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Student Achievement Report

Fall 2024

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Overview

Sampson Community College serves and empowers our students by providing high-quality education, workforce training, and lifelong enrichment in an innovative and inclusive learning environment.

The College has chosen ten student achievement criteria consistent with its mission to ensure student success is achieved. Seven of these success criteria are defined by the North Carolina Community College System (NCCCS). While the NCCCS does not require a specific threshold to be met, the College annually reviews these measures and compares its current cohort achievement levels meet or exceed the average of similar schools in the NCCCS. These “similarities” are defined in the next section.

The eighth criterion is the College’s graduation rates. The College uses IPEDS definition first-time, full-time cohort graduation rates.

The ninth and tenth criteria chosen are the College’s passing rates and total withdrawals per semester. These metrics were chosen because passing rates and the number of withdrawals provide a reliable indicator of persistence and completion. This is an Institutional metric, allowing the College to view progress of all students rather than those that are considered “traditional, full-time students”.

Comparison Institutions

When possible, Sampson Community College uses similar institutions for comparison when determining its Student Achievement Goals and during the analysis of outcomes.

For the first seven criteria, the NCCCS Performance Measures, the College compares its metrics with neighbor institutions in our geographic area.

Performance 2024 - Peer Comparison	SCC	JSCC	Bladen CC	South eastern
Basic Skills Student Progress - 2022-23	1.117	0.818	0.532	0.743
Student Success Rate in College Level English Courses Fall 2020 Cohort	0.985	1.091	1.253	1.158
Student Success Rate in College Level Math Courses Fall 2020 Cohort	0.849	1.192	1.384	1.314
First Year Progression - Fall 2022 Cohort	1.042	1.100	1.000	1.013
Curriculum Student Completion - Fall 2019 Cohort	1.144	1.067	1.025	1.015
Licensure and Certification Passing Rate - 2022-23	0.857	0.796	0.803	0.924
College Transfer Performance - 2021-22	1.035	0.939	0.977	0.977

For the eight criteria, IPEDS graduation rates, the College uses the following criteria to determine similar institutions:

- Public, two-year, Associate degree granting institutions
- Similar in FTE Size
- Similar in Fall Enrollment

This set of criteria are used so that comparisons are with institutions of a similar student enrollment profile and resources to assist students in meeting their educational and career goals.

Student Achievement Measures & Outcomes

North Carolina Community College System Performance Measures

Data Disaggregation & Methodology

Data for this performance Measure is disaggregated by Sex, Race/Ethnicity, Pell Grant recipients. If cohorts in a success measure are not eligible to receive Pell Grants, student's employment status is substituted. When this substitution occurs, it is noted in the success measure. Data percentages are calculated within groups and then compared between groups. This methodology was selected because it affords the College to monitor achievement and to identify gaps. This ensures a deficit analysis is avoided.

Weighted Index Score Interpretation

Index scores can be interpreted as follows:

- A score below 1 implies the College is below the North Carolina Community College System (NCCCS) average.
- A score equal to 1 implies the College is identical to the NCCCS average.
- A score above 1 implies the College is higher to the NCCCS average.

Weighted Index Scores follow a standard normal distribution. The categories are shown in the figure below.

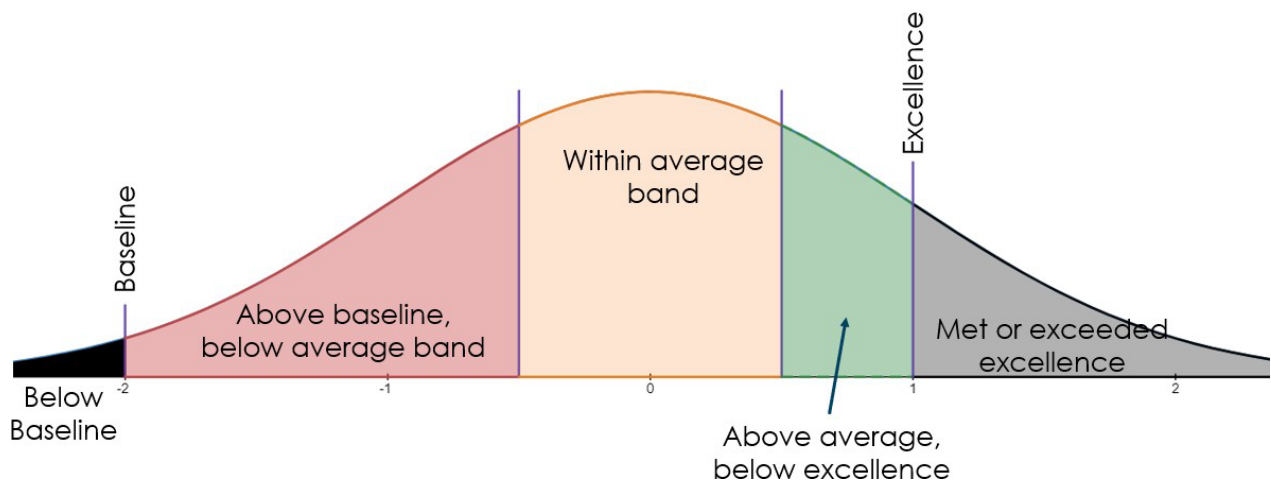


Figure 1: NCCCS Performance Measure Categories

Tabular Interpretations

For the NCCCS performance measure Race/Ethnicity disaggregation tables, indicators of “-”, “*”, and “#” are provided. The indicators are interpreted as follows:

- “*” indicates the cohort size was less than 10 students
- “-” indicates the cohort size was 10 or more students
- “#” indicates there were no students in the cohort

As an example, the category may be listed as (Pell Recipient (* - #)). For the first cohort year listed in second column, the cohort had less than 10 students; for the second cohort year listed in the third column, the cohort had 10 or more students; For the third cohort year listed in the fourth column, the cohort had no students; etc.

Download the complete, most current NCCCS State Performance Measures Report:

<https://www.nccommunitycolleges.edu/analytics/state-and-federal-reports>

Use the NCCCS Performance Measure Dashboards for an explorative experience:

<https://www.nccommunitycolleges.edu/analytics/dashboards/performance-measure-pm-summary>

1. Basic Skills Student Progress

Purpose: To ensure individuals with low literacy skills are progressing academically toward credential or employment

Description: Index score based on the percentage of Basic Skills periods of participation (POP) with a measurable skill gain (MSG).

Denominator: Number of Periods of Participation (PoP) during the Basic Skills program year (July 1 to June 30). A PoP begins each time a student enrolls in adult education, accumulates at least 12 contact hours, and then exits the program. Subsequent periods occur when a student re-enters the program after 90 days have lapsed since the person last received services and accumulates 12 or more contact hours. If there is no exit, the PoP continues to the next program year.

Numerator: Based on the denominator, number of periods of participation in which at least one measurable skill gain was achieved. Participants can demonstrate MSG in five ways:

- **Pre and Post testing:** The student scores high enough on an NRS approved posttest to place into a higher educational functioning level than indicated by the student's pretest.
- **Adult High School Credits:** The student enters an Adult High School (AHS) program with less than 75% of the required AHS credits and obtained enough AHS credits to exceed the 75% threshold prior to the end of the program year (June 30)
- **Post-Secondary Enrollment:** The student exits the program and subsequently enrolls in post-secondary education prior to the end of the program year (June 30). Post-secondary enrollment is verified by data matching to the National Student Clearinghouse and the NCCCS Data Warehouse.
- **High School Equivalency Test Graduate:** The student achieves a passing score on State-approved high school equivalency tests (GED, HiSet, or TASC) prior to the end of the program year (June 30). Credit is given based on matching student records to a passers database populated by the test vendors. Matching occurs based on an exact match of first name, last name, and date of birth and/or the HSEID.
- **Adult High School Graduate:** The student completes the requirements of the Adult High School program and is issued an adult high school diploma prior to the end of the program year (June 30).

Index Score: College success rate divided by the systemwide success rate.

Note: Employment Status has been substituted for Pell Grant recipients.

Basic Skills Measurable Skill Gain (MSG) Rate
 Index score based on the percentage of Periods of Participation (POPs) with at least one Measurable Skill Gain (MSG)

Met or Exceeded Excellence Level ≥ 1.216	≥ Average Band Max, Below Excellence 1.104-1.215	≥ Average Band Min, < Average Band Max 0.880-1.103	≥ Baseline, < Average Band Min 0.543-0.879	Below Baseline Level < 0.543	System benchmarks and color bands are associated with the most recent results.
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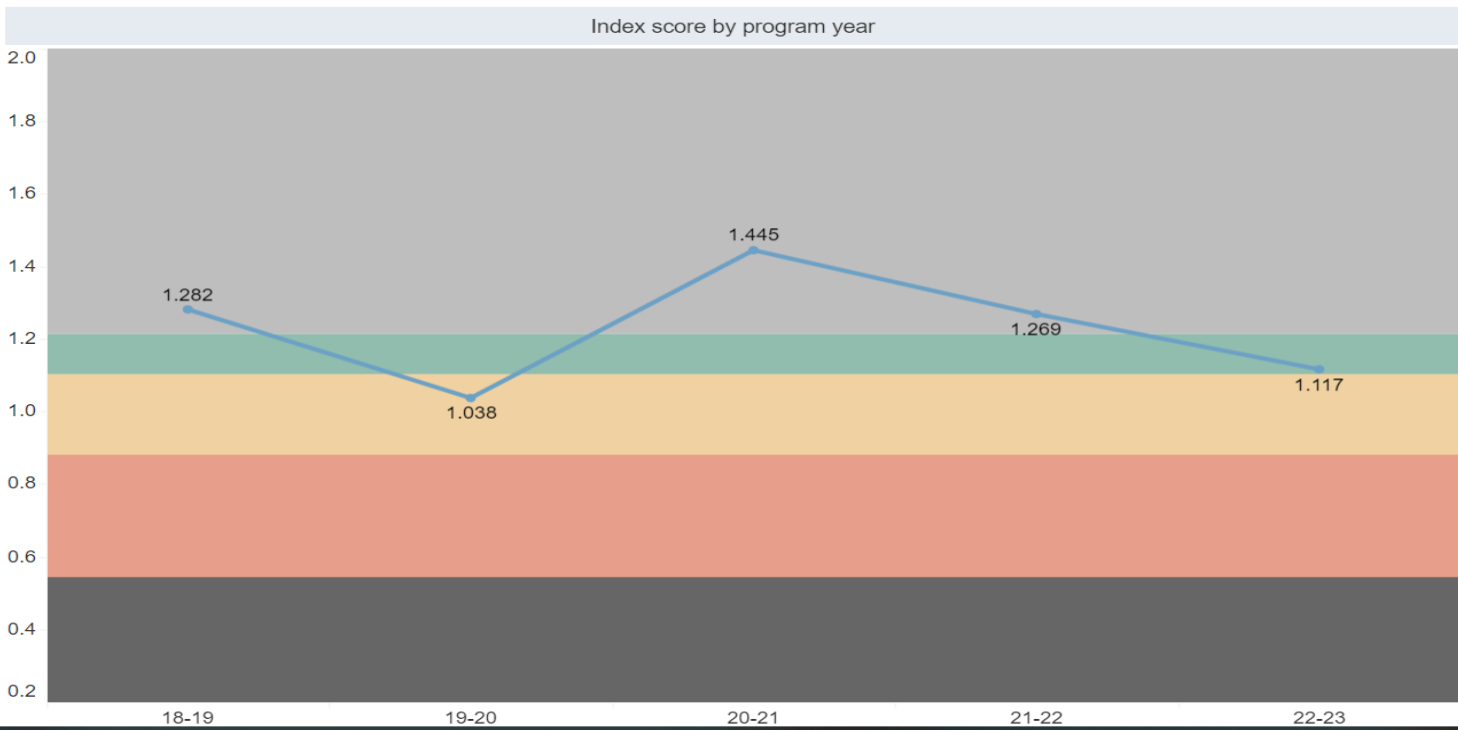


Figure 2: Sampson CC's Student Success in Basic Skills Measurable Skills Gain Over Time

Overall	19-20	20-21	21-22	22-23	23-24
Success Rate	35.7%	53.2%	54.8	48.4	62.8
by Race/Ethnicity	19-20	20-21	21-22	22-23	23-24
American Indian or Alaska Native (*)	0%	0%	0%	0%	0%
Asian (*)	0%	0%	0%	0%	0%
Black or African American (-)	36%	50%	48%	49%	69%
Hawaiian or Other Pacific Islander (*)	0%	0%	0%	0%	0%
Hispanic (-)	31%	48%	55%	45%	54%
Two or More Races (*)	0%	0%	0%	0%	0%
White (-)	44%	66%	63%	56%	75%
by Sex	19-20	20-21	21-22	22-23	23-24
Female	37%	46%	51%	46%	59%
Male	34%	59%	59%	50%	67%
by Employment Status at Entry	19-20	20-21	21-22	22-23	23-24
Employed	28%	41%	50%	42%	55%
Unemployed	38%	57%	57%	55%	69%

Table 1: Disaggregated Success Rates

2. Student Success Rates in College-Level English Courses

Purpose: To ensure students are successfully completing a credit-bearing English course within their first three academic years (summer, fall, spring)

Description: Index score based on the percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within three years.

Denominator: First-time fall associate degree and transfer pathway students (i.e., students with a curriculum code that begins with an A or P) during their first fall.

Numerator: Of those in the denominator, the number earning a standard letter grade of A, B, C, or P in at least one credit-bearing (course number ≥ 100) English course within three years (by the end of the third summer term).

Index Score: The weighted index score is computed using those students who did and did not receive Pell Grants.

- **Pell Index Score:** College success rate among cohort students receiving Pell divided by the statewide success rate among cohort students receiving Pell
- **Non-Pell Index Score:** College success rate among cohort students not receiving Pell divided by the statewide success rate among cohort students not receiving Pell
- **Pell Denominator:** Number of cohort students receiving Pell
- **Non-Pell Denominator:** Number of cohort students not receiving Pell
- **Total Numerator:** Pell Index Score X Pell Denominator) + (Non-Pell Index Score X Non-Pell Denominator)
- **Total Denominator:** Pell Denominator + Non-Pell Denominator
- **Total Index Score:** Total Numerator divided by Total Denominator

Note: Pell category based on Pell status during a student’s first fall semester

Data Figures and Tables

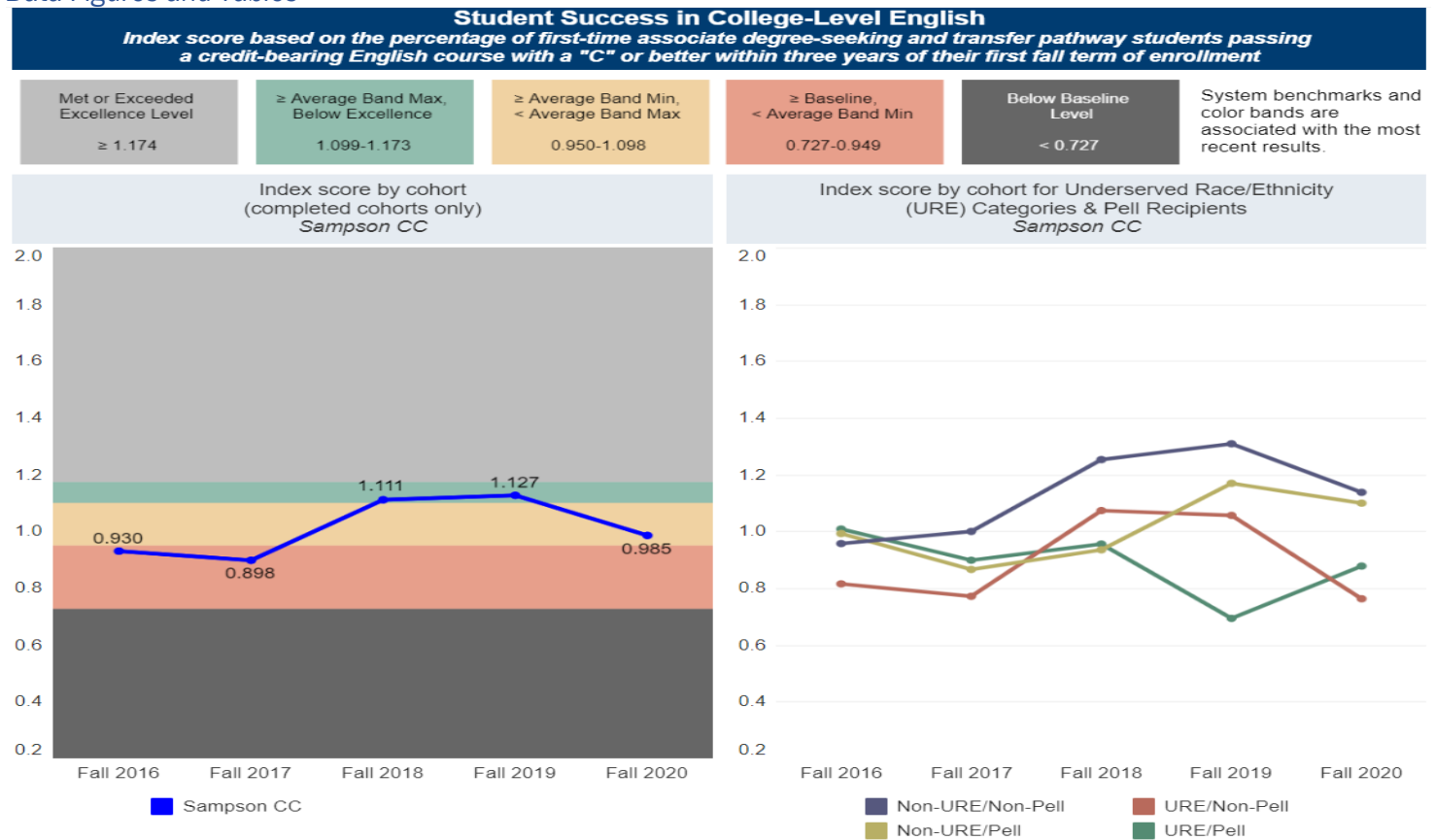


Figure 3: Sampson CC's Student Success in College-Level English Over Time

Overall	2017	2018	2019	2020	2021
Success Rate	54.9%	54%	65.3%	54.5%	
by Race/Ethnicity	2017	2018	2019	2020	2021
American Indian or Alaska Native (*)	0%	0%	0%	0%	
Asian (*)	0%	0%	0%	0%	
Black or African American (-)	40%	50%	39%	35%	
Hawaiian or Other Pacific Islander (*)	0%	0%	0%	0%	
Hispanic (-)	48%	60%	54%	37%	
Two or More Races (*)	0%	0%	0%	0%	
Unknown (*)	0%	0%	0%	0%	
White (-)	63%	77%	78%	66%	
by Sex	2017	2018	2019	2020	2021
Female	57%	74%	69%	59%	
Male	50%	60%	58%	47%	
by Pell Status	2017	2018	2019	2020	2021
Not Pell Recipient	58%	74%	71%	55%	
Pell Recipient	50%	54%	47%	51%	

Table 2: Disaggregated Success Rates

3. Student Success Rates in College-Level Math Courses

Purpose: To ensure students are successfully completing credit-bearing Math courses within their first three academic years (summer, fall, spring)

Description: Index score based on the percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing Math course with a “C” or better within three years.

Denominator: First-time fall associate degree and transfer pathway students (i.e., students with a curriculum code that begins with an A or P) during their first fall.

Numerator: Of those in the denominator, the number earning a standard letter grade of A, B, C, or P in at least one credit-bearing (course number ≥ 100) Math course within three years (by the end of the third summer term).

Index Score: The weighted index score is computed using those students who did and did not receive Pell Grants.

- **Pell Index Score:** College success rate among cohort students receiving Pell divided by the statewide success rate among cohort students receiving Pell
- **Non-Pell Index Score:** College success rate among cohort students not receiving Pell divided by the statewide success rate among cohort students not receiving Pell
- **Pell Denominator:** Number of cohort students receiving Pell
- **Non-Pell Denominator:** Number of cohort students not receiving Pell
- **Total Numerator:** Pell Index Score X Pell Denominator) + (Non-Pell Index Score X Non-Pell Denominator)
- **Total Denominator:** Pell Denominator + Non-Pell Denominator
- **Total Index Score:** Total Numerator divided by Total Denominator

Note: Pell category based on Pell status during a student’s first fall semester

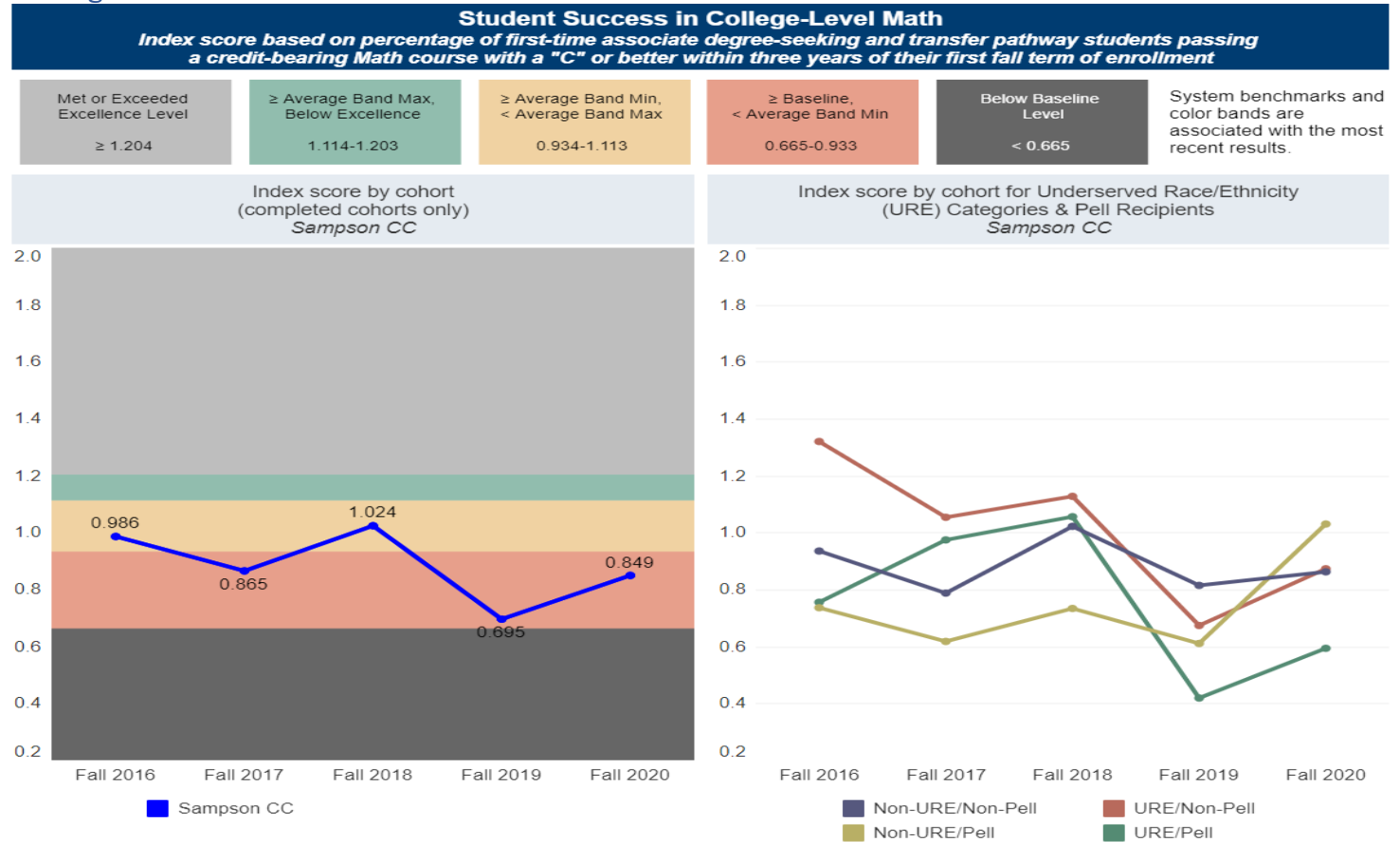


Figure 4: Sampson CC's Student Success in College-Level Math Over Time

Overall	2017	2018	2019	2020	2021
Success Rate	36.9%	46.6%	31.1%	37.7%	
by Race/Ethnicity	2017	2018	2019	2020	2021
American Indian or Alaska Native (*)	0%	0%	0%	0%	
Asian (*)	0%	0%	0%	0%	
Black or African American (-)	24%	40%	16%	24%	
Hawaiian or Other Pacific Islander (*)	0%	0%	0%	0%	
Hispanic (-)	48%	42%	24%	31%	
Two or More Races (*)	0%	0%	0%	0%	
Unknown (*)	0%	0%	0%	0%	
White (-)	37%	50%	38%	44%	
by Sex	2017	2018	2019	2020	2021
Female	37%	46%	32%	39%	
Male	38%	47%	30%	35%	
by Pell Status	2017	2018	2019	2020	2021
Not Pell Recipient	44%	53%	35%	40%	
Pell Recipient	25%	30%	16%	27%	

Table 3: Disaggregated Success Rates

4. First Year Progression

Purpose: To ensure first-year students are making progress toward credential completion

Description: Index score based on the percentage of first-time fall credential-seeking curriculum students graduated prior to or enrolled in postsecondary education the subsequent fall semester.

Denominator: First-time fall credential-seeking students.

Numerator: Of those in the denominator, the number who graduate with a postsecondary credential prior to the subsequent fall term or return to post-secondary education during the subsequent fall term.

Index Score: The weighted index score is computed using those students who did and did not receive Pell Grants.

- Pell Index Score: College success rate among cohort students receiving Pell divided by the statewide success rate among cohort students receiving Pell
- Non-Pell Index Score: College success rate among cohort students not receiving Pell divided by the statewide success rate among cohort students not receiving Pell
- Pell Denominator: Number of cohort students receiving Pell
- Non-Pell Denominator: Number of cohort students not receiving Pell
- Total Numerator: Pell Index Score X Pell Denominator) + (Non-Pell Index Score X Non-Pell Denominator)
- Total Denominator: Pell Denominator + Non-Pell Denominator
- Total Index Score: Total Numerator divided by Total Denominator

Note: Pell category based on Pell status during a student's first fall semester

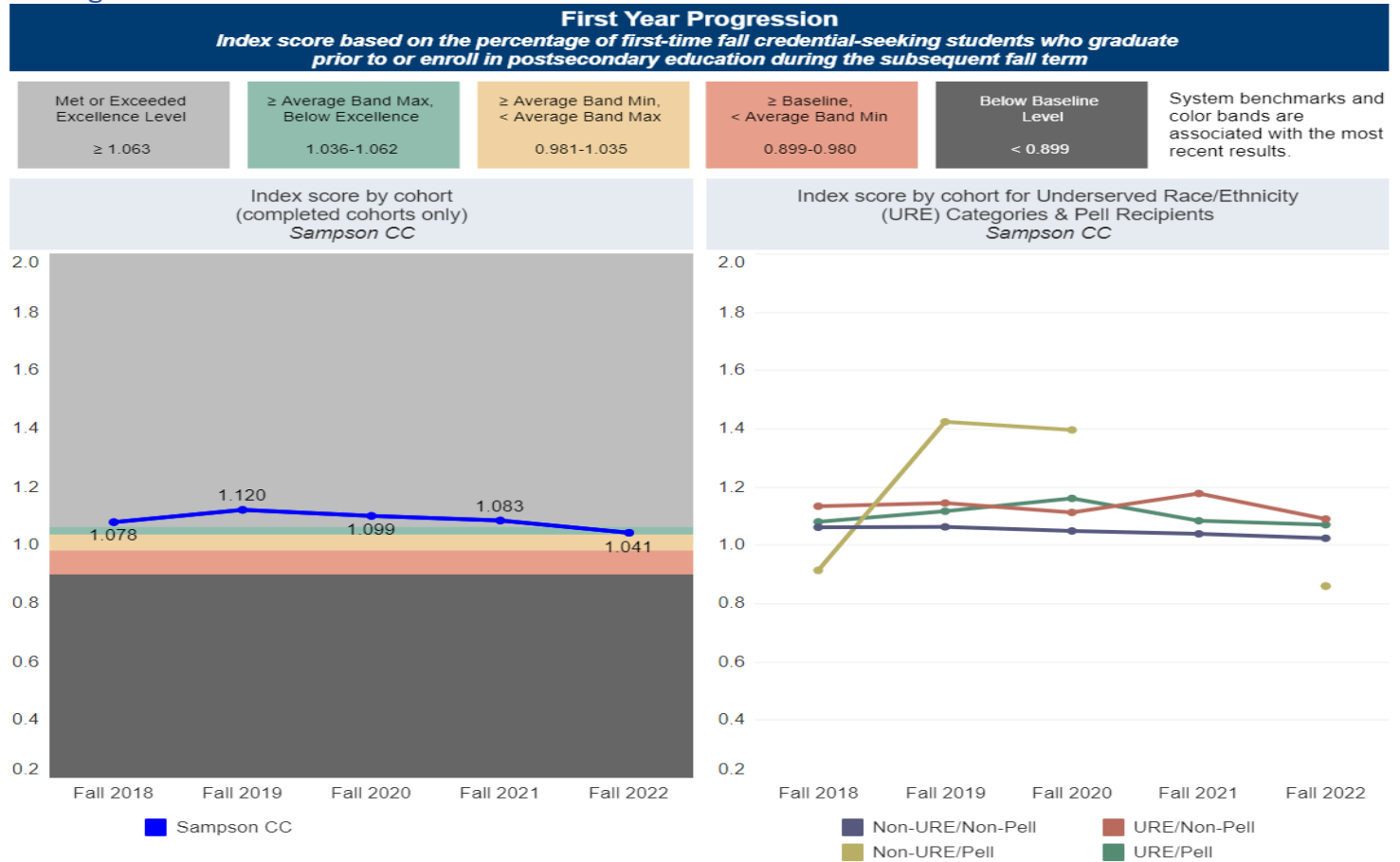


Figure 5: Sampson Community College's Student Success in First Year Progression Over Time

Overall	2019	2020	2021	2022	2023
Success Rate	73.9%	73.8%	74.1%	71.8%	
by Race/Ethnicity	2019	2020	2021	2022	2023
American Indian or Alaska Native (*)	0%	0%	0%	0%	
Asian (*)	0%	0%	0%	0%	
Black or African American (-)	55%	59%	59%	54%	
Hawaiian or Other Pacific Islander (*)	0%	0%	0%	0%	
Hispanic (-)	78%	76%	80%	77%	
Two or More Races (*)	0%	0%	0%	0%	
Unknown (*)	0%	0%	0%	0%	
White (-)	78%	77%	75%	74%	
by Sex	2019	2020	2021	2022	2023
Female	76%	75%	73%	74%	
Male	69%	72%	76%	69%	
by Pell Status	2019	2020	2021	2022	2023
Not Pell Recipient	76%	75%	79%	77%	
Pell Recipient	65%	69%	55%	56%	

Table 4: Disaggregated Success Rates

5. Curriculum Completion

Purpose: To ensure student completion and/or persistence toward a post-secondary credential in a timely manner

Description: Index score based on the percentage of first-time fall credential-seeking curriculum students who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours.

Denominator: First-time fall credential-seeking curriculum students.

Numerator: Of those in the denominator, the number of students who have graduated, transferred, or are still enrolled during the fourth academic year (fall, spring, or summer) with at least 42 successfully completed non-developmental hours. To be successful, students must complete one or more of the following:

- **Graduation:** Graduated from a North Carolina Community College credential program (A, D, or C) before the end of the 4th summer term following the first fall semester.
- **Transfer:** Transferred to a 4-year college as indicated in the National Student Clearinghouse database at any point through the end of the 4th summer term following the first fall semester.
- **Persistence:** Student is enrolled in an NCCCS college during the 4th academic year (fall, spring, or summer) and has successfully completed at least 42 non-developmental credit hours by the end of the summer term. Successful completion is defined as achieving a course standard letter grade of A, B, C, or P.

Index Score: The weighted index score is computed using those students who did and did not receive Pell Grants.

- **Pell Index Score:** College success rate among cohort students receiving Pell divided by the statewide success rate among cohort students receiving Pell
- **Non-Pell Index Score:** College success rate among cohort students not receiving Pell divided by the statewide success rate among cohort students not receiving Pell
- **Pell Denominator:** Number of cohort students receiving Pell
- **Non-Pell Denominator:** Number of cohort students not receiving Pell
- **Total Numerator:** Pell Index Score X Pell Denominator) + (Non-Pell Index Score X Non-Pell Denominator)
- **Total Denominator:** Pell Denominator + Non-Pell Denominator
- **Total Index Score:** Total Numerator divided by Total Denominator

Note: Pell category based on Pell status during a student's first fall semester

Data Figures and Tables

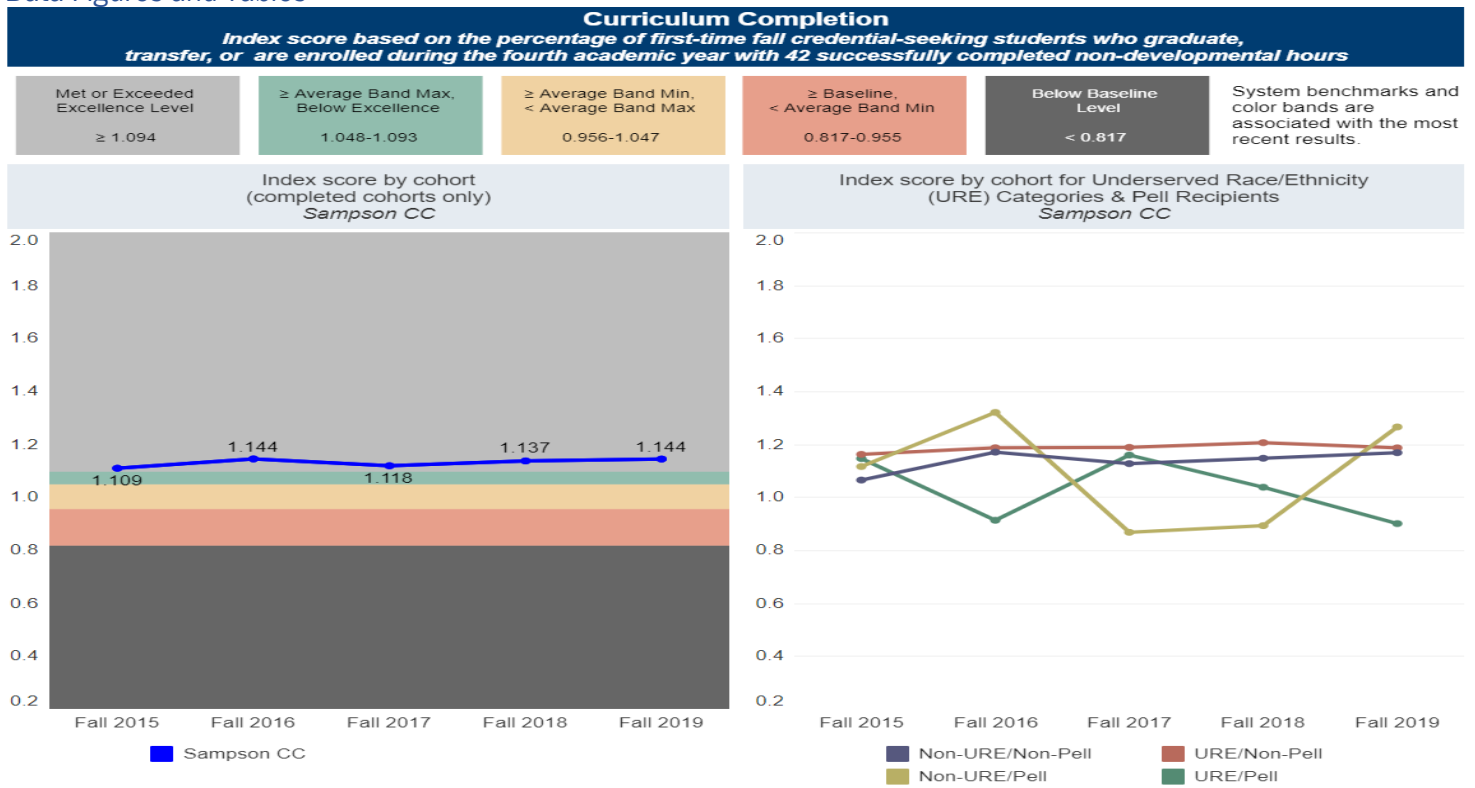


Figure 6: Sampson CC's Student Success in Curriculum Completion Over Time

Overall	2016	2017	2018	2019	2020
Success Rate	63.3%	61.7%	65.8%	65.5%	
by Race/Ethnicity	2016	2017	2018	2019	2020
American Indian or Alaska Native (*)	0%	0%	0%	0%	
Asian (*)	0%	0%	0%	0%	
Black or African American (-)	48%	44%	57%	44%	
Hawaiian or Other Pacific Islander (*)	0%	0%	0%	0%	
Hispanic (-)	57%	64%	61%	66%	
Two or More Races (*)	0%	0%	0%	0%	
Unknown (*)	0%	0%	0%	0%	
White (-)	73%	65%	71%	73%	
by Sex	2016	2017	2018	2019	2020
Female	60%	64%	67%	65%	
Male	68%	58%	64%	66%	
by Pell Status	2016	2017	2018	2019	2020
Not Pell Recipient	71%	71%	72%	72%	
Pell Recipient	40%	38%	39%	38%	

Table 5: Disaggregated Success Rates

6. Licensure and Certification Passing Rate

Purpose: To ensure programmatic coursework prepares students to competently practice in their chosen profession.

Description: Index score based on the percentage of first-time test-takers passing licensure and certification exams within each exam. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

Denominator: All licensure and certification exams taken for the first-time during the licensure agency's most recent reporting year. Only includes state mandated exams which candidates must pass before becoming active practitioners.

Numerator: Of those in the denominator, the number passing the exam on their first attempt during the licensure agency's most recent reporting year.

Index Score: The weighted index score is computed using the exams attempted by students at the College during the cohort year.

- **License Index Score (LIS):** College license success rate divided by the statewide license success rate on same exam
- **License Denominator (LD):** Number of first-time test-takers within each exam
- **Total Numerator:** Sum of the product of each License Index Score and their License Denominator [(LIS1 × LD1) + (LIS2 × LD2) + ...]
- **Total Denominator:** Sum of License Denominators across all exams (LD1 + LD2 + LD3 +...)
- **Total Index Score:** Total Numerator divided by Total Denominator

Note: The number of first-time test-takers and the number passing were provided to the System Office by agencies issuing the license or certification. Depending on the exam, data may be provided on a fiscal or calendar year. Exams are listed above in italics. Selection of exams based on:

- Requirement to pass in order to practice in NC
- Strong association with an occupation (not part of a job)
- At least 50-test takers statewide during the cohort year
- At least 5 colleges with test takers during the cohort year

Data is not disaggregated.

Data Figures and Tables

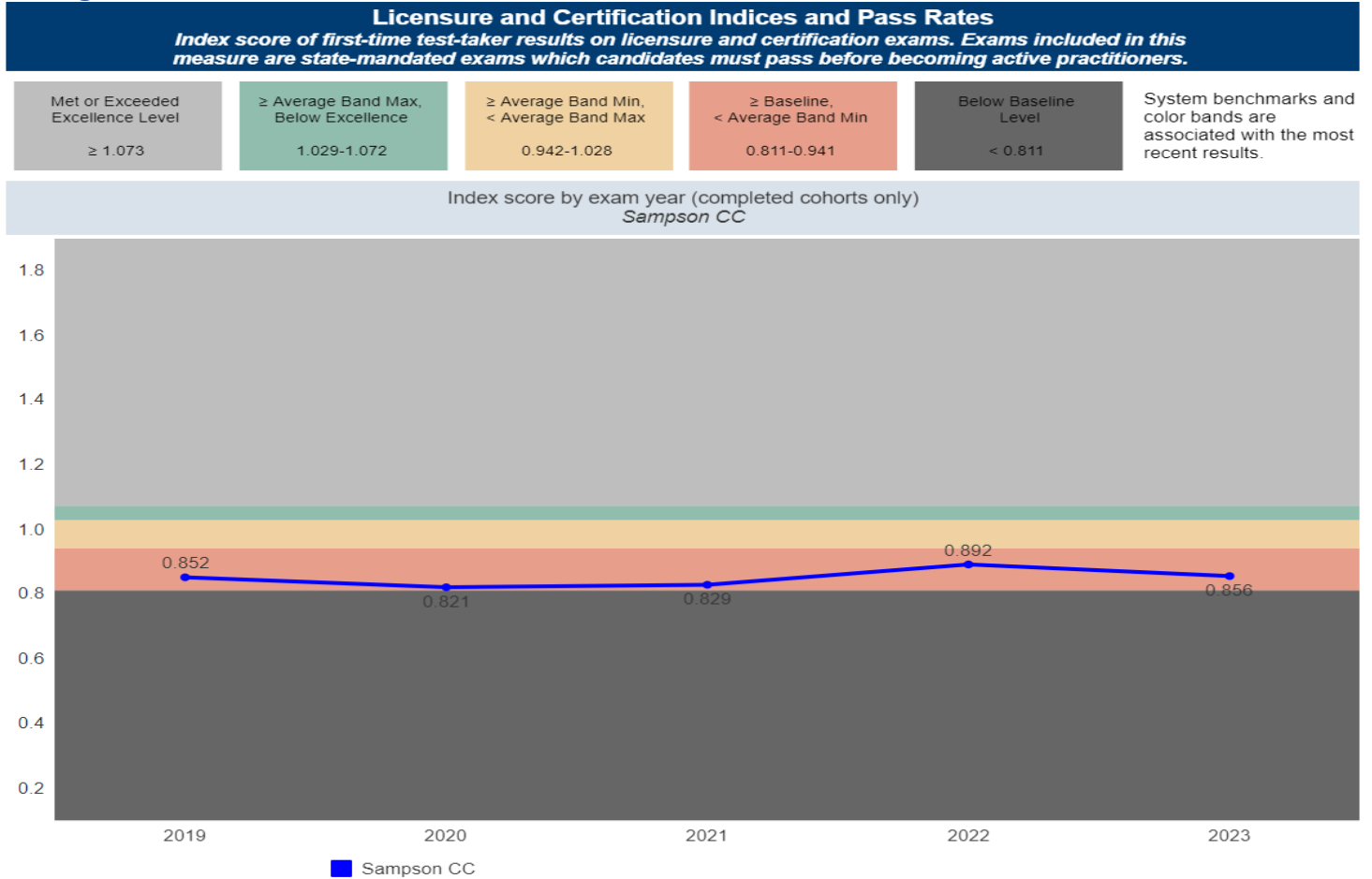


Figure 7: Sampson CC's Student Success in Licensure and Certification over Time

Overall	2020	2021	2022	2023	2024
Success Rate	69%	68%	71%	70%	
Test Type	2020	2021	2022	2023	2024
Basic Law Enforcement Training (*)				1.07	
Cosmetology (*)				.40	
Cosmetology: Apprentice (*)					
Cosmetology: Manicurist (*)					
Cosmetology: Esthetician				.71	
EMT: Basic (- -)	.67	.45		.56	
EMT: EMR (*)					
EMT: Paramedic (*)					
EMT: Advanced (*)					
Nurse: Practical Nurse (- *)	1.10			1.01	
Nurse: Registered Nurse (- -)	1.06	1.09	1.06	1.07	
Nurse Aide (- -)	.54	.82	.60	.80	
Real Estate (*)					

Table 6: Disaggregated Success Rates by Test

7. Transfer Performance

Purpose: To ensure the academic success of community college students at a four-year university or college

Description: Index score based on the percentage of community college students (Associate Degree completers and those who have completed 30 or more articulated transfer credits) transferring at a four-year university or college during the fall semester who remain enrolled at any four-year university or college the subsequent fall semester or graduate prior to.

Denominator: Students who earned an Associate Degree during the fall, spring, and/or summer of the academic year and/or accumulated at least 30 articulated transfer credits in the NCCCS prior to the end of the summer term of the cohort year, who enrolled the subsequent fall in any 4-year college or university that participates in the National Student Clearinghouse Student Tracker program.

Numerator: Of those in the denominator, the number who graduate with a bachelor's degree or higher prior to the next subsequent fall semester or remained enrolled in any 4-year college or university during the subsequent fall semester.

Index Score: College success rate divided by the systemwide success rate

Data Figures and Tables

College Transfer Performance
Among CC Associate Degree completers and those who have completed 30+ articulated transfer credits who subsequently transfer to a 4-year university or college during the fall semester, index score based on the percentage who are enrolled at any 4-year university or college the subsequent fall semester or graduated prior to

Met or Exceeded Excellence Level ≥ 1.031	≥ Average Band Max, Below Excellence 1.012-1.030	≥ Average Band Min, < Average Band Max 0.974-1.011	≥ Baseline, < Average Band Min 0.917-0.973	Below Baseline Level < 0.917	System benchmarks and color bands are associated with the most recent results.
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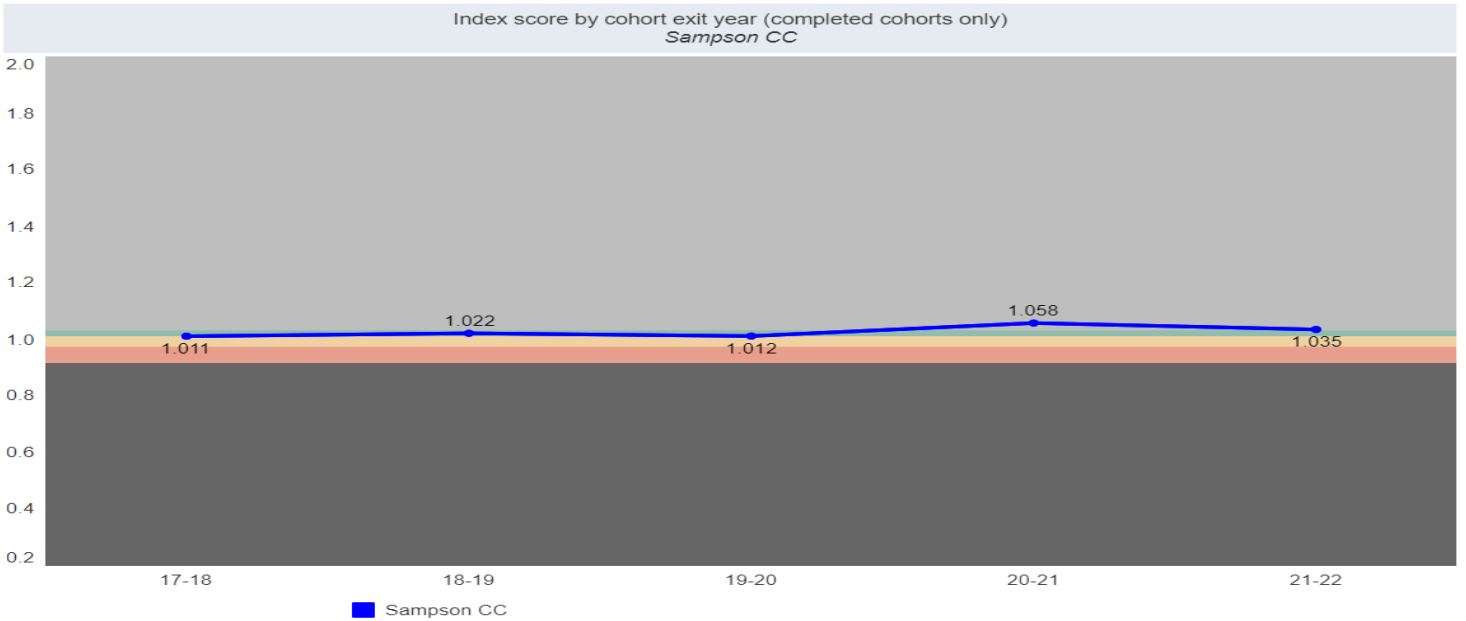


Figure 8: Sampson CC's Student Success in Transfer Performance Over Time

Overall	18-19	19-20	20-21	21-22	22-23
Success Rate	89.7%	88.6%	92.4%	92.7%	
by Race/Ethnicity	18-19	19-20	20-21	21-22	22-23
American Indian or Alaska Native (*)	0%	0%	0%	0%	
Asian (*)	0%	0%	0%	0%	
Black or African American (*)	0%	86%	0%	77%	
Hawaiian or Other Pacific Islander (*)	0%	0%	0%	0%	
Hispanic (*)	81%	88%	90%	>=95%	
Two or More Races (*)	0%	0%	0%	0%	
Unknown (*)	0%	0%	0%	0%	
White (-)	93%	88%	93%	93%	
by Sex	18-19	19-20	20-21	21-22	22-23
Female	87%	87%	95%	94%	
Male	>95%	93%	88%	91%	
by Pell Status	18-19	19-20	20-21	21-22	22-23
Not Pell Recipient	91%	90%	94%	93%	
Pel Recipient	84%	81%	82%	91%	

Table 7: Disaggregated Success Rates

IPEDS Performance Measures

8. Graduation Rates

Purpose: To track the cohorts of first-time, full-time, degree/certificate-seeking undergraduates, as well as their completion status at 150% of normal time at postsecondary institutions. This data is collected to comply with the Student-Right-to-Know Act.

Denominator: First-time, Full-time, degree seeking students who enroll at the College during the Fall term and whose first term at any post-secondary institution is the Fall term (or prior summer).

Numerator: Of those in the denominator, the number who graduate with a post-secondary credential within 3 years (150%).

Success Rate: Numerator divided by Denominator

Overall	2020	2021	2022	2023	2024
Success Rates – Peer Group Baseline – 20.1%	49.4%	39.1%	30%	53%	
by Race/Ethnicity	2020	2021	2022	2023	2024
Nonresident Alien	100%	100%	0%	0%	
Hispanic/Latino	61.9%	50%	35%	48%	
American Indian or Alaska Native	100%	0%	0%	100%	
Asian	0%	0%	0%	50%	
Black or African American	31.3%	37.5%	11%	36%	
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	
White	45.5%	35.1%	46%	56%	
Two or more races	50%	0%	25%	50%	
Race and ethnicity unknown	66.7%	0%	0%	67%	
by Sex	2020	2021	2022	2023	2024
Female	54.5%	40.5%	20%	50%	
Male	42.4%	39.1%	46%	55%	

Table 8: Sampson CC Student Success in Graduation Rates Over Time

Institutional Success Measures

9. Success Rates

Purpose: To ensure students complete their course with a grade of C or higher.

Denominator: All grades at the end of each semester.

Numerator: All grades of C or higher (A, B, or C), as well as a grade of P in MAT 003 or ENG 002.

Passing Rate: Numerator divided by Denominator

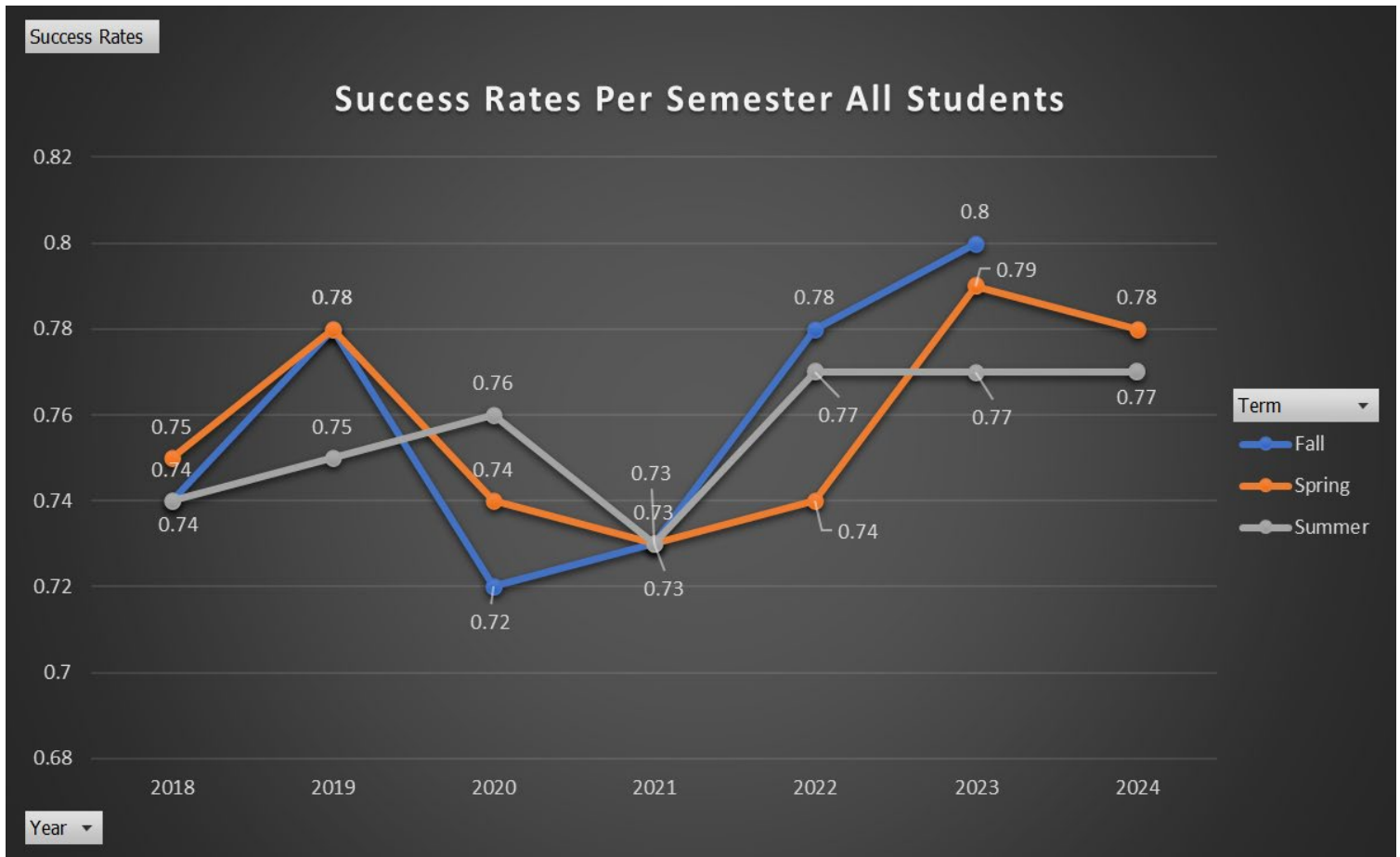


Table 9: Sampcon CC Student Success Rates Over Time

Institutional Success Measures

10. Total Withdrawals per Semester

Purpose: To ensure students remain in their enrolled courses until the end of the semester.

Total Withdrawals: The number of W, WP, and WF reported for each semester.

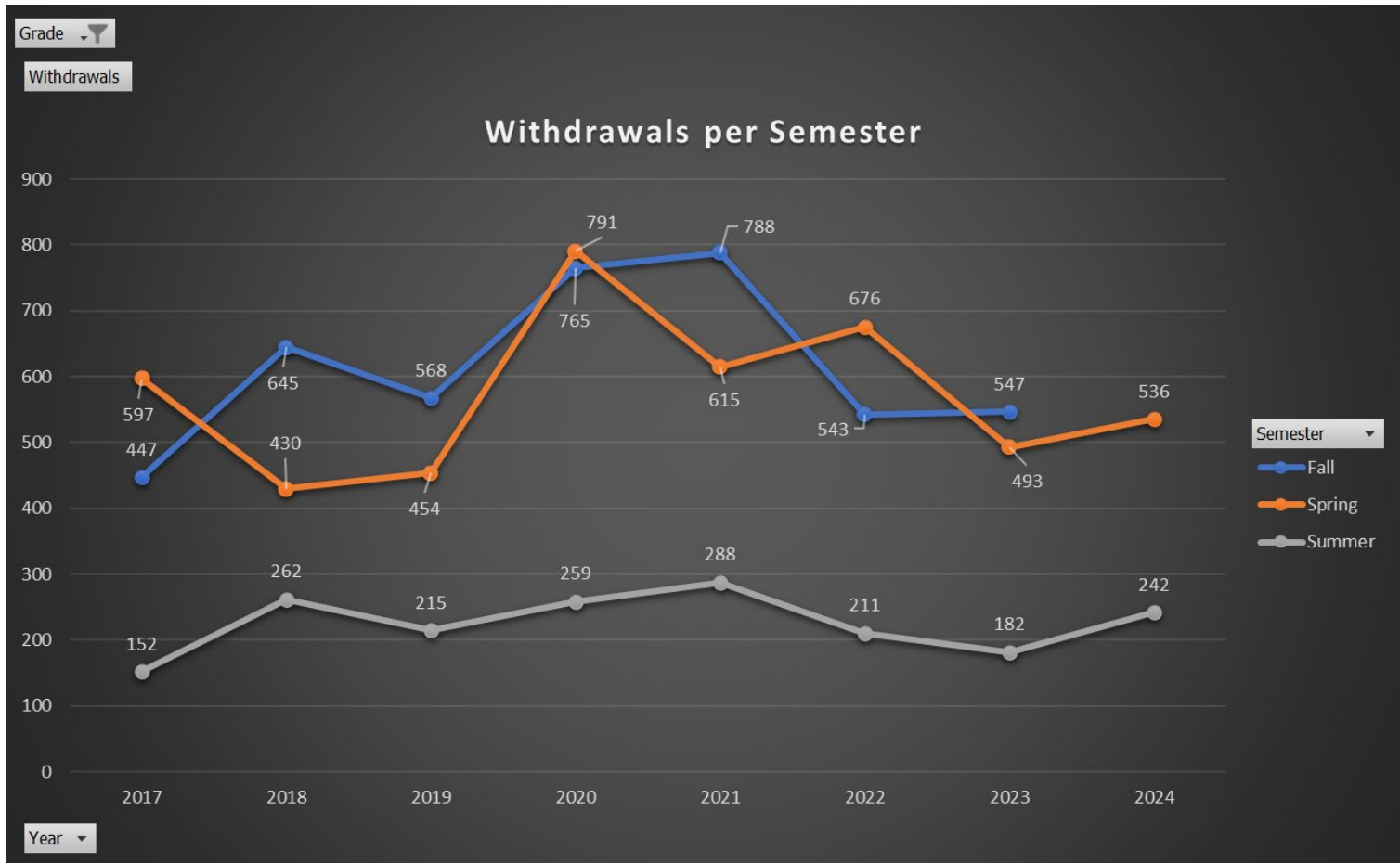


Table 10: Sampson CC Student Withdrawals Over Time