Undergraduate Degree Outcomes

Retention Rates
The retention rate is the percentage of the first-time, full-time degree/certificate-seeking undergraduate cohort who re-enrolled at Campbell the following fall term. The incoming cohort entered one year prior to the year listed in the chart. For example, the 2015 data point (74%) represents the retention rate for cohort students entering Campbell in fall 2014. The goal is 72%. [Source: IPEDS Fall Enrollment]

Graduation Rates
The graduation rate is defined as 150% of normal time to completion for the first-time, full-time degree/certificate-seeking undergraduate cohort. The incoming cohort entered six years prior to the graduation year listed in the chart. For example, the 2015 data point (49%) represents the six-year graduation rate for cohort students entering Campbell in fall 2009. The goal is 50%. [Source: IPEDS Graduation Rates]
Placement Rates for Pharmaceutical Sciences Graduates

Since 2009, the Bachelor of Science Pharmaceutical Sciences program has graduated 156 students. The following data represent on-going contact with those alumni, as of 2015. [Source: College of Pharmacy and Health Sciences]

- 63% Working in pharmaceutical industry
- 12% Continued education in post-graduate programs
- 13% Working in other area or seeking employment
- 4% Working in science-related jobs not in industry
- 8% No response

Placement Rates for Trust & Wealth Management Graduates

The Bachelor of Business Administration Trust & Wealth Management graduates have consistently shown a strong one-month post-graduation placement rate, whether pursuing graduate-level education or placement into financial or related industries. The goal is 78%, based on the twenty-year average placement rate for these graduates one month after graduation. [Source: Lundy-Fetterman School of Business]
Pass Rates for Athletic Training Graduates
The Bachelor of Science Athletic Training graduates have consistently shown high competence in the cognitive skills, clinical decision-making, and practical skills to become Certified Athletic Trainers, as measured by the first-time pass rate on the Board of Certification (BOC) exam. The goal is 50%. [Source: Athletic Training Annual Assessment Reports]

Placement Rates for Exercise and Sport Science Graduates
The Bachelor of Science Exercise and Sport Science graduates have consistently shown a strong six-month post-graduation placement rate, whether pursuing graduate-level education or placement into the field of exercise and sport science. The goal is 60% placed in the field, graduate school, or related field. [Source: Athletic Training Annual Assessment Reports]
Pass Rates for Chemistry Graduates
The Bachelor of Science Chemistry program graduates have improved their performance on the Educational Testing Service (ETS) Major Field Test (MFT), formerly the ETS Major Field Achievement Test (MFAT), in the recent past; however, the changes highlight the variability in small cohorts (n<20) from year to year. The goal is to have the average score of the majors be at or near the 50th percentile compared to national results. [Source: Chemistry Annual Assessment Reports]

Statistical Competence for Mathematics Graduates
The Bachelor of Science Mathematics program graduates will be able to use Statistical Analysis System (SAS) to perform articulated statistical procedures, as measured embedded in MATH 342 (Probability and Statistics II). The goal is at least two-thirds of students in the class will earn at least 90% of available points. [Source: Mathematics Annual Assessment Reports]
World View Competence for History Graduates

The Bachelor of Arts History program graduates will demonstrate an understanding of the differences between a Christian world view and other world views, including the secular world view, based on an essay as an addendum to the Area Concentration Achievement Test (ACAT), which was introduced as a successor to the discontinued ETS Major Field Test in History. The goal is at least 75% of test takers will show an average or better knowledge of Christian and other world views. [Source: History, Criminal Justice, and Political Science Annual Assessment Reports]

Pass Rates for Elementary Education Graduates

The Bachelor of Science Elementary Education program graduates have historically enjoyed a near 100% passage rate on the Praxis II, and the goal is a 100% passage rate. However, the North Carolina State Legislature and the North Carolina State Board of Education have approved a rigorous licensure requirement process for all professional education candidates. Effective July 1, 2014, all professional education candidates must pass identified licensure exams. The identified licensure exams for Secondary, Middle Grades, and K-12 licensure candidates are the Praxis II exams. Effective October 1, 2014, Elementary Education or Special Education completers or lateral entry teachers must pass the Foundations of Reading and General Curriculum exams prior to employment to meet the federal requirement of “highly qualified.” [Source: NCDPI and School of Education]. The School of Education is currently revisiting and revising its current pass rate goal in response to these extensive licensure requirements. [Source: School of Education]
End note:
These data are being made available for public disclosure to address one of the standards of the Council on Higher Education Accreditation (CHEA) requiring that members of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) publish statements of its goals for student achievement and the success of students in achieving those goals. Questions may be addressed to the Assistant Provost, Ms. Maren Hess, at hess@campbell.edu.