

Student Achievement

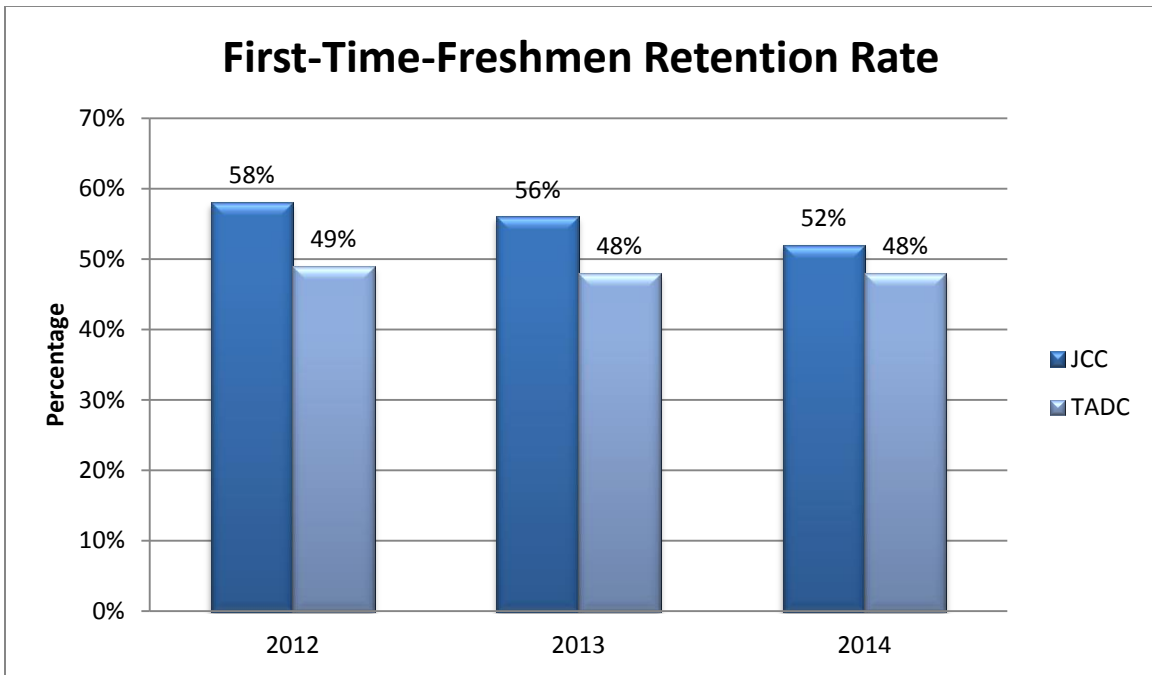
In accordance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Federal Requirement 4.1, which states that “the institution evaluates success with respect to student achievement, as appropriate, consideration of course completion, state licensing examinations, and job placement rates” (Student Achievement), Jarvis Christian College has identified student achievement criteria, provided appropriate data, established thresholds and targets of acceptability, and explained how each criteria are related to the mission.

The Jarvis Christian College mission statement provides that the College is “to prepare students intellectually, through academic programs that promote excellence in teaching and learning; socially, through student-centered support programs that encourage positive and constructive communication among peers, faculty, and staff; spiritually, through programs that stimulate spiritual growth and worship; and personally, through interaction that fosters self-development and maturity. The mission further seeks to prepare students for professional and graduate studies, productive careers, and to function effectively in a global and technological society.” Accordingly, the College uses four criteria to document student achievement: second year retention rates, graduation rates, course completion rates, and placement rates. Each criterion is readily identifiable for its alignment with the mission statement. Second year retention rates and graduation rates are indicators of excellence for a liberal arts college because they provide documentation of students’ achievement. Course completion and placement rates are an outcome of the College’s mission as well.

Second Year Retention Rates

Retention and graduation rates are tracked and reported annually to the Board of Trustees. The graph below indicates the fall-to-fall retention rates for first time freshmen. **The College has set a target fall-to-fall retention rate of 50%.** This target level is consistent with the accredited institutions in the Texas Association of Developing Colleges and Schools (TADC): Texas College, Wiley College, and Huston-Tillotson University. Retention of students between the first and second year of study (fall-to-fall) has remained stable over the past three years. The College has met its target over the last three years and preliminary data suggests that it will meet its target for the 2015 cohort.

| Cohort Year | JCC Headcount | Second Year Retention Rate | |
|-------------|---------------|----------------------------|------|
| | | JCC | TADC |
| 2012 | 603 | 58% | 51% |
| 2013 | 632 | 56% | 44% |
| 2014 | 763 | 52% | 48% |



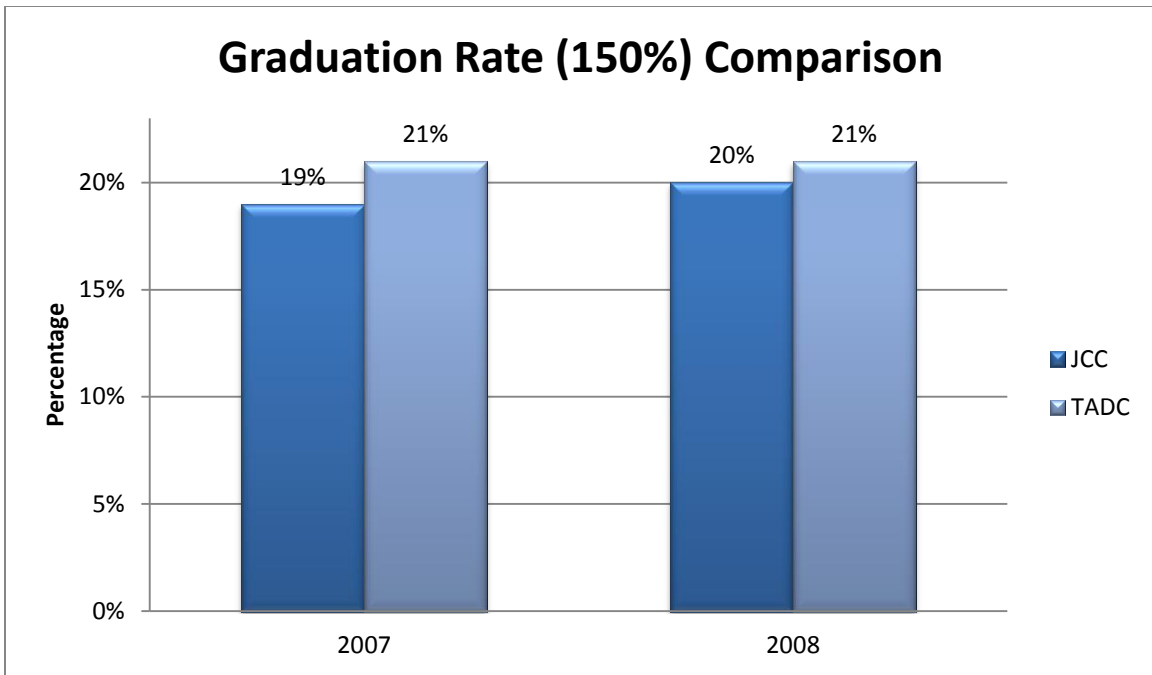
*2015 First-Time-Freshmen rate not yet available.

Graduation Rates

The average IPEDS-reported cohort year graduation rates are listed in the table below. These rates reflect students who entered the College in a specific cohort year and graduated in six years (150%). The IPEDS-reported cohort-year graduation rates are shown in the graph below. The College has undergone several changes in administrative leadership and is now employing new assessment and monitoring strategies to improve both student retention and graduation rates. **The target for success is a six-year (150%) graduation rate of 26%.** The graduation rate of the College for recent cohorts is within the range of other local and peer institutions as shown in the table and graph below.

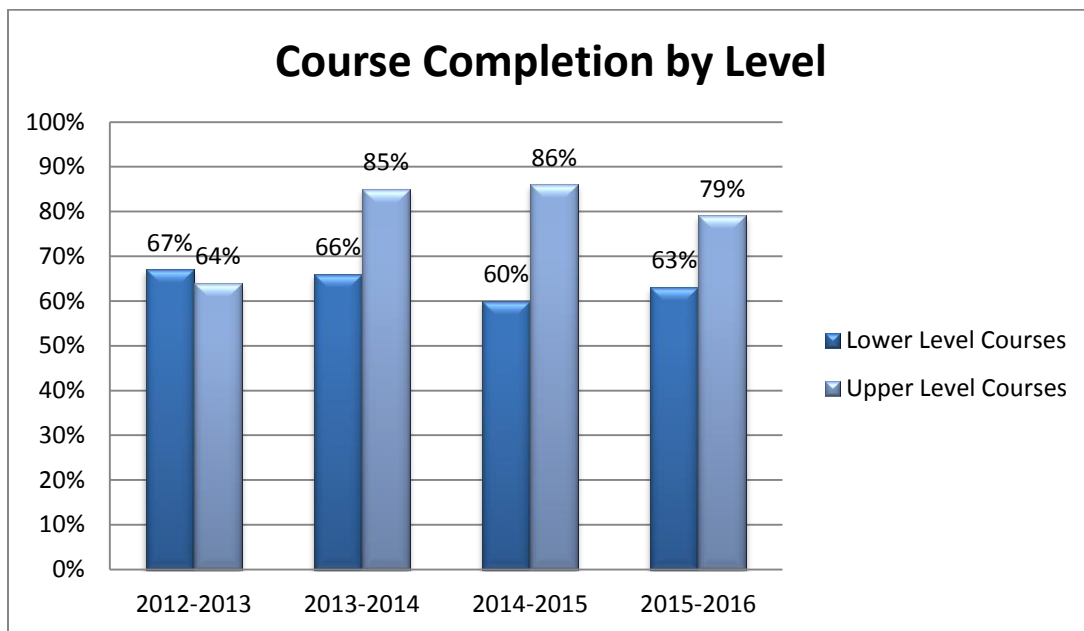
| Cohort Year | JCC Headcount | Graduation Rate | |
|-------------|---------------|-----------------|------|
| | | JCC | TADC |
| 2007 | 737 | 9% | 21% |
| 2008 | 728 | 20% | 21% |

Note: Data obtained from IPEDS.



Course Completion Rates

The College tracks and reports course completion rates by level and major. **The College has set targets for success for each of the categories in the course completion rates by course levels: Lower Level Courses - 60%, and Upper Level Courses - 70%.** Review of course completion in the 2009-2010 through 2011-2012 academic years was used to set the current target completion rates (completion is measured by an A, B, C, D, or CR).

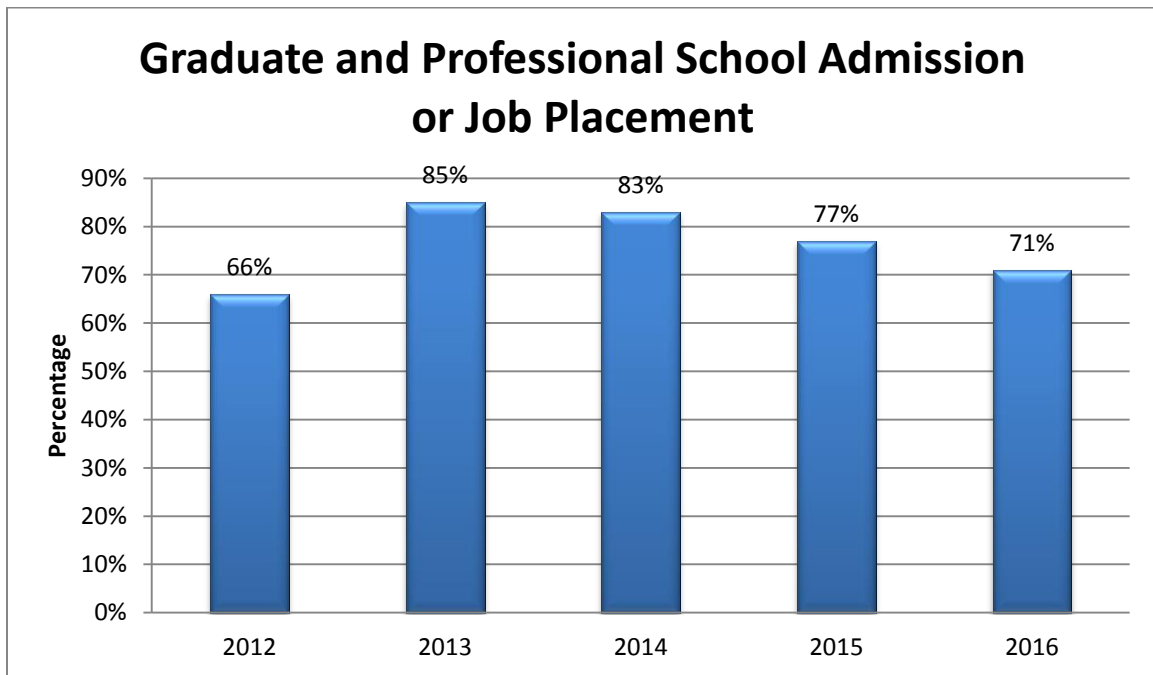


Overall, enhanced academic support for students has improved the course completion rate at all levels. Between the 2012-2013 and the 2015-2016 academic years, the successful completion requirements in lower level courses remained relatively constant while enrollment increased significantly.

The Student Success Services unit provides academic assistance to students, especially freshmen, who are having difficulty in their courses. Students can obtain services, such as tutorials, by visiting the unit and talking to a mentor. After faculty identify students that may not be successful in a course (perhaps due to poor performance on coursework or poor attendance), faculty can recommend that Student Success Services contact students to intervene so that students can have a successful academic college experience. This success level has been achieved through improvements in tutoring, academic advisement, and computer-assisted laboratory sessions.

Graduate and Professional School Admission or Job Placement

The best indicator of post-graduation success is to consider the number of students placed in a job or continuing education in graduate and/or professional school. **The target for success when combining the job placement and graduate/professional school criteria is 65%.** The graph below indicates that the College has placed at least two-thirds of its graduates in a job or graduate and/or professional school over the last four years, even though the job market and economy has been less than stellar.



Job placement and acceptance in graduate school is at a high level due to enhancements in the area of career planning. Students seeking employment are gaining positions in their discipline of study at the College. Students choosing graduate or professional school after graduating from Jarvis Christian College are gaining admittance. Note that some students choose to work in their chosen field while also attending graduate/professional school.