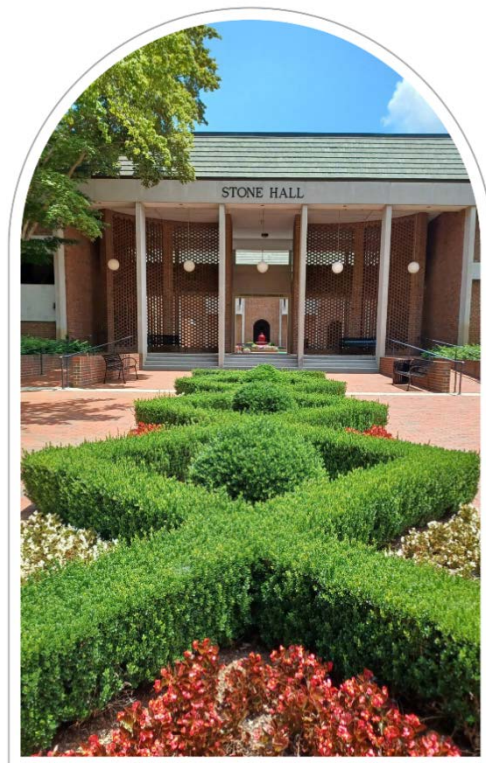




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CAMPUS-WIDE OUTCOMES

Compiled by the Office of Planning and Research

2021 - 2022

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November 2022

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 we serve.”

The Campus Wide Outcomes document was revised in summer 2021, 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 a series of 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 or not the College was meeting its mission. Emphasis was placed not on setting measures that we *could* meet, but on setting measures that we *should* meet.

When a measure has been in place for some time, we document the four-year history of the outcome with performance data and use of assessment results. The 2021-2022 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.

Office of Planning and Research
Sandhills Community College

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

We Believe...

Core Values

Integrity

Sandhills treats its students, faculty, and staff fairly and stands behind the commitments that are stated or implied in its policy documents and promotional materials. The college demands academic work that is honest and rigorous and that meets the expectations of employers and baccalaureate-level institutions.

Helpfulness

The staff and faculty of Sandhills are genuinely and eagerly helpful to the college's students and to each other. Going the 'extra mile' is expected behavior at Sandhills.

Excellence

Sandhills provides educational programs of the highest quality and then provides the support necessary to promote student success. Similarly, the college employs faculty and staff who are exceptionally well -qualified to promote educational excellence and, in addition, encourages and supports them in the performance of their jobs.

Respect

The atmosphere of Sandhills Community College is one of respect, friendliness, and civility – values which are taught to students by the way in which staff and faculty interact with them and with each other.

Opportunity

Opportunity is at the core of Sandhills' mission. The college provides educational opportunities to the students who enter through its open doors, opportunities for growth to the area's businesses and lifelong learners, and opportunities for professional and personal development to its faculty and staff.

Equity Statement

Sandhills is committed to advancing access and opportunity in an inclusive environment that creates a sense of belonging by actively dismantling equity barriers and eliminating disparities historically underrepresented students face.

College Goals

Access and Opportunity

To ensure access for students of all abilities to credit and noncredit courses through various course delivery modes; and to provide opportunities for students in curriculum studies and workforce training as well as in adult literacy and personal enrichment.

For-Credit Academic Programs

To educate and prepare students for professional and personal opportunities by providing relevant technical and transfer programs that include distinct general education competencies through a variety of course delivery modes.

Support Services

To provide comprehensive academic and student support services and resources that facilitate engagement, support student success, and help students meet their academic, career, and personal goals.

Economic Development

To provide training for local businesses and to contribute constructively to the economic well-being of the region.

Campus and Community Life

To foster an inclusive environment that encourages student involvement, celebrates faculty and staff, contributes to the cultural richness of the community, and promotes community service while honoring our core values.

Campus Resources

To ensure that the college has the necessary financial, technological, and physical and human resources to advance a culture of excellence and opportunity; to hire personnel of the highest quality who reflect its diverse community and exhibit its core values; and to create a welcoming campus with a sense of belonging.

Annual Surveys

Each academic year, the College launches a series of internal surveys to gauge satisfaction, track concerns, and establish baseline benchmarks. Students, faculty, and staff are asked to offer input through both qualitative and quantitative survey questions. Qualitative data are shared with department leaders, and quantitative data are used to inform assessment results of many of the Campus-Wide Outcomes in this document.

Annual surveys include:

- **Faculty and Staff (Fall)**
Completed by both full and part time faculty and staff
- **Current Student (Spring)**
Completed by currently enrolled Curriculum students
- **Prospective Graduate (late Spring)**
Completed by students who have submitted graduation applications for that academic year

Assessment Results Summary

In 2021-2022, the College saw some level of achievement in 77% of the outcomes. In the 23% that were not achieved, faculty and staff are continuously seeking improvement through innovative ways to ensure student, employee, and operational needs are assessed and addressed. The “Use of Assessment Results” details the College’s response for each outcome.

2021-2022 Assessment Results Summary		
Total Number of Campus-Wide Outcomes Measured = 52		
Results Status	CWO Count	% of Results
Achieved	33	63%
Partially Achieved	7	14%
Not Achieved	12	23%
Not Measured (Assessment Results Not Available)	5	--

College Goal 1: Access and Opportunity

To ensure access for students of all abilities to credit and noncredit courses through various course delivery modes; and to provide opportunities for students in curriculum studies and workforce training as well as in adult literacy and personal enrichment.

1.1 Measured Outcome (success criteria): Percentage of Periods of Participation (PoP) with at least one Measurable Skill Gain (MSG).

System Office Performance Measure – Basic Skills Progress

Goal is to meet or exceed the System mean.

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	38.5% (NCCC System Average: 33.5%)
2021-2022	Not Achieved	0.942 (NCCC System Mean: 0.993)
2022-2023		
2023-2024		

***Status is reported differently beginning in 2021-2022 because the NCCC System Office changed Performance Measurement levels to include an average band, or range, instead of a single average.**

Use of Assessment Results:

2020-21: The department will utilize assessment results to evaluate areas for improvement for overall MSG rate. Retention Plan will emphasize early alert response from instructors and coordinator when a student exhibits risk of dropping. Additional course offerings will be provided to meet atypical scheduling needs of students; i.e., more hybrid and online offerings, Boot Camp Saturdays, and HSE in the Community paper-packet curriculum.

2021-2022: Strategic efforts have been initiated to identify students' on the verge of completion and still struggling. Boot camps scheduled to provide intensive study sessions followed by official HSE testing. Great overall success with this targeted strategy.

Source of Documentation: NCCCS Performance Measures for Student Success Report

1.2 Measured Outcome (*student achievement criteria*): Percentage of first-time associate degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within three years of their first fall term.

System Office Performance Measure – Credit English Success

Goal is to meet or exceed System mean.

Assessment Results		
Year	Status	Rate
2020-2021	Not Achieved	54.6% (NCCC System Average: 62.6%)
2021-2022	Not Achieved	0.973 (NCCC System Mean: 1.014)
2022-2023		
2023-2024		

***Status is reported differently beginning in 2021-2022 because the NCCC System Office changed Performance Measurement levels to include an average band, or range, instead of a single average.**

Use of Assessment Results:

2020-21: This year, the English Department went through the intensive review process. As part of that process, the data were analyzed to determine why this performance measure is not usually met. Findings indicated that students in the cohort who enrolled in the English course successfully completed at a high rate each year (>80%); however, many students were not enrolling within the first three years of their first fall term thus accounting for the unmet measure.

Additionally, disaggregated data show that the CCP transfer pathway students make-up nearly half of the unsuccessful Fall 2016 student cohort. Unlike Math 143/151 or 171, which can count as the fourth high school math, students must take three courses to count as either English 3 or 4, so a much lower percentage take the English course.

Applied Science programs of study sequences will be examined to ensure ENG 111 is in the first two semesters of all programs. Advisors in the Transfer Advising Center will work with new students to take ENG 111 within their first year enrolled at Sandhills.

2021-2022: The English and Math Departments are examining the curricula for the transition courses now that the statewide implementation of RISE is completed. Their goal is to maximize student success in completion of the transition courses and subsequent success in the gateway course. In addition, the college has actively engaged in guided pathway work as a member of “Cohort C” with support of the NC Student Success Center. Along with other goals, the development of clear pathways for programs will guide degree seeking students toward their math and English courses earlier.

Source of Documentation: NCCCS Performance Measures for Student Success Report

1.3 Measured Outcome (*student achievement criteria*): Percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing math course with a “C” or better within three years of their first term of enrollment.

System Office Performance Measure – Credit Math Success

Goal is to meet or exceed System mean.

Assessment Results		
Year	Status	Rate
2020-2021	Not Achieved	41.3% (NCCC System Average: 46.3%)
2021-2022	Not Achieved	0.934 (NCCC System Mean: 1.016)
2022-2023		
2023-2024		

***Status is reported differently beginning in 2021-2022 because the NCCC System Office changed Performance Measurement levels to include an average band, or range, instead of a single average.**

Use of Assessment Results:

2020-21: This year, the Math Department went through the intensive review process. As part of that process, the data were analyzed to determine why this performance measure is not usually met. Findings indicated that successful Math course completion rates of students in the cohort continue to increase annually with the most recent cohort (Fall 2016) having an 80% successful completion rate. However, many students did not enroll within the first three years of their first fall term thus accounting for the unmet measure. Disaggregated data showed that the count of unsuccessful students seemed balanced among the Applied Science (142), College Transfer (122), and CCP Transfer Pathway (150) students. Targeted efforts for next year include the examination of applied science program of study sequences to see where math classes fall within the POS. In addition, a plan will be developed to enroll students as soon as possible in required Math classes by faculty advisors and the Transfer Advising Center.

2021-2022: The Transfer Advising Center and the Program placement specialist position were established to give entering students the best experience possible, including appropriate and timely enrollment in their math and English classes. The English and Math Departments are examining the curricula for the transition courses now that the statewide implementation of RISE is completed. Their goal is to maximize student success in completion of the transition courses and subsequent success in the gateway course. In addition, the college has actively engaged in guided pathway work as a member of “Cohort C” with support of the NC Student Success Center. Along with other goals, the development of clear pathways for programs will guide degree seeking students toward their math and English courses earlier.

Source of Documentation: NCCCS Performance Measures for Student Success Report

1.4 Measured Outcome (success criteria): At least 75% of degree-seeking students will enroll in an ACA course within their first two semesters of beginning curriculum courses at Sandhills Community College.

Overall Assessment Results		
Year	Status	Rate
2020-2021	Achieved (excludes SandHoke & High School Pathways)	75% (37% if including SandHoke & High School Pathways)
2021-2022	Achieved (excludes SandHoke & High School Pathways)	75% (34% if including SandHoke & High School Pathways)
2022-2023		
2023-2024		

Disaggregated Results												
	Applied Science		General Education		Transfer		SandHoke and HS Pathways		TOTAL		TOTAL without SandHoke & HS Pathways	
Total Students	220		68		136		679		1103		467	
Did Not Take Any ACA	49	22%	20	29%	39	29%	616	91%	723	65%	107	25%
Enrolled in Correct ACA Based on Program of Study	127	58%	38	56%	66	48%	52	8%	52	26%	231	55%
Enrolled in 090 or Incorrect ACA Based on Program of Study	45	20%	10	15%	31	23%	11	1%	11	9%	86	20%

Use of Assessment Results:

2020-21: A process has been established to track ACA completion and was implemented spring of 2021. Advisors are notified during each registration period of advisees who have not completed the required ACA course and they work to register the students. ACA courses continue to be important tools to deliver information needed by all students.

2021-2022: ACA enrollment and completion continues to be tracked and communicated with advisors. A new coordinator position was established through SSLI to support enrollment and retention efforts specific to students taking ACA 115. The Student Success Coordinator will work with the Director of Program Placement in the advisement of new students for Applied Programs to include tracking and communicating with advisors' students who have not completed ACA 115. The Director for the Transfer Center will work with new students in their first year and register students for ACA 122 & ACA 090. Training and an advising binder will be provided to all advisors and will include a statement that ACA courses are most effective when taken in the students' first semester.

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

1.5 Measured Outcome (success criteria): At least 30% of all students who enroll in Curriculum or Continuing Education transition courses during their first year of enrollment will graduate or still be enrolled at SCC within four years.

Assessment Results		
Year	Status	Rate
2020-2021	Not Measured	Four-Year Measure; Results not yet available
2021-2022	Not Measured	Four-Year Measure; Results not yet available
2022-2023		
2023-2024		

Term	Number of Students	2019 FALL		2020 SPRING		2020 FALL		2021 SPRING		2021 FALL		2022 SPRING		YTD Graduates	
		Enrolled	% Cont.	Enrolled	% Cont.	Enrolled	% Cont.	Enrolled	% Cont.	Enrolled	% Cont.	Enrolled	% Cont.	2020 or 2021 Grad #	Grad %
Curriculum															
2019SP	51	25	49%	23	45%	14	27%	14	27%	10	20%	6	12%	5	10%
2019SU	5	5	100%	3	60%	3	60%	3	60%	1	20%	1	20%	1	20%
2019FA	97			76	78%	40	41%	35	36%	20	21%	21	22%	7	7%
2020SP	83					43	52%	31	37%	21	25%	20	24%	2	2%
2020SU	31					21	68%	18	58%	13	42%	11	35%	3	10%
2020FA	96							39	41%	38	40%	34	35%	0	0%
2021SP	81									46	57%	44	54%	0	0%
2021SU	36									27	75%	22	61%	0	0%
2021FA	33									0%	67	203%	0	0%	
2022SP	23									0%		0%	0	0%	
2022SU	21									0%		0%	0	0%	
Continuing Education															
2019CE2	13	11	85%	10	77%	5	38%	6	46%	4	31%	2	15%	2	15%
2019CE3	30	23	77%	21	70%	11	37%	11	37%	4	13%	3	10%	2	7%
2020CE1	7			5	71%	4	57%	4	57%	2	29%	3	43%	0	0%
2020CE2	7					5	71%	4	57%	2	29%	2	29%	0	0%
2020CE3	3					2	67%	3	100%	2	67%	2	67%	0	0%
2021CE1	1									0	0%	0	0%	0	0%
2021CE2	3									2	67%	1	33%	0	0%
2021CE3	4									3	75%	3	75%	0	0%
2022CE1	0									0	0%	0	0%	0	0%

Use of Assessment Results:

2020-21: While the four-year measure results are not yet available, trends indicate that students tend to reenroll at high rates the semester following their transition course; however, enrollment then drops off. Additionally, COVID has impacted enrollment overall and is also reflected in this transition data. Note that out of the 96 transition students who enrolled in Fall 2020, only 39 (41%) reenrolled in Spring 2021. Targeted efforts will include a communication plan to engage with students enrolled in transition courses each semester to encourage and facilitate enrollment in the following semester. The plan will involve faculty advisors, including transition advisors, transition course instructors and the Transfer Advising Center staff.

2021-2022: Enrollment data for transition courses indicates that students will remain enrolled during their first year at SCC. In Spring 2021, 81 transition students enrolled in which 46 students (57%) remained enrolled in Fall 2021. Faculty advisors, including transition advisors, transition course instructors and the Transfer Advising Center staff and the Program Placement Director will continue efforts in communicating with students enrolled in transition courses to encourage and facilitate enrollment in the following semester for curriculum classes. At this time continuing education and workforce development will no longer offer transition courses as enrollment has not supported the need for these courses. Additional conversations need to take place regarding combined efforts with enrollment and advising provided to students through curriculum and continuing education and workforce development.

Source of Documentation: Informer Query “CWO 1.5 CE & CU Transition Math & English,” Office of Planning and Research

1.6 Measured Outcome (success criteria): At least 30% of Continuing Education College and Career Readiness student graduates will enroll in an occupational course in Continuing Education or in a curriculum program within one year of completion.

The measure excludes captive cohort student and may exclude June graduates.

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	39%
2021-2022	Achieved	39%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: Assessment results will be used to continue to monitor program services supporting students in co-enrollment and transitioning into post-secondary educational programs. CCR will also seek to increase a greater sense of Belonging for students at Sandhills by providing opportunities to attend campus events and learn about other program opportunities. A list of all CCR graduates will be provided to SCC recruiter at least twice per year and recruiter will be invited to CCR graduation ceremonies.

2021-2022: CCR will utilize outcome results to focus efforts on two areas. First, graduating (or exiting) CCR students will be advised about Continuing Education training programs and/or the campus High School Recruiter for enrollment information. Second, CCR will actively solicit students targeted for the REACH initiative to provide assistance in completing their respective CCR program and enrolling in a pathway.

Source of Documentation: National Student Tracker, Office of Planning and Research; College and Career Readiness

1.7 Measured Outcome (success criteria): The College will enroll annually at least 30% of high school graduates from Hoke County High School and each Moore County high school (North Moore, Pinecrest, and Union Pines).

Overall Assessment Results	
Year	Status
2020-2021	Partially Achieved
2021-2022	Partially Achieved
2022-2023	
2023-2024	

College Enrollment Disaggregated by CCP and Non-CCP Enrollment			
Year	Overall	CCP	Non-CCP
Hoke County High School			
2020-2021	Not Achieved 10% (49 students)	3% (15 students)	7% (34 students)
2021-2022	Not Achieved 9% (37 students)	4% (14 students)	6% (23 students)
2022-2023			
2023-2024			
North Moore High School			
2020-2021	Achieved 41% (46 students)	37% (41 students)	4% (5 students)
2021-2022	Not Achieved 28% (41 students)	22% (32 students)	6% (9 students)
2022-2023			
2023-2024			
Pinecrest High School			
2020-2021	Achieved 35% (184 students)	27% (141 students)	8% (43 students)
2021-2022	Achieved 32% (162 students)	19% (99 students)	12% (63 students)
2022-2023			
2023-2024			
Union Pines High School			
2020-2021	Achieved 40% (125 students)	34% (105 students)	6% (20 students)
2021-2022	Achieved 42% (147 students)	32% (113 students)	10% (34 students)
2022-2023			
2023-2024			

Use of Assessment Results:

2020-21 (based on 2020 high school graduates): It is apparent from the disaggregated data that students who participate in CCP are much more likely to enroll in Sandhills as degree seeking students after high school. We may increase this value by increasing CCP participation

and/or finding ways to connect with those graduating seniors who did not participate in CCP. These efforts will be carried out through or by the GearUP project at Hoke High School, the Associate Dean of Instruction, and recruiting through Student Services.

For the 2020-21 academic year, the College was unable to get into the local high schools due to COVID. We have a population of high school students who will never participate in CCP, and our high school classroom visits assist in recruiting this population. Beginning in the 2021-22 academic year, we are allowed back into the Moore County School classrooms. In addition, our Gear Up Success Coach will have a permanent space in Hoke High School beginning in the 2021-22 academic year.

2021-2022 (based on 2021 high school graduates):

Hoke County and North Moore were the two high schools that graduate enrollment did not meet the goal. Historically, when reviewing Hoke County High School data, equity gaps exist when compared to the other service area high schools. With this in mind, the College asked Hoke County Schools senior leadership to partner and address low CCP enrollment to then encourage subsequent graduate enrollment.

The North Moore goal was 2% shy of the goal; the difference was five students. The high school recruitment team now has dedicated office hours at North Moore to work with prospective students and align their interests with college programming.

Additionally, the College restructured the recruitment department to have a high school-focused team. Also, the high school initiatives department shifted under the Division of Enrollment Management so that both the high school recruitment and the high school initiatives teams are now housed within the same division beginning in Fall 2022. The logic behind the reorganization is that working collaboratively will support both CCP and graduate enrollment.

Source of Documentation: Graduation numbers from high school guidance counselors, Office of Planning and Research

1.8 Measured Outcome (success criteria): At least 95% of students surveyed on the annual Prospective Graduate Survey will indicate that if they were to begin college again, they would choose to attend Sandhills Community College.

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	97%
2021-2022	Achieved	99%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: Efforts underway to improve advising and to support targeted populations will help us to continue to meet this measure

2021-2022: Efforts will include the annual review of retention and completion rates related to targeted student populations—Military, African American or Black Males, Transfer Students, Sandhills Promise, and GEAR-UP—to develop specific methods and support services to increase academic success, within each population.

Source of Documentation: Office of Planning and Research, Survey of Prospective Graduates Q13

1.9 Measured Outcome (success criteria): The Sandhills Community College Foundation will provide \$1,000,000 annually (+/- 10%) in scholarships and private assistance.

Assessment Results		
Year	Status	Dollar Amount
2020-2021	Achieved	\$1,079,730
2021-2022	Not Achieved	\$758,781
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: Over \$1,000,000 was awarded in foundation-supported scholarships and financial aid in the 2020 – 2021 school year. Demands for Foundation supported financial aid continue to hold steady with new cohorts of the Sandhills Promise entering. New strategies developed last year to ensure funding stability for the long-term have been successfully implemented. This includes an increased amount from the Guarantors program, over \$220,000, which allowed for special emergency funding to help fund more Continuing Education scholarships for fall of 2021 to help with enrollment efforts in that area. CE has been putting forward efforts to make greater use of their scholarship funding available, so the foundation hopes to see the total CE allocation be put to greater use in future years.

2021-2022: This was an unusual year for Foundation-supported scholarships and financial aid. An excess of Higher Education Emergency Relief Funds as well as other new state and federal aid, mostly responses to the COVID-19 relief efforts, allowed for a significant scholarship, Guarantors, and Sandhills Promise budget savings this school year. The Foundation took this opportunity to save funding and build reserves for future years.

Source of Documentation: Foundation Office Clarity Report

College Goal 2: For-Credit Academic Programs

To educate and prepare students for professional and personal opportunities by providing relevant technical and transfer programs that include distinct general education competencies through a variety of course delivery modes.

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

Overall Assessment Results		
Year	Status	Rate
2020-2021	Not Achieved	77%
2021-2022	Not Achieved	77%
2022-2023		
2023-2024		

Percentage of Instructional Hours by FT Faculty

Accounting	100%	Culinary Arts	77%	Music	69%
Architectural Technology	97%	Drama/Theatre	100%	Nurse Aide	61%
Art	75%	Early Childhood Education	86%	Nursing	64%
Automotive Systems Technology	100%	Emergency Medical Science	93%	Office Administration	100%
Aviation Management and Career Pilot	41%	English and Humanities	58%	Ophthalmic Medical Assistant	100%
Baking and Pastry Arts	79%	Environmental Engineering	95%	Physical Education	36%
Basic Law Enforcement	100%	Fire Protection	33%	Radiography	100%
Business Administration	100%	Geomatics	94%	Respiratory Therapy	100%
Civil Engineering Technology	97%	Health and Fitness Science	96%	Science	70%
Collision Repair and Refinishing Technology	100%	Health Information Technology	61%	Social and Behavioral Science	69%
Computer Engineering Technology-Support	100%	IT-Computer Programming	100%	Surgical Technology	100%
Computer Engineering Technology-Security	100%	IT-Digital Media	100%	Therapeutic Massage	97%
Computer Engineering Technology-Networking	100%	IT-Simulation & Game Development	100%	University Studies	70%
Cosmetology	97%	Landscape Gardening	91%	ACA-090, ACA-115	72%
Criminal Justice Technology	50%	Math	74%	CIS-110, CIS-111	59%
		Medical Lab Technology	100%	Campus-Wide Average	77%
		Medical Office Administration	81%		

Use of Assessment Results:

2020-21: Annually, the College looks at this measure to determine full-time faculty needs. This year, new full-time faculty were hired in Art and Music, and a replacement hire was completed in Medical Laboratory Technology.

With this year’s Campus-Wide Outcomes revisions, this measure also now includes summer instructional hours thus providing a full picture of the academic year. In Fall 2020, out of the 115 full-time faculty, 22 were 9-month, 21 were 10.5-month, and 72 were 12-month. Because 81% of full-time faculty teach in the summer, those hours are now included. (Previously, only fall and spring instructional hours were counted in this measure due to the previous timing of the CWO publication).

With the newly adopted overload contract policy, which takes effect Spring 2022, full-time faculty instructional hours will be impacted. The College had completed (Nursing) or plans to (English, Nursing Chair, Communication) carry out replacement hires for several departing faculty, and new positions will be posted in Aviation and Computer Sciences. The data will be used to inform any additional fulltime faculty hires depending on budget availability.

2021-2022: For Fall of 2022, several new fulltime faculty positions were created, including an additional Mathematics position, Computed Tomography, Construction, Drama and Chief Pilot Instructors. In addition, math, humanities, chemistry and English instructors had their contracts increased in length from 9 to 10.5 months or 10.5 to 12 months. All these efforts are to increase hours instructed by full-time faculty and to increase continuity in full summer session courses. College leadership will assess areas where full-time instruction percentages are allowed and look to hire new faculty in those areas as budget allows.

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

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

Overall Assessment Results	
Year	Status
2020-2021	Achieved
2021-2022	Achieved
2022-2023	
2023-2024	

Assessment Results 2020-21:

Program	Program Accreditor, Licensing Board, or Oversight Agency	Accreditation Status
Associate Degree Nursing	National League for Nursing Commission for Nursing Education Accreditation Approved by North Carolina Board of Nursing	The program's initial accreditation status is effective for a maximum term of six years, beginning March 31, 2020 and terminating February 28, 2027. Reports are submitted annually with a mid-cycle report due June 30, 2024. CNEA is completing a one-day site visit on November 8, 2022, which is required of all programs that received a virtual site visit due to COVID-19. The on-site program evaluation review for continuing accreditation is scheduled for Fall 2026. Maintain compliance with NCBON education rules. Review annually in October.
Automotive Systems Technology	National Institute for Automotive Service Excellence (ASE)	Last site visit was April 2015. Site visit, originally scheduled for 2020, was delayed due to COVID-19 and the requirement that students must be observed for reaccreditation. The program is currently working on the self-evaluation needed for reaccreditation with a follow-up site visit anticipated.
Aviation Management & Career Pilot Technology	Federal Aviation Administration	Reviewed annually. A certification inspection for full certification was conducted in August 2022.
Basic Law Enforcement Technology	NC Criminal Justice Education and Training Standards Commission	Last reaccreditation audit was completed on June 9, 2020. Reaccreditation was approved by the Commission on August 14, 2020 with reaccreditation to expire August 21, 2025.
Certified Nursing Assistant	North Carolina Department of Health and Human Services Division of Health Service Regulation and the Health Care Personnel Education and Credentialing Section	Reviewed biannually. File review began October 2020. Last site visit was January 27, 2021. Next visit is scheduled for October 2022.
Cosmetology	North Carolina State Board of Cosmetic Arts	Reviewed annually. Site visits three times per year.
Emergency Medical Science	North Carolina Office of EMS (NC OEMS) and Department of Health and Human Services provide certification that allows students to take the state exam. EMS is accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) with the Committee on Accreditation of Educational Programs for	NC OEMS Institution Plan was renewed and is valid until 2025. EMS is working to submit the continuing self-study review due 08/01/2022. The site visit for reaccreditation will be performed this fall.

Program	Program Accreditor, Licensing Board, or Oversight Agency	Accreditation Status
<i>EMS continued</i>	the EMS Professions (CoAEMSP) acting as the accrediting body that conducts site visits and provides reaccreditation recommendations to CAAHEP.	
Landscape Gardening	National Association of Landscape Professionals	Reviewed annually. Accreditation effective through 2023.
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences	Reviewed annually. The last site visit was completed in March 2019 with the next site visit scheduled for Spring 2029. A self-study report is required in the fifth year of this 10-year accreditation cycle.
Radiography	Joint Review Committee on Education in Radiologic Technology	Reviewed annually. Last site visit was in November 2021. Accreditation effective for 8 years with an interim study due in 2025.
Respiratory Therapy	Commission on Accreditation for Respiratory Care	Reviewed annually. Next site visit scheduled for 2026.
Surgical Technology	Commission on Accreditation of Allied Health Programs (CAAHEP)	Reviewed Annually - Last Site Visit Fall 2016 - Accreditation Renewal effective through 2027
Therapeutic Massage	Approved by NC Board of Massage and Bodywork Therapy	Reviewed annually.
Ophthalmic Medical Assistant	International Council of Accreditation (ICA) for Allied Ophthalmic Education Programs	Reaccreditation was awarded on September 20, 2022 with the next program evaluation scheduled in 2026.

Use of Assessment Results:

2020-21: All programs are supported in their efforts to maintain appropriate/required accreditation. Money is budgeted specifically for this purpose so that the cost of accreditation does not hit the programs' other cost allocations. The program's assigned faculty secretary, the VP of Academic Affairs staff and the Office of Planning and Research are available to aid in this process.

2021-2022: Accreditation efforts are ongoing and supported.

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

2.3 Measured Outcome (*success criteria*): At least 90% of students surveyed on the annual Prospective Graduate Survey will indicate satisfaction with the overall quality of their academic program.

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	95%
2021-2022	Achieved	98%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: Programs are reviewed every four years through the intensive program review process. During this process strengths and opportunities to improve are examined. Needs of the program to provide high quality experiences for our students are identified and fulfilled when possible. On non-intensive years, programs give updates and work to address issues identified during intensive years.

2021-2022: The college has purchased a new course evaluation platform. After initial implementation, programs and individual faculty will be given the option of including questions specific to their programs and courses in course evaluations. Elicited feedback will be used to identify areas of potential improvement.

Source of Documentation: Office of Planning and Research, Survey of Prospective Graduates Q7

2.4 Measured Outcome (*student achievement criteria*): Among community college associate degree completers and those who have completed 30 or more articulated transfer credits who subsequently transfer to a four-year university or college during the fall semester, the percentage who graduate prior to or remain enrolled at any four-year college or university the subsequent fall semester.

System Office Performance Measure – College Transfer Performance

Goal is to meet or exceed System mean.

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	88.5% (NCCC System Average: 87.2%)
2021-2022	Achieved	1.004 (NCCC System Mean: 0.990)
2022-2023		
2023-2024		

***Status is reported differently beginning in 2021-2022 because the NCCC System Office changed Performance Measurement levels to include an average band, or range, instead of a single average.**

Use of Assessment Results:

2020-21: We have formed a Transfer Advising Center, the staff of which will work with all first year transfer students using an intrusive advising model. They will work with the students to help them determine their major and their top couple transfer schools. Making these determinations will help the students be more successful at their transfer schools. In addition, several partnerships have been developed, including several specific articulation agreements, to facilitate students’ transfer.

2021-2022: The Transfer Center was established in Spring 2021 to provide tailored transfer student advising to all first-year transfer students. The Transfer Center will focus on advising practices to instruct students on transfer opportunities and to help students determine, early on, their career of interest, major, and preferred transfer institution. The Transfer Center will assess monitor student progress, provide mentorship, and early interventions when students are no longer progressing.

Source of Documentation: NCCCS Performance Measures for Student Success Report

2.5 Measured Outcome (*success criteria*): Student course success, pass, and retention rates will be within 7% each other, regardless of the course delivery method.

Overall Assessment Results	
Year	Status
2020-2021	Not Achieved
2021-2022	Not Achieved
2022-2023	
2023-2024	

Fall 2021 and Spring 2022						
Method of Instruction	Success (A-C grades)		Pass (A-D grades)		Retain (A-F grades)	
	16-week	8-week	16-week	8-week	16-week	8-week
Blended	73%	88%	81%	95%	85%	97%
Hybrid	67%	71%	76%	78%	80%	83%
Internet	71%	64%	77%	70%	80%	76%
Traditional	81%	100%	87%	100%	90%	100%

Use of Assessment Results:

2020-21: Traditionally, pass rates – across methods of instruction - are at least within 10%. The rates this year are a direct reflection of COVID impacts. Many courses that are normally offered in the traditional format had to be shifted to the split hybrid method or internet. The courses that were offered in the traditional format were primarily applied science core courses, which tend to have higher pass rates even in a normal year.

2021-2022: The rates for Fall 2020 and Spring 2021 reflect the impact COVID had on enrollment. In Fall 2022, the college campus reopened at full capacity. The number of traditional and hybrid curriculum course offerings increased, and tend to have higher success, pass and retention rates in comparison to internet courses. It is also important to note that the success, pass and retention rates for traditional, hybrid and blended 8-week curriculum courses were higher in comparison to 16-week courses.

Source of Documentation: Office of Planning and Research

2.6 Measured Outcome (success criteria): At least 80% of students will earn a 2.0 or better on each of the General Education student learning outcome (SLO) measures.

Overall Assessment Results	
Year	Status
2020-2021	Achieved
2021-2022	Partially Achieved
2022-2023	
2023-2024	

Communication SWiBAT I: Students will be able to demonstrate effective language skills.					
Year	Content	Organization	Language Use	Students with ≥ 2.0	Average Score
2020-2021	2.81	2.81	2.81	88.5%	2.81
2021-2022	3.18	3.17	3.0	96.9%	3.12
2022-2023					
2023-2024					

Communication SWiBAT II: Students will create and present original work using discipline-specific material.						
Year	Organization	Language Use	Supporting Material	Central Message	Students with ≥ 2.0	Average Score
2020-2021	2.83	2.76	2.48	2.58	76.9%	2.66
2021-2022	3.0	2.82	2.57	3.10	96.8%	2.87
2022-2023						
2023-2024						

Critical Thinking SWiBAT: Students will be able to demonstrate analytical reasoning abilities by drawing inferences.					
Year	Accurately Identifies Problem, Question, or Issue and Its Significance	Examines the Evidence	Includes Supporting Ideas/Details Leading Towards a Valid Conclusion	Students with ≥ 2.0	Average Score
2020-2021	2.76	2.68	2.60	80.0%	2.68
2021-2022	2.6	2.36	2.24	67.7%	2.40
2022-2023					
2023-2024					
Reading Comprehension SWiBAT: Students will be able to read and demonstrate comprehension of written material.					
Year	Interpret	Summarize	Follow Directions	Students with ≥ 2.0	Average Score
2020-2021	2.60	2.58	2.83	92.3%	2.67
2021-2022	2.22	2.34	2.72	70.0%	2.43
2022-2023					
2023-2024					

Use of Assessment Results:

2020-2021: Beginning in the 2020-21 academic year a new assessment cycle with new processes, and definitions, has been implemented. The results will be shared with faculty at the faculty retreat. Faculty forums will be held in fall to develop strategies for implementation to address areas where the performance goal was not met. The Center for Teaching Learning will work to identify and provide professional development opportunities for campus faculty in the identified areas of students’ lowest success (ex: identification, use, and citation of supporting materials/resources).

2021-2022: A working group of faculty has been formed and is engaging in discussions about ways to improve student performance on the general education student learning outcomes, especially those for which less than 80% evaluated students earned a 2.0 or greater.

The General Education Faculty Committee per assessment of 2020-2021 recommended the creation of a common citation resource document that programs can adapt for students. The committee recommended designing a resource bank for use within Moodle courses to house information for student support services and other resources. In addition, the committee recommended increasing the visibility of tutoring services. In Fall 2022 a common APA and MLA citation resource document was designed and shared with faculty through Faculty Retreat and Faculty Assembly Meeting.

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

2.7 Measured Outcome (*student achievement criteria*): Percentage of first-time fall credential-seeking students who graduate prior to or enroll in postsecondary education during the subsequent fall term.

System Office Performance Measure – First Year Progression

Goal is to meet or exceed System mean.

Overall Assessment Results		
Year	Status	Rate
2020-2021	Achieved	76.7% (NCCC System Average: 66.8%)
2021-2022	Achieved	1.100 (NCCC System Mean 1.003)
2022-2023		
2023-2024		

***Status is reported differently beginning in 2021-2022 because the NCCC System Office changed Performance Measurement levels to include an average band, or range, instead of a single average.**

Disaggregated Results by Demographics

Source: NC Community College Data Dashboards

Data Comparison Points:

2020-2021: SCC Overall Success Rate of 76.7% and NCCC System Success Rate of 66.8%

2021-2022: SCC Overall Success Rate of 74.9% and NCCC System Success Rate of 67.0%

by Race/Ethnicity and Gender				
Race/Ethnicity	Female		Male	
	2020-2021	2021-2022	2020-2021	2021-2022
Black or African American	70%	69%	62%	67%
Hispanic/Latino	77%	73%	71%	64%
Other/Unknown	80%	79%	78%	66%
White	80%	80%	77%	78%

by Age Range		
	2020-2021	2021-2022
<18	83%	79%
18-24	58%	62%
25-44	70%	69%
45+	N/A (fewer than 20 students in cohort)	N/A (fewer than 20 students in cohort)

by Enrollment Status		
	2020-2021	2021-2022
Full-time	66%	76%
Part-time	79%	75%

by Pell Grant Status		
	2020-2021	2021-2022
Pell Grant Recipients	51%	61%
Non-Pell Grant Recipients	82%	77%

by Program Type		
	2020-2021	2021-2022
Career & Technical Education	63%	58%
College Transfer	72%	75%
General Education	55%	76%

by High School Dual Enrollment		
	2020-2021	2021-2022
Not Dually Enrolled	57%	64%
SandHoke Early College	94%	84%
Transfer Pathway	84%	80%
Career & Technical Pathway	77%	55%

Use of Assessment Results:

2020-2021: Even though we met this goal, disaggregation of the data shows that we do not meet the goal with certain populations (18-24 years old/Pell recipients/ African American males). Efforts are underway on campus to identify and support individuals from specific groups that will benefit from intrusive advising and/or specific interventions. Addressing retention and success in these populations will contribute to the success of our student body as a whole.

2021-2022: Disaggregate data for this measure show that we did not meet the goal with certain populations (18-24 years old/Pell recipients/ African American males/Hispanic males). Great efforts have been made in the development and implementation of a campus-wide success support model. Six major initiatives serve as the model's foundation to include the Transfer Center, Targeted Population Work Organized, Student Financial Literacy Trainings Developed, Student Advocate Hired, Student Placement Director Hired and Engagement Coaches Hired. Staff and faculty will continue to review disaggregated data to develop specific methods to increase academic success, retention, and completion.

Source of Documentation: NCCCS Performance Measures for Student Success Report (2020-2021—Fall 2019 Cohort; 2021-2022—Fall 2020 Cohort)

2.8 Measured Outcome (*student achievement criteria*): Percentage of first-time fall credential-seeking curriculum students who have graduated, transferred, or are still enrolled during the fourth academic year with 42 successfully completed non-developmental hours.

System Office Performance Measure – Curriculum Completion

Goal is to meet or exceed System average mean.

Overall Assessment Results		
Year	Status	Rate
2020-2021	Achieved	61.2% (NCCC System Average: 55.3%)
2021-2022	Achieved	1.023 (NCCC System Mean: 1.014)
2022-2023		
2023-2024		

***Status is reported differently beginning in 2021-2022 because the NCCC System Office changed Performance Measurement levels to include an average band, or range, instead of a single average.**

Disaggregated Results by Demographics

Source: NC Community College Data Dashboards

Data Comparison Points:

2020-2021: SCC Overall Success Rate of 61.2% and NCCC System Success Rate of 55.3%

2021-2022: SCC Overall Success Rate of 59.6% and NCCC System Success Rate of 55.8%

by Race/Ethnicity and Gender				
Race/Ethnicity	Female		Male	
	2020-2021	2021-2022	2020-2021	2021-2022
Black or African American	64%	62%	45%	39%
Hispanic/Latino	58%	48%	52%	51%
Other/Unknown	65%	62%	49%	71%
White	66%	68%	62%	57%

by Age Range		
	2020-2021	2021-2022
<18	70%	69%
18-24	44%	35%
25-44	56%	60%
45+	N/A (fewer than 20 students in cohort)	N/A (fewer than 20 students in cohort)

by Enrollment Status		
	2020-2021	2021-2022
Full-time	53%	48%
Part-time	64%	63%

by Pell Grant Status		
	2020-2021	2021-2022
Pell Grant Recipients	32%	37%
Non-Pell Grant Recipients	68%	66%

by Program Type		
	2020-2021	2021-2022
Career & Technical Education	56%	52%
College Transfer	57%	55%
General Education	N/A (fewer than 20 students in cohort)	N/A (fewer than 20 students in cohort)

by High School Dual Enrollment		
	2020-2021	2021-2022
Not Dually Enrolled	43%	38%
SandHoke Early College	75%	80%
Transfer Pathway	76%	74%
Career & Technical Pathway	69%	65%

Use of Assessment Results:

2020-21: The results of this CWO reinforce the results from 2.7. In other words, the trends are similar. Outreach efforts with Sandhills Promise students, Veterans, Minority Male and others will work to supply resources and remove barriers to the retention and overall success of these groups. A Transfer Advising Center is being established to help with the success of first year university studies students in an attempt to increase their overall success and completion.

2021-2022: The Transfer Advising Center and the Program placement specialist position were established to give entering students the best experience possible. In addition, the college has actively engaged in guided pathway work as a member of “Cohort C” with support of the NC Student Success Center. The primary goal of these initiatives is to increase student success. They, therefore, support the ongoing efforts to support the student success of targeted populations discussed in the 2020-21 use of assessment results.

Source of Documentation: NCCCS Performance Measures for Student Success Report (2020-2021—Fall 2016 Cohort; 2021-2022—Fall 2017 Cohort)

2.9 Measured Outcome (success criteria): Students will complete curriculum end-of-course evaluations at a rate of 50% or more.

Overall Assessment Results		
Year	Status	Rate
2020-2021	Not Achieved	27%
2021-2022	Not Achieved	30%
2022-2023		
2023-2024		

PREFIX	FALL 2021			SPRING 2022			FA21-SP22 TOTALS		
	# Surveys	# Students	% of Students	# Surveys	# Students	% of Students	# Surveys	# Students	% of Students
ACA	212	694	31%	139	486	29%	351	1180	30%
ACC	15	108	14%	9	129	7%	24	237	10%
AER	13	65	20%	13	71	18%	26	136	19%
ANT	1	6	17%	0	5	0%	1	11	9%
ARC	52	38	137%	25	27	93%	77	65	118%
ART	65	304	21%	57	355	16%	122	659	19%
AST	0	27	0%	0	24	0%	0	51	0%
AUB	2	27	7%	1	23	4%	3	50	6%
AUC	4	6	67%	0	0	--	4	6	67%
AUM	0	0	--	2	25	8%	2	25	8%
AUT	0	113	0%	34	113	30%	34	226	15%
BAF	0	8	0%	0	13	0%	0	21	0%
BAS	0	6	0%	0	4	0%	0	10	0%
BIO	163	453	36%	119	495	24%	282	948	30%
BPA	0	14	0%	1	23	4%	1	37	3%
BPR	9	40	23%	0	0	--	9	40	23%
BUS	54	299	18%	27	343	8%	81	642	13%
CEG	37	53	70%	69	73	95%	106	126	84%
CET	7	13	54%	34	36	94%	41	49	84%
CHM	122	204	60%	88	128	69%	210	332	63%
CIS	40	159	25%	14	84	17%	54	243	22%
CIV	33	36	92%	11	9	122%	44	45	98%
CJC	19	116	16%	3	107	3%	22	223	10%
COM	206	308	67%	90	269	33%	296	577	51%
COS	0	97	0%	4	98	4%	4	195	2%
CSC	6	6	100%	11	20	55%	17	26	65%
CST	0	0	--	14	13	108%	14	13	108%
CTI	20	24	83%	13	34	38%	33	58	57%
CTS	3	10	30%	6	29	21%	9	39	23%

PREFIX	FALL 2021			SPRING 2022			FA21-SP22 TOTALS		
	# Surveys	# Students	% of Students	# Surveys	# Students	% of Students	# Surveys	# Students	% of Students
CUL	19	90	21%	2	66	3%	21	156	13%
DBA	2	3	67%	2	3	67%	4	6	67%
DFT	0	0	--	20	11	182%	20	11	182%
DME	23	39	59%	0	4	0%	23	43	53%
DRA	0	0	--	8	31	26%	8	31	26%
ECM	3	17	18%	0	6	0%	3	23	13%
ECO	24	81	30%	12	90	13%	36	171	21%
EDU	113	225	50%	80	297	27%	193	522	37%
EGR	62	78	79%	26	41	63%	88	119	74%
ELC	2	18	11%	0	13	0%	2	31	6%
ELN	8	9	89%	6	17	35%	14	26	54%
EMS	2	34	6%	22	57	39%	24	91	26%
ENG	366	1035	35%	219	829	26%	585	1864	31%
ENV	0	0	--	3	4	75%	3	4	75%
EPT	0	9	0%	0	0	--	0	9	0%
FIP	3	42	7%	1	81	1%	4	123	3%
FRE	2	27	7%	3	33	9%	5	60	8%
GCM	0	1	0%	0	0	--	0	1	0%
GEL	6	26	23%	4	18	22%	10	44	23%
GRA	3	4	75%	0	0	--	3	4	75%
GRD	2	2	100%	0	0	--	2	2	100%
HEA	1	20	5%	5	21	24%	6	41	15%
HFS	14	35	40%	21	59	36%	35	94	37%
HIS	120	569	21%	48	533	9%	168	1102	15%
HOR	5	43	12%	0	35	0%	5	78	6%
HRM	1	14	7%	2	21	10%	3	35	9%
HUM	39	190	21%	65	220	30%	104	410	25%
ISC	0	2	0%	0	1	0%	0	3	0%
LDD	0	8	0%	0	0	--	0	8	0%
LSG	10	37	27%	1	21	5%	11	58	19%
MAT	620	657	94%	465	649	72%	1085	1306	83%
MED	41	51	80%	68	97	70%	109	148	74%
MKT	5	15	33%	1	24	4%	6	39	15%
MLT	0	57	0%	0	43	0%	0	100	0%
MNT	0	4	0%	0	1	0%	0	5	0%
MTH	10	16	63%	0	14	0%	10	30	33%
MUS	36	507	7%	37	411	9%	73	521	14%
NAS	7	12	58%	7	17	41%	14	423	3%
NET	0	15	0%	3	16	19%	3	32	9%

PREFIX	FALL 2021			SPRING 2022			FA21-SP22 TOTALS		
	# Surveys	# Students	% of Students	# Surveys	# Students	% of Students	# Surveys	# Students	% of Students
NOS	0	7	0%	0	12	0%	0	23	0%
NUR	27	184	15%	19	197	10%	46	196	23%
OPH	0	16	0%	0	12	0%	0	213	0%
OST	25	132	19%	11	124	9%	36	144	25%
PED	58	142	41%	32	142	23%	90	266	34%
PHI	102	98	104%	56	129	43%	158	240	66%
PHY	19	81	23%	9	62	15%	28	210	13%
POL	18	69	26%	5	83	6%	23	131	18%
PSY	138	621	22%	110	636	17%	248	704	35%
RAD	55	90	61%	8	74	11%	63	726	9%
RCP	0	31	0%	0	26	0%	0	105	0%
REL	19	70	27%	26	115	23%	45	96	47%
SCI	0	0	--	2	21	10%	2	115	2%
SEC	0	17	0%	3	9	33%	3	38	8%
SGD	1	11	9%	0	8	0%	1	20	5%
SOC	97	392	25%	77	426	18%	174	400	44%
SPA	32	144	22%	22	163	13%	54	570	9%
SRV	21	27	78%	30	31	97%	51	190	27%
SST	6	14	43%	0	0	--	6	45	13%
SUR	34	19	179%	1	15	7%	35	19	184%
TRF	0	7	0%	0	12	0%	0	22	0%
TRN	1	54	2%	0	40	0%	1	69	1%
WBL	5	57	9%	1	40	3%	6	97	6%
WEB	4	8	50%	1	11	9%	5	48	10%
Grand Total	3294	9517	35%	2328	9208	25%	5622	18725	30%

Use of Assessment Results:

2020-21: Finding a way to encourage students to give meaningful feedback can be a challenge. Disciplines who receive a high proportion of evaluations will be asked to share what they do to encourage students to complete evaluations of faculty. There is a also a faculty committee working to improve the evaluation instrument.

2021-2022: The college has purchased a new course evaluation software. One of the reasons for this purchase is that the new system has a built-in communication system. This system allows the college to email students to remind them that course evaluations are available and to complete them. In addition, faculty can generate QR codes which students my scan and directly access the evaluation for a specific course allowing students to complete the evaluation using their personal device right then.

Source of Documentation: Course evaluation files from Information Services and student course evaluations, Dean of Instruction's office

2.10 Measured Outcome (student achievement data): The total six-year completion rate for first-time, degree-seeking students will exceed the last academic year's total six-year completion rate.

Based on the National Student Clearinghouse's six-year completion indicator

Completion Rates for First-Time, Degree-Seeking Students
(Based on National Student Clearinghouse's Six-Year Completion Data)

Overall Assessment Results				
Six-Year Completion Threshold Rate: 36.48%				
Academic Year	Start Term	End Term	Total Six-Year Completion Rate	Status
2020-2021	Fall 2014	Summer 2020	40.80%	Not Achieved (Dropped by 1.09%; last year's rate = 41.89%)
2021-2022	Fall 2015	Summer 2021	48.00%	Achieved (Improved by 7.2%; last year's rate = 40.80%)
2022-2023				
2023-2024				

Disaggregation of Six-Year Completion Data by Student Populations

Data Points of Comparison:

2020-2021: Overall Student Rate of 40.80%

2021-2022: Overall Student Rate of 48.00%

by Race/Ethnicity and Gender						
Race/Ethnicity	Female		Male		Race/Ethnicity Overall Average	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
American Indian or Alaska Native	13%	46%	36%	100%	19%	50%
Black or African American	26%	22%	15%	22%	23%	22%
Hispanic/Latino	56%	61%	29%	54%	44%	59%
Other/Unknown	62%	58%	72%	30%	49%	45%
Two or More Races	47%	44%	20%	47%	36%	46%
White	55%	56%	44%	52%	50%	54%
Total Completion Rate	43%	51%	35%	46%	40%	48%

	2020-2021	2021-2022
By Federal Aid Eligibility		
No PELL	53%	60%
PELL	32%	36%
By Age		
<18	41%	60%
18-19	41%	42%
20-29	34%	43%
30-39	45%	53%
40-49	53%	33%
50+	46%	100%
By County of Residency		
Moore	42%	54%
Hoke	29%	37%
Cumberland	39%	43%
Lee	26%	47%
Scotland	26%	50%
Richmond	37%	36%
Robeson	27%	31%
Montgomery	28%	45%
Harnett	68%	33%
Chatham	79%	56%

Use of Assessment Results:

2020-21: The overall cohort rate dropped less than 2%. Enrollment in Fall 2014 of new, non-CCP students dropped to 791 compared to previous fall terms of approximately 1,000 new, non-CCP students.

It's also important to note that the end term for this year's data was Summer 2020. As such, many of the special population retention efforts implemented this year did not impact the cohort of students on which this year's rate is based. The difference in cohort for Black or African American males was three students, and had three more students graduated, we would have reached 19%.

In the Spring 2021 semester, the college reinstated academic probation and suspension status. In addition, interventions were put in place to prevent students on probation from moving to suspension status.

2021-2022: The overall cohort rate increased by 7.2% from 40.8% in 2020-2021 to 48%. For Black or African American males there was an increase from 15% in 2020-2021 to 22%, but the overall increase is below the identified 6-year completion rate of 36.48%. The Pell recipient population increased to 36%, but students ages 40-49 decreased to 33%. This decrease may correlate with the increase of market demands and individuals returning to the workplace. Retention efforts outlined in the CSP will continue to be a priority in support of student success.

When considering the 7.2% increase this year, it is also important to note that in Fall 2015 (the cohort year for this year's data), the state-level Multiple Measures policy took effect, which shortened the time students spent enrolled in remedial courses. Essentially, students who previously placed in the lowest level of remediation and would have spent a year and a half in remedial coursework, could potentially complete their remedial coursework within one semester under Multiple Measures. This had a direct impact on improving student completion rates as students were able to enter college-level coursework sooner, enter their program of interest faster, and continue enrolling until degree completion.

Efforts this year included the creation (Fall 2021) of a Student Advocate position to coordinate student support efforts extending beyond academics. The College recognized the need to establish one point of contact to help students navigate processes and understand available resources for student success. The Student Advocate role allows students to share their story only once and serves as a liaison between students' needs and campus resources.

Outreach efforts established last year with Sandhills Promise students, Veterans, Minority Male and others will continue to work to supply resources and remove barriers to the retention and overall success of these groups. A Transfer Advising Center has also been established to help with the success of first year university studies students in an attempt to increase their overall success and completion. Improvements in completion rates in many categories, supports continued efforts with special populations begun in previous years. Components of initiatives are being assessed to determine which are most effective.

Source of Documentation: The National Student Clearinghouse Six-Year Completion Report and the Office of Planning and Research

College Goal 3: Support Services

To provide comprehensive academic and student support services and resources that facilitate engagement, support student success, and help students meet their academic, career, and personal goals.

3.1 Measured Outcome (success criteria): At least 80% of students surveyed on the annual Current Student Survey will indicate that academic advising helped them achieve their academic goals.

- a. Assigned Faculty Advisor
- b. Transfer Center (Stone Hall)
- c. Self-Service

Overall Assessment Results	
Year	Status
2020-2021	Achieved
2021-2022	Achieved
2022-2023	
2023-2024	

Results Disaggregated by Advising Method		
Year	Status	Rate
Assigned Faculty Advisor		
2020-2021	Achieved	92%
2021-2022	Achieved	94%
2022-2023		
2023-2024		
Transfer Center		
2020-2021	Achieved	91%
2021-2022	Achieved	96%
2022-2023		
2023-2024		
Self-Service		
2020-2021	Achieved	96%
2021-2022	Achieved	96%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21:

Assigned Faculty Advisor: Advising is a priority for faculty. Changes are being made to the advising model to continue to improve the experience for students. Our goal is to provide the training and information to faculty to allow them to serve students to the best of their ability.

Transfer Center: After the review of college data, the Student Success Center shifted its focus to a Transfer Center. The Transfer Center will provide customized holistic advising and support to first year transfer students. This support includes career, major, and four-year institution exploration. Additionally, the Center will provide first year students access to universities via college tours and program specific information sessions. This shift in focus is being made to increase transfer students' success and completion.

Self-Service: With the transition from WebAdvisor to Student Self-Service, the new platform offers enhanced tools that allow a student to see and track progress toward program completion.

2021-2022:

Assigned Faculty Advisor: The advising role brings with it several responsibilities to include course identification, registration, career counseling, referrals for counseling services, identification of barriers and resources. Faculty advisor's responsibilities multiply based on the assigned advisees combined with teaching, committee and curriculum commitments. To support advising efforts and responsibilities a Transfer Center with a professional advising team was established along with a Director of Program Placement position. Advising is now done in collaboration with faculty and the professional advising team. New training has been designed and implemented in Spring 2022. A One College Advising Committee was established and includes representatives from all areas of campus to help guide conversations and make recommendations on advising and wrap around services to support student retention and success.

Transfer Center: During the first year, efforts (detailed in the 20-21 narrative above) proved to be popular and impactful with transfer students. The center is welcoming and provides a location for students to congregate, engage, and visit for reasons other than advising. A focus in the upcoming year will be to hone-in on intentionally connecting students' interests and strengths to their career goals.

Self-Service: Due to COVID, students have become more comfortable using Self Service. As such, students are now trained and encouraged to utilize Self Service.

Source of Documentation: Office of Planning and Research, Current Student Survey Q15

3.2 Measured Outcome (success criteria): At least 85% of student athletes will earn at least 12 credit hours per semester of full-time enrollment toward graduation or transfer.

Overall Assessment Results		
Year	Status	Rate
2020-2021	Not Achieved	66%
2021-2022	Not Achieved	81%
2022-2023		
2023-2024		

Disaggregated by Individual Sport Performance		
Year	Status	Rate
Men's Basketball		
2020-2021	Not Achieved	60% (9/15)
2021-2022	Not Achieved	81% (17/21)
2022-2023		
2023-2024		
Women's Volleyball		
2020-2021	Achieved	83% (10/12)
2021-2022	Achieved	92% (12/13)
2022-2023		
2023-2024		
Men's Golf		
2020-2021	Not Achieved	55% (6/11)
2021-2022	Not Achieved	62% (8/13)
2022-2023		
2023-2024		
Women's Golf		
2020-2021	N/A	N/A
2021-2022	Not Achieved	71% (5/7)
2022-2023		
2023-2024		
Men's Cross Country		
2020-2021	Achieved	100% (3/3)
2021-2022	Achieved	100% (1/1)
2022-2023		
2023-2024		
Women's Cross Country		
2020-2021	N/A	N/A
2021-2022	Achieved	100% (1/1)
2022-2023		
2023-2024		
Women's Beach Volleyball		
2020-2021	Achieved	83% (10/12)
2021-2022	Achieved	92% (12/13)
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: The high percentage of online classes taken by our student-athletes this year due to the pandemic along with the changing eligibility rules of the NJCAA aided in our department’s not achieving our desired percentage. It should be noted that in three cases—one each in basketball, volleyball, and golf—the student-athlete graduated but because of the new rules did not have to take 12 hours in a semester which negatively impacted our percentages. It should also be noted that every team except men’s golf averaged over 12 hours a semester being completed with men’s cross country leading the way with 14.3 hours of credit earned per semester on average by the team.

2021-2022: The percentage of student athletes that earned at least 12 semester hours did not achieve the 85% threshold but did improve over the previous year by 15 percentage points. Again, it should be noted that a male golfer graduated but because of new rules did not have to take 12 hours in the spring. It should also be noted that every team except men’s and women’s golf averaged over 12 hours a semester being completed.

Source of Documentation: Athletic Department student records and annual academic performance results, which are shared with the BOT each June.

3.3 Measured Outcome (success criteria): At least 85% of students surveyed on the annual Prospective Graduate Survey will indicate that they used at least two resources from the Learning Resource Computer lab or Boyd Library while enrolled at Sandhills Community College.

Assessment Results		
Year	Status	Rate
2020-2021	Not Achieved	52%
2021-2022	Not Achieved	47%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: Providing research access to the students and community patrons is essential to the Boyd Library/LRCL mission. A drop in library access during the COVID experience impacted this goal in 2020-21, but a consistent achievement of the 75% goal over the last College Strategic Plan cycle has prompted the Boyd Library Associate Dean and staff members to increase this to 85% in the 2021-22 academic year

2021-2022: The Boyd Library/LRCL experienced another drop in library access that was a direct result of the COVID experience. An action plan is in the works to better engage students by increasing social media presence, digital signage that is library resource- specific in the Boyd Library and in the resource room at the Hoke County campus. Additional support channels for research include engaging students via Conex Ed chat and virtual appointments, the SCC student newsletter, and by encouraging faculty to invite librarians to their classrooms for guided resource instruction sessions. The librarians will also be included in all new faculty orientations and outreach ventures initiated by the Student Activities office.

Source of Documentation: Office of Planning and Research, Prospective Graduate Survey Q8

3.4 Measured Outcome (*success criteria*): At least 70% of students who complete orientation during the fall enrollment cycle will matriculate into a curriculum program by the end of the fall term.

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	76%
2021-2022	Achieved	79%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: Student Services and faculty advisors work cooperatively to move students through orientation and the registration process. The College created a new student registration team as a means to serve these students during the pandemic.

2021-2022: A few factors positively impacted this goal. The Sandhills Promise Summer Bridge program was created to increase enrollment of Promise-eligible students post high school graduation. The program increased students’ sense of engagement and belonging prior to courses beginning.

Due to COVID-19, student orientation for curriculum students was redesigned and made available online, thus making orientation completion more convenient. (Non-completers are unable to enroll and register for courses.) The orientation includes an assessment to identify early on any barriers and/or resources needed to support student retention and success.

Career assessments are also available to students who are undecided to help identify career interests and the curriculum programs aligned to the students identified career pathway.

Also due to COVID-19, federal and state relief funds were more readily available for students needing financial assistance.

Source of Documentation: Student Success Center Informer Report (closed orientation flag: April 1st – October 20th fall enrollment cycle year; Office of Planning and Research Informer Report (enrollment: previous summer term and fall of current academic year)

3.5 Measured Outcome (*success criteria*): At least 65% of students who receive tutoring through specialized tutoring labs or the Tutoring Center will pass the course for which they are receiving tutoring.

Overall Assessment Results		
Year	Status	Rate
2020-2021	Achieved	79%
2021-2022	Achieved	82%
2022-2023		
2023-2024		

Results Disaggregated by Tutoring Type		
Year	Status	Rate
Communications/Speaking Lab		
2020-2021	Not Available	Not Available
2021-2022	Achieved	96%
2022-2023		
2023-2024		
English/Writing Lab		
2020-2021	Achieved	90%
2021-2022	Achieved	86%
2022-2023		
2023-2024		
Math Lab		
2020-2021	Achieved	77%
2021-2022	Achieved	76%
2022-2023		
2023-2024		
Engineering Lab		
2020-2021	Achieved	93%
2021-2022	Achieved	91%
2022-2023		
2023-2024		
Accounting Lab		
2020-2021	Achieved	100%
2021-2022	Achieved	70%
2022-2023		
2023-2024		

Computer Lab		
2020-2021	Not Achieved	51%
2021-2022	Achieved	100%
2022-2023		
2023-2024		
Nursing Lab		
2020-2021	Achieved	90%
2021-2022	Not Available	--
2022-2023		
2023-2024		
Tutoring Center		
2020-2021	Achieved	69% (FA20-76% SP21-65%)
2021-2022	Achieved	72%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: This past year we tutored mainly online due to Covid-19 and its limitations. Our tutors worked hard to remain in contact with their clients and provide assistance when needed. The inability to meet face-to-face really hindered our ability to assist as we are used to, but we persevered. It is our hope that in the near future we will be able to add to the ranks in the Tutoring Center, update the center with a new accessible reception desk, new tables and chairs, and eventually utilize the outdoor space for tutoring when the weather permits.

2021-2022: In the past year, the increase in tutor pay was a positive that allowed the Tutoring Center to be slightly more competitive in the job market. In the upcoming year, the plan is to increase the workforce with available tutors to support students. The position of Tutoring Center and Disabilities Coordinator was split in two (Tutor Coordinator and Disabilities Services Coordinator) to allow better focus on each of these areas.

Source of Documentation: FTE Tutoring Center Report

3.6 Measured Outcome (success criteria): At least 75% of students survey respondents will indicate satisfaction with the specialized support the college provides to address risk factors that impact students.

Students using:

- a. Disability Services
- b. Military/Veterans Services
- c. Personal Counseling Services
- d. Tutoring Services

Overall Assessment Results	
Year	Status
2020-2021	Achieved
2021-2022	Achieved
2022-2023	
2023-2024	

Results Disaggregated by Support		
Year	Status	Rate
Disability Services		
2020-2021	Achieved	100%
2021-2022	Achieved	95%
2022-2023		
2023-2024		
Military/Veterans Services		
2020-2021	Achieved	93%
2021-2022	Achieved	97%
2022-2023		
2023-2024		
Personal Counseling		
2020-2021	Achieved	97%
2021-2022	Achieved	93%
2022-2023		
2023-2024		
Tutoring		
2020-2021	Achieved	95%
2021-2022	Achieved	95%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21:

Disability Services – Disability Services maintains clear, direct, and friendly assistance to all who apply. We strive to ensure all students feel their needs are not only important but met. We plan to continue in our efforts to be as inclusive and welcoming as possible by updating our reception desk to be ADA compliant, as our current desk is not.

Military/Veterans Services – A Military Success Coach was hired to provide support and encouragement to our military population. In addition, a Quiet Space has been established (scheduled to open November 2021) with our military student population and students struggling with mental health issues in mind. This space will provide our students with a place to escape and reset.

Personal Counseling Services – The Personal Counseling Center has transitioned to the Center for Wellness. This transition was made to bolster the necessary services to address risk factors that impact our students.

Tutoring – The Tutoring Center maintained its devotion to student success via our online tutoring during lockdown. We are changing our scheduling and online software over to ConexED and hope to be able to assist students even better with the online tutoring rooms that are closed captioned, and better set up to serve our students.

2021-2022:

Disability Services – In Spring 2022, the decision was made to split the Tutoring Center & Disability Services Office into two separate departments. This has provided greater time to focus on improving the quality of services and communication to students, faculty, and staff. The Coordinator of Disability Services has developed a checklist for students in order to simplify the process of accessing services.

Military/Veterans Services – The Veterans Services Department transitioned to the Department of Military & Veterans Affairs to expand services and support to our active duty populations. This allowed the college to establish a point of contact for active duty military and their dependents. The Department also moved all necessary paperwork for receiving benefits to electronic forms in order to further ease the difficulty in applying. In addition, a communication plan was developed to remind students about important deadlines, resources, and services.

Personal Counseling Services – For the 2022-23 academic year, the following efforts are planned with the goal of identifying the mental health needs of our campus and providing subsequent supports:

- Reestablishing the Mental Health Working Group – This group will be comprised of representatives from our faculty, staff and student body.
- Creation of a Mental Health Student Advisory Council – This group of students will meet to discuss what they view as pertinent mental health concerns on campus – this group will work to identify the mental health needs of our specific population, which will guide the development of mental health support groups. This will be a diverse group of students with representation from various clubs and subgroups of students.

Tutoring – The new tutoring coordinator is working to make the tutoring center more visible and more welcoming. These efforts are especially important as students return to classes on campus after the pandemic. A major initiative involves increasing the services available to students who attend classes at the Hoke Center.

Source of Documentation: Office of Planning and Research, Current Student Survey Q12 for Disability Services, Military/Veterans Services, and Tutoring Services; Director of Center for Wellness provides Personal Counseling data

3.7 Measured Outcome (success criteria): At least 80% of students surveyed on the annual Current Student Survey will indicate awareness of support services available to all students.

Support services are defined as:

- a. Career Counseling and Job Placement
- b. Disability Services
- c. Financial Aid
- d. Personal Counseling
- e. Tutoring
- f. Tutoring Labs
- g. Student Life Activities

Overall Assessment Results		
Year	Status	
2020-2021	Partially Achieved	
2021-2022	Partially Achieved	
2022-2023		
2023-2024		
Results Disaggregated by Service		
Year	Status	Rate
Career Counseling and Job Placement		
2020-2021	Not Achieved	73%
2021-2022	Not Achieved	68%
2022-2023		
2023-2024		
Disability Services		
2020-2021	Not Achieved	72%
2021-2022	Not Achieved	68%
2022-2023		
2023-2024		
Financial Aid		
2020-2021	Achieved	95%
2021-2022	Achieved	92%
2022-2023		
2023-2024		
Personal Counseling		
2020-2021	Achieved	81%
2021-2022	Not Achieved	78%
2022-2023		
2023-2024		

Tutoring Center		
2020-2021	Achieved	89%
2021-2022	Achieved	90%
2022-2023		
2023-2024		
Tutoring Labs		
2020-2021	Achieved	82%
2021-2022	Achieved	82%
2022-2023		
2023-2024		
Student Life Activities		
2020-2021	Not Achieved	77%
2021-2022	Achieved	82%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21:

Career Counseling and Job Placement: With the reopening of the campus, Career Services will be utilizing Student Ambassadors and classroom presentations to bring greater awareness to the services available to our students.

Disability Services: The DS presence on the webpage was minimal, as we were a little buried. We have since updated the webpage. Students can now apply fully online via Etrieve (They can still apply in person in Logan Hall). We regularly attend student orientation, and all other student events on campus to get information about the DS office out on campus. We are working with other departments on campus to get information out there more. We have created new DS flyers and will be looking into advertising on the webpage/banners as well as the Flyer newspaper.

Financial Aid: The College was allocated approximately \$6,000,000 in funds to be awarded directly to students. Senior administration made the decision to maximize the use of these funds to impact as many students as possible.

Personal Counseling: There was a tremendous increase in the number of social media followers for the department's college social media platforms. These platforms were utilized to make students aware of the available counseling services. The use of Maxient was heavily promoted to our faculty and staff resulting in an increase in referrals.

Tutoring and Tutoring Labs: The TC has regularly attended all student events on campus, often giving away prizes to students that stop by and pick up information. We hang flyers across campus and have put advertisements in the Flyer and on the webpage banners. The Labs hang flyers and advertise in the Flyer as well. We will continue to attend all orientations and campus events to promote the TC and Labs. We will also continue to update and hang new flyers and advertise in the Flyer.

Student Life Activities: With the majority of events and classes online or hybrid for the 2020-21 academic year, there was less student traffic in the Dempsey Student Center which impacted access to the Student Life Department. With the reopening of campus, to include the cafeteria, the Student Life

Department has more opportunities to engage with students. In addition, office hours were established for the SGA – Hoke Center Liaison to provide a greater Student Life presence at the Hoke Center.

2021-2022:

Career Counseling and Job Placement: Employers have been scheduled to set up tables on a weekly basis to expose students to possible job opportunities associated with their program of study. The Director of Career Services continues to work with marketing to advertise services available. The Director also continues to promote her services to faculty with the offer to provide classroom presentations.

Disability Services: A plan has been developed to bring awareness to disability services. The coordinator of the program continues to be present at all student events and is working with marketing to advertise disability services on TV monitors and social media and through direct mailings.

Financial Aid: This year the Financial Aid Office has restructured duties to create a Financial Aid Advisor position focused on communication. The goal of this position is to provide a more personalized approach to resource awareness. The department is also using table events and targeted mailings to promote programs such as work study and childcare grants. Financial Aid has built relationships with the Student Advocate, Scholarships, and local High School Counselors that allow the staff opportunities throughout the year to share resource availability to additional populations of students. Additionally, financial aid plans to participate in Financial Aid Awareness month by hosting events to engage students as well as work with the marketing department to promote resources via social media.

Personal Counseling: Beginning Fall 2022 Semester, tables have been set up multiple times per month to make students and employees aware of the services and resources available on campus. In addition, the Director of the Center for Wellness has been presenting at curriculum classes and employee division meetings. A counseling services video was also created for CCR students. Beginning in the Spring 2023 Semester, a link to counseling services will be added to each Moodle course. Students will also be able to utilize online scheduling to make an appointment with a counselor.

Tutoring and Tutoring Labs: The new tutoring coordinator is working to make the tutoring center more visible and more welcoming. These efforts are especially important as students return to classes on campus after the pandemic. A major initiative involves increasing the services available to students who attend classes at the Hoke Center.

Student Life Activities: The Student Life Department has partnered with the Student Advocate to increase the number of on-campus events available to students. Monthly events have been established at the Hoke Center to have a continuous presence for Hoke students. Emphasis has been placed on increasing club participation as well as collaboration with clubs to provide club sponsored activities.

Source of Documentation: Office of Planning and Research, Current Student Survey Q17

College Goal 4: Economic Development

To provide training for local businesses and to contribute constructively to the economic well-being of the region.

4.1 Measured Outcome (*student achievement criteria*): Weighted index score 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. Weights are based on the tier associated with the related instructional program.

NCCC System Office Performance Measure – Licensure Pass Rate Index

Goal is to meet or exceed the System mean.

Overall Assessment Results		
Year	Status	Rate
2020-2021	Not Achieved	0.97 (NCCC System Average 0.98)
2021-2022	Not Achieved	0.886 (NCCC System Mean 0.985)
2022-2023		
2023-2024		

***Status is reported differently beginning in 2021-2022 because the NCCC System Office changed Performance Measurement levels to include an average band, or range, instead of a single average.**

Total SCC Testing Data	2020-2021 (based on 2010 results)	2021-2022 (based on 2021 results)
Total Test Takers	267	
Weighted Test Takers	288	
Total Passes	209	
Weighted Passes	229	
Weighted Index Score	.97 (Compared to System Average of .98)	.886 (Compared to System Mean of 0.985)

Disaggregated Data by Program Exam	2020-2021				2021-2022			
	Total Taking Test	Total Passing	Percent Passing	Index Score	Total Taking Test	Total Passing	Percent Passing	Index Score
Basic Law Enforcement	21	15	71%	0.84	19	16	84%	1.00
Cosmetology	3	0	0%	*	11	5	45%	.61
Cosmetology- Apprentice	2	2	100%	1.08	8	4	50%	.57
Detention Officer	27	26	96%	1.05	4	3	75%	.83
EMT--Basic	52	47	90%	1.11	37	21	57%	.79
EMT-Paramedic	13	7	54%	.59	3	2	67%	.87
Massage & Body Work	0	-	-	-	0	-	-	-
Nurse Aide	54	31	57%	0.75	32	22	69%	.86
Radiography	7	6	86%	.90	4	3	75%	.85
Real Estate Sales	25	14	56%	1.14	16	5	31%	.97
Registered Nursing	63	61	97%	1.07	59	51	86%	1.00

Use of Assessment Results:

2020-2021: Where possible, software which models testing for licensure or certification has been integrated into instruction. Solutions for those programs where it has not yet been possible are being explored. If students are not successful on their first attempt, they are encouraged to study and to practice testing and then to test again even though it does not impact this performance measure.

2021-2022: Options for support of students who will sit for licensure or certification are being explored. It is likely that multiple types of support are needed given the variety of programs involved and that there is a mix of workforce-continuing education and curriculum programs involved.

Source of Documentation: NCCCS Performance Measures for Student Success Report

4.2 Measured Outcome (success criteria): The percentage of CTE Concentrators who completed a CTE program of study during the previous reporting year, who remain enrolled in postsecondary education or are placed in employment during the subsequent fall semester, will meet or exceed the rate of the NCCCS average.

Perkins V performance measure – 1P1

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	84% (NCCCS Average 83%)
2021-2022	Not Measured	At publication, Perkins has not yet released this year's data.
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: Applied Science advising by faculty is working, as are other efforts such as program orientations and program specific ACA 115 courses. Those efforts will continue and targeted support initiatives (GEAR Up for Hoke graduates, Sandhills Promise support, veteran support and support for students on academic probation and suspension) will continue to support the success of CTE concentrators.

2021-2022: At publication, Perkins has not yet released this year's data.

Source of Documentation: CTE Perkins V Performance Measures Dashboard (Post Program Placement); Office of Planning and Research

4.3 Measured Outcome (success criteria): The percentage of CTE Concentrators who receive a recognized postsecondary credential (certificate, diploma, and/or associate degree) during the reporting year will meet or exceed the NCCS average.

Perkins V performance measure – 2P1

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	37% (NCCCS Average 36%)
2021-2022	Not Measured	At publication, Perkins has not yet released this year's data.
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: Use of the Finish First software will continue to identify completers who have not been graduated and to identify near-completers. Faculty and staff will reach out to near completers to encourage them to return to the college and complete their credentials.

2021-2022: At publication, Perkins has not yet released this year’s data.

Source of Documentation: CTE Perkins V Performance Measures Dashboard (Earned Recognized Postsecondary Credential); Office of Planning and Research

4.4 Measured Outcome (success criteria): At least 85% of students who enroll in a Continuing Education Advanced Manufacturing program will complete at least one course in an academic year.

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	91%
2021-2022	Achieved	86%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: Conducted program effectiveness assessment through end-of-course student evaluations, instructor input, and business partner feedback to ensure that course content changes and delivery methodologies continue to provide the skills needed to assist students with their learning goals thereby promoting student engagement, both online and in the classroom, until completion.

Note: Due to the COVID-19 pandemic, delivery methodology was continued as online delivery for multiple programs: Electrical, Welding, Certified Production Technician (CPT), and Mechanical Power Transmission Fundamentals (MPTF). Some courses returned to in-person instruction beginning in February and March 2021.

2021-2022: Based on community input collected during outreach events and feedback from end-of-course student evaluations, course structures are being modified for the upcoming year to further promote student engagement and success. Additionally, local employer involvement with Advanced Manufacturing classes is being improved/increased with the goal of further enhancing student outcomes by ensuring course content meets local demands and, therefore, job opportunities are available for successful students.

Source of Documentation: Continuing Education records (XCES Report) and student files. Student cohort will include those who enroll in an academic year July 1- June 30. The denominator is the duplicated headcount of those who enroll in an Advanced Manufacturing course. The numerator is the duplicated headcount of those who meet the 10% course mark.

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

Assessment Results		
Year	Status	Rate
2020-2021	Not Achieved	84%
2021-2022	Not Achieved	91%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: COVID created challenges for some of the programs to meet with their advisory committees. All programs will be reminded of the importance of the meetings of these committees and supported in their efforts to pull them together.

2021-2022: Three, out of 34, Applied Science programs did not hold advisory board meetings during the 2021-22 academic year. All programs have been reminded of the importance of the advisory board meetings. Some programs had challenges with attendance and availability of board members due to time constraints and industry demands. Many employers have been experiencing staff shortages. The rate did increase from 84% 2020-2021 to 91% but more progress is needed to combining efforts across campus to include Curriculum and Workforce Continuing Education faculty and directors.

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

4.6 Measured Outcome (success criteria): The percentage of nontraditional CTE Concentrators in programs of study that are nontraditional for their gender will meet or exceed the NCCCS success rate.

Nontraditional fields are defined as fields of work for which individuals from one gender comprise less than 25% of the individuals employed in such field.

Perkins V performance measure – 3P1

Assessment Results		
Year	Status	Rate
2020-2021	Not Achieved	13% (NCCCS Average 16%)
2021-2022	Not Measured	At publication, Perkins has not yet released this year’s data.
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: Ongoing targeted efforts will benefit students included in this measure. For example, the Finish First initiative will identify students who have completed credentials for graduation, as well as those who are near completion and allow staff/faculty to attempt to re-engage those students. The efforts to support the veteran students and the efforts to support students on academic probation and suspension will also benefit the population in this measure.

2021-2022: At publication, Perkins has not yet released this year’s data.

Source of Documentation: CTE Perkins V Performance Measures Dashboard (Nontraditional Program Concentration); Office of Planning and Research

4.7 Measured Outcome (success criteria): At least one section offering will be added annually in the Continuing Education Career Training Program areas of Allied Health and Construction to meet local workforce demands.

Assessment Results			
Year	Status	New Sections Added	
2020-2021	Achieved	Construction	5
		Allied Health	6
2021-2022	Achieved	Construction	11
		Allied Health	9
2022-2023			
2023-2024			

Use of Assessment Results:

2020-21: For the fiscal year ending June 30, 2021 Career Training has added several classes. Due to COVID and having to move to an online platform 6 Allied Health classes were added. (1 Central Sterile, 1 EKG, 3 CMAA and 1 Pharmacy Tech class) In Construction a Blueprint reading class was added, 2 HVAC Level 1 classes, 1 Plumbing Level 1 class and 1 HVAC Level 2 were added as well. These were all seated or Hybrid classes.

For the next fiscal year Allied Health has plans to add a Community Health Worker class, a Medical Assisting class, and adding several classes for Moore county schools. We also plan to add construction classes for Moore County schools in HVAC and Plumbing and are hoping to offer a Women in Trades construction class where we build a Tiny home.

2021-2022:

Construction:

Summer of 2021: HVAC & Plumbing at Hoke High School, Carpentry at North Moore High School, HVAC Level 2 class off campus; *Fall of 2021:* Two Core and one HVAC Level 1 at new Construction training center, Project Management class on main campus; *Spring of 2022:* one Core class at new training center; two Core classes at Hoke High School

Classes started at the new Breakthrough Construction Center in the Fall of 2021. MCS did not advertise the classes in time to have students enroll for the Fall of 2021, but CE has been actively recruiting Moore County Schools students for construction classes in the fall of 2022. A partnership with Futures, Inc. allows for advertising NCCER classes where high school students can see them being offered. Local businesses will also be able to advertise job listings for which students may apply while keeping track of all activity.

Allied Health:

Sixty sections were offered in 2021-2022, which was up from 51 in 2020-2021. Classes were held traditional, hybrid, and online, thus giving students options to work with their schedules.

Traditional, hybrid, and online course options will be offered continually. The NC Community Health Care Worker class was added in the Fall of 2021, and a Medical Terminology class was added in the Summer of 2022. A second cohort of the Medical Assisting Program also started. Additionally, in fall 2022, a Nurse Aide Level 1 at Hoke High School and a fast track Nurse Aide Level 1 class at First Health will begin. The High School Workforce Continuing Education College and Career Promise classes continue to grow, and qualified health care instructors are needed to meet the needs of the community and students. The year-round pool is not providing enough required, qualified instructors. Funding is needed to support a full-time qualified Allied Health instructor.

Source of Documentation: CE XCES Report (number of class sections in each area using annual data from SU, FA, SP terms with a year-to-year comparison providing outcome results)

College Goal 5: Campus and Community Life

To foster an inclusive environment that encourages student involvement, celebrates faculty and staff, contributes to the cultural richness of the community, and promotes community service while honoring our core values.

5.1 Measured Outcome (success criteria): At least 95% of the students surveyed on the annual Current Student Survey will indicate they feel like they belong at Sandhills Community College.

Assessment Results		
Year	Status	Rate
2020-2021	Not Achieved	94%
2021-2022	Achieved	95%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: The College began targeted initiatives to increase support of specific populations, including African American or Black males, veterans, GEAR-UP students, and Sandhills Promise participants. The goal is to increase retention and completion in these populations by ensuring students are engaged and connected to campus life. Additionally, the Diversity, Equity, and Inclusion committee increased campus-wide events and activities to create a more inclusive campus where all students feel welcomed.

In fall 2021, the 2030 Vision committee plans to engage various groups of students in conversations regarding their sense of belonging on campus. The campus-wide committee plans to share results and/or actionable items with senior administration.

2021-2022: Efforts begun in the past year will be continued, including those making connections with specific populations. A new Student Advocate position was hired to connect student needs with campus resources and supports—including a food pantry and grab-n-go food station. Based on student feedback, the Counseling department offered group outreach sessions with specific student populations (e.g., military spouses, African American females, Native American students) to discuss challenges and build support systems. The Sandhills Promise Summer Bridge program connected incoming new students with both each other and college resources and also celebrated their status as part of the Promise cohort. A new Program Placement department was created to help students align their interests and strengths with their program placement and career goals. The Transfer Center transformed their office space to include an area for students to connect, mingle, and get to know staff. The Student Life staff is

increasing offerings on campus to engage students. On campus offerings will continue to be increased after the pandemic bringing more students back to campus.

Source of Documentation: Office of Planning and Research, Current Student Survey Q27

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

Overall Assessment Results		
Year	Status	Rate
2020-2021	Achieved	92% (36/39)
2021-2022	Achieved	92% (47/51)
2022-2023		
2023-2024		

Disaggregated Results by Sport			
Sport	Hours of Public Service	Team Members	Average
2020-2021			
Volleyball	262	12	21.8
Basketball	140	14	10
Men's Golf	111	10	11.1
Men's XC/TF	0	3	0
Totals	513	39	13.2
2021-2022			
Court/Beach Volleyball	542	14	38.7
Basketball	702	21	33.4
Men's Golf	176	11	16
Men's XC/TF	0	1	0
Women's Golf	40	3	13
Women's XC	0	1	0
Totals	1460	51	28.6
2022-2023			
Volleyball			
Basketball			
Men's Golf			
Men's XC/TF			
Totals			
2023-2024			
Volleyball			
Basketball			
Men's Golf			
Men's XC/TF			
Totals			

Use of Assessment Results:

2020-2021: With the Covid-19 pandemic disruptions, the student-athlete’s community service opportunities were severely limited. However, with the basketball team working outdoors at local churches, men’s golf lending a hand at various events at local golf courses, and volleyball doing individual projects, athletics teams and coaches were able to reach this goal. Beach volleyball was counted as part of regular volleyball this year because of the abbreviated season in which all student-athletes in court volleyball competed in beach volleyball. Men’s cross country had a new coach this year and we expect them to increase their efforts in 21/22 in the public service efforts. We did not have women’s golf or women’s cross country this year.

2021-2022: Community service opportunities became more plentiful this year; men’s basketball leads the way with 702 total hours while volleyball had the highest average hours at 38.7 per athlete. We did not break up the court and beach volleyball teams this year because many of the ladies dual participated. Coaches have worked diligently to make their teams visible in the community and provide helping hands to organizations in need. A great example of this is our volleyball coaches who performed 504 hours of community service work themselves. Churches, children centers, golf tournaments, and youth camps are all examples of our community service involvement.

Source of Documentation: Athletic Department annual review and Presto site statistics.

5.3 Measured Outcome (success criteria): At least 40% of students who enroll in at least one Creative Living and Lifelong Learning course will re-enroll in another Continuing Education course within two years.

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	41%
2021-2022	Achieved	41%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: Assessment results will be used to enhance ongoing efforts to increase student re-enrollment in another Creative Living or Continuing Education course within two years. Goals to increase the student re-enrollment percentage include continuous program improvement with a focus on a larger marketing plan of class options and integrating classes in demand based on community needs and trends. Program success is measured by students re-enrolling on other courses; the new Destiny One marketing and intake system will be a major element for propelling this outcome. A greater emphasis will be placed in assessing survey results and past class participation headcounts to steer the Program Director in creating new course options that reflect

what Creative Living students want. By returning to face-to-face classes after the Covid-19 peak, we are seeing a surge of registrations and enthusiasm in the Creative Living student demographic. This indicates that these students desire to physically be on campus and to engage in more traditional learning. Also importantly, students with similar, personal enrichment interests and talents prefer to be on campus and to have sense of belonging to Sandhills. It is to be expected that these students will also participate in campus-wide activities and functions.

2021-2022: The Center for Creative Living program plans to modify their in-house marketing approach with students to create a cross-campus marketing network among other departments, such as BPAC and Culinary, with mailing lists. This will showcase diverse campus offerings, while increasing each others’ community awareness.

Source of Documentation: “5.3 CE” Informer query, Office of Planning and Research, Creative Living and Lifelong Learning Department

5.4 Measured Outcome (*success criteria*): At least 35% of all annual Boyd Library card users will be community patrons.

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	36%
2021-2022	Achieved	37%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-21: (As of May 11, 2021) Boyd Library served a total of 16,220 library patrons (these numbers also reflect a 5-year purge of inactive user records created before April 1, 2016 in all user categories). Of that total 10,380 patrons (64%) are classified as faculty, staff or students, and 5,840 patrons (36%) are classified as public patrons (non-student). Despite (or perhaps because of) COVID, during this period, Boyd Library issued a total of 134 new library cards to community patrons.

2021-2022: (As of July 1, 2022) Boyd Library served a total of 16,584 library patrons. Of that total 10,532 patrons (63.5%) are classified as faculty, staff or students, and 6,052 patrons (36.5%) are classified as public patrons (non-student). Despite (or perhaps because of) COVID, during this period, Boyd Library issued a total of 198 new library cards to community patrons.

Source of Documentation: Boyd Library Statistics

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

Assessment Results		
Year	Status	Rate
2020-2021	Not Measured	Total Participation (includes duplicates): 1527
2021-2022	Not Measured	Total Participation (includes duplicates): 2164
2022-2023		
2023-2024		

Use of Assessment Results:

2020-2021:

Student IDs were not required due to COVID; therefore, Engage could not be used to gather data. Instead, the department tracked total participation, which may include duplicates.

The most significant focus in the upcoming year will be rebuilding our students' sense of community and belonging through thoughtful, nonacademic programming. We plan to achieve the goal of "re-connecting" the outcome by incorporating in-person events on main and Hoke campuses while keeping popular virtual programming, reopening the game room, and resuming the excursion program. In addition, the department will focus on strong collaboration with clubs by providing them opportunities early and often to increase student exposure to help them recruit and rebuild membership.

2021-2022:

Student Life: In 2021-2022, the additional support of our student clubs resulted in an increase in both the number of clubs and club involvement. During yet another COVID year, our students were most comfortable in smaller settings, and our clubs helped to meet this need. Because of COVID, we did not have an opportunity to reinstate excursions. Our plan is to do so for the upcoming year.

An additional focus for 2022-2023 includes the expansion of our collaboration with departments on campus. The hope is to reach populations with outside responsibilities that prevent them from participating in student activities. With more students on campus, we also plan to fully reinstate our in-person events and activities. Overall, our goal is to find ways to reengage our students.

Student Recreation: For 2021-2022, the game room was open for most of the spring semester, with an average of 13 students a day utilizing the resources in this space. In 2022-2023, opportunities for the game room to be open to students will expand. Additionally, the part-time game room attendant will add events, such as pool tournaments, card game tournaments, and video game tournaments, to increase excitement in the area.

In 2022-2023, Student Recreation will have a stronger presence at large, campus events, such as welcome week and fall fest/spring fling. Additionally, student email will be used to reach out to students in order to promote events and hours throughout the year.

Students will, again, be required to have IDs, which will assist in accurately tracking use for the upcoming year.

Source of Documentation: Numerator: Engage Student Life and Student Recreation Records; Denominator: Planning & Research unduplicated fall and spring headcount minus special and CCP students

5.6 Measured Outcome (success criteria): The college will offer a minimum of events annually to encourage faculty, staff, and community involvement to promote lifelong learning and cultural enrichment.

- a. Athletics (40 events)
- b. Boyd Library (40 events)
- c. BPAC (12 events)
- d. Continuing Education (25 events)
- e. Diversity, Equity, & Inclusion (40 events)
- f. Foundation/Culinary (50 events)

Overall Assessment Results	
Year	Status
2020-2021	Partially Achieved
2021-2022	Partially Achieved
2022-2023	
2023-2024	

Disaggregated by Individual Area		
Year	Status	Count
Athletics		
2020-2021	Achieved	44 Public Events (MBB 15; WVB 12; WBVB 5; MG 6; WXC CANCELED; MXC 0; WG CANCELED; Flyer Sport Camps 4)
2021-2022	Achieved	45 Public Events (MBB 21; WVB 10; WBVB 2; MG 5; WG 2; Flyer Sports Camps 5)
2022-2023		
2023-2024		
Boyd Library		
2020-2021	Not Achieved (COVID impacts)	24
2021-2022	Not Achieved (COVID impacts)	29
2022-2023		
2023-2024		

BPAC		
2020-2021	Not achieved (COVID impacts)	2
2021-2022	Achieved	19
2022-2023		
2023-2024		
Continuing Education		
2020-2021	Achieved	28
2021-2022	Achieved	33
2022-2023		
2023-2024		
Diversity, Equity, & Inclusion		
2020-2021	Not Achieved	24
2021-2022	Not Achieved	13
2022-2023		
2023-2024		
Foundation/Culinary		
2020-2021	Achieved	69
2021-2022	Achieved	52
2022-2023		
2023-2024		

Use of Assessment Results:

2020-2021:

Athletics: SCC Athletics made a commitment to continue with NJCAA athletics, even though it meant moving up to the DII level from their normal DIII. The result was a region championship appearance for Women’s Volleyball, a national championship in Men’s Golf, and a national tournament appearance for Men’s Basketball, which resulted in a 6th-place finish in the nation.

Overall, Athletics hosted 44 events—20% down from a non-COVID year, but still within the target framework for Home Schedule events to remain eligible for NJCAA competition. To combat crowd restrictions imposed through Governor Cooper’s Office, the program purchased a streaming license which allowed public access to all home events and solicited viewers for distant competitions to host college and NJCAA access to streaming. The Athletics Presto website chronicles those events.

BPAC: COVID-19 restrictions limited the BPAC events calendar. One outdoor concert was held in October 2020 with another scheduled for July 2021. The BPAC reopened to public on June 1, 2021. The 2021-2022 events calendar is back on track with nine already-planned events beginning in August 2021.

Boyd Library: While the Boyd Library became the single public access point on campus during the early months of COVID, most of the public events were canceled during this term. The group did manage to host gallery events with socially distanced and streamed video through the BPAC

website, but programs such as Constitution Day events and Saturday Children's programs were curtailed.

Events that were hosted include these:

- 4th of July display
- Kevin Lewis Gallery show July: 34 attended
- Hispanic Heritage display, September
- Constitution Day, September 17. Lib guide access for Constitution Day: 139 accessed
- October Foundation event in Wood Room: Retired Officers Veteran mtg: 25 attended
- National Voter Registration Week, served 50 +, registered 12 new voters
- Veterans Day display, November
- Native American Heritage display, November
- World Kindness Day Recognition display, November
- MLK display, January
- Biden Inauguration viewing in Wood Room, January: 15 attended
- Black History display, February
- Women's History display, March
- National Library Week, April 4-10 Display
- Memorial Day display, May
- Mental Health display, May
- Continuing Education Art Student show, June
- Goat farm milking certification: 4 attended
- Assisted Penick Village with BPAC streaming location and set up
- Bell Meade St. Joseph partnership: small tour and added new patrons

Continuing Education:

Program directors collaborated with college and community partners and field experts to provide community services and to deliver personal enrichment and lifelong learning events for a diverse population seeking college engagement - in a challenging year.

These activities/events included but were not limited to:

- Allied health volunteer event with FirstHealth and the Moore County Health Department (students and instructors)
- 9/11 Ceremonies
- Personal Enrichment and Lecture Series
- Pandemic and wellness Lectures
- Culinary Club series
- College and Career Readiness Bootcamp
- Fire College Weekend – events and activities with community partners, students, and service vendors
- Virtual Yoga Series
- Entrepreneurial Summit
- Dedman Leadership

- SCC Kids Summer Camps

Diversity, Equity, & Inclusion:

Public outreach in Diversity, Equity, and Inclusion forced the Dean of Instruction and the Diversity Committee members to engage the public and the college through virtual events that still resulted in at least four events each month, including a campus-wide book read to engage the faculty and staff in a five-session campus conversation on race matters that culminated in a BPAC event to bring participants together for a final reflection and ally-promotion event. The year’s events culminated in a Juneteenth celebration that took place on the day that President Biden signed the bill to make this a national holiday.

- July 2020
 - SPEAKOUT Summer Institute DEI Committee
- August 2020
 - Ally Workshop for Faculty Retreat Online
 - Women’s Equality Day Zoom Event with Moore County Moore County League of Women Voters
- October 2020
 - Collaboration with Black Lives Matter Initiative.
 - Distribution of the book *White Fragility* for CCR
- November 2020
 - Native American Guest Speaker via Zoom
 - Weekly Emails sent to all SCC Users about Native Pride
 - GET OUT TO VOTE CAMPUS-WIDE INITIATIVE FACILATATED BY DR. DEMPSEY
- January 2021
 - MLK Day Celebration Speaker: Dr. Sonny Kelly
 - Equity Climate Survey
 - Equity Pay Survey
- February 2021
 - The Virtual Jazz Concert by Howard University Afro Blue Jazz Ensemble
 - ECA Students Virtual Black History Festival
 - Start CCR of *White Fragility*
- March 2021
 - Completed CCR March 29 with 54 participants
 - Women’s History Month: Recognition of SCC Women & Movie Clips Highlighting Women in theater
 - Dr. Christine Ganis, AAUW President Speaker for Women’s History Month via Zoom
- April 2021
 - Award Ceremony for Winners of Black History Virtual Festival
 - Afternoon Movie *GREEN BOOK* celebrating Diversity Month.
 - CCR Reflection Session at BPAC and Afternoon Movie *CRASH*.
- May 2021
 - Recognition of SCC’s First African American Graduate: Dr. Mary Kemp Thomas

- Recognition of SCC's First African American Faculty: Retired Professor Dr. Cynthia McDonald
- June 2021
 - 1st JUNETEETH CELEBRATION / BBQ COOK OFF.
 - Recognition of Black Music Month & PRIDE Month weekly emails

Foundation/Culinary: With the resumption of scaled back Culinary program luncheons, this goal was achievable. This year the foundation shifted to smaller personal visits and tours for many events. These were very successful and allowed more personal connections to be made with many donors. Included in this list are some events by the President's office. There are also some Ruth Pauley Lecture virtual events that were not included in the BPAC events since they were entirely virtual, however, they were still foundation-supported and college-partnership events. A supporting document has been provided to the IE Office.

2021-2022:

Athletics: SCC Athletics made a strong resurgence from COVID winning a national championship in men's golf for the 2nd consecutive year, a 4th consecutive appearance in the men's basketball national tournament as well as region championships for court volleyball, men's basketball, and men's golf. Special mention should be made that women's golf had the individual medalist for the D3 national championship.

Overall, athletics hosted 45 events, COVID effected a large part of the fall season but with summer came a full complement of athletic camps for volleyball and basketball for boys and girls of all ages. Again, special mention should be given to volleyball as they sponsored clinics, field days, and tournaments for various community organizations.

BPAC: BPAC began to see a return to a more normal schedule of events with 6 Ruth Pauley Lectures and 13 SCC-sponsored concerts and events. Several significant events impacted BPAC operations this year. The first was the resignation of BPAC Executive Director Joe Brown in December of 2021. Following this, in the spring of 2022, BPAC was shifted in oversight to VP of Institutional Advancement, Germaine Elkins. Additionally, Morgan Sills was hired as the new Executive Director in late March 2022.

Boyd Library: Public events rose slightly as COVID restrictions began to ease in late spring of 2021. The Art Department was able to hold 5 art shows in the Hastings Gallery. The Low Vision Support Group and the Mahjong group resumed scheduled use of the Teresa Wood Reading Room. Additional events are in the planning stages for 2022-23 and will include revival of the Saturday Children's Program and hosting the Toastmasters Club of the Sandhills group meetings on the first three Tuesdays of each month.

2021-22 events included:

- 4th of July display
- Olympic display (Dr Matt Farina)

- Hispanic Heritage Month display, September
- September 11th Memorial display
- Constitution Day, September 17 program (50 participants)
- Banned Books Week display, September 18-24
- National Voter Registration Day, September 20
- National Voter Education Week (League of Women voters) October 3-7
- Hastings Gallery Art Show, October
- Veterans Day display, November
- Native American Heritage display, November
- World Kindness Day Recognition display, November
- SCC Curriculum Student Art Show, December
- Holocaust Remembrance Day display, January
- MLK display, January
- Black History display, February
- SCC Basketball Tournament viewing parties (3) February-March
- Women's History display, March
- Hastings Gallery Art Show, March
- Jackson George Bar Mitzvah display (major genocides), April
- National Library Week display and scavenger hunt, April 3-9
- Weiss Caldecott Dedication, April 25
- Memorial Day display, May
- Mental Health display, May
- Juneteenth display and assistance to Diversity
- Continuing Education Art Student show, June
- Weekly Mahjong group (Mondays July-June)
- Low Vision Support Group (third Friday of the month through 2023)

Continuing Education:

Continuing Education staff hosted or contributed to 32 community events. This included (18 examples):

- Habitat Build
- Professional Women's Network gathering
- Entrepreneurial Summit
- Lifelong Learning Institute event at Pine Knoll and Belle Meade
- Regional Health and Safety Roundtable with other community colleges
- Small Business Development Series for National Small Business Week
- Community lecture on Afghanistan
- Creative Living Students dance event in Dempsey Center to promote offerings

- Pinehurst Rotary event
- Hoke County Fall Fest
- “Grace in the Park” in Robbins
- Cinco de Mayo in Robbins
- NCCCS Modern Campus working session and luncheon for 11 colleges
- Hoke County High School Parent Night Event
- Career Fair at Fair Barn
- Campus tour and meeting for local service area high school administrators
- Graduations ceremonies for: Fire Academy, Welding, College & Career Readiness, Machining, and Welding students

Diversity, Equity, & Inclusion: The College has and continues to identify initiatives that address and promote inclusion and belonging on campus in collaboration with other departments and programs. Program events have been restrictive due to COVID, but DEI efforts were able to provide the following events:

Campus-wide reads and Campus Speakers:

- Inclusive Conversations by Mary-Frances Winters (Fall 2021)
- Dr. Ashley McMillian (Fall 2021) “From Surviving to Thriving: Supporting American Indian Students in Institutions that Weren't Built for Them”
- Joshua Brian Campbell (Spring 2022) Grammy & Oscar-nominated composer, singer, and actor discussed his journey to stardom
- Reverend Dr. Della J. Owens (Spring 2022) Dr. Martin Luther King Commemorative Program speaker

The College commissioned, purchased, and installed three art pieces in the Dempsey Student Center:

- Jonathan Christensen Caballero’s ceramic sculpture, Hijo Mio
- Nathan Murray’s three ceramic sculpture portrait heads
- Cristina Cordova’s sculpture, Vestigio (meaning “small trace or amount of something that no longer exists or is disappearing”)

Educational Opportunities:

Spring 2022:

- [Responding to the Synagogue Attack in Colleyville, Texas | Facing History and Ourselves](#)
On Saturday, January 15, 2022, there was an 11-hour standoff at the Congregation Beth Israel synagogue in Colleyville, Texas, in which the rabbi and three congregants were taken hostage.
- AARP Spotify link and article *Ten Ways to Celebrate Black Music Month*.
- [Title IX: 'Revolutionary' legislation, but inequalities still exist 50 years later](#) Half a century after the passage of Title IX, female students and athletes still struggle to achieve equality in important ways.

- [Title IX pioneers: Peggy Kirk Bell carries legacy as matriarch of women's golf](#) A member of seven Halls of Fame, Bell was the first woman inducted into both the World Golf Teachers Hall of Fame and PGA Golf Instructors Hall of Fame.
- The college's 2nd Annual Juneteenth Celebration will be held inside Dempsey Student Center [Ways to celebrate and serve Juneteenth - CNN](#) June 19, 2022, marks the second annual observance of Juneteenth as a federal holiday. Organizers nationwide are kicking off a week of festivities commemorating the end of slavery in the U.S.
- [A Proclamation on Lesbian, Gay, Bisexual, Transgender, Queer, And Intersex Pride Month, 2022 | The White House](#) During Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex (LGBTQI+) Pride Month, we reflect on the progress we have made as a Nation in the fight for justice, inclusion, and equality.

Foundation/Culinary: The Foundation was able to make good use of this year's Culinary lunch schedule for board members and guests. In April, the Foundation was able to hold its first Guarantors donor recognition event post-pandemic. The format was changed to be outdoors for the reception in Evelyn's Courtyard n BPAC. There were over 200 attendees, and the event was well-received in the new format.

Source of Documentation: Internal Department Records, Presto Sports Athletics Schedules, Diversity and BPAC event website, and Foundation Office announcement emails

College Goal 6: Campus Resources

To ensure that the college has the necessary financial, technological, and physical and human resources to advance a culture of excellence and opportunity; to hire personnel of the highest quality who reflect its diverse community and exhibit its core values; and to create a welcoming campus with a sense of belonging.

6.1 Measured Outcome (success criteria): At least \$350,00 will be used annually for professional development purposes.

Assessment Results		
Year	Status	Amount
2020-2021	Not Achieved	\$101,982
2021-2022	Not Achieved	\$297.069
2022-2023		
2023-2024		

Use of Assessment Results:

2020-2021: Many conferences and events were canceled in 2020-2021 with the pandemic. Also, others were online and had no associated costs. With all employees returning to campus this fall and much of the country opening its doors, opportunities to attend professional development conferences and events should not limit our ability to achieve this goal in 2021-2022.

2021-2022: Although travel is now returning to normal, many agencies continue to offer online professional development options. The College tripled its professional development investment in 2021-2022 but fell short by \$52,931 of the measured outcome. We will continue to monitor this outcome because of the COVID related changes to online course offerings.

Source of Documentation: Review the general ledger for expenses coded to object code 531XXX

6.2 Measured Outcome (success criteria): Staff salaries will rank among the top four in a peer group of colleges within the North Carolina Community College System.

The peer group includes six other NC community colleges: Alamance, Catawba, Central Carolina, Coastal Carolina, Davidson-Davie County, and Johnston.

Overall Assessment Results	
Year	Status
2020-2021	Achieved
2021-2022	Partially Achieved
2022-2023	
2023-2024	

2021-22 Assessment Results (based on 2020IPEDS Data)															
Institution Name	Management			Business, Computers, Library			Construction, Maintenance, Safety			Office, Administration			Security, Grounds, Housekeeping		
	#	AVG SALARY	RANK	#	AVG SALARY	RANK	#	AVG SALARY	RANK	#	AVG SALARY	RANK	#	AVG SALARY	RANK
Alamance	33	\$76,695	2	38	\$51,954	1	0	\$0		42	\$40,833	2	8	\$41,807	2
Catawba Valley	80	\$68,592	5	64	\$49,334	4	11	\$48,021	2	54	\$40,331	3	6	\$55,204	1
Central Carolina	123	\$59,554	7	38	\$45,635	6	13	\$36,030	5	59	\$37,820	5	26	\$28,487	7
Coastal Carolina	38	\$63,296	6	33	\$46,693	5	8	\$36,518	4	50	\$32,697	7	25	\$31,125	5
Davidson-Davie	43	\$76,898	1	51	\$36,911	7	1	\$66,723	1	62	\$35,783	6	33	\$29,441	6
Johnston	52	\$74,785	3	60	\$50,424	3	8	\$37,556	3	47	\$39,085	4	31	\$38,175	4
Sandhills	58	\$71,917	4	37	\$50,885	2	10	\$35,772	6	29	\$41,307	1	15	\$39,286	3

Use of Assessment Results:

2020-2021: The College continues to remain competitive in the marketplace with salary, various benefits, and professional development opportunities, including sabbaticals and the employee educational assistance program.

2021-2022: The College continues to remain competitive in the marketplace with salary, various benefits, and professional development opportunities, including sabbaticals and the employee educational assistance program. To ensure that we continue to remain competitive approval for an outside consultant to review faculty and staff salaries was given. The review is ongoing with the plan to have it completed in Spring 2022.

Source of Documentation: IPEDS Human Resources Report, U.S. Census Bureau (County Median Household Income), NC Community College State Aid Allocations and Budget Policies Report (College Size by CU FTE)

6.3 Measured Outcome (success criteria): Faculty salaries will rank among the top four in a peer group of colleges within the North Carolina Community College System.

The peer group includes six other NC community colleges: Alamance, Catawba, Central Carolina, Coastal Carolina, Davidson County, and Johnston.

Overall Assessment Results	
Year	Status
2020-2021	Partially Achieved
2021-2022	Partially Achieved
2022-2023	
2023-2024	

The following charts are based on IPEDS data and allow for peer comparisons by overall averages.

Disaggregated Assessment Results			
AVERAGE Salaries for 9-Month Full-Time Faculty			
Based on IPEDS 2020-2021 Academic Year (one academic year behind current year)			
Institution Name	Number of 9-Month Full-Time Faculty	AVERAGE 9-Month Salary Average	Rank
Alamance	55	\$42,257	7
Catawba Valley	105	\$49,635	3
Central Carolina	107	\$49,272	4
Coastal Carolina	102	\$47,456	6
Davidson-Davie	86	\$49,088	5
Johnston	102	\$57,515	1
Sandhills	22	\$49,940	2
AVERAGE Salaries for 10-Month Full-Time Faculty			
Based on IPEDS 2020-2021 Academic Year (one academic year behind current year)			
Institution Name	Number of 10-Month Full-Time Faculty	AVERAGE 10-Month Salary Average	Rank
Alamance	5	\$53,164	1
Catawba Valley	3	\$36,851	2
Central Carolina	0	--	--
Coastal Carolina	0	--	--
Davidson-Davie	0	--	--
Johnston	0	--	--
Sandhills	0	--	--

Disaggregated Assessment Results			
AVERAGE Salaries for 10.5 Month Full-Time Faculty			
Based on IPEDS 2020-2021 Academic Year (one academic year behind current year)			
Institution Name	Number of 10.5-Month Full-Time Faculty	AVERAGE 10.5-Month Salary Average	Rank
Alamance	0	--	--
Catawba Valley	4	\$53,778	2
Central Carolina	0	--	--
Coastal Carolina	8	\$50,592	3
Davidson-Davie	0	--	--
Johnston	0	--	--
Sandhills	21	\$57,536	1
AVERAGE Salaries for 12 Month Full-Time Faculty			
Based on IPEDS 2020-2021 Academic Year (one academic year behind current year)			
Institution Name	Number of 12-Month Full-Time Faculty	AVERAGE 12-Month Salary Average	Rank
Alamance	53	\$70,291	1
Catawba Valley	31	\$69,211	2
Central Carolina	62	\$65,608	4
Coastal Carolina	24	\$58,093	6
Davidson-Davie	0	--	--
Johnston	34	\$66,991	3
Sandhills	72	\$64,613	5

Use of Assessment Results:

2020-2021: As noted with staff, the College continues to remain competitive in the marketplace with salary, various benefits, and professional development opportunities, including sabbaticals and the employee educational assistance program.

As reflected in the charts, the College values hiring full-time faculty for longer contracts. The majority of full-time faculty at the College are 12 or 10.5-month employees whereas the majority of faculty at other colleges carry shorter 9 or 10-month contracts. Nine-month faculty have three months of leave during the summer; if that time was equated to salary earned, the average nine-month salary at the College would total \$66,192 ($\$49,651/9 = \$5,516 \times 12 \text{ months} = \$66,192$).

It is also important to note that these data are based solely on salary comparisons. Additional monetary and non-monetary supplements (e.g., course load reductions, stipends, overload contracts, etc.) are not reflected in these charts.

2021-2022: As reflected on the chart SCC is ranked number 5 in average salaries for 12-month faculty. It is important to note that of the 77 12-month faculty in 19-20:

- 6 fulltime 12-month faculty retired
- Based on enrollment and program needs some replacement positions were hired as 9 or 10.5 month instead of 12 months.

Recommendations have also been made to improve opportunity and transparency regarding faculty:

- Nine salaries based on outliers on the low end per education and years dedicated to SCC were adjusted in 2021-2022. We plan to re-evaluate any other outliers this next budget cycle.
- Comprehensive review of reduced course loads, overloads for opportunity and equity. A policy has been reviewed by “Faculty Affairs and approved by faculty Assembly Fall 2021.
- A comprehensive review and publication of all faculty leadership roles for equity in supplement and responsibility was provided on the “Curriculum and Resources” Moodle course. The review included job descriptions, selection process, and compensation. Leadership roles include Department Chairs, TLC Director and supporting positions, C-Step, College Transfer, Global Scholars etc.
- The college has engaged in a salary study specifically to assess current faculty salaries in relation to length of service, credentials including education level, race & ethnicity, gender, discipline, and faculty rank. Based on initial examination, salary adjustments have been made to a small group of faculty whose salaries were found to be below those expected based on these factors. When the full results of the study are available additional adjustments will be made where deemed necessary and the budget allows. The review is ongoing with the plan to have it completed in Spring 2022.

Additional Actions:

- Adjunct Excellence Award
- SCC Stipend issued to Fulltime Faculty 10/20/22
- SCC Stipend issued to Fulltime Faculty 8/21/22
- State Issued Stipend 12/1/21
- State Salary Retro. Increase 1/22/22
- Full-time employees did receive a 3.5% increase from the state 7/1/22
- In Session Law 2022-074, the legislature increased the faculty minimum salaries by education level by 4.5% effective July 1, 2022. The new minimums are presented in the table below.

FY 2022-23 FACULTY MINIMUMS BY EDU LEVEL	Full-Time Faculty (9-month Contract)	Part-Time Faculty (Hourly Rate)
Vocational Diploma, Certificate or Less	\$40,254	\$29.67
Associate Degree or Equivalent	\$40,814	\$30.09
Bachelor’s Degree	\$43,242	\$31.88
Master’s Degree or Education Specialist	\$45,397	\$33.47
Doctoral Degree	\$48,503	\$35.76

- Reevaluated Department Chair and Program Coordinators and General Education Coordinators stipends and increased stipends
- Retention and recruitment dollars have been allocated by the system office to recruit new faculty in high demand, high wage areas and to retain existing faculty in those areas. Starting with the summer and fall of 2022, we have and will continue to use those moneys to fund stipends and raises where appropriate, helping increase overall average faculty salary at the college.

Source of Documentation: IPEDS Human Resources Report, U.S. Census Bureau (County Median Household Income), NC Community College State Aid Allocations and Budget Policies Report (College Size by CU FTE)

6.4 Measured Outcome (*success criteria*): The race and ethnicity of full-time faculty will be representative (+/- 5%) of the curriculum student population—specifically that of minority populations.

Overall Assessment Results	
Year	Status
2020-2021	Partially Achieved
2021-2022	Partially Achieved
2022-2023	
2023-2024	

2020-2021 Assessment Results				
RACE/ETHNICITY	2020 Fall Curriculum Student Race/Ethnicity		2020 Full-Time Faculty Race/Ethnicity	
	Student Count	Student Percentage	FT Faculty Count	FT Faculty Percentage
American Indian or Alaska Native	100	3%	3	3%
Asian	50	1%	1	1%
Black or African American	592	15%	15	13%
Hispanic/Latino	513	13%	3	3%
White	2124	53%	92	80%
Foreign or Hawaiian Pacific	15	0%	0	0%
Two or More Races	173	4%	0	0%
Unknown	428	11%	1	1%
Total Count	3995	100%	115	101%

2021-2022 Assessment Results				
RACE/ETHNICITY	2021 Fall Curriculum Student Race/Ethnicity		2021 Full-Time Faculty Race/Ethnicity	
	Student Count	Student Percentage	FT Faculty Count	FT Faculty Percentage
American Indian or Alaska Native	112	3%	3	2%
Asian	58	1%	1	1%
Black or African American	667	17%	15	12%
Hispanic/Latino	509	13%	5	4%
White	2069	51%	96	80%
Foreign or Hawaiian Pacific	17	<1%	0	0%
Two or More Races	178	4%	0	0%
Unknown	412	10%	1	1%
Total Count	4022	100%	121	101%

Use of Assessment Results:

2020-2021: Research ([Pew Research Center](#), [The American Economic Review](#), [U.S. Department of Education](#)) emphasizes the importance of comparing the race and ethnicity of faculty to that of students in high education. Full-time faculty, in particular, tend to have the greatest interaction with students through advising relationships, classroom connections, informal mentoring opportunities, and outside classroom communications. With this in mind, the College created this new campus-wide outcome to ensure an annual review of the data. Through the College’s continued and heightened Diversity, Equity, and Inclusion hiring efforts, the College will continue to monitor and work on plans to address race/ethnicity gaps between students and faculty.

2021-2022: Continue efforts to hire faculty population that mirrors our student population. On-going HR processes in which the new Dean of DEI will work with HR:

- Broaden the diversity of faculty and staff by cultivating a diverse pipeline and ensuring that campus policies and funding are provided for hiring goals.
- Hire faculty and staff who have shown previous investment in equity and inclusion
- Ensure that people thrive—for compliance, retention, and improved climate.

Source of Documentation: Annual Fall Enrollment Report (Planning & Research Office); Annual Fall Human Resources IPEDS Report

6.5 Measured Outcome (success criteria): The race and ethnicity of full-time staff will be representative (+/- 5%) of the College’s service areas of Moore and Hoke Counties—specifically that of minority populations.

Overall Assessment Results	
Year	Status
2020-2021	Achieved
2021-2022	Achieved
2022-2023	
2023-2024	

Assessment Results			
		2020-2021	2021-2022
Pinehurst Campus	% of Staff represented from Minority Populations at Pinehurst Campus	32%	33%
	% of Minority Populations In Moore County (U.S. Census Bureau, V2019)	24%	24%
Hoke Campus	% of Staff represented from Minority Populations at Hoke Campus	67%	62%
	% Minority Populations in Hoke County (U.S. Census Bureau, V2019)	65%	67%

2020-2021 Disaggregated Results						
RACE/ETHNICITY	MOORE COUNTY 2020 Full-Time Staff by Race/Ethnicity		HOKE COUNTY 2020 Full-Time Staff by Race/Ethnicity		OVERALL 2020 Full-Time Staff by Race/Ethnicity	
	FT Staff Count	FT Staff Percentage	FT Staff Count	FT Staff Percentage	FT Staff Count	FT Staff Percentage
American Indian or Alaska Native	3	2%	1	17%	4	3%
Asian	0	0%	0	0%	0	0%
Black or African American	36	25%	3	50%	39	26%
Hispanic/Latino	7	5%	0	0%	7	5%
White	97	68%	2	33%	99	66%
Foreign or Hawaiian Pacific	0	0%	0	0%	0	0%
Two or More Races	0	0%	0	0%	0	0%
Unknown	0	0%	0	0%	0	0%
Total Count	143	100%	6	100%	149	100%

2021-2022 Disaggregated Results						
RACE/ETHNICITY	MOORE COUNTY 2021 Full-Time Staff by Race/Ethnicity		HOKE COUNTY 2021 Full-Time Staff by Race/Ethnicity		OVERALL 2021 Full-Time Staff by Race/Ethnicity	
	FT Staff Count	FT Staff Percentage	FT Staff Count	FT Staff Percentage	FT Staff Count	FT Staff Percentage
American Indian or Alaska Native	2	1%	1	13%	3	2%
Asian	0	0%	0	0%	0	0%
Black or African American	39	27%	4	50%	43	29%
Hispanic/Latino	5	4%	0	0%	5	3%
White	96	68%	3	38%	99	66%
Foreign or Hawaiian Pacific	0	0%	0	0%	0	0%
Two or More Races	0	0%	0	0%	0	0%
Unknown	0	0%	0	0%	0	0%
Total Count	142	100%	8	100%	150	100%

Use of Assessment Results:

2020-2021: Through the College’s continued and heightened Diversity, Equity, and Inclusion efforts, this is an area the College will continue to monitor and address through hiring efforts.

2021-2022: The College’s will continue to monitor and address through hiring efforts our commitment to Diversity, Equity and Inclusion. There have been slight changes based on retirements but overall, the college has achieved the measured outcome.

Source of Documentation: Annual Fall Human Resources IPEDS Report; U.S. Census Bureau

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

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	100%
2021-2022	Achieved	100%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-2021: Documentation of credentials will be continued to be required of all new hires, full and part time. Only those who meet the requirements will be hired.

2021-2022: The Vice President of Instruction and Senior Vice President of Academic Affairs work with faculty to hire only those faculty with the credentials required by SACSCOC.

Source of Documentation: Review of faculty is ongoing upon hire and during intensive program reviews.

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

- a. Financial & Information Services (biannually)
- b. Sandhills Community College (SCC) Foundation
- c. Program (FTE)

Overall Assessment Results	
Year	Status
2020-2021	Achieved
2021-2022	Achieved
2022-2023	
2023-2024	

Assessment Results	
Department	Status
2020-2021	
Financial & Information Services	Unaudited Year
Foundation	Achieved
Program (FTE)	No compliance review completed due to COVID.
2021-2022	
Financial & Information Services	To be completed in January 2023
Foundation	Achieved
Program (FTE)	Achieved
2022-2023	
Financial & Information Services	
Foundation	
Program (FTE)	
2023-2024	
Financial & Information Services	
Foundation	
Program (FTE)	

Use of Assessment Results:

2020-2021:

Foundation: The Foundation received a clean audit with no findings by independent audit firm TJT. The audited financial statements are still under draft review until they are reviewed and approved by the Foundation’s Finance Committee (October 11, 2021) and at the Foundation’s Annual Board Meeting (October 18, 2021).

2021-2022:

Financial and Information Services: Fiscal year ending 2022 is currently being audited. The final report is expected in early 2023.

Foundation: The Foundation received a clean audit with no findings by independent audit firm TJT. The audited financial statements were approved by the Foundation’s Finance Committee on October 14, 2022 and at the Foundation’s Annual Board Meeting on October 24, 2022.

Program (FTE): The 2020-2021 was examined through a compliance review in the fall of 2022. No major findings were found however there was a coaching letter. The recommendations in the coaching letter related to Career and College Promise. Changes in college processes have been may to address the recommendations.

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

6.8 Measured Outcome (success criteria): The Sandhills Community College Foundation will maintain annually at least 150 individuals, couples, or organizations as \$1,000+ Guarantor members.

Assessment Results		
Year	Status	Number of Guarantors
2020-2021	Achieved	161
2021-2022	Achieved	158
2022-2023		
2023-2024		

Use of Assessment Results:

2020-2021: This year the foundation received 175 Guarantors designated gifts from 161 donors totaling just under \$185,000. This represents an additional 11 Guarantors compared to 2019-2020. It has continued to be a challenging year to bring in new people due to the coronavirus, however, thanks to a few very proactive foundation board members using the Culinary luncheons to bring new folks to campus, we have still be able to realize growth in the Guarantors program. Long-

range plans are to use the college’s 60th birthday in 2023 to grow the program to over 200 supporters.

2021-2022: This year the Foundation received 163 Guarantors designated gifts from 158 donors totaling just over \$175,000. Although, the outcome was achieved, the foundation did lose ground on the overall goal of reaching 200 Guarantors by the end of 2023. The Foundation staff have been working with the Foundation Board on reengaging some more direct and effective strategies for bringing in new Guarantor donors for the 2022-23 year.

Source of Documentation: Foundation Office files and records

6.9 Measured Outcome (*success criteria*): The Sandhills Community College Foundation will make available annually at least \$125,000 for professional development and educational advancement of the college’s faculty and staff.

Assessment Results		
Year	Status	Dollar Amount
2020-2021	Achieved	\$185,000+ available
2021-2022	Achieved	\$188,000+ available
2022-2023		
2023-2024		

Use of Assessment Results:

2020-2021: Over \$185,000 was budgeted for professional development using support provided by funding through the Sandhills Community College Foundation. Only a fraction of these funds were used in this year, however, much of this budget will likely be expended in upcoming years as sabbaticals and European travel experiences are realized. Examples of significant budget lines within this \$185,000 budget are: international travel committee funding, sabbatical program funding, European travel program funding, faculty & staff excellence fellowships, the Bracken Teaching Excellence funding, and Dedman Leadership Program funding.

2021-2022: Over \$188,000 was budgeted for professional development using support provided by funding through the Sandhills Community College Foundation. There has been a gradual increase in expenses as sabbaticals and European travel are being planned. This budget year, special allocations were made for Advanced Manufacturing and WCE professional development funding.

Source of Documentation: Foundation Office files, records, and Clarity reports

6.10 Measured Outcome (success criteria): 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		
Year	Status	Rate
2020-2021	Achieved	53%
2021-2022	Achieved	52%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-2021: (141 full-time faculty/staff participated out of a total of 265 full-time faculty/staff) A Marketing Advisory Committee was added in 2020-21 to ensure ongoing, high-quality marketing by stakeholders from every sector of the college. The group evaluates the effectiveness of projects, brainstorms for new efforts, and offers feedback on current marketing efforts.

2021-2022: (143 full-time faculty/staff participated out of a total of 274 full-time faculty/staff) Vice presidents of the college completely revised the overall committee list in summer 2021, removing defunct committees and adding new ones.

Source of Documentation: Membership list in President’s Office

6.11 Measured Outcome (success criteria): 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		
Year	Status	Ratio
2020-2021	Achieved	0 incidents (0%)
2021-2022	Achieved	0 incidents (0%)
2022-2023		
2023-2024		

Use of Assessment Results:

2020-2021: Security cameras have been purchased and will be fully installed throughout main campus and at the Hoke Center. This will ensure that incidents are fully reviewed and appropriate follow-up action is taken.

2021-2022: Security cameras have been installed throughout campus. The use of the cameras will aid in the detection and apprehension of wrongdoers. As COVID restrictions ease, officers will begin visiting classes to discuss crime prevention and safety on and off campus.

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

6.12 Measured Outcome (*success criteria*): At least 90% faculty and staff surveyed on the annual Faculty and Staff Survey will agree that they are satisfied with the College’s acknowledgement of their contributions to the college’s mission.

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	94%
2021-2022	Achieved	97%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-2021: This year a record number of faculty and staff leaders (70) attended the annual Strategic Leaders Retreat, which directly impacts the four-year College Strategic Plan of Operations. These leaders attend as representatives of their departments and voice ideas reflective of ground-level concerns. They then share what they have learned with the faculty and staff within their respective departments.

Additionally, in fall 2021, the 2030 Vision Committee plans to engage faculty and staff in conversations regarding their sense of belonging on campus and their ideas for vision planning for the year 2030.

2021-2022: In fall 2021, two sets of listening forums—one with the Chief Operating Officer (COO) and one with the 2030 Vision Committee—were held with faculty and staff. The forums allowed faculty and staff to voice their thoughts regarding campus-wide concerns. Based on the COO forum feedback, institutional changes were implemented related to the college website, student enrollment and retention, community engagement, and institutional organization. The 2030 View Committee will offer recommendations to senior administration in Spring 2022 based faculty and staff forum feedback.

Source of Documentation: Office of Planning and Research, Faculty and Staff Survey Q3

6.13 Measured Outcome (success criteria): At least 90% of faculty and staff surveyed on the annual Faculty and Staff Survey will indicate satisfaction with the services provided by the McKean Campus Services Center.

Overall Assessment Results		
Year	Status	Rate
2020-2021	Achieved	96%
2021-2022	Achieved	98%
2022-2023		
2023-2024		

Results Disaggregated by Service		
Year	Status	Rate
Campus Housekeeping		
2020-2021	Not achieved	88%
2021-2022	Achieved	92%
2022-2023		
2023-2024		
Campus Classroom Conditions		
2020-2021	Achieved	90%
2021-2022	Achieved	95%
2022-2023		
2023-2024		
Management of Campus Renovations and New Construction		
2020-2021	Achieved	96%
2021-2022	Achieved	99%
2022-2023		
2023-2024		
Maintenance of Campus Grounds, Roads, and Walkways		
2020-2021	Achieved	99%
2021-2022	Achieved	99%
2022-2023		
2023-2024		
Campus Lighting		
2020-2021	Achieved	95%
2021-2022	Achieved	99%
2022-2023		
2023-2024		
Physical Plant Services for Special Events and Meetings		
2020-2021	Achieved	99%
2021-2022	Achieved	99%
2022-2023		
2023-2024		
Maintenance Response to Work Order Requests		
2020-2021	Achieved	98%
2021-2022	Achieved	100%
2022-2023		
2023-2024		

Mail and Delivery Service		
2020-2021	Achieved	100%
2021-2022	Achieved	100%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-2021: The College realizes that housekeeping plays an essential role in maintaining a healthy and clean campus. The College needs to be adequately staffed to deal with both general housekeeping and safety measures related to COVID at both campuses. Due to the recent labor shortage, the College has experienced more hiring challenges than normal. However, progress has been made with the Hoke Center now fully staffed with the addition of two new, reliable part-time hires and two part-time staff moved to full-time at main campus. The College also plans to hire an additional two full-time positions on main campus, both of which will be funded from Federal monies.

2021-2022: The Physical Plant over the last year has focused on controlling the spread of COVID-19, and all the challenges that come along with it. Cross training multiple trades employees to assist with absences stemmed from the virus has promoted greater efficiency within the department. The housekeeping department has a new position, Head Housekeeping Supervisor. This position in past history has been a working position. Four full time housekeeping positions have been approved for the evening shift with three positions being filled at this time. With these changes greater focus and leadership has improved the services in housekeeping provided to all people of SCC like never before. Physical Plant projects associated with the construction of the Old North Baseball Field, Foundation Hall and the Water Connection project have kept the department very busy.

Source of Documentation: Office of Planning and Research, Faculty and Staff Survey Q6

6.14 Measured Outcome (success criteria): 100% of concern areas, requiring a work order and identified by the Safety & Environmental Committee when conducting yearly informal buildings and grounds safety inspections, will be resolved within 60 days following the safety inspections.

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	100%
2021-2022	Achieved	100%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-2021: COVID-19 was a challenging health emergency for 2020. New safety protocols were adopted, area sanitizing and work center safety was given new meaning. Many SCC Faculty and Staff worked from alternate locations to minimize the likelihood of transmissibility of the virus.

The annual Safety walkthrough was completed in April 2021 by the Safety Committee. The current Safety Committee is comprised of 13 members of SCC Staff and the Safety Officer serves as Ex-officio to the committee. The summarization of the committee members findings was slip trip and fall hazards, expired eye wash solutions, and missing evacuation plans.

Next year’s focus areas include the creation of new evacuation plans and notices for emergencies campus wide; mitigation of tripping hazards around Meyer Hall; and ventilation improvements in Kennedy, and Causey Hall.

2021-2022: Recovering and returning to near normal activities following the troubled times of the pandemic. The crisis had a negative impact on manpower when it comes to safety culture. With a greater spotlight on health and sanitation came a reduced focus on job hazards in the workplace. Though the emergency caused us to think of training in creative ways.

The Safety Committee lost some members due to retirements and job responsibilities and gained a couple that will prove to bring new vigor to the team in the future. The Annual Safety Committee walkthroughs were scheduled in April and completed in May. There were some actionable items discovered. Immediate hazards were corrected immediately.

Fire Extinguishers were inspected and brought up to meet NFPA 10 compliance standards. A new vendor was retained and all campus locations are now compliant with NFPA 10 standard.

Source of Documentation:

Building and Grounds Inspection Report, Safety & Environmental Committee

6.15 Measured Outcome (success criteria): At least 95% of faculty and staff surveyed on the annual Faculty and Staff Survey will indicate satisfaction with the assistance and support provided by the Planning and Research Office.

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	98%
2021-2022	Achieved	99%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-2021: Annually, the Planning and Research Office reevaluates forms and processes for efficiency and ease of use. This year, program review documents, of those who went through intensive review in 2019-2020, were populated with previous year information in an effort to simplify non-intensive review form completion. Next year, separate program review forms for AAS programs and Gen Ed departments will be created, and a checklist will be added to intensive review notebooks to guide faculty and staff leaders through the process.

2021-2022: A primary focus for the 2022-2023 year will be increased support with outcomes assessments. Revamped instructions and a completion tip sheet will be included with the outcomes assessments documents for both non-intensive and intensive programs. Additionally, the outcomes trainings schedule for intensive review programs will change to ensure new outcomes are established during the fall semester to allow ample time for data collection and action plan completion.

Source of Documentation: Office of Planning and Research, Annual Faculty Staff Survey Q11

6.16 Measured Outcome (success criteria): The Sandhills Community College Foundation office will maintain giving levels of at least \$2,000,000 annually excluding estate gifts.

Assessment Results		
Year	Status	Dollar Amount
2020-2021	Achieved	\$2,462,557
2021-2022	Achieved	\$2,417,328
2022-2023		
2023-2024		

Use of Assessment Results:

2020-2021: Charitable giving was up across the country in the wake of the coronavirus crisis, and that was no different for the Sandhills Community College Foundation. A combination of positive factors, including pledges from the capital campaign, gifts for the new Nursing and Health Science Building (Foundation Hall), and the coronavirus influence, all helped with a strong fundraising year for the foundation. With the addition of over \$2.7M in estate gifts received in 2020-21, the final total of donations was over \$5M.

2021-2022: Giving was sustained at very close to the same level as the immediate past fiscal year. Most of the final installments for pledges for the capital campaign and Foundation Hall were received this year. With the addition of over \$2.7M in estate gifts received in 2021-22, the final total of donations was over \$5M again for this year.

Source of Documentation: SCC Foundation Office Clarity and Raisers Edge Reports

6.17 Measured Outcome (success criteria): At least 90% of students surveyed on the annual Current Student Survey will report satisfaction with campus computer and networking technology resources.

Assessment Results		
Year	Status	Rate
2020-2021	Achieved	98%
2021-2022	Achieved	97%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-2021: Using the feedback from the student survey, Information Technology Services (ITS) has been working to build a more reliable and robust wireless network. We have been prioritizing areas of high student presence. Additionally, ITS continues to refresh aging network infrastructure components to ensure that the campus wired network provides the best service possible.

2021-2022: Information Technology Services (ITS) continues to replace aging PCs and networking equipment in a systematic way. Yearly PCs are examined based on age and model number. Older PCs and wireless access points are taking out of service and replaced. ITS is currently in a study to continue implementing network redundancy.

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

6.18 Measured Outcome (success criteria): At least 90% of faculty and staff surveyed on the annual Faculty and Staff Survey will report satisfaction with campus computer and networking technology resources.

Overall Assessment Results		
Year	Status	Rate
2020-2021	Not Achieved	88%
2021-2022	Achieved	90%
2022-2023		
2023-2024		

Results Disaggregated by Resource		
Year	Status	Rate
Access to Computers		
2020-2021	Achieved	94%
2021-2022	Achieved	92%
2022-2023		
2023-2024		

Access to Software		
2020-2021	Achieved	92%
2021-2022	Achieved	91%
2022-2023		
2023-2024		
Technical Support		
2020-2021	Achieved	90%
2021-2022	Achieved	93%
2022-2023		
2023-2024		
Moodle Course Management System		
2020-2021	Achieved	96%
2021-2022	Achieved	96%
2022-2023		
2023-2024		
Access to Wireless Internet		
2020-2021	Not Achieved	68%
2021-2022	Not Achieved	77%
2022-2023		
2023-2024		

Use of Assessment Results:

2020-2021: Using the feedback from the faculty survey, Information Technology Services (ITS) has been working to build a more reliable and robust wireless network. The wireless network was not initially installed to be user’s primary mode of connectivity; however, the campus experience has shifted to a more wireless mandate. ITS is working to accommodate this shift in need. ITS has been prioritizing areas of wireless needs and is currently adding additional wireless access points. Additionally, ITS continues to ensure that software is updated and installed to meet faculty’s need and assist in student learning.

2021-2022: Information Technology Services (ITS) is continuing to add wireless to all campus locations. This is coupled with refreshing older access points. The supply chain issues, and other campus projects have slowed this implementation. ITS will continue monitoring and responding to the campus needs.

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