet or exceed national average for bachelor’s degree graduates of private institutions who participated in the National Association of Colleges and Employers’ (NACE) Annual First Destination Survey
Graduation Rates of Graduate Programs	Satisfactory progress in graduate programs, as measured by graduation rates, is a direct measure of the College’s fulfillment of its mission through degree attainment.	<ul style="list-style-type: none"> • Each program will meet or exceed a graduation rate of 80%.

2021-2022 Background and Evaluation of Student Achievement

A Student Achievement Workgroup was convened and met throughout the Fall 2021 semester to review and discuss the College’s student achievement evaluation criteria and goals for 2021-2022. Those meetings resulted in revisions being made to the evaluation criteria as well as the goals used in the evaluation of student achievement. Analysis of historical data coupled with conversations with the Associate Vice President for Academic Affairs and the Vice President for Academic Affairs helped establish the minimum thresholds of acceptability for each of the evaluation criteria.

The 2021-2022 academic year saw the return of a campus learning environment that was more like that of the pre-Covid era. Students were asked to be voluntarily vaccinated and based on their self-reported responses in Magnus Health, approximately 63% of undergraduates did so. Covid-related protocols, including the use of masks, social distancing while indoors, and self-monitoring, remained in place for the year. These measures resulted in fewer students having to be quarantined and away from in-person learning in the classroom. Athletics returned to its traditional 3-season schedule, fall, winter, and spring seasons, which put much less pressure on student athletes who made up approximately 51% of the undergraduate body in Fall 2021.

National Student Clearinghouse Six-Year Total Completion Rate (KSCI)

Rationale for Criterion: In September 2018, in response to a SACSCOC initiative on student completion, Barton College 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 total 6-year completion rate provides a more comprehensive view 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 the credential level attained or where the credential was earned. Together these data provide insights into the achievement of students who enter Barton as first-time freshmen and paint a more complete picture of the higher education attainment of the types of students served by Barton College.

Student Achievement Goal: The Barton College six-year National Student Clearinghouse (NSC) total completion rate for full-time entering first-time freshmen will exceed the baseline graduation rate of 55.8% provided to the College by SACSCOC in August 2018. As the college enrolls less than five Fall-entering part-time, first-time students in a given year, the cohort that will be analyzed and reported on is new first-time students enroll as full-time and enter in the Fall semester.

Rationale for Goal: In keeping with its mission *“to encourage the intellectual, spiritual, social, and cultural development of its students,”* the College seeks to annually increase the six-year total NSC completion rate for full-time, first-time in college students, bolstering student success and demonstrating a culture of continuous improvement.

Minimum Threshold of Acceptability: Six-year completion rate of 55.8%

Rationale for Threshold: In keeping with the SACSCOC imperative, improvement over the baseline completion rate of 55.8%, the lowest rate based on the available data, is expected.

Outcome: Barton College’s six-year completion rate for a cohort of first-time, full-time, Fall-entering, degree-seeking students is calculated annually by the Office of Institutional Research using Fall enrollment data provided annually to IPEDS and completion data provided by the National Student Clearinghouse, which tracks student enrollment and completion at approximately 98% of the colleges and universities across the United States. As displayed in Table 8 below, the 6-Year Completion rate of the Fall 2015 entering cohort exceed the baseline rate by 12.1 percentage points, thus meeting the outcome.

Table 1. Six-Year Total Completion Rates for Fall-Entering First-Time, Full-Time Degree-Seeking Students

	Cohort (count)	6 Year Completion Date	Completion at Barton College	Completion at Another 4 Year Institution	Completion at a 2 Year Institution	Total Completion Rate	KSCI Baseline	Difference
Fall 2015 Entering	218	8/31/2021	51.8%	11.0%	5.0%	67.9%	55.8%	12.1%
Fall 2014 Entering	185	8/31/2020	51.9%	17.8%	5.4%	75.1%	55.8%	19.3%
Fall 2013 Entering	215	8/31/2019	54.9%	11.6%	4.7%	71.2%	55.8%	15.4%
Fall 2012 Entering	201	8/31/2018	51.7%	13.9%	3.5%	69.2%	55.8%	13.4%
Fall 2011 Entering	234	8/31/2017	52.6%	12.8%	5.6%	70.9%	55.8%	15.1%
Fall 2010 Entering	228	8/31/2016	51.8%	6.6%	5.7%	64.0%	55.8%	8.2%
Fall 2009 Entering	230	8/31/2015	40.4%	12.2%	7.0%	59.6%	55.8%	3.8%
Fall 2008 Entering	247	8/31/2014	43.7%	12.6%	6.9%	63.2%	55.8%	7.4%

First-to-Second Year Retention Rate

Rationale for Criterion: Barton College monitors the first-to-second year retention rate of first-time, full-time freshmen as a measure of student satisfaction and academic success. As a nationally recognized best-practice gauge of student success, benchmarking retention rates against IPEDS peers provides further evidence of the College’s effectiveness in serving the types of students that make up its undergraduate population.

Student Achievement Goal 1: The first-to-second year retention rate of first-time, full-time freshmen will meet or exceed 70%.

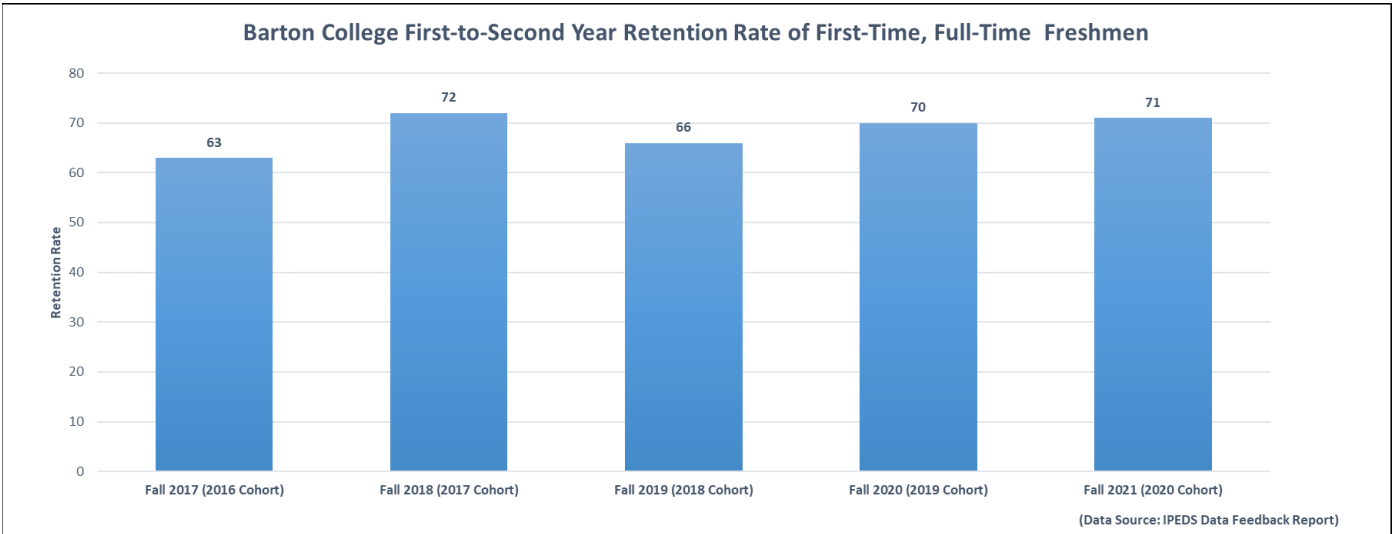
Rationale for Goal: 70% is the median retention rate of AY 10-11 through AY 21-22

Minimum Threshold of Acceptability: 66% first-to-second year retention rate of first-time, full-time freshmen

Rationale for Threshold: The minimum threshold of acceptability is based on an examination of the institution’s retention rates of first-to-second-year retention rate for first-time, full-time freshmen over the past four academic years, with 66% being the lowest rate achieved. The minimum threshold serves to ensure that our retention rate does not drop below levels approximating what we have achieved over the past several years.

Outcome: Barton’s first-to-second year retention rate is calculated annually by the Office of Institutional Research and reported to the Integrated Postsecondary Education Data System (IPEDS) in the Fall Enrollment report. For the 2021-22 academic year, the first-to-second year retention rate of first-time, full-time freshmen was 71%. As this result exceeds the College’s goal, this outcome is met.

Table 2. First-to-Second Year Retention Rate



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. Intentional integration of the First-Year Seminar under the umbrella of the Office of Academic and Career Planning beginning in 2022-2023 will enable the institution to think about retention holistically, from an academic perspective.

Student Achievement Goal 2: The first-to-second year retention rate of first-time, full-time freshmen will meet or exceed the average retention rate of Barton’s IPEDS peers.

Rationale for Goal: A Barton College IPEDS Peer group was identified in 2016 following a multivariate analysis of similar institutions, with a focus on variables such as size of the student body, total number of employees, total revenues, retention rate and graduation rate. In 2020, the College underwent a follow-up analysis to attempt to identify a group of IPEDS Peers who served the types of students that were most like those served by Barton, thereby resulting in better benchmarking of student success. This study placed an emphasis on variables such as the percentage of undergraduate students awarded Pell grants, the percentage of undergraduate students awarded federal student loans, the percentage of undergraduate enrollment from selected race/ethnicity categories, and the percent of undergraduate enrollment by gender. As a result, the College uses the average results of its IPEDS peer comparison group as its goal.

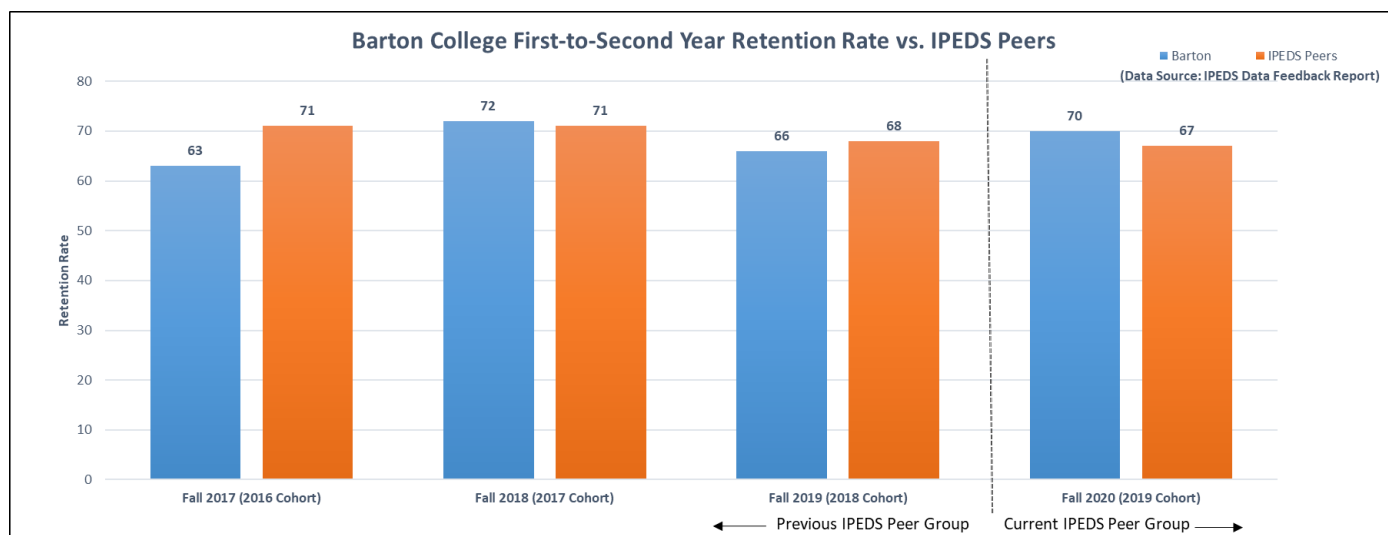
Minimum Threshold of Acceptability: Barton’s first-to-second year retention rate will be no more than 5 percentage points below the average retention rate of its IPEDS Peers.

Rationale for Threshold: As previously described, the institution’s IPEDS peer group was identified based on an intentional study meant to identify institutions who serve similar student populations. Therefore, if Barton’s retention rate were to fall more than 5 percentage points below its IPEDS Peers, that result would inform the institution that its retention rate required immediate attention.

Outcome: Retention rates are benchmarked against IPEDS peer institutions as shown in Table 3, which uses a dashed line to indicate the change in IPEDS peer groups. All retention rates are derived from 2018-2021 IPEDS Data Feedback Reports.

For the Fall 2019 cohort, Barton’s retention rate of 70% was 3 percentage points higher than that of its IPEDS peers. This result meets the College goal, therefore this outcome is met.

Table 3. Retention Rate versus IPEDS Peers



Course Success Rates

Rationale for Criterion: Course success rates in foundational courses are early indicators of retention and graduation rates. Completion of the General Education capstone class and the capstone courses in the majors 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.

Student Achievement Goal 1: 70% of the students who complete the entry-level general education courses, Writing (WRT) 101, WRT 102, Quantitative Reasoning (QRT) 120, and Math (MTH) 130, will earn a C- or above.

Rationale for Goal: Writing 101 and 102, Quantitative Reasoning 120 and Math 130 are all entry-level core requirements. Failure to pass these foundational courses puts a student at risk because the student 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. Based on course success rates since that time, this benchmark was upheld during the Student Achievement Workgroup meetings in 2021-2022.

Minimum Threshold of Acceptability: The minimum acceptable percentage of course completers earning a C- or better in WRT 101, WRT 102, QRT 120 and MTH 130 is 60%.

Rationale for Threshold: The minimum threshold of acceptability is based on the average of the course success rates that failed to meet the goals over the previous four years. This average will remain static until sufficient additional data can be gathered and reviewed by the Student Achievement Work Group.

Outcome: Over the 2021-2022 academic year, 50% of the results for the ENG/WRT and MTH/QRT foundational courses failed to meet the College goal. It's worth noting that seventeen percent of those who took WRT 102 in Fall 2021 were repeating the course. In Spring 2022, 61% of the students in WRT 101 during the spring term were repeating the course, Twenty-two percent of those taking QRT 120 in the spring term were repeating the course and 31% of the students in MTH 130 in the spring term were repeating the course, all following unsuccessful attempts at passing each course in the fall semester.

For the 2021-2022 academic year, all results met the minimum thresholds of acceptability. All results were calculated by the Office of Institutional Research.

Table 5. Core Course Success Rates – Percent of Completers Earning a C- or Above

CORE COURSES	Goal	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
ENG/WRT 101	70%	87%	77%	84%	66%	86%	60%	92%	50%	84%	69%
ENG/WRT 102	70%	85%	89%	90%	81%	86%	89%	85%	82%	69%	80%
MTH/QRT 120	70%	72%	62%	73%	76%	75%	89%	82%	88%	74%	69%
MTH 130	70%	81%	56%	68%	50%	51%	67%	74%	77%	84%	67%

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 replaced by QRT 120, Quantitative Reasoning.

Student Achievement Goal 2: 80% of students completing the General Education capstone course, GEN 300, will earn a B or above

Rationale for Goal: Beginning in Fall 2020, GEN 301 became GEN 300, with all classes using a common syllabus/calendar and the same assignment guidelines for the major presentations and papers. Having standardized assignments makes the assessment of student work more meaningful. The General Education capstone is required of all students, including transfer students. Prior to 2021-2022, the threshold for the General Education capstone had been lower in terms of the grade that must be earned to achieve the benchmark (80% of course completers would earn a C or above) and had been easily met every semester since the measure began (Table 6). Based on a review of the historical data as presented in Table 6, the Student Achievement Workgroup recommended that the goal be increased to 80% of the students will earn a B or above beginning in 2021-2022.

Minimum Threshold of Acceptability: The minimum acceptable percentage of course completers earning a B or better in GEN 300 is 70%.

Rationale for Threshold: The minimum threshold of acceptability is based on the recommendation of the Student Achievement Work Group, in consultation with the Associate Provost and Vice President for Academic Affairs. It may be adjusted as additional data become available.

Table 6. General Education Capstone Course Success Rates – Percent of Completers earning a C or Above

GEN ED CAPSTONE COURSE	Goal	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
GEN 301/300	80%	96%	95%	97%	98%	97%	90%	98%	91%

Outcome: While the new goal was not achieved in Fall 2021, it was achieved during the Spring 2022 semester. Communication about the revised benchmark was inconsistent and needs to be more widespread. The minimum threshold of acceptability was met both semesters, as shown in Table 7. Results were calculated by the Office of Institutional Research.

Table 7. General Education Capstone Course Success Rates – Percent of Completers earning a B or Above

GEN ED CAPSTONE COURSE	Goal	Fall 2021	Spring 2022
GEN 300	80%	71%	80%

Student Achievement Goal 3: 90% of students completing their major capstone courses will earn a B or above

Rationale for Goal: The Student Achievement Workgroup changed the student achievement goal for the major capstone course in 2021-2022 from 90% of the students will earn a C or above to 90% of the students will earn a B or above. This increase in the goal is based on a review of the data presented in Table 8, as well as the expectation that as a student progresses through the curriculum, increased academic rigor and expectations are matched by the student's increased ability to meet the demands of their major. It is important to note that some of the majors contain very few students, so one student's lack of success can greatly reduce the overall success rate of the major capstone course. In Spring 2021, this was the case in SPS 440, with one student enrolled in the course as a directed study.

Minimum Threshold of Acceptability: The minimum acceptable percentage of course completers earning a B or better in the major capstone courses is 80%.

Rationale for Threshold: The minimum threshold of acceptability is based on the Student Achievement Workgroup's belief that by the time a student is enrolled in a major capstone course, that student should know well the expectations of earning a B in a course and have developed the skills necessary to earn that grade.

Table 8. Major Capstone Course Success Rates – Percent of Completers earning a C or Above

MAJOR CAPSTONE COURSES	Goal	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
ART 403	90%	100%	78%	-	100%	100%	31.8%*	-	100%
BUS 490	90%	100%	100%	90%	95%	100%	100%	100%	100%
CCJ 415	90%	83%	-	100%	-	100%	-	90%	-
EDU 450/452	90%	-	100%	-	100%	-	100%	100%	100%
ENG 457	90%	0%	-	-	-	-	-	-	-
SPS/EXS 450	90%	88%	-	90%	-	95%	-	100%	-
GRN 440	90%	100%	-	100%	-	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%	-	100%	-	92%	100%	-	100%
POL 410	90%	100%	-	100%	-	100%	-	-	-
PSY 499	90%	-	92%	-	91%	-	91%	-	100%
REL 450	90%	-	-	-	-	-	-	-	-
SCI 490	90%	100%	100%	100%	94%	-	86%	-	100%
SPA 457	90%	-	0%	-	0%	-	-	-	-
SPS 440	90%	91%	-	86%	-	93%	100%	97%	0%
SWK 428	90%	93%	-	97%	-	100%	-	88%	-

*In Spring 2020, students in Art 403 were given the option of a pass/fail grade for the semester. This is the equivalent to a C- so these grades are not included in the C or above grade calculation or Art 403.

Note: On-going course and curricular refinements have resulted in changes in the designations of the major capstone courses. The major 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 major 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.

Outcome: As displayed in Table 9, during the Fall 2021 term, the goal was achieved in 4 of the 12 major capstone courses offered. In the Spring 2022 term, the goal was achieved in 6 of the 8 major capstone courses. Overall, the goal was not met in 21-22. The minimum threshold was not met in 3 of the Fall 2021 courses and 2 of the Spring 2022 courses. Counts of the numbers of completers of each of the major capstone courses have been included to provide context. Results were calculated by the Office of Institutional Research.

Improvement: Results will be shared and discussed with the deans and instructors of the major capstone courses to determine whether the goal is unrealistic, or the minimum threshold should be adjusted.

Table 9. Major Capstone Course Success Rates – Percent of Completers earning a B or Above

MAJOR CAPSTONE COURSES	Goal	Fall 2021	Fall 2021 count of completers	Spring 2022	Spring 2022 count of completers
ART 403	90%	100%	1	100%	6
BUS 490	90%	96%	24	100%	20
CCJ 415	90%	73%	11		
EDU 453	90%	85%	13		
EXS 450	90%	71%	21		
GRN 440	90%	82%	11		
HEA 450	90%	82%	11	100%	1
HUM 450	90%	80%	5		
IDS 450	90%	100%	2	25%	4
MTH 440	90%			67%	3
NUR 417	90%			97%	35
POL 410	90%	92%	13		
PSY 499	90%			100%	10
SCI 490	90%	100%	7	100%	13
SPA 457	90%				
SPS 440	90%	65%	26		
SWK 428	90%	88%	8		

Credit Accumulation Rate

Rationale for Criterion: Data about local credit hour accumulation of first-time, full-time freshmen at the end of the first year (Fall and Spring semesters) are early predictors of retention and progression toward timely degree completion. These data can also help the College identify places in the curriculum that may present obstacles to progression for first-year students.

Student Achievement Goal: At least 70% of first-time, full-time freshmen who attend their first full year (Fall and Spring semesters) will earn 30 local (Barton-awarded) credit hours.

Rationale for Goal: This goal aligns with the institution's goal of a 70% first-to-second year retention rate of first-time, full-time freshmen and the supports the overarching mission of the College in degree attainment.

Minimum Threshold of Acceptability: The minimum acceptable threshold of first-time, full-time freshmen who accumulate 30 local hours by the end of their first full year is 60%.

Rationale for Threshold: The minimum threshold was determined based on a review of historical data, recognizing that over the past three years, an average of 41% of the Fall incoming first-time freshmen have brought some college credit hours with them on matriculation.

Outcome: A credit accumulation rate represents the percent of a cohort of students who surpassed an earned credit-hour threshold after the first full year of enrollment. Analyzing local credit hour accumulation of first-time, full-time freshmen at the end of the first full year as a measure of student achievement is a new evaluation criterion as of 2021-2022. As shown in Table 10, only 54.8% of the members of the Fall 2021 entering cohort who completed one full year earned 30 local hours, failing to meet the goal or the minimum threshold.

Looking at the data more closely, only 80.1% of the Fall 2021 full-time, first-time entering cohort of freshmen accumulated 24 Barton credit hours during the first full year of study. These results are consistent with a recent National Student Clearinghouse (NSC) “PDP Insights” report (August 2022) describing that based on 2019-20200 data provided by the institutions participating in the NSC Postsecondary Data Partnership (PDP), “The average full-time student does not even attempt enough credits to complete a bachelor’s degree in four years.” The study points out that these results are not necessarily representative of the national population of students as institutions opt into the PDP and the results were based on data provided by only 342 institutions. Interestingly, in their study, 52.1% of first-time, full-time students earned 24 hours after one full year, whereas only 28.1% earned 30 hours after one full year. All results were compiled by the Office of Institutional Research.

Improvement: In light of these findings, local credit hour accumulation after the summer term will be calculated and analyzed internally to determine whether or not credit hour accumulation of this cohort improves. This evaluation criterion will also be carefully monitored over the next 2-3 years to help inform the allocation of student support services. Given the nature of students served by Barton College, this new student achievement goal will be closely monitored in the next few years and may need to be modified in the future.

Table 10. Local Credit Hour Accumulation of First-Time, Full-Time Freshmen at the End of the First Full Year

Local Credit Accumulation Rate Overall	Count	12 Hours	15 Hours	24 Hours	30 Hours
Total	241	95.0%	93.4%	80.1%	54.8%

Success Rates on Licensing Exams

Rationale for Criterion: 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. These data examine achievement in high-demand career fields. Passing the North Carolina edTPA exam is required to obtain a license to teach in the state. Passing the NCLEX on the first attempt is viewed as a direct indicator of the student’s learning that is attributable to the institution.

Student Achievement Goal 1: The Barton College pass rate on the edTPA national exam in Education will meet or exceed the North Carolina statewide pass rate.

Rationale for Goal: Beginning in 2019-2020, the state of North Carolina began requiring that students in all North Carolina education preparation programs (EPP) must pass either the edTPA or PPAT assessment test to be licensed to teach in the state. 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 edTPA is administered to both traditional students as well as residency licensure students providing outcome results that encompass all undergraduates in the programs. The assessment is program-specific and each student is assessed in 3 different areas, Planning, Instruction, and Assessment, each of which receives 5 scores. Students have a 3-year window in which to pass the edTPA and the results reflect all testing attempts. While these 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. For this reason, the College has chosen to benchmark its results for all programs against the state pass rate for all EPPS and programs.

Minimum Threshold of Acceptability: The minimum acceptable pass rate for the edTPA assessment is 74%.

Rationale for Threshold: Barton College’s minimum threshold of acceptability is based on the initial three-year average pass rate of 73.7% for all North Carolina programs. As Barton students have exceeded the statewide pass rates for the first three years of this required testing, the minimum threshold is appropriate for the College. This static rate will be used for the next several years and then be reevaluated unless the state decides to set its own minimum threshold for programs under its jurisdiction.

Outcome: Student Teacher Licensure Pass Rates – Based on the most recent data available, Barton College students exceeded the 2021 North Carolina state edTPA pass rate by 19 percentage points, easily meeting the goal (Table 17). Data was collected from the North Carolina Department of Public Instruction Educator Preparation Programs (EPP) online dashboard available at: https://bi.nc.gov/t/DPI-EducatorRecruitmentandSupport/views/EPPDashboardHome/DashboardHome?%3Aembed=y&%3AisGuestRedirectFromVizportal=y&%3Aorigin=card_share_link

Table 17. edTPA License Exam Pass Rates

Teacher Licensure edTPA Pass Rates		
Year of Exam Attempt	Barton College	NC Pass Rate
2019	80%	69%
2020	86%	77%
2021	94%	75%

Student Achievement Goal 2: The three-year average first-time testing pass rate on the NCLEX licensing exam in Nursing will meet or exceed the North Carolina three-year average first-time testing pass rate.

Rationale for Goal: The North Carolina Board of Nursing sets the first-time state pass rate based on a three-year average that is 95% of the national standard. Benchmarking against programs in the state helps ensure that the College is viewed positively in a competitive environment.

Minimum Threshold of Acceptability: The minimum acceptable three-year average first-time pass rate for NCLEX is 80%.

Rationale for Threshold: The minimum threshold of acceptability is based on the benchmark set by the Commission on Collegiate Nursing Education (CCNE, 2018) accreditation standard IV-C, which requires programs to demonstrate a licensure pass rate of 80% for all first-time takers over the three most recent calendar years.

Outcome: Nursing NCLEX First-Time Pass Rates – The most-recently published 3-year average NC pass rate is 82% for 2019-2021. Barton College has a 93% three-year average for that timeframe, which is 11 percentage points higher than the NC three-year average (Table 18). This result meets the College’s student achievement goal. Data was collected from North Carolina Board of Nursing reports.

Table 18. North Carolina Board of Nursing NCLEX First-Time Pass Rates

NCLEX First-Time Pass Rates		
	Barton College 3-Year Average	NC Pass Rate 3-Year Average
2015-2017	80%	82%
2016-2018	85%	83%
2017-2019	92%	84%
2018-2020	94%	84%
2019-2021	93%	82%

Career Outcomes

Rationale for Criterion: In light of the College’s mission to challenge students “for future leadership and service to their local and global communities,” career outcome data are indicators of alumni success.

Student Achievement Goal: Career Outcome Data will meet or exceed the sum of the national averages from the National Association of Colleges and Employers’ (NACE) Annual First Destination Survey of bachelor’s degree graduates of private, not-for-profit institutions reporting a career outcome, including employment, continuing education, military or volunteer service, and not seeking employment, six months beyond graduation.

Rationale for Goal: Barton College has selected career outcome as a student achievement goal, utilizing the NACE definition of the sum of the percentages of students reporting that they are either employed full-time, employed part-time, in the military, continuing their education, serving voluntarily, or not seeking employment. This approach recognizes that different students have different goals, and the College strives to help all students to reach their post-graduation goals. Benchmarking against private, not-for-profit institutions is appropriate as Barton College is a member of this institutional classification.

Minimum Threshold of Acceptability: The minimum acceptable career outcome rate of undergraduate students six months beyond graduation is 90%.

Rationale for Threshold: The minimum threshold of acceptability was determined based on the Barton College results over the past five years, with 90.9% being the College’s lowest rate achieved.

Outcome: Members of the undergraduate class of 2020 were surveyed on their first destination after graduation using an online version of the National Association of Colleges and Employers (NACE) First-Destination Survey administered by the Office of Academic & Career Planning. Graduates received an initial email invitation to complete the survey the month prior graduation with regular reminders via their Barton College Handshake account. The survey link was posted on social media sites managed by the Office of Academic & Career Planning and Barton College Facebook page. Additional information on the first destination of graduates was collected through follow up calls, as well as from Deans and Department Chairs.

According to the national results for the National Association of Colleges and Employers (NACE) First-Destination Survey for the Class of 2020 (published November 2021), the overall career outcome rate for bachelor’s degree graduates of private, not-for-profit institutions in the class of 2020 was 89.7%, down from 92.1% in 2019. In fact, NACE reported, “The outcomes rate [nationwide] was the lowest recorded since NACE began reporting graduate outcomes with the Class of 2014.” The 89.7% career outcome is broken down as follows: 58.9% employed full-time, 5.2% employed part-time, 1.0% service, 1.0% military, 22.7% continuing education, and 1.2% not seeking.

With Class of 2020 respondents to Barton’s first-destination survey reporting a 90.9% career outcome rate (Table 25), the College exceeded its goal of meeting or exceeding the NACE national average for career outcomes for bachelor’s degree graduates of private, not-for-profit institutions. All results were provided by the Office of Academic and Career Planning.

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 Seeking Employment*	Total Career Outcome
2021	210	67.6%	60.6%	7%	0.7%	28%	0%	1.4%	97.7%
2020	199	77.4%	65%	7.1%	0%	16.9%	0.6%	1.3%	90.9%
2019	214	67.8%	80.7%	0.7%	0%	12.4%	2.1%	n/a	95.9%
2018	216	63.4%	74%	11.7%	0.7%	11.7%	0%	n/a	98.1%

*Not Seeking Employment added as a category in 2020.

Graduation Rates of Graduate Programs

Rationale for Criterion: Satisfactory progress in graduate programs, as measured by graduation rates, is a direct measure of the College’s fulfillment of its mission through degree attainment.

Student Achievement Goal: Each graduate program at Barton College will meet or exceed a graduation rate of 80%.

Rationale for Goal: Tracking graduation rates by graduate program as a measure of student achievement and mission attainment is a new evaluation criterion as of 2021-2022. Graduation rates will be measured at either two years or three years, depending on the curriculum plan of the program, as well as the nature of the students served by each graduate program. Undergraduates who enter the various graduate programs via 3+2 programs have been excluded from these analyses due to variations among programs in starting points for these students. 80% is the median graduation rate of all programs over the past 3 years.

Minimum Threshold of Acceptability: The minimum acceptable graduation rate of each of Barton’s graduate programs is 70%.

Rationale for Threshold: Given the lack of national and/or benchmarking data available for graduate program completions, and the fact that this is a new student achievement criterion as of 21-22, the minimum threshold of acceptability was set by the Student Achievement Task Force and affirmed by the Vice President for Academic Affairs. This threshold will be monitored and adjusted in the future as necessary.

Outcomes: As displayed in Tables 29-34, the 80% graduation rate goal was met by four of the six graduate programs in 2021-2022. The minimum threshold of acceptability of a 70% graduation rate was met by five of the six graduate programs.

Improvement: It’s worth noting that the Master’s degree program in Criminology and Criminal Justice Sciences, the only graduate program failing to meet the minimum threshold of acceptability in 21-22, is the only graduate program at Barton with a research thesis option. Students on the thesis track have requested and been granted extensions to continue work on their projects with extensions moving completion beyond the 2- and 3-year graduation rate benchmarks. Ongoing discussions in the CCJS program are focusing on defining and tightening parameters for approved extensions.

As a new measure of student achievement in 2021-2022, additional discussion among the various programs may result in some adjustments to the stated goals. Results were calculated by the Office of Institutional Research.

Table 29. Two-Year Graduation Rate by Graduate Program – MBA in Strategic Leadership

Barton Graduate Program – MBA in Strategic Leadership	Count	Two-Year Completion Date	% of the Cohort That Graduated within Two Years
Cohort Entering 1/1/2017-12/31/2017	11	August 2018	100%
Cohort Entering 1/1/2018-12/31/2018	7	August 2019	100%
Cohort Entering 1/1/2019-12/31/2019	20	August 2020	95%
Cohort Entering 1/1/2020-12/31/2020	12	August 2021	75%
Cohort Entering 1/1/2021-12/31/2021	9	August 2022	78%

Table 30. Three-Year Graduation Rate by Graduate Program – MSA in School Administration

Barton Graduate Program – MSA in School Administration	Count	Three-Year Completion Date	% of the Cohort That Graduated within Three Years
Cohort Entering Academic Year 2017-2018	5	August 2020	80%
Cohort Entering Academic Year 2018-2019	9	August 2021	89%
Cohort Entering Academic Year 2019-2020	10	August 2022	80%

Given that students in the MSA program are working educators, the graduation rate will be measured at three years.

Table 31. Two-Year Graduation Rate by Graduate Program – MS in Kinesiology

Barton Graduate Program – MS in Kinesiology	Count	Two-Year Completion Date	% of the Cohort That Graduated within Two Years
Cohort Entering 7/1/2020-6/30/2021	9	August 2022	89%
Cohort Entering 7/1/2021-6/30/2022	4	August 2023	100%

Table 32. Two-Year Graduation Rate by Graduate Program – MS in Criminal Justice

Barton Graduate Program – MS in Criminal Justice	Count	Two-Year Completion Date	% of the Cohort That Graduated within Two Years
Cohort Entering Academic Year 2018-2019	3	August 2020	67%
Cohort Entering Academic Year 2019-2020	-	August 2021	-
Cohort Entering Academic Year 2020-2021	1	August 2022	100%

Table 33. Two-Year Graduation Rate by Graduate Program – MS in Criminology and Criminal Justice Science

Barton Graduate Program – MS in Criminology and Criminal Justice Science	Count	Two-Year Completion Date	% of the Cohort That Graduated within Two Years
Cohort Entering Academic Year 2018-2019	4	August 2020	50%
Cohort Entering Academic Year 2019-2020	-	August 2021	-
Cohort Entering Academic Year 2020-2021	3	August 2022	67%

Table 34. Three-Year Graduation Rates by Graduate Program – MSN in Nursing

Barton Graduate Program – MSN in Nursing	Count	Three-Year Completion Date	% of the Cohort That Graduated within Three Years
Cohort Entering Academic Year 2017-2018	9	August 2020	78%
Cohort Entering Academic Year 2018-2019	10	August 2021	40%
Cohort Entering Academic Year 2019-2020	8	August 2022	88%

Given that students in the MSN program are working health care professionals, the graduation rate will be measured at three years.

Use of Student Achievement Data:

Student achievement data are shared with a variety of constituents in several ways. The Office of Institutional Research shares retention rates, graduation rates, Senior Survey results, and NSSE results with the Senior Leadership Team on a regular basis via email, at 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. Academic Council (Deans and Directors) reviews and discusses the Student Achievement report during one of its Fall meetings. Beginning in 2022-2023, the Retention Workgroup will be tasked with annually reviewing the Student Achievement Report and making recommendations to the Vice President for Academic Affairs based on their findings. The Student Achievement Workgroup will continue to meet annually to review the criteria, goals and minimum thresholds for each of the criteria.

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 are also reviewed annually with the Board of Trustees' Academic Excellence and Institutional Effectiveness subcommittee.

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 to Board meetings 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 goals and minimum thresholds of acceptability, guide the institution and ensure that it is meeting its 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 goals are not consistently made, plans for improvement are devised, implemented, and re-analyzed in order to support continuous improvement.

While the minimum thresholds of acceptability were met for all but the credit hour accumulation rate and one of the graduation rates by graduate program in 2021-2022, it is likely that these criteria, which were new this year, will require further discussion and refinement of their goals and minimum acceptable thresholds. In fact, the only goals not met were those either added or modified for the 2021-2022 year. As a result of the College's commitments to creating safe and

healthy environments for effective in-person student learning, the majority of the student achievement goals were reached in the academic year. These results are testament to the commitment of the faculty and staff to support and guide Barton students, meeting them where they are, throughout their academic careers.

The data provided throughout this report indicate that Barton College students are retained at a comparable rate to our peer institutions (retention metrics) and that they progress through the curriculum in a manner that is appropriate to the types of students served (course completion and credit accumulation 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 (capstone metrics). Barton College graduates are also successful in gaining employment upon graduation (job placement metrics and licensing exam pass rates). Given the on-going challenges brought on by the coronavirus pandemic and the actions necessary to support members of the community throughout the past two years, the achievement of Barton College students remains an on-going challenge, as well as a source of pride.