



## *HLC Accreditation Evidence*

- **Expanded Grade Reporting to Service Area High Schools**

URL:

Office of Origin:

- Vice President of Instruction

Contact(s):

- Coordinator of Community Education
- Institutional Effectiveness Researcher

## Expanding Bi-Weekly Grade Reporting to Service Area High Schools

Focus: Increased Engagement and increased Retention

Data: Retention Rates – Dual Enrolled High School students enrolling as First Time in the subsequent fall semester.

Term	HS - Students	SVC Area	Seniors	Returned	Rate
Fall 2016	682	560	361	99	27%
Fall 2017	576	464	270	82	30%
Fall 2018	644	471	282	101	36%
Fall 2019	590	461	274	87	32%
Fall 2020	573	476	294	113	38%

### Process:

The Grade Report to High Schools began in 2019.

Barton generates bi-weekly grade reports for all students. The Coordinator of Community Education distributes the reports to Academic Advising and the Academic Development Center (ADC). The ADC analyzes the data and extends support help to students via various communication channels.

At many of our high schools, students receive dual credit for their classes, online or otherwise, either as core credit or elective credit. Providing the grade reports gives the schools a percentage grade on a bi-weekly basis to report their students' eligibility for activities and athletics. Though KSHAA no longer requires weekly or bi-weekly eligibility checks, most of our schools still check students' grades for eligibility to comply with their policies and student expectations.

During the annual Unified School District meeting, when we met with our service-area and out-of-service-area partners, many of our school partners expressed concern that they weren't aware of how their students were doing in Barton classes. Counselors or teachers had to ask or wait until the end of the class when a final grade was issued. For a time, schools requested quarterly grade reports; it was a time-intensive, manual process to retrieve them from instructors and distribute them to the high school instructors; this process was not sustainable.

During that USD meeting, the Vice President of Student Services suggested that the College run bi-weekly reports as the athletic teams did. Implementing this process has strengthened the partnership between the College and the high schools.

Beyond the monitoring/awareness capability, the reports encourage bi-weekly contact with the schools and teachers. Some respond weekly, but some do not. The majority are watching for these reports and appreciate them and will inquire if the reports are late.

Some schools monitor these reports for students earning Ds and Fs and call them for discussions and guidance. Moreover, high school counselors have requested assistance navigating the Barton Portal to help their struggling students better. One counselor printed off a student's syllabus and course outline and helped him plot it in his planner. These grade reports are opening up conversations between students and our high-school partners that weren't possible before.

While there are cases where students can turn their grades around thanks to the high school's awareness of college grades, there are cases where students do not turn their habits around to improve their situations. In these cases, grade reports help identify students who need to withdraw by our deadlines and avoid failing, earning a W. While it doesn't help with retention, it serves students' needs over the institution's needs.