

2019-2020 Barton College Student Achievement Report

Evaluation Criteria and Benchmarks

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

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

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

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

Enrollment Data:

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

To address declines in undergraduate enrollment that occurred between Fall 2014 and Fall 2017, the College took a number of purposeful steps to strengthen and enhance enrollment. Since the Fall of 2017, Barton initiatives have included:

- returning to a stand-alone Vice Presidential position for Enrollment Management,
- expanding outreach to prospective students, acquiring more names and reaching out to them earlier,
- analyzing and revising financial aid awarding procedures,
- reassigning Admissions recruiter territories and adding recruiting staff for graduate and professional studies programs,
- updating recruitment publications, and
- shifting marketing to digital strategies.

During the 2017-18 Admissions recruiting year, prospective students with interests in leadership, business, ethics, and cheer and dance were targeted for matriculation in Fall 2018. In 2018-19, the College offered new academic programs, including MS in Criminal Justice, MS in Criminology and Criminal Justice Sciences, BA in Mass Communications, and introduced fully online programs in Business (BA) and in Justice Administration (BA). Men's lacrosse was launched as a new intercollegiate athletics team and football players began to be recruited for a team that will begin competition in 2020-21.

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

The results of these strategic enrollment efforts are encouraging. The numbers of applicants, acceptances and enrolled new first-time freshmen have grown steadily since the Fall of 2017, as displayed in Table 2. In addition, both undergraduate and graduate levels have seen healthy enrollment increases over the past 2 years, as indicated in Table 3, Undergraduate and Graduate Student Enrollment 2014-2019.

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

	2014	2015	2016	2017	2018	2019
Number of applicants	3088	2920	2828	2632	3486	4244
Number of acceptances	1188	1220	1156	1024	1381	1922
Number enrolled	191	220	241	198	277	319

Table 3. Undergraduate and Graduate Student Enrollment 2014-2019

Level	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Undergraduate	1010	985	988	890	976	1065
Graduate	25	62	63	73	83	96
Total	1035	1047	1051	963	1059	1161

Enrollment projections are set each year by the Administration in accordance with the College's Strategic Plan to enroll 1200 students annually by the year 2020. Enrollment targets are based on available physical resources, personnel, accreditation requirements, and program need and capacity. The following data table shows projected full-time enrollment of first-time freshmen and full-time transfer students contrasted with actual full-time student enrollment in each of the last four academic years (Table 4). The

positive results realized in Fall 2018 and Fall 2019 can also be attributed to the intentional enrollment strategies described above.

Table 4. Fall Full-Time Undergraduate Enrollment Projections versus Actual Full-Time Enrollment

	Fall 2016 Projected	Fall 2016 Actual	Fall 2017 Projected	Fall 2017 Actual	Fall 2018 Projected	Fall 2018 Actual	Fall 2019 Projected	Fall 2019 Actual
First-time, Freshman	245	241	234	198	240	277	285	319
Transfers (new)	95	73	85	67	65	101	80	89

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

Enrollment projections for graduate programs are also set annually. Table 5 depicts the projected vs. actual graduate student enrollment by program for the past 4 years.

Table 5. Fall Graduate Enrollment Projections versus Actual Enrollment

	Fall 2016 Projected	Fall 2016 Actual	Fall 2017 Projected	Fall 2017 Actual	Fall 2018 Projected	Fall 2018 Actual	Fall 2019 Projected	Fall 2019 Actual
MSA & AIG	5	-	10	15	15	20	18	41
MSN	11	17	25	15	15	12	12	12
MBA			22	22	25	24	25	24
MS CCJ							10	7

Retention Rates:

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

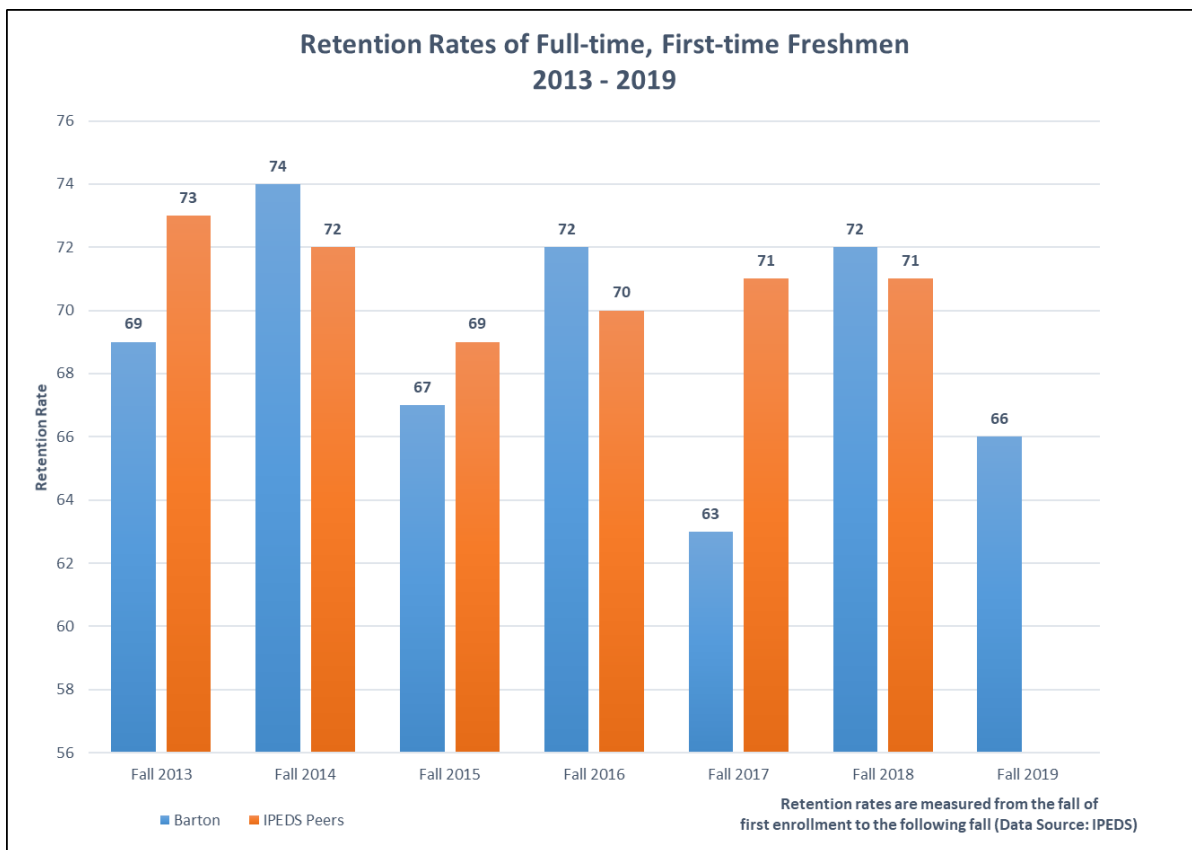
First-to-second year retention data has been collected by the College since 1994. As shown in Table 6, the freshman to sophomore retention rate has fluctuated between 63% and 74% over the past 7 years, averaging 69% for the time period. Interestingly, it appears to dip every other year and then rebound in the following year. The decline in the retention rate from Fall 2016 to Fall 2017 prompted the creation of a Retention Think Tank Team who completed a detailed data analysis, identified a list of the 2016-17 challenges and opportunities for improvement, and presented their findings to the Senior Leadership Team. In the Fall of 2018, the College’s retention rate rebounded to 72%.

Despite a number of new retention efforts which were implemented in 2018-2019, the retention rate from Fall 2018 to Fall 2019 dropped to 66%. This prompted the creation of another work group led by the Vice President for Student Engagement and Success to try and determine the factors causing the downturn. Focused efforts on increasing retention rates are on-going and of the highest priority. The current COVID-19 pandemic will undoubtedly impact efforts that were planned for Spring 2020. Continued use of a retention management software product supports retention efforts through early alert mechanisms, tracking of student interventions, and analytical modeling to focus retention initiatives.

Retention rates are also benchmarked against our peer institutions as shown in Table 6. Since Fall 2013, Barton College’s retention rate has ranged within 2-4 percentage points of its IPEDS peer group. In Fall 2014 and again in Fall 2016, Barton College’s retention rate was 2% higher than its IPEDS peers. However, in Fall 2017, Barton’s retention rate fell to 8 percentage points below its IPEDS peers. In Fall

2018, Barton's retention rate rebounded to 1% point ahead of its IPEDS peer group. Peer data for the Fall of 2019 won't be available from IPEDS until the late summer of 2020.

Table 6. Retention Rate versus IPEDS Peers



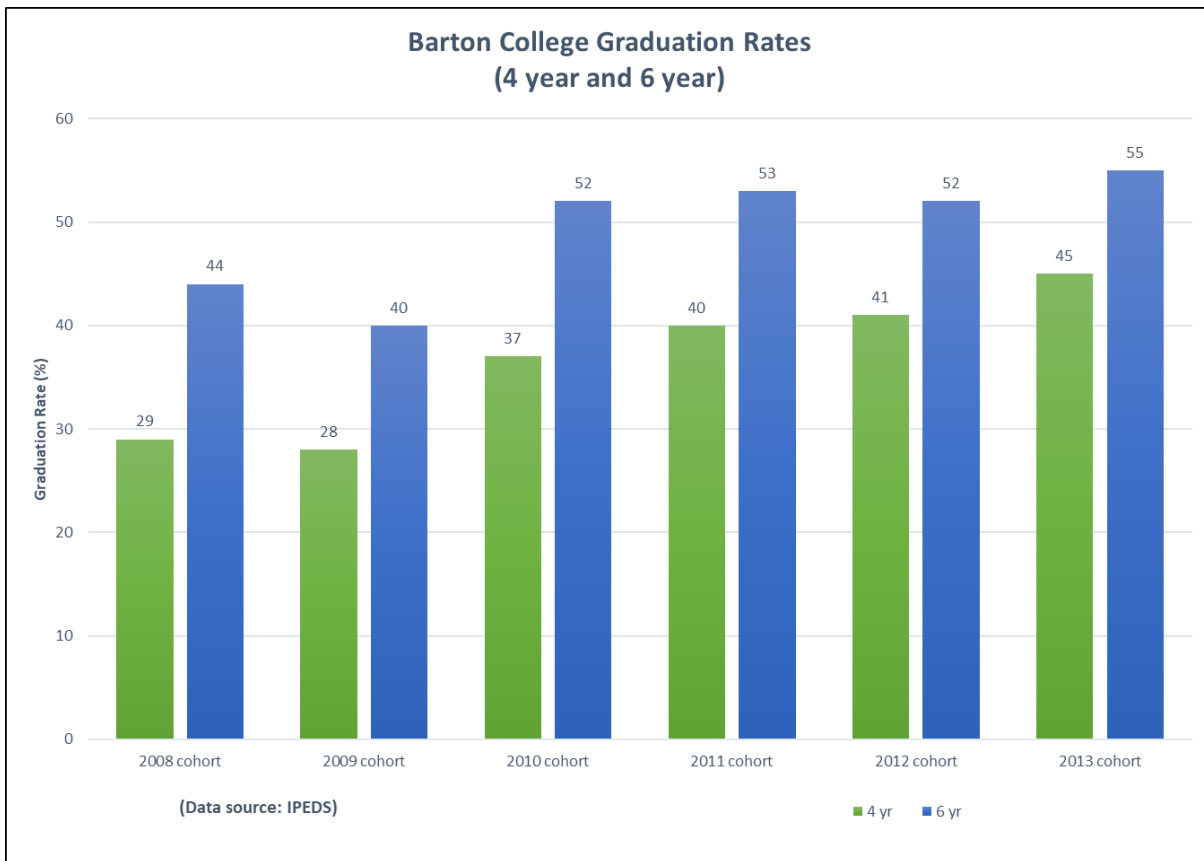
Graduation Rates:

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

Student Achievement Goals: Four-year and six-year graduation rates will show both improvements from year to year, and meet or exceed the average graduation rates of Barton's IPEDS peers.

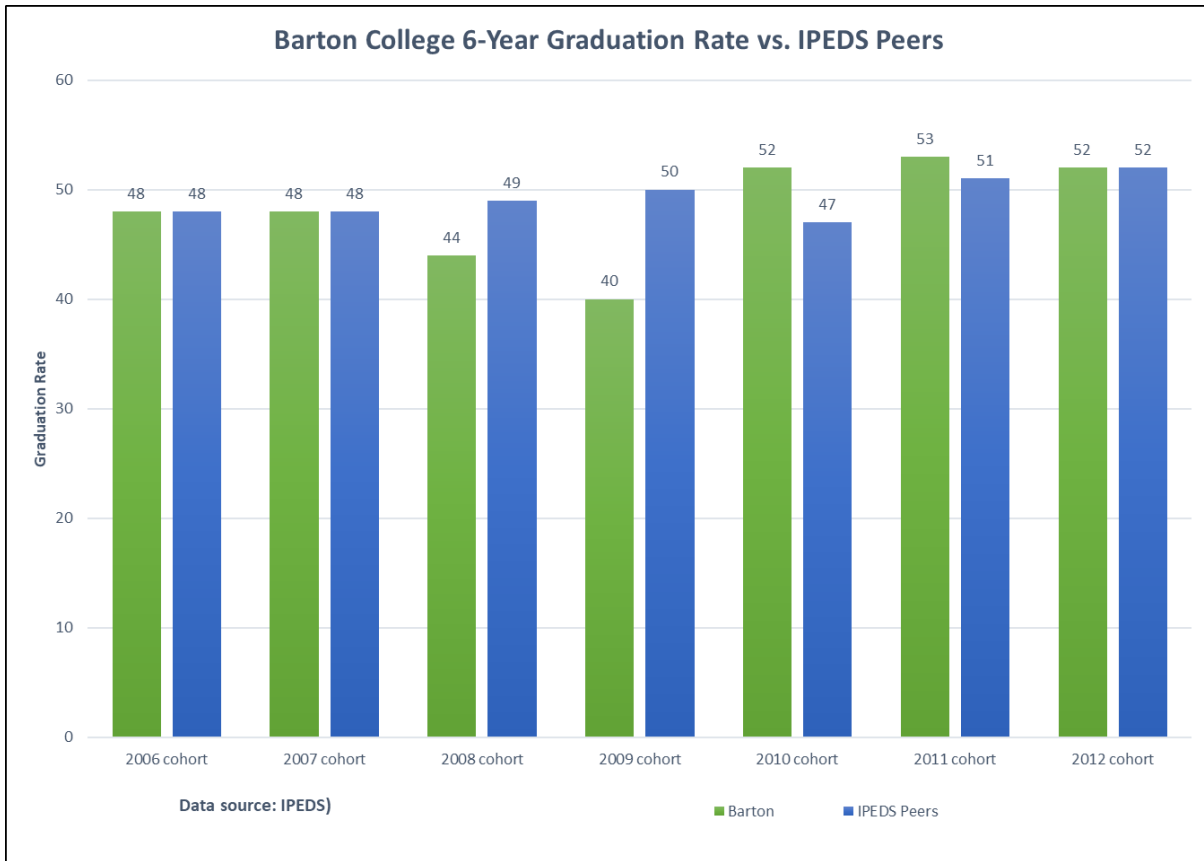
Barton College tracks student graduation rates after four and six years. The latest available data is for the 2013 cohort. Barton's 2013 cohort, like its 2010, 2011 and 2012 cohorts, had a six-year graduation rate that was significantly improved over that of the 2008 and 2009 cohorts. (Table 7.) In addition, six-year graduation rates over the past 4 cohorts are consistently holding at 52% or higher. Four-year graduation rates are showing consistent increases for each of the last 4 cohorts.

Table 7. Barton College Graduation Rates (4 Year and 6 Year)



Six-year graduation rates are also benchmarked against our IPEDS peer institutions as shown in Table 8. For the 2006 and 2007 cohorts, Barton College's six-year graduation rates were exactly the same as those of its IPEDS peer comparison group. The graduation rate of the Barton College 2008 cohort was 5 percentage points less than the IPEDS peer comparison group and the 2009 cohort was 10 percentage points lower than the peer comparison group. However, the graduation rate of the Barton College 2010 cohort showed significant improvement and was 5 percentage points higher than the IPEDS peer comparison group. The graduation rate of the 2011 cohort again exceeded that of the IPEDS peer comparison group, while the graduation rate of the 2012 cohort matched its IPEDS peer group.

Table 8. 6-Year Graduation Rate versus IPEDS Peers



In September 2018, in response to a SACSCOC comprehensive initiative on student completion, Barton selected the National Student Clearinghouse (NSC) Total 6-Year Completion Rate as the student completion metric it would begin to track and report on as part of its response to core requirement 8.1 (Student Achievement). The NSC completion rate provides a more comprehensive picture of an incoming cohort as it captures the percentage of a cohort who received a credential within 6 years, either at Barton or any other NSC institution, 2-year or 4-year. Table 9 shows the College's 6-Year NSC Total Completion Rates for four cohorts. At this point in time, Barton is establishing an institutional benchmark for this evaluation criterion. When the full set of evaluation criteria are next reviewed later this spring, the College evaluation criteria and threshold of acceptability (benchmark) for this measure will be determined.

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

	Total Enrolled (#)	Completion at Barton (%)	Completion at Different 4-Year Institution (%)	Completion at 2-Year Institution (%)	Total Completion Rate (%)	Total Completion Rate (National %)	Completion at Same Institution (National %)
Fall 2010 Entering Cohort	231	50.3	6.9	5.3	62.5	73.9	60.9
Fall 2011 Entering Cohort	199	50.2	12.6	6.1	68.9	76.0	63.7
Fall 2012 Entering Cohort	167	49.1	14.0	4.2	67.2	76.1	64.1
Fall 2013 Entering Cohort	179	45.9	10.7	9.4	66.0	76.5	64.8

Source: National Student Clearinghouse

Note that the size of the entering cohort is not the same as the size of the first-time freshmen who entered in the same Fall, as the NSC data removes students with any prior non-dual enrollment or who were 17 years old or younger during the Fall term of the cohort year, and does not contain data for international students.

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

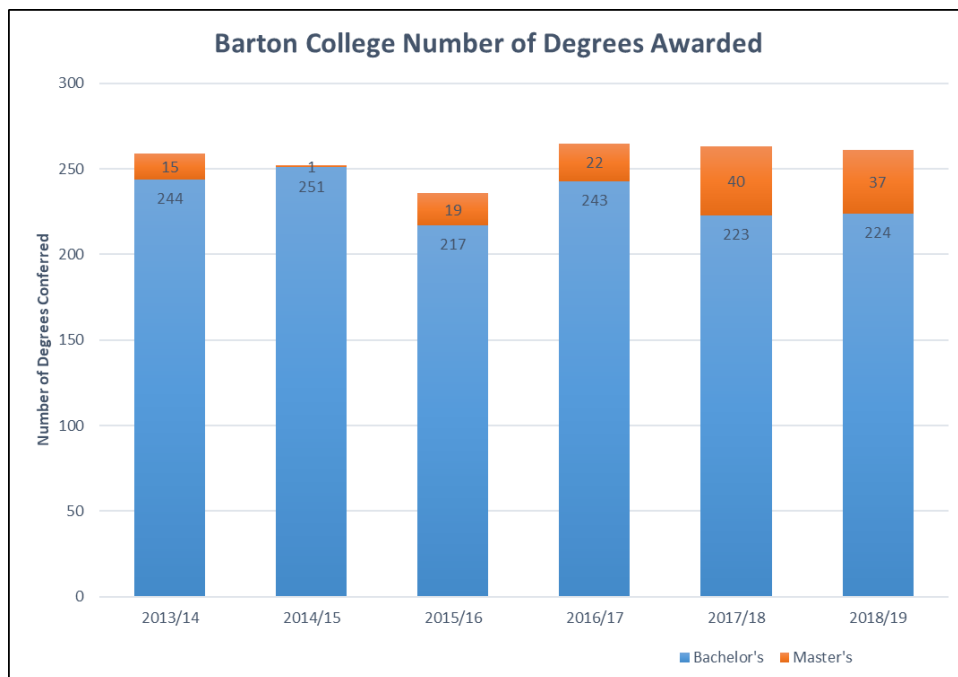
A Student Achievement Workgroup was formed in March 2020 to review the student achievement evaluation criteria currently in use at Barton College and to make recommendations about any revisions necessary. These conversations are expected to result in a revised set of evaluation criteria that would begin to be measured in the 2020-21 year. Disaggregation of data to better represent the achievement of Barton students and address the expanding expectations of SACSCOC will become a part of these revisions.

Degrees Conferred:

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

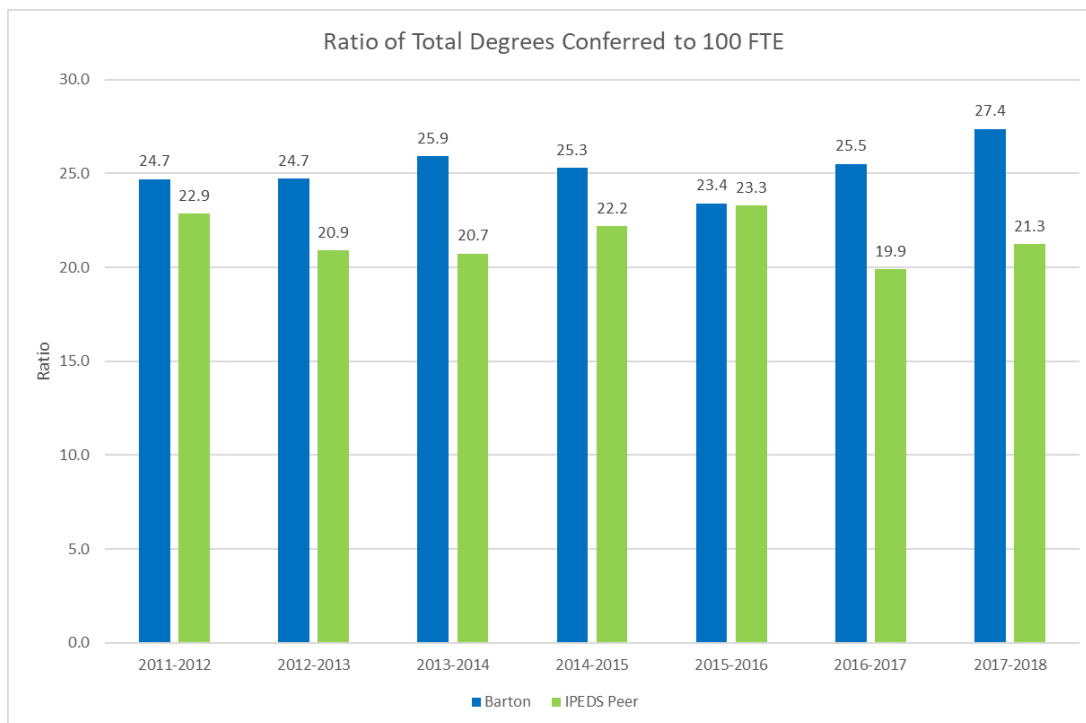
The number of degrees conferred each year is another direct measure of student persistence and achievement. With the exception of the 2015-2016 year, when the number of degrees awarded dropped from 252 to 235, the total number of degrees awarded at Barton College has been fairly consistent since 2013-2014 (Table 10).

Table 10. Barton College Number of Degrees Awarded



The ratio of the number of degrees conferred per 100 FTE total enrollment is also compared against our IPEDS peer institutions. As evidenced in Table 11, since 2011-2012, Barton has consistently awarded more degrees per FTE than its IPEDS peers.

Table 11. Ratio of Degrees Conferred to 100 FTE



Course Completion:

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

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

Students in ENG/WRT 101 have met the benchmark in all but two of the nine semesters for which data has been analyzed. Students in ENG/WRT 102 have met the benchmark in all nine semesters. Students in MTH 120 and 130 have failed to meet the benchmark more than 50% of the time. Failure to meet the established thresholds in Table 11 indicates that students are either not learning the material as intended or there is a problem with the pedagogy or delivery. Efforts over the past several years to address the ongoing deficiencies in the entry-level Math courses include assessment and revision of the criteria used for initial math placement, implementation of Smarthinking online tutoring which provides 24/7 math support, making Peer Tutors available for all entry-level math courses, and using a revised Math Readiness Test for initial math placement.

Inadequate student performance in Mathematics led Barton College in 2019 to adopt quantitative literacy (QL) as its next QEP. In advancing this effort, the College has revised the curriculum of the introductory Mathematics courses to align with the quantitative reasoning requirement in general education and aligned the student majors with the introductory Mathematics course that will best prepare students for

success in their major courses. A new math course, QRT 120, *Quantitative Reasoning and Thinking*, will be added to the curriculum in Fall 2020 replacing MTH 120. The Curriculum for MTH 130, *College Algebra*, has also been revised. A QL lab, staffed by faculty and upper-division students and offering tutoring aimed at improving quantitative skills, opened in January 2020. The College has also expanded its full-time Mathematics faculty, replacing a part-time instructor with a full-time, tenure track faculty member.

Table 12. Core Course Success Rates

CORE COURSES	Bench mark	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
ENG/WRT 101	70%	89%	75%	83%	65%	87%	77%	82%	66%	82%
ENG 102	70%	77%	80%	75%	80%	85%	89%	90%	81%	84%
MTH 120	70%	87%	55%	75%	54%	72%	63%	60%	76%	57%
MTH 130	70%	67%	51%	74%	52%	81%	56%	54%	50%	49%

Note: Beginning in 2019-2020, introductory composition courses began using a prefix of WRT instead of ENG.

In addition to passing these foundational courses, the College also has a General Education capstone course that is a problem-based learning seminar in which students think soundly and creatively to plan, design, and evaluate real solutions to authentic problems in today's world. The General Education capstone brings together all of the material learned in the general college core and is required of all students, including transfers. The threshold for the General Education capstone is higher (80%) and has been met every semester since the measure began.

Table 13. General Education Capstone Course Success Rates

CAPSTONE COURSE	Bench mark	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
GEN 301	80%	96%	85%	96%	96%	99%	96%	97%	99%	97%

Finally, each program of study has a senior capstone course where students demonstrate competency in their chosen field of study. The threshold for the discipline-specific capstone is 90%, because as a student progresses through the curriculum, academic rigor and expectations increase. Overall, Barton students are meeting this benchmark as evidenced in Table 14. It is important to note that some of the majors contain very few students, so one student's lack of success has the ability to greatly reduce the overall success rate of the major capstone course.

Table 14. Major Capstone Course Success Rates

MAJOR CAPSTONE COURSES	Bench-mark	% of students earning a C- or above	% of students earning a C- or above	% of students earning a C- or above	% of students earning a C- or above	% of students earning a C- or above	% of students earning a C- or above	% of students earning a C- or above	% of students earning a C- or above	% of students earning a C- or above
		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
ART 403	90%	-	83%	-	100%	100%	100%		100%	100%
ART 405	90%	-	100%	-	-					
BUS 490	90%	100%	100%	100%	100%	100%	100%	90%	95%	100%
CCJ 415	90%	100%	-	100%	-	100%		90%		100%
COM 451	90%	-	94%	-	100%		n/a			
EDU 450	90%	100%	100%	100%	100%		100%		88%	
ENG 457	90%	100%	100%	100%	-	100%	n/a			
GRN 440	90%	95%	-	100%	-	100%		90%		83%
HEA 401	90%	-	100%	-	94%		100%		100%	
HUM 450	90%					75%	100%	80%		100%
NUR 407	90%	100%	-	100%	-	100%		97%		92%
POL 410	90%	100%	-	-	-	100%		100%		100%
PSY 499	90%	-	100%	-	100%		100%		100%	
REL 450	90%	-	100%	-	100%			100%		
SCI 490	90%	100%	94%	-	100%	100%	100%	67%	100%	
SPA 457	90%	-	-	-	-		100%		100%	
SWK 428	90%	93%	-	98%	-	93%		100%		100%

Licensing Exams:

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

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

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

fell to 67%, well off the statewide average pass rate of 79%. The 2016-2017 pass rate rebounded to 100%, again exceeding the statewide pass rate of 75% (Table 15). Beginning with the 2017-18 year, Barton College's pass rate will be 100%, as all students who are completing the program will have already passed all of the tests required to earn the license they are seeking. Because less than 10 students took the exams in 2017-2018, no test data are permitted to be reported.

Table 15. Student Teacher Licensure Pass Rates

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

Sources: State reports prepared by State Board of Education, Department of Public Instruction (BC pass rate) and US Department of Education Title II Reports (NC pass rate)

Nursing NCLEX First-Time Pass Rates – The North Carolina Board of Nursing sets the pass rate based on a three-year average that is 95% of the national standard. The current 3-year average NC pass rate is 84%. Barton College has an 92% three-year average which is 8 percentage points higher than the NC three-year average. Action plans were created and sent to the North Carolina Board of Nursing in 2016 and 2017 to address the low NCLEX first-time pass rates from 2014-2016. Numerous program adjustments have been implemented, including increasing overall program requirements, strengthening of clinical and curricular experiences, the addition of digital study resources, and enhancement of resources necessary to support the program. All of these measures are thought to have contributed to significant improvement in the pass rates in 2017, 2018, and 2019. (Table 16).

Table 16. Nursing NCLEX First-Time Pass Rates

NCLEX First-Time Pass Rates		
	Barton College	NC Pass Rate
2012	100%	86%
2013	95%	79%
2014	60%	78%
2015	73%	81%
2016	72%	81%
2017	95%	83%
2018	89%	84%
2019	92%	84%

Job/Graduate School Placement Rates:

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

The College keeps data on the employment and continuing education of graduates. Members of the undergraduate classes of 2015-2019 were surveyed on their first destination after graduation using an online survey developed by the Office of Academic & Career Planning (formerly Student Success). Graduates received an initial email invitation to complete the survey 6-9 months after graduation at the email address provided on the Senior Survey. Email reminders were sent on a regular basis, and the survey link was posted on the Barton College Career Planning LinkedIn page and the Office of Academic & Career Planning Facebook page. Additional information on the first destination of graduates was collected through follow up calls, from Deans and Department Chairs, LinkedIn, and Facebook. Table 17 summarizes First Destination graduate survey data from the Classes of 2015 through 2019.

Table 17. First Destination Graduate Survey Results

Undergraduates

Year	Number of Graduates	Response Rate	Employed full-time	Employed part-time	Continuing Education
2015	273 (242)	70%	88%	2%	8%
2016	226 (207)	73%	79%	9%	7%
2017	265 (236)	69%	90%	1%	6%
2018	216	63%	74%	12%	12%
2019	215	68%	81%	1%	12%

Source: Office of Academic and Career Planning

Note: Numbers in parentheses are the correct numbers of graduates. The number of graduates previously reported for the Classes of 2015, 2016 and 2017, and on which the results are based, contained duplicate records of students who earned more than one degree. The percentages, as previously reported, have not been corrected.

According to the National Association of Colleges and Employers (NACE) First-Destination Survey for the Class of 2018 (October 2019), more than half of bachelor's degree graduates were employed full-time (58.7%), up slightly from 57.8% for the Class of 2017. Approximately 11.2% were still seeking employment (down from 11.9% for the Class of 2017) and 19.2% were continuing their education (up from 17.5% from the Class of 2017). With Class of 2018 respondents to Barton's first-destination survey reporting a 74% full-time employment rate, the College easily exceeded that benchmark. However, the number of Barton graduates continuing their education continued to fall short of the national average.

In 2019, 81% of Barton graduates who responded to the College-administered first-destination survey reported that they were employed full-time, a 7-percentage point increase from the previous year. The percentage of students reporting that they are continuing their education remained steady at 12% and the percentage of students who reported being employed part-time decreased from 12% in 2018 to 1% in 2019. This trend will continue to be monitored for insight into future trends.

Graduate Students

Year	Number of Graduates	Response Rate	Employed full-time	Employed part-time	Military	Continuing Education	Volunteer/Service	Not Employed
2019	37	70.2%	100%	0%	0%	0%	0%	0%

Source: Office of Academic and Career Planning

For the first time, 2018-19 graduates of the Master's degree-granting programs were reported on. Most graduate students at Barton College are employed while pursuing, so the 100% who reported that they are employed full-time is to be expected.

Use of Student Achievement Data:

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

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

Summary:

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

The data above indicate that Barton College students are enrolled and retained at a comparable rate to our peer institutions (enrollment & retention metrics) and that they progress through the curriculum in an appropriate manner (course completion metrics). Barton College graduates leave the college with honed critical thinking and communication skills that allow them to be future leaders and serve their communities (graduation rates & capstone metrics). Barton College graduates are also successful in gaining employment upon graduation (job placement metrics).