

## 2022-2023 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 to 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, hybrid, 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. 2022-2023 Student Achievement Evaluation Criteria, Rationale, and Goals**

<b>Evaluation Criteria</b>	<b>Rationale for Criteria</b>	<b>Goals</b>
<b>National Student Clearinghouse (NSC) Six-Year Total Completion Rate (SACSCOC Key Student Completion Indicator)</b>	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"> <li>Annually exceed the 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</li> </ul>
<b>First-to-Second Year Retention Rate</b>	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"> <li>Meet or exceed College benchmark of 70% for retention of first-time full-time freshmen after one year</li> <li>Meet or exceed first-to-second year average retention rate of IPEDS peer group</li> </ul>
<b>Course Success Rates</b> <ul style="list-style-type: none"> <li>WRT 101/102, College Writing I/II, and MTH 120/QRT 120, Finite Math/Quantitative Reasoning/Thinking, and MTH 130, College Algebra</li> <li>GEN 300, General Education Capstone</li> <li>Major Capstone Courses</li> </ul>	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"> <li>70% of course completers will earn a C- or above</li> <li>80% of course completers will earn a B or above</li> <li>90% of course completers will earn a B or above</li> </ul>
<b>Credit Accumulation Rate</b>	Data about local credit hour accumulation of first-time, full-time freshmen at the end of the first year (Fall, Spring, and Summer 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"> <li>70% of first-time, full-time freshmen who attend their first full year (Fall, Spring, and Summer terms) will earn at least 30 local credit hours</li> </ul>
<b>Success Rates on Licensing Exams</b> <ul style="list-style-type: none"> <li>State Board of Education Approved Teacher Licensing Exam (edTPA)</li> <li>National Council Licensure Examination (NCLEX)</li> </ul>	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"> <li>Meet or exceed the NC pass rate for the edTPA licensing exam</li> <li>Meet or exceed North Carolina's NCLEX three-year average first-time pass rate</li> </ul>

<b>Career Outcomes</b> <ul style="list-style-type: none"> <li>• Career outcome rate for undergraduate completers six months beyond graduation</li> </ul>	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"> <li>• 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</li> </ul>
<b>Graduation Rates of Graduate Programs</b>	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"> <li>• Each Master's degree program will meet or exceed a two-year or three-year graduation rate of 80%, depending on the program.</li> </ul>

## **2022-2023 Background and Evaluation of Student Achievement**

The 2021-22 Student Achievement Report was shared with the Academic Council, the College deans, and Academic Affairs leaders on January 25, 2023, and with the College's Senior Leadership Team on February 6, 2023. During each of these meetings, the conversation was focused on academic progress of the Fall 2021 entering first-time, full-time freshmen and on graduation rates and equity gap, two areas of concern identified in the report.

The Student Achievement Workgroup convened in early March 2023 to reflect on the efficacy of the 2021-22 Student Achievement Report. Given all the changes made to the evaluation criteria and goals for 2021-22, the focus of the meeting was to discuss any fine-tuning necessary to either. In general, Workgroup members felt that it was premature to make significant changes to the evaluation criteria or goals. A discussion of the measurement of accumulation of student credit hours took place, particularly in light of the 2021-22 results. Members of the Student Achievement Workgroup decided to continue to measure local credit hour accumulation of first-time, full-time freshmen, rather than career credit hour accumulation, but changed the definition of the first full year to include the summer term. This definition should better capture the types of students attending the institution, be they student-athletes who may decide to not take a 15-credit hour load while in the competitive schedule of their team, or first-generation students who decide to ease into their college careers with a 12-hours vs. 15-hour load each semester and take summer courses to make up the credit hours.

### **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 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. Given that, on average, approximately 38% of a typical Barton first-year incoming cohort transfers out of the institution, the NSC 6-year completion rate paints a more complete picture of the credential 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 typically enrolls less than five Fall-entering part-time, first-time students in any given year, the cohort that will be analyzed and reported on is new first-time students who enter in the Fall semester and enroll as full-time students.

**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 exceed 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 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 2016 entering cohort exceeded the baseline rate by 10.9 percentage points, thus meeting the outcome.

**Table 1. Six-Year Total Completion Rates for First-Time, Full-Time Fall-Entering 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
Fall 2016 Entering*	240	8/31/2022	47.5%	12.5%	6.7%	66.7%
Fall 2015 Entering	218	8/31/2021	51.8%	11.0%	5.0%	67.9%
Fall 2014 Entering	185	8/31/2020	51.9%	17.8%	5.4%	75.1%
Fall 2013 Entering	215	8/31/2019	54.9%	11.6%	4.7%	71.2%
Fall 2012 Entering	201	8/31/2018	51.7%	13.9%	3.5%	69.2%
Fall 2011 Entering	234	8/31/2017	52.6%	12.8%	5.6%	70.9%
Fall 2010 Entering	228	8/31/2016	51.8%	6.6%	5.7%	64.0%
Fall 2009 Entering	230	8/31/2015	40.4%	12.2%	7.0%	59.6%
Fall 2008 Entering	247	8/31/2014	43.7%	12.6%	6.9%	63.2%

\*cohort adjusted for one deceased student

### 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%.

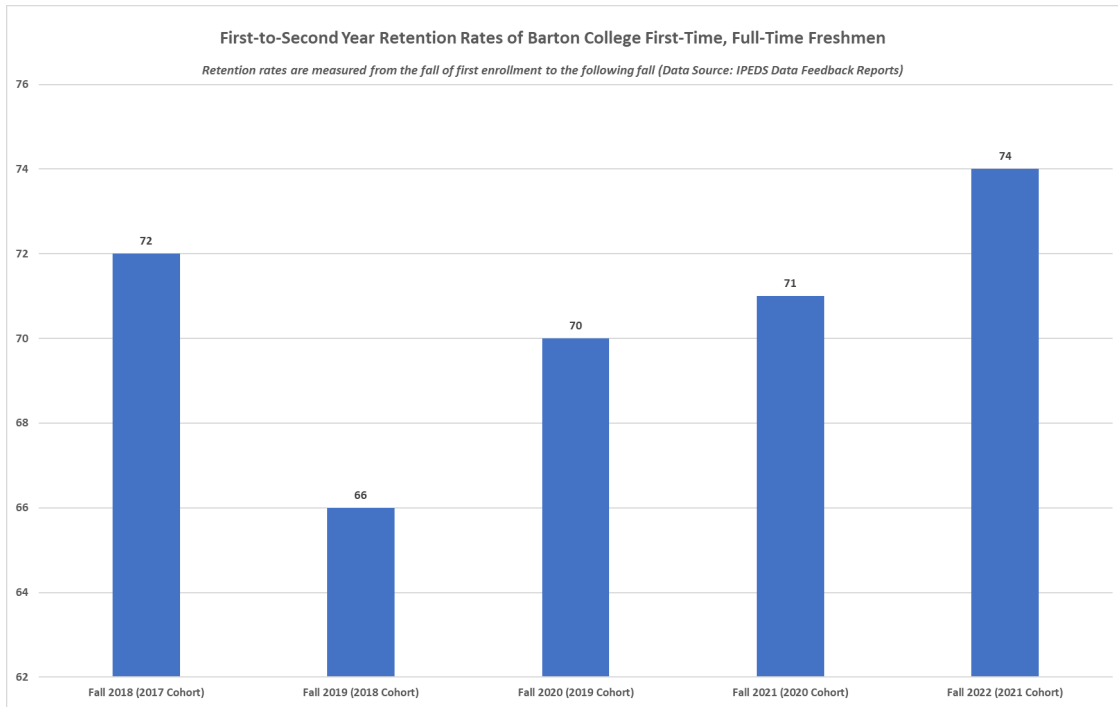
**Rationale for Goal:** 70% is the median retention rate of AY 08-09 through AY 21-22

**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 five academic years, with 66% being the lowest rate achieved. The minimum threshold serves to ensure that the retention rate does not drop below levels approximating the College's achievements 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 2022-23 academic year, the first-to-second year retention rate of first-time, full-time freshmen was 74%. 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. The hiring of a dedicated Academic Planning & Retention Specialist in 2022 provides leadership and focused attention on Barton's early alert system and specialized coaching for the Fresh Start Program (students with a GPA less than 2.0). Intentional integration of the First-Year Seminar (FYS) under the umbrella of the Office of Academic and Career Planning began in 2022-2023, enabling the institution to think about first year student retention holistically, from an academic perspective, as well as to strategically integrate New Student Orientation with First Year Seminar. During the 2022-2023 academic year, the Office of Academic and Career Planning launched the Presence software platform to track and enhance first year student engagement in co-curricular activities. Current conversations regarding retention include discussions about the advising model, the creation of 4-year academic and career plans, infusing student-centered approaches to core student services (i.e. student accounts, registration, etc.), and the creation of FYS learning communities.

**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. The College uses the average results of its IPEDS peer comparison group as its goal.

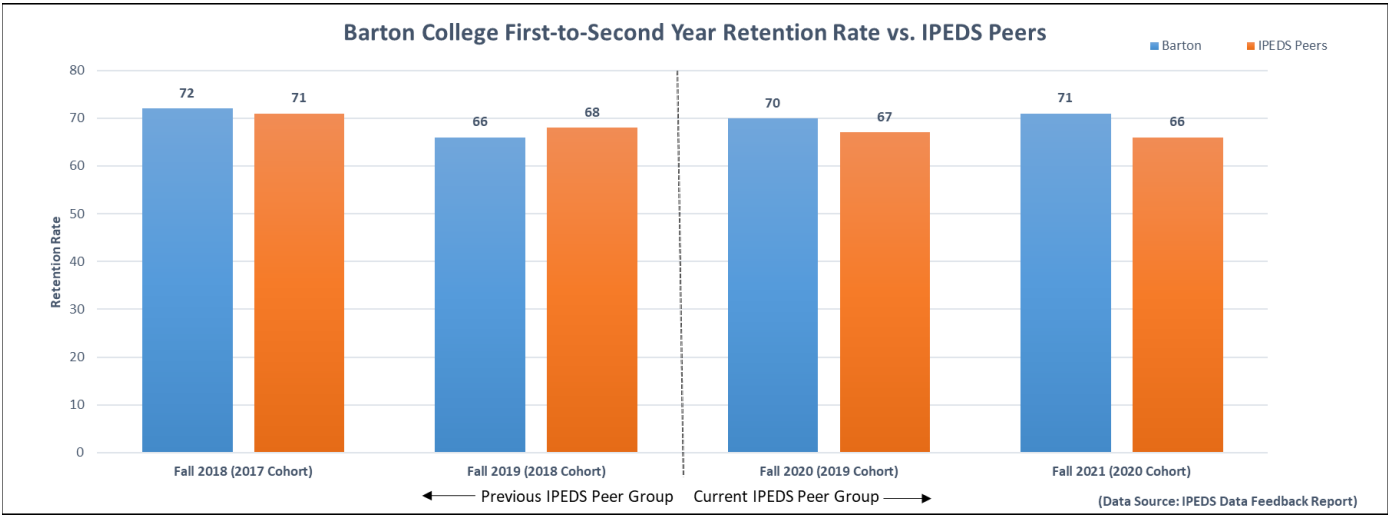
**Minimum Threshold of Acceptability:** Barton's first-to-second year retention rate will be no more than 5 percentage points below the average retention rate of its IPEDS Peers.

**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 2019-2022 IPEDS Data Feedback Reports.

For the Fall 2020 cohort, Barton’s retention rate of 71% was 5 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 (earning below a C-) 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 has been upheld in subsequent annual meetings of the Student Achievement Workgroup.

**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 in use until sufficient additional data can be gathered and reviewed by the Student Achievement Work Group.

**Outcome:** Over the 2022-2023 academic year, the College goal was met for three out of four entry-level general education courses - WRT 102, QRT/MTH 120, and MTH 130. Neither the goal nor the minimum threshold were met for the students who took ENG/WRT 101 during the Spring 2023 semester. It’s worth noting that 81% of those who took WRT 101 in Spring 2023 were repeating the course, following an unsuccessful attempt to pass the course in the Fall 2022 semester. All results were calculated by the Office of Institutional Research.

**Improvement:** In April 2023, the English faculty in the School of Humanities proposed a change to the college writing sequence to the Curriculum Committee. Traditionally, two sequenced courses in the first-year writing program were required, with students taking WRT 101 followed by WRT 102. After much deliberation and research, the English faculty decided to replace this sequence with one new course, WRT 112, the design of which incorporates several elements that are intended to improve student success. These include a more standardized course structure and organization; the opportunity to leverage personal experience in two of the four major papers; a common final exam; individual conferences with instructors; and required visits to the Writing Center for underperforming students. These changes should help meet Barton students where they are and provide them with a firm foundation to carry into their other general education/major courses, particularly those that have written communication as their designated learning outcome.

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

CORE COURSES	Goal	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
ENG/WRT 101	70%	84%	66%	86%	60%	92%	50%	84%	69%	81%	56%
ENG/WRT 102	70%	90%	81%	86%	89%	85%	82%	69%	80%	95%	89%
MTH/QRT 120	70%	73%	76%	75%	89%	82%	88%	74%	69%	76%	79%
MTH 130	70%	68%	50%	51%	67%	74%	77%	84%	67%	75%	79%

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, the College's General Education Capstone Course, 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 course was 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 (Table 7).

**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 Vice President 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 (Goal Prior to 2021-2022)**

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:** The new goal was not achieved in either Fall 2022 or Spring 2023, as shown in Table 7. In 2022-23, four of the seven instructors who led sections of GEN 300 had not previously taught the course. In response to this, the Director

of General Education prioritized meeting with the new instructors at the expense of regular contact with the experienced faculty. Of the five sections that missed the benchmark, however, four were taught by the latter.

Results were calculated by the Office of Institutional Research.

**Improvement:** To promote greater consistency across all sections, all GEN 300 instructors will meet for grade-norming workshops in Fall 2023, which will be especially important in light of the assessment expectations accompanying the new General Education curriculum, which will be implemented starting Fall 2023. An effort will also be made to better identify struggling students and connect them with academic support. Students who perform poorly on the first essay will be required to visit the Ragan Writing Center before submitting the second major writing assignment. In addition, standard rubrics have been integrated into the general education courses with the expectation that more consistent feedback provided during those courses better set-up students for success in GEN 300, the general education capstone course.

**Table 7. General Education Capstone Course Success Rates – Percent of Completers earning a B or Above (Current Goal)**

GEN ED CAPSTONE COURSE	Goal	Fall 2021	Spring 2022	Fall 2022	Spring 2023
GEN 300	80%	71%	80%	69%	79%

**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 (Table 9). 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 (Goal Prior to 2021-2022)**

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 2022 term, the goal was achieved in only 4 of the 12 major capstone courses offered. In the Spring 2023 term, the goal was achieved in 3 of the 9 major capstone courses. Overall, the goal was not met in 2022-23. The minimum threshold was not met in 7 of the Fall 2022 courses and 4 of the Spring 2023 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 (Current Goal)**

MAJOR CAPSTONE COURSES	Goal	Fall 2021	Fall 2021 count of completers	Spring 2022	Spring 2022 count of completers	Fall 2022	Fall 2022 count of completers	Spring 2023	Spring 2023 count of completers
ART 403/VPC 405	90%	100%	1	100%	6	67%	3	73%	11
BUS 490	90%	96%	24	100%	20	100%	19	96%	26
CCJ 415	90%	73%	11			33%	6		
EDU 453	90%	85%	13			60%	15	88%	26
EXS 450	90%	71%	21			77%	26	67%	6
GRN 440	90%	82%	11			64%	11		
HEA 450	90%	82%	11	100%	1	75%	8		
HUM 450	90%	80%	5			100%	7		
IDS 450	90%	100%	2	25%	4	100%	2	63%	8
MTH 440	90%			67%	3			100%	1



NUR 417	90%			97%	35			96%	28
POL 410	90%	92%	13						
PSY 499	90%			100%	10			87%	15
SCI 490	90%	100%	7	100%	13	100%	9	73%	15
SPA 457	90%								
SPS 440	90%	65%	26			85%	34		
SWK 428	90%	88%	8			68%	19		

## 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, Spring, and Summer 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. Summer hours earned will be included in the totals for the year.

**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 was introduced as a new evaluation criterion as of 2021-2022. As shown in Table 10, only 56.2% of the members of the Fall 2022 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 86% of the Fall 2022 full-time, first-time entering cohort of freshmen accumulated 24-29 Barton credit hours during the first full year of study. These results are consistent with a 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, several initiatives are being planned for the 2023-2024 academic year. First, the Vice President for Academic Affairs will meet with the coaching staff to discuss the importance of credit hour accumulation and progression for student-athletes. Second, a 4-year graduation plan that emphasizes the number of hours needed to graduate will be updated and provided to academic advisors so that it can be shared with students during advising meetings. Next, First-Year-Seminar instructors will attend a training session that focuses on credit-hour accumulation, and they will be instructed to emphasize the importance of this concept in their Fall FYS classes. In addition, a Retention Workgroup will be convened by the Vice President for Enrollment Management to analyze the myriad factors that influence a student's decision to not return. Credit hour accumulation will be among the factors studied by this group. The Assistant Provost for Integrative Learning has been charged with conducting an analysis of "hurdle" courses to see what role they may play in credit hour accumulation. Finally, a revised academic calendar will be presented and voted on during 2023-2024. One of the highlights of the calendar is the addition of a J-term, as a subset of the Spring semester, that will provide an additional opportunity for students to pick up credit hours.

This evaluation criterion will continue to 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 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	Less than 12 Hours	12-14 Hours	15-23 Hours	24-29 Hours	30 or More Hours
Fall 2021 Entering First-Time Freshmen	241	4.1%	1.7%	11.2%	25.3%	57.7%
Fall 2022 Entering First-Time Freshmen	265	4.2%	1.5%	8.3%	29.8%	56.2%

### 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 edTPA pass rate for all Educator Preparation Programs (EPPs).**

**Rationale for Goal:** Beginning in 2019-2020, the state of North Carolina began requiring that students in all North Carolina educator 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. 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. 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 2022-2023 North Carolina state edTPA pass rate by 10 percentage points, meeting the goal (Table 11). Statewide edTPA pass rate data were 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/EPPLicenseExamPassRates/LicenseExamsOverview?%3Aembed=y&%3AisGuestRedirectFromVizportal=y&%3Aorigin=card\\_share\\_link](https://bi.nc.gov/t/DPI-EducatorRecruitmentandSupport/views/EPPLicenseExamPassRates/LicenseExamsOverview?%3Aembed=y&%3AisGuestRedirectFromVizportal=y&%3Aorigin=card_share_link). Note that the pass rates displayed in Table 11 are based on the student's "best attempt" in a given year. The state of North Carolina pass rates are based on a July through June year. Barton has chosen to report on a September through August year to align with the academic year as well as the cut-off dates used by Pearson when reporting scores for a given year. Barton College pass rates were calculated by the Office of Institutional Research using Pearson Testing results.

**Table 11. edTPA License Exam Pass Rates**

Teacher Licensure edTPA Pass Rates		
Year of Exam Attempt	Barton College (September-August)	NC edTPA Pass Rate (All EPPs) (July-June)
2020-2021	100%	89%
2021-2022	93.5%	87%
2022-2023	97.2%	87%

**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 79% for 2020-2022. Barton College has an 89% three-year average for that timeframe, which is 10 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 available online at <https://www.ncbon.com/news-publications-statistics-statistics-statistics-for-nclex>

**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%
2020-2022	89%	79%

## 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 2022 were surveyed on their first destination after graduation using an online survey developed based on the National Association of Colleges and Employers (NACE) First Destination Survey Standards and Protocols. In 2018 and 2019, graduates received an initial email invitation to complete the survey 6-9 months after graduation at the email address provided on the Senior Survey. Beginning in 2020, Handshake's First Destination tool was used to launch the survey approximately one month prior to graduation. Email reminders were sent on a regular basis, and the survey link was posted on the Office of Academic and Career Planning (formerly Student Success) social media feeds. Additional information on the first destination of graduates was collected through follow up calls, from Deans and Department Chairs, LinkedIn, and Facebook.

According to the national results for the National Association of Colleges and Employers (NACE) First-Destination Survey for the Class of 2022 (published December 2023), the overall career outcome rate for bachelor's degree graduates of private, not-for-profit institutions in the Class of 2022 was 92.6%, up slightly from 92.4% in 2021. The 92.6% career outcome is broken down as follows: 59.6% employed full-time, 8.8% employed part-time, 0.5% service, 0.8% military, 21.8% continuing education, and 1.1% not seeking.

With Class of 2022 respondents to Barton's first-destination survey reporting a 92.3% career outcome rate (Table 25), the College failed to achieve 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*	Positive Career Outcome
2022	220	76.8%	65.7%	5.3%	0%	21.3%	0%	0%	92.3%
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 2021-22, 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 graduate programs in 2022-2023. The MS in Criminal Justice had no students in the cohort reported on. The only graduate program that failed to meet the goal or the minimum threshold of acceptability of a 70% graduation rate was the MS in Nursing program (Table 34).

**Improvement:** It's worth noting that the six students in the MS in Nursing cohort who entered in academic year 2020-2021, did so while the coronavirus pandemic was continuing to significantly impact their profession. The impact on the graduation rate is unknown. These results will be shared with the School of Nursing leadership for their review and action.

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 Academic Year 2016-2017	11	August 2018	100%
Cohort Entering Academic Year 2017-2018	7	August 2019	100%
Cohort Entering Academic Year 2018-2019	19	August 2020	95%
Cohort Entering Academic Year 2019-2020	13	August 2021	77%
Cohort Entering Academic Year 2020-2021	8	August 2022	75%
Cohort Entering Academic Year 2021-2022	6	August 2023	100%

**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%
Cohort Entering Academic Year 2020-2021	12	August 2023	92%

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%
Cohort Entering Academic Year 2021-2022	-	August 2023	-

**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%
Cohort Entering Academic Year 2021-2022	1	August 2023	100%

**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	89%
Cohort Entering Academic Year 2018-2019	10	August 2021	40%
Cohort Entering Academic Year 2019-2020	8	August 2022	88%



Cohort Entering Academic Year 2020-2021	6	August 2023	50%
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Given that students in the MSN program are working nurses, 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. The Academic Leadership Group (Academic Deans and Directors) reviews and discusses the Student Achievement report during one of its Fall meetings. 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 training (FAST) sessions are held. Workshops have been focused 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.

Overall, the College's goals were met in the areas of the Key Student Completion Index (total completion rate), retention of first-year students (internal goal and retention vs. IPEDS peers), course success rates in entry-level general education courses in WRT 101, QRT/MTH 120 and MTH 130, and success in licensing exams (edTPA and NCLEX). The Career Outcomes goal was off its target by 0.3 percentage points.

In 2022-2023, the minimum thresholds of acceptability were met for all but the Spring 2023 WRT 101 course success rates, Gen 300 course success rates in Fall 2022, the credit hour accumulation rate, and the three-year graduation rate for the Master's in Nursing graduate program. Some of these shortcomings may require further discussion and refinement of their goals and minimum acceptable thresholds. In every case, improvement plans will be developed to address the shortfalls. Overall, the student achievement results are evidence of the commitment of the faculty and staff to support and guide Barton students, meeting them where they are, throughout their academic careers.