



SANDHILLS COMMUNITY COLLEGE

STRATEGIC PLAN OF OPERATIONS

2024-2028

2025 ANNUAL REPORT



PRESIDENT'S MESSAGE

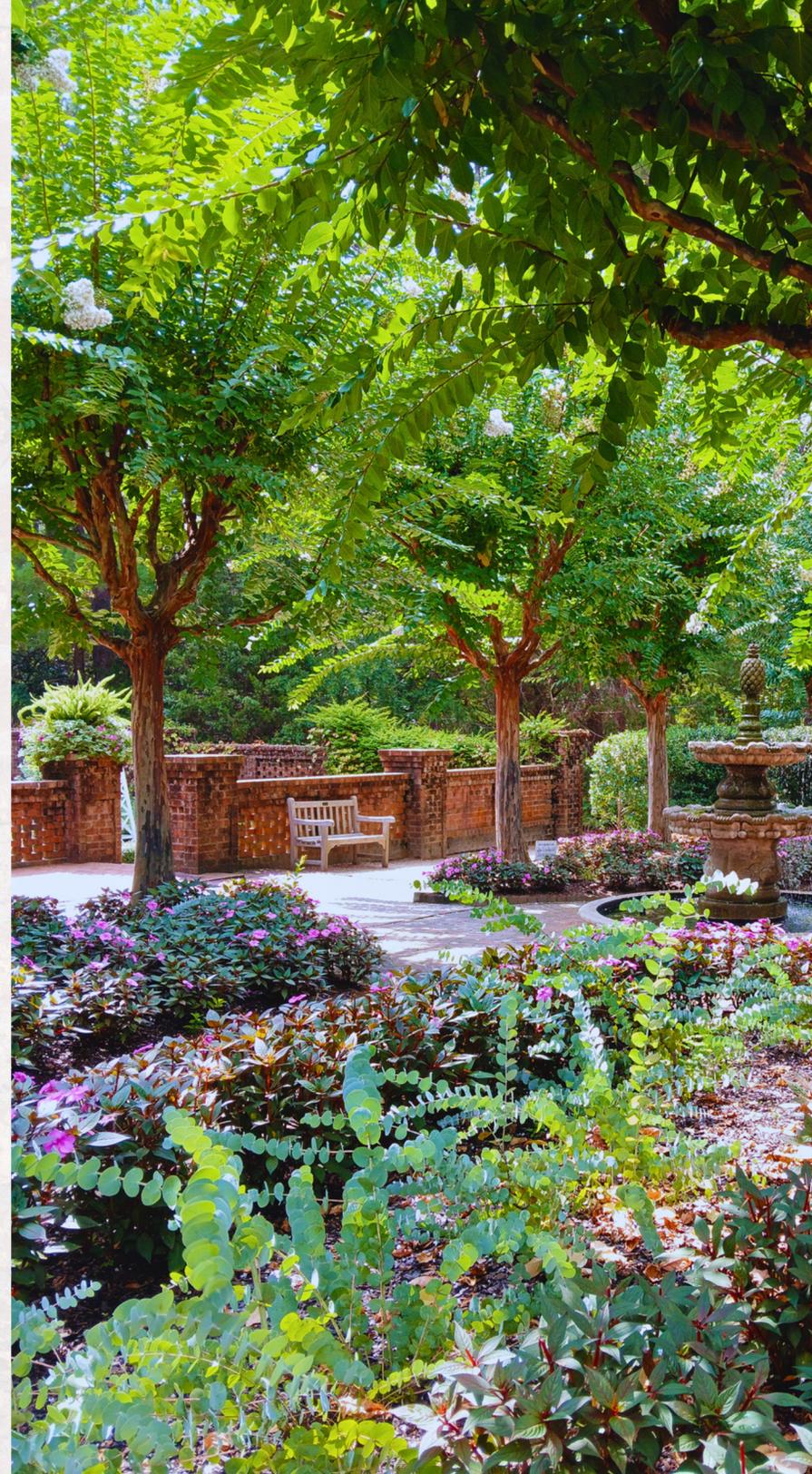
For more than six decades, Sandhills Community College has remained steadfast in its commitment to serving the educational and economic needs of our community. Guided by our four-year College Strategic Plan of Operations (CSP), we continue to align our work with our mission to “provide educational opportunities of the highest quality to all we serve.” Students remain at the center of all we do, driving our efforts to ensure every decision, resource, and initiative enhances their success.

As we enter the second year of the CSP, we are building on the strong foundation established in Year One. Sandhills is increasingly the first choice in post-secondary education for students, families, and businesses in Moore and Hoke Counties. We are evolving to meet the changing needs of our region, deepening partnerships, strengthening programs, and keeping our offerings relevant. Our role is not separate from our community—we are fully enmeshed in it, working side-by-side with local leaders, employers, and citizens to shape a thriving future.

Sandhills is a place to **LEARN, ENGAGE, and BELONG**—a guiding principle reflected throughout our CSP. The CSP remains central to our decision-making and resource allocation, ensuring that every initiative supports our shared vision. With a clear path forward and a community of dedicated faculty, staff, and partners, Sandhills Community College is poised to make meaningful strides in the year ahead, advancing opportunity and excellence for all we serve.

Best regards,

Dr. Alexander “Sandy” Stewart
President, Sandhills Community College



OUR VALUES

INTEGRITY
HELPFULNESS
EXCELLENCE
RESPECT
OPPORTUNITY

Our Core
Values
promote the
Sandhills
SPiRiT
& allow our
students,
faculty,
staff, and
community
to **FLOURISH.**





WE BELIEVE

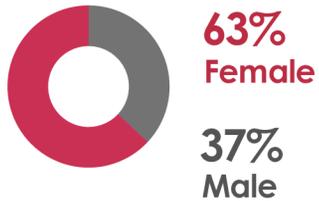
STRONGLY IN OUR MISSION

**“TO PROVIDE EDUCATIONAL
OPPORTUNITIES OF THE
HIGHEST QUALITY TO ALL WE
SERVE.”**

WHO WE ARE

CURRICULUM STUDENTS

GENDER

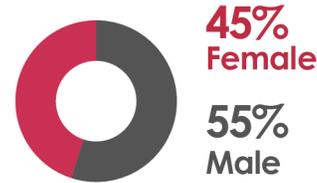


RESIDENCY BY COUNTY

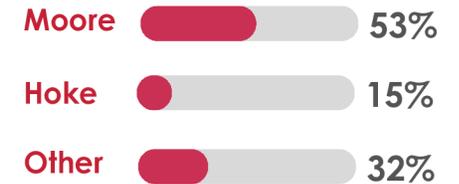


WORKFORCE STUDENTS

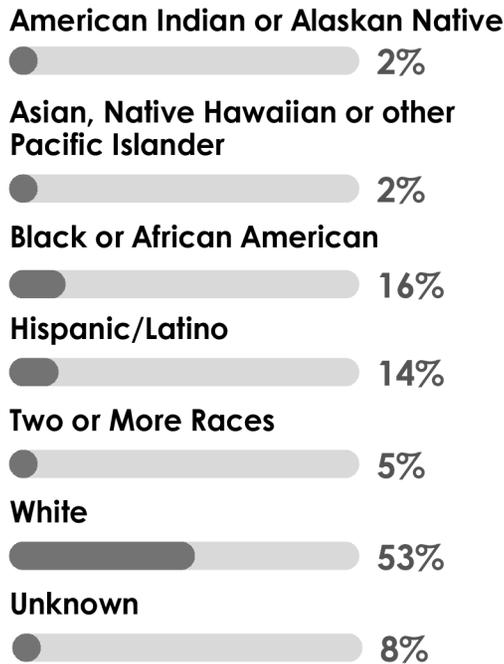
GENDER



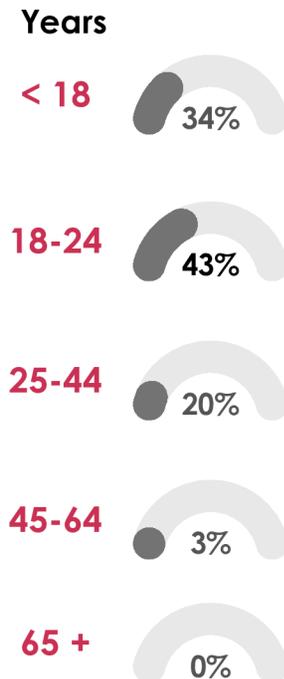
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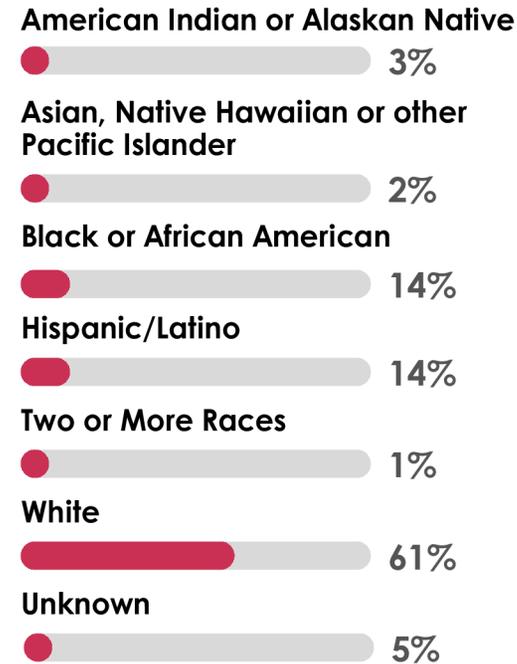
RACE/ETHNICITY



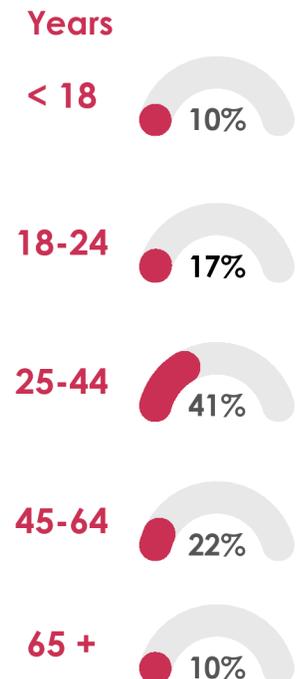
AGE



RACE/ETHNICITY



AGE



OUR STUDENTS

(2024-25)

CURRICULUM STUDENT ENROLLMENT STATUS

36% Full-time

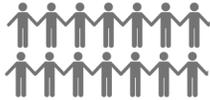


Part-time 64%

(2024-25)

CURRICULUM STUDENT TEACHER RATIO

14



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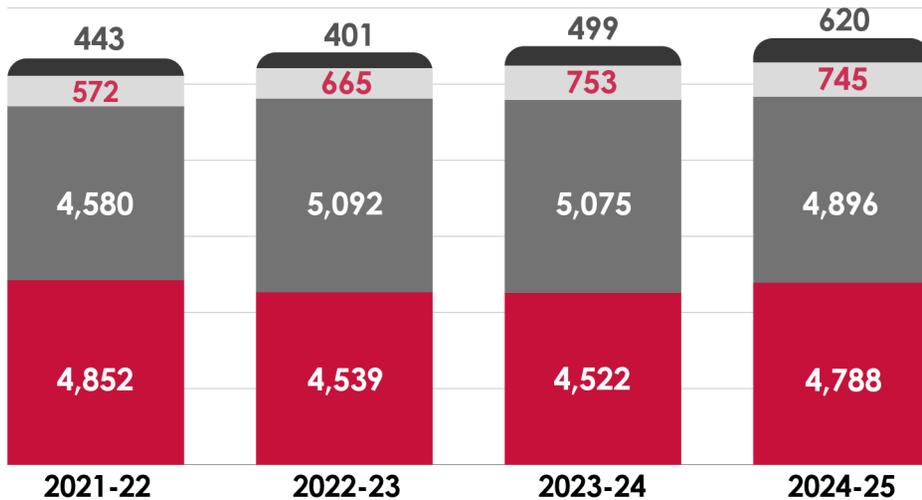


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Source: IPEDS Fall Enrollment Report

INSTITUTIONAL STUDENT ENROLLMENT

Totals: 10,447 10,697 10,849 11,049



■ Curriculum Only ■ Workforce Only
■ College & Career Readiness Only ■ Crossover Enrollment

Source: NCCCS Dashboard, "Total Headcount" by reporting year (SU/FA/SP)

STUDENT PROGRAM TYPE (2024-25)

Curriculum

Applied Science ■ 29%

Transfer ■ 18%

Dually Enrolled High School ■ 28%

SandHoke Early College ■ 6%

GenEd & Guided Studies ■ 13%

Non-Degree Seeking ■ 6%

Workforce

Credentials & Certifications (96-hr) ■ 67%

College & Career Readiness ■ 12%

Personal Enrichment ■ 14%

Self-Supporting ■ 7%

OUR GRADUATES



TRANSFER RATES BY DEGREE TYPE

APPLIED SCIENCE

OF **388** GRADUATES
21% TRANSFERRED

GENERAL EDUCATION

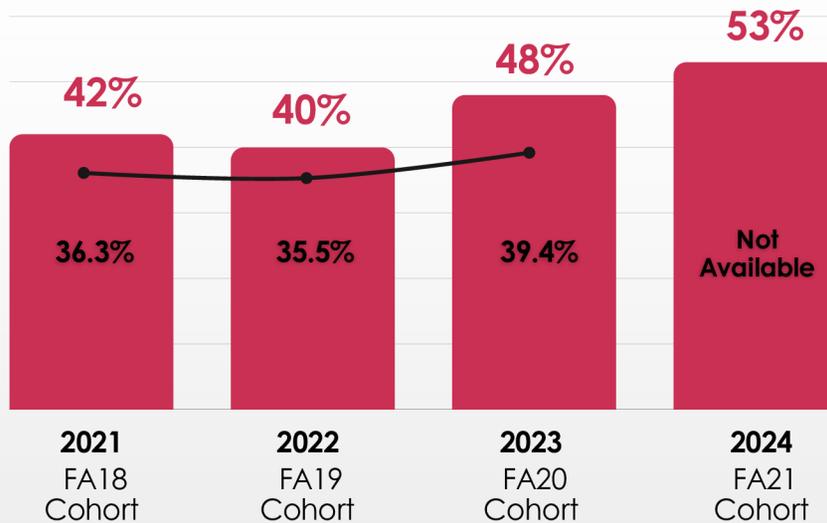
OF **24** GRADUATES
29% TRANSFERRED

TRANSFER

OF **273** GRADUATES
68% TRANSFERRED

*2023-24 Graduates enrolled at a 4-year institution in 2024-25

GRADUATION RATES (3-YEAR)



—●— US Avg. 3-Yr Grad Rate for 2-Yr Institutions

*Source: IPEDS 150% (3-Yr) Graduation Report, U.S Dept of Education

2024-25 TOP TRANSFER UNIVERSITIES (4-YEAR)

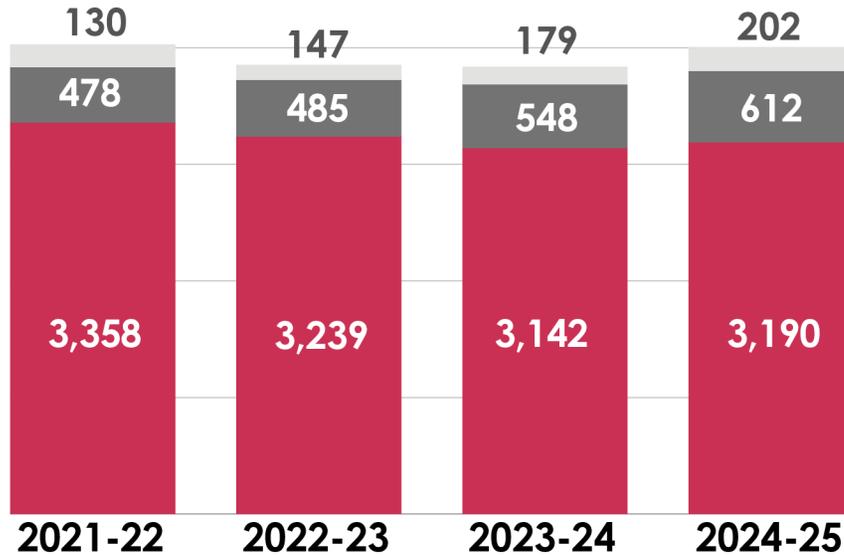
- UNC Pembroke
- NC State University
- UNC Wilmington
- UNC Charlotte
- UNC Chapel Hill
- Fayetteville State University
- Appalachian State University
- UNC Greensboro
- Methodist University
- East Carolina University
- Western Carolina University



OUR SUPPORT: STATE & COUNTY

BUDGETED FULL-TIME EQUIVALENT (FTE)*

Totals: 3,966 3,871 3,869 4,004

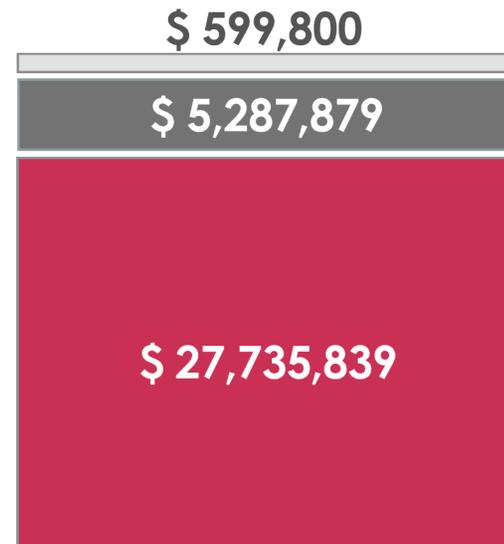


■ Curriculum
 ■ Workforce
 ■ College & Career Readiness

Source: NC Community College System Dashboard: "State Aid Allocations"

FUNDING ALLOCATIONS

2024-2025 Total:
\$ 33,623,518



■ State
 ■ Moore County
■ Hoke County

*The North Carolina Community College System (NCCCS) defines a full-time equivalent (FTE) as 512 hours of instruction, which is based on 16 hours of class work per week for 16 weeks, multiplied by 2 semesters. FTE enrollment statistics are reported to the NCCCS and are then used to determine the College's State operating budget, which is funded in arrears.

OUR SUPPORT: PHILANTHROPIC

**2024-25 AWARDS:
\$1,187,762.39**

GUARANTOR ASSISTANCE

320 STUDENTS

(CU) awarded a total of

\$115,465.10

**Average award per student: \$360.83*

An additional
\$69,976.63

supported Workforce &
Continuing Education
scholarships & programs for

202 STUDENTS

**Average award per student: \$346.42*



FOUNDATION SCHOLARSHIPS

308 STUDENTS

(CU & WCE) awarded a total of

\$519,133.56

**Average award per student: \$1,685.50*



536 STUDENTS

awarded a total of

\$483,187.10

**Average award per student: \$901.47*

***Student counts are unduplicated within each category*

WHERE WE ARE

ROBBINS CENTER

111 North Middleton Street
Robbins, NC 27325

LARRY R. CADDELL PUBLIC SAFETY TRAINING CENTER

333 Niagara-Carthage Road
Carthage, NC 28327

PINEHURST CAMPUS

3395 Airport Road
Pinehurst, NC 28374

HOKE CENTER

1110 East Central Avenue
Raeford, NC 28376



Moore County

Hoke County

STRATEGIC PRIORITIES

LEARN



ENGAGE



BELONG



ANNUAL PROGRESS

2024-25

OBJECTIVE 1: INTENTIONAL EDUCATIONAL OFFERINGS

L1.1

By 2028, four new instructional programs (Curriculum/Workforce) will be offered at the Hoke Center.

- In July 2025, the College's Small Business Center, in partnership with the Hoke County Chamber of Commerce, offered a Small Business Academy at the Hoke Center, featuring courses on marketing, business law, and workplace environment.
- In Spring 2025, a new combined Curriculum and Workforce Continuing Education EDU 119 course was offered.

L1.2

Annually, the College will add at least one new section offering in the high-demand workforce areas of Healthcare and Construction.

- In 2024-2025, 54 Healthcare sections were offered compared to 45 sections in 2023-2024. New Ophthalmology sections have been added in fall 2025.

L1.3

By 2028, the College will develop and implement guided pathways for all key programs that outline course sequences, career opportunities, and support resources to enhance academic success and timely graduation.

- In June 2025, an Economic Guided Pathways PRISM training was held as a kickoff to this initiative. The programs within the School of Health Sciences and Public Safety will be the first focus area for pathway development.

OBJECTIVE 2: COMPREHENSIVE STUDENT SUPPORT AND RESOURCES

L2.1

By 2028, 85% of annual Current Student Survey respondents will indicate awareness of support services available to all students in the areas of Career Counseling & Job Placement, Disability Services, Financial Aid, Personal Counseling, Tutoring, and Student Life Activities.

- Although student awareness of support services has nearly reached the target, it dropped slightly (tenth of a percent) over the course of one academic year.
- Results: 84.76% in 2024-25 compared to 84.86% in 2023-24

L2.2

By 2028, the College will partner with local organizations who provide access to childcare both during the day and the evening.

- In 2024–2025, the College established apprenticeships with childcare facilities in Moore and Hoke Counties to develop a consistent pipeline of trained professionals supporting local childcare, families, and the workforce.
- The College began working on an Early Childcare Academy to provide students with an overview of the Childcare field and prepare them with various certifications needed for employment.
- In August 2025, the College partnered with the Moore County Chamber of Commerce to host “Community Conversation: Childcare, the Workforce & the Economy.” The event brought together childcare providers, business leaders, and community partners to discuss the current state of childcare and explore opportunities for future collaborations and economic growth.

OBJECTIVE 3: STUDENT SUCCESS

L3.1

Annually, the College's Basic Skills Measurable Skill Gain (MSG) rate will meet or exceed the North Carolina Community College System's (NCCCS) mean. (“Basic Skills Measure”)

- Gains were not achieved in the 2025 results, as the College scored 0.25 below the system mean; however, the College continues to identify ways to identify supports to increase student gains.

L3.2

Annually, the College's percentage of first-time credential-seeking (Curriculum) students who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours will meet or exceed the North Carolina Community College System's (NCCCS) mean. (“Curriculum Completion Measure”)

- The College surpassed its own 2024 performance and scored 0.012 above the NCCCS mean in 2025.
- This year's results are based on the Fall 2020 student cohort.

L3.3

Annually, the College's percentage of first-time fall credential-seeking (Curriculum) students who graduate prior to or enroll in postsecondary education during the subsequent fall term will meet or exceed the North Carolina Community College System's (NCCCS) mean. (“First-Year Progression Measure”)

- The College scored 0.055 above the NCCCS mean and earned an above average score in 2025.
- This year's results are based on the Fall 2023 student cohort.

OBJECTIVES & OUTCOMES

ENGAGE

OBJECTIVE 1: EDUCATIONAL COLLABORATIONS

E1.1

By 2028, the College will establish program-specific transfer agreements with at least 10 four-year institutions.

2024-2025 Program-Specific Agreements:

- Medical Laboratory Technology with Winston-Salem U
- Health and Fitness Science with UNC Charlotte
- Fire Protection Technology with Fayetteville State U

2024-2025 Transfer-Specific Agreements:

- UNC Charlotte
- Appalachian State University
- UNC Pembroke (*re-signing as UNCP updated the agreement*)
- Western Governors University

E1.2

By 2028, 30% of Hoke County High School graduates will enroll at the College within one academic year of high school graduation.

- Although the percentage decreased by 2% in 2024-25, the number of students participating increased. Hoke County HS had an increased number of graduates (denominator) in 2024, which impacted the overall percentage.
- Results: 13% (64 students) in 2024-25 compared to 15% (61 students) in 2023-24

E1.3

Annually, the College's percentage of graduates with an AA/AS/AFA/AE degree and non-graduating transfer program exiters completing 30 or more articulated transfer credits who enroll at a four-year university or college within two academic years following exiting will meet or exceed the North Carolina Community College System's (NCCCS) mean. ("Transfer Measure")

- The College scored 0.042 above the NCCCS mean and earned an above average score in 2025.
- This year's results are based on the 2021-2022 academic year.

OBJECTIVE 2: ECONOMIC PARTNERSHIPS

E2.1

Annually, the College will launch training and apprenticeship programs with five local businesses.

- During the 2024-2025 year, 6 apprenticeships were registered and approved by ApprenticeshipNC with 29 more in the pipeline for approval in 2025-2026.

E2.2

Annually, the College will increase Customized Training registrations by 10%.

- Registrations for 2024-2025 totaled 164, which equated to over a 600% growth from the prior year (23 registrations).

E2.3

Annually, the College's weighted index score of first-time test-takers on licensure and certification exams will meet or exceed the North Carolina Community College System's (NCCCS) mean. ("Licensure Pass Rate Index Measure")

- Overall gains were not achieved in the 2025 results, as the College scored 0.056 below the system mean.
- This year's results are based on 2024 testing results.

Test	Timeframe	Test Takers	Passers	Test Pass Rate	Index Score
Cosmetology	January-December	9	6	67%	0.93
Cosmetology: Apprentice	January-December	13	7	54%	0.73
Detention Officer	January-December	32	31	97%	1.07
EMT: Basic	January-December	19	5	26%	0.40
EMT: Paramedic	January-December	4	2	50%	0.64
Inspector: Fire Level 1	July-June	5	5	100%	1.20
Massage and Body Work	July-June	7	5	71%	0.95
Nurse Aide	January-December	58	47	81%	0.94
Nurse: Registered Nurse	January-December	51	50	98%	1.04
Radiography	July-June	12	11	92%	0.97
Real Estate	July-June	10	4	40%	0.80
TOTAL		220	173	79%	

OBJECTIVE 3: COMMUNITY COMMITMENT AND MARKETING

E3.1

Annually, the College will engage with the community through at least three publications that provide student success stories, data, current events, and Lifelong Learning course offerings.

- In 2024–2025, three issues of flightPath were mailed, with nearly 100,000 copies each highlighting the fall, spring, and summer terms.
- At the end of 2024, the Foundation mailed impact brochures with student stories and data to Moore County residents and donors as part of its annual campaign.

E3.2

Annually, the College will offer a minimum of 200 events to encourage engagement, promote lifelong learning, and provide cultural enrichment opportunities for faculty, staff, and the community.

- The College hosted over 250 events, which engaged faculty, staff, and the community in various activities including Bradshaw Performing Arts (BPAC) performances, summer camps, and Flyers games.

E3.3

Annually, the College intentionally will provide at least one avenue for community feedback on initiatives, operations, events, and/or programs.

- In July 2025, the College surveyed Hoke County small business owners to identify support and training needs; their feedback will shape future seminars and trainings.
- In summer 2025, the Foundation and Convergent Nonprofit interviewed internal and external stakeholders in Moore and Hoke Counties to inform an ROI study on trades program expansion and regional economic impact.
- In November 2024, the Early Childhood Workforce Solution provided an opportunity for feedback related to a lack of childcare solutions in our local communities.

OBJECTIVES & OUTCOMES

BELONG

OBJECTIVE 1: STUDENT LIFE

B1.1

By 2028, 50% of students—including degree-seeking, dually-enrolled high school, credential/certification (96-hour), and Career and College Readiness—will annually participate in at least one Student Life activity.

- The College is including additional student populations—to include CCR and 96-hr students—in this outcome for the first time.
- Although only 18% of students participated in student life activities during the 2024-2025 year, Student Life continues to diversify offerings to reach various student populations.

B1.2

By 2026, 98% of annual Prospective Graduate Survey respondents will indicate that if they were to begin college again, they would choose to attend Sandhills Community College.

- Graduate respondent satisfaction of the College increased by 1.7% over the course of one academic year.
- Results: 94.7% in 2024-25 compared to 93% in 2023-24

OBJECTIVE 2: FACULTY AND STAFF

B2.1

By 2026, 55% of full-time faculty and staff will be actively involved annually in academic and governance matters of the College.

- Full-time faculty and staff involvement increased by 2% over the course of one academic year.
- Results: 54% in 2024-25 compared to 52% in 2023-24

B2.2

By 2026, 95% of annual Faculty and Staff Survey respondents will agree that they are satisfied with the College's acknowledgement of their contributions to the College's mission.

- Results are not yet available but will be updated upon completion of the annual Faculty/Staff survey in November 2025.

OBJECTIVE 3: CAMPUS INFRASTRUCTURE AND COMMUNICATION

B3.1

The College will have no major findings on State audits in the Financial, Information Services, SCC Foundation, and Program (FTE), and Veterans Benefits areas.

- In FY2024, the State Auditor found significant misstatements in the College's financial reporting due to inadequate internal controls, staff turnover, insufficient training, and lack of a thorough year-end review plan. Since August 2024, the Financial Services Department has completed targeted trainings, enrolled in professional courses, and invited the NC Auditor's Office to conduct a non-punitive review of the College's FY2025 financial statements to test for improved processes and oversight.
- Information Services volunteered to have the NC National Guard audit/review the College's cyber security response/infrastructure capabilities. The audit resulted in no major findings.
- The SCC Foundation's 2024-2025 audit resulted in no findings.
- The Program (FTE) audit was not required in 2024–25; the next audit is scheduled for 2025–26.
- The 2025 Veterans Benefits Compliance Survey audit resulted in no findings.

B3.2

By 2026, 95% of annual Faculty and Staff Survey respondents will indicate satisfaction with campus facilities and services.

- Faculty and staff satisfaction of campus facilities and services increased by 1% over the course of one academic year.
- Results: 93% in 2024-25 compared to 92% in 2023-24

B3.3

By 2026, 90% of annual Faculty and Staff Survey respondents will indicate that the College provides timely information on initiatives/projects. (New F/S Survey question; no baseline data.)

- Results are not yet available but will be updated upon completion of the annual Faculty/Staff survey in November 2025.

QUALITY ENHANCEMENT PLAN (QEP): TRANSFORMATIONAL ENTRY ENGAGEMENT (TEE)



ANNUAL SUMMARY 2025

The primary goal of the QEP is to increase student completion by creating equitable entry advising strategies for all students—both Curriculum and Workforce Continuing Education. To do this, the College has formalized a front-end, intentional entry advising model for all incoming students through three specific strategies:

- 1. ENTRY ENGAGEMENT** begins from the moment a student initiates an interest in the College. Once a student submits a complete college application, a College Navigator is assigned and connects with the student to learn more about the student's needs and interests.
- 2. ENTRY SUPPORT & RESOURCES.** Based on the information the student provides through the entry survey and conversations, a College Navigator assists the student with the support and resources needed to begin at the College.
- 3. PROGRAM SELECTION.** Students often enter underprepared, or even unprepared, to make decisions and select the credential or degree that will help them meet their personal and career goals. Through this new strategy, students are connected to resources and the appropriate faculty and staff who will help them with their program selection.

YEAR 1 ACTION STEPS AND SUCCESSES:

- **Increased PowerU registrations** – Over one academic year, PowerU registrations increased by 57%.
- **Purpose Center and Transfer Center under One “Roof”** – To promote purpose-driven advising, the Purpose Center (PC) and the Transfer Center are now unified under the leadership of Director of Advising.
- **Advising Developmental Education Health Science Students** In January 2025, Purpose Center staff began advising developmental education students in Health Sciences, thus offering consistent guidance and alternative pathways if students are not admitted into their program of choice.
- **PC Staff Credentials** – In February 2025, Purpose Center staff earned Level 1 Career Pathways Certification (NCPN) and attended the Life Design Catalyst workshop.
- **PowerU Partnership** – The Purpose Center staff strengthened their partnership with Human Resources Development (HRD) faculty by collaborating on PowerU offerings, instruction, and reporting. This initiative supports the One College model, enhances collaboration across divisions, and expands access and opportunities for students.
- **CRM Implementation** – The College purchased Element 451, a Customer Relationship Management (CRM) system to enhance student engagement.
- **Collaboration Meetings** – Regular collaboration meetings with the Purpose Center, Transfer Center, and Navigators has improved teamwork, communication, student support, and the overall student advising experience.



 **Sandhills**
COMMUNITY COLLEGE

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