

## Section 8: Student Achievement

- 8.1 **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*) [CR]**

\_\_\_\_\_ Compliance      \_\_\_\_\_ Non-Compliance

### **Narrative:**

Sampson Community College (SCC) is in compliance with this core requirement. SCC evaluates student achievement as it relates to the College’s [mission](#) to provide accessible and affordable education, workforce training, and lifelong enrichment. SCC measures student achievement utilizing the North Carolina Community College System’s Performance Measures as target levels of performance. The [2018 Performance Measures for Student Success Report is the North Carolina Community College System’s](#) (NCCCS) major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of the 58 North Carolina Community Colleges.

In 1993, the State Board of Community Colleges began monitoring performance data on specific measures to ensure public accountability for programs and services. In 1998, the North Carolina General Assembly directed the State Board to review past performance measures and define standards to ensure programs and services offered by community colleges in North Carolina were of sufficient quality.

In 2010, a NCCCS Performance Measures Committee was established to develop new performance-based student success measures to be implemented in 2013. During the development of these measures, it was determined that it was important to establish a three-year review process to ensure the measures and methods for evaluating colleges were current and remained focused on improving student success.

One of the committee outcomes was the development of system-wide baseline and excellence levels for each measure. The committee recommended using consistent, statistically-defined levels to promote transparency, simplicity, and objectivity. Based on three years of data (if available) for each measure, baseline levels are set two standard deviations below the system mean, and excellence levels are set one standard deviation above the system mean. These levels remain static for three years and are reset every three years.

For each of the seven performance measures, each college is rated in one of four categories based on their individual performance. The categories are represented by color indicators as follows:

1. Green-Met or exceeded the excellence level
2. Yellow-Above the system average, but below the excellence level
3. Red-Above the baseline level, but below the system average
4. Black-Below the baseline level

For each of the seven performance measures, the NCCCS provides the purpose of the measure and a description of the measure. The seven performance measures address and assess student performance from all areas of the College and therefore serve as an excellent source for student achievement college wide. This college wide approach further ensures that student achievement is consistent with the College’s mission.

The seven performance measures are as follows:

1. Basic skills student progress-ensures adult students with low literacy skills are progressing academically toward basic skill attainment necessary for employment and self-sufficiency.
2. Student success rate in college-level English courses-ensures students are successfully completing credit-bearing English courses within their first two academic years.
3. Student success rate in college-level math courses-ensures students are successfully completing credit-bearing math courses within their first two academic years.
4. First-year progression-ensures first-year students reach an academic momentum point that helps predict future credential completion.
5. Curriculum completion-ensures student completion and/or persistence toward a post-secondary credential.
6. Licensure and certification passing rate-ensures programmatic coursework prepares students to competently practice in their chosen profession.
7. College transfer performance-ensures the academic success of community college students who transfer to a four-year college or university.

These measures are considered core indicators of student success for the 58-member institutions of the NCCCS. As part of the College's institutional effectiveness plan, performance data for each of the measures is submitted to the NCCCS and reported to the SCC Board of Trustees each year.

The [NCCCS 2018 Performance Measures for Student Success Report](#) provides the College's most recent performance measures.

1. Performance Measure 1 – Basic Skills Student Progress: As a measure of student achievement, the College evaluates the progress of basic skills students relative to the NCCCS excellence level standard. This standard requires 68.3 percent and a baseline level of 34.5 percent of students to show progress within a level of literacy, complete a level entered or a predetermined goal, or complete a level entered and show advancement to a higher level. The most recent performance data for the College for 2016-2017 indicated that 56.6 percent of SCC basic skills students met the progress standards.
2. Performance Measure 2 – Student Success Rate in College-Level English Courses: The criterion used examines the percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within two years of their first term of enrollment. Data for the fall of 2015 through the end of summer 2017 have an excellence level percentage of 55.9 percent and a baseline level of 23.8 percent. SCC students had a success rate of 48.3 percent, which fell somewhat short of the excellence level but exceeded the baseline level.
3. Performance Measure 3 – Student Success Rate in College-Level Math Courses: The criterion used examines the percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within two years of their first term of enrollment. Data for the fall of 2015 through the end of summer 2017 have an excellence level percentage of 32.5 percent and a baseline level of 10.1 percent. SCC students had a success rate of 25.5 percent, which fell somewhat short of the excellence level but exceeded the baseline level.
4. Performance Measure 4 – First Year Progression: First-time fall 2016 curriculum students attempting at least 12 hours during the 2017 academic year (fall 2016, spring 2017, and summer 2017). Hours attempted are calculated for all courses (including developmental and course

withdrawals) in which the student earned a letter grade of A, B, C, D, F, or W. The excellence level is 75 percent and the baseline level is 54.1 percent. SCC just fell short of the excellence level with 73.2 percent.

5. Performance Measure 5 – Curriculum Student Completion: This measure examines first-time fall 2011 curriculum students and the number who graduate, transfer to a four-year institution, or are still enrolled but have completed 36 non-developmental credit hours before the end of the 6<sup>th</sup> fall term (Fall 2017) following their first term of enrollment. The excellence level is 51.9 percent and the baseline level is 35.9 percent. SCC did not reach the excellence level with 46.7 percent but surpassed the established baseline level.
6. Performance Measure 6 – Licensure and Certification Passing Rate: The NCCCS has established an excellence level of 90.9 percent and a baseline level of 69.9 percent aggregate passing rate for programs leading to licensure or certification. Passage rates for external licensure exams are compared to State standards and are included in the 2018 Performance Measures for Student Success Report. In order to meet the required standard, at least 80 percent of students must pass licensure exams on the first attempt. The 2016-2017 SCC cohort achieved a 71.4 percent passing rate.
7. Performance Measure 7 –College Transfer Performance: The percentage of students who exited NCCCS after having completed an Associate Degree and/or at least 30 cumulative hours of articulated transfer credits and subsequently transferred to a four-year college or university and earned a GPA of 2.25 or better after two consecutive semesters within the academic year at SCC with an excellence level of 87.9 percent and a baseline level of 65.1 percent. Data from the 2018 Performance Measures for Student Success Report shows that SCC’s college transfer performance rate was 79 percent for students that had completed 30 or more hours, but 91 percent of Associate Degree recipients had GPAs equal to or greater than 2.25 percent.

As shown in the 2018 report, SCC’s specific performance measures are outlined below in Table 1.

**Sampson Community College  
NCCCS – 2018 Performance Measures and Standards**

June 2018 Performance Summary	2016-17	2015	2015	2016	2011	2016-17	2016-17	2018 Report			
	A. BASIC SKILLS PROGRESS	C. DEV ENG SUBSEQ SUCCESS	D. DEV MATH SUBSEQ SUCCESS	E. YEAR ONE PROGRESS	F. CURR COMPLETION RATE	G. LICENSURE PASS RATE	H. TRANSFER PERFORM				
System Excellence Level	68.3%	55.9%	32.5%	75.0%	51.9%	90.9%	87.6%	Met or Exceeded Excellence Level	Above College Average, Below Excellence	Above Baseline Level, Below Average	Below Baseline Level
System Baseline	34.5%	23.8%	10.1%	54.1%	35.9%	69.9%	65.1%				
Average College Percentage	60.1%	53.0%	32.5%	70.9%	43.4%	79.8%	83.7%				
System Totals (All Students)	58.4%	55.0%	33.8%	69.6%	43.9%	81.6%	83.4%				
Sampson CC	56.6%	48.3%	25.5%	73.2%	46.7%	71.4%	87.9%				

Source: NCCCS 2018 Performance Measures for Student Success Report

Green - Met or exceeded the excellence level

1. College transfer performance

Yellow - Above the system average, but below the excellence level

2. First-year progression
3. Curriculum student completion

Red - Above the baseline level, but below the system average

4. Basic Skills student progress
5. Student success rate in college-level English courses
6. Student success rate in college-level math courses
7. Licensure and certification passing rate

The number of online courses has increased for gateway English courses, which has likely resulted in lower success ratings. English faculty attended a Tech-Smith Relay last year, for example, to familiarize them more with interactive technology utilized in online English courses. It is hoped that their proficiency with technology will improve and that this will carry over to yielding better English success rates.

The College has employed several strategies to improve the overall success rate in gateway math courses. In 2016, gateway math classes were restructured to include common assignments. Additionally, the cap of each course was reduced to twenty students. In 2017, math success rates were still low, so the decision was made to assess students on their ability to demonstrate an understanding of the various function families and their transformations. Last year, it was decided that math instructors would spend more time on modeling. It is hoped that these collective efforts will improve math success rates in the near future. The College is currently preparing for a Statewide initiative to improve success in gateway English and math courses. This initiative consists of a co-requisite model for gateway English and math courses. The NCCCS’s research indicates this is an effective model for student success. SCC will fully implement this initiative Fall 2020.

The college experienced a decline in the passage rates in the Basic Law Enforcement Training (BLET) certificate program which impacted the licensure pass rate performance measures. Those results are based on the student’s first attempt on the certification exam. The state has identified there is a gap between the admission criteria for BLET schools when compared to the grade level of which the BLET certification is written. SCC has decreased the number of times a student can retest internally and has instituted a Readiness to Test exam which the student must pass prior to sitting for the state exam. It is anticipated the results for BLET certification will increase. Table 2 documents the licensure and certification passage rates for the additional programs at SCC.

**Table 2: SCC Passing Rates on Licensure & Certification Examinations**

SCC Passing Rates on Licensure & Certification Examinations						
	2015		2016		2017	
	SCC	NCCCS Totals	SCC	NCCCS Totals	SCC	NCCCS Totals
BLET	56%	82%	100%	80%	38%	81%
Cosmetology	92%	90%	56%	91%	Less than 5 tested – data not available	
EMT - Basic	63%	76%	40%	77%	Less than 5 tested – data not available	
Practical Nursing	100%	92%	100%	92%	100%	95%
Registered Nursing	92%	92%	94%	92%	83%	90%

Source: NCCCS 2018 Performance Measures for Student Success Report

Over the past three years, SCC’s enrollment has increased by 9.4 % as presented in Table 3, SCC Enrollment Data.

**Table 3: SCC Enrollment Data**

<b>SCC Enrollment Data</b>		
<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
3536	3723	3867 <b>need to check number after summer registration is over</b>

Source: SCC Office of Institutional Effectiveness

The NC Community College 2018 Performance Measures for Student Success report is available to the public via the NCCCS website. In addition, SCC publishes information and school performance on the [SCC website](#). The College identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission and is therefore compliant with this core standard.

<b>Document</b>	<b>Location</b>
Mission	<a href="#">SCC Mission Statement</a>
2018 Performance Measures for Student Success Report	<a href="#">2018 Performance Measures for Student Success Report</a>
School Performance	<a href="#">SCC website</a>