

### ***Institutional Mission***

Martha Berry founded Berry College as an entrepreneurial strategy to serve poor rural youth of the area at the turn of the 20<sup>th</sup> century, and many aspects of the current mission reflect that founding. For example, she believed in the combination of academics and practical work experience to create superlative outcomes for students that might not otherwise have such opportunities. Today, it remains an integral component of Berry's mission to make excellent academic opportunities accessible to students from a wide range of social and economic backgrounds. Thus, student achievement should be framed within that broader context and mission.

Consistent with that mission, Berry College endeavors to admit and provide comprehensive support to students who exhibit the potential for success as they pursue their individual goals. While there are many measures of student success that are monitored throughout a student's four-year journey, Berry College has identified several measures that serve as robust global indicators of student success that also allow various offices and programs to continually review their performance in light of these success indicators. Assessment measures for student achievement include the following:

1. First- to second-year retention rate
2. 4- and 6-year IPEDS graduation rates
3. Post-graduation employment and graduate study

Berry tracks multiple measures of retention across all four years of a student's experience. For the purposes of student achievement, first- to second-year retention rates are a good representative measure and a prime assessment point for our support of student achievement year-over-year. Similarly, graduation rates and graduate degree attainment are a core measures of success.

### ***First- to Second-Year Student Retention***

*Threshold of acceptability: 80 percent*

*Aspirational Goal: 88 percent*

The current aspirational goal of 88% first-to-second year retention, builds upon an earlier goal of 85 percent, which was met first in 2015 and again in 2020. A key measure of student persistence toward graduation, first-to-second year retention has improved meaningfully over the past ten years (Table 1).

<b>Table 1: First- to Second-Year Retention</b>			
<i>Year</i>	<i>FY Entering Cohort</i>	<i>Returned Second Fall</i>	<i>Percent Returned</i>
2012	618	491	79%
2013	672	531	79%
2014	568	473	83%
2015	575	487	85%
2016	534	418	78%
2017	553	464*	84%*
2018	509	424	83%
2019	577	486	84%
2020	619	525	85%
2021	729	606	83%
2022	634	526	83%

*\*IPEDS Exclusions to select cohorts due to student deaths (FA17). Adjustments have been made in retention rates based on the term of students' death (adjustments in italics). Source: Institutional Research/IPEDS*

Efforts to increase the student success leading to graduation necessitate a closer look at obstacles to persistence. Disaggregation of first-year retention provides valuable insights and allows student support efforts to be directed in meaningful ways. Retention indicators have been disaggregated by race (Table 2), gender (Tables 3 and 4), socio-economic status (as indicated by Pell Grant eligibility, Table 5) and first-generation student status (Table 6). These specific metrics were selected because they represent institutional priorities and mission.

<b>Table 2: First- to Second-Year Retention: Students of Color</b>			
<i>Year</i>	<i>FY Entering Cohort</i>	<i>Returned Second Fall</i>	<i>Percent Returned</i>
2012	92	72	78.3%
2013	104	80	76.9%
2014	100	88	88.0%
2015	87	72	82.8%
2016	82	69	84.1%
2017	110	98*	89.9%*
2018	103	89	86.4%
2019	130	102	78.5%
2020	180	161	89.4%
2021	184	147	79.9%
2022	184	149	81.1%

*\*IPEDS Exclusions to select cohorts due to student deaths (FA17). Adjustments have been made in retention rates based on the term of students' death (adjustments in italics). Source: Institutional Research/IPEDS*

**Table 3: First- to Second-Year Retention: Female Students**

<i>Year</i>	<i>FY Entering Cohort</i>	<i>Returned Second Fall</i>	<i>Percent Returned</i>
2012	416	339	81.5%
2013	365	298	81.6%
2014	338	289	85.5%
2015	350	303	86.6%
2016	316	261	82.6%
2017	319	270	84.6%
2018	300	259	86.3%
2019	356	311	87.4%
2020	382	329	86.1%
2021	469	395	84.2%
2022	382	325	85.1%

Source: Institutional Research/IPEDS

**Table 4: First- to Second-Year Retention: Male Students**

<i>Year</i>	<i>FY Entering Cohort</i>	<i>Returned Second Fall</i>	<i>Percent Returned</i>
2012	202	152	75.2%
2013	307	233	75.9%
2014	230	184	80.0%
2015	225	184	81.8%
2016	218	157	72.0%
2017*	234	194	83.3%
2018	209	165	78.9%
2019	221	175	79.2%
2020	237	196	82.7%
2021	260	211	81.2%
2022	252	201	79.8%

\*IPEDS Exclusions to select cohorts due to student deaths (FA17). Adjustments have been made in rates based on the term of students' death (adjustments in italics). Source: Institutional Research/IPEDS

**Table 5: First- to Second-Year Retention: Pell-Eligible Students**

<i>Year</i>	<i>FY Entering Cohort</i>	<i>Returned Second Fall</i>	<i>Percent Returned</i>
2012	190	138	72.6%
2013	165	118	71.5%
2014	143	113	79.0%
2015	136	110	80.9%

2016	104	82	78.8%
2017	122	106	86.9%
2018	137	111	81.0%
2019	136	111	81.6%
2020	148	122	82.4%
2021	200	159	79.5%
2022	165	134	81.2%
<i>Source: Institutional Research/IPEDS</i>			

**Table 6: First- to Second-Year Retention: First-Generation Students**

Year	FY Entering Cohort	Returned Second Fall	Percent Returned
2013	123	91	74.0%
2014	112	88	78.6%
2015	95	80	84.2%
2016	95	69	72.6%
2017	85	71	83.5%
2018	99	82	82.8%
2019	91	71	78.0%
2020	99	82	82.8%
2021	122	100	82.0%
2022	129	101	78.3%
<i>Source: Institutional Research/IPEDS</i>			

**Four- and Six-Year IPEDS Graduation Rates**

*Four-Year Graduation Rate: threshold of acceptability: 60 percent*  
*Four-Year Graduation Rate: aspirational Goal: 75 percent*

A key measurement of student success at Berry, graduation rates are tracked at both four- and six-years. The four-year rate is a primary indicator of success at Berry, as four years is the traditional amount of time required for a baccalaureate degree and the goal for Berry students. Overall graduation rates are outlined in table seven below. As with the retention rates, and for similar reasons, four- and six-year rates are disaggregated by race, gender, socio-economic status (as indicated by Pell Grant eligibility) and first-generation student status (in tables seven through twelve below).

**Table 7: Four- and Six-Year Graduation Rates**

Entering Year	FY Entering Cohort	Percent Graduated in 4 years (IPEDS)	Percent Graduated in 6 years (IPEDS 150%)
2009	569	55%	64%
2010	653	59%	66%
2011	557	57%	64%
2012	618	60%	66%

2013*	672	63%	69%
2014*	568	63%	70%
2015*	575	66%	72%
2016*	534	61%	64%
2017*	553	68%	74%
2018*	509	63%	
2019	577	65%	

*\*IPEDS Exclusions to select cohorts due to student deaths (FA13, FA14, FA15, FA16, FA17, FA18). Adjustments have been made in retention and graduation rates based on the term of students' death (adjustments in italics).Source: Institutional Research/IPEDS*

**Table 8: Four- and Six-Year Graduation Rates: Students of Color**

<i>Entering Year</i>	<i>FY Entering Cohort</i>	<i>Percent Graduated in 4 years (IPEDS)</i>	<i>Percent Graduated in 6 years (IPEDS 150%)</i>
2009	73	50.7%	67.1%
2010	76	53.9%	60.5%
2011	69	42.0%	55.1%
2012	92	60.9%	68.5%
2013*	104	53.4%	60.2%
2014	100	62.0%	70.0%
2015*	87	69.8%	70.9%
2016	82	67.1%	72.0%
2017*	110	70.6%	74.3%
2018	103	55.3%	
2019	130	53.8%	

*\*IPEDS Exclusions to select cohorts due to student deaths (FA13, FA15, FA17). Adjustments have been made in rates based on the term of students' death (adjustments in italics).Source: Institutional Research/IPEDS*

**Table 9: Four- and Six-Year Graduation Rates: Female Students**

<i>Entering Year</i>	<i>FY Entering Cohort</i>	<i>Percent Graduated in 4 years (IPEDS)</i>	<i>Percent Graduated in 6 years (IPEDS 150%)</i>
2010	431	60.3%	66.4%
2011	364	58.0%	64.0%
2012	416	65.6%	70.2%
2013	365	71.0%	75.9%
2014*	338	69.4%	75.4%
2015	350	71.4%	76.3%
2016	316	68.0%	70.3%
2017	319	72.7%	75.5%
2018	300	71.0%	
2019	356	73.9%	

*\*IPEDS Exclusions to select cohorts due to student deaths (FA14). Adjustments have been made in rates based on the term of students' death (adjustments in italics). Source: Institutional Research/IPEDS*

**Table 10: Four- and Six-Year Graduation Rates: Male Students**

Entering Year	FY Entering Cohort	Percent Graduated in 4 years (IPEDS)	Percent Graduated in 6 years (IPEDS 150%)
2010	222	56.8%	64.0%
2011	193	56.0%	62.4%
2012	202	49.5%	57.9%
2013*	307	53.3%	61.8%
2014	230	53.5%	63.0%
2015*	225	58.0%	66.4%
2016*	218	50.7%	56.2%
2017*	234	60.9%	71.7%
2018*	209	51.0%	
2019	221	51.6%	

*\*IPEDS Exclusions to select cohorts due to student deaths (FA13, FA15, FA16, FA17, FA18). Adjustments have been made in rates based on the term of students' death (adjustments in italics). Source: Institutional Research/IPEDS*

**Table 11: Four- and Six-Year Graduation Rates: Pell-Eligible Students**

Entering Year	FY Entering Cohort	Percent Graduated in 4 years (IPEDS)	Percent Graduated in 6 years (IPEDS 150%)
2009	170	45.9%	55.9%
2010	188	48.4%	54.8%
2011	155	50.3%	56.1%
2012	190	56.3%	58.9%
2013	165	50.3%	57.0%
2014	143	54.5%	65.7%
2015	136	61.0%	66.9%
2016	104	63.5%	65.4%
2017	122	67.2%	
2018	137	59.1%	
2019	136	61.0%	

*Source: Institutional Research/IPEDS*

**Table 12: Four- and Six-Year Graduation Rates: First Generation Students**

<i>Entering Year</i>	<i>FY Entering Cohort</i>	<i>Percent Graduated in 4 years (IPEDS)</i>	<i>Percent Graduated in 6 years (IPEDS 150%)</i>
2013	123	51.2%	56.9%
2014	112	54.5%	65.2%
2015	95	64.2%	68.4%
2016	95	57.9%	61.1%
2017	85	69.4%	71.8%
2018	99	64.6%	
2019	91	57.1%	

*Source: Institutional Research/IPEDS*

In addition to these traditional metrics, data on students who transfer out of Berry from the National Student Clearinghouse provides some additional insight about overall baccalaureate degree attainment of students who begin at Berry. Given the increasingly mobile nature of student postsecondary attendance, this data highlights the overall success of Berry students.

<b>Table 13: Overall Baccalaureate Attainment Rates for Berry FY Students</b>				
<b>Year of Entering Cohort</b>	<b>4-year Berry (IPEDS) Graduation Rate</b>	<b>6-year Berry (IPEDS) Graduation Rate</b>	<b>6-year Other Institution Graduation Rate<sup>1</sup></b>	<b>6-year Combined Graduation Rate</b>
2008	54% (2012)	62% (2014)	16% (2014)	77% (2014)
2009	55% (2013)	64% (2015)	18% (2015)	81% (2015)
2010	59% (2014)	66% (2016)	17% (2016)	82% (2016)
2011	57% (2015)	64% (2017)	18% (2017)	82% (2017)
2012	60% (2016)	66% (2018)	16% (2018)	82% (2018)
2013	63% (2017)	69% (2019)	15% (2019)	85% (2019)
2014	63% (2018)	70% (2020)	14% (2020)	84% (2020)
2015	66% (2019)	72% (2021)	16% (2021)	88% (2021)
2016	61% (2020)	64% (2022)	20% (2022)	84% (2022)
2017	68% (2021)	74% (2023)	14% (2023)	84% (2023)
2018	63% (2022)			
2019	65% (2023)			

<sup>1</sup>Six-Year Other Institution Graduation Rate: Source-National Student Clearinghouse.

### **Post-graduation Employment and Graduate Study**

For graduating students who do not choose to continue their education, a key measure of student success is their rate of employment. According to the October 2022 report of the National Association of Colleges and Employers (NACE), which is the most recent data available, 61.6% of 2021 graduates of private not-for-profit institutions, and 55.3% of the 2021 class overall were employed full time upon graduation (NACE, 2022, p. 7).

The First Destination Survey provides a first look at students' employment experiences.

<b>Table 19: Percent of Berry Graduates Employed Full Time within 6 Months of Graduation*</b>	
<b>Cohort Group</b>	<b>Percent</b>
Class of 2019	63.54
Class of 2020	53.89
Class of 2021	59.29
Class of 2022	62.95
<i>*Source of data: Berry College First Destination Survey Reports, 2019-2022.</i>	

Indicators of success for Berry graduates include Graduate School participation and attendance rates (First Destination Survey and NSC data) and Graduate School degree attainment rates (National Student Clearinghouse data). According to the October 2022 report of the National Association of Colleges and Employers (NACE), which is the most recent data available, 23.1% of 2021 graduates of private not-for-profit institutions, and 21.6% of the 2021 class overall pursued continuing education following graduation (NACE, 2022, p. 8).

Berry tracks two types of data that highlight Berry student success in post-graduate education. The first is the percent of Berry graduates pursuing continuing education after graduation, illustrated in Table 17.

<b>Table 17: Percent of Berry Graduates Pursuing Continuing Education*</b>	
<b>Cohort Group</b>	<b>Percent</b>
Class of 2019	25.8
Class of 2020	36.5
Class of 2021	33.6
Class of 2022	27.5
<i>*Source of data: Berry College First Destination Survey Reports, 2019-2022.</i>	

The second source of data about student post-baccalaureate participation in graduate school comes from the National student Clearinghouse (NSC). Table 18 highlights the percentage of students from entering first-time cohorts who earned an advanced degree from Berry College or another institution by the end of eighth year of entering Berry.

<b>Table 18: Master's Degree or Higher*</b>	
<b>Cohort Group</b>	<b>Percent</b>
FA08	18.5
FA09	18.8
FA10	20.1
FA11	19.0
FA12	14.1
FA13	19.7

FA14	17.8
<i>*Source of data: National Student Clearinghouse)</i>	

***Publication of Goals and Outcomes for Student Achievement***

This report, including institutional goals and outcomes related to student achievement are published and available publicly on the Berry College Institutional Research web page.