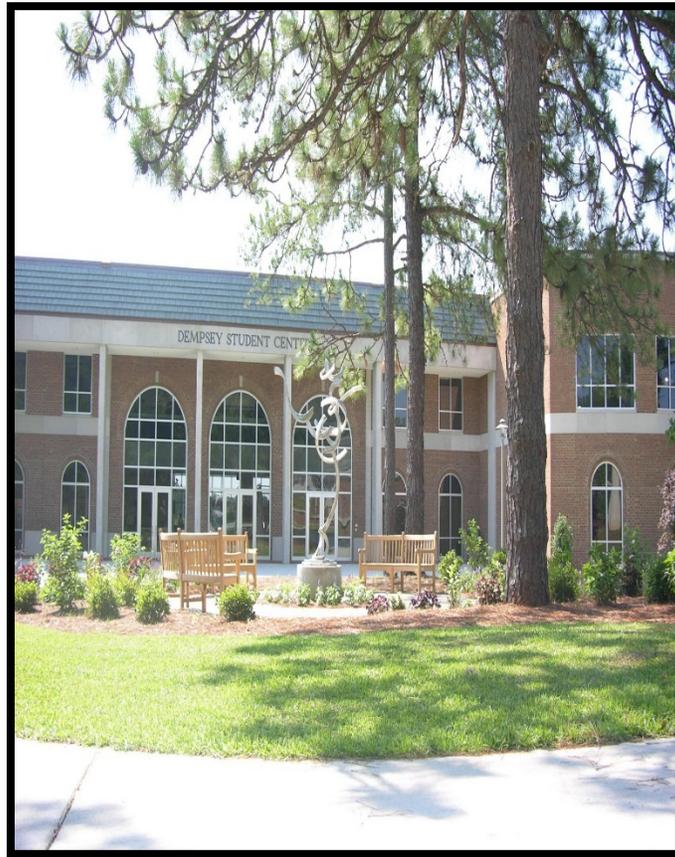


Sandhills COMMUNITY COLLEGE



CAMPUS-WIDE OUTCOMES

Compiled by the Office of Planning and Research

2017

June 2017

Introduction

Campus Wide Outcomes are one of the primary ways that the College measures institutional effectiveness. Organized by the six goals that help define the College's mission statement, these outcomes represent each area of the campus and reflect how day to day campus operations cumulate in broader measures of success. These measures are inclusive of campus and community stakeholders and stand as our best efforts to evaluate how well the College is meeting its mission of "providing opportunities of the highest quality to all of the people of the Sandhills."

The 2016-2017 Campus Wide Outcomes underwent a significant revision during spring 2016, which was part of the College's fifth-year revision of its mission, goals, and outcomes. During the revision, representatives from each division of campus came together in more than a dozen meetings. The meetings included a thorough review of existing measures that included discussions of whether target measures were appropriate, a conversation of the methodology used for each measure, and the creation of new measures to assess areas that were not represented. The collaboration of divisions resulted in a holistic review of priorities and campus activities. Most importantly, outcomes were written to assess as forthrightly as possible whether the college was meeting its mission or not. Emphasis was placed not on setting measures that we *could* meet, but on setting measures that we *should* meet.

As in previous years, when a measure has been in place for some time, we document the three-year history of the outcome with performance data and use of assessment results. The 2016-2017 academic year shows that we are meeting our objectives in many areas and still have strides to make in others. The Use of Assessment results section documents how we will work in the future to better meet these measures of success.

Kristie Sullivan, Ph.D.
Dean of Planning and Research
SACS COC Liaison

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

What We Believe...

The college is committed to the five core values of INTEGRITY, HELPFULNESS, EXCELLENCE, RESPECT, AND OPPORTUNITY. These values guide and direct Sandhills Community College as it seeks:

- To welcome students of all ability levels and to provide programs that prepare them for employment or for transfer (EXCELLENCE);
- To develop student and academic support services that promote student success (HELPFULNESS);
- To provide training for local businesses and to enhance the economic well-being of the region (OPPORTUNITY);
- To contribute to the cultural and artistic richness of the community and to the educational needs of our retired population (INTEGRITY);
- To create a campus environment that celebrates its faculty and staff and supports their personal and professional development (RESPECT).

College Goals

For-Credit Academic Programs

1. To educate students for professional and personal opportunities by providing technical and transfer programs.

Support Services

2. To provide beneficial student services and academic support programs that help students live better lives through meeting their career, academic, and personal goals.

Access and Opportunity

3. To ensure access and opportunity by minimizing barriers to employment and/or to college credit and non credit courses.

Economic Development

4. To provide the necessary training to help recruit businesses and to drive entrepreneurial growth in our service area, to promote workplace learning, and to prepare students for employment through credit and noncredit courses and programs.

Campus and Community Life

5. To provide opportunities for cultural enrichment, life-long learning, student involvement, and community service.

Campus Resources

6. To ensure that the college has the necessary financial, human, technological, and physical resources to advance the excellence of its programs.

College Goal 1 – For-Credit Academic Programs

To educate students for professional and personal opportunities by providing technical and transfer programs.

Our Ongoing Commitment

Sandhills Community College will provide exceptional educational opportunities for students pursuing applied science or college transfer programs by ensuring course and program quality that leads to employment, successful transfer, and fulfillment of personal and academic goals.

1.1 Measured Outcome (criteria for success): A minimum of 80% of instructional hours will be delivered by full-time faculty.

Assessment Results 2014-15: Not achieved. 76.5% Average hours taught by FT faculty

Assessment Results 2015-16: Achieved. 80.5% Average hours taught by FT faculty

Assessment Results 2016-17: Not achieved. 79.1% Average hours taught by FT faculty (old methodology) 75.2% (New methodology)

Table 1. Percentage of Instructional Hours by FT Faculty

PROGRAM	% FT old method	% FT new method
Accounting	87.5%	87.5%
Architectural Technology	67.9%	67.5%
Art	34.0%	34.0%
Associate Degree Nursing	96.3%	91.4%
Automotive Systems Technology	100%	82.4%
Baking and Pastry Arts	63.1%	63.1%
Basic Law Enforcement Technology	100%	100%
Business Administration	82.7%	80.2%
Civil Engineering Technology	90.5%	89.5%
Collision Repair & Refinishing Technology	100%	82.8%
Computer Engineering Technology	86.1%	81.5%
Cosmetology	89.9%	89.9%
Criminal Justice Technology	90.1%	90.1%
Culinary Arts	49.0%	49.0%
Developmental Education	58.7%	58.7%
Digital Media Technology	86.7%	78.7%
Early Childhood Education	93.5%	93.5%
Emergency Medical Science	88.8%	82.0%
English and Humanities	60.6%	51.8%
Geomatics	87.2%	86.2%
Golf Course Management	75.9%	75.9%
Health and Fitness Science	92.5%	81.1%

PROGRAM	% FT old method	% FT new method
Human Services Technology	100%	100%
Information Technology	93.4%	86.7%
Landscape Gardening	100%	100 %
Math	62.5%	54.7%
Medical Lab Technology	100%	97.6%
Medical Office Administration	89.4%	89.4%
Music	89.5%	73.1%
Nursing Assistant	60.8%	60.8%
Office Administration	95.1%	95.1%
Ophthalmic Medical Assistant	100%	90.3%
Physical Education	77.0%	77.0%
Polysomnography	--	--
Radiography	94.5%	89.0%
Respiratory Therapy	100%	93.9%
Science	87.9%	75.4%
Simulation and Game Development	77.9%	77.9%
Social and Behavioral Science	62.7%	54.4%
Surgical Technology	100%	89.5%
Therapeutic Massage	100%	94.9%
University Studies	100%	100%
Average	79.1%	75.2%

Use of Assessment Results:

2014-15: Searches and hires were successfully conducted for fulltime positions in Visual Arts, Mathematics, and Developmental Education. Hiring priorities for the 2015-2016 academic year are currently being discussed.

2015-16: Through the new CSP process, areas of need have been identified and hiring priorities are currently being discussed for spring 2016 and fall 2017. This outcome is one of the factors considered when setting hiring priorities.

2016-17: Two mathematics instructors have been hired and are slated to begin July 1 and August 1, 2017. Replacement hires have been completed or are in progress for nursing, nurse aide, visual arts, psychology, and office systems/medical office tech. A new communications instructor position has also been approved and the search is in progress. This outcome is used as one factor in determining faculty hiring priorities.

Source of Documentation: Annual program review summaries, Office of Planning and Research

1.2 Measured Outcome (criteria for success): 100% of programs participating in program accreditation will receive full accreditation and/or remain in good standing.

Assessment Results 2014-15: Achieved.
Assessment Results 2015-16: Achieved.
Assessment Results 2016-17: Achieved.

Table 2. *Name of Accrediting Agency by Program and Date of Last Visit*

Program	Program Accreditor	Date of Last On-Site Visit
Automotive Systems Technology	National Automotive Technicians Education Foundation	Reviewed every 2 1/2 years. Last site visit was April 2015. Next site visit will be 2020.
Early Childhood Education	National Association for the Education of Young Children	Reviewed annually. Last site visit was in fall 2012. (Next visit will be in 2019)
Landscape Gardening	National Association of Landscape Professionals	Reviewed annually. Site visit occurred in 2016.
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences	Reviewed annually. Next site visit scheduled for Spring 2019.
Polysomnography	Commission on Accreditation of Allied Health Education Programs	Program was inactive for 2016-17. Reviewed annually. Last site visit was in March 2009. Next site visit is expected in March 2019.
Radiography	Joint Review Committee on Education in Radiologic Technology	Reviewed annually. Last site visit was in November 2013.
Respiratory Therapy	Commission on Accreditation for Respiratory Care	Reviewed annually. Next site visit scheduled for 2026.
Surgical Technology	Accreditation Review Committee in Surgical Technology and Surgical Assisting	Reviewed Annually - Last Site Visit Fall 2016 - Accreditation Renewal effective through 2027
Ophthalmic Medical Assistant	Commission on Accreditation of Ophthalmic Medical Programs	New program began summer 2012. Initial accreditation review visit was in May 2013. Site visit and reaccreditation May 2016. Next reaccreditation May 2021.

Table 3. *Name of Licensing Board or Oversight Agency by Program and Date of Last Review*

Program	Program Licensing Board or Oversight Agency	Date of Last Review
Associate Degree Nursing/PN	Approved by North Carolina Board of Nursing	Reviewed annually. Last site visit was in October 2010, The next site visit will be in 2018.
Cosmetology	North Carolina State Board of Cosmetology	Reviewed annually. Site visits three times per year.
Basic Law Enforcement Technology	Criminal Justice Training Standards Commission and Sheriffs' Education and Training Standards Commission	Last site visit was in 2015 (does not include state drop-in audit visits). Accreditation renewal is effective through August 21, 2020.

Emergency Medical Science	Office of EMS and Department of Health and Human Services provide certification that allows students to take the state exam. Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP)	Credentialed every four years. Last site visit was in summer 2016.
Certified Nursing Assistant	Approved by Department of Health and Human Services, Division of Health Service Regulation, Center for Aide Regulation and Education	Reviewed biannually. Last site visit was in January 2017.
Therapeutic Massage	Approved by NC State Board of Massage	Reviewed annually.

Use of Assessment Results:

2014-15: Automotive Systems Technology and Basic Law Enforcement Training both successfully completed their accreditation/audit visits in Spring of 2015. Accreditation of programs continues to be a priority of the college and is supported heartily.

2015-16: Health Sciences programs had successful accreditation (EMS) or reaccreditation (OPH, RPT) site visits in 2015-2016. Not only do we continue to have a 100% accreditation but we also have very favorable reports from the site visitors for the faculty, staff and support services available to the students in the all programs listed above.

2016-17: Sandhills continues to maintain 100% accreditation in all accredited and licensing areas. A budget category within curriculum was created to support accreditation efforts. Faculty development in areas pertinent to accreditation are supported and encouraged.

Source of Documentation: Annual program review summaries, program records, and accrediting agency documents

1.3 Measured Outcome (*criteria for success*): In the annual survey of graduates, a minimum of 90% of graduates were satisfied with the overall quality of their academic program.

Assessment Results 2014-15: Achieved. 98%

Assessment Results 2015-16: Achieved. 96%

Assessment Results 2016-17: Achieved. 97%

Use of Assessment Results:

2014-15: Faculty and administration continue to monitor student concerns through student evaluations of faculty and other feedback. Assessment of student learning outcomes continue to be a focus.

2015-16: Faculty continue their efforts to encourage students to participate in college surveys and in conversations at the program level, and also to complete course evaluations. This feedback gives faculty the student perspective on their programs.

2016-17: Sandhills faculty take pride in the quality of their academic programs. Faculty are encouraged and supported in attending conferences, etc. to improve their knowledge of the curriculum, to keep current in technology and to also improve pedagogy.

Source of Documentation: Office of Planning and Research, Survey of Prospective Graduates Q5

1.4 Measured Outcome (*criteria for success*): Among community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.25 or better after two consecutive semesters within the academic year at the transfer institution. *System Office Performance Measure*

Assessment Results 2014-15: Not achieved. 82% (System average = 82%)

Assessment Results 2015-16: Not achieved. 79.4% (System average = 82.4%, goal = 87.6 %, baseline = 65.1%)

Assessment Results 2016-17: Achieved. 86.5% (System average = 82.8%, goal = 87.6%, baseline = 65.1%)

Use of Assessment Results:

2014-15: As we move into the second year of the new Comprehensive Articulation Agreement, advisors are understanding the differences in the two articulation agreements and are better able to assist their advisees. ACA 122, College Transfer Success was revised to reflect the changes in the CAA helping students understand what the changes mean to them. Through their advisors and ACA 122, students are made aware of the transfer guides by major which are posted by the sixteen UNC Universities. We continue to support the rigor of all transferable classes.

2015-16: Measure changed in 2016 to reflect students who earned a 2.25 or better aggregated over the fall and spring semesters at the transfer institution. Programs such as Global Scholars and Diversity Lectures have been implemented which will increase the depth of engagement of students in campus life, including college transfer students. An honors college is also being explored. This increased engagement mirrors the type of student engagement in activities outside of the classroom which help university students be successful in the classroom. The training of faculty and use of the ACA 122 course to “train” transfer students are ongoing efforts in increase the success of our transfer students.

2016-17: Success of our transfer students continues to be a Sandhills priority. Additional opportunities for students to be involved outside the classroom continue to be explored. We had our first Global Scholars graduate in May of 2016 and interest in the program is growing. Catherine Skura, the University Studies Coordinator, has and will attend transfer meetings to both listen and be a voice for our transfer students and faculty. Faculty training is planned to help transfer advisors better assist students in meeting the transfer requirements for specific universities in specific degree areas.

Source of Documentation: NCCCS Critical Success Factors report

1.5 Measured Outcome (criteria for success): Student course outcomes, retention rates and pass rates will be similar regardless of the method of course delivery (rates will be within 10%).

Assessment Results 2014-15: Partially achieved.

Assessment Results 2015-16: Partially achieved

Assessment Results 2016-17: Partially achieved

	2014-15		2015-16		2016-17	
	Pass Rate	Retention Rate	Pass Rate	Retention Rate	Pass Rate	Retention Rate
Hybrid	77%	83%	77%	84%	79%	85%
Internet	68%	79%	69%	79%	73%	79%
Traditional	81%	87%	82%	88%	85%	89%

Use of Assessment Results:

2014-15: Delivery method discussions will be held during the college schedule planning process. Through intensive reviews, online courses with low success rates are identified and considered for movement into a different delivery method. Students are counseled during advising sessions to consider challenges to online course success before choosing to take fully online courses.

2015-16: Through both program and intensive program reviews, changes were made in some programs with hybrid courses with respect to number of weekly class meetings. Additionally, some programs were encouraged to offer their 100-level course via traditional or hybrid delivery methods only, and not online. Student success rates in the different delivery methods will continue to be a priority as the college works toward meeting this outcome.

2016-17: In many courses and subject areas, the pass rates of online courses are comparable to those for hybrid and traditional deliveries. For those courses and/or sections where they are not, specific causes are being explored through course evaluations, program reviews and faculty evaluations. An online tutoring system is also in the planning stages to better serve the online student.

Source of Documentation: Office of Planning and Research

1.6 Measured Outcome (criteria for success): 80% of students will earn a 2.0 or better on each of the student learning outcomes (SLOs) for General Education.

Assessment Results 2014-15: Partially achieved.

Assessment Results 2015-16: Partially achieved.

Assessment Results 2016-17: Under revision

General Education Assessment Results for 2014-15, 2015-16, and 2016-17

Communication SWiBAT 1: Student will be able to demonstrate college-level language skills.						
	Content	Organization	Sources and Evidence	Syntax and Mechanics	Percent Students with ≥ 2.0	Average Student Score
2014-15	2.63	2.63	2.39	2.56	90%	2.55
2015-16	2.41	2.38	2.21	2.44	90%	2.36
2016-17						

Communication SWiBAT 2: Student will be able to create a summary of information using discipline-specific material.						
	Organization	Language	Supporting Material	Central Message	Percent Students with ≥ 2.0	Average Student Score
2014-15	2.90	2.74	2.59	2.89	96.7%	2.78
2015-16	2.69	2.58	2.50	2.68	80%	2.61
2016-17						

Critical Thinking SWiBAT 1: Student will be able to demonstrate analytical reasoning abilities by drawing valid conclusions.					
	Accurately identify problem, question, or issue and its significance	Examine the data/evidence	Include supporting ideas and details leading toward a valid conclusion	Percent Students with ≥ 2.0	Average Student Score
2014-15	2.46	2.28	2.29	76.6%	2.34
2015-16	2.38	2.28	2.23	77%	2.30
2016-17					

Critical Thinking SWiBAT 2: Student will be able to use evidence, logic, and organization.					
	Articulation of position	Organization of evidence	Inclusion of supporting ideas and details	Percent Students with ≥ 2.0	Average Student Score
2014-15	2.78	2.61	2.59	80%	2.66
2015-16	2.52	2.39	2.30	77%	2.40
2016-17					

Social and Personal Responsibility SWiBAT 1: Student will be able to demonstrate respect for self and others when working in groups.					
	Contribution to group goals	Consideration of others	Contribution of others	Percent Students with ≥ 2.0	Average Student Score
2014-15	3.77	3.87	3.43	100%	3.69
2015-16	3.53	3.77	3.60	100%	3.63
2016-17					

Social and Personal Responsibility SWiBAT 2: Student will be able to identify social or ethical concerns.					
	Identify the social or ethical concern	Identify multiple perspectives associated with the social or ethical concern	Demonstrate empathy for the perspectives influenced by the social or ethical concern	Percent Students with ≥ 2.0	Average Student Score
2014-15	1.65	1.25	1.27	50%	1.39
2015-16	2.33	2.25	2.19	83.3%	2.25
2016-17					

Technology Literacy SWiBAT: Student will be able to use technology to integrate information into a final product.					
	The final product is conceptually sound	The final product is visually appealing	Overall design	Percent Students with ≥ 2.0	Average Student Score
2014-15	2.50	1.60	1.97	40%	2.02
2015-16	2.67	2.41	2.64	77%	2.57
2016-17					

Use of Assessment Results:

2014-15: Efforts will be made to remind faculty of the college's General Education SLO's and examples of students meeting each outcome will be provided. This will aid faculty in setting the appropriate expectations for students and those assessing the outcomes.

2015-16: Assessments used to measure these Gen Ed outcomes will be reevaluated during the 2016-2017 academic year. The focus of the 2016-2017 TLC Institute will be critical thinking, one of the most challenging Gen Ed outcomes to teach and assess, as evidenced by the two Critical Thinking SWiBATs. The SWiBAT for Technical Literacy will be looked at more closely, as it has improved from 2014-2015 but is not where we want it to be.

2016-17: The General Education Assessments process is under revision. No data was collected in 2016-2017.

Source of Documentation: General Education assessment artifact scoring, Office of Planning and Research

1.7 Measured Outcome (*criteria for success*): Curriculum faculty will score an average of 4.0 or higher on a 5.0 scale on student course evaluations for the measure, "creates opportunities for meaningful learning experiences."

Assessment Results 2014-15: Achieved. 4.56 average score

Assessment Results 2015-16: Achieved. 4.38 average score

Assessment Results 2016-17: Achieved. 4.55 average score

Use of Assessment Results:

2014-15: Through TLC, FDC, QEP, the Distance Learning Department, faculty continue to be supported to create positive and meaning learning opportunities for our students.

2015-16: Faculty are encouraged to participate in faculty development opportunities on and off campus to enhance the teaching and learning environments for students and faculty.

2016-17: Appropriate use of technology, up-to-date equipment and hands-on learning opportunities are integrated into the learning environment as appropriate to enhance the students' experiences.

Source of Documentation: Student course evaluations, Dean of Instruction's office

1.8 Measured Outcome (*criteria for success*): Percentage of first-time fall credential-seeking students attempting at least 12 hours within their first academic year who successfully complete ("P," "C," or better) at least 12 of those hours. *System Office Performance Measure*

Assessment Results 2014-15: Not achieved. 67% (System average = 68)

Assessment Results 2015-16: Not achieved. 64.6% (System average = 67.6%, goal = 75.0%, baseline = 54.1%)

Assessment Results 2016-17: Not achieved. 69.3% (System average = 69.7%, goal = 75.0%, baseline = 54.1%)

Use of Assessment Results:

2014-15: The results of the developmental redesign (DMA/DRE courses) continue to be a challenge for faculty and students alike. We continue to refine our offerings so that students can continue to progress in their developmental courses, on which their overall success depends. Through the SSLI related efforts, first semester plans will be developed for program entry depending on placement.

2015-16: System Performance measure methodology has changed to include any student, including high school students, whose code is NOT Basic Skills Plus (T90990) or Special Credit (T90950).

2016-17: A new student orientation has been implemented to help students be more aware of what they need to be successful prior to registering for classes. A component of orientation is a program orientation which connects the students with their faculty and informs them of program specific requirements allowing students to make better choices about their programs of study and to be better prepared when they start classes. An ACA 090 class has been implanted to support students placing into lower developmental courses.

Source of Documentation: Aggregated data NCCCS Critical Success Factors report; disaggregated data Office of Planning and Research.

1.9 Measured Outcome (*criteria for success*): Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years. *System Office Performance Measure*

Assessment Results 2014-15: Achieved. 48% (System average = 47%)

Assessment Results 2015-16: Achieved. 47.1% (System average = 43.7%, goal = 51.9%, baseline = 35.9%)

Assessment Results 2016-17: Achieved. 49.7% (System average = 44.0%, goal = 51.9%, baseline = 35.9%)

Use of Assessment Results:

2014-15: Faculty are continuing to identify students who qualify for a credential and initiating the completion paperwork. Changes to the initial application and enrollment process through SSLI will provide an opportunity for students to make a more informed decision about their first major. This may reduce time wasted and increase student engagement in their program of study.

2015-16: Through SSLI, the college is implementing changes to increase student retention and completion. An orientation plan has been implemented to increase students' knowledge of their

programs before they start. Program specific ACA 115 courses have been implemented to educate students on their chosen program and career to increase graduation rates and success once graduated. Aspects of SSLI are still in the planning stages but they too have the aim of increasing retention and completion (Acceleration into Programs and Structured Pathways).

2016-17: System Performance measure methodology has changed to include any student, including high school students, whose code is NOT Basic Skills Plus (T90990) or Special Credit (T90950).

Source of Documentation: Aggregated data NCCCS Critical Success Factors report; disaggregated data Office of Planning and Research.

1.10 Measured Outcome (criteria for success): Students will complete curriculum end-of-course evaluations at a rate of 25% or more.

Assessment Results 2015-16: Achieved. 28.2%

Assessment Results 2016-17: Achieved. 36.9%

	FALL 2016			SPRING 2017			2016-2017		
	# Surveys Completed	# Students Completing Course	%	# Surveys Completed	# Students Completing Course	%	# Surveys Completed	# Students Completing Course	%
ACA	230	486	47.3%	142	410	34.6%	372	896	41.5%
ACC	39	120	32.5%	40	132	30.3%	79	252	31.3%
ANT	6	50	12.0%	2	6	33.3%	8	56	14.3%
ARC	11	28	39.3%	5	11	45.5%	16	39	41.0%
ART	59	205	28.8%	68	222	30.6%	127	427	29.7%
AST	3	33	9.1%	13	47	27.7%	16	80	20.0%
AUB	4	21	19.0%	5	35	14.3%	9	56	16.1%
AUT	24	133	18.0%	20	137	14.6%	44	270	16.3%
BAF	3	11	27.3%	1	5	20.0%	4	16	25.0%
BIO	167	420	39.8%	213	486	43.8%	380	906	41.9%
BPA	4	27	14.8%	6	33	18.2%	10	60	16.7%
BPR	8	23	34.8%	--	--	0.0%	8	23	34.8%
BUS	139	273	50.9%	89	289	30.8%	228	562	40.6%
CEG	13	24	54.2%	37	44	84.1%	50	68	73.5%
CET	22	43	51.2%	8	25	32.0%	30	68	44.1%
CHM	106	188	56.4%	122	173	70.5%	228	361	63.2%
CIS	58	156	37.2%	36	143	25.2%	94	299	31.4%
CIV	22	26	84.6%	12	12	100%	34	38	89.5%
CJC	36	141	25.5%	39	105	37.1%	75	246	30.5%
COM	135	244	55.3%	130	229	56.8%	265	473	56.0%
COS	6	143	4.2%	8	104	7.7%	14	247	5.7%
CSC	2	12	16.7%	2	21	9.5%	4	33	12.1%

CST	-	-	-	4	4	100.0%	4	4	100.0%
CTI	5	18	27.8%	2	17	11.8%	7	35	20.0%
CTS	3	5	60.0%	-	-	-	3	5	60.0%
CUL	46	157	29.3%	41	162	25.3%	87	319	27.3%
DBA	2	5	40.0%	2	20	10.0%	4	25	16.0%
DFT	-	-	-	3	4	75.0%	3	4	75.0%
DMA	95	678	14.0%	62	424	14.6%	157	1102	14.2%
DME	6	24	25.0%	3	16	18.8%	9	40	22.5%
DRE	44	239	18.4%	11	111	9.9%	55	350	15.7%
ECM	0	6	0%	1	6	16.7%	1	12	8.3%
ECO	21	69	30.4%	19	66	28.8%	40	135	29.6%
EDU	23	82	28.0%	26	99	26.3%	49	181	27.1%
EGR	44	81	54.3%	14	24	58.3%	58	105	55.2%
ELC	4	33	12.1%	3	12	25.0%	7	45	15.6%
ELN	7	10	70.0%	8	17	47.1%	15	27	55.6%
EMS	11	76	14.5%	7	89	7.9%	18	165	10.9%
ENG	381	888	42.9%	296	803	36.9%	677	1691	40.0%
GCM	3	16	18.8%	1	17	5.9%	4	33	12.1%
GEL	2	8	25.0%	8	26	30.8%	10	34	29.4%
GRA	1	4	25.0%	2	11	18.2%	3	15	20.0%
GRD	3	8	37.5%	2	9	22.2%	5	17	29.4%
HEA	1	17	5.9%	6	37	16.2%	7	54	13.0%
HIS	192	586	32.8%	139	523	26.6%	331	1109	29.8%
HOR	1	29	3.4%	0	48	0.0%	1	77	1.3%
HRM	28	45	62.2%	23	58	39.7%	51	103	49.5%
HSE	25	35	71.4%	36	59	61.0%	61	94	64.9%
HUM	100	218	45.9%	101	243	41.6%	201	461	43.6%
ISC	1	12	8.3%	0	0	0%	1	12	8.3%
LSG	2	37	5.4%	0	19	0%	2	56	3.6%
MAT	197	479	41.1%	221	463	47.7%	418	942	44.4%
MED	47	68	69.1%	46	59	78.0%	93	127	73.2%
MKT	2	7	28.6%	4	14	28.6%	6	21	28.6%
MLT	28	85	32.9%	18	87	20.7%	46	172	26.7%
MTH	6	16	25.0%	4	15	26.7%	10	31	32.3%
MUS	47	282	16.7%	38	262	14.5%	85	544	15.6%
NAS	6	19	31.6%	11	33	33.3%	17	52	32.7%
NET	5	43	11.6%	14	55	25.5%	19	98	19.4%
NOS	2	11	18.2%	10	18	55.6%	12	29	41.4%
NUR	239	185	129.2%	202	184	109.8%	441	369	119.5%
OPH	3	51	75.9%	1	48	2.1%	4	99	4.0%
OST	92	149	61.7%	33	117	28.2%	125	266	47.0%
PED	32	252	12.7%	35	222	15.8%	67	474	14.1%
PHI	95	118	80.5%	103	131	78.6%	198	249	79.5%
PHY	32	118	27.1%	24	77	31.2%	56	195	28.7%

POL	47	115	40.9%	56	110	50.9%	103	225	45.8%
PSF	27	50	54.0%	33	40	82.5%	60	90	66.7%
PSG	-	-	0.0%	-	-	-	-	-	-
PSY	299	672	44.5%	240	630	38.1%	539	1302	41.4%
RAD	86	118	72.9%	44	95	46.3%	130	213	61.0%
RCP	26	43	60.5%	26	44	59.1%	52	87	59.8%
REL	38	107	35.5%	39	110	34.2%	77	217	35.5%
SAB	25	37	67.6%	10	19	52.6%	35	56	62.5%
SCI	1	4	25.0%	-	-	-	1	4	25.0%
SEC	3	17	17.6%	12	19	63.2%	15	36	41.7%
SGD	11	73	15.1%	4	68	5.9%	15	141	10.6%
SOC	243	553	43.9%	197	490	40.2%	440	1043	42.2%
SPA	12	83	14.5%	24	86	27.9%	36	169	21.3%
SRV	10	18	55.6%	16	17	94.1%	26	35	74.3%
SST	1	5	20.0%	-	-	-	1	5	20.0%
SUR	28	30	93.3%	12	28	42.9%	40	58	69.0%
TRF	3	23	13.0%	1	24	4.8%	4	44	9.1%
TRN	6	56	10.7%	10	40	25.0%	16	96	16.7%
WBL	21	101	20.8%	38	115	33.0%	59	216	27.3%
WEB	14	39	35.9%	3	29	10.3%	17	68	25.0%
WLD	0	9	0.0%	0	7	0.0%	0	16	0.0%
Grand	3882	10229	38.0%	3347	9346	35.8%	7229	19575	36.9%

This measure was new in 2015-2016, so there is no historical data for this measure.

Use of Assessment Results:

2015-16: While the college average is over 25%, there are subject areas which fall under the target. The Academic Affairs Committee of Faculty Assembly is being tasked with the development of a plan to encourage more students to complete evaluations of faculty.

2016-17: Faculty are reminded to encourage their students to complete course evaluations and that evaluation results are used to identify ways to improve.

Source of Documentation: Course evaluation files from Information Services. Other than the NUR classes, percentages varies by prefix from 1.3% to 100%. NUR had a greater than 100% due to multiple class instructors. This does not include the lab surveys. Student course evaluations, Dean of Instruction's office

College Goal 2 – Support Services

To provide comprehensive student and academic support programs that help students meet their career, academic, and personal goals.

Our Ongoing Commitment

Sandhills Community College is committed to providing support services to all students to help them meet their goals. Academic support is provided to all students through the Tutoring Center, faculty advisors, the Student Success Center, the Learning Resources Computer lab, and Boyd Library. Specialized academic and personal support is also provided to the most at-risk students through a TRIO SSS grant, Project Promise. Student-athletes are encouraged to excel not only in the gym but also in the classroom. Additional non-academic support is provided through career and personal counseling, the financial aid office, and University Studies.

2.1 Measured Outcome (criteria for success): At least 80% of current students will, in the annual survey, indicate that academic advising helped them achieve their academic goals.

2.1 a. Assigned Faculty Advisor

2.1 b. Student Success Center (Stone Hall)

2.1 c. Web Advisor

Assessment Results 2014-15: Achieved. 92%

Assessment Results 2015-16: a. Achieved. 92%

b. Achieved. 96%

c. Achieved. 94%

Assessment Results 2016-17: a. Achieved. 94%

b. Achieved. 97%

c. Achieved. 95%

Use of Assessment Results:

2014-15: Developmental advising continues to be a challenge for advisors but department chair provide a “cheat sheet” which serves as a sort of advising guide. The accuracy and efficacy of EVAL have been improved to make this report in Datatel even more useful to advisors and students.

2015-16: During the work of the Student Success Learning Institute (SSLI), a new student survey was created to pair with the application process, helping to identify possible issues and concerns. Certain responses will encourage conversations between the new student and their assigned advisor, and between the new student and the Student Success Center.

2016-17: The new student questionnaire will be launched soon, and that will provide opportunities for conversations with new students based on their responses to the questions. This will be another tool to help advise and guide our students.

Source of Documentation: Office of Planning and Research, Current Student Survey Q16

2.2 Measured Outcome (criteria for success): 75% of students who participate in the athletic program will make adequate annual progress toward graduation or transfer (earn 12 hours per semester of full time enrollment).

Assessment Results 2014-15: Achieved. (90% volleyball, 87.5% women's golf, 88% men's golf, 94% basketball)

Assessment Results 2015-16: Not achieved. 70% (14 of 20) volleyball, 62% (8 of 13) women's golf, 85% (11 of 13) men's golf, 72% (21 of 29) basketball

Assessment Results 2016-17: Achieved 77% total [85% (18 of 21) volleyball, 78% (7 of 9) women's golf, 73% (11 of 15) men's golf, 74% (31 of 42) basketball]

Use of Assessment Results:

2014-15: In tracking this data the athletic department sees a need for refining this measure. Replacing the measurement of earn 12 hours annually with earn an average of 12 hours per semester would be most appropriate. We will continue to evaluate additional measures to support student athletes.

2015-16: Measure was increased to 12 hours per semester of full-time enrollment. A drop was expected as the measure was changed. Coaches and athletic administration will evaluate all academic support program in the summer of 2016 and propose changes for Fall 2016.

2016-17: Marked improvement was noted since last year. Impact of newly hired part time academic support personnel was felt across the academic success of SCC athletics.

Source of Documentation: Athletic Department student records

2.3 Measured Outcome (criteria for success): 75% of graduating students will report that they have used at least one resource from the Learning Resource Computer lab or Boyd Library while enrolled at Sandhills Community College.

Assessment Results 2014-15: Achieved. 85% of responding graduates

Assessment Results 2015-16: Achieved. 86% of responding graduates

Assessment Results 2016-17: Achieved. 89% of responding graduates

Use of Assessment Results:

2014-15: At the leadership of our Head Librarian Dr. Patricia Buel, Learning Resources partnered with Student Services to implement a student data load transfer to CCLINC which results in all students having borrowing privileges right after the final enrolment purge. In an effort to facilitate ease of access for students to our on line databases, we will be implementing EZ Proxy authentication in the spring semester of 2016. This will also be at the lead of Dr. Buel. We continued our partnerships with Student Life and the Art Department on activities like SpeakEasy as well as

Hastings Gallery shows and lectures. Faculty requested library instruction continues to include encouraging students to avail themselves of our services and facilities. Learning Resources will continue to invite faculty to include embedded librarians in their full distance learning courses and present librarian instruction in their face to face classes in the coming year.

2015-16: The coming academic year will see the full implementation of EZ Proxy authentication providing students with much easier off campus access to all of Learning Resources databases. Thanks to the college upper administration, we were able to fill a much needed full time librarian position. This gives us the capacity to provide increased classroom library instruction as well as increased reference services. We will encourage faculty to add embedded librarians in their fully distance learning classes. Last but not least, we will foster student patronage via partnerships with Student Life and the Art Department on activities like SpeakEasy as well as Hastings Gallery shows and lectures.

2016-17: The Katharine L. Boyd Library continues to strive to meet student research needs in both traditional and online classes. The consistency of student satisfaction reported herein bears witness to that effort. The Learning Resources Computer Lab will, through Intensive Review and other avenues, engage faculty to assess what software they would like the LRCL to add in support of their students. The LRCL will partner with Student Services to include the LRCL brochure in Student Orientation packets. The brochure will also be added to the *Resources for Faculty and Staff* link on the SCC webpage.

Source of Documentation: Office of Planning and Research, Survey of Prospective Graduates Q6

2.4 Measured Outcome (criteria for success): 50% of students who take the placement test and receive pre-advising will matriculate into a curriculum program within one year.

Assessment Results 2014-15: Achieved. 54.4%

Assessment Results 2015-16: Not achieved. 42.8%

Assessment Results 2016-17: Achieved. 55.2%

Use of Assessment Results:

2014-15: Academic programs designed program specific pre-advising information for the Student Success Center to use when working with new students during the pre-advising/one-stop-shop period. The addition of the newly designed program information, especially information relating to the health sciences, enabled the Student Success Center to provide new students a better transition to curriculum programs.

2015-16: With the implementation of Multiple Measures, fewer students are required to take the placement test and pre-advised. The SSLI committee has created the first phase of the Student Success Plan which places greater emphasis on program selection and test preparation. By doing this, the anticipated outcome is that more new students will matriculate and persist.

2016-17: Students are now required to attend an orientation session prior to registering for classes. At orientation students learn about the college resources aimed at helping them be successful.

Additionally, students meet with curriculum program faculty to learn about the expectations of the programs and how the degrees can be applied in the respective fields.

Source of Documentation: Informer institutional report, Office of Planning and Research

2.5 Measured Outcome (criteria for success): 65% of students who receive tutoring from the tutoring center will pass the course for which he/she received tutoring.

Assessment Results 2014-15: Achieved. (69% fall 2014, 80% spring 2015)

Assessment Results 2015-16: Achieved. (77% fall 2015, 79% spring 2016)

Assessment Results 2016-17: Achieved. (72% fall 2016, 81% spring 2017)

Use of Assessment Results:

2014-15: An outsourced tutoring company was piloted but not continued due to lack of student participation. The greatest majority of our students want face-to-face tutoring. The Center Coordinator continues to work to match students with the tutor which best fits their needs. Satellite tutoring labs have been implemented to provide subject specific drop-in labs to further assist students.

2015-16: An initiative implemented in 2015-2016 to give students access to more satellite tutoring labs (computer, nursing, writing, math) seems to be working, except in mathematics, as there was little traffic in that lab. In 2016-2017, a biology tutoring lab will open.

2016-17: The writing lab was a successful initiative with students using the lab's services for papers for DRE, ENG and other subject areas. The lab will continue to be supported. Qualified tutors continue to be difficult to find and recruitment of peer tutors will be a priority in the coming year.

Source of Documentation: Tutoring Center report

2.6 Measured Outcome (criteria for success): 75% of new degree-seeking students will file a FAFSA application.

This measure is new; therefore, there is no historical data.

Assessment Results 2016-17: Not Achieved. 62%

Use of Assessment Results:

2016-17: Out of 3583 students (unduplicated headcount of curriculum students who were not also high school students) enrolled in fall 2016 and spring 2017, 2227 submitted a 16-17 FAFSA application. The new Sandhills Promise program requires new students to complete and submit the FAFSA. This requirement is expected to reach a population of students who may not have otherwise completed the FAFSA because they anticipate that they probably will not qualify for federal or state aid.

Source of Documentation: Financial Aid Office

2.7 Measured Outcome (criteria for success): 75% Students are satisfied with the specialized support the college provides to at-risk populations.

Assessment Results 2015-16: Achieved. 95%

Assessment Results 2016-17: Achieved. 97%

Use of Assessment Results:

2015-16: At risk populations include Disability Services, Minority Male Mentoring, and Veteran's Affairs.

Disability Services: The colleges disability services are included in the Student Governance Statements provided to all students through course syllabi and through a link in online courses. A link to Disability Services is also provided on the MySCC page.

Minority Male Mentoring: Implemented a two staff member approach for serving 3MP members, which provided a greater focus on program awareness and execution of initiatives.

Veteran Services: A part-time Veteran Affairs Assistant was hired to assist with the processing and staff support of veteran students.

2016-17: Veterans: Opened Veterans Center. Completed first session of Green Zone training. Surveyed veterans to assess need for other on-campus services. Minority Male Mentoring: Developed and implemented a communication plan for minority males that focused on student retention.

Source of Documentation: Office of Planning and Research, Current Student Survey Q12

2.8 Measured Outcome (criteria for success): 75% Students are aware of support services offered to all students.

Assessment Results 2015-16: Achieved. 75% responded as either Aware or Know Someone Who Used the Service.

Assessment Results 2016-17: Achieved. 75% responded as either Aware or Know Someone Who Used the Service

Use of Assessment Results:

2015-16: Tutoring: The Tutoring Center advertises their services through posted signs, emails to students, the MySCC page and monitors posted in various buildings. The Tutoring Center director also communicates with faculty reminding them to refer to students to the center.

Personal Counseling: Conducted CAS (Council for the Advancement of Standards) self-evaluation of personal counseling services provided.

Career Services: Increased use of social media. Increased presence in the class room. Implemented a career ambassador program to develop students and expand the support for raising awareness.

Financial Aid: Student emails were sent to inform students of important financial aid dates, processes, lab days, and facts.

Hoke Center Resource Room: Students who are enrolled in classes at the Hoke Center are made aware of the Resource Room through their classes.

2016-17: Personal Counseling: Developed the Mental Health Working Group that was charged with assessing our role in mental health support, as well as developing a plan to provide that support. Part of this assessment included surveying the faculty and staff for input. **Financial Aid:** Improved the Financial Aid worksheet included in the Admissions Packet. Included a financial aid component in the new orientation process.

Support Services include tutoring, personal counseling, career counseling and job placement, financial aid, and the Hoke Center Resource Room

Source of Documentation: Office of Planning and Research, Current Student Survey Q19

College Goal 3 – Access and Opportunity

To ensure access and opportunity for students who are underprepared for college-level work through developmental studies and adult literacy programs; to prepare students for employment and/or for collegiate studies; and to promote student learning and success through various course delivery modes in credit and noncredit courses.

Our Ongoing Commitment

At Sandhills Community College, access and opportunity ensure that all students who enter the open door of our college are met at their level of need. Whether the need is to earn a high school credential, complete developmental or pre-college level courses, or complete college credits while earning a high school diploma, Sandhills Community College wants to provide opportunities for success.

3.1 Measured Outcome (criteria for success): 40% of Continuing Education Career and College Readiness scholarship recipients will enroll in an occupational course in Continuing Education or in a curriculum program within one year of scholarship approval.

Assessment Results 2015-16: Not achieved. 38.5%

Assessment Results 2016-17: Not achieved. 29.3%

Use of Assessment Results:

2015-16: Career and College Readiness recognizes that students who complete a high school equivalency will likely need to pursue postsecondary enrollment in order to obtain skills for a job that allows them to earn reasonable wages. To encourage students to continue their education by enrolling in a curriculum program or an occupational course in continuing education, CCR staff will work with curriculum recruiters who will help CCR students learn more about curriculum programs, understand FAFSA requirements, and complete campus tours. In addition, student services staff will meet periodically to formalize collaboration with CCR staff and to identify ways to encourage CCR students to matriculate into curriculum programs. CE staff and program directors will work closely with the CCR instructors to provide opportunities for students in continuing education that lead to earning credentials needed for jobs in the workplace.

2016-17: Implemented transitions interview with test administrator in an effort to students to transition into postsecondary education; instructor trainings are including NCCCS core credentialing; incorporated a testing cycle to make sure students are being post-tested on a timely basis to encourage timely transition to post-secondary education; during transitions interview, test administrator or registrar is helping students complete their college application; reviewing occupational extension certification and pathway options for training students not willing to apply for degree programs; students are receiving a scholarship up to \$250 to use for curriculum or occupational training; graduating students receive packet with campus resources and contact information. Starting in 2017, graduating students will be required to meet with the curriculum recruiter following their graduation ceremony to explore educational opportunities.

Source of Documentation: Continuing Education and Office of Planning and Research

3.2 Measured Outcome (criteria for success): Percentage of students who progress as defined by an educational functioning level. *System Office Performance Measure*

Assessment Results 2014-15: Not achieved. 30.7% (System average = 45.1%, goal = 51.2%, baseline = 20.6%)

Assessment Results 2015-16: Not achieved. 38.1% (System average = 55.7%, goal = 68.3%, baseline = 34.5%)

Assessment Results 2016-17: Not achieved. 47.6% (System average = 59.1%, goal = 68.3%, baseline = 34.5%)

Use of Assessment Results:

2014-15: The CCR Department created an internal Performance Measures (PM) committee in June 2013 to determine how to increase gains in Educational Functional Levels (EFLs). The committee is comprised of CCR coordinators and instructors as well as the director. Enhanced instructional approaches as well as better assessment strategies have been and are being implemented. System Office CCR staff have been and are being consulted. All CCR Coordinators attended the 2015 Performance Summit. The former NCCCS CCR System Office State Director is in the process of assessing class structure, instructional delivery, and instructional content. **Note: There has been progress the past three years: 26%, 26.6%, and 30.7%, respectively.** Many of the same strategies will be implemented with the revised progress Performance Measure.

2015-16: The Performance Measure methodology was revised in 2016. Historical assessment results have been updated to reflect the use of new methodology. In late 2015, the former systems office CCR Director completed an assessment of our instructional practices and made several recommendations pertaining to contextualized instruction, the use of technology in the classroom, instructor training, and the use of data to track progress more effectively. CCR has implemented several of the recommendations and began to see improvements within the first few months.

In early 2016, CCR implemented a centralized data analysis to more consistently track post-testing, EFL gains, and attendance issues. EFL gains then began to improve at a faster rate than they had previous to that implementation. EFL progress has steadily improved over the past 3 years, and we are closing the gap at a faster rate every year.

In order to continue to carry out the centralized data analysis with the more limited human resources that CCR now has, plans are underway to implement Web Attendance to facilitate the process. Preliminary analysis of 2015-16 data for the 2016-17 assessment results indicates that even more significant gains will be reported.

2016-17: For program year 2016-17: implement the Ability to Benefit (ATB) policy - spring 2017; implementing test cycles to ensure timely pre and post-testing; implemented web attendance to better track student contact hours and to flag students who have minimum contact hours to test; program is ahead on state's mandatory web attendance implementation. State disburses a "Red Flag Monitoring Report" that reflects NRS measures and college progress

Source of Documentation: NCCCS Critical Success Factors report

3.3 Measured Outcome (criteria for success): 75% of students will enroll in an ACA course within their first two semesters of beginning curriculum courses at Sandhills Community College.

Assessment Results 2015-16: Not achieved. 40.3%

Assessment Results 2016-17: Not achieved. 68.7%

Use of Assessment Results:

2015-16: This outcome is a new one, and because of SSLI, it is a priority. ACA 115 has been revamped to include general college and student resource information, and the last 6 modules are program specific. ACA 090 has been added for undecided students and for those who tested into lower level developmental courses. The Student Success Center and Faculty advisors will advise students to take the appropriate ACA course in their first couple of semesters.

2016-17: There has been significant improvement in this outcome with the changes implemented the previous year. The new ACA 115 course has been evaluated and improvements are in progress. ACA 090 has been made a co-requisite of DRE 096 and 097 in the registration system.

Source of Documentation: Office of Planning and Research. Informer Report 3.3 Campus Wide Outcome

3.4 Measured Outcome (criteria for success): Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within their first two academic years *System Office Performance Measure*

Assessment Results 2014-15: Not achieved. 46% (System average = 47%)*

Assessment Results 2015-16: Not achieved. 45.1% (System average = 48.4%, goal = 55.9%, baseline = 23.8%)*

Assessment Results 2016-17: Not achieved. 45.5% (System average = 50.9%, goal = 55.9%, baseline 23.8%)

Use of Assessment Results:

2014-15: DMA courses and now DRE courses are particularly challenging for students and faculty. Faculty from the Math and Developmental Department attended the North Carolina Association of Developmental Educators to exchange ideas with other developmental educators in the state and learn about best practices. The English Department is also in discussions with the Developmental Department to work through ways for students to more easily/successfully transition from developmental classes to college level English classes.

2015-16: Given the impact of multiple measures (most of the students now in developmental English are students who have been out of high school for more than five years and also who qualify for accommodations with ADA), the students placing into the courses really need the courses and they struggle to complete them in the 8-week format. The Developmental Education faculty have been to

forums sponsored by the system office to discuss the success rates of their students. A Writing Lab has been implemented in 2015-2016.

2016-17: The College is exploring offering ENG 001, a lab course, as a corequisite to ENG 111. This course would support students enrolled in ENG 111 through the high school GPA component of multiple measures. Students, especially those with GPAs between 2.6 and 3.0, may benefit with additional time with an instructor to improve their grammar and writing skills.

Source of Documentation: Planning records for developmental education curriculum; English department records for developmental studies. *The methodology for calculating this measure changed for the 2015-2016 Performance Measures. The data shown for 2014-2015 has been revised using methodology consistent with 2015-2016. Data from 2013-2014 uses a different methodology and cannot be compared to data from the last two years.

3.5 Measured Outcome (*criteria for success*): Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing math course with a “C” or better within their first two academic years. *System Office Performance Measure*

Assessment Results 2014-15: Achieved. 27% (System average = 26%)*

Assessment Results 2015-16: Not achieved. 22.5% (System average = 27.6%, goal = 32.5%, baseline = 10.1%)*

Assessment Results 2016-17: Not achieved. 20.1% (system average =29.0%, goal = 32.5%, baseline = 10.1%)

Use of Assessment Results:

2014-15: DMA courses are particularly challenging for students and faculty. Faculty from the Math and Developmental Department attended the North Carolina Association of Developmental Educators to exchange ideas with other developmental educators in the state and learn about best practices. The math department is working on revisions of final assessments used in the DMA courses to better reflect student learning.

2015-16: Given the impact of multiple measures (most of the students now in developmental math courses are students who have been out of high school for more than five years and also who also qualify for accommodations with ADA), the students placing into the courses really need the courses and they struggle to complete them in the 4-week format. The math department will attend some listening forums sponsored by the system office on the success rates of students in 2016. A Math Lab was implemented in 2015-2016, but received little student traffic.

2016-17: Math student success rates in courses offered in different formats have been examined. Fewer hybrid higher level courses are being offered (no online about 143). Increased “face time” appears to increase student success.

Source of Documentation: NCCCS Performance Measures Report. *The methodology for calculating this measure changed for the 201-2016 Performance Measures. The data shown for 2014-2015 has been revised using methodology consistent with 2015-2016. Data from 2013-2014 uses a different methodology and cannot be compared to data from the last two years.

3.6 Measured Outcome (criteria for success): 30% of all students who enter Sandhills as developmental will graduate or will still be enrolled at SCC within four years.

Assessment Results 2014-15: Not achieved. 23.1%

Assessment Results 2015-16: Not achieved. 19.2%

Assessment Results 2016-17: Not achieved. 18.9%

Use of Assessment Results:

2014-15: The work being done through SSLI will identify barriers student completion including placement into developmental coursework. Math Sense and English Sense are offered to help students who place extremely low. Participation in these offerings is low and students are unable to progress without completing their developmental coursework.

2015-16: The population for our developmental students has changed, and this measure is affected by that change. It is not a coincidence that the decrease in how the developmental students are persisting corresponds to the two years when the 4-week DMA and the 8-week DRE courses were implemented by the system office. The work continues to find ways to improve student success.

2016-17: ACA 090 has been implemented to support students who place into lower developmental courses. The course is designed to provide study skills and “student” skills to help the student be successful in their developmental coursework as well as all other coursework.

Source of Documentation: Data Warehouse, Office of Planning and Research

3.7 Measured Outcome (criteria for success): The College will enroll an average of 25% of the students in the annual graduating classes of each Moore County area high schools (Pinecrest, Union Pines, North Moore) and 15% from graduates of Hoke High in the Hoke County service area.

Assessment Results 2014-15: Partially achieved.	Pinecrest:	120/535 = 22.4%
	Union Pines:	94/275 = 34.2%
	North Moore:	32/121 = 26.4%
	Hoke:	37/353 = 10.5%

Assessment Results 2015-16: Partially achieved.	Pinecrest:	123/436 = 28.2%
	Union Pines:	67/270 = 24.8%
	North Moore:	47/149 = 31.5%
	Hoke:	31/336 = 9.2%

Assessment Results 2016-17: Partially achieved.	Pinecrest:	132/525 = 25.1%
	Union Pines:	94/334 = 28.1%
	North Moore:	51/144 = 35.4%
	Hoke:	31/386 = 8.0%

Use of Assessment Results:

2014-15: During the Spring 2015 semester, the college's recruiter held scheduled and marketed office hours at the high schools to meet with college-bound high school seniors. With the assistance of the high school counselors, the recruiter was provided with names of potential Sandhills Community College students. Using the space provided by the high schools, the recruiter met with students recommended by the high school counselors to recruit them to Sandhills.

2015-16: (2015 HS graduates) Hired recruiter to provide greater presence in the high schools. Implemented an initiative that increased enrollment in Career & College Promise.

2016-17: Increased presence at Hoke High School. Built relationships with new Hoke High School counselors. Gained access to high school classrooms for presentations to seniors.

Source of Documentation: Graduation numbers from high school guidance counselors, NCCCS CURRSTA 120, Office of Planning and Research, Student Services records and reports

3.8 Measured Outcome (criteria for success): 95% of graduates who respond to the annual survey will indicate that if they were to begin college again, they would choose to attend Sandhills Community College.

Assessment Results 2014-15: Achieved. 100%

Assessment Results 2015-16: Not achieved. 88.6%

Assessment Results 2016-17: Not achieved. 92.1%

Use of Assessment Results:

2014-15: The College is working through the Student Success Leadership Initiative to formalize support for students to achieve their goals by supporting the Front Door Experience from application to matriculation, developing pathways for success, and accelerating students into programs. Student success continues to be the focus of ACA 122, Career fairs, and faculty advising.

2015-16: The work from 2014-2015 continues through SSLI on a new Orientation/Career fair, revamping of ACA 115 to include degree and program information as a fundamental part of the course, creation of ACA 090, with all these efforts beginning in Fall 2016.

2016-17: The new Orientation has been implemented as has the new ACA 115. Ways to improve individual programs and the overall college experience for our students are explored through program reviews. Examples include adjusting how a course is offered (traditional, online or hybrid), purchasing industry standard equipment and supporting student field trips.

Source of Documentation: Office of Planning and Research, Survey of Prospective Graduates Q11

3.9 Measured Outcome (criteria for success): The SCC Foundation will provide scholarships and private assistance amounting to at least \$750,000 annually.

Assessment Results 2014-15: Achieved. \$780,827
Assessment Results 2015-16: Achieved. \$761,154
Assessment Results 2016-17: Not achieved. \$690,810

Use of Assessment Results:

2014-15: In early 2015 the Sandhills Community College Foundation’s long-term investments for scholarships were approaching \$10mm. The Scholarship long-term funds (which includes over 110 individually endowed funds) create approximately \$500,000 in perpetual support for scholarships. This in combination with the Guarantors budget and the annual scholarship program contributions has created what we the can anticipate as a fairly reliable stream of private/Foundation supported financial aid in excess of \$750,000. With positive market performance, this funding total should be sustainable for the long-term.

2015-16: In the 2015-16 year three new endowed scholarships and three new annual scholarships were added to the Foundation's scholarship program. In addition to this, the Foundation is launching a new \$20,000 Guarantors Endowment Initiative for the upcoming 2016-17 fiscal year. The outlook for financial aid growth continued to be good.

2016-17: If we re-assess these numbers on 06/30/2017 at the end of the fiscal year it should be achieved. The Foundation’s Financial Aid Budgets were set at \$925,000 in total, but those funds are not allocated to students through the Foundation Office; if all of those funds were not needed, then they will be saved for future years.

Source of Documentation: Foundation Office reports

3.10 Measured Outcome (*criteria for success*): 65% of high school students who enroll in a high school pathway will matriculate to Sandhills Community College or transfer to another college within one year after high school graduation.

Assessment Results 2015-16: Achieved. 65.5%
Assessment Results 2016-17: Achieved. 71.1%

Use of Assessment Results:

2014-15: Applied Science curriculum faculty presented advantages and opportunities of enrolling in SCC applied science programs to students enrolled in technical classes at the local high schools.

2015-16: The college strengthened the relationship with Moore County Schools to establish dedicated high school liaisons to guide and assist Career and College Promise students with continuing their college education. Additionally, in partnership with Moore County Schools, the majority of Moore County Career and College Promise students attend classes on the main campus versus the high school campuses.

2016-17: The college created the Sandhills Promise program which provides qualifying high school seniors from Moore and Hoke counties with a two year scholarship to attend Sandhills post high school graduation. A high school student must take CCP classes and be successful in order to qualify

for the Sandhills Promise scholarship. The College's relationships with Moore and Hoke County Schools continue to strengthen, and Sandhills Promise should see the percentage increase.

Source of Documentation: Informer reports, Office of Planning and Research

3.11 Measured Outcome (*criteria for success*): 90% percentage of students surveyed annually will indicate satisfaction with the college's availability of course delivery options, including online classes, hybrid classes, traditional, Hoke Center classes, or ITV.

Assessment Results 2015-16: Not achieved. 89%

Assessment Results 2016-17: Achieved. 92.6%

Use of Assessment Results:

2015-16: There is a PSY 150 ITV class in fall 2016, with continuing efforts to increase those offerings. Hybrid offerings have increased, with different scheduled meeting times, and online offerings are being streamlined. Continued and focused efforts for Hoke Center offerings have been challenging, as enrollment in program level courses is decreasing, while developmental math offerings are sound. Developmental English courses are still a challenge to fill.

2016-17: Appropriate offerings for Hoke County continue to be explored. ITV has not yet gained popularity but additional courses continue to be offered in this format. Distance learning faculty input, program reviews and student input are used to adjust offerings in attempts to meet students needs while maintaining sufficient section enrollment.

Source of Documentation: Office of Planning and Research, Current Student Survey Q7

College Goal 4 – Economic Development

To provide the training needed to help recruit businesses to our community and to drive entrepreneurial growth; to promote workplace learning; to enable local businesses to become more productive; and to provide credit and noncredit courses and programs that enable students to become competitive contenders for employment opportunities.

Our Ongoing Commitment

Sandhills Community College understands that an important part of our mission is to provide educational opportunities so that students may find competitive employment opportunities. Some opportunities require licensing or credentialing, providing on-the-job work experience while studying, or fostering an entrepreneurial spirit. The College is committed to partnering with local business and industry to provide a skilled workforce that helps individuals and businesses meet their goals.

4.1 Measured Outcome (*criteria for success*): Aggregate institutional passing rate of first-time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. *System Office Performance Measure*

Assessment Results 2014-15: Achieved. 87.8% aggregate, no area <70% (System average = 83.2%, goal = 91.7%, baseline = 71.0%)

Assessment Results 2015-16: Achieved. 92.1% aggregate, no area <70% (System average = 84.4%, goal = 90.9%, baseline = 69.9%)

Assessment Results 2016-17: Achieved. 88.0% aggregate, no area <70% (System average = 82.0%, goal = 90.9%, baseline = 69.9%)

Use of Assessment Results:

2014-15: Practice tests continue to be made available to students. Faculty are encouraged to maintain comparable testing standards during the program course work to increase the likelihood of the success of program completers on certification and/or licensure exams.

2015-16: The numbers of programs using practice tests as a means of review for licensure and certification exams has increased, and cumulative reviews have been implemented in some programs.

2016-17: There is 100% pass rate in multiple areas. Those areas with lower passage rates will be examined for mechanisms of improvement.

Table 5. *Passing Rates on Licensure & Certification Examinations (2011-12 data)*

	2014 Program Graduates			2015 Program Graduates			2016 Program Graduates		
	Total Taking Test	Total Passing	% Passing	Total Taking Test	Total Passing	% Passing	Total Taking Test	Total Passing	% Passing
Associate Degree Nursing	45	44	98%	62	57	92%	60	60	100%
Practical Nursing	13	13	100%	*	*	*	*	*	*
Radiography	9	8	89%	11	11	100%	10	10	100%
Therapeutic Massage	7	6	86%	10	8	80%	13	11	85%
EMT	65	52	80%	35	32	91%	68	55	81%
EMT-Intermediate	*	*	*	*	*	*	*	*	*
EMT-Paramedic	12	12	100%	10	10	100%	9	9	100%
Cosmetology	9	8	89%	16	14	88%	11	10	91%
Cosmetology-Apprentice	12	11	92%	15	15	100%	14	14	100%
Detention	30	29	97%	20	18	90%	24	19	79%
Basic Law Enforcement	31	30	97%	29	27	93%	28	21	75%
Real Estate Sales	*	*	*	8	7	88%	5	4	80%

* = Number too small (fewer than 5) to report by NCCCS without violating student privacy. BLET was included in NCCCS Critical Success Factors.

Source of Documentation: NCCCS Critical Success Factors, Dean of Instruction's office, and Office of Planning and Research.

4.2 Measured Outcome (criteria for success): 67.5% of Applied Science students who leave the college will be employed in the second quarter following the program year in which they left. (*Perkins performance measure*)

Assessment Results 2014-15: Not achieved. 66.1%

Assessment Results 2015-16: Not achieved. 69.3%

Assessment Results 2016-17: Achieved. 70.8%*

Use of Assessment Results:

2014-15: While this measure was not achieved, the rate of employment did increase from 2013-2014. The college continues to provide practical work experience when possible to applied science students. In addition, the college offers career fairs, resume writing and interviewing skills workshops, and posts job notices for students.

2015-16: Many programs have WBL and clinical courses in their curriculum. In working closely with their program advisory board members, faculty can increase the opportunities their students have for employment. Students also may have opportunities to be a student representative on advisory boards, thereby increasing their chances for employment with some of the agencies on the board.

2016-17: Work-based learning opportunities to include clinical rotations continue to be valuable for students in finding job placement. Program areas are encouraged to solidify relationships with are employers to aid in both job placement and student recruitment. For example, Auto Systems Technology has several area employees referring job applicants to the college prior to their hire.

*Note: Benchmark and methodology were changed by the NCCCS in 2016-17 reporting year.

Source of Documentation: Office of Planning and Research

4.3 Measured Outcome (criteria for success): 10% of participants in the spring Entrepreneurial Summit sponsored by the Small Business Center will be curriculum degree-seeking students.

Assessment Results 2014-15: Achieved. 26% (38 students attended out of 148 participants)

Assessment Results 2015-16: Achieved. 26% (42 curriculum degree-seeking students attended out of 160 participants)

Assessment Results 2016-17: Achieved. 38% (56 students attended out of 148 participants)

Use of Assessment Results:

2014-15: Along with shortening the length of the Entrepreneurial Summit to better accommodate curriculum student schedules, the Small Business Center will continue to work with the Sandhills Center for Entrepreneurial Leadership and members of the Management and Business Technologies faculty to encourage students to participate in the annual event. In addition, the faculty will be asked to continue an incentivized approach for participating students. The program will be marketed directly to the students.

2015-16: The Small Business Center will continue to follow up with those curriculum students attending making them aware of the additional services of the Center that will assist them in their entrepreneurial pursuits.

2016-17: The Entrepreneurial Summit (ES) was held April 11, 2017 from 9 a.m.-12:30 p.m., hence making it easier for students to participant in all or most of the morning's activities, including a competition, 90% of the competitors being SCC students. Shortening the length of the day, from the year before, better accommodated curriculum students' schedules. Not only did two students win first and second place in the ES competition, four students were selected (prior) and awarded monetary prizes in the following categories: Mary Lea Dixon Entre. Award, Anthony "Tony" Parker Award and two awards added this year: Small Bus. Booster award. Including these awards (given in year's

past on Awards Day), generated more interest and excitement in student attendance and participation at the ES. Prior to the Summit, the SBC Director met with the students and their professors in curriculum business courses to encourage attendance and pre-register each student. Students signed in the day of the Summit to validate their attendance. The Small Business Center will continue to work with the Sandhills Center for Entrepreneurial Leadership (SCEL) to organize, promote, and present the ES and will continue to collaborate with SCC Business Technologies faculty to encourage students to participate in this annual event. In addition, the faculty will be asked to continue an incentivized approach for participating students by marketing the event directly to them.

Source of Documentation: Small Business Center sign-in sheets and SCC curriculum students email addresses

4.4 Measured Outcome (*criteria for success*): 50% of students who complete a trades program through Continuing Education will be employed in that field within a year of completion.

Assessment Results 2014-15: Achieved. 73%

Assessment Results 2015-16: Achieved. 64%

Assessment Results 2016-17: Achieved. 86%

Use of Assessment Results:

2014-15: 43 students out of 59 completers in fiscal year 2014/2015 in the Welding, Electrical Apprenticeship, and Certified Production Technician training programs were employed at the end of the fiscal year. The results indicated that our trades program offerings are successfully placing students in employment. We will continue to offer the current trades program offerings and evaluate additional program offerings that will provide opportunities for additional placement of students in employment.

2015-16: 41 out of 64 completers in fiscal year 2015/2016 in the CPT Fall and Spring classes, Welding, Electrical, Industrial Electrical training programs were employed at the time of the collection of the information (5.19.16). It is possible that the percentage will increase at the completion of the CPT class in early June 2016 since these students may have opportunities to secure jobs with local employers who require completion of the class prior to employment. We will continue to offer high quality trades program in the future and will add additional trades program classes in machining and PLC operations starting with the Fall semester 2016 which should increase the percentage.

2016-17: 108 students out of 125 completers in fiscal year 2016/2017 in the CPT, Welding, MPTF (estimated due to class not completing until June 10, 2017), Electrical, Programmable Logic Controls, Basic Machining, and Mechanical Power Transmission Fundamentals training programs were employed at the time of the collection of the information (4.25.17). It is possible that the percentage will increase at the completion of the Welding class early in June since these students may have opportunities to secure jobs with local employers who require completion of the class prior to employment. We will continue to offer high quality advanced manufacturing programs in the future and will add additional classes in PLC Programming and Troubleshooting and CNC Machining in the 2017 Summer and Fall semesters respectively.

Source of Documentation: Continuing Education records and student files

4.5 Measured Outcome (*criteria for success*): 100% of Applied Science programs will report in annual program reviews that advisory committees have been used to inform program decisions in the current academic year.

Assessment Results 2014-15: Achieved. 100%

Assessment Results 2015-16: Achieved. 100%

Assessment Results 2016-17: Achieved. 100%

Use of Assessment Results:

2014-15: During intensive program reviews applied science programs are asked to review the membership of their advisory committees to ensure good industry representation. Programs also submit minutes of their advisory committee meetings.

2015-16: Applied science advisory boards provide the link between programs and what is needed in the industry, and inform a multitude of program decisions about what is working and what is not working, and employment opportunities.

2016-17: The Dean of Instruction attends the greatest majority of the Applied Science Advisory Committee meetings this has helped ensure that conversations about program changes and needed changes are discussed with the committee. In addition, department are asked to submit minutes and to provide narrative about how the advisory committee has been used to inform decision-making. Beginning 2017-18, applied science programs will use a follow-up report during non-intensive reviews to address any concerns or weaknesses in their use of advisory committees.

Source of Documentation: Annual program review summaries, Office of Planning and Research

4.6 Measured Outcome (*criteria for success*): No student will return to the College in a given year as part of the Employer Guarantee program, which guarantees free retraining to any student whose employer feels they need it.

Assessment Results 2014-15: Achieved. 0

Assessment Results 2015-16: Achieved. 0

Assessment Results 2016-17: Achieved. 0

Use of Assessment Results:

2014-15: No students were reported for 2014-2015.

2015-16: No students were reported for 2015-2016.

2016-17: No students were reported for 2016-2017.

Source of Documentation: Vice President for Instruction's Office

4.7 Measured Outcome (criteria for success): 14.68% of Applied Science students from underrepresented gender groups will complete a program that leads to employment in nontraditional fields during the reporting year. (*Perkins performance measure*)

Assessment Results 2014-15: Achieved. 22.2%

Assessment Results 2015-16: Not achieved. 19.2%

Assessment Results 2016-17: Achieved. 16.6%*

Use of Assessment Results:

2014-15: Measure data was not available when the campus wide outcomes were published; therefore, the use of assessment results were not included. Assessment results were added to this document when they became available.

2015-16: We continue to offer programs to all students, and have a diverse Student Services team, have an Associate Dean of Diversity, and expose students to a variety of individuals who do not fit the stereotypical profile.

2016-17: Serving all students of the Sandhills continues to be part of the college's mission. Career fairs, ACA 115, and career counseling are examples of ways in which students are educated about the program options open to them.

*Note: Benchmark and methodology were changed by the NCCCS in 2016-17 reporting year.

Source of Documentation: Dean of Instruction and Vice President's offices

4.8 Measured Outcome (criteria for success): 75% of Work Based Learning Supervisors/Clinical Preceptors will report overall student performance as excellent or very good.

Assessment Results 2015-16: Achieved. 77.9%

Assessment Results 2016-17: Achieved. 76.5%

Use of Assessment Results:

2015-16: In advisory board meetings for the applied science programs, mention is always made of how well our students do in their WBL settings and in their clinical settings.

2016-17: Work-based learning opportunities continue to be important to the overall success of our students. Faculty set specific expectations for the students in their program specific work as well as in their general behavior. These high expectations translate into supervisor satisfaction with our students.

Source of Documentation: WBL form 6

College Goal 5 – Campus and Community Life

To provide opportunities for student involvement, cultural enrichment, life-long learning, and community service while honoring our core values.

Our Ongoing Commitment

Sandhills Community College recognizes that providing a place for students and community members to pursue cultural enrichment or other personal interests is an important role for the College. We want students to feel welcome to the campus and encourage them to contribute to their communities through service. We call that the “Spirit of Sandhills.”

5.1 Measured Outcome (criteria for success): 95% of the students surveyed in the annual Current Student Survey will indicate their satisfaction with the welcoming atmosphere of the college.

Assessment Results 2014-15: Achieved. 97%

Assessment Results 2015-16: Achieved. 97%

Assessment Results 2016-17: Achieved. 98%

Use of Assessment Results:

2014-15: Student Services intentionally revamped the college tour experience to provide a more complete welcoming atmosphere. The enhancements included adding an online scheduling component, a refined large group tour structure, and a more customized transfer degree mapping experience.

2015-16: Greater focus on improved customer service in Student Service, which included restructuring of duties and staff. Implemented a personal telephone call “check in” initiative for all curriculum students. The purpose of the calls is to explain resources and determine barriers or concerns.

2016-17: Utilized previous Veterans Office to create a welcome center for recruitment. The center provides a private, inviting, and comfortable meeting area for prospective students.

Source of Documentation: Office of Planning and Research, Current Student Survey Q20

5.2 Measured Outcome (criteria for success): 90% of student athletes will each log a minimum of 10 hours (five per semester) of community service.

Assessment Results 2014-15: Achieved. (fall 2014: 207 hours; spring 2014: 185 hours)

Assessment Results 2015-16: Not achieved. (37 out of 45, 82.2% completed 10 hours or more of community service.)

Assessment Results 2016-17: Not achieved. (39 out of 45, 87% completed 10 hours or more of community service.)

Use of Assessment Results:

2014-15: Construction negatively impacted the ability to earn as many service hours as in past Spring semesters. The construction has been completed and will allow for more opportunities for coaches and student athletes to perform outreach to the community.

2015-16: Hours were reduced by not having an on campus facility through October. This is also a new measure for our teams as past measures totaled all hours. Coaches and athletic administration will form a schedule ahead of the 2016-2017 school year to help provide opportunities for service for student athletes.

2016-17: In the August interactions with the full coaching staff, the Athletic Director will reinforce the necessity of the athletes' "giving back" a portion of what the athletic programs give to them. In addition, the Athletic Director will formalize "season-end reporting" of all public outreach activities achieved in each sport to better reflect the athletes' engagement with public service and community groups. Further, each student who is participating in the expanded offerings in summer camps and open tournaments will log their hours of participation to better reflect student athlete efforts in this area.

Source of Documentation: Athletic Department

5.3 Measured Outcome (*criteria for success*): 40% of students who enroll in at least one Creative Living course will re-enroll in another Continuing Education course within one year.

Assessment Results 2014-15: Not achieved. 30.0%

Assessment Results 2015-16: Not achieved. 34.0%

Assessment Results 2016-17: Achieved. 59.2%

Use of Assessment Results:

2014-15: To stimulate enrollment for 2014-2015, the program has added NC Symphony Lecture Series & Road Scholar Lecture Series back in the line-up as well as a new category in Parenting Workshops. Program is working with SJP and the Given Memorial Library to increase locations in which courses can be held as well as partnering with SJP to offer exclusive courses for their residents to participate in as well as for their residents to facilitate, while advocating for and bringing awareness to all programs in Continuing Education in order to stimulate re-enrollment.

2015-16: The measured outcome increased 4% over last year likely due to a dedicated joint marketing effort by the program director and the SCC Marketing Department, including more press releases being published in The Pilot than in the past year, a much greater CL presence on Facebook and notifications to community calendars. CL director used Constant Contact to reach out to former groups of students who historically take Continuing Education courses. Waiting lists for full courses were used to set up additional classes "on the fly" and student contact information from these lists was retained so front desk staff could call and let students know of new courses available that were like or similar to courses they had formerly taken. This successful practice should be continued going forward. At the most recent College Strategic Planning retreat and follow-up meeting with college representatives and Vice Presidents, it was decided that even though the 40% measurement has not

been reached in three years, the achievement of one-third of Con Ed students taking additional courses creates a steady baseline to work from and is a successful percentage as it is.

2016-17: This impressive 25% increase in repeat students is likely due to the popularity and loyal following for new and interesting course offerings, as well as success of course offerings with community partner, St. Joseph of the Pines. The Lifelong Learning Institute (LLI) program area (formerly known as Creative Living) underwent a new branding initiative in the Fall of 2016 under the leadership of the new program director designed to reinvigorate community interest and begin to appeal to the growing populations of military families as evidenced by demographic shifts within the service area. Popular new courses were offered featuring dynamic speakers and presenters who are experts in their fields of study. The LLI program maintained a steady marketing campaign in collaboration with the College's marketing and Foundation/Alumni departments. Additionally, the continued use of targeted email and social media marketing brought about new and returning students by making them more aware of course offerings throughout each semester.

Source of Documentation: "5.3 ConEd_Taking Additional Classes" Informer query, Office of Planning and Research

5.4 Measured Outcome (criteria for success): 25% of all annual Boyd Library card users will be community patrons.

Assessment Results 2014-15: Achieved. 34.6%

Assessment Results 2015-16: Achieved. 33.8%

Assessment Results 2016-17: Achieved. 29%

Use of Assessment Results:

2014-15: In addition to ongoing use of assessment results from 2012-14, Learning Resources will continue to develop partnerships like that with SCC Continuing Education Creative Living program and the Whispering Pines Welcome Wagon to inform community members that Boyd library's secondary mission is as a public library. Learning Resources will also continue to cultivate program partnerships like hosting Moore County Reading Association and NC Division of Services for the Blind meetings and display partners like Farm To Table and the Moore County Literacy Council.

2015-16: To meet this college wide outcome Learning Resources stands ready to host/address community members and/or groups. Boyd Library was included in the 2015 Moore County Social Workers annual retreat held at SCC. We are attentive to opportunities to inform the community about our free library membership. We continued partnerships with SCC Continuing Education Creative Living program, the Whispering Pines Welcome Wagon, the Moore County Reading Association and display partners like Farm To Table and the Moore County Literacy Council and the Rufus Barringer Civil War Round Table.

2016-17: In an effort to continuously improve upon Katharine L. Boyd Library's community outreach efforts the following programs were hosted here in the Teresa C. Wood Reading Room, Boyd Library, Boyd 101, and/or the Hastings Art Gallery:

- Luke Joseph Ryan Veterans Center Dedication

- SCC Student Art Show opening/receptions (Hasting Art Gallery/ Wood Reading Room)
- SCC Continuing Education Art Show (Hasting Art Gallery/ Wood Reading Room)
- Visiting Author: Susan Southard (Wood Reading Room)
- SCC North Carolina Scholars monthly International Film Café (Wood Reading Room)
- 30th anniversary celebration of the Ruth Pauley Lecture Series (Wood Reading Room/Hastings Art Gallery)
- Celebration of the Ralph and Vivian R. Jacobson 60th wedding anniversary (Wood Reading Room)
- Student Services Collaborative Semester Events (Wood Reading Room)
- Black History and Diversity Presentation (Wood Reading Room)
- Dean of Learning Resources retirement celebration (Wood Reading Room)
- Annual Rufus Barringer Civil War Round Table Display (Boyd Library)
- Moore County Quilters/Weavers Display (Boyd Library)
- Black History Month Display (Boyd Library)
- Native American Display (Boyd Library)
- Early Literacy Evening (Boyd Library)
- Moore County Genealogical Society Meeting
- North Carolina State Library Virtual Family History Fair (Boyd 101)
- North Carolina Indie Author Day (Boyd 101)

Source of Documentation: Boyd Library

5.5 Measured Outcome (criteria for success): 40% of degree-seeking students will participate in at least one student activity.

Assessment Results 2014-15: Not achieved. 38%

Assessment Results 2015-16: Not achieved. 25.2%

Assessment Results 2016-17: Not achieved. 27.0%

Use of Assessment Results:

2014-15: The department expanded the Flyers Focus newsletter to four pages in order to cover more activities hosted on campus, increased the number of events held both on and off campus, and focused on increasing participation levels in the Game Room due to gym renovations.

2015-16: Hired a new Director of Student Life who will focus on program awareness and implementation of quality student and leadership activities.

2016-17: First full year with new Director. Facilitated program with team leadership approach to establish vision and guide program for upcoming year. Incorporated weekly email newsletter Spring 2017 and increased visibility with marketing department via social media. Added recognition of "national days" to spark conversations and recruit new students.

Source of Documentation: Club rosters, activity sign-in sheets, and intramural log sheets located in Student Life and Intramurals Department

5.6 Measured Outcome (criteria for success): 95% of faculty and staff will report on the annual survey as having attended at least one college-sponsored or college-partnered enrichment event.

This measure is new; therefore, there is no historical data.

Assessment Results 2016-17: Not achieved. 90.6%

Use of Assessment Results:

2016-17: Response to this new initiative indicates that a significant portion of the campus community willingly engages in college-sponsored/partnered activities annually. Such events range from the Community Coffee with Cops breakfast and SGA/Flyers public events to the Ideas in Ethics and Ruth Pauley Lecture Series. The college engages major outside theatrical and musical organizations to further enhance such opportunities for faculty/staff engagement. The shortfall in achieving the target outcome suggests the need to use the College Town Meetings and *The Sandpaper* to encourage greater participation in such events. The Director of Student and Public Outreach and/or the Associate Dean of Campus Diversity will also engage in targeted promotional efforts on the Constitution Day, Special Exhibits, and Cultural Awareness events. Since the college does not mandate participation, a more direct and ongoing marketing effort of special events might engage the remaining 9.4% of employees to participate.

Source of Documentation: Office of Planning and Research, Survey of Faculty and Staff Q19

5.7 Measured Outcome (criteria for success): 80% of faculty and staff will report on the annual survey as having participated in at least one community service activity.

This measure is new, therefore, there is no historical data.

Assessment Results 2016-17: Not achieved. 75%

Use of Assessment Results:

2016-17: The college believes in the importance of service to the larger community and engages a wide range of public service organizations in programs on this campus and in the community at large. Recent initiatives include expanded efforts in entrepreneurial summits, fire safety training, sponsorship for faculty/staff in the American Association of University Women, Rotary, and the Boys and Girls Club highlight the college commitment to public service.

With over 7 of each 20 employees reporting participation in such activities, the college will embark on an Opportunities to Engage with Our Community Campaign through the office of the Boyd Library's Director of Student and Public Outreach in fall 2017 to heighten employee awareness of such opportunities.

Source of Documentation: Office of Planning and Research, Survey of Faculty and Staff Q20

5.8 Measured Outcome (criteria for success): The College will offer a minimum of 100 events annually to encourage community involvement, lifelong learning, and cultural enrichment.

Assessment Results 2015-16: Achieved. 276

Assessment Results 2016-17: Achieved. Foundation 53 Other 119 (Does not include CE)

Use of Assessment Results:

2015-16: Diverse and plentiful community offerings provide a way to engage students and other community members in the life of the college. This has many direct and indirect benefits. Just a few of these benefits include: helping to promote public relations and promotion/marketing of the college in the community; creating a base of support for financial contributions; and helping to foster a positive view of the student and community experience available at the college. The college has also added two strategic initiatives to the College Strategic Plan that are supported by this measure. One is collaboration with all stakeholders and the other is fostering campus community.

2016-17: Building on the two strategic initiatives to the *College Strategic Plan* that are supported by this measure, the college expanded its efforts to engage community stakeholders. The 2016-17 academic year saw the college engage in record efforts to serve the community with notable programs in myriad target audiences. Academic departments hosted technology, sport, and art camps for regional youth. The college hosted regional forensic competitions and provided forums for visiting artists in both music and visual realms. The college continued its association with the Carolina Symphony, the Ruth Pauley Lecture Series, St. Joseph's of the Pines, Penick Village, and Habitat for Humanity in bringing events to the campus. Continuing Education has expanded its public offerings, especially in their partnerships with the Culinary Department. The Director of Student and Public Outreach has also begun the special event offerings for 2017-18 such as CE Book Club, Constitution Day, the Civil War Exhibit, the Sandhills Weavers event, 9/11 exhibits, Native American month, art exhibits (coordinated with A.F.A. department), Hispanic Heritage Month, and Black History Month. In addition, players and coaches have engaged in expanded sports camp offerings to better serve the public and to provide a first campus experience for many regional youth who might one day enter as students.

Source of Documentation: Includes Foundation activities, CE life long learning events, Visual and Performing Arts, Gardens, Fall fest and summer engineering camps.

College Goal 6 – Campus Resources

To ensure that the college has the necessary financial, human, technological, and physical resources, including having funds to advance the excellence of its programs; hiring faculty and staff of the highest quality who reflect its diverse community and exhibit its core values; providing appropriate technology; and ensuring that the campus is clean, safe, and beautiful.

Our Ongoing Commitment

Sandhills Community College understands that its core value of excellence requires good management of all resources — human, technological, physical, and financial. The College is committed to prioritizing the care of each of these resources so that we may better meet our mission.

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

Assessment Results 2014-15: Achieved. 1.7%

Assessment Results 2015-16: Achieved. 1.9%

Assessment Results 2016-17: Achieved. 1.5%

Use of Assessment Results:

2014-15: The College will continue to use the annual program review process as well as annual employee evaluations to identify and prioritize professional development for faculty and staff.

2015-16: Program reviews recognized the value of the college’s commitment to professional development which led to a .2% increase in 2015-16. Professional development remains a high priority and a new system, Flight Tracker, recognized and rewards professional development activities.

2016-17: Due to budgetary constraints the college met the goal, but did not exceed it for 2016-17.

Source of Documentation: Review of the general ledger accounts for professional development including unit codes 38003, 38020, 22002, 22000, 21025, and 21022

6.2 Measured Outcome (criteria for success): Employee salaries will rank among the top five in a peer group of like community colleges within the North Carolina Community College System (peer group is established by the NCCCS and includes six other colleges: Davidson, Mitchell, Richmond, Surry, Wayne, and Wilkes).

Assessment Results 2014-15: Achieved for all sub-groups. (Service/Maintenance ranked 1st, Support ranked 1st, Curriculum Faculty ranked 3rd, Technical-Paraprofessional ranked 3rd, Continuing Education Faculty ranked 3rd, and Staff ranked 3rd)

Assessment Results 2015-16: Achieved for all sub-groups. (Service/Maintenance ranked 1st, Support ranked 1st, Curriculum Faculty ranked 3rd, Technical-Paraprofessional ranked 3rd, Continuing Education Faculty ranked 3rd, and Staff ranked 4th)

Assessment Results 2016-17: Achieved for all sub-groups. (Service/Maintenance ranked 1st, Support ranked 1st, Curriculum Faculty ranked 4th, Technical-Paraprofessional ranked 2nd, Continuing Education Faculty ranked 3rd, and Staff ranked 3rd)

	2014-15	2015-16	2016-17
Continuing Education Faculty	3 rd	3 rd	3 rd
Curriculum Faculty	3 rd	3 rd	4 th
Service/Maintenance	1 st	1 st	1 st
Staff	3 rd	4 th	3 rd
Support	1 st	1 st	1 st
Technical/Paraprofessional	3 rd	3 rd	2 nd

Use of Assessment Results:

2014-15: Employee salaries continue to remain a top priority for the Board of Trustees and executive administration. For the upcoming fiscal year, the state-mandated \$750 bonus will be supplemented by local and institutional funds.

2015-16: The College achieved this objective in the current year. The legislature has awarded 1.5% salary increases and a 1.5% bonus for all faculty and staff. We continue to look for ways to improve employees salaries.

2016-17: While the college has achieved this objective for the current year, we note the drop in rank among faculty salaries. There have been a significant number of retirements among faculty with longevity, which could contribute for the lower ranking. We will meet with the Dean and Vice President of Academic Affairs in the upcoming year to review faculty salary levels. Staff salary levels have moved up one level and we will continue to monitor classifications and salary in that subgroup to maintain that level.

Source of Documentation: NCCCS (Business Objects SEA11), Office of Planning and Research

6.3 Measured Outcome (criteria for success): The diversity of Sandhills Community College faculty and staff will reflect the respective diversity in the college service areas of Moore and Hoke Counties.

Assessment Results:

	2014-15	2015-16	2016-17
% Minority Faculty/Staff at Pinehurst Campus	20%	21%	20%
% Minorities Moore County	17%	23%	23%
% Minority Faculty/Staff at Hoke Campus	86%	86%	86%
% Minorities Hoke County	50%	58%	59%

Use of Assessment Results:

2014-15: The diversity committee led by Alfreda Stroman continues to make strides in promoting campus equality. Personnel policies continue to advocate for military personnel as well as an inclusiveness of faculty and staff that represent the areas that the college serves.

2015-16: Both recruitment efforts and training by the diversity committee has made diversity a top priority. The college continues these efforts and plan on more training in the upcoming year.

2016-17: While the college has achieved this objective for the current year, we note the drop in rank among faculty salaries. There have been a significant number of retirements among faculty with longevity, which could contribute for the lower ranking. We will meet with the Dean and Vice President of Academic Affairs in the upcoming year to review faculty salary levels. Staff salary levels have moved up one level and we will continue to monitor classifications and salary in that subgroup to maintain that level.

Source of Documentation: Statistics retrieved from 2014 Census Bureau: Population Estimates (last revised 7/1/2014) and NCCCS EEO-1

6.4 Measured Outcome (criteria for success): 100% of full-time and part-time faculty will meet SACSCOC credentialing requirements.

Assessment Results 2014-15: Achieved. 100%

Assessment Results 2015-16: Achieved. 100%

Assessment Results 2016-17: Achieved. 100%

Use of Assessment Results:

2014-15: Appropriate credentials of candidates continues to be a focus during the hiring process. If candidates are not appropriately credentialed, they are not selected for interview.

2015-16: Current faculty credentials are being evaluated, and deficiencies addressed, if any.

2016-17: Faculty credentials are examined during the hiring process. If candidates are not appropriately credentialed, they are not selected for interview. Providing documentation of credentials is a requirement of the onboarding process.

Source of Documentation: Review of faculty files conducted in fall 2012/spring 2013 to ensure faculty compliance related to credentials.

6.5 Measured Outcome (criteria for success): Financial, Information Services, SCC Foundation, and program (FTE) audits undertaken by the state will result in reports of no major findings.

6.5 a. Financial

6.5 b. Information Services

6.5 c. SCC Foundation

6.5 d. Program (FTE)

Assessment Results 2014-15: The Financial/IT audit conducted for the college for the year ended June 30, 2014, resulted in an unqualified opinion with no audit exceptions. The annual Foundation audit was also without exception.

Assessment Results 2015-16:

a. Financial	Achieved.
b. Information Services	Achieved.
c. SCC Foundation	Achieved.
d. Program (FTE)	Achieved.

Assessment Results 2016-17:

a. Financial	No audit performed.
b. Information Services	No major findings
c. SCC Foundation	Audit to be performed 3 rd qtr. 2017-18
d. Program (FTE)	We did not have a Compliance Review for CU for the 2016-17 year.

Use of Assessment Results:

2014-15: The college and Foundation audit for the year ended June 30, 2014 were unqualified and without exception.

2015-16: Business Office staff will begin working on closing the books for the fiscal year ended June 30, 2015 and preparing for the year end college audit. Our audit should be completed during the third quarter of 2016-17.

2016-17: 6.5 a.–The college is audited on a bi-annual basis. The year is not completed, but will not be audited this fiscal year. 6.5c.–The Foundation will be audited and it should be completed by the third quarter of 2017-18. College staff and faculty will use established policies and procedures to continue to strive for successful audits in all areas.

Source of Documentation: NCCCS Compliance Review, Information Services Audit Report, Sandhills Community College Financial Audit, SCC Foundation Audit Report

6.6 Measured Outcome (criteria for success): The SCC Foundation will maintain at least 125 individuals, couples, or organizations as Guarantor members annually.

Assessment Results 2014-15: Achieved. 135 members

Assessment Results 2015-16: Achieved. 129 members

Assessment Results 2016-17: Achieved. 126 members

Use of Assessment Results:

2014-15: The SCC Foundation staff with assistance from the Foundation Board has been able to successfully retain most of the new Guarantors from the 50 by 50 initiative. The Guarantors Programs continues to be the flagship program of the work of the SCC Foundation. Efforts are underway to continue to engage new potential donors in the upcoming school year, and begin reengaging with current supporters. The Foundation staff is on track to have the annual mailing out much earlier this year, and it is hoped that this will help increase overall annual giving to all programs.

2015-16: The SCC Foundation staff would like to note that there are still two months remaining in the fiscal year as this figure is as of May 3, 2016, so it is possible that additional Guarantors may

renew and not be counted due to the timing of data collection. For the 2016 - 2017 year, the SCC Foundation plans to launch a new \$20,000 Guarantors Endowment Initiative that may have an impact on the annual Guarantors donations, however it is believed that the long-term benefits will far outweigh any short-term annual gift changes resulting from this new program. It is the hope of the staff and the Foundation Board that over time as much as \$50,000 of the annual Guarantors budget may be perpetually endowed as a result of this new initiative.

2016-17: Note, it is possible that additional Guarantors may renew in the next month and not be counted due to the timing of data collection. Plans for Foundation fundraising have shifted since the last assessment and a capital campaign is being planned for the 2017-18 year. This will have a component to increase new Guarantors because we do anticipate losing some regular Guarantor support to the major gift efforts as donors shift to major gifts for the campaign.

Source of Documentation: Foundation Office files and records

6.7 Measured Outcome (criteria for success): The SCC Foundation will annually make available up to \$40,000 for the educational advancement of the College's faculty and staff.

Assessment Results 2014-15: Achieved.* \$68,752

Assessment Results 2015-16: Achieved. \$32,281

Assessment Results 2016-17: Achieved. \$23,283

Use of Assessment Results:

2014-15: New funding plans have been established this year to help balance the needs of the sabbatical and EEAP funding for the long-term. New policy has been established to put a reasonable cap on the yearly allowance for EEAP participants, and this should create a more sustainable budget for years to come.

2015-16: Plans established last year have put in place, and policy revisions have been made regarding sabbatical and EEAP funding for the long-term. The new funding cap is in effect for EEAP participants, and outlook for budget sustainability is looking better than in past years.

2016-17: Nine college employees took advantage of EEAP for 2016-17. A budget of \$40,000 was made available, and unused funds will be saved for future years of used for other employee professional development programs.

Source of Documentation: Foundation Office files and records *measure changed in 2015-2016 to limit allocation to \$40,000 annually.

6.8 Measured Outcome (criteria for success): At least 50% 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 2014-15: Achieved.

Assessment Results 2015-16: Achieved.

Assessment Results 2016-17: Achieved.

Use of Assessment Results:

2014-15: Out of a total of 273 full-time employees 140 or 51% of full-time faculty and staff participated in campus committees. During the 2014-15 year, three new campus committees were created including the Athletic Advisory Committee, the Leadership Steering Committee, and the QEP Advisory Committee.

2015-16: Out of a total of 274 full-time employees 150, or 54%, of full-time faculty and staff were actively involved in at least one governance arm of the college.

2016-17: Out of a total of 265 full-time employees, 146 or 55%, of full-time faculty and staff participated in campus committees. The Faculty Assembly President has asked that more faculty members be included in the Campus Planning, the Integration Technology, and the Student Success committees for the 2017-18 academic year.

Source of Documentation: Membership list in President’s office

6.9 Measured Outcome (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 2014-15: Achieved. 0.001% (5 incidents)

Assessment Results 2015-16: Achieved. 0.0007% (3 incidents)

Assessment Results 2016-17: Achieved. 0.0009% (5 incidents)

Use of Assessment Results:

2014-15: Campus Police and Public Safety continues to provide ongoing training in active shooter scenarios, including ALICE training for the entire campus. The Emergency Preparedness committee meets to address a variety of potential concerns for campus safety and business continuity. The college will also update the Crisis Communication Plan in 2015-2016.

2015-16: Continue to be vigilant and take a community based approach to law enforcement on campus. Campus Police and Public Safety will continue to take a community-based approach to law enforcement. Trainings on campus for all faculty, staff, and students will continue to include active shooter training. The broader community will be invited to the campus to experience similar training in an effort to educate more of our local population

2016-17: Campus Police and Public Safety in conjunction with Continuing Education have begun training with other law enforcement, EMS and fire organizations in active shooter response. With the main focus on tactical rescue and evacuation of the injured. This is the first time all three emergency services have trained together. Campus Police and Public Safety will continue to invite the local community to the campus for a variety of safety training events.

Source of Documentation: Department of Campus Police and Public Safety reports and calendar.

6.10 Measured Outcome (criteria for success): 90% of members of the faculty and staff will indicate satisfaction with the College’s acknowledgment of their contribution to the fulfillment of the College mission.

Assessment Results 2014-15: Achieved. 96% Faculty, 95% Staff

Assessment Results 2015-16: Partially achieved. 88.8% Faculty, 94.4% Staff

Assessment Results 2016-17: Partially achieved. 83.8% Faculty, 97.5% Staff

Use of Assessment Results:

2014-15: Utilizing the five core values of the College, leadership seminars have focused on the ways in which the faculty, staff, and students demonstrate those values. Recent branding initiatives have validated the life of the core values within college operations and interactions.

2015-16: The College continues to focus on professional development opportunities including sabbaticals and advanced degrees. As part of the College Strategic Planning process this year, deans and directors were invited to an off- site, all day retreat and contributed to the discussions about operational and strategic direction for the college.

2016-17: Senior leadership continues to look for additional ways to include faculty in leadership roles to provide input in decision-making. Program coordinators will have a greater role in the strategic planning process. In addition, membership lists of campus committees have been reviewed to ensure good faculty representation. Staff have been increasingly active in social and governance activities.

Source of Documentation: Office of Planning and Research, Faculty and Staff Survey Q1

6.11 Measured Outcome (criteria for success): At least 90% of faculty and staff surveyed annually will indicate satisfaction with the services of the physical plant, including campus housekeeping, grounds maintenance, building maintenance, and the distribution of mail and delivery of packages.

	2014-15 Satisfied	2015-16 Satisfied	2016-17 Satisfied
Mail and delivery service	99%	100%	100%
Maintenance response to work order requests	96%	98%	99%
Physical Plant services for special events, meetings, etc.	99%	99%	100%
Campus lighting	90%	94%	94%
Maintenance of campus grounds, roads and walkways	98%	98%	99%
Campus renovations and new construction meeting program needs	96%	93%	97%
Condition of campus classrooms	96%	94%	94%
Condition of buildings with regard to interior facilities	92%	92%	93%
Campus housekeeping	87%	87%	87%

Assessment Results 2014-15: Partially achieved.

Assessment Results 2015-16: Partially achieved.

Assessment Results 2016-17: Partially achieved.

Use of Assessment Results:

2014-15: The College is extremely proud of the ratings of the survey for 2014-2015. The Facilities department has worked diligently to improve customer satisfaction. The Performance Contract project should only serve to increase satisfaction among all constituents.

2015-16: To maintain the current high standards for most of the outcomes the Physical Plant will provide training and purchase newer, and better technology in facility equipment. In housekeeping a restructure will soon take place to help with supervision of the evening shift employees to improve on the cleanliness of all campus buildings.

2016-17: The Facilities department has improved services provided to the college with technology, tools, and maintenance computerize software programs. Housekeeping restructure has taken place with the addition of an evening shift supervisor. Training programs, and inspections, are now in place to increase services provided housekeeping staff.

Source of Documentation: Office of Planning and Research, Faculty and Staff Survey Q4

6.12 Measured Outcome (*criteria for success*): 100% of any areas of concern, requiring a work order and identified by the Safety & Environmental Committee when it conducts yearly informal safety inspections of the buildings and grounds, will be resolved within 60 days following the safety inspections. (Data will be reported separately for the Pinehurst campus, Westmoore, Fire Training Center, and Hoke Center.)

Assessment Results 2014-15: Achieved.

Assessment Results 2015-16: Achieved.

Assessment Results 2016-17: Achieved.

Use of Assessment Results:

2014-15: The Safety and Environmental Committee conducts safety audits annually on the buildings and grounds at SCC. The safety audits conducted this year found several potential safety hazards, which were addressed and corrected by the Physical Plant. Some corrected items included repairing broken boards and concrete on walkways, replacing expired fire extinguishers, missing light switch or receptacle covers, and replacing outdated supplies. This committee aids the Physical Plant in providing a safe working environment for the employees of SCC, in terms of being able to perform job duties safely.

2015-16: The Safety and Environmental Committee chairperson position will be filled by the Safety Coordinator in October of 2016. Goals of meeting more frequently with the committee to have more in depth safety discussions to aide in the inspection process are planned. Safety inspections will create work orders for the Physical Plant to complete to resolve all safety hazards discovered during the inspections.

2016-17: The new Safety and Environmental Committee Chairman Vernon Morrison was installed in October of 2016. New committee members will be selected in October of 2017. Safety inspections have been conducted through out the year with 1221 safety work orders created and completed. With the full time position of the Safety Coordinator, he has been conducting safety inspections year round

which has identified many minor potential safety violations. Corrected measures have taken place to create a safer work place to teach and for students to learn.

Source of Documentation: Building and Grounds Inspection Report, Safety & Environmental Committee

6.13 Measured Outcome (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 responsive to requests by College units to assist with outcomes assessment and program reviews.

Assessment Results 2014-15: Achieved. 100%

Assessment Results 2015-16: Achieved. 100%

Assessment Results 2016-17: Achieved. 92.6%

Use of Assessment Results:

2014-15: The College has followed a model of program review and outcomes assessment through nine years or three continuous cycles. The Office of Planning and Research continues to refine and facilitate the process so that it is useful in long-term strategic planning and in guiding day to day decision-making.

2015-16: The entire institutional effectiveness timeline for program reviews and outcomes assessment was revised in 2015-2016 to be more useful for unit leaders, deans, and vice presidents. During 2016-2017 the intensive review process for instructional and non-instructional units will be refined to better facilitate campus improvements.

2016-17: The change in the planning cycle created some challenges for unit leaders who were required to submit outcomes assessment and program reviews much earlier than they were accustomed to. New processes will include adding a follow-up plan for units under intensive review and refining the program review process in the two years following intensive reviews. Additional data will be provided to academic programs for use during program reviews.

Source of Documentation: Office of Planning and Research and College Annual Planning Cycle Evaluation, Office of Planning and Research

6.14 Measured Outcome (criteria for success): The SCC Foundation office will maintain giving levels of a minimum of \$1,000,000 annually without the inclusion of estate gifts.

Assessment Results 2015-16: Achieved. \$1,426,000

Assessment Results 2016-17: Achieved. \$1,616,703

Use of Assessment Results:

2015-16: The Foundation Staff would note that this data measures July 1, 2015 to May 3, 2016 - leaving out two months of the fiscal year in progress. Considering known regular donations to be received, it is anticipated that this figure is expected to grow by \$100,000+ before June 30.

2016-17: The Foundation Staff would note that this data measures July 1, 2016 to May 25, 2017 - leaving out one month of the fiscal year in progress. Considering known regular donations to be received, it is anticipated that this figure is expected to grow by \$60,000+ before June 30. The Foundation is beginning a capital campaign, and hope to see a significant increase in giving over the next two years.

Source of Documentation: SCC Foundation Office

6.15 Measured Outcome (*criteria for success*): 90% of students will report being satisfied or very satisfied with computer and networking technology.

Assessment Results 2015-16: Achieved. 95%

Assessment Results 2016-17: Achieved. 96%

Use of Assessment Results:

2015-16: Department is now using SchoolDude ticket tracking system to better keep track of trouble tickets and ensure timely response.

2016-17: Information Technology Services will continue to maintain the high standard of customer service by completing work orders in a timely manner.

Source of Documentation: Office of Planning and Research, Current Student Survey Q7

6.16 Measured Outcome (*criteria for success*): 90% of faculty and staff will report being satisfied or very satisfied with computer and technology resources.

This measure is new; therefore, there is no historical data.

Assessment Results 2016-17: Achieved. 97%

Use of Assessment Results:

2016-17: Information Technology Services will continue to better utilize technology for faculty and staff. Future plans include further implementation of Remote Desktop technology.

Source of Documentation: Office of Planning and Research, Faculty and Staff Survey Q5