

Student Achievement

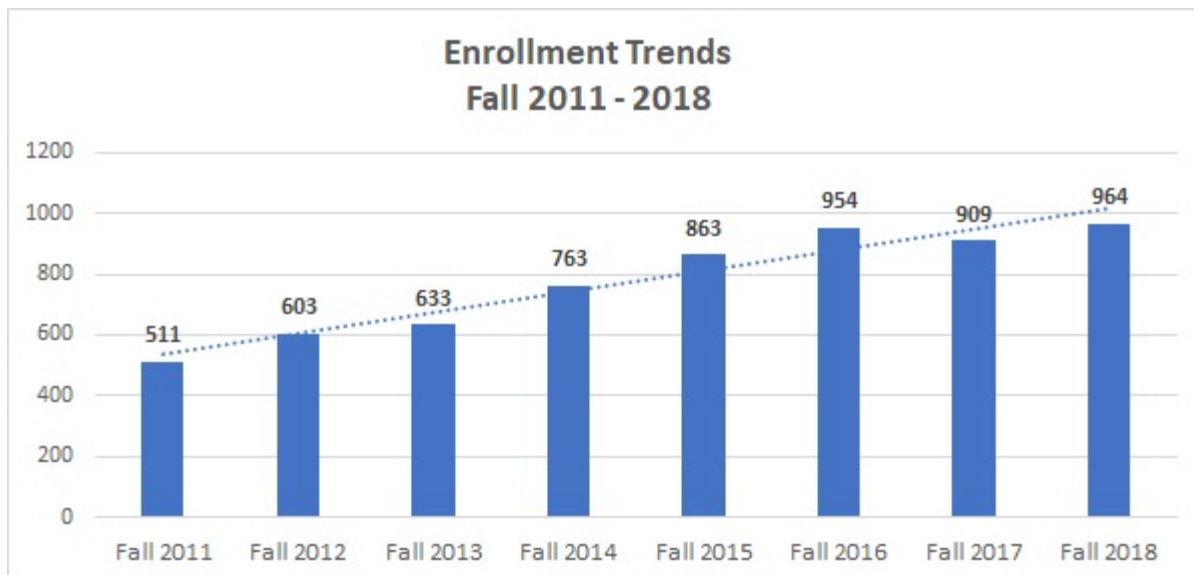
In accordance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Core Requirement 8.1, which states that "The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success (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 mission of the College is to "prepare a diverse population of lifelong learners intellectually, socially, spiritually, and personally, through providing interactive services and using varied modalities of instructional delivery." Assessment is essential to meeting Jarvis' guiding principles of scholarship and life learning, service, integrity, respect, responsibility, Christian ethics, and innovation. As a historically Black institution, the nature of the students Jarvis serves consists of a student population comprised of mainly first-generation college students from low socioeconomic families with 97% of our students receiving some form of financial aid. To this end, Jarvis evaluates success with respect to student achievement using a variety of methods, including enrollment, retention rates, graduation rates, degrees conferred, licensure pass rates, graduate school placement and job placement. Some of these student achievement measures are identified as key metrics in the Jarvis Christian College Strategic Plan 2018-2023; tracked annually and shared with the Jarvis Board of Trustees each spring; as well as published on the College's Student Achievement web page accessible to the public. Jarvis engages in ongoing assessment of its students and programs. Data specific to these criteria are detailed in subsequent sections.

Enrollment Trends

Jarvis is located in Hawkins, Wood County in the Northeast region of Texas. The College services mostly the population of Wood, Upshur, Smith and Gregg counties but also a greater proportion of its students come from Dallas and Harris counties. The institution is an open admissions college whose student body is predominantly African-American with more than 80% of the population coming from this demographic, and Hispanics and Whites who constitute about 11% and 5% of the student population respectively. As such, providing a transformative education that expands college access for students, particularly those historically underrepresented in higher education is consistent with the Jarvis' vision. Enrollment data have been major topics in the College's strategic planning process. The Office of Enrollment and Admission tracks enrollment data and utilizes these data to formulate enrollment management strategies consistent with our educational pipeline. Goal 7 of the Jarvis Christian College Strategic Plan 2012-2017 emphasized the implementation of an aggressive campaign strategy to increase enrollment with a set target of 650 students by 2015; the College exceeded this benchmark and enrollment has steadily increased as depicted in Figure 1 below. In the five-year period from 2013-2018, the College experienced a 52% increase in student enrollment. In addition, according to The Council on Independent Colleges (CIC) *Key Indicators Tool (KIT)* Jarvis outperformed its peer institutions in the West Region (Table 1). Based on the West Region's enrollment trend and the College's 3-year enrollment trend (2015-2017) yielding a 5% increase in total enrollment, Jarvis established a target to achieve a 5% annual increase in enrollment; reflected as Objective 1 under Goal 10 of the published Jarvis Christian College Strategic Plan 2018-2023 as well as published on the college's Student Achievement web page accessible to the public.

Figure 1



Source: IPEDS

Table 1

						FALL 2012 TO FALL 2016 CHANGE
NATIONAL MEDIAN	1,756	1,741	1,723	1,706	1,720	-2.1%
WEST MEDIAN	1,383	1,353	1,297	1,419	1,326	-4.1%
JARVIS CHRISTIAN	577	585	725	854	844	46.3%

Source: CIC Key Indicators Tool

Retention Rates

Jarvis serves a student population comprised of mainly first-generation college students and understands first generation students are generally less likely to persist in college. Therefore, retention rates are tracked and reported annually to the Board of Trustees as well as published on the College's Student Achievement web page accessible to the public. Between 2016 and 2017, the retention rate for full time, first time students declined slightly from 49% to 42% due to a disciplinary anomaly (see Tale 2). The College has set a target of achieving a 4% annual increase in full time, first time student retention rate; reflected as Objective 5 under Goal 10 of the published Jarvis Christian College Strategic Plan 2018-2023. This target is consistent with the five-year trend of the Texas Association of Developing Colleges and Schools (TADC): Jarvis, Texas College, Wiley College, and Huston-Tillotson University. The target of achieving a 4% annual increase was established based upon the 4% change in the TADC overall average retention rate for AY 2014. For AY 2018, the college exceeded this target with a first-time, full-time retention rate of 57%; an increase of 15 percentage points compared to 42% for the prior year - AY 2017.

In support of student achievement and efforts to improve retention rates, Jarvis has effectuated specific intervention measures to alert students and faculty advisors of students who are at-risk. Their respective academic advisor works with the student to improve academic performance. The First Year Experience Program is designed to engage freshmen where they focus on life and study skills needed to perform well

in college. Recently, the College implemented the Educational Advisory Board Student Success Collaborative software with the primary focus of increasing retention, persistence, and graduation rates, with the ultimate goal of improving first-year student success metrics.

Table 2

Institution Name	First-time, Full-time retention rate 2017	First-time, Full-time retention rate 2016	First-time, Full-time retention rate 2015	% Change	First-time, Full-time retention rate 2014	First-time, Full-time retention rate 2013	% Change
Huston-Tillotson Univ.	51	60	54	11%	57	51	12%
Jarvis Christian College	42	49	52	-6%	55	58	-5%
Texas College	50	51	39	31%	35	32	9%
Wiley College	56	66	56	18%	52	50	4%
Overall Average	49.75	56.5	50.25	12%	49.75	47.75	4%

Jarvis offers several intercession terms, thus the student population retention and the fall-to-spring retention rate is a good measure of student achievement for the College. To build on the *Jarvis Christian College Strategic Plan 2018-2023*, an evaluation of term-to-term retention including five-year trend data is conducted each year and shared with senior administrators, deans and chairs. Based upon evaluation of the trend data, the College experienced a 2% increase AY 2016 to AY 2017 Fall to Spring overall student retention rate from 77% to 79% (see Table 3 below). Based on the term-to-term trend data, Jarvis has established a target of 80% for AY 2019 fall to spring retention rate based. The target of 80% was established based upon the average retention rate over the 5-year period.

Table 3

Fall-to-Spring Retention, 5-Year Trend					
Fall 2014 to Spring 2015	Fall 2015 to Spring 2016	Fall 2016 to Spring 2017	Fall 2017 to Spring 2018	Fall 2018 to Spring 2019	5-Year Average
87%	84%	77%	79%	75%	80%

Graduation Rate

Consistent with our mission to "prepare a diverse population of lifelong learners" and the nature of our student population being 96% Pell Grant recipients, graduation rates are another identified key measure of student achievement. The 2017 IPEDS Data Feedback Report provided a useful resource and a comparison group of institutions for establishing benchmarks for selective indicators. Each year the College receives the IPEDS Data Feedback Report, disseminates to senior administrators, evaluates and establishes benchmarks accordingly. For Pell Grant recipients, the 6-year graduation rate for Jarvis was 20%, one percentage above our comparison group median (see Figure 2); and Jarvis institutional 6-year graduation rate was 16%, five percentage points lower than our comparison group median (see Figure 3). Based on the IPEDS comparison group median, in 2018 the College established a target of 21% for its six-year graduation rate, and Jarvis met this target for the 2018 reporting period (see Figure 4). In the multi-year period, the College experienced an increase of 12 percentage points in its 6-year graduation

rate. Graduation rates are tracked and shared with the Board of Trustees each spring as well as published on the College's Student Achievement web page accessible to the public.

Figure 2

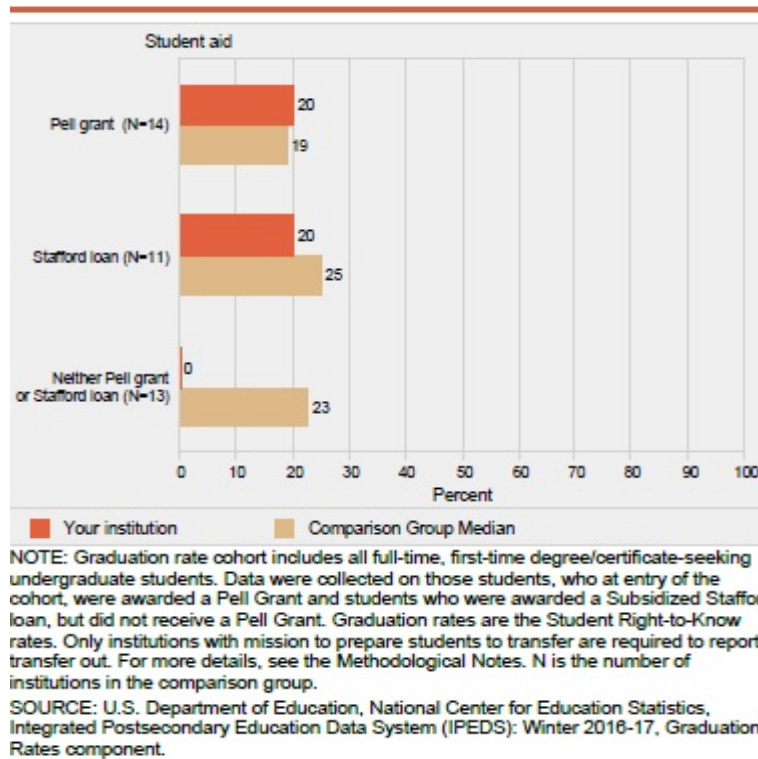


Figure 3

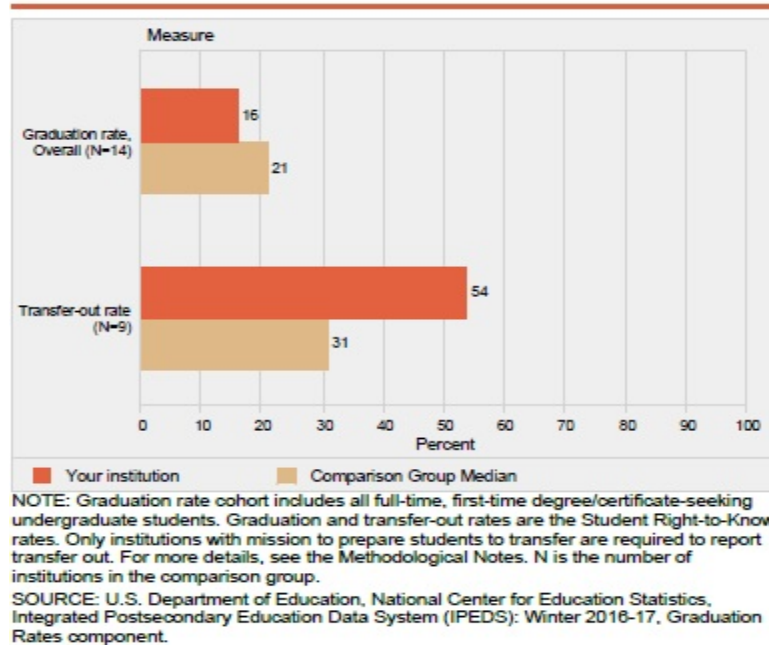
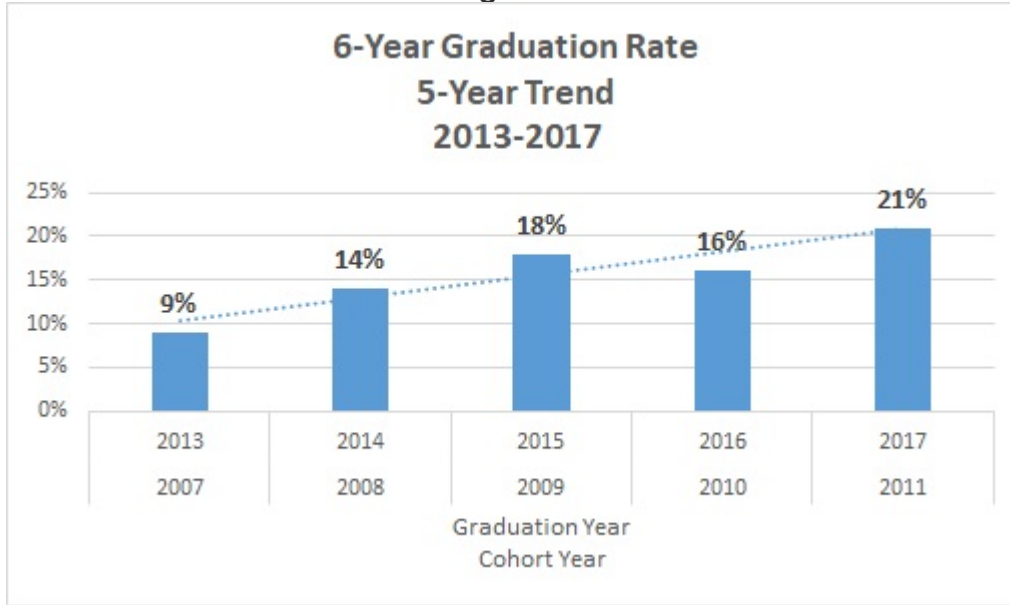


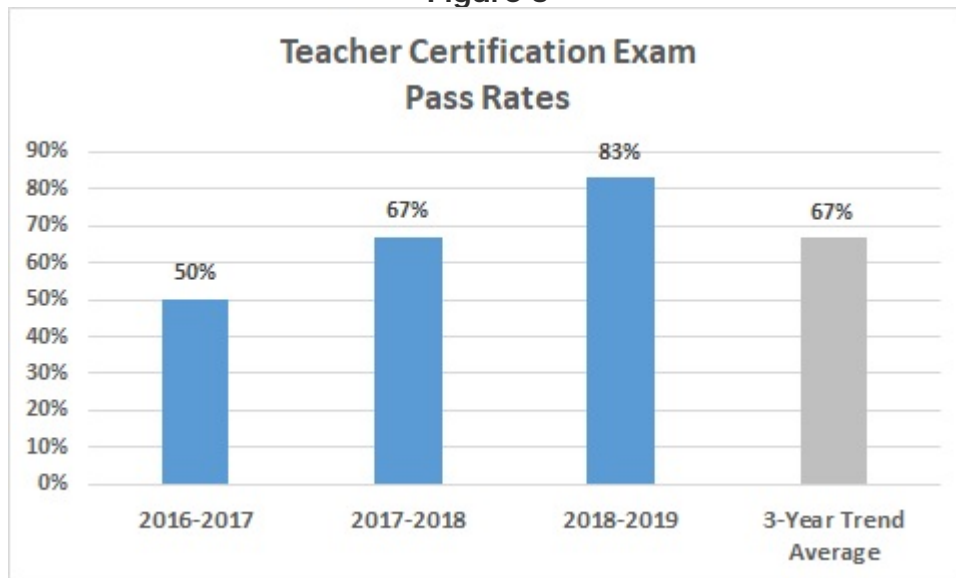
Figure 4



Licensure Examination and Passing Rates

Also consistent with its mission to prepare our students to be productive in a global society, Jarvis offers a professional program in teacher education. The program is accredited by the State of Texas Education Agency (TEA) and utilizes licensing and certification exams to measure student achievement. These data are tracked by the College's Dean of the Division of Education. Figure 5 below indicates the Teacher Certification Exam Pass Rates over the past four years.

Figure 5



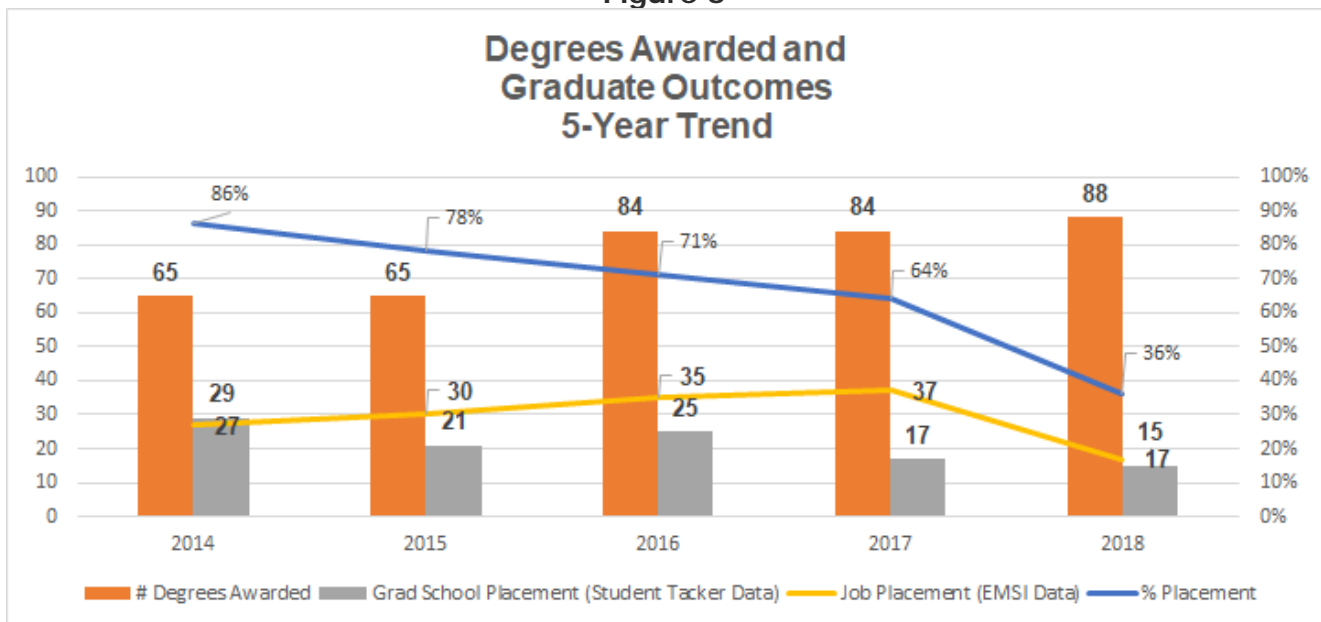
Graduate Outcomes

Degrees Conferred, Job and Graduate/Professional School Placement

The mission of the college is clear; one of the institution's primary objectives of the educational experience of its students is to *prepare a diverse population of lifelong learners intellectually, socially, spiritually, and personally*. In 2015, the Texas Higher Education Coordinating Board (THECB) launched a state-wide initiative called 60x30TX. The goal of this initiative is that by the year 2030, 60% of Texans between the ages of 25 and 34 will have a post-secondary credential. As such, Jarvis identifies and evaluates the number of conferred degrees as a key measure of student achievement. Based on historical trend data and to support 60x30TX, in 2018 Jarvis established a target of a 3% increase in 2020, 3% increase in 2025, and 9% increase in 2030. In the four-year period 2014 to 2018, the College experienced a 35% increase in the number of degrees awarded (See Figure 6).

The OIR utilizes the National Student Clearinghouse (NSC) Student Tracker process to collect data as to graduates' subsequent enrollment in graduate or professional school. In addition, the College has partnered with Economic Modeling Specialists (EMSI)/Equifax to collect alumni outcome data. According to the most recent published National Association of Colleges and Employers (NACE) report, the 2014 national average of bachelor's degree graduates who were employed or in graduate school within six months of graduation was 50%. Thus, Jarvis' established a target to exceed the national average. In 2018, analysis of the EMSI data for the graduating class of 2017 indicate 44% of graduates reported employment full-time with 51% identified as working in a field attached to their major, and the NSC Student Tracker Report revealed 21% were enrolled in graduate or professional school. Jarvis exceeded the established target by 14%, with 64% of its graduates placed in employment or graduate school and has since become a member of NACE to further improve career services and institutional relations with recent graduates. The Office of Institutional Research tracks degrees conferred and graduate outcomes and the data is evaluated and provided annually to the Board of Trustees; as well as published on the College's Student Achievement web page accessible to the public

Figure 6



Employment Data

In addition to EMSI/Equifax data deliverable on our available graduate's employment status, the type of jobs our graduates have undertaken is also a deliverable. Table 5 below provides the results of the EMSI

Alumni Outcomes Summary on the occupational groups our graduates are employed in and covers the 10-year period 2008 - 2017.

Table 5

Occupation Group Name	▼ Percent
Office and Administrative Support Occupations	19.78%
Education, Training, and Library Occupations	14.16%
Sales and Related Occupations	9.62%
Management Occupations	9.07%
Community and Social Service Occupations	7.08%
Business and Financial Operations Occupations	6.90%
Computer and Mathematical Occupations	4.36%
Personal Care and Service Occupations	3.45%
Healthcare Practitioners and Technical Occupations	3.27%
Transportation and Material Moving Occupations	3.09%
Food Preparation and Serving Related Occupations	2.72%
Arts, Design, Entertainment, Sports, and Media Occupations	2.54%
Protective Service Occupations	2.54%
Production Occupations	2.54%
Unclassified Occupation	2.18%
No SOC Listed	1.63%
Healthcare Support Occupations	1.27%
Life, Physical, and Social Science Occupations	1.27%
Construction and Extraction Occupations	0.91%
Installation, Maintenance, and Repair Occupations	0.54%
Building and Grounds Cleaning and Maintenance Occupations	0.36%
Military occupations	0.36%
Farming, Fishing, and Forestry Occupations	0.18%
Architecture and Engineering Occupations	0.18%