

Sandhills COMMUNITY COLLEGE



COLLEGE-WIDE BENCHMARKS 2009-10

**Compiled by: The Office of Planning and Research
Sandhills Community College
Prepared for Fall 2010**

Introduction

Planning and research are responsibilities taken very seriously by the faculty and staff of Sandhills Community College. Our planning and research process assures us that we are satisfying our mission statement, allows us to measure our performance, and, if necessary, to take steps to improve our performance.

In practice, our planning and research efforts grow out of our mission statement and the ten goals which support that statement. Each of these ten goals contains important words and phrases that refer to measurable elements of college programs and services. For each of these elements, the college has developed benchmarks that are updated annually. Some of these measurements are impressionistic and rely on responses to surveys. Most are objective, measured by licensing examinations, North Carolina Community College System Office reports, and in-house studies. In addition to the college-wide mission with attendant goals and benchmarks, there are department and office-specific mission statements with goals and benchmarks that are also measured regularly.

The following document is the compilation of Sandhills Community College's *college-wide benchmarks for 2009-2010* which includes a three-year history of the planning, action, and assessment that took place starting fall 2007 through summer 2010.

Kristie H. Sullivan
Dean of Planning and Research
Fall 2010

The mission of Sandhills Community College is to provide educational opportunities of the highest quality to all the people of the Sandhills.

This mission is achieved by the accomplishment of the following goals:

1. To educate and qualify students for careers in technical fields and to assist them in securing employment in those fields;
2. To prepare students to transfer to baccalaureate institutions and to excel in their baccalaureate studies;
3. To provide challenging learning opportunities – developmental studies, basic skills, English as a second language, and high school equivalency – that prepare students for employment and/or for collegiate studies;
4. To provide the training needed to help recruit businesses to our community and to drive entrepreneurial growth; to promote workplace learning; and to enable local businesses to become more productive;
5. To provide opportunities for cultural enrichment and life-long learning for the people of the Sandhills, with a special effort to meet the needs of our retired population;
6. To foster an atmosphere of friendliness, civility, and respect and to provide support programs that promote student learning and success in traditional and nontraditional education settings;
7. To hire faculty and staff of the highest quality and who reflect our diverse community, to treat them with integrity and respect, to pay them well, and to provide ample opportunities for their professional development;
8. To ensure that the college raises the funds necessary to advance the excellence of its programs; that the institution is run efficiently; that modern technology is employed effectively in the college's operations; and that the campus is clean, safe, and beautiful;
9. To create and market quality educational programs, including programs delivered via distance learning, that excite and meet the needs of all segments of our service area;
10. To monitor program or service performance in each of the above areas and to use the data gathered to improve the college's effectiveness.

Sandhills Community College is a comprehensive community college chartered in 1963 and is a member of the North Carolina Community College System.

***HONORING OUR CORE VALUES OF:
RESPECT•INTEGRITY•OPPORTUNITY•EXCELLENCE•HELPFULLNESS***

College Goal 1: To educate and qualify students for careers in technical fields and to assist them in securing employment in those fields.

Our Ongoing Commitment

Sandhills Community College will provide accredited programs that prepare students for employment in their chosen fields and prepare students to pass professional licensure examinations in those fields. These programs will earn a high degree of student satisfaction and produce graduates who make excellent employees for area businesses.

- 1.1 Benchmark (criteria for success):** Instructors in all technical programs will be regularly evaluated using student evaluations, instructor self-evaluations, and evaluations by department chairs and the dean of instruction. Results of the evaluation process will be used to improve the effectiveness of instruction.

Assessment Results 2007-08: Achieved

Assessment Results 2008-09: Achieved

Assessment Results 2009-10: Achieved

Use of Assessment Results: 2007-08: All curriculum programs reviewed during 2007-2008. Evaluations are currently being revised and reviewed through the Faculty Assembly to have more detailed reporting on DL delivery elements; implementation slated for Spring 2009. **2008-09:** All curriculum programs reviewed during 2008-09, with one third programs slated for Intensive Review; results documented in Intensive and Summary Program Reviews on file with Dean of Instruction. Evaluations reviewed through the Faculty Assembly in spring 2009 and launched with no reported concerns or problems. **2009-10:** Student, instructor (adjunct and full time) self-evaluations, department chair evaluations of faculty, and dean of instruction evaluations conducted in Spring 2010. Curriculum program summary reviews submitted Spring 2010, with intensive reviews concluding in Fall 2010.

Source of Documentation: Program Reviews, department chair evaluations, and student/faculty evaluations on file with Dean of Instruction.

- 1.2 Benchmark (criteria for success):** A minimum of 80% of technical instructional hours will be delivered by full-time faculty.

Assessment Results 2007-08: Not achieved. 76%

Assessment Results 2008-09: Not achieved. 77.7%

Assessment Results 2009-10: Not achieved. 77.0%

Use of Assessment Results: 2007-08: Full-time faculty were replaced in Radiography, Nursing, Automotive, Mathematics, and Physical Education. **2008-09:** If the budget allows, the college will begin an intensive campaign to replace faculty in History (1), Therapeutic Massage (1), Engineering (1), English/Communication (1), Business (1), Art (1), and Polysomnography (1). The college has replaced instructors in all noted areas from 2007-08. The college is targeting Fall 2009 for expanding faculty in high demand areas as state budget allows. **2009-10:** Full-time faculty were replaced and/or added in these curriculum areas: History (2), Sociology (2), Business (1), Engineering (1), Music (1), Visual Arts (1), Biology (1 lab instructor), Chemistry (1 lab instructor), Psychology (1), Early Childhood (1), Mathematics (2), Surgical Tech (1 clinical), Polysomnography (1 clinical), Medical Laboratory (1 coordinator) and Humanities (1). The need for additional faculty hires is driven, in part, by analysis of percentage of instruction delivered by full time faculty within each department and from requests for personnel in the intensive program reviews which are conducted annually.

Source of Documentation: Faculty records, Dean of Instruction Office

- 1.3 Benchmark (criteria for success):** 100% of programs participating in program accreditation will receive full accreditation/reaccreditations in accordance with appropriate time schedules.

Assessment Results 2007-08: Achieved

Assessment Results 2008-09: Achieved

Assessment Results 2009-10: Achieved

Use of Assessment Results: 2007-08: Review of BLET program required reassignment of duties and the designation of a new school director. Final review of the program is underway. **2008-09:** BLET has been reaccredited; polysomnography was granted initial accreditation in Summer 2009. The Nursing Programs are engaged in Board of Nursing and NLN reaccreditation/restoration of accreditation efforts. **2009-10:** Board of Nursing review in Fall 2010 results will be made available in Spring 2011, but exit interview suggests that the program will be given continued accreditation status. No other programs were subject to reaffirmation in 2009-2010.

Source of Documentation: Program records and accrediting agency documents

- 1.4 Benchmark (criteria for success):** In the annual survey of graduates, 90% of **technical graduates** were satisfied with the **quality of instruction** in program area courses.

Assessment Results 2007-08: Achieved. 97.6% (254 technical graduate respondents)

Assessment Results 2008-09: Achieved. 99.2% (259 technical graduate respondents)

Assessment Results 2009-10: Achieved. 97.1% (277 technical graduate respondents)

Use of Assessment Results: 2007-08: Program reviews for technical programs conducted in Feb-March 2008. Initiative underway to consolidate and strengthen Computer Technology programs; merged Information Services Technology and Web Technologies into Digital Media Technology – to begin fall 2008. Impact analysis will

be conducted in Spring/Summer 2009. **2008-09:** Program review process was revised in January 2009. Program reviews were conducted of all programs, and 15 were selected for an intensive review. Each program will receive an intensive review by spring 2011. All program reviews provided information with regard to program changes, challenges, successes, and plans for improvement. All programs received data from The Office of Planning and Research regarding student enrollment and demographics and graduation rates to support curriculum planning. **2009-10:** Program reviews were conducted of all programs, and 15 were selected for an intensive review. Each program will receive an intensive review by spring 2011. All program reviews provided information with regard to program changes, challenges, successes, and plans for improvement. All programs received data from The Office of Planning and Research regarding student enrollment and demographics and graduation rates to support curriculum planning.

Source of Documentation: Program review documentation (Dean of Instruction; Planning and Research Office, Stone Hall)

- 1.5 Benchmark (criteria for success):** 90% of graduates in technical fields will indicate that they were satisfied with the **overall quality of the college.**

Assessment Results 2007-08: Achieved. 99.6%

Assessment Results 2008-09: Achieved. 98.8%

Assessment Results 2009-10: Achieved. 99.6%

Use of Assessment Results: **2007-08:** Digital Media Technology to begin fall 2008 from a merge of two computer programs (IST and Web Technologies); Mini-Mester courses began fall 2007. Planning and timeline formalized for new Huetten Hall building to house the landscaping department. Program reviews conducted in Feb/March 2008. **2008-09:** Reorganized Student Services' areas to improve customer service, new director of Career Services expanded outreach to students to support employment and career opportunities; instruction progressed with the evaluation of consolidating and expanding programs, student services implemented student success initiatives (3MP and P.A.S.S.). Construction, renovations, and repair remain throughout campus and include new landscaping building and Sirotek Hall. Athletics program started fall 2008. Web Advisor implementation in progress. **2009-10:** Student services designated a coordinator for cooperative learning and relocated offices so that services were more centrally located and were more intuitive for students. The landscape gardening building was opened in January 2010 and plans for a new classroom building were approved. Web Advisor implementation progressed with students expected to gain access to online registration in fall 2010.

Source of Documentation: *Status of the 2009-2012 College Strategic Plan*, Student Success Initiative – planning documents (Advising Center)

- 1.6 Benchmark (criteria for success):** 90% of technical graduates responding to the annual survey will indicate they fully or partially accomplished their goals in attending Sandhills.

Assessment Results 2007-08: Achieved. 99%

Assessment Results 2008-09: Achieved. 100%

Assessment Results 2009-10: Achieved. 100%

Use of Assessment Results: 2007-08: Co-op opportunities provided many graduates with valuable experience, net-working, and employment prospects. Many graduates were hired after their co-op experience. Career fairs held on campus with industry representatives generated interest from many prospective graduates. Career Services staff scheduled many career information sessions and provided academic and career resources in the Dempsey Student Center. Advising and Career Services worked closely to assist students with questions about majors and changing majors. Career Services provided routinely to Hoke Center students. **2008-09:** Pre-advising began to help support prospective and new student decision-making with regard to programs and services at the college. Students in technical programs were provided employment resources through Career Services (job fairs, employer visits, postings), their program coordinator's contacts, advisory boards, and co-op's. **2009-10:** The college reinstated a Co-Op director in Spring 2010 to assist in placement, documentation, and curriculum audit compliance measures, where no exceptions were found.

Source of Documentation: Co-op records, Career Services – records and schedules

1.7 Benchmark (criteria for success): Technical programs will have an average of 90% of their graduates **employed in the field for which they were trained** or continuing their education within six months after graduation. [*Data is two years behind; reported by the NCCCS through the tracking of the NC Common Follow-up System (CFS)*]

Assessment Results 2007-08: Achieved. 100% (system average = 99.62%)

Assessment Results 2008-09: Achieved. 100% (system average = 99.69%)

Assessment Results 2009-10: Achieved. 99.16% (system average = 99.20%)

Use of Assessment Results: 2007-08: The Office of Planning and Research will work out a plan to obtain more employment information through program coordinators and students during the last days of the last semester prior to graduation to ensure accurate data. **2008-09:** Career Services hosted career and job fairs for students; representatives from hiring organizations were invited to display information in booths at the Dempsey Center. Career Services has updated employer database and has provided students (via email and online postings) with detailed information on job openings and internships with national employers. "For your Employment Info" email notes sent to faculty and students weekly with employment information for students. Director maintains constant contact with program coordinators when employment or internships become available for their students and graduates. **2009-10:** Career Services increased communication with students, faculty, and staff regarding work opportunities and continued to cultivate relationships with local and national employers.

Source of Documentation: Career Services- records, correspondence

1.8 Benchmark (criteria for success): 95% of employers of graduates who respond to annual surveys will report that they are satisfied with the job performance of the SCC graduates they employ [NCCCS report is one-year behind.]

Assessment Results 2007-08: Achieved. 98% (system average = 96%)

Assessment Results 2008-09: Achieved. 100% (system average = 94%)

Assessment Results 2009-10: Achieved. 95% (system average = 97%)

Use of Assessment Results: 2007-08: Office of Planning and Research administered surveys via mail and telephone to employers who hired graduates in 2006-07. Telephone survey sessions were very successful and conducted with direct supervisors and human resource professionals highly knowledgeable of graduate performance and preparedness. The Office of Planning and Research will continue to work closely with program coordinators in technical programs to obtain and identify employers from prospective graduates (prior to graduation). An employment database is being compiled to track employers who hire graduates (by program). A community business listening forum was hosted by SCC in December 2007 to evaluate the personnel needs of community and area industries – over 50 participants. **2008-09:** Telephone sessions were conducted in late fall 2008 and January 2009 with employers who had hired 2008 and 2007 graduates. Feedback was reported to the NCCCS as required. Curriculum coordinators will be provided with feedback from employers in 2009 to support curriculum planning. **2009-10:** The Office of Planning and Research used paper and telephone surveys to gain information from employers. In addition, the Office of Planning and Research updated its employer database by working with program coordinators and department chairs to ensure that all employers were surveyed.

Source of Documentation: Employer Survey and results, Office of Planning and Research

1.9 Benchmark (criteria for success): Fewer than six students will return to the college annually as part of the Employer Guarantee program.

Assessment Results 2007-08: Achieved. 0

Assessment Results 2008-09: Achieved. 0

Assessment Results 2009-10: Achieved. 0

Use of Assessment Results: 2007-08: Program coordinators continue professional relationships and contact with industry representatives to ensure curriculums meeting industry standards; this includes contacts and working relationship with advisory committees and co-op organizations. Employer surveys were conducted via telephone sessions which provided employers the opportunity to discuss program strengths and weaknesses. **2008-09:** Program coordinators cultivate open lines of communication with employers through Co-Op and Advisory Committee visits to pursue information regarding satisfaction with graduates. The notable lack of students and/or employers

who invoke the Employer Guarantee programs supports survey documentation which suggests satisfaction with program graduates. **2009-10:** Program coordinators cultivate open lines of communication with employers through Co-Op and Advisory Committee visits to pursue information regarding satisfaction with graduates. The notable lack of students and/or employers who invoke the Employer Guarantee programs supports survey documentation which suggests satisfaction with program graduates.

Source of Documentation: Advisory committee minutes, co-op records, employer survey data.

1.10 Benchmark (criteria for success): The College will have an aggregate institutional passing rate of 80% for all first-time test-takers in programs requiring licensure and each program will reflect a passing rate of 70% or better. (Programs must have at least 10 students to report results in system performance measures.) **System Performance Measure**

Assessment Results 2007-08: Achieved. 89% aggregate, and all areas > 70%; (system average = 83%)

Assessment Results 2008-09: Achieved. 88% aggregate, and all areas > 70%; (system average = 86%)

Assessment Results 2009-10: Achieved. 87% aggregate, and all areas > 70%; (system average = 86%)

Use of Assessment Results: 2007-08: Many technical programs prepared graduates for certification examinations through reviews and mock examinations. EMS curriculum was updated utilizing American Heart Association guidelines; EMS licensure test review was updated to address testing weaknesses from previous year. **2008-09:** EMT-Intermediate: 9 students tested with a 67% pass rate; students were not included by NCCCS due to small number and privacy laws. EMS program now requiring licensure post-graduation; programs are incorporating review sessions and some have implemented mock examinations to help graduates be more prepared. Intensive program reviews that began January 2009 provided the opportunity for administration, department chairs, and program directors to look at program changes, challenges, successes, and plans for improvement. **2009-10:** Programs with licensing and certification credentials are closely monitoring pass rates. Specifically, programs have considered whether all students are testing a timely fashion, which students are not testing or delaying testing, and the impact their behaviors are having on pass rates. In most cases, department chairs and program coordinators have been able to receive feedback from licensing or certifying agencies to determine areas of strengths and weaknesses for test takers.

Source of Documentation: Program review process, updated January 2010 in Dean of Instruction's office and Office of Planning and Research

Passing Rates on Licensure & Certification Examinations (2008-09 data)

Table 1.10

<i>Program '08 Grads</i>	<i>Total Taking Test</i>	<i>Total Passing</i>	<i>Percent Passing</i>
Associate Degree Nursing	46	41	89%
Practical Nursinglic	25	24	96%
Surgical Technology	*	*	*
Radiography	16	16	100%
Medical Lab	*	*	*
Respiratory: CRT	*	*	*
EMT	65	52	80%
EMT-Intermediate	*	*	*
EMT-Paramedic	*	*	*
Cosmetology	*	*	*
Basic Law Enforcement	40	35	88%

* = Number too small (less than 10) to report by NCCC without violating student privacy.

College Goal 2: To prepare students to transfer to baccalaureate institutions and to excel in their baccalaureate studies.

Our Ongoing Commitment

Sandhills Community College will exceed the N.C. Community College System average in the number of graduates it sends on to the University System. The college will prepare students enrolled in the college's three College Transfer programs to complete these programs and to succeed in baccalaureate programs at college and universities to which they transfer. These college transfer programs will earn a high degree of student satisfaction and produce graduates capable of completing their baccalaureate programs.

- 2.1 Benchmark (criteria for success):** Instructors in all college transfer programs will be regularly evaluated using student evaluations, instructor self-evaluations, and evaluations by department chairs and the dean of instruction.

Assessment Results 2007-08: Achieved

Assessment Results 2008-09: Achieved

Assessment Results 2009-10: Achieved

Use of Assessment Results: 2007-08: All transfer faculty participated in annual review. **2008-09:** All transfer faculty are evaluated in all three measures. Credentials are reviewed for all faculty hired to teach in college transfer to ensure that faculty have a master's degree or higher credentials with at least 18 hours in the discipline taught. **2009-10:** All transfer faculty participated in the annual review. The Dean of Instruction and the affected Department Chair review all credentials faculty hired to ensure master's degree or higher credentials with at least 18 hours in the discipline taught. All current faculty meet that standard.

Source of Documentation: Faculty credential files maintained in Access database in the Dean of Instruction's Office

- 2.2 Benchmark (criteria for success):** A minimum of 80% of college-transfer instructional hours will be delivered by full-time faculty.

Assessment Results 2007-08: Not achieved. 69.5%

Assessment Results 2008-09: Not achieved. 67.9%

Assessment Results 2009-10: Not achieved. 63.2%

Use of Assessment Results: 2007-08: Address benchmark at the 2008 Quality Conference. **2008-09:** Benchmark discussed at the 2008 Quality Conference in November 2008; a two-year comparison was presented by the Dean of Planning and Research with regard to instructional hours by full-time and part-time instructors and by curriculum program areas in 2006-07 and 2007-08. The comparison also analyzed instructional hours from the ACA study skills course and developmental

courses. A budgetary commitment to increase full-time instructional hours had been made, and the 80% benchmark will remain. Enrollment growth – even during the current economic downturn – should allow some restoration of unfulfilled full-time faculty positions in key areas: social sciences, humanities/English, fine arts, and engineering. **2009-10:** Faculty hires in history, sociology, psychology, humanities, visual arts, music, and mathematics impacted Fall 2010 delivery statistics favorably. The 2010-11 review will assess English, communication, and humanities for further recommendations of faculty hire.

Source of Documentation: *2009 Quality Conference Minutes*; College Strategic Plan of Operations: *Personnel* Chapter

2.3 Benchmark (criteria for success): Sandhills will be among the **top ten** of the state's 58 community colleges in the **percentage** of students who transfer to universities in the UNC System. [Percentage is based the number of students who transferred to the UNC systems from the unduplicated number of students who earned an Associate Degree. *Fall 2008 Statistical Abstract of Higher Education 2007-08/UNC-GA*]

Assessment Results 2007-08: Not achieved. 11th (number of transfers)

Assessment Results 2008-09: Achieved. 7th for percentage of students who transfer from institution compared to all 58 colleges.

Assessment Results 2009-10: Achieved. 6th for percentages of students who transfer from institution compared to all 58 colleges.

Use of Assessment Results 2007-08: Marketing efforts continue to highlight University Studies programs; emphasis includes the quality of the curriculum for preparing students for four-year colleges/universities. University Studies' coordinator maintains membership with the state organization, Association of College Transfer Programs. A significant increase in students needing college-transfer advising developed in 2008 and continues to rise. Coordinator met with faculty to discuss academic advising issues concerning transfer students. **2008-09:** Benchmark addressed at the November 2008 Quality Conference. Methodology discussed behind benchmark as SCC compares to all NCCCS colleges. It was recommended by Quality Conference participants to change the benchmark for 2008-09 to reflect the *percentage* of Associate Degree students who transfer from each college and compare the percent of SCC's transfer students to the same percent of transfers of the other 58 North Carolina Community Colleges. **2009-10:** Engaging students in ACA 122 has helped encourage students to transfer directly from Sandhills to receiving institutions and has helped them to establish contact with the staff at the transfer institution prior to leaving Sandhills Community College.

Source of Documentation: data report on "IE" shared folder, Office of Planning and Research

2.4 Benchmark (criteria for success): Sandhills' graduates attending the UNC System will have a composite grade point average equal to or exceeding the composite grade point average earned by graduates of other community colleges who attend the UNC System. (Data reported is 2 years and 2 semesters behind; UNC-General Administration data)

Assessment Results 2007-08: Achieved. 2.73 (system average = 2.69)

Assessment Results 2008-09: Achieved. 2.88 (system average = 2.79)

Assessment Results 2009-10: Achieved. 2.68 (system average = 2.65)

Use of Assessment Results 2007-08: University Studies' coordinator continuing work on learning objectives and coursework for ACA 122; course will be required for all college transfer majors beginning fall 2009. Course content in transfer courses is under review. Rigor enhanced in transfer courses to better prepare students for academic expectations of four-year universities and colleges. **2008-09:** The ACA 122 class for University Studies Program will be offered in fall 2009; University Studies Coordinator developed learning objectives for course. **2009-10:** Transfer students continue to have GPAs that are equal to or exceed the GPAs of students who transfer from other NC community colleges as well as GPAs equal to or exceeding native UNC system juniors.

Source of Documentation: ACA 122 draft syllabus and learning objectives

2.5 Benchmark (criteria for success): 83% of Sandhills graduates, or those students attaining 24 + hours, attending the UNC System will have cumulative grade point averages equal to or exceeding 2.0 after one academic year at an UNC institution. [Data is two years behind; standard is updated annually] **System Performance Measure**

Assessment Results 2007-08: Achieved. 88% (system average = 84%)

Assessment Results 2008-09: Achieved. 83% (system average = 88%)

Assessment Results 2009-10: Not Achieved. 79% (system average = 85%)

Use of Assessment Results: 2007-08: A study of student transfer performance is being conducted. Data to be retrieved from the National Student Clearing House (Student Tracker) to obtain continuing education information on former students. Course content in transfer courses is being reviewed and rigor enhanced to better prepare students for academic expectations of four-year universities and colleges. **2008-09:** Implementation of a system of course prerequisite checks is in progress (Web Advisor). University Studies Coordinator has seen a marked increase of transfer students in the University Studies' office; a tracking system has been implemented to monitor advising visits from University Studies' students. **2009-10:** ACA 122, College Transfer Success, has been implemented as of fall 2009 and should increase student awareness of transfer processes, of expectations of universities, and should help students be better able to choose a degree program.

Source of Documentation: Records of advising visits, *College Strategic Plan of Operations for 2008-2011*

- 2.6 Benchmark (criteria for success):** 85% of college transfer graduates who respond to the annual survey will indicate that they were satisfied with the overall quality of their academic program. **System Performance Measure**

Assessment Results 2007-08: Achieved. 100%

Assessment Results 2008-09: Achieved. 100%

Assessment Results 2009-10: Achieved. 100%

Use of Assessment Results: 2007-08: Low response from college transfer graduates; not statistically significant. Planning and Research in coordination with the University Studies' coordinator will plan efforts to obtain a larger respondent population in 2008-09. **2008-09:** Office of Planning and Research mailed the survey to college transfer graduates and received a good rate of return. University Studies Coordinator was provided with a survey report representing University Student cohort; feedback was reviewed and utilized for program planning. **2009-10:** Office of Planning and Research mailed the survey to college transfer students and once again got a good rate of return. University Studies Coordinator was provided with feedback from the survey and that information was used for program planning.

Source of Documentation: *2010 Prospective Graduate Survey* – college transfer student report

- 2.7 Benchmark (criteria for success):** 90% of college transfer graduates who respond to the annual graduate survey will indicate that they fully or partially accomplished their goals in attending Sandhills.

Assessment Results 2007-08: Achieved. 100%

Assessment Results 2008-09: Achieved. 100%

Assessment Results 2009-10: Achieved. 100%

Use of Assessment Results: 2007-08: College Fair days held for University Studies' students with representation from major four-year colleges and institutions. College transfer counseling offered through Student Services to assist and provide support to prospective students in realizing educational and professional goals. University Studies Program (USP) provides academic advising to students enrolled in the program and USP coordinator works closely with college-transfer advisors to ensure students are aware of program objectives and expectations of the universities and colleges. USP coordinator a member of the Association of College Transfer Programs. **2008-09:** ACA 122 course, "College Transfer Success" is in development for University Studies' students – to be offered fall 2009. The course will provide for students information and strategies necessary to develop academic and professional goals. University Studies coordinator increased availability for advising visits for a higher advising demand. University Students have access to

college-transfer advising and academic and personal counseling and are made aware through continuous communication; all University Studies students are invited to “college days” held on campus with visits from college representatives. University Studies Coordinator is a member of the College Transfer Association and receives continual updates on programs and opportunities in the UNC system that she is able to relay to students. **2009-10:** Continued with last year’s program (advising availability of University Studies Coordinator increased, ACA 122 course launched in fall 2009, college days availability, University Studies Coordinator attended annual meeting of the College Transfer Program Association).

Source of Documentation: Email correspondence to US students, college day records of events, CT Association records; ACA course objectives

2.8 Benchmark (criteria for success): 90% of college transfer graduates who respond to the annual survey will indicate that they were satisfied with the **overall quality of the college.**

Assessment Results 2007-08: Achieved. 100% (23/23; low response)

Assessment Results 2008-09: Achieved. 100%

Assessment Results 2009-10: Achieved. 100% (41 of 41)

Use of Assessment Results: 2007-08: 2008 Graduate Survey was administered online and through paper copies to departments. The Office of Planning and Research will work with administrators and department chairs to address the low graduate response issue from college-transfers (last three school years) and to find ways to increase the rate of response for statistically significant data. Focus on a larger response rate for spring 2009 graduates. **2008-09:** An increase of survey respondents for University Studies’ graduates; 42 responded to a mailed survey. ACA 122 class, “College Transfer Success” is under development for college transfer students to begin fall 2009. All college transfer students had the opportunity to give specific feedback to all services of the college through the *2008 and 2009 Current Student Surveys*; their responses indicated a high rate of satisfaction with various campus areas and services as well as the “welcoming atmosphere” of the college; all feedback reviewed by University Studies Coordinator. **2009-10:** ACA 122 was launched in fall 2009 to wide acclaim from transfer students, and survey results indicated a high rate of satisfaction with the college.

Source of Documentation: *2009 Graduate Survey for University Studies; 2008 and 2009 Current Student Surveys*; ACA 122 course objectives

2.9 Benchmark (criteria for success): A minimum of 90% of **college transfer non-completers** who respond to the annual survey will indicate satisfaction with the overall quality of academic programs. [annual *Former Student Survey*]

Assessment Results 2007-08: Achieved. 98%

Assessment Results 2008-09: Achieved. 100%

Assessment Results 2009-10: Achieved. 96%

Use of Assessment Results 2007-08: Return rate for non-completer survey increased to 12% of non-returning population (10% prior year). Transfer core diploma program began in fall 2007. **2008-09:** Re-enrollment information was mailed with the survey to encourage students to enroll and included contact information for student support services on campus. **2009-10:** Once again re-enrollment information was mailed with the survey to encourage students to re-enroll and included contact information for the various student support services on campus. The 2020 Vision group put emphasis on non-completers in this academic year, and the University Studies Coordinator is a member of this group.

Source of Documentation: Re-enrollment form for non-completer survey 2020 Vision group minutes

College Goal 3: *To provide challenging learning opportunities – developmental studies, basic skills, English as a second language, and high school equivalency – that prepare students for employment and/or for collegiate studies.*

Our Ongoing Commitment

Sandhills Community College will offer an aggressive program of pre-college education. For literacy and GED students, there will be strong emphasis on progressive developmental and eventual matriculation into college programs. For entering curriculum students, there will be strong emphasis on proper testing and placement, followed by student progress leading toward graduation. Basic skills data is found each year on the annual LEIS report which reports May to May of each year.

- 3.1 Benchmark (criteria for success):** At least 25% of the combined GED and AHSD enrollment will complete requirements for the program each year. [LEIS]

Assessment Results 2007-08: Achieved. 34.70%

Assessment Results 2008-09: Achieved. 34.62%

Assessment Results 2009-10: Not Achieved. 22.75%

Use of Assessment Results: 2007-08: Due to rigor and number of credits required in the Adult High School Program, more students enrolled or requested a transfer into the GED program; this trend is evident across the state. **2008-09:** There was a slight decrease in the initial placement scores of qualified GED/AHS students. **2009-10:** During 09-10, the Systems Office strongly encouraged programs to increase the minimum eligibility score, prior to authorizing students to begin GED testing. This was due to the fact the passing GED rate in NC had been declining over the past few years. In addition, changes in the NC Basic Skills Assessment Policy, mandated that students be enrolled in classes a minimum of 70 instructional hours before they could be post-tested. This post-testing is a requisite for GED testing. This new ruling also resulted in the number of GED/AHS dropping from 313 in 08 – 09 to 187 in 09-10.

Source of Documentation: GED and AHSD program planning

- 3.2 Benchmark (criteria for success):** Literacy program goals will meet or exceed the state goal for State literacy program goal 1 (initial level)—(*Learners will demonstrate progress toward attainment of basic skills.*) State Goal = 60%

Assessment Results 2007-08: Achieved. SCC = 83.88%

Assessment Results 2008-09: Achieved. SCC = 81.84%

Assessment Results 2009-10: Achieved. SCC = 59.79%

Use of Assessment Results 2007-08: SCC exceeded NCCCS average of 78.2%. Additional learning opportunities were implemented for students including distance education and computer-based learning programs. **2008-09:** There was an increase in students with a lower, initial placement level. **2009-10:** Although this goal was met, it is down from the previous year. This decrease can be traced in part to the closing of McCain Hospital. Prison officials enrolled approximately 40 students in GED classes, assuring us they would remain for 2 – 3 months, and then pulled the students out after only a few weeks. In addition, due to downward turn of the economy, the program saw an increase of students enrolling hoping to complete a goal, with many of those students having to quit after a short time in order to seek employment.

Source of Documentation: Program instructional records

- 3.3 Benchmark (*criteria for success*):** Literacy program goals will meet or exceed the state goal for State literacy program goal 2—(*Learners will advance in the instructional program or complete program educational requirements that allow them to continue their education.*) [LITPIS100]

Assessment Results 2007-08: Achieved

- (1) At least 60% of the students completing levels of HSG, ABE, and ESL advance to a higher level of basic skills instruction during the year.

SCC = 100%

- (2) At least 25% of the combined enrollments in GED and AHS programs complete the educational requirements for a diploma each year.

SCC = 34.7%

- (3) At least 15% of the students are referred to or enter other educational, training, or human service agency programs each year.

SCC = 22.7%

Assessment Results 2008-09: Achieved

- (1) At least 60% of the students completing levels of HSG, ABE, and ESL advance to a higher level of basic skills instruction during the year.

SCC = 99.68%

- (2) At least 25% of the combined enrollments in GED and AHS programs complete the educational requirements for a diploma each year.

SCC = 34.62%

- (3) At least 15% of the students are referred to or enter other educational, training, or human service agency programs each year.

SCC = 20.29%

Assessment Results 2009-10: Partially Achieved

(1) At least 60% of the students completing levels of HSG, ABE, and ESL advance to a higher level of basic skills instruction during the year.

SCC = 100%

(2) At least 25% of the combined enrollments in GED and AHS programs complete the educational requirements for a diploma each year.

SCC = 22.75%

(3) At least 15% of the students are referred to or enter other educational, training, or human service agency programs each year.

SCC = 15.29%

Use of Assessment Results 2007-08: Benchmark will assess three literacy goals instead of four. Classes offered with more direct instruction. Additional learning settings provided to students: distance learning, computer-based learning programs. **2008-09:** Due to the lower placement levels of students, fewer referrals were made. **2009-10:** See comments for sections 3.1 and 3.2.

Source of Documentation: Placement and student records.

3.4 Benchmark (*criteria for success*): Literacy program goals will meet or exceed the state average for State literacy program goal 4—(*Learners will remain in the program long enough to meet their educational goals.*) State goal is 75% in 2008.

Assessment Results 2007-08: Achieved. SCC = 82.31%

Assessment Results 2008-09: Achieved. SCC = 80.32%

Assessment Results 2009-10: Achieved. SCC = 75%

Use of Assessment Results: 2007-08: Additional learning settings provided to students: distance learning, computer-based learning programs. **2008-09:** Higher turnover rate in prison class; 3 prison classes suspended because of asbestos removal. **2009-10:** Although this goal was met, it is down from the previous year. This decrease can be traced in part to the closing of McCain Hospital. Prison officials enrolled approximately 40 students in GED classes, assuring us they would remain for 2 – 3 months, and then pulled the students out after only a few weeks. In addition, due to downward turn of the economy, the program saw an increase of students enrolling hoping to complete a goal, with many of those students having to quit after a short time in order to seek employment.

Source of Documentation: Office of Senior Director for Basic Skills

3.5 Benchmark (*criteria for success*): At least 20% of eligible GED graduates will enroll in college curriculum programs.

Assessment Results 2007-08: Achieved. 23%

Assessment Results 2008-09: Not Achieved. 15.2%

Assessment Results 2009-10: Achieved. 34.2%

Use of Assessment Results 2007-08: Scholarships increased to \$250 with stipulation that funding be used within the next subsequent school year. **2008-09:** At this time, the state has not provided this data due to problems with the Data Match system. **2009-10:** Basic Skills staff has worked diligently with Student Services to provide a smoother transition to enrolling in curriculum programs.

Source of Documentation: Recruiting and Career Services - schedules

3.6 Benchmark (*criteria for success*): 70% of developmental students will be successfully **retained** in their first developmental courses. [English and Math courses; annual data]

Assessment Results 2007-08: Achieved. 71.42%

Assessment Results 2008-09: Not Achieved. 68.99%

Assessment Results 2009-10: Not Achieved. 68.34%

Use of Assessment Results 2007-08: Changed benchmark to reflect annual data vs. semester. Math retention = 70% and English = 76%. Educational consultant met with developmental faculty and discussed academic challenges and learning styles of developmental students. Program faculty will increase collaboration on course planning and lessons starting with the 2008-09 school year. Reading and writing components will be combined for a new ENG085 course (replaces English 070). Faculty participated in a Noel-Levitz teleconference on advising developmental students. **2008-09:** Reading and writing courses combined for ENG085. Increased instructional hours by full-time faculty. Faculty provided open lab tutoring for developmental students through the tutoring center. Faculty attended a webinar on advising developmental students. **2009-10:** Retention continues to be a challenge in developmental courses. The National Council Workforce Readiness Conference 2010 revealed that some retention challenges are borne of the economic recovery producing “stop in” displaced workers who return to the workforce at the earliest possible time. Two members of the Developmental department should attend the 2011 conference to review best practices in the retention efforts. The current intervention efforts beyond the Tutoring Center services and the faculty-driven math tutoring efforts are limited and spread across the entire curriculum population, not just developmental courses.

Source of Documentation: ENG 085 Course objectives; Fall 2008 and Spring 2009 course schedules; tutoring schedule for developmental students (Director's office; tutoring center)

- 3.7 Benchmark (*criteria for success*):** 60% of developmental students will persist fall-to-spring. *New benchmark for 2008-09*

Assessment Results 2008-09: Not achieved. 54.22%

Assessment Results 2009-10: Not achieved. 54.87%

Use of Assessment Results 2008-09: Benchmark addressed in 2009 by math department and director of developmental education during several meetings with the Office of Planning and Research. It was determined that students who made less than a "C" in their developmental course and *who repeated* the course in the subsequent spring semester should be included in the persistence student cohort. Dean of Planning and Research recommended that two benchmarks be developed to address students who persist: those who remain on track to complete their developmental coursework, and those students who pass and continue to the next appropriate developmental or college-level course. A developmental math specialist will be hired. A part-time student services specialist was hired to provide support to developmental students. **2009-10:** While the persistence data is tracking upwards, the margin of improvement warrants continued institutional focus. Statistics related to tutoring provided to developmental English students reveals that 55% of students taking advantage of intervention efforts still fail to complete the course, data which parallels the persistence data for 2009-10. Changes in faculty in the developmental mathematics that occurred for the 2010-11 academic year included a replacement faculty with expertise in concepts related to MAT 060. The Mathematics Department has convened to report initiatives in this area.

Source of Documentation: Updated math and developmental education; persistence study including repeaters.

- 3.8 Benchmark (*criteria for success*):** 60% of developmental students will return to Sandhills (persist) the following semester and take the **next level** appropriate developmental or curriculum course.

Assessment Results 2007-08: Not achieved. 47%

Assessment Results 2008-09: Not achieved. 38.6%

Assessment Results 2009-10: Not achieved. 41.09%

Use of Assessment Results: **2007-08:** The Math Department will be conducting a study starting in 2008-09 to track student persistence and success of developmental math students. Persistence and retention issues were addressed with developmental faculty through department meetings, meetings with curriculum faculty, Noel-Levitz sessions, and with an educational consultant/visitor. In addition, the department instituted collaborative lesson

planning for reading and writing instructors in an effort to strengthen and align course objectives for all developmental classes. ACA course continues to be updated. Benchmark to be addressed at the 2008 Quality Conference. **2008-09:** Office of Planning and Research conducted a persistence study for 2007-08 and 2008-09 and met with math and developmental departments on how to best track developmental students into next level courses; course tracks were determined and analyzed to measure 2008-09 persistence. A concern about developmental education and progress was discussed at the 2008 Quality Conference. Performance data was presented and discussed by departments, Dean of Instruction, Dean of Planning and Research, Sr. Vice President of Instruction and Academic Support with Board of Trustee representatives and the college president. **2009-10:** The concerns about persistence in developmental courses is a national focus, and English department faculty attendance at NCADE in Greensboro, NC in 2010 targeted information and conference sessions related to retention and persistence efforts. The Senior VP for Curriculum also charged the Mathematics Department with a review of local and state trends to determine how tracking and reporting at other schools compared with current SCC practices. That report is to be delivered at the close of the Fall 2010 semester.

Source of Documentation: 2009-10 benchmarks for the Math Department and Developmental Education; persistence study excluding repeaters

3.9 Benchmark (*criteria for success*): There will be a 75% pass rate in developmental courses. [NCCCS Critical Success Factors; data one-year behind]
System Performance Measure

Assessment Results 2007-08: Achieved. 78% (system average = 81%)

Assessment Results 2008-09: Achieved. 80% (system average = 77%)

Assessment Results 2009-10: Achieved. 78% (system average = 80%)

Use of Assessment Results: 2007-08: Developmental English courses were re-evaluated for effectiveness and will be updated to combine writing and reading competencies for fall 2008. Developmental education sequence for effectiveness will be evaluated beginning fall 2008. A study of developmental math students will be conducted starting fall 2008 to track persistence and success in an effort to improve curriculum and student completion. **2008-09:** Math faculty will be evaluating student outcomes and instructional characteristics of developmental math courses to determine impact on learning. Developmental Education faculty facilitated an open tutoring lab for developmental students. English 080 and Reading 080 were combined for a new course, ENG 085 after intensive consideration which included visits to other colleges that integrated reading and writing courses. The *Mercury Reader* was implemented for the reading component in the ENG 085 course. Developmental web resources were updated including academic references in writing, “My Writing Lab” offered; reading lab became available online for ENG 095 students titled, “My Reading Lab.” **2009-10:** The refinement of the selections in the *Mercury Reader* for both levels of developmental English to ensure consistency of purpose and academic rigor at two reading levels have been completed in Summer 2010; the impact of those

efforts should be evident in the 2010-11 benchmark reporting. Each semester, the department also integrates common ancillary materials and texts that were heretofore not part of the curriculum delivery. The replacement search for a retiring faculty member will allow a renewed focus on the reading integration component and should allow department retreat possibilities for shared best practices. All national indicators suggest that the inflated student numbers in individual sections of developmental have a detrimental impact on both passing and retention, and the chair continues to seek lower caps in all developmental delivery, mathematics and English.

Source of Documentation: Developmental curriculum planning for ENG 085, open lab tutoring schedules, website resources

3.10 Benchmark (*criteria for success*): Using a composite measure, 75% of Basic Skills students will progress within a level, complete a level or predetermined goal, or complete a level and advance to the next level. (LEIS report) **System Performance Measure**

Assessment Results 2007-08: Achieved. 81%

Assessment Results 2008-09: Achieved. 82% (2007-08 year)

Assessment Results 2009-10: Achieved. 86%

Use of Assessment Results: **2007-08:** Improvements to orientation process have supported student understanding of program expectations and success measures. **2008-09:** Unknown **2009-10:** This composite is no longer part of the state performance benchmarks. Therefore it will not be measured in the future.

Source of Documentation: Orientation planning and records, schedule

3.11 Benchmark (*criteria for success*): 80% of developmental students who completed a subsequent college-level, “gatekeeper,” course will have earned a passing grade in that course. [English and/or mathematics course for which the developmental course serves as a prerequisite.] **System Performance Measure**

Assessment Results 2007-08: Achieved. 84% (system average = 88%)

Assessment Results 2008-09: Achieved. 86% (system average = 89%)

Assessment Results 2009-10: Achieved. 83% (system average = 87%)

Use of Assessment Results: **2007-08:** SCC exceeded standard. Performance measure was revised to measure SCC against a standard of 80%. Developmental Education program will be restructured in an effort to improve reading and writing objectives. A study will be conducted to address student retention and success in developmental math. Developmental education sequence will be evaluated in 2008-09. **2008-09:** An evaluation process began in 2008 to determine the effect of increasing prerequisites to enroll in college-level courses; an evaluation of a new developmental education sequence for effectiveness is in

progress; efforts underway to designate a mathematics development coordinator to further those efforts. **2009-10:** The consistency of performance on this measure reflects a clear and logical transition in course content between exit developmental courses and entry curriculum courses in the full sweep of general education offerings.

Source of Documentation: Planning records for developmental education curriculum; Math Department records for developmental math studies

3.12 Benchmark (*criteria for success*): 20% of all students who enter Sandhills as developmental will graduate or will still be enrolled at SCC within four years.

Assessment Results 2007-08: Achieved. 32.8%

Assessment Results 2008-09: Achieved. 31.0%

Assessment Results 2009-10: Achieved. 30.4%

Use of Assessment Results: 2007-08: Data previously retrieved from IIPS, but with limited accuracy. With implementation of Colleague (Datatel) – tracking of students must be conducted through NCCCS Datawarehouse and the National Student Tracker database which will provide the capability to track students who may transfer to other colleges. In fall 2008, a study will be conducted by the Office of Planning and Research to track students who were developmental in Fall 2003 through Summer 2007 and then Fall 2004 students through Summer 2008 to determine number of developmental students who graduated, were still enrolled, or who transferred to other colleges. **2008-09:** Retention, persistence, and passing studies were conducted and meetings were coordinated by the Office of Planning and Research with the math and developmental education departments to discuss results. The study included a focus of instructional characteristic and student outcomes for retention and passing; the results will be used in planning for developmental courses. Benchmarks for the Math and Developmental Education Departments were revised to better monitor student persistence and achievement. Several campus student retention and success initiatives were in place in 2008-09 and continue; they include the minority male program, pre-advising, Mini-Mester courses, priority registration for Math classes, “SMARTIE” and Right Major Campaign, Alert-Now, and many student workshops that support student success. **2009-10:** In addition to ongoing efforts in minority male mentoring, pre-advising, and other student success targeted campaigns, the learning communities has adopted a First Friday lecture series related to study skills, life management, and communication models. Through the coordinated effort of the faculty and the academic support specialist, the department provides a clearinghouse of information related to support services and a mentoring office for the developmental students; however, the specialist’s role includes curriculum students, thereby reducing available times for developmental students. In addition, the location in the basement of Kennedy Hall makes the specialist less visible as a campus presence and support professional.

Source of Documentation: 2009-10 persistence, retention, and passing studies, Office of Planning and Research

College Goal 4: *To provide the training needed to help recruit businesses to our community and to drive entrepreneurial growth; to promote workplace learning; and to enable local businesses to become more productive.*

Our Ongoing Commitment

Sandhills Community College will offer a wide and expanding range of programs and services that will meet the needs and expectations of local businesses and entrepreneurs. (Continuing education may use calendar year for reporting.)

- 4.1 Benchmark (*criteria for success*):** As per System directive, the Small Business Center will expend a minimum of \$9,000 per year on instruction that includes the System recommended curriculum.

Assessment Results 2007-08: Achieved. (\$20,905)

Assessment Results 2008-09: Achieved. (\$21,495)

Assessment Results 2009-10: Achieved. (\$25,800)

Use of Assessment Results 2007-08: 67 classes were offered. **2008-09:** Course offerings and course requests are used to determine next fiscal year budget. Demand for SBC classes have declined slightly and instructional expenses have increased resulting in fewer dollars being available for classes. **2009-10:** 94 classes were offered.

Source of Documentation: Small Business Center Annual Report

- 4.2 Benchmark (*criteria for success*):** The Small Business Center will annually serve a minimum of 900 clients through seminar and workshop enrollments and one-on-one counseling.

Assessment Results 2007-08: Achieved. (1,243 participants)

Assessment Results 2008-09: Achieved. (1,100 participants)

Assessment Results 2009-10: Achieved. (1,277 participants)

Use of Assessment Results: **2007-08:** 67 classes offered. **2008-09:** 74 classes were offered. Demand for SBC classes had declined slightly. **2009-10:** 94 classes offered.

Source of Documentation: Semester class schedule; small business center report

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- 4.3 Benchmark (*criteria for success*):** The B & I Services Department will maintain or increase the number of contacts to business and industry each year beginning with FY 1995-96.

Assessment Results 2007-08: Achieved. 130 visits

Assessment Results 2008-09: Achieved. 135 visits

Assessment Results 2009-10: Achieved. 142 visits

Use of Assessment Results: 2007-08: Marketed program to new and existing businesses through direct visits and responded to client requests. **2008-09:** Three additional contracts and projects are in the developmental stage. Dedman Center has been authorized as a Career Readiness Certificate Center site to deliver Career Readiness Certification. Continued to market program to new and existing businesses through direct visits. **2009-10:** Provided information on customized training opportunities to business and industry clients and assisted with funding resources for the training.

Source of Documentation: Records/files for contacts

- 4.4 Benchmark (*criteria for success*):** At least 90% of those responding to surveys of area business and industry will indicate satisfaction with customized business and industry programs offered by the college. (rating will be “Very Good” or “Excellent”) **System Performance Measure**

Assessment Results 2007-08: Achieved. 95% (system average = 94%)

Assessment Results 2008-09: Achieved. 94% (system average = 94%)

Assessment Results 2009-10: Achieved. 96% (system average = 94%)

Use of Assessment Results: 2007-08: Provided superior customer service and customized training for local businesses. **2008-09:** Increase calls to existing businesses to identify ways to better serve the businesses and raise results above the NCCCS average. **2009-10:** Increased work with business and industry in Hoke County

Source of Documentation: Records/files for customized training

College Goal 5: *To provide opportunities for cultural enrichment and life-long learning for the people of the Sandhills, with a special effort to meet the needs of our retired population.*

Our Ongoing Commitment

Sandhills Community College promotes intellectual stimulation and cultural enrichment for all segments of the community through a variety of classroom, art gallery, concert and lecture hall experiences, and involves the community in the life of the college through various volunteering opportunities. [Some calendar year reporting]

- 5.1 Benchmark (*criteria for success*):** Continue to offer members of the community a wide array of computer and interactive media continuing education classes.

Assessment Results 2007-08: Achieved

Assessment Results 2008-09: Achieved

Assessment Results 2009-10: Achieved

Use of Assessment Results: 2007-08: Focusing on quality and interest of courses versus number offered. Computer courses addressed (1) software updates to word processing, student evaluations of PC and MAC computers, and multimedia and Internet courses to address contemporary technologies (CD burning, digital photography, web exploration). Students encouraged to join Sandhills Computer Club. Director for Community Enrichment addressed campus community for new course ideas/suggestions. **2008-09:** New updates made to software applications and hardware updates to adjust to latest technologies. **2009-10:** Class additions have included introductions to social media for various populations.

Source of Documentation: Course planning records; 2009-10 semester class schedule

- 5.2 Benchmark (*criteria for success*):** Sustain the annual *Return to the Classroom* activity to provide invited participants access to SCC faculty and classes one day a year.

Assessment Results 2007-08: Achieved 222 participants

Assessment Results 2008-09: Achieved. 235 participants

Assessment Results 2009-10: Achieved. 180 participants

Use of Assessment Results: 2007-08: Classes were offered in The 2008 Election, Learning Resources/21st Century Library, The Changing South, and The Plants as Holst Never Knew Them. The annual event continues to grow, and the

Developmental Office looks for ways to encourage participation of new guests from the community. **2008-09:** Classes offered focused on historical, prominent, and literary figures including Abraham Lincoln, Charles Darwin, and Edgar Allen Poe. **2009-10:** The 2010 Return to the Classroom event had an Irish Theme. Classes offered: The Sacred Amendments by Dr. John Dempsey, The Music of Ireland by Professor Danny Infantino, Crossing the Atlantic by Denise Baker, and Facebook for Everyone! by Lori Williams.

Source of Documentation: *Return to the Classroom 2010* - schedule

5.3 Benchmark (criteria for success): The Center for Creative Retirement will continue to offer classes, activities, and provide resources to the retired population.

Assessment Results 2007-08: Achieved. 24 classes + Summer Academy

Assessment Results 2008-09: Achieved. SP08 = 35 classes; FA08 = 26 classes

Assessment Results 2009-10: Achieved. 50 classes + Summer Academy

Use of Assessment Results: **2007-08:** New courses added included elder care, aging, law, foreign affairs, film, and NC history. A “Go Green” event was held in May 2008 with various learning stations covering topics that included organic gardening, growing herbs and drought-tolerant plants. Summer Academy was offered with 9 lectures. **2008-09:** Increased number of course offerings in the categories of Hobbies & Crafts, Special Interests, and added courses in Gardening, Healthy Living and Pottery. **2009-10:** Increased number of course offerings and added a Personal Enrichment and Music, Film, & Literature categories. Summer Academy offered 15 lectures.

Source of Documentation: Schedule folders for each semester containing notes of calls, community interest, and information forwarded by Dean of Continuing Education.

5.4 Benchmark (criteria for success): The number of community patrons who use Boyd Library as a resource will increase annually. [registered by community card]

Assessment Results 2007-08: Achieved. 5,060

Assessment Results 2008-09: Achieved. 5,385

Assessment Results 2009-10: Achieved. 2958*

Use of Assessment Results: **2007-08:** 426 patrons were added. **2008-09:** 404 patrons added; director making appearances twice per month on local radio station and engaging in public speaking with community organizations and campus groups to raise awareness of the library and its services to the community. **2009-10:** 392 new community patrons were added this year. However, the Library user database was purged of all inactive members this year which accounts for the reduced total number.

Source of Documentation: Boyd Library – user database

5.5 Benchmark (*criteria for success*): The College will maintain an average number of **250** volunteering partnerships with members of the community.

Assessment Results 2007-08: Achieved. 298 volunteers

Assessment Results 2008-09: Achieved. 252 volunteer partnerships

Assessment Results 2009-10: Achieved. 260 volunteer partnerships

Use of Assessment Results: 2007-08: Alumni Association started in 2007 with many new volunteers, SCC alumni, participating in Alumni events. **2008-09:** Volunteers are coordinated through the Director of Tutoring and Volunteer Services. An ongoing membership list is maintained with approximately 150 volunteers who participate each year for specific activities on campus (i.e., Basic Skills, Docents, Garden Center greeters). Alumni Association continues to bring new volunteers annually who are SCC alumni. The remaining 100 consist of volunteer partnerships with community organizations (United Way, Rotary, SGA philanthropic relationship) and a number of volunteers who participate in special events like Spring Fling, Graduation, and career and health fairs. **2009-10:** Numbers of volunteers in the Sandhills Horticultural Gardens and in the Center for Creative Retirement have decreased. The tutoring center have relied more on paid professional tutors and have been less actively recruiting volunteers; however, volunteer partnerships with community organizations have increased.

Source of Documentation: Volunteer list maintained by Director of Tutoring and Volunteers, Department listings and records of volunteers

College Goal 6: *To foster an atmosphere of friendliness, civility, and respect and to provide support programs that promote student learning and success in traditional and nontraditional education settings.*

Our Ongoing Commitment

Sandhills Community College will provide the learning resources necessary to undergird a successful academic experience for its students. In addition, the college will provide support services, including a strong program of scholarships and financial aid, to students in an effort to make their retention in college programs possible. Sandhills will annually survey a sampling of current students to evaluate the success of these services.

- 6.1 Benchmark (criteria for success):** 90% of the students surveyed in the annual Survey of Current Students will indicate their satisfaction with the welcoming atmosphere of the college.

Assessment Results 2007-08: Achieved. 98%

Assessment Results 2008-09: Achieved. 98.2%

Assessment Results 2009-10: Achieved. 98.1%

Use of Assessment Results 2007-08: Campus improvements made in areas of Security, Student Life, buildings and grounds. New “welcome” banner for first days of school. Student activities were increased and coordinated to include students in the evening program and planned to encourage participation from all students and age levels. **2008-09:** Student Services area in Stone Hall reorganized to improve customer service to students and to make operations more efficient and convenient for students. Athletics program started in fall 2008 and has been promoted to encourage participation from the campus and service area communities. Several student events (spring fling, fall fest, special activities in the Dempsey Center) were held to encourage participation and fellowship. **2009-10:** In late spring of 2009, the Board of Trustees adopted a fifth core value of “helpfulness”.

Source of Documentation: Stone Hall Student Services Area, Athletics, Student Life activities schedule

- 6.2 Benchmark (criteria for success):** 90% of completers and non-completers will indicate that they were satisfied with the **quality of their college programs**. **System Performance Measure** (Academic and student service programs; Data one-year behind)

Assessment Results 2007-08: Achieved. (completers = 97%; non-completers = 98%)

Assessment Results 2008-09: Achieved. (completers = 100%; non-completers = 97%)

Assessment Results 2009-10: Achieved. (completers = 99%; non-completers = 94%)

Use of Assessment Results: 2007-08: Efforts increased to promote student success for technical and college-transfer programs. Studies in progress to address developmental student progress and college transfer students. Planning for an assistance program for programs with low enrollment and retention is in progress. **2008-09:** Results reflect 2008 completers and former students who had enrolled in fall 2007 who did not return in fall 2008. The PASS project was implemented to support student learning and persistence for students meet with a GPA of 2.0 or less; students meet with an assigned mentor and receive a learning style assessment; workshops are offered through academic support services and faculty. A grant from the Belk Foundation was received for continuing the minority male mentoring program (3MP). The athletics program began fall 2008 and offered women's volleyball, men's basketball, and men and women's golf in 2008-09. **2009-10:** The college remains committed to helping students finish their academic goals. In 2009, a student specialist was hired to help students remained enrolled. This staff person helps students find campus and community resources to support their postsecondary efforts. In addition, the college continues to use pre-advising to help students set and achieve their goals.

Source of Documentation: Unit/Department benchmarks; planning records, Recruitment Office.

6.3 Benchmark (*criteria for success*): 95% of responding **graduates** will indicate that they fully or partially achieved their goals while at SCC.

Assessment Results 2007-08: Achieved. 99%

Assessment Results 2008-09: Achieved. 100%

Assessment Results 2009-10: Achieved. 100%

Use of Assessment Results: 2007-08: Campus initiatives in place to increase student success including the new Transfer Core Diploma Program (A.A. and A.S.) for students transferring to four-year schools before two years. A new pilot program titled, "P.A.S.S." – Proactive Student Success was developed to enhance academic support efforts on campus while helping students improve academically. **2008-09:** Mini-mesters were again offered second year for select courses. Graduation application and documentation updated and revised to improve efficiency. Graduation Fair was held for students to register for graduation, pre-order caps and gowns, purchase diploma frames, and meet with representatives from Career Services, Student Services, and Alumni Relations. **2009-10:** Applied Science students are being tracked to graduation and/or employment by program coordinators and department chairs while the university studies coordinator is working to maintain graduation and/or transfer data for university studies students.

Source of Documentation: Transfer Core Diploma Program (program in catalog, website); Student Success Committee minutes

6.4 Benchmark (*criteria for success*): The SCC Foundation will provide scholarships and private assistance amounting to at least \$200,000 annually.

Assessment Results 2007-08: Achieved. \$507,853

Assessment Results 2008-09: Achieved. \$530,657

Assessment Results 2009-10: Achieved \$539,595

Use of Assessment Results: 2007-08: There were 15 new scholarships established that provided funds for 40 students. This includes the Dedman Scholarships for Culinary and Hospitality Management (10 scholarships each). In addition, there were book funds provided by Barnes and Noble and funds for Work-Study provided through the Robert Dedman estate. **2008-09:** The community continues to generously give to the scholarship program at SCC. Because of the downturn in the market and the dip in projected scholarship revenue for the next fiscal year, the Foundation, Accounting and Financial Aid Offices began to address this issue and make plans for the coming year. Through good stewardship, prudent management and a very successful golf tournament, we have adequate reserves to fund our endowed scholarship program for several years. Scholarships will be reduced to some degree, but no student will be turned away. In addition, the Foundation Office sent a letter to endowed scholarship donors asking them if they could make a contribution that would help restore their annual scholarship amount to its original value. Those donors responded very positively. **2009-10:** The four-year plan created last year by the Foundation, Accounting and Financial Aid Offices to fund underwater scholarship endowments using reserve funds has continued to allow us to award most established scholarships again this school year. Endowments have begun to recover with some improvements in the economy. The Foundation, Accounting and Financial Aid Offices have continued active evaluation of the status of scholarship endowments. The college's commitment and ability to guarantee that no deserving student will be turned away for financial reasons has not changed. Donors continue to respond positively to our plan to fund underwater scholarship endowments.

Source of Documentation: Foundation reports

6.5 Benchmark (*criteria for success*): At least 80% of current students will, in the annual survey, indicate faculty advisors were knowledgeable, available, and helpful.

Assessment Results 2007-08: Achieved. 98%

Assessment Results 2008-09: Achieved.

Availability = 97%

Helpfulness = 99%

Assessment Results 2009-10: Achieved.

Knowledgeable = 94.1%

Availability = 91.8%

Helpfulness = 93.5%

Use of Assessment Results 2007-08: Advisor training conducted for new faculty advisors. Advising programs held for advisors including a presentation from an educational consultant (Dr. Charlie Nutt) titled, "Advising as Teaching." Advising session held to address the importance of advising syllabi. **2008-09:** Survey inquiries did not include advisor "knowledge of advisor"; include in next student survey. A three-day training session was conducted for new advisors in October; pre-advising started for registration process and included with Hoke Center registration; advisors received updated print-outs of unregistered, current students needing to register for subsequent semester. **2009-10:** An ACA orientation course for all faculty and staff was developed in spring 2010 to, in part, help advisors become more familiar with campus resources. In addition, student services staff, curriculum staff, and information services staff worked together to make WebAdvisor available to all students by fall 2010.

Source of Documentation: Advising Center – training and events schedule

- 6.6 Benchmark (criteria for success):** Upon self-disclosure and provision of documentation, 100% of students with learning disabilities who seek special accommodations **will be referred** to the college Advising Center Coordinator to apply for accommodations.

Assessment Results 2007-08: Achieved. 100%

Assessment Results 2008-09: Achieved. 100%

Assessment Results 2009-10: Achieved. 100%

Use of Assessment Results: 2007-08: Training sessions held for faculty advisors on ADA compliance standards and issues; training component covered in new advisor training. **2008-09:** ADA faculty in-service training held October 2008. **2009-10:** Results of training (meaning evaluation) was used to determine faculty and staff knowledge of the ADA guidelines and to determine future topics for training needs.

Source of Documentation: Advising Center records

- 6.7 Benchmark (criteria for success):** At least 80% of the students surveyed in the annual Current Student Survey will indicate satisfaction with **assistance** provided in various services on campus. (A current student survey is administered each fall and spring with the majority of inquiries unique.)

- **Assessment Results 2007-08:** Achieved

- Advising Center: 97%

- Faculty advisors: 99%

- Tutoring Center: 98%

-
- Library Services: 98% (Library users survey)
 - Library Computer Center/assistance: 94% (LRC Survey)
 - Bookstore: 86%
 - Business Office: 96%
- **Assessment Results 2008-09:** Achieved
- Advising Center: 96%
 - Tutoring Center: 97%
 - Library Services: 98% (Library Users Survey)
 - Library Computer Center/assistance: 97% (Library Users Survey)
 - Bookstore: 90%
 - Business Office: 97% “responsiveness” and 96% “helpfulness”
- **Assessment Results 2009-10:** Achieved
- Advising Center: 94%
 - Tutoring Center: Resources: 97.9%; Helpfulness: 97.9%
 - Library Services: Resources: 99.1%; Helpfulness: 98.8%
 - Library Computer Center/assistance: 98%
 - Bookstore: 92%
 - Business Office:
 - Billing and Payment Procedures: 96.6%
 - Responsiveness and Helpfulness: 97.5%

Use of Assessment Results 2007-08: Benchmark revised from instructors to “Faculty Advisors” as instruction is measured through course evaluations; separate benchmark addresses faculty advising under Goal 6; eliminate from list in 2008-09. **2008-09:** Business Office reorganized to better accommodate student transactions; director reviewed student comments on *Current Student Survey* related to helpfulness and support provided by Business Office. Students needing research assistance through Learning Resources are now directed to work with librarians who have the research expertise. Bookstore offered several promotional programs/services to help students save money when purchasing and selling books and supplies; extended hours were provided during the busiest times for students on campus. **2009-10:** Bookstore has increased communication with faculty members to better meet students’ needs. The library has extended hours and has increased circulation.

Source of Documentation: Benchmarks for the Business Office, Learning Resources Benchmarks, and bookstore correspondence and service records

6.8 Benchmark (*criteria for success*): 60% of students responding to the annual survey of current students will indicate that they have participated in student activities.

Assessment Results 2007-08: Achieved. 60% (Fall 2008 Survey; inquiry will also be included in spring 2009 survey)

Assessment Results 2008-09: Achieved. 68% (spring 2009 survey)

Assessment Results 2009-10: Achieved. 63% (spring 2010 survey)

Use of Assessment Results: 2007-08: Inquiry will be included on fall 2008 and spring 2009 surveys. Athletic program in planning stage; intramural sports program established. Fall Festival and Spring Fest events held and extended to all students including those in evening programs. Health Fair held spring 2008 with information helpful to students of all ages. More club opportunities to encourage student participation (i.e., Optimist, Debate, Karate clubs); more activities were scheduled to appeal to all students and age levels; social support activities were also held (i.e., Single Parent Tea). **2008-09:** The athletics program began fall 2008; men's basketball, girl's volleyball, and women and men's tennis offered. The fall festival was held in October and hosted by SGA for all students. Phi Theta Kappa had the greatest number of students in the February 2009 orientation. The "Green Flyers" club started to raise student awareness and participation in conservation/environmental initiatives. **2009-10:** A pep rally was held in January 2010 to increase student involvement in Athletics and SGA participated in several half time contests at Athletic events. Spring Fling was held in April of 2010 with over 1000 students in attendance and a focused effort on student club involvement with 14 clubs hosting booths. Expanded activity/event times to include more events in the late afternoon and evening, including a full meal for nighttime students during Spring Fling. Conducted an SGA recruitment drive for nighttime students and provided opportunities for nighttime students to submit requests for events. A focused effort to increase publicity for events was made via publicizing student events on the homepage of the SCC website, increased use of the website student calendar, student email and social media messaging.

Source of Documentation: Activities – fliers, banners, and student email; planning records (Director of Student Life office and SGA office)

6.9 Benchmark (*criteria for success*): 80% of students who have participated in student activities and who respond to the annual survey of current students will indicate that they are satisfied with these activities.

Assessment Results 2007-08: Achieved. 95% (fall 2008 survey; includes all events)

Assessment Results 2008-09: Achieved. 95% (spring 2009 survey)

Assessment Results 2009-10: Achieved. 92% (spring 2010 survey)

Use of Assessment Results 2007-08: Intramural sports program established; fall and spring “day” events hosted by the SGA and held for students which included catered lunches and activities to encourage student fellowship. More activities organized for various student schedules and interests. Planning is underway to promote student involvement in clubs and to emphasize the importance of community networking. **2008-09:** Students were given the opportunity to submit suggestions for student activities on the spring 2009 survey; suggestions will be reviewed by the Director of Student Life incorporated into 2009-10 planning. **2009-10:** Offered events that students reported they would like to participate in including Bingo, free food events, St. Patrick’s Day picture booth and snacks, and Rock Band/Madden X-Box tournament.

Source of Documentation: *2010 Current Student Survey*

6.10 Benchmark (criteria for success): Through a composite measure, the college will realize a **65% measure** of student progress by measuring the graduation or transfer rate and retention of students enrolled in a degree-granting curriculum program fall to fall. (*Critical Success Factors: Curriculum Student Retention & Graduation Report*; data one-year behind) **System Performance Measure**

Assessment Results 2007-08: Achieved. 67% (system average = 68%)

Assessment Results 2008-09: Achieved. 68% (system average = 69%)

Assessment Results 2009-10: Achieved. 72% (system average = 72%)

Use of Assessment Results: 2007-08: A strengthening of retention and academic success directives is in place including developmental advising and academic planning, improvements to general education learning objectives (i.e., writing, reading, critical thinking) in course syllabi, a program supporting minority males, and flexibility of course offerings through distance learning, hybrid, and evening programs. **2008-09:** A new ACA course is being developed for University Studies’ students, “College Transfer Success.” ACA 122 will start fall 2009. Transfer students will learn strategies to help them prepare for transfer by considering the higher level course demands and new educational environments of a larger university. **2009-10:** College Transfer ACA course implemented in fall 2009 and refined in spring 2010. Retention within applied science programs is reviewed within academic program reviews and has encouraged faculty to become more proactive in retention efforts.

Source of Documentation: ACA 122 course objectives, fall 2009

College Goal 7: *To hire faculty and staff of the highest quality and who reflect our diverse community, to treat them with integrity and respect, to pay them well, and to provide ample opportunities for their professional development.*

Our Ongoing Commitment

Sandhills Community College will employ well-qualified faculty and staff, pay them salaries that exceed statewide averages, invest in their professional development, involve them in the governance of the college, evaluate their performance annually, and give appropriate recognition for a job well done.

- 7.1 Benchmark (criteria for success):** Curriculum faculty salaries will rank among the top five of community colleges in North Carolina. [NCCCS SEA 11]

Assessment Results 2007-08: Achieved. SCC Rank = 3

Assessment Results 2008-09: Achieved. SCC Rank = 4

Assessment Results 2009-10: Not Achieved. SCC Rank = 6

Use of Assessment Results 2007-08: For the third straight year, Sandhills Community College full-time faculty salaries are within the top five community colleges in North Carolina. Despite budget challenges, SCC as an institution, will continue to emphasize the importance of this benchmark and will invest in quality instruction. **2008-09:** SCC awarded pay raises and performance funding bonuses as funding allowed. As retiring faculty are replaced, the college will continue its commitment to this benchmark. **2009-10:** The faculty ranking in salary fell only slightly from 4th to 6th in 09-10. This is primarily due to retiring faculty who have been replaced by newer faculty with lower salary requirements. Given state salary freezes and the college's tendency to give annual stipends, meeting this benchmark is likely to be challenging until the state budget improves.

Source of Documentation: Personnel records

- 7.2 Benchmark (criteria for success):** Staff salaries will rank in the NCCCS's top 20 for comparable positions. [NCCCS SEA 11]

Assessment Results 2007-08: Not achieved. Staff = 29th, Con Ed Faculty = 35th

Assessment Results 2008-09: Not achieved. Staff = 29th, Con Ed Faculty = 32nd

Assessment Results 2009-10: Not achieved. Staff = 36th, Con Ed Faculty = 34th

Use of Assessment Results: 2007-08: For the third straight year, Sandhills Community College has exceeded the benchmark for Administration salaries. Additionally, gains have been made in the Staff salaries but not in the Continuing Education faculty salary category. Although both of these categories are below the benchmark, the college remains committed to reaching this goal. Improvement in these two categories will be very difficult in the current austere budget environment; however, the college will be vigilant for opportunities for improvement in 2008-09. **2008-09:** In spite of state budget issues the college was able to raise the rank of continuing education faculty to 32nd from 35th. Staff ranking was static at 29th. Given hiring freezes and salary furloughs in spring 2009, the college is pleased that no staff positions were eliminated. **2009-10:** With state hiring freezes in place, the college is unable to remain competitive with regards to salary ranking. However, the college is committed to providing stipends and other work incentives to staff who continue to do outstanding work and who take on additional responsibilities.

Source of Documentation: Human Resources – documentation and records

7.3 Benchmark (*criteria for success*): At least 1.5% of the college’s annual operating budget will be used for professional development purposes.

Assessment Results 2007-08: Achieved. 2.24%

Assessment Results 2008-09: Achieved. 4.16%

Assessment Results 2009-10: Achieved. 3.8%

Use of Assessment Results 2007-08: Professional development included training and educational seminars through the Center for Teaching and Learning, workshops and other training activities, and international exchanges. **2008-09:** Higher rate of achievement because operating revenue is now calculated differently as grants (Pell, Work-study, etc.) have been changed from an operating revenue category to a non-operating revenue category. Professional development funding applied to Center for Teaching and Learning, workshops, international exchanges, and training events. **2009-10:** Professional development monies have been set-aside to train and support the work of an assessment team in addition to continued funding of professional development through the Center for Teaching and Learning, and international travel.

Source of Documentation: Budget reports, Business Office

7.4 Benchmark (*criteria for success*): 100% of full-time faculty will have SACS credentialing or will be engaged in a plan to achieve such credentials.

Assessment Results 2007-08: Achieved

Assessment Results 2008-09: Achieved

Assessment Results 2009-10: Achieved

Use of Assessment Results 2007-08: All full-time faculty are credentialed; credentialing monitored by the Dean of Instruction. **2008-09:** All full-time faculty hold credentials

appropriate to the academic discipline. Records are maintained in faculty files in the Dean of Instruction's office and in the ACCESS database. **2009-10:** Access Database maintained by the Dean of Instruction's office. Credentialing efforts include plans to warehouse all transcripts and credentials through the use of a new document imaging system.

Source of Documentation: Faculty records and files

7.5 Benchmark (*criteria for success*): The diversity of Sandhills' faculty and staff will reflect the respective diversity in the college service areas of Moore and Hoke Counties. [EEO-1 NCCCS DW; 2006 US Census Data]

Assessment Results 2007-08: Achieved. 22% minority of college faculty and staff; 86% minority staff at Hoke Center; service areas: Moore County = 22% minority and Hoke County = 57.7% minority

Assessment Results 2008-09: Achieved. 23% minority of college faculty and staff; 71 % minority staff at Hoke Center; service areas: Moore County = 17% minority and Hoke County = 47% minority.

Assessment Results 2009-10: Achieved. 22% minority of college faculty and staff; 71 % minority staff at Hoke Center; Service area percentages: Moore County= 17% minority and Hoke County = 47% minority.

Use of Assessment Results: 2007-08: College Fair Hiring Policies kept current; Diversity Report to be published in fall 2008. **2008-09:** Diversity Report published fall 2008. New census data available in 2009 reflecting 2008 year estimates. **2009-10:** Diversity Report published fall 2010. Census bureau retrieved for 2008 estimates.

Source of Documentation: *2010 Diversity Report*; benchmark statistics retrieved from the 2010 U.S. Census Bureau: Population Estimates (Last Revised: April 22, 2010)

7.6 Benchmark (*criteria for success*): The SCC Foundation will annually make available a minimum for five faculty and staff sabbaticals and contribute an additional \$50,000 to professional development for faculty and staff.

Assessment Results 2007-08: Achieved. \$146,615.79

Assessment Results 2008-09: Achieved. \$95,839.47

Assessment Results 2009-10: Achieved. \$79,146.76

Use of Assessment Results: 2007-08: Eight sabbaticals were made available to four faculty members and four staff members. **2008-09:** Six sabbaticals were made available to faculty and staff. **2009-10:** Six sabbaticals were made available to faculty and staff.

Source of Documentation: Institutional developmental reports (Foundation office)

7.7 Benchmark (criteria for success): At least 80% of full-time faculty and staff will be actively involved, on an annual basis, in at least one governance arm of the college.

Assessment Results 2007-08: Achieved

Assessment Results 2008-09: Achieved

Assessment Results 2009-10: Achieved

Use of Assessment Results: **2007-08:** Committee membership tracked and updated, officially, by the president's office; faculty also gained seats on the 2020 Vision team which will direct long term enhancement of the college. **2008-09:** The Green Committee was established in 2007-08 and increased its membership, outreach, and community presence during 2008-09. The existing Health and Wellness committee expanded health and wellness initiatives and partnerships to benefit campus community. **2009-10:** Each year the president's office updates the membership of campus committees to ensure broad based campus involvement. This includes making certain that various campus groups are equally represented, including, but not limited to, evaluating membership by position, gender, and race/ethnicity.

Source of Documentation: Membership list in President's Office

7.8 Benchmark (criteria for success): Faculty and staff will be evaluated annually and will meet annually with department chairs or supervisors; results of these evaluations will be used to improve faculty and staff performance.

Assessment Results 2007-08: Achieved

Assessment Results 2008-09: Achieved

Assessment Results 2009-10: Achieved

Use of Assessment Results 2007-08: Annual evaluations completed spring 2008. Faculty and staff will be administered a campus-wide survey in fall 2008 to evaluate satisfaction with the employee evaluation and supervisor evaluation process. Survey report will be provided to senior administration including Human Resources. **2008-09:** Annual evaluations completed 2009. Faculty and Staff Survey administered fall 2008; results and comments shared with supervising personnel. **2009-10:** Annual evaluations for all full-time faculty and staff must be completed by supervisors no later than April 1 of each year. The evaluation process is outlined in the Personnel Manual.

Source of Documentation: Annual evaluation in personnel records; *2009 faculty and staff surveys*

7.9 Benchmark (criteria for success): 85% of members of the faculty and staff will indicate satisfaction with college acknowledgment of their contribution to the fulfillment of the college mission.

Assessment Results 2007-08: Achieved. 95% Faculty 93% Staff

Assessment Results 2008-09: Achieved. 94% Faculty 93% Staff

Assessment Results 2009-10: Achieved. 95% Faculty and Staff

Use of Assessment Results 2007-08: Faculty and staff represented at annual planning meetings; department chairs, program coordinators, and unit directors revise and set annual benchmarks that directly support mission and goals of the college. Every curriculum and non-curriculum unit on campus highlight the specific college goals that are directly supported by that unit/department. **2008-09:** Program review process was reorganized and an intensive review cycle implemented to give program coordinators the opportunity to discuss areas of concern, growth, successes, and long-term plans. New campus organizations and initiatives were implemented to allow staff and faculty opportunities to extend their professional and personal contributions to college services; many faculty and staff members joined student success projects like 3MP mentoring and Student Success Committee teams; a Green Committee addressing environmental issues for the campus and local communities was established in 2007-08 with increased membership and activity in 2008-09. Representatives of the college will be invited to attend the annual Quality Conference and College Strategic Planning meetings. **2009-10:** The college has tried to provide incentives to employees for taking on additional workloads or working on special projects that support the mission of the college. These incentives include stipends or opportunities to pilot new technologies. A diverse group of faculty and staff from across campus have been involved in reviewing the college's mission statement and in revising the 10 goals related to the mission statement.

Source of Documentation: Personnel Manual; Student Success Committee announcements, Staff Council and Faculty Assembly announcements and minutes; Quality Conference and College Planning Meeting minutes

College Goal 8: *To ensure that the college raises the funds necessary to advance the excellence of its programs; that the institution is run efficiently; that modern technology is employed effectively in the college's operations; and that the campus is clean, safe, and beautiful.*

Our Ongoing Commitment

Sandhills Community College is committed to a secure and safe campus, with exceptionally high standards of maintenance and cleanliness. The college will be run in strict accord with the standards of state auditors and will make appropriate use of modern technology in all facets of its operation. The SCC Foundation will support, through philanthropy, the mission of the College.

- 8.1 Benchmark (*criteria for success*):** The annual ratio of security-related incidents (as reported in required state and federal reports) to the total number of students will not surpass a ratio of 1%.

Assessment Results 2007-08: Achieved. .04% (5 incidents)

Assessment Results 2008-09: Achieved. .04% (5 incidents)

Assessment Results 2009-10: Achieved. .01% (2 incidents)

Use of Assessment Results: 2007-08: Incidents were reported to the Department of Education as per CLEARLY. Security Report posted on web and postcards sent to students, faculty and staff. **2008-09:** Security officers held crime awareness and safety sessions in ACA class. "Alert Now" implemented – an emergency system that allows information pertaining to an emergency to be transmitted via telephone, email, and text messaging. Installed emergency siren system in coordination with the maintenance department. **2009-10:** Created police department with four police officers to be better prepared to handle crimes occurring on campus, police officers trained in responding to "Active Shooter" incidents, developed campus emergency operations plan, implemented green/red card system for campus lock-down emergencies.

Source of Documentation: Security Report; website, postcard

- 8.2 Benchmark (*criteria for success*):** At least 90% of current students surveyed annually will indicate satisfaction with campus security.

Assessment Results 2007-08: Achieved. 96%

Assessment Results 2008-09: Achieved. 97.1%

Assessment Results 2009-10: Achieved. 96.4%

Use of Assessment Results: 2007-08: “Crime Awareness and Safety Day” held September 2007. Crime prevention information distributed across campus. Display boards were added in Causey, Kennedy, and Stone Halls. **2008-09:** Security officers held crime awareness and safety sessions in ACA class. “Alert Now” implemented – an emergency system that allows information pertaining to an emergency to be transmitted via telephone, email, and text messaging. Installed an emergency siren system in coordination with the maintenance department. **2009-10:** Conducted crime prevention education classes in ACA 115.

Source of Documentation: ACA class syllabus/planning, “Alert Now” documents, purchase order for siren system

8.3 Benchmark (*criteria for success*): At least 90% of faculty & staff surveyed annually will indicate satisfaction with campus security.

Assessment Results 2007-08: Achieved. 100% Faculty || 100% Staff

Assessment Results 2008-09: Achieved. 100% Faculty || 99 % Staff

Assessment Results 2009-10: Achieved. 97.4% Faculty and Staff

Use of Assessment Results. 2007-08: “Crime Awareness and Safety Day” held September 2007. Crime prevention information distributed across campus. Display boards were added in Causey, Kennedy, and Stone Halls. **2008-09:** “Alert Now” implemented – an emergency system that allows information pertaining to an emergency to be transmitted via telephone, email, and text messaging. Installed emergency siren system in coordination with the maintenance department. An afternoon was set aside, campus closed, for a security training session and emergency walk-through for faculty and staff (April 2009); the “test-run” enabled security to find areas that needed improvement such as a better alert system with more campus speakers. **2009-10:** Conducted information session with faculty and staff in responding to lock-down emergencies.

Source of Documentation: Security schedule; purchase order for siren system

8.4 Benchmark (*criteria for success*): At least 90% of faculty & staff surveyed annually will indicate satisfaction with campus housekeeping.

Assessment Results 2007-08: Partially Achieved. 91% Faculty || 84.7% Staff

Assessment Results 2008-09: Not achieved. 86% Faculty and 85% Staff

Assessment Results 2009-10: Not achieved. 78.9% Faculty and Staff

Use of Assessment Results 2007-08: Additional housekeeping personnel were hired. Housekeeping staff attended professional development seminars. New equipment was purchased. **2008-09:** Realigned areas of responsibility to improve housekeeping

services. Some of the full-time employees retired or are no longer employed; part-time employees hired to replace full-time and additional man hours were gained with the hiring of the part-time employees. New equipment purchased in 2009. **2009-10:** The college will continue to work towards better housekeeping satisfaction across campus; however, among the challenges faced in this area is moving from full-time housekeeping staff in recent years to using more part-time housekeeping staff. In addition, some of the current part-time staff will not have contracts renewed in order to mitigate budget concerns.

Source of Documentation: Schedule, personnel records, purchasing orders for new equipment

- 8.5 Benchmark (*criteria for success*):** The members of the Safety & Environmental Committee will conduct yearly informal safety inspections in order to submit recommendations for correction of perceived safety hazards within the buildings and across grounds.

Assessment Results 2007-08: Achieved

Assessment Results 2008-09: Not achieved

Assessment Results 2009-10: Achieved

Use of Assessment Results: 2007-08: Safety and Environmental hazards are addressed by one committee and not two in order to streamline processes and communication. The committee assesses safety and environmental hazards in each area and within each department on campus. **2008-09:** The committee experienced low attendance during the 2008-09 school year; campus inspections were not conducted. Director will be meeting with the VP of Administrative Services to suggest and appoint personnel to the committee that will bring appropriate expertise in an effort to conduct an appropriate and thorough external and internal inspection of buildings and grounds. **2009-10:** Safety inspections were completed in all buildings and grounds on the SCC campus in 2009-10. The safety inspections revealed some concerns that were addressed and corrected.

Source of Documentation: Inspection records and documentation; Health and Safety Committee minutes

- 8.6 Benchmark (*criteria for success*):** Financial, FTE, and equipment audits undertaken by the state will result in reports of no major findings.

Assessment Results 2007-08: Achieved for FTE audit. *No audit in 2007-08 for financial and equipment.*

Assessment Results 2008-09: Results pending for Financial Audit; *no audit for equipment*

Assessment Results 2009-10: Achieved for FTE audit. No State equipment or financial audit in 2009-10.

Use of Assessment Results: 2007-08: An internal auditor was assigned to monitor student membership hours and FTE reporting. Financial audit scheduled for spring 2009. Equipment audit has not been scheduled as of October 15, 2008. **2008-09:** Financial audit was conducted in 2008-09; in draft stage as of September 1, 2009; documentation for final audit not complete. **2009-10:** Internal auditors monitor FTE, equipment, and financial reporting.

Source of Documentation: State audit report (copy on file with Dean of Enrollment Management; copy of Form 104 submitted to NCCCS).

College Goal 9: *To create and market educational programs, including programs delivered via distance learning, that excite and meet the needs of all segments of our service area.*

Our Ongoing Commitment

Sandhills Community College will offer programs that meet the needs of its service area, excite and attract local high school graduates as well as non-traditional learners, and enable the college's enrollment to grow at a modest but healthy pace.

- 9.1 Benchmark (criteria for success):** The college will maintain or steadily increase number of students and FTE annually. [curriculum headcount = unduplicated, fall and spring; continuing education = duplicated and includes summer from ANNTBL2II; FTE reports from TABLE2SEM and TABLE2SUMMER]

Assessment Results 2007-08 Reporting: Achieved

<i>Curriculum total annual:</i>	Headcount = 5029	FTE = 3,006
<i>Continuing Education annual:</i>	Headcount = 7,850	FTE = 736

Assessment Results 2008-09 Reporting: Achieved

<i>Curriculum total annual:</i>	Headcount = 5224	FTE = 3188
<i>Continuing Education annual:</i>	Headcount = 8,319	FTE = 800

Assessment Results 2009-10 Reporting:

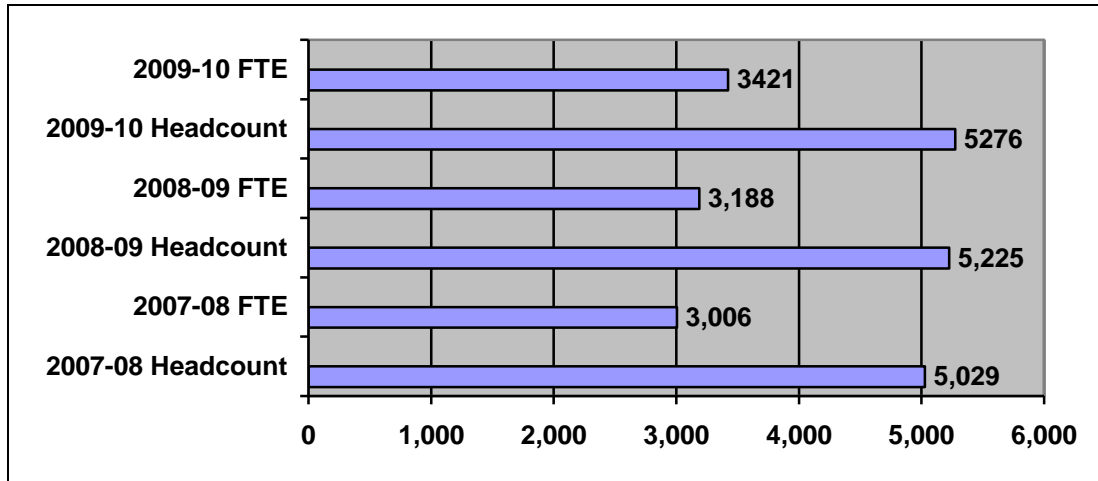
<i>Curriculum total annual:</i>	Headcount = 5276	FTE = 3421
<i>Continuing Education annual:</i>	Headcount = 8224	FTE = 781

Use of Assessment Results: 2007-08: Increased curriculum visibility in Hoke County through recruiting and marketing. Highlighted various programs and services at recruiting events held in high schools and at community events. **2008-09:** *Enrollment numbers for 2006-2009 updated using audited enrollment data from NCCCS Data Warehouse.* Recruiting visits made to Moore and Hoke High Schools, recruiting tours scheduled on campus for high school students, quarterly newsletter sent to prospective students, and three academic program open houses were hosted.

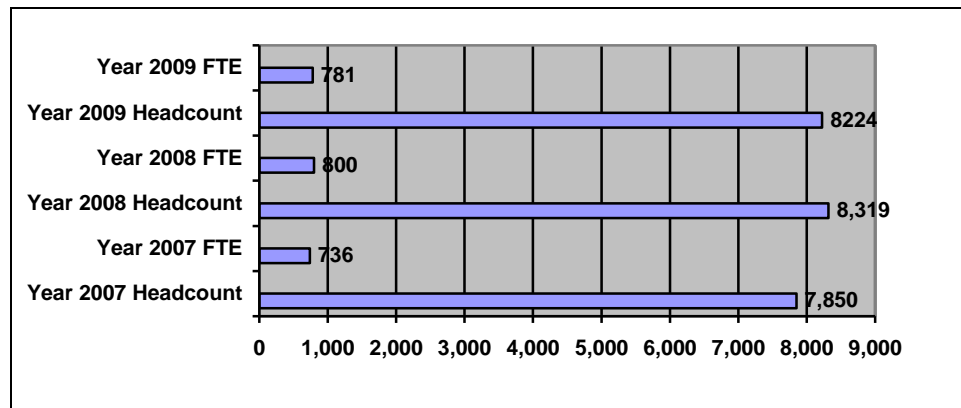
2009-10: Enrollment has continued to increase since spring 2008. The recruiting and admissions office has worked to make the enrollment process easier. In almost all cases, the office responds to student applications in no more than 24 hours.

Source of Documentation: Recruiting schedule and records

Curriculum Academic Year: Three years



Continuing Education: Three years



9.2 Benchmark (criteria for success): The College will serve a percentage of its service area that equals or surpasses that of the N.C. Community College System average. [Critical Success Factors]

Assessment Results 2007-08: Achieved. 12.72% vs. 12.05% System average

Assessment Results 2008-09: Achieved. 12.61% vs. 12.14% System average

Assessment Results 2009-10: Achieved. 13.12% vs. 12.19% System average

Use of Assessment Results: 2007-08: Increased and extended promotion and awareness of the college through numerous advertising venues in the services areas of Moore and Hoke Counties that included newspapers, billboards, radio, campus magazine mailings; in addition, updated and new college information delivered to area high schools. *Career Focus*, Winter 2007 edition highlighted military students and health care programs that attract many students and fulfill community needs. College recruiting increased presence in Hoke County including Hoke County High School. **2008-09:** Marketing efforts extended to social media outlets (Facebook, Twitter) to increase awareness of college programs and services; *Career Focus* Winter 2008 edition released in December; billboard advertisements. Recruiting efforts included high school group campus tours and three open houses for specific programs with faculty members participating. Continuing Education hosted an Entrepreneurship Summit, Green Summit, and Summer Academy. **2009-10:** Recruiting efforts for our service area of Moore and Hoke Counties included an increased presence within high school classrooms to specifically educate high school students about our Health Science Programs, increased educational outreach to the active duty military families living in Moore and Hoke Counties, distribution of a monthly Recruiting Newsletter to Moore and Hoke County businesses and schools, and the implementation of the monthly Student Services outreach campaign “S.O.S.-Serving Our Students” held at the Sandhills Community College Hoke Center for the Hoke County community.

Source of Documentation: Marketing and recruiting schedules, Continuing Education event schedules (Community Outreach)

- 9.3 Benchmark (criteria for success):** The college will **enroll** an average of **25%** of the students in the graduating classes of **Moore County** area high schools—Pinecrest, Union Pines, North Moore, and **15%** from graduates of Hoke High in the **Hoke County** service area. [High School graduate numbers retrieved by Recruiting from HS guidance counselors, and Data Warehouse, *HSG 1003 by LEA*]

Assessment Results 2007: Partially achieved

Pinecrest:	116/406 = 28.6% (Achieved)
Union Pines:	63/325 = 19.4% (Not achieved)
North Moore:	36/125 = 28.8% (Achieved)
Hoke:	30/352 = 8.5% (Not achieved)

Assessment Results 2008: Achieved

Pinecrest:	113/427 = 26.5% (Achieved)
Union Pines:	104/314 = 33.1% (Achieved)
North Moore:	45/152 = 29.6% (Achieved)
Hoke:	56/365 = 15.3% (Achieved)

Assessment Results 2009: Achieved

Pinecrest:	118/474 = 24.9% (Achieved)
Union Pines:	88/276 = 31.9% (Achieved)
North Moore:	35/101 = 34.7% (Achieved)
Hoke:	57/296 = 19.3% (Achieved)

Use of Assessment Results: 2007-08: Recruiting Department increased college presence in Hoke County through community and high school events; marketing increased in Hoke County. Discuss benchmark at the 2008 Quality Conference. **2008-09:** High school visits conducted in Moore and Hoke County for the CACRAO and CRROP recruiting tours. Quarterly newsletter provided to high schools. Recruiting hosted three academic program open houses to prospective students. Website enhancements made including a virtual tour link. Marketing extended into social media venues (Facebook, Twitter, You Tube) to raise awareness of events on campus including registration for curriculum and continuing education. Marketing working closely with curriculum programs in planning for a new college website. The achievement of this benchmark in 2008-09 will be discussed at the 2009 Quality Conference. **2009-10:** The increased presence was continued in the service area high schools by regular meetings with the high school counselors, targeted program information sessions geared for high school juniors and seniors, high school class campus tours, and print media advertising within the high schools.

Source of Documentation: Recruiting schedule and materials, www.sandhills.edu, and Marketing records

9.4 Benchmark (*criteria for success*): The college will annually meet or exceed the System average in percent of high school tech prep graduates enrolled in college programs. [Reports are one year behind in *Critical Success Factors*]**System Performance Measure**

Assessment Results 2007-08: Achieved. 43% (system average = 30%)

Assessment Results 2008-09: Achieved. 40% (system average = 30%)

Assessment Results 2009-10: Achieved. 43% (system average = 30%)

Use of Assessment Results: 2007-08: Recruiters have attained advising duties and are participating in weekly visits to Hoke Center. Increased recruiting presence at Hoke High School. Marketing increased to prospective technical students through new and updated information via brochures, magazines, cinema advertising, and through fliers and advertisements posted in high schools and other community locations. Kiosks located in high schools. **2008-09:** “Creating Success” campaign created to promote technical programs during spring 2009 registration. Recruiting hosted three program

open houses for high school students. Marketing for technical programs enhanced and career-story articles highlighted in *Career Focus* magazine. Billboard advertising in Moore and Hoke counties included technical programs (i.e., Culinary Arts). **2009-10:** Targeted visits to the service area high schools and on-campus open houses hosted by the recruiters showcased technical degree, diploma, and certificate programs. Print media highlighting technical programs were dispersed throughout the community to include service area schools and community events.

Source of Documentation: Recruiting schedule, *Career Focus* magazine, billboard sample ads

- 9.5 Benchmark (*criteria for success*):** Distance Education offerings will increase by 5% each year. *Distance Learning (DL)/Internet and hybrid courses in this assessment.* [NCCCS-CCRE555 report for courses taught by non-traditional methods of instruction]

Assessment Results 2007-08: Achieved. 123 offerings (annual; 5.7% increase)

Assessment Results 2008-09: Achieved. 103 unique Internet courses; 108 unique hybrid courses

Assessment Results 2009-10: Achieved.

Use of Assessment Results: **2007-08:** 123 offerings = annual average; 118 courses for fall and 128 courses for spring. Blackboard course revisions were made in spring 2008 including revisions to course objectives/course goals and updates to General Education or student learning areas - both in the "Syllabus" area in each Blackboard course. **2008-09:** Hybrid courses increased significantly and most faculty are in agreement that hybrid offerings are becoming more popular with students. Student achievement is being monitored for hybrid offerings and will be tracked on a longitudinal basis. **2009-10:** This benchmark is slated to be eliminated in 2010-11 as the college has begun to shift from a focus in expanding distance education to a focus on ensuring quality courses and providing professional development and support to faculty who teach courses via distance education.

Source of Documentation: 2009-10 course schedule

- 9.6 Benchmark (*criteria for success*):** 75% of current students taking online or Internet courses will indicate satisfaction with instruction.

Assessment Results 2007-08: Achieved

2008 Spring Distance Learning (Internet) evaluation (revised):

Includes reasonable assignments in terms of pacing and difficulty = 90%

Offers clear and understandable assignments = 91%

Requires texts and materials that enable student success = 92%

Meets student expectations = 87%

Assessment Results 2008-09: Achieved (Fall 2008 Survey)

Explains subject matter logically, clearly, and effectively = 97.5%

Creates opportunities for meaningful learning experiences = 97.1%

Stimulates curiosity, independent thinking, and student participation in class = 98.2%

Assessment Results 2009-10: Achieved (Fall 2009 Survey)

Explains subject matter logically, clearly, and effectively = 83.8%

Creates opportunities for meaningful learning experiences = 83.0

Stimulates curiosity, independent thinking, and student participation in class = 82.0%

Use of Assessment Results: **2007-08:** Increased hybrid offerings. Updated online resources to meet the increase of students using Blackboard. Orientations for faculty using Blackboard were conducted and refresher sessions to update faculty on additional online resources. **2008-09:** A strategic plan for distance learning, including Internet instruction, is being developed to ensure the college is providing quality education to DL student; focused initiatives include instructional techniques, usage of multi-media forms, student participation, and access for students with disabilities. **2009-10:** A Perkins grant allowed the college to develop three levels of faculty training modules in Moodle. Training began in summer 2010 and will continue in fall 2010. All faculty who teach a distance learning course will be required to complete level 1 training in fall 2010 and will be encouraged to complete level II and level III training as well.

Source of Documentation: Distance Learning Evaluations

College Goal 10: *To monitor program or service performance in each of the above areas and to use the data gathered to improve the college's effectiveness.*

Our Ongoing Commitment

Sandhills Community College will monitor its performance in all areas of its operation. It will take systematic steps to improve its effectiveness and update its plans based on the results of that monitoring. With that goal in mind,

Foreword

The college's institutional effectiveness report, *Institutional Performance and The College Strategic Plan of Operations* is compiled and maintained each year by The Office of Planning and Research. It is submitted to The North Carolina Community College System each fall for an audit review. In November, representatives of various campus constituencies meet with senior administrators, and the Board of Trustees in a Quality Conference to review college performance levels.

If performance shortcomings are observed, the Quality Conference develops recommendations designed to address these shortcomings. Recommendations from the Quality Conference are presented to the Board of Trustees at its February retreat. If the Board so chooses, it may approve these recommendations for implementation and addition to the *College Strategic Plan of Operations* and the upcoming budget cycle.

- 10.1 Benchmark (*criteria for success*):** The Office of Planning and Research will conduct an annual Quality Conference to evaluate the College's goals and planning procedures with participants representing various areas of the college.

Assessment Results 2007-08: Achieved

Use of Assessment Results 2007-08: The Quality Conference was held on November 19, 2007. Unmet benchmarks for 2006-07 were reviewed and discussed. Performance Measures, Diversity, and the 20/20 Vision Project were addressed.

Assessment Results 2008-09: Achieved

Use of Assessment Results 2008-09: The Quality Conference was held on November 19, 2008. Unmet benchmarks for 2007-08 were addressed, and System Performance Measures. Developmental education and benchmarks were addressed and the challenges that developmental education students face; discussion also focused on how the college works and continues to work through the challenges while it strives to assess and meet the remedial needs of this population. As a result of concern about campus-wide benchmarks for developmental education, the Office of Planning and Research was asked to conduct additional research for the Board of Trustees and

campus leaders. Other items for review included budgetary issues and an update on the 20/20 project. Current student statistics gathered from college surveys were shared.

Assessment Results 2009-10: Achieved

Use of Assessment Results 2009-10: The Quality Conference was held on November 23, 2009. Unmet Campus-Wide Benchmarks were addressed with a focused discussion on the need to revise and update Campus-Wide Benchmarks. The 20/20 group presented their vision for the college and discussed the inclusion of a fifth core value: helpfulness.

Source of Documentation: *2009 Quality Conference Minutes*

10.2 Benchmark (*criteria for success*): 85% of the faculty and staff surveyed on the annual general college survey will indicate satisfaction with the assistance and support provided by the planning and research office.

Assessment Results 2007-08: Achieved 95% (survey administered at CSP meeting)

Assessment Results 2008-09: Achieved. 94% (conducted fall 2008, Faculty and Staff Survey)

Assessment Results 2009-10: Achieved. 97.1% (conducted fall 2009, Faculty and Staff Survey)

Use of Assessment Results: 2007-08: A survey was conducted at the Campus Strategic Planning Meeting in April 2008 for feedback related to the college's planning cycle and planning and research functions. Both received satisfaction level over 95%. Faculty and Staff Survey for 2008 will be administered fall 2008 in an effort to balance load of campus-wide surveys and thus, increase response rate. **2008-09:** Office of Planning and Research had several meetings with Math and Developmental Education faculty to support goal and benchmark planning in an effort to track student retention, pass, and persistence rates. Office of Planning and Research also provided support to programs requesting specific data for accreditation and to programs/services requesting information for grant opportunities. Through the intensive program review process, the Office of Planning and Research built stronger relationships with individual academic programs. Dean of Planning and Research presented to the 20/20 leadership group. Campus awareness increased in 2008-09 with regard to the importance of data collection and assessment. **2009-10:** Office of Planning and Research continued to refine data methodology to better meet needs of academic programs and non-instructional units. Office has been more responsive to data requests and providing support to units during the planning process.

Source of Documentation: Office of Planning and Research – planning records and schedules, program review and meeting notes

10.3 Benchmark (*criteria for success*): 90% of the administrators and program directors surveyed on the annual institutional effectiveness-specific survey will indicate that the Office of Planning and Research is effective in **collecting and analyzing data**.

Assessment Results 2007-08: Achieved. 96% overall satisfaction

Assessment Results 2008-09: Achieved. 100% collecting and analyzing data

Assessment Results 2009-10: Achieved. 100% collecting and analyzing data

Use of Assessment Results 2007-08: Planning and Assessment work group met during fall 2007 to analyze IE documents and their utilization with an emphasis on campus-wide benchmarks. **2008-09:** Benchmark revised to be more specific as noted on the *Evaluation of the Office of Planning and Research and the College's Annual Planning Cycle 2009*. Office of Planning and Research (OPR) supported programs and reviews by Instruction with the compilation of enrollment, graduate, and instructional reports to aid programs in planning. **2009-10:** The Office of Planning and Research has made more data available campus wide by posting survey results and enrollment data on the Intranet. The office has also worked with individual units to better meet their needs for internal and external reporting.

Source of Documentation: Documents – shared P & R File and Intranet