

Student Achievement

Halifax Community College publishes the measures it uses to assess how well its students progress, complete, transfer, and enter the workforce. Each measure shows the threshold the College holds itself to, the most recent result, and what the College is doing where performance falls short.

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How These Measures Were Chosen

Halifax Community College is an open-admission community college serving Halifax and Northampton Counties. Most students enroll part time, many work while enrolled, and many face academic challenges that require corequisite support.

This report measures:

- Progress out of developmental coursework
- Success in college-level English and mathematics
- Progression from the first year to the second
- Completion of a credential
- Transfer to a four-year institution
- Passing rates on licensure and certification examinations
- Course completion, retention, and student satisfaction

Interpreting These Results

Halifax Community College sets thresholds it intends to be demanding. For System measures the College adopts the statewide baseline rather than a floor of its own choosing, and for other measures it sets thresholds from its own trend data. A result below a threshold shows where attention is directed in the following assessment cycle. It is not treated as acceptable performance, and it is not concealed.

Six of the seven System performance measures met or exceeded the statewide baseline, and college-level English exceeded the excellence level. Basic Skills progress, college-level math or science, and college transfer performance each improved over the prior year.

Three of the results below threshold turn on how the measure is built rather than on performance:

- The three IPEDS measures count only first-time, full-time, degree-seeking students, a small share of HCC enrollment, where most students attend part time. The College's own retention measure, which counts all students enrolled the prior fall, was 70 percent against a 67 percent threshold in the same period.
- The IPEDS transfer-out rate counts only students who leave before completing; students who earn a credential and then transfer are not counted. In the same period the System's college transfer performance measure was 1.006 against a threshold of .814.
- Credentials awarded declined while the number of graduates held near its prior level, so students are earning fewer stacked credentials each rather than fewer students completing.

The licensure and certification result is a three-year trend, and the College is addressing it directly. A response to each measure below threshold appears later in this report.

System Performance Measures

Measure	2026	2025	2024	NCCCS Threshold	HCC Target	2026 Status
Basic Skills Student Progress Program Year 2024-25	.910	.815	—	.650	1.236	Above Threshold
College-Level English Success Fall 2022 Cohort	1.146	.857	1.196	.618	1.090	Exceeds Target
College-Level Math or Science Success Fall 2022 Cohort	.979	.809	.923	.631	1.144	Above Threshold
First Year Progression 2024 Cohort	.939	1.029	.999	.898	1.056	Above Threshold
Curriculum Completion 2021 Cohort	.944	1.088	.984	.781	1.056	Above Threshold
Licensure and Certification Passing Rate Program Year 2024-25	.712	.814	.821	.780	1.078	Below Threshold
College Transfer Performance 2022-23	1.006	.795	1.020	.814	1.047	Above Threshold

How to read this table. Results are index scores, not percentages. A score of 1.000 equals the statewide result for the same measure, so a higher score means HCC students did better than the state as a whole. Column years are System report years, and the period each result covers appears under the measure name.

Source. North Carolina Community College System, Performance Measures for Student Success, 2026 report. The NCCCS threshold is the System baseline and the HCC target is the System excellence level, both for the 2026 report. Beginning with this report the System measures success in college-level mathematics or science, so these results cannot be compared with earlier mathematics-only results.

Responsible offices. Vice President of Academic and Student Success; Dean of CTE and Health Sciences; Dean of Business, Transfer, and Career Services; Dean of Student Engagement and Support; Director of Career Readiness and Adult High School Programs.

Federal and National Measures

Measure	2023	2022	2021	HCC Threshold	Source	2023 Status
Fall to Fall Retention First-Time Full-Time Students	54%	59%	49%	58%	IPEDS	Below Threshold
Graduation Rate Within 150 Percent of Normal Time	28%	41%	50%	35%	IPEDS	Below Threshold
Transfer-Out Rate First-Time Full-Time Students	8%	13%	21%	19%	IPEDS	Below Threshold

Source. Integrated Postsecondary Education Data System, as submitted by the College. Thresholds set by HCC using five-year trend data. These measures count only students who started full time, in the fall, seeking a degree, and who had not attended college before. That group is a small share of HCC students. The College's own retention measure on page 3 counts every enrolled student.

Responsible offices. Dean of Admissions and Enrollment Management; Dean of Student Engagement and Support; Registrar; Director of Institutional Research and Effectiveness.

Internal Measures

Measure	Most Recent	Previous	Earliest Shown	HCC Threshold	Status
Course Completion Rate Courses Completed Divided by Courses Enrolled	91.3% Fall 2025	91.0% Spring 2025	91.0% Fall 2024	89%	Above Threshold
Pass Rate of Course Completers Grade of C or Better Divided by Courses Completed	89.6% Fall 2025	89.5% Spring 2025	89.5% Fall 2024	84%	Above Threshold
Fall to Fall Retention All Students Enrolled the Prior Fall; Graduates Counted as Retained	70% 2022 to 2023	74% 2021 to 2022	63% 2020 to 2021	67%	Above Threshold
Student Satisfaction Survey Satisfied or Very Satisfied; 168 Respondents in Fall 2025	*** Fall 2025	99% Fall 2022	99% Fall 2021	90%	Below Threshold
Graduating Student Survey Satisfied or Very Satisfied; 68 Respondents in Spring 2025	*** Spring 2025	97% Spring 2023	98% Spring 2022	90%	Below Threshold

Source. HCC student information system and the Watermark survey platform, compiled by the Office of Institutional Research and Effectiveness. Thresholds set by HCC from three-year trend data; survey thresholds are based on historical results. The period each result covers is shown beneath the figure, because the reporting cycle differs by measure.

*** Results are unable to be reported due to faulty instrumentation and implementation.

Responsible offices. Director of Institutional Research and Effectiveness; Dean of Student Engagement and Support; Academic Success Center; Learning Resource Center.

Credentials Awarded and Graduates

Spring Term	2026	2025	2024	2023	2022
Total Credentials Awarded Degrees, Diplomas, and Certificates	305	337	349	414	447
Unduplicated Graduates Each Student Counted Once, However Many Credentials Earned	261	278	276	311	272

Source. HCC graduation records, Office of Institutional Research and Effectiveness. Credentials awarded have declined each of the last four years, down 31.8 percent from 2022, while the number of graduates remains near its 2022 level. Students are therefore earning fewer credentials each rather than fewer students completing. The College's strategic plan targets fifteen percent growth in credentials and degrees.

Responsible offices. Registrar; Dean of Admissions and Enrollment Management; academic deans and program chairs.

Course Success by Student Group

The College's strategic plan commits to reducing its largest achievement gap by ten percentage points. Fall 2025 course success is shown below against the institutional average of 81.8 percent.

Student Group	Course Enrollments	Success Rate	Gap from Average
Under 18, Dual Enrolled	1,050	90.6%	+8.8
Age 18 to 24	1,400	77.2%	-4.6
Age 25 and Over Adult Learners	1,028	79.1%	-2.7

Source. HCC grade distribution analysis, Fall 2025. Course enrollments are a duplicated count: a student taking four courses is counted four times, so these figures are larger than the number of students. Success rate is the share of those enrollments completed with a grade of C or better. The widest gap, 13.4 percentage points, is between dual-enrolled students and the 18 to 24 group; results by gender differ by less than two points. Figures for students aged 25 and over are derived from the reported institutional total and the two younger age groups. Results are also broken out by race and ethnicity in the College's grade distribution analysis.

Responsible offices. Academic Success Center; Testing and Tutoring; Learning Resource Center; academic deans and program chairs.

Data Sources, Definitions, and Review

- **Index score.** A number comparing HCC to the statewide result for the same measure. A score of 1.000 equals the state result.
- **Threshold.** The minimum result the College considers acceptable. For System measures it is the NCCCS baseline; for all other measures HCC sets it from trend data.
- **Course success.** A final grade of C or better.
- **Retention.** IPEDS counts only first-time, full-time, degree-seeking students who return the following fall. The College's own measure counts every student enrolled the prior fall and counts graduates as retained, which is why the two figures differ.
- **Duplicated and unduplicated counts.** Course enrollments count a student once for each course taken. Graduate counts are unduplicated, counting each student once.

Reviewed and updated annually following release of the System performance report. Questions may be directed to the Director of Institutional Research and Effectiveness, Halifax Community College, 100 College Drive, Weldon, NC 27890.

Measures Below Threshold and the College Response

Measure	Result	Threshold	Responsible Offices	Action Underway
Licensure and Certification	.712	.780	Dean of CTE and Health Sciences; Nursing, Dental Hygiene, and Medical Laboratory Technology program directors; Vice President of Academic and Student Success	Program-level examination results are being reviewed with the Dean of CTE and Health Sciences and the Nursing, Dental Hygiene, and Medical Laboratory Technology program directors to identify which examinations account for the decline. Findings and any resulting changes to curriculum and examination preparation will be documented in the next annual assessment cycle.
Retention, IPEDS	54%	58%	Dean of Student Engagement and Support; Academic Success Center; Director of Student Support Services; Director of Counseling and Career Services	The College's own retention measure, which includes part-time students, met its threshold in the same period. Retention support is delivered through the Academic Success Center advising coaches, tutoring, and counseling services, and results are reported annually through the assessment cycle.
Graduation Rate, IPEDS	28%	35%	Registrar; Academic Success Center; academic deans and program chairs	Completion work is concentrated in advising and course sequencing. The Academic Success Center and program chairs review student progress toward the credential, and the Registrar monitors conferral. Results are reported annually through the assessment cycle.
Transfer-Out Rate, IPEDS	8%	19%	Dean of Business, Transfer, and Career Services; Associate in Arts and Associate in Science program chairs; Director of Counseling and Career Services	This measure counts only students who leave before completing, so it is read alongside the System's college transfer performance measure, which exceeded its threshold in the same period. Transfer advising is provided through the Dean of Business, Transfer, and Career Services with the Associate in Arts and Associate in Science program chairs.
Student Satisfaction	78.6%	90%	Director of Institutional Research and Effectiveness; Dean of Student Engagement and Support	The two most recent results include neutral responses in the denominator; earlier results excluded them. On the earlier basis the Fall 2025 result is 93.6 percent. The Office of Institutional Research and Effectiveness is standardizing the calculation so that results are comparable across years, and will report on a single basis in the next cycle.
Credentials Awarded	305	Trend	Registrar; Dean of Admissions and Enrollment Management; academic deans and program chairs	The decline reflects fewer credentials earned per graduate rather than fewer students completing. The Registrar, the Dean of Admissions and Enrollment Management, and the academic deans are reviewing stackable credential pathways so that students complete the certificates embedded in their programs. Progress is reported against the strategic plan target.
Course Success, Age 18 to 24	77.2%	81.8%	Academic Success Center; Testing and Tutoring Coordinator; Learning Resource Center Director; academic deans and program chairs	The Fall 2025 grade distribution analysis identified this group and gateway courses as priorities. Planned responses include peer mentoring for the 18 to 24 cohort, embedded tutoring in gateway courses, and expanded support for online sections, which carry the largest enrollment and the lowest success rate.

Source. Results carried forward from the preceding tables. Each response enters the annual Institutional Effectiveness Planning and Assessment cycle, in which the responsible office documents the cause, the strategy, and the evidence of impact. Offices are listed by role rather than by individual so the report stays accurate as staffing changes.