Sandhills
COMMUNITY COLLEGE

LEARN • ENGAGE • BELONG

CAMPUS-WIDE OUTCOMES

Compiled by the Office of Planning and Research

2019 – 2020

Introduction

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

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

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 2019-2020 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 the people of the Sandhills.

What We Believe...

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

- To welcome students of all ability levels and to provide programs that prepare them for employment or for transfer (EXCELLENCE);

- To develop student and academic support services that promote student success (HELPFULNESS);

- To provide training for local businesses and to enhance the economic well-being of the region (OPPORTUNITY);

- To contribute to the cultural and artistic richness of the community and to the educational needs of our retired population (INTEGRITY);

- To create a campus environment that celebrates its faculty and staff and supports their personal and professional development (RESPECT).

College Goals

For-Credit Academic Programs

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

Support Services

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

Access and Opportunity

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

Economic Development

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

Campus and Community Life

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

Campus Resources

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

2019-2020 Assessment Results Summary

The 2019-2020 academic year was one like no other. In the spring of 2020, COVID-19 forced instruction, both Curriculum and Continuing Education, to an online format. Many of our normal processes and events, such as program advisory board meetings and student life activities, also came to a halt due to social distancing restrictions.

The impacts of COVID-19 are reflected throughout the 2019-2020 assessment results. However, despite the unprecedented challenges each college department faced, the College saw achievement in nearly 80% of the outcomes. Faculty and staff found innovative ways to ensure student, employee, and operational needs were assessed and met continuously. The "Use of Assessment Results" details the College's response for each outcome.

2019-2020 Assessment Results		
Results Status	CWO Count	% of Results
Achieved	43	78%
Not Achieved	10	18%
Partially Achieved	2	4%
Total Campus-Wide Outcomes Measured	55	
Assessment Results Not Available	4	-
Under Revision or No Longer Measured	3	-

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College Goal 1 – For-Credit Academic Programs

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

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Our Ongoing Commitment

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

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

Assessment Results 2016-17: Not achieved.
79% Average hours taught by FT faculty (old methodology)   75% (New methodology)
Assessment Results 2017-18: Not Achieved. 76%
Assessment Results 2018-19: Not Achieved. 76%
Assessment Results 2019-20: Not Achieved. 75%

Table 1. *Percentage of Instructional Hours by FT Faculty*

PROGRAM	% FT
Accounting	95%
Architectural Technology	93%
Art	41%
Automotive Systems Technology	100%
Aviation Management and Career Pilot	61%
Baking and Pastry Arts	59%
Basic Law Enforcement	100%
Business Administration	94%
Civil Engineering Technology	94%
Collision Repair and Refinishing Technology	100%
Computer Engineering Technology	80%
Cosmetology	100%
Criminal Justice Technology	49%
Culinary Arts	56%
Digital Media Technology	78%
Early Childhood Education	88%
Emergency Medical Science	89%
English and Humanities	57%
Fire Protection	65%
Geomatics	90%
Golf Course Management	95%

Health and Fitness Science	94%
Human Services Technology	100%
IT-Computer Programming	94%
IT-Networking	75%
Landscape Gardening	100%
Math	76%
Medical Lab Technology	100%
Medical Office Administration	85%
Music	43%
Nurse Aide	67%
Nursing	56%
Office Administration	96%
Ophthalmic Medical Assistant	100%
Physical Education	81%
Radiography	99%
Respiratory Therapy	100%
Science	79%
Simulation and Game Development	75%
Social and Behavioral Science	46%
Surgical Technology	100%
Therapeutic Massage	100%
University Studies	81%
ACA-090, ACA-115	65%
CIS-110, CIS-111	54%
Campus-Wide Average	**75%**

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

2017-18: With enrollment growth this past year, additional adjuncts were hired in various areas, shifting the ratio of hours taught by full-time to part-time. The CSP process will be used to identify critical faculty hiring needs.

2018-19: This data is used to identify areas of need and to prioritize faculty hires. A full-time Fire Protection Tech faculty member was hired mid-year as was a Collision and Repair instructor who can also teach Automotive System Technology classes. A full-time Aviation instructor and a full-time math instructor will be hired for the 2019-2020 year. We anticipate a hire of Culinary/Baking & Pastry Arts faculty member if funding allows. The Dean of Instruction, The Center for Teaching

and Learning, and the Distance Learning team along with fulltime faculty and department chairs work to support part-time faculty for quality and consistent instruction.

2019-20: Budget constraints are particularly concerning this year and replacement hires may be on hold. When the budget allows for replacement/new hires, this CWO result along with accreditation requirements will used to prioritize which searches to undergo.

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

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

Assessment Results 2016-17: Achieved.
Assessment Results 2017-18: Achieved.
Assessment Results 2018-19: Achieved.
Assessment Results 2019-20: Achieved.

Name of Accrediting Agency by Program and Date of Last Visit

Program	Program Accreditor	Date of Last On-Site Visit
Associate Degree Nursing	Commission for Nursing Education Accreditation	Site visit March 2020 cancelled; rescheduled for September 2020
Automotive Systems Technology	National Automotive Technicians Education Foundation	Reviewed every 2 1/2 years. Last site visit was April 2015. Next site visit was scheduled for 2020. Students must be observed for reaccreditation. Due to COVID-19, the visit is currently on hold.
Aviation Management & Career Pilot Technology	Federal Aviation Administration	Reviewed annually. A certification inspection for full certification is expected in July 2020.
Landscape Gardening	National Association of Landscape Professionals	Reviewed annually. Site visit occurred in 2016.
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences	Reviewed annually. 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 2013. Last interim report was Nov. 2017. Next review date is March 2022.
Respiratory Therapy	Commission on Accreditation for Respiratory Care	Reviewed annually. Next site visit scheduled for 2026.

Surgical Technology	Accreditation Review Committee in Surgical Technology and Surgical Assisting	Reviewed Annually - Last Site Visit Fall 2016 - Accreditation Renewal effective through 2027
Ophthalmic Medical Assistant	Commission on Accreditation of Ophthalmic Medical Programs	New program began summer 2012. Initial accreditation review visit was in May 2013. Site visit and reaccreditation May 2016. Next reaccreditation May 2021.

Name of Licensing Board or Oversight Agency by Program and Date of Last Review

Program	*Program Licensing Board or Oversight Agency*	*Date of Last Review*
Associate Degree Nursing	Approved by North Carolina Board of Nursing	Maintain compliance with NCBON education rules. Review annually in October. Next Program Descriptive Report anticipated in 2026.
Cosmetology	North Carolina State Board of Cosmetology	Reviewed annually. Site visits three times per year.
Basic Law Enforcement Technology	Criminal Justice Training Standards Commission and Sheriffs' Education and Training Standards Commission	Last site visit was in 2015 (The state did an unannounced site visit on April 11, 2018). Accreditation renewal is effective through August 21, 2020.
Emergency Medical Science	Office of EMS and Department of Health and Human Services provide certification that allows students to take the state exam. Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP)	EMS received full Accreditation from CAAHEP July 2017 for 5 years. Last site visit was in July 2016 and next visit will be 2022. NCOEMS update was in August 2016 and reapproval will be August 2020.
Certified Nursing Assistant	NORTH CAROLINA DEPARTMENT OF HEALTH AND HUMAN SERVICES DIVISION OF HEALTH SERVICE REGULATION Health Care Personnel Education and Credentialing Section	Reviewed biannually. Last site visit was October 2018. Next visit is October 2020.
Therapeutic Massage	Approved by NC State Board of Massage	Reviewed annually.

Use of Assessment Results:

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

2017-18: After a success NCBON reaccreditation, the Associate Degree Nursing program is pursuing National Accreditation and anticipate submission of the report to the accrediting agency in fall of 2019. Sandhills considers program accreditation a component of our institution's academic integrity.

2018-19: The nursing department is on track to submit their report for national accreditation in the fall of 2019. We take program accreditation seriously and the college supports the faculty in their reaccreditation efforts.

2019-20: The nursing department's CNEA visit will be in September having been postponed from spring of 2020. Accreditation continues to be a priority for Sandhills with support for programs in their accreditation efforts coming from the Office of Planning and Research and the Dean of Instructions office.

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

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

Assessment Results 2016-17: Achieved. 97%
Assessment Results 2017-18: Achieved. 98%
Assessment Results 2018-19: Achieved. 91%
Assessment Results 2019-20: Achieved. 98%

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

2017-18: Program Coordinators and Department Chairs attend retreats annually to discuss best practices and address challenges. This process serves identify ways to improve the student experience, including their academic program.

2018-19: In addition to the efforts mentioned in previous years, the program review process, especially in the intensive review years, is used to identify program needs – faculty, faculty development, equipment, etc. to enhance the learning experience for students and to keep the training provided current with the industry standard. Needs are prioritized and funded as much as possible given the funds available.

2019-20: The college strategic plan will be used to identify areas of potential improvement. Input in the plan comes from all areas of campus, including advisory committees comprised of area employers and industry members.

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

1.4 **Measured Outcome** *(criteria for success):* Among community college associate degree completers and those who have completed 30 or more 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*

(Our goal is to meet or exceed System average.)

Assessment Results 2016-17: Achieved. 86.5% (System average = 82.8%, goal = 87.6%, baseline = 65.1%)
Assessment Results 2017-18: Not achieved. 82.7% (System average = 83.6%, goal = 87.6 %, baseline = 65.1%)
Assessment Results 2018-19: Achieved. 88.8% (System average = 85.2%, excellence = 89.4%, baseline = 74.4%)
Assessment Results 2019-20: Achieved. 85.6% (System average = 85.4%, excellence = 89.4%, baseline = 74.4%)

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

2017-18: Faculty are encouraged to and supported in their efforts to maintain academic rigor in their courses to prepare students for success in coursework after they transfer. Transfer success for our students requires a balance between support on Sandhills' part (faculty accessibility, availability of free tutoring, etc.) and instilling personal accountability in our students.

2018-19: At the time of this document's publication, the NCCCS delayed the release of the final 2019 Performance Measures Report. College representatives (e.g. University Studies Coordinator, Vice President of Academic Affairs) are having conversations with representatives from various NC universities regarding specific programs and articulation agreements between their institutions and ours. These agreements will facilitate transfer to the universities and help students graduate in a timely fashion be clarifying university specific requirements as well as seamless acceptance of community college courses.

2019-20: ACA 122 will be updated to include most current information regarding transfer. A section of ACA 122 specific to AFA students is planned for Spring 2021 to allow for increased specificity in course content toward AFA students. Additionally, Sandhills has made the decision to no longer count Ds toward graduation with a transfer degree. This will solidify the integrity of the students transfer degree and allow it to transfer in its entirety per the CAA.

Source of Documentation: NCCCS Critical Success Factors report

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

Assessment Results 2016-17: Partially achieved.
Assessment Results 2017-18: Achieved.
Assessment Results 2018-19: Achieved.
Assessment Results 2019-20: Achieved.

Method of Instruction	2017-18			2018-19			2019-20		
	Success	Pass	Retain	Success	Pass	Retain	Success	Pass	Retain
Hybrid	67%	81%	87%	71%	82%	88%	76%	81%	85%
Internet	68%	74%	82%	68%	74%	81%	72%	77%	82%
Traditional	73%	84%	89%	74%	84%	88%	73%	81%	86%

Use of Assessment Results:

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

2017-18: Improving online education has been the focus of the SCC QEP. Our data shows that student and faculty satisfaction has improved with the changes implemented through the QEP. A group of faculty have met to determine what the expectations should be of an online course and instructor so that these positive changes, including this outcome are carried forward.

2018-19: Experiences from the QEP have informed the expectations for online courses going forward. Evaluation of online courses by distance learning staff is now a matter of practice. Evaluation of hybrid courses using a rubric developed with faculty will begin in the next academic year. Faculty continue to look for ways to increase student success in online courses.

2019-20: While this CWO continues to be achieved, individual course pass and retention rates are examined during the intensive review process. Courses in which the there is a gap between the types of course delivery will be discussed for potential improvement and evaluated for continuation online. This outcome will be particularly important in light of the college's COVID-19 response and the need to move more courses online.

(The 2019-20 results include spring 2020 despite the upheaval of the spring term). Although the outcome does not measure success rate, we included it for review this year for the first time due to the new institutional policy regarding D grades for transfer degrees beginning fall 2020.)

Source of Documentation: Office of Planning and Research

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

Assessment Results 2016-17, 2017-18, 2018-19, and 2019-20: Under revision

Use of Assessment Results 2016-17, 2017-18, 2018-19, 2019-20:
The General Education Assessment process was under revision and no data was collected during the noted academic years. However, new SWiBATs have been defined for the competencies of reading comprehension, communication, and critical thinking. Results will be collected for the new SWiBATs beginning in Spring 2021.

NEW General Education Assessment Measures:

Reading Comprehension
Students will be able to read and demonstrate comprehension of written material.

Communication
Students will be able to demonstrate effective language skills.
Students will create and present original work using discipline specific material.

Critical Thinking
Student will be able to demonstrate analytical reasoning abilities by drawing inferences.

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

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

Assessment Results 2016-17: Achieved. 4.55 average score
Assessment Results 2017-18: Achieved. 4.55 average score
Assessment Results 2018-19: Achieved. 4.56 average score
Assessment Results 2019-20: Achieved. 4.56 average score (results based on fall 2019 only)

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

2017-18: Faculty are support in efforts to enhance the learning environment in and out of the classroom. Perkins funding, mini-grants and other institutional dollars are used to support instructors' efforts to enhance the learning environment.

2018-19: The Center for Teaching and Learning, which is led by faculty, works with faculty to enhance teaching and learning in the classroom and online. This year they used two books, *101 Intentionally Designed Activities* and *What the Best Teachers Do*, to provide faculty with tools to improve the classroom experience. Support of the Center for Teaching and Learning will be ongoing.

2019-20: The results this year were based on fall 2019. Due to COVID-19, course evaluations were not launched in the spring 2020 semester. The faculty assembly, Center for Teaching and Learning, eLearning Department and Dean of Instruction continue to look for ways to provide learning opportunities for faculty on new pedagogy, technology and mindsets that enhance student learning. E-learning's efforts have been particularly important and will continue to be so as we continue with an increased number of online and hybrid courses. The college will invest in technology as recommended by eLearning to support faculty instruction in an increased online environment.

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

1.8 **Measured Outcome** *(criteria for success):* Percentage of first-time fall credential-seeking students 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 average.)

Assessment Results 2016-17: Not achieved. 69.3% (System average = 69.7%, goal = 75.0%, baseline = 54.1%)
Assessment Results 2017-18: Not achieved. 66.7% (System average = 69.6%, goal = 75.0%, baseline = 54.1%)
Assessment Results 2018-19: Achieved. 72.2% (System average = 68.2%, excellence = 71.9%, baseline = 56.6%)
Assessment Results 2019-20: Achieved. 76.0% (System average = 70.3%, excellence = 71.9%, baseline = 56.6%)

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

2017-18: The increasing high school population creates challenge for the college with regard to this outcome. The Sandhills Promise which was fully implemented this year, encourages high school students to complete 12 hours of course work at Sandhills. The ACA 115 course has been improved and refined to engage students in their program areas and to allow them to explore programs with the hope that they find their "homes" and therefore retained.

2018-19: At the time of this document's publication, the NCCCS delayed the release of the final 2019 Performance Measures Report. This year's results show a significant increase and at least a

positive correlation, if not suggest a causative relationship between the college's efforts and this measure. The college will continue to look for ways to improve the orientations and ACA courses described above.

2019-20: The College sustained last year's improvement and showed additional improvement this year. There is an emphasis in Perkins X on underrepresented populations and achievement gaps in these populations. As part of the Perkins efforts we hope to identify and address barriers to continued enrollment that might exist specific to these populations which will contribute to the colleges overall persistence rate.

Source of Documentation: NCCCS Performance Measures for Student Success report

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1.9 **Measured Outcome** *(criteria for success):* 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.)

Assessment Results 2016-17: Achieved. 49.7% (System average = 44.0%, goal = 51.9%, baseline = 35.9%)
Assessment Results 2017-18: Not Achieved. 42.2% (System average = 43.90%, goal = 51.9%, baseline = 35.9%)
Assessment Results 2018-19: Achieved. 50.1%   (System average = 49.3%, excellence = 52.7%, baseline = 34.1%)
Assessment Results 2019-20: Achieved. 58.3% (System average = 53.4%, excellence = 52.7%, baseline = 34.1%)

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

2017-18: The increasing high school population poses a challenge with this measure; however, the Sandhills Promise not only encourages students to take more courses while in high school but to also to matriculate to Sandhills after high school graduation. Efforts in recruiting, admissions and various curriculum programs are focused on bringing those students to Sandhills to continue their studies. In addition, SSLI is focusing on the guided studies population, those students working to get into nursing or health sciences. These students are at risk for not achieving this mark.

2018-19: At the time of this document's publication, the NCCCS delayed the release of the final 2019 Performance Measures Report. This year's results show a significant increase and at least a positive correlation, if not suggest a causative relationship between the college's efforts regarding orientations and ACA courses and this measure. High school pathways have been examined and cleaned up so that only students truly interested in a specific AAS program are enrolled in the CCP

pathway for that program. As a result, there are no longer students taking general education courses enrolled in AAS programs and counting in this measure.

2019-20: The college sustained last year's improvement and showed additional improvement this year. There is an emphasis in Perkins X on underrepresented populations and achievement gaps in these populations. As part of the Perkins efforts we hope to identify and address barriers to completion that might exist specific to these populations which will contribute to the colleges overall completion rate.

In addition, the college has implemented Finish First, a project to identify completers who have not been graduated and "near completers". Completers will be officially graduated and identified "near completers" will be contacted regarding returning to Sandhills to complete a credential.

Source of Documentation: NCCCS Performance Measures for Student Success report

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

Assessment Results 2016-17: Achieved. 37%
Assessment Results 2016-17: Achieved. 32%
Assessment Results 2018-19: Achieved. 31%
Assessment Results 2019-20: Achieved. 31% (Based on FA19 only)

	FALL 2019		
	# Surveys Completed	**# Students Completing Course**	**%**
ACA	242	799	30%
ACC	15	127	12%
AER	3	70	4%
ANT	0	17	0%
ARC	38	44	86%
ART	66	287	23%
AST	0	35	0%
AUB	0	23	0%
AUM	-	-	-
AUT	2	123	2%
BAF	2	5	40%
BIO	137	564	24%
BPA	1	16	6%
BPR	13	33	39%
BUS	74	367	20%
CEG	31	40	78%
CET	6	26	23%

CHM	161	260	62%
CIS	51	158	35%
CIV	42	51	82%
CJC	48	182	26%
COM	264	386	68%
COS	1	92	1%
CSC	7	22	32%
CST	-	-	-
CTI	6	26	23%
CTS	1	18	6%
CUL	6	117	5%
DBA	0	5	0%
DFT	-	-	-
DME	11	19	58%
ECM	3	13	23%
ECO	17	81	21%
EDU	67	171	39%
EGR	42	109	39%
ELC	2	18	11%
ELN	3	10	30%
EMS	4	65	6%
ENG	327	1089	30%
EPT	0	7	0%
FIP	0	24	0%
FRE	3	16	19%
GCM	0	7	0%
GEL	7	32	22%
GRA	5	6	83%
GRD	9	20	45%
HEA	2	21	10%
HFS	31	62	50%
HIS	147	678	22%
HOR	2	24	8%
HRM	4	25	16%
HSE	1	2	50%
HUM	55	233	24%
LSG	4	41	10%
MAT	425	725	59%
MED	49	59	83%
MKT	0	12	0%
MLT	6	69	9%
MTH	0	18	0%
MUS	40	459	9%
NAS	4	10	40%

NET	3	30	10%
NOS	1	8	13%
NUR	100	212	47%
OPH	0	36	0%
OST	14	86	16%
PED	43	214	20%
PHI	73	129	57%
PHY	12	107	11%
POL	20	113	18%
PSY	260	682	38%
RAD	55	87	63%
RCP	0	36	0%
REL	33	93	35%
SAB	3	11	27%
SCI	-	-	-
SEC	2	15	13%
SGD	1	47	2%
SOC	194	488	40%
SPA	19	121	16%
SRV	27	31	87%
SST	7	13	54%
SUR	15	16	94%
TRF	0	3	0%
TRN	3	59	5%
WBL	5	81	6%
WEB	12	31	39%
Grand Total	3389	10767	31%

Use of Assessment Results:

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

2017-18: The MySCC banner will be used to remind students to complete their course evaluations and the link will be provided there as well. The importance of student evaluation of instructors will be discussed at faculty retreat. Faculty will be asked to share how they encourage students to complete evaluations.

2018-19: In recognition of the value of student feedback, some departments elected to distribute paper evaluation forms in class to ensure students complete the forms. Discussions regarding ways to improve the rate of evaluation completion are ongoing with particular attention being paid to areas with especially low response rates.

2019-20: The data is reflective of Fall 2019. Spring 2020 course evaluations were suspended due to the upheaval of the term with COVID-19. Low rates of return in program areas are still of concern. The Dean of Instruction and Vice President of Academic Affairs will continue to work with the Faculty Assembly on ways to improve the evaluation completion rate.

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

Other than the NUR classes, percentages varies by prefix from 1.3% to 100%. NUR had a greater than 100% due to multiple class instructors. This does not include the lab surveys.

> **1.11** **Measured Outcome** *(criteria for success):* 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)*

(NEW in 2019-2020 – Added based on SACSCOC recommendations)

Assessment Results 2019-20: Achieved.
This year's six-year completion rate exceed last year's rate by 1.09% and the threshold rate by 5.41%.

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

Six-Year Completion Threshold Rate: 36.48%			
Academic Year	**Start Term**	**End Term**	**Total Six-Year Completion Rate**
2018-2019	Fall 2012	Summer 2018	40.80%
2019-2020	**Fall 2013**	**Summer 2019**	**41.89%**

Disaggregation of Six-Year Completion Rate

By Socioeconomic (Pell Awards)			
		NO PELL	50%
2018-2019	FA12	PELL	38%
		Total Completion Rate	**41%**
		NO PELL	53%
2019-2020	FA13	PELL	34%
		Total Completion Rate	**42%**

By Ethnicity			
2018-2019	FA12	American Indian (AN)	32%
		Black (BL)	19%
		Hispanic (HIS)	50%
		White (WH)	51%
		OTHER	47%
		Total Completion Rate	**41%**
2019-2020	FA13	American Indian (AN)	37%
		Black (BL)	19%
		Hispanic (HIS)	49%
		White (WH)	51%
		OTHER	53%
		Total Completion Rate	**42%**

Use of Assessment Results:
2019-20:
In 2019-20, the new Finish First software identify students enrolled, in fall 2018, spring 2019, summer 2019, and fall 2019, who were nearing completion. The Office of Records and Registration communicated specific completion status info with both students and faculty advisors.

For the upcoming year, completion status for students enrolled in spring 2020, summer 2020, fall 2020, and spring 2021 will be reviewed. Additionally, a second phase targeting former students near completion is being discussed and considered.

Additionally, the Student Success Learning Initiative (SSLI) committee is reviewing the College's current academic advising model. Adjustments for consideration specifically will address concerns with at-risk student populations (i.e. specialized faculty advisor support, communication, and connection methods to reach our first-generation, Native American, and African American students). An SSLI subcommittee also is planning a poverty simulation for faculty and staff to engage in college-wide conversations regarding the struggles of our lower-income students.

The College also is focusing efforts on at-risk populations both through Perkins 5 work and initiatives specialized for the Hoke County student population, which has a larger proportion of at-risk populations.

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

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

Our Ongoing Commitment

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

2.1 **Measured Outcome** *(criteria for success):* At least 80% of current students will, in the annual survey, indicate that academic advising helped them achieve their academic goals.
2.1 a. Assigned Faculty Advisor
2.1 b. Student Success Center (Stone Hall)
2.1 c. Self-Service

Assessment Results 2016-17: a. Achieved. 94%
b. Achieved. 97%
c. Achieved. 95%

Assessment Results 2017-18: a. Achieved. 94%
b. Achieved. 96%
c. Achieved. 95%

Assessment Results 2018-19: a. Achieved. 92%
b. Achieved. 98%
c. Achieved. 96%

Assessment Results 2019-20: a. Achieved. 92%
b. Achieved. 90%
c. Achieved. 96%

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

2017-18: Orientation has connected students to their academic advisor earlier in their academic career which has likely resulted in a higher level of preparedness. Orientations have been scheduled to coincide with registration so that new students connect immediately with their faculty advisors. We know that the sooner the connection is established with the program advisor the better for the student.

2018-19: While we continue to achieve this goal, we believe there is improvement to be made in our advising efforts. An examination of our advising model and processes will be part of the College's SSLI Phase 3 efforts. We will be gathering input from faculty, advising staff, and students to inform potential changes.

2019-20: Like many other services, advising looked very different at the end of 2019-2020. Student Self-Service was used much more heavily by students to register themselves then other online systems have been in the past. This highlighted some deficiencies in our system. Even though general satisfaction was indicated, we will address those issues to improve the experience and outcome for our students registering online.

Source of Documentation: Office of Planning and Research, Current Student Survey Q15, as of 2020 Q16.

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

Assessment Results 2016-17: Achieved. 77%
Individual Performance:

85% (18 of 21)	women's volleyball,
78% (7 of 9)	women's golf,
73% (11 of 15)	men's golf,
74% (31 of 42)	men's basketball.

Assessment Results 2017-18: Achieved. 86%
Individual Performance:

93% (38/41)	men's basketball,
96% (26/27)	women's volleyball,
100% (9/9)	women's golf,
73% (8/11)	men's golf,
69% (18/26)	men's cross country,
93% (14/15)	women's cross country,
73% (8/11)	track and field.

Assessment Results 2018-19: Achieved. 83%* of players across all sports achieved 12 or more hours per semester at a 2.0 or higher GPA.
Individual Performance:

95% (19/20)	men's basketball,	
100% (10/10*)	women's volleyball,	*mid-year degree completer
85% (6/7)	women's golf,	
71% (5/7**)	men's golf,	**mid-year team addition
60% (6/10)	men's cross country,	
80% (8/10)	women's cross country,	
77% (7/9)	men's track and field,	
90% (9/10)	women's track and field.	

Assessment Results 2019-20: Achieved. 88%

87% (33/38)	men's basketball,
96% (23/24)	women's volleyball,
88% (7/8)	women's golf,
76% (16/21)	men's golf,
89% (8/9)	men's cross country,
100% (4/4)	women's cross country,
N/A	men's track and field,
N/A	women's track and field.

Use of Assessment Results:

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

2017-18: Again there was marked improvement over the previous year. The impact of the academic support person and the growing relationship between academic support and coaches is clearly making a difference. If the hours can be increased above six, a greater impact can be had.

2018-19: The formalized nature of tutorial support and structured academic progress reports in Men's Basketball and Women's Volleyball continue to reap positive results. The less structured practice regimens in Men's and Women's Golf and Men's and Women's Cross Country are being reviewed to determine how to provide a formalized intervention effort in these areas. It should be noted that injuries impacted statistics in Men's Basketball and Men's Golf, resulting in non-completion, causing statistical drop because of the student athletes' non-completion in spring semester. Those would have impacted the statistics in this manner: Men's Basketball 100% (20/20) and Men's Golf 71% (5/7). In addition, the volleyball statistics reflect a player who finished degree requirements at mid-season. Those elements are reflected in the overall percentage.

2019-20: The academic support implemented in 2016/2017 has continued to reap benefits. All coaches are now requiring at-risk students to attend mandatory meetings once a week. Academic progress reports continue to be used and hold student-athletes accountable. We no longer have men's and women's track and field teams.

Source of Documentation: Athletic Department student records

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

Assessment Results 2016-17: Achieved. 89% of responding graduates
Assessment Results 2017-18: Achieved. 79% of responding graduates
Assessment Results 2018-19: Achieved. 87% of responding graduates
Assessment Results 2019-20: Achieved. 88% of responding graduates

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

2017-18: Although achieved, there was a 10 % statistical drop for this outcome. During the assessment cycle a new Associate Dean and Director of Learning Resources joined the Katharine L. Boyd Library staff. Under their leadership, the LRC staff continues to strive for excellence by providing quality research materials available for both traditional and online classes. The criteria for success regarding this outcome does indicate student satisfaction. Both the Katharine Boyd Library and Learning Resources Computer Lab staff will, through Intensive Review and other avenues, continue to engage faculty to assess what library resources and software they would like to see added in support of their students. The implementation of the Summon Discovery Service will allow for a richer research experience by students due to federated search capabilities that will make it possible for students to search the library's catalog and databases from a single search box on the Library's home page.

2018-19: After completing a full year with the new Associate Dean model (implemented upon the departure of Dean John Stacey), the efforts made to improve student engagement have restored this statistic to the high 80% threshold. An improved research assistance model and a new faculty-requested library orientation model for specific research areas may be the source of this turnaround. With concerns for the increasing distance learning population, the Boyd Library staff recently completed their first round of revisions to the web access portals to ensure an easier research profile. This should better serve online and hybrid students who engage in the bulk of their research in the online realm. In addition, the Boyd Library has implemented an annual internal review process that focuses on SACSCOC compliance measures and on customer service.

2019-20: While the Boyd Library staff targets 90%+ as the goal, the staff was pleased to see this measure increase over 10% this year. The annual reporting from the system reveals that SCC lead NCCCS colleges in both circulation to students and circulation to public patrons. The 2020-21 academic year will be challenging as the College adjusts to COVID impact, and the Boyd Library will look for ways to better measure the online student engagement of library resources, since the reduction in traditional courses will have a marked impact on foot traffic.

It is notable that the College had the highest use of any NCCCS college library in 2019-20. Updates to the web access components and moves to create a "social distanced library" while maintaining access to computers have been major initiatives. The State Library has also approved a grant request for $10K to be used for Wifi upgrades which should further serve student, online, and patron populations. Those upgrades are to be completed in September.

The Boyd Library staff understands the challenges to students completing most of their academic work in an online environment. By using a platform called *LibGuides,* the librarians have provided videos and tutorials to assist students in the use of database resources. A real-time chat platform called *Chatstaff* will also be monitored to engage students needing immediate assistance from a

librarian. Faculty will be encouraged to set up library instruction sessions virtually in Moodle by using Collaborate, and sending invites to the requested librarians.

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

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

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*Outcome was modified in 2019-20. Prior to 2019-2020, the outcome was, "50% of students who took the placement test and received pre-advising matriculated into a curriculum program within one year."

Assessment Results 2016-17: Achieved. 55.2%
Assessment Results 2017-18: Achieved. 62.9%
Assessment Results 2018-19: Under Revision
Assessment Results 2019-20: Achieved. 76%

Use of Assessment Results:
2016-17: Students are now required to attend an orientation session prior to registering for classes. At orientation students learn about the college resources aimed at helping them be successful. Additionally, students meet with curriculum program faculty to learn about the expectations of the programs and how the degrees can be applied in the respective fields.

2017-18: Orientation has created a more welcoming environment that encourages students to move forward in beginning their educational pursuits. Early access to academic programs also contributes to student matriculation rates increasing.

2018-19: Due to the new RISE instruction model, this outcome is under revision.

2019-20: Orientation intentionally connects students with advisors and program faculty prior to the semester beginning. This connection encourages students to complete the enrollment cycle and enroll in program classes. Additionally, orientation serves as an instrument to further educate and prepare new students of program requirements and expectations.

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

Assessment Results 2016-17: Achieved. 77%   (72% fall 2016, 81% spring 2017)
Assessment Results 2017-18: Achieved. 67 % average   (71% fall 2017, 62% spring 2018)
Assessment Results 2018-19: Achieved. 67% average   (70% fall 2018, 64% spring 2019)
Assessment Results 2019-20: Achieved. 67% average   (68% fall 2019, 65% spring 2020)
(If spring 2020 WE and IE grades are excluded, 90% and an average for the year of 77%)

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

2017-18: The tutoring center has faced challenges in finding good part-time staff as well as finding tutors. We have worked to find welcoming helpful staff and look forward to an improved new year. Online tutoring has also been implemented to increase accessibility to our population.

2018-19:   The tutoring center has focused on becoming more welcoming and friendly. We have worked hard on promoting the center by visiting classrooms and interacting with the students more at the student events and fairs. The center's focus is becoming more hip and vibrant. The staffing and overall accessibility has improved.

2019-20: The tutoring center has worked hard to become more modern and up-to-date. We have added private testing rooms; wipe off tables, and newer computers. The tutoring center has provided exciting events and games that are both fun, and thought provoking in order to help students and advertise for the center. We have listened to the students and have worked hard to provide highly qualified tutors.

Source of Documentation: Tutoring Center report

Assessment Results 2016-17: Not Achieved. 62%
Assessment Results 2017-18: Not Achieved. 69%
Assessment Results 2018-19: Not Achieved. 67%
Assessment Results 2019-20: Not Achieved. 69%

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

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2017-18: Although we did not achieve the outcome, the percentage of students who completed the FAFSA increased by seven points. The increase is due to several factors, including the new Sandhills Promise program's requirement of FAFSA completion, the Department of Education's new "prior, prior tax year" usage on the FAFSA, and increased communication through the admissions acceptance and orientation processes. To increase 2018-19 FAFSA numbers, we are continuing to educate high school students through outreach in the schools, and our new webpage now clearly defines the financial aid education steps.

2018-19: As reported by North Carolina State Education Assistance Authority (NCSEAA), FAFSA completion numbers have been down statewide for the last few years. In response, NCSEAA launched the "Be a Friend" (to your local high school) initiative. In fall 2018, the SCC Director of Financial Aid reached out to Moore and Hoke Co. high school counselors to ask about collaborating for financial aid info nights. The Sandhills Promise Coordinator held FAFSA assistance workshops at the high schools. In addition, financial aid info is continuing to be covered at each college orientation session, which reaches all students.

2019-20: The percentage of students who completed the FAFSA increased by 2%. Although not an achieved outcome, the requirement of Promise students to complete the FAFSA has likely aided in the increase of FAFSA numbers. Initiatives to work with the Hoke center on a FAFSA night have been postponed due to COVID-19, but the intention is to work on increasing the numbers there in person. Additionally, we have moved the FAFSA lab online in an effort to keep FAFSA completion steady throughout the pandemic.

Source of Documentation: Financial Aid Office

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

Assessment Results 2016-17: Achieved. 97%
Assessment Results 2017-18: Achieved. 98%
Assessment Results 2018-19: Achieved. 97%
Assessment Results 2019-20: Achieved. 97%

Use of Assessment Results:
2016-17:
Veterans – Opened Veterans Center. Completed first session of Green Zone training. Surveyed veterans to assess need for other on-campus services.

Minority Male Mentoring – Developed and implemented a communication plan for minority males that focused on student retention.

2017-18:
Veteran's Affairs – The Veterans Center has been consistently utilized for break times, studying, and student fellowship.

Minority Male Mentoring – In the past year, an additional staff member was charged to help develop and communicate specific retention initiatives directed at minority male students.

2018-19:
Veterans Affairs – Began hosting a Veterans Graduation Ceremony to recognize the hard work and service of our veteran population.

Minority Male Mentoring has continued to develop retention-based outreach strategies for the College's minority male population. These strategies included personal phone calls, registration drives, and group bi-weekly meetings to encourage college and career preparedness.

2019-20:
Veteran's Affairs – Began participating in Fort Bragg graduation ceremony. This provided an additional opportunity to support our veterans and allow them to be recognized by the military community.

Military Spouses – Director of Personal Counseling Services established a group to provide military spouses with social and emotional support.

Source of Documentation: Office of Planning and Research, Current Student Survey Q13 as of 2020; (previously Q12)

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

*Support services are career counseling and job placement, personal counseling, the tutoring center, the Hoke resource room, and financial aid.

Assessment Results 2016-17: Partially Achieved. 73% average
Responded as Aware or Know Someone Who Used the Service:

Career/Job Placement	69%
Financial Aid	93%
Hoke Resource Room	38%
Personal Counseling	73%
Tutoring Center	92%

Assessment Results 2017-18: Partially Achieved. 74% average
Responded as Aware or Know Someone Who Used the Service:

Career/Job Placement	73%
Financial Aid	93%
Hoke Resource Room	40%
Personal Counseling	72%
Tutoring Center	91%

Assessment Results 2018-19: Partially Achieved. 74% average
Responded as Aware or Know Someone Who Used the Service:
Career/Job Placement   75%
Financial Aid   95%
Hoke Resource Room   39%
Personal Counseling   69%
Tutoring Center   94%

Assessment Results 2019-20: Partially Achieved. 76% average
Responded as Aware or Know Someone Who Used the Service:
Career/Job Placement   74%
Financial Aid   94%
Hoke Resource Room   36%
Personal Counseling   80%
Tutoring Center   95%

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

2017-18:
Career Counseling: In addition to classroom visits, the Career Center began using the weekly student email to make students aware of career related events and services.

Financial Aid: The Financial Aid Office increased communication through the admissions acceptance and orientation process. The staff also hosted several financial aid events in the local high schools.

Personal Counseling: The Counseling Center staff had a greater presence in the classroom to inform students of services available at SCC. In addition, a mental health community fair was hosted on our campus to bring awareness to mental health services and resource on and off campus.

Tutoring Center: The Tutoring Center is using multiple types of media to let students know that the Center is there to serve them. Information is included in all student emails, on the webpage, on the monitors placed around campus and posted on flyers.

2018-19:
Career Services: Career Services started using the Engage software to advertise job posting, events, and workshops. In addition, the Career Ambassadors were utilized to assist with marketing the services of the Center.

Financial Aid: The Financial Aid Office sent numerous messages to currently enrolled students to inform them of the Finish Line Grant and Hurricane funds.

Personal Counseling: A mental health app was made available to students. This app allows them the opportunity to daily monitor their mental health status. In addition, a new director was hired in January 2019. The new director utilized the spring semester to survey the currently enrolled students to determine which mental health programs to implement for the upcoming year.

Tutoring Center: In addition to continuing to use the methods listed in previous years, the Tutoring Center has enlisted the help of faculty in encouraging students to use the Tutoring Center's services and to volunteer as tutors when appropriate.

2019-20:
Career Counseling and Job Placement: Hired a part-time staff member to allow for a greater opportunity to service walk-in and in-class students with career related services and resources.

Financial Aid: Added a financial aid staff member to the Student Resource Specialist team and marketed the financial resources available to students with emergency needs.

Personal Counseling: Revised the role of the Director of Student Services – Hoke Center/Personal Counselor to include a greater emphasis on mental health counseling and support. Began utilizing social media to increase awareness of mental health resources and services.

Tutoring Center: The Center is a welcoming place that strives to be accessible and open to all. The Tutoring Center regularly participates in all campus activities and events. Our staff maintains a good rapport with faculty and visits classrooms to present to classes. We have "spirit days" where staff and tutors all wear Tutoring Center polo shirts. Our goal is to exemplify the core values of the college of Helpfulness, Integrity, Respect, Excellence, and Opportunity.

Source of Documentation: Office of Planning and Research, Current Student Survey Q18

College Goal 3 – Access and Opportunity

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

Our Ongoing Commitment

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

3.1 Measured Outcome *(criteria for success):* 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 (not to include incarcerated students. May exclude students who graduated in June.)

Assessment Results 2016-17:   Not achieved. 29%
Assessment Results 2017-18:   Not achieved. 24%
Assessment Results 2018-19:   Achieved.   54%
Assessment Results 2019-20:   Achieved.   30%

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

2017-18: The decline in this measured outcome can be attributed to a combination of factors and strategies that will be implemented in order to improve the assessment results for 2018-19 (both listed below).

The biggest focus for the College and Career Readiness (CCR) department has been on improving students' performance measures, which are linked to program Federal and State funding. Fortunately, the department's goal to improve performance measures resulted in not only meeting but surpassing the state goal. The State target for performance measure was 36%, the State average was 34%, and SCC achieved a level of excellence with 39.8%. CCR acknowledges the importance

of not only continuing to make improvement in performance measures but to expand that goal to included student success after completion.

Many CCR students seek their high school equivalency just to obtain employment, while others are required to do so in order to retain their jobs, stay out of jail or to keep benefits like Social Security. An improvement in the local economy is evidenced by the decline in Moore County's unemployment rate from 6.4% in July 2016 to 4.3% March 2018. In keeping with the trend, fewer students seek higher education when the economy is strong and jobs are available.

Efforts in transitioning CCR students to occupational or curriculum programs have included:
- Required transitional interviews for all graduates
- Assistance in apply to SCC when needed
- Classroom visits from occupational program directors
- Classroom visits from SCC recruiter
  New efforts will be added to the above list to include:
- Career exploration opportunities, visits to the SCC Career Center to identify career interests and aptitudes
- Bridge to College and Career program will be made available to all CCR completers
- CCR will collaborate with curriculum to provide advising to students
- In alignment with the state-wide RISE program, CCR will implement the NROC/EdReady curriculum to ensure students are college-ready upon completion

2018-19: This outcome was modified and approved by VP Continuing Education and Dean of Planning and Research (2/22/19) after discussions regarding data collection. The previous 40% target was reduced to 30% and criteria for data collection clarified. The transitioning of CCR students into post-secondary education is now part of a state follow-up outcome and tied to funding. Priority is given to providing information and opportunity for students to transition into curriculum or continuing education career training programs. New efforts to include more focused and individualized advising with students.

2019-20: Since the 2018-2019 program year, CCR has implemented a student success plan and participated in state-led advising initiatives. Those focused efforts have already increased student participation and success rates. In response to an increased need due to COVID-19, the State has awarded an additional allocation of funds to the college to be used for advising and career counseling. These funds will be utilized by the division of Continuing Education and CCR to provide the services needed to assist students in meeting their educational and employment goals.

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

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

2019 Measure changed to Percentage of Periods of Participation (PoP) with at least one Measurable Skill Gain (MSG).

(Goal is to meet or exceed the System average.)

Assessment Results 2016-17: Not achieved. 47.6% (System average = 59.1%, excellence = 68.3%, baseline = 34.5%)
Assessment Results 2017-18: Not achieved. 54.8% (System average = 58.4%, excellence = 68.3%, baseline = 34.5%)
Assessment Results 2018-19: Not achieved. 38.3% (System average = 39.9%, excellence = 50.6%, baseline = 24.2%)
Assessment Results 2019-20: Not achieved. 40.5% (System average = 45.1%; excellence = 50.6% , baseline = 24.2%)

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

2017-18: The Federal Measurable Skills Gain (MSG) will replace the State measure. The Educational Functioning Level (EFL) gain is one of four factors that produce the total MSG. ELF gains among Sandhills students have steadily risen over the last three years. Testing cycles have been implemented and allow program to better monitor level gains achievements. As of June 1, 2018, the state has not disbursed the monitoring report (NRS) that reflects federal measures and college progress

2018-19: At the time of this document's publication, the NCCCS delayed the release of the final 2019 Performance Measures Report.

2019-20: Assessment results will be used to refine ongoing efforts to increase student success in College and Career Readiness. Goals to increase the overall MSG rate include continuous program improvement with a focus on advising for student retention and completion. Student success is measured by students progressing from one educational level to a higher educational level, earning a high school equivalency credential, and enrolling in a post-secondary education program upon exiting a CCR program. While the department did not meet the state average, the department did exceed the federal MSG goal of 39% for the third year in a row.

Source of Documentation: NCCCS Performance Measures for Student Success report

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

Assessment Results 2016-17: Not achieved. 68.7%
Assessment Results 2017-18: Not achieved. 64.4%
Assessment Results 2018-19: Not achieved. 68.7%
Assessment Results 2019-20: Achieved.   76%

	ACA-115		ACA-122		General Education Students (May take either 115 or 122)	
Number of students	293		277		14	
Did not take ACA course in first two semesters	20%	58	26%	73	29%	4
Enrolled in correct ACA course based on program of study	65%	189	58%	161	64%	9
Enrolled in 090 or an incorrect ACA course based on program of study	16%	46	16%	43	7%	1

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

2017-18: Advisors will be made aware of the drop in enrollment in ACA 115 during the student's first semester and reminded of the importance of a student's enrollment in ACA 115 early in their studies. Offerings will be examined to ensure seat availability.

2018-19: Additional sections of ACA 115/122 have been added in high demand departments to allow students to enroll in the appropriate sections during their first semester. The importance of students enrolling in ACA 115/122 in their first semester will be emphasized by the College's efforts during the third phase of SSLI.

2019-20: The college will continue to emphasize enrollment in ACA the student's first semester. Implementation of degree audit within Self-service highlights the requirement for students and advisors. The Dean of Instruction will work with department chairs and the University Studies Coordinator to ensure there are enough seats available each semester to accommodate all new students.

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

3.4 **Measured Outcome** *(criteria for success):* Percentage of first-time associate degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within three years of their first fall term. *System Office Performance Measure – Credit English Success*

(Goal is to meet or exceed System average.)

Assessment Results 2016-17: Not achieved. 45.5% (System average = 50.9%, goal = 55.9%, baseline 23.8%)
Assessment Results 2017-18: Achieved. 53.2% (System average = 52.1%, goal = 55.9%, baseline 23.8%)
Assessment Results 2018-19: Achieved. 64.6% (System average = 61.0%, excellence = 66.6%, baseline = 40.1%
Assessment Results 2019-20: Not achieved. 56.7% (System average = 60.6%, excellence = 66.6%, baseline = 40.1%)

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

2017-18: Multiple measures has placed a greater proportion of students into college level math and English making it more likely that they complete the course with a C or better within their first two academic years. Students are highly encouraged to use the tutoring center and writing lab for support.

2018-19: At the time of this document's publication, the NCCCS delayed the release of the final 2019 Performance Measures Report. RISE was implemented in spring of 2019. RISE allows are greater number of students (down to a 2.2 high school GPA) in ENG 111. The intent is to give greater access to ENG 111 but with the support of a co-requisite for those on the lower end of the GPA range (2.2-2.7999). English faculty will continue to be involved at the state level to suggest and implement improvements to RISE placement and to the courses.

2019-20: The data from this academic year will be examined in an attempt to determine the reason for the decline from 2018-2019. Spring 2020 data may have been impacted by the switch to 100% online at spring break in response to COVID-19. We need to attempt to answer the question, is the co-requisite course as helpful in the online format.

Source of Documentation: NCCCS Performance Measures for Student Success report

3.5 Measured Outcome *(criteria for success):* 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 average.)

Assessment Results 2016-17: Not achieved. 20.1% (system average =29.0%, goal = 32.5%, baseline = 10.1%)
Assessment Results 2017-18: Not achieved. 25.2% (system average =30.0%, goal = 32.5%, baseline = 10.1%)
Assessment Results 2018-19: Not achieved. 37.5% (system average = 41.5%, excellence = 46.2%, baseline = 19.5%
Assessment Results 2019-20: Not achieved. 41.2% (system average = 42.7%, excellence = 46.2%, baseline = 19.5%)

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

2017-18: No online courses except MAT 143 are being offered and hybrid courses still require a significant amount of time in class. The math department reinstituted the drop-in math lab and will continue to make it available.

2018-19: At the time of this document's publication, the NCCCS delayed the release of the final 2019 Performance Measures Report. RISE was implemented in spring of 2019. RISE allows are greater number of students (down to a 2.2 high school GPA) in the gateway math course (MAT 110, 121, 143, 152, or 171). The intent is to give greater access to the appropriate math course but with the support of a co-requisite for those on the lower end of the GPA range (2.2-2.7999). Math faculty will continue to be involved at the state level to suggest and implement improvements to RISE placement and to the courses.

2019-20: Math faculty and the college will continue to look for ways to increase the number of students meeting this measure. In addition, ways to increase access will be explored. Very few math classes are offered fully online due to concerns with student success. Given that the community is dealing with COVID-19, the possibility of additional online math classes will be explored. Ways to control who is enrolled in them will also be explored.

Source of Documentation: NCCCS Performance Measures for Student Success Report

3.6 **Measured Outcome** *(criteria for success):* 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.

*Measure was revised in 2019-20 to reflect new RISE transition courses. The previous outcome was, "30% of all students who enter Sandhills as developmental will graduate or still be enrolled at SCC within four years."

Assessment Results 2016-17: Not achieved. 18.9%
Assessment Results 2017-18: Not achieved. 20.8%
Assessment Results 2018-19: Under Revision

Assessment Results 2019-20: RISE transition courses have been in place for a year and a half, and this outcome is a four-year measure. As such, the data is being tracked, but the results are not yet available.

% OF STUDENTS WHO TAKE TRANSITION OR CO-REQ CLASSES IN THEIR FIRST YEAR AND CONTINUE TOWARD COMPLETION OF A CERT, DIPLOMA, OR DEGREE

	NEXT TERM	1 YEAR	1.5 YEARS		NEXT TERM	1 YR		NEXT TERM
	SP19-FA19	SP19-SP20	SP19-FA20		FA19-SP20	FA19-FA20		SP20-FA20
CU-CO-REQ	54%	47%	29%		81%	49%		61%
CU-TRANSITION	50%	46%	31%		74%	38%		55%
CE-TRANSITION *	--	--	--		67%	38%		100%**

 * 39 of the 89 CE students did not register for any CU courses.
 ** Only 1 student (other either had no CU registrations or took outside of 1 year)

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

2017-18: Even with the developmental redesign, developmental students continue to flounder in developmental courses or leave the college. The college is participating in the RISE pilot to improve the outcome for students who traditionally are required to take a significant number of developmental courses.

2018-19: Due to the new RISE instruction model, this outcome is under revision.

2019-20: In spring 2019, Sandhills opted to be a pilot college for the state-mandated RISE instructional model, which replaced DMA and DRE developmental education courses. The intent of the RISE model is to ensure students are progressing towards their degree without being stuck in developmental courses for multiple semesters. While a full four years' worth of data is not available yet, preliminary data indicates that a majority of RISE students who attend in a fall semester to persist the following spring semester. However, persistence rates drop significantly from fall to fall semesters.

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

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

Assessment Results 2016-17: Partially achieved.

Pinecrest:	132/525 = 25%
Union Pines:	94/334 = 28%
North Moore:	51/144 = 35%
Hoke HS:	31/386 = 8%

Assessment Results 2017-18: Achieved.
First year of Sandhills Promise

Pinecrest:	187/519 = 36%
Union Pines:	112/310 = 36%
North Moore:	56/148 = 38%
Hoke HS:	55/361 = 15%

Assessment Results 2018-19: Partially achieved.

Pinecrest:	167/515 = 32%
Union Pines:	115/339 = 34%
North Moore:	60/156 = 38%
Hoke HS:	53/451 = 12%

Assessment Results 2019-20: Achieved.

Pinecrest:	168/ 521= 32%
Union Pines:	116/310 = 37%
North Moore:	60/154 = 39%
Hoke HS:	69/467 = 15%

Use of Assessment Results:
2016-17: (**2016 Graduates**) Increased presence at Hoke High School. Built relationships with new Hoke High School counselors. Gained access to high school classrooms for presentations to seniors.

2017-18: (**2017 Graduates**) Increased interest through Sandhills Promise. In addition, the recruitment department took advantage of invites to high school classes and hosted campus visits from service area schools. A renewed dedication from the recruitment department, as well as strengthened relationships nearly doubled the Hoke percentage.

2018-19: (**2018 Graduates**) With an increased interest in the Sandhills Promise program, our CCP population continues to thrive. Recruitment efforts are still highlighted, including hosting campus events and visiting the local high schools. In addition, we have created a CCP workgroup to increase communication and collaboration between our liaisons and CCP directors. Efforts have also been put into the redesign of CCP pathways to better accommodate schedules and provide more opportunities for students in our CTE programs.

2019-20: (2019 Graduates) Increased presence in junior and senior English classes at Hoke High School. Additionally, increased efforts to promote Sandhills Promise at Hoke and Moore High Schools. Added WCE CCP classes at Hoke High School which, in turn, increased the overall number of CCP students and increased the number of options for Sandhills Promise credit.

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

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

Assessment Results 2016-17: Not achieved. 92.1%
Assessment Results 2017-18: Achieved. 96%
Assessment Results 2018-19: Not achieved. 90%
Assessment Results 2019-20: Achieved. 97%

Use of Assessment Results:

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

2017-18: What programs are offered and how they are offered are reviewed annually, with special attention given to programs under intensive program review. Student completion is a college-wide effort. College processes are continually examined to ensure that barriers to student progress are minimized or removed.

2018-19: We are moving into the third phase of SSLI which will focus on "structured programs", which will include efforts to improve advising as well as how our programs are offered. Part of that effort will include reaching out to students to allow them to share their concerns and to hear their suggestions about how we might address them.

2019-20: We have several initiatives in place to improve the student experience as described above. In addition, administrators, faculty, and staff are all encouraged to respond to concerns and criticisms expressed by students and then address them appropriately, hoping to improve the student experience wherever possible.

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

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

Assessment Results 2016-17: Not achieved. $690,810
Assessment Results 2017-18: Achieved. $913,627
Assessment Results 2018-19: Achieved. $1,204,485
Assessment Results 2019-20: Achieved. $1,213,724

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

2017-18: With the launch of the Sandhills Promise in 2017 – 2018, there has been an increase in Foundation Financial Aid awarded. Additionally, working with Student Services' financial aid staff, the Academic Works software system has increased efficiency and the identification of qualified students allowing for more scholarships to be awarded. Over $1.5 million in new endowed scholarships has been pledged to the endowment through the capital campaign, and as a result Foundation Financial Aid could top $1 million in annual awards within the next couple of years.

2018-19: With the second cohort of the Sandhills Promise beginning in 2018 – 2019, there has continued to be an increase in Foundation Financial Aid awarded. Sandhills Promise awards alone are estimated to be close to $350,000 in the 2018 – 2019 school year. Foundation staff along with Student Services Financial Aid staff have developed scholarship budgeting strategies to ensure the ability of the Foundation's long-term assets to perpetually fund the scholarships needed to keep the Sandhills Promise. New efforts to increase scholarship funding for Continuing Education's occupational programs were employed successfully during the campaign allowing for greater funding in CE as well.

2019-20: 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. Efforts to increase CE scholarship funding continue.

Source of Documentation: Foundation Office reports

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

Assessment Results 2016-17: Achieved. 71%
Assessment Results 2017-18: Achieved. 72%
Assessment Results 2018-19: Achieved. 76%
Assessment Results 2019-20: Achieved. 76%

Use of Assessment Results:
2016-17: The college created the Sandhills Promise program which provides qualifying high school seniors from Moore and Hoke counties with a two year scholarship to attend Sandhills post high school graduation. A high school student must take CCP classes and be successful in order to qualify for the Sandhills Promise scholarship. The College's relationships with Moore and Hoke County Schools continue to strengthen, and Sandhills Promise should see the percentage increase.

2017-18:   The Sandhills Promise allowed the SCC staff greater access into the high schools. The recruitment department strengthened relationships with the Hoke High School staff. A stronger partnership was established with the CTE staff in the local high schools. From this, the CTE program was better defined and better communicated to high school students.

2018-19: The value and access to opportunity that the Sandhills Promise provides, the increase in high school students enrolling in the CCP program, and the increased presence at service area high schools by the College's Admissions, Recruitment, and Financial Aid offices has contributed to achieving this outcome.

2019-20: Added WCE CCP classes at Hoke High School which, in turn, increased the overall number of CCP students and increased the number of options for Sandhills Promise credit.

The high school liaisons, the director of Sandhills Promise and other college faculty and staff will continue to foster the relationship of these students with the college. We will continue to look for ways to improve the experience of these students and demonstrate the value of coming to Sandhills. We are also exploring ways to better advise these students while in high school to make it more effective for them to transition to degree seeking.

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

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

Assessment Results 2016-17: Achieved. 93%
Assessment Results 2017-18: Achieved. 95%
Assessment Results 2018-19: Achieved. 95%
Assessment Results 2019-20: Achieved.   97%

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

2017-18: Student success rates in courses offered in differing formats will be examined to continue to improve the balance of offerings in different formats. Additional programs to be offered fully online are being explored. ITV offerings have increased by streaming courses between the main campus and the Hoke Center.

2018-19: Course offerings are analyzed during the planning stages for each semester and then again once registration is underway. The Dean of Instruction works with department chairs to adjust offerings as appropriate to meet student demand up until the start of each semester.

2019-20: The college continues to explore ways to make courses accessible in ways that students need them to be without sacrificing quality/academic rigor.

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

College Goal 4 – Economic Development

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

Our Ongoing Commitment

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

4.1 **Measured Outcome** *(criteria for success):* 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. *System Office Performance Measure – Licensure Pass Rate Index*

(Goal is to meet or exceed the System average.)

Assessment Results 2016-17: Achieved. 88.0% aggregate, no area <70%
(System average = 82.0%, goal = 90.9%, baseline = 69.9%)
Assessment Results 2017-18: Achieved. 87.3% aggregate, no area <70%
(System average = 80.5%, goal = 90.9%, baseline = 69.9%)
Assessment Results 2018-19: Achieved. 0.99% (system average = 0.98%, excellence = 1.07%, baseline = 0.79%)
Assessment Results 2019-20: Not achieved. 0.96% (system average = 0.98%, excellence = 1.07%, baseline = 0.79%)

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

2017-18: Licensure and certification of students is a high priority for Sandhills. Faculty are supported in their efforts to support students in their taking of the licensure and certification exams.

2018-19: At the time of this document's publication, the NCCCS delayed the release of the final 2019 Performance Measures Report. Strategies employed by highly successful areas will be examined for feasibility of implementation in areas with lower performing areas.

2019-20: Results for Registered Nurse (1.02%) and Detention Officer (1.03%) were above the system average. EMT-Basic (0.85%) and Nurse Aide (0.87) results were below average but above baseline. The enrollment in these courses will be examined for any patterns within the data regarding those students who were unsuccessful (CCP, CE/CU, time of test, etc.). Ways to address identified risk factors will be explored.

Passing Rates on Licensure & Certification Examinations

	2016 Program Graduates			2017 Program Graduates			2018 Program Graduates			2019 Program Graduates		
	Total Taking Test	*Total Passing*	*% Passing*	*Total Taking Test*	*Total Passing*	*% Passing*	*Total Taking Test*	*Total Passing*	*% Passing*	*Total Taking Test*	*Total Passing*	*% Passing*
Registered Nursing	62	57	92%	60	60	100%	61	56	92%	69	64	93%
Nurse Aide	N/A			N/A			N/A			71	48	68%
Radiography	11	11	100%	10	10	100%	15	14	93%	10	*	*
Therapeutic Massage	10	8	80%	13	11	85%	16	16	100%	*	*	*
EMT	35	32	91%	68	55	81%	44	40	84%	65	37	57%
EMT-Paramedic	10	10	100%	9	9	100%	15	13	87%	16	11	69%
Cosmetology	16	14	88%	11	10	91%	5	5	100%	3	2	67%
Cosmetology-Apprentice	15	15	100%	14	14	100%	13	11	85%	16	16	100%
Detention	20	18	90%	24	19	79%	19	16	84%	24	23	96%
Basic Law Enforcement	29	27	93%	28	21	75%	26	21	81%	17	16	94%
Real Estate Sales	8	7	88%	5	4	80%	15	11	73%	14	10	71%

* = Number too small (fewer than 5) to report by NCCCS without violating student privacy.

Source of Documentation: NCCCS Performance Measures for Student Success report

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4.2 Measured Outcome *(criteria for success):* 67.5% of Applied Science students who leave the college will be employed in the second quarter following the program year in which they left. *(Perkins performance measure – 2P1)*

Assessment Results 2016-17: Achieved. 70.8%*
Assessment Results 2017-18: Achieved. 73.68%
Assessment Results 2018-19: Achieved. 71.56%
Assessment Results 2019-20: Not available.

Use of Assessment Results:

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

2017-18: Employability skills are being implemented in courses and programs on campus. Curriculum faculty partner with Career Development Services to prepare students for their interviews.

2018-19: Work-based learning opportunities continue to be the best way to both prepare students for the workplace as well as get students exposure to potential employers and vice versa. Certification and licensure are key to the students employability and most programs have instituted opportunities to practice standardized testing skills.

2019-20: At the time of publication, 2019-2020 Perkins data have not been released.

Source of Documentation: Office of Planning and Research

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

*Beginning in 2018-19, 4.3 will no longer be measured. The results consistently exceed the annual target, and a focus on the measurement is no longer necessary.

4.4 **Measured Outcome** *(criteria for success):* 50% of students who complete a trades program through Continuing Education will complete one or more courses in an academic year.

*Outcome was modified to reflect completion instead of employment in 2017-2018.

Assessment Results 2016-17:   Achieved. 86%
Assessment Results 2017-18:   Achieved. 75%*
Assessment Results 2018-19:   Achieved. 93%
Assessment Results 2019-20:   Achieved. 94%

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

and will add additional classes in PLC Programming and Troubleshooting and CNC Machining in the 2017 Summer and Fall semesters respectively.

2017-18: Outcome was modified in 2018 to reflect student completion of courses rather than employment. Justification for amending the outcome includes 1) employment data for completers was difficult to obtain and was sourced from student self-reporting on surveys; 2) a large number of students enrolled in Advanced Manufacturing classes were employed prior to enrollment and were not seeking employment; 3) by focusing on course completion, employability and lifetime earning potentials increase as a result.

2018-19: Evaluate effectiveness of the program content and delivery through end-of-course student evaluations, class visits, instructor input, and course content changes in order to insure that program is delivering the skills needed to assist the student with their learning goals thereby helping to insure that the students remain engaged and in the class until completion.

2019-20: The target was met with 199 out of 213 students enrolling by the 10% census date. Welding Essentials was designed for more hands-on activities.

Source of Documentation: Continuing Education records and student files. Student cohort will include those who enroll in an academic year July 1- June 30th. The denominator is the unduplicated headcount of those who enroll in an Advanced Manufacturing course. The numerator is the unduplicated headcount of those who pass one or more courses.

Source of Documentation: Continuing Education records and student files

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

Assessment Results 2016-17: Achieved. 100%
Assessment Results 2017-18: Achieved. 100%
Assessment Results 2018-19: Achieved. 100%
Assessment Results 2019-20: Not Measured due to COVID-19 restrictions

Use of Assessment Results:

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

2017-18: Annual advisory committee meetings are the minimal standard for applied science programs. Program coordinators are supported in their efforts to hold these meetings by their department chairs, Dean of Instruction and Vice President of Academic Affairs.

2018-19: Several programs have developed questionnaires used to elicit feedback from their advisory committees. The current Dean of instruction has engaged in renewed effort to attend the advisory committee meetings to support faculty in these efforts and to hear the feedback first hand.

2019-20: Most AAS programs host advisory board meetings during each spring semester. Many program coordinators were unable to hold meetings due to the COVID-19 situation. Although official meetings were not held, coordinators regularly communicate with board members throughout the year for program support and input.

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

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

Assessment Results 2016-17: Achieved. 0
Assessment Results 2017-18: Achieved. 0
Assessment Results 2018-19: Achieved. 0
Assessment Results 2019-20: Achieved. 0

Use of Assessment Results:

2016-17: No students were reported for 2016-2017.
2017-18: No students were reported for 2017-2018.
2018-19: No students were reported for 2018-2019.
2019-20: No students were reported for 2019-2020.

Source of Documentation: Vice President of Academic Affairs' Office

4.7 Measured Outcome *(criteria for success):* 14.68% of Applied Science students from underrepresented gender groups will complete a program that leads to employment in nontraditional fields during the reporting year. *(Perkins performance measure – 5P2)*

Assessment Results 2016-17: Achieved. 16.6%*
Assessment Results 2017-18: Not achieved. 10.18%
Assessment Results 2018-19: Not achieved. 13.45%
Assessment Results 2019-20: Not available

Use of Assessment Results:

2016-17: Serving all students of the Sandhills continues to be part of the college's mission. Career fairs, ACA 115, and career counseling are examples of ways in which students are educated about the program options open to them.
*Note: Benchmark and methodology were changed by the NCCCS in 2016-17 reporting year.

2017-18: The Dean of Planning and Research, the Dean of Instruction and the Vice President of Academic Affairs work with faculty and staff on campus to identify ways to attract students of under represented gender groups into programs. Marketing, web page verbiage, etc are being examined to improve the measure.

2018-19: The College has moved to a collection of video clips on the homepage. A conscious effort has been made to include members of all groups in these videos. A Hispanic/Latino Community Outreach Committee has been developed to help make, among other things, Sandhills and our programs more accessible to this community. Also, student retention in general is a priority on campus.

2019-20: At the time of publication, 2019-2020 Perkins data have not been released.

Source of Documentation: Dean of Instruction and Vice President of Academic Affairs' Offices

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

Assessment Results 2016-17: Achieved. 77%
Assessment Results 2017-18: Achieved. 88%
Assessment Results 2018-19: Achieved. 84%
Assessment Results 2019-20: Achieved. 94%

Use of Assessment Results:

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

2017-18: Employability skills are a focus on campus. These skills are as important to the students success in work-based learning settings as a student's program specific knowledge and skills.

2018-19: Faculty work with students in preparation for them to go into these work-based learning positions. Faculty maintain open lines of communication so that any small issues that arise may be turned into learning experiences for the students instead of negative experiences for the student and the site.

2019-20: Some spring work-based learning experiences were interrupted this spring due to COVID-19 while others were able to continue. Due to COVID-19, drop and incomplete grades were excluded from the calculation. Faculty are working to safely enroll students in WBL courses at sites that are still operational.

Source of Documentation: WBL Form 6

College Goal 5 – Campus and Community Life

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

Our Ongoing Commitment

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

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

Assessment Results 2016-17: Achieved. 98%
Assessment Results 2017-18: Achieved. 97%
Assessment Results 2018-19: Achieved. 99%
Assessment Results 2019-20: Achieved. 98%

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

2017-18: Admissions provided additional customer service to assist new students with the newly implemented centralized residency (RDS) process. The extra assistance reduced an overwhelming process to a much more manageable one for the students.

2018-19: Student Services, led by the Admissions and Student Success offices, honed in on improving the welcoming atmosphere of orientation. Much attention was placed on helpfulness and working hard to ensure that orientation attendees felt confident and ready to enroll in their desired start term/semester.

2019-20: Enhanced online orientation. With the implementation of RISE, moved testing to the Admissions Office to ensure timely and effective communication to students.

Source of Documentation: Office of Planning and Research, Current Student Survey Q20 (prior to 2020, Q21)

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

Assessment Results 2016-17: Not achieved. 87%
(39 out of 45 completed 10 hours or more of community service.)
Assessment Results 2017-18: Achieved. 93%
(133 of 141 completed 10 hours or more of community service.)
Assessment Results 2018-19: Not achieved. 78%
(54 of 69 completed 10 hours or more of community service. However, the combined team totals resulted in 24.3 hours average of community service.)
Assessment Results 2019-20: Not achieved. 70%
(38 out of 54 completed 10 hours or more of community service. However, the 54 students-athletes accounted for 1,047 total hours for an average of 19.3 hours per student.)

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

2017-18: Efforts were more coordinated by coaches and this should be the focus for future years of service.

2018-19: The Athletic Department provided student support to a wide range of activities in the community and at the college to encourage personal growth through public service. Athletes logged a total of 1682 hours in activities ranging from community fun runs, and sand volleyball tournaments, cancer awareness "Dig Pink" activities to parking support for the US Senior Women's Open, Boys and Girls Club events, and science camps. The coaches and athletes continue to show their commitment to serving the larger good.

This year's analysis reveals that the department meets this CWO at an average of 24.3 hours of public service; however, the results indicate the need for greater efforts in two sports: cross country and track/field. Part of this result is the nature of the sports, since these teams compete in only five events per season, so coaches have less time with these than any other team sports. That said, the department will focus on increasing efforts in those areas in 2019-20.

Sport	Hours of Public Service	Team Members	Average
Basketball	636	20	31.8
Volleyball	570	10	21.4
Women's Golf	150	7	21.4
Men's Golf	126	7	18.0
Men's XC/TF	100	15	6.66
Women's XC/TF	100	10	10
	1682	69	24.3

2019-20:
With the normal school year halted in mid-March, many teams lost out on service hours. Greater effort need to be put into Men's Golf and Cross Country.

Sport	Hours of Public Service	Team Members	Average
Volleyball	652	13	50.2
Basketball	200	19	10
Women's Golf	120	4	30
Men's Golf	35	11	3.2
Men's XC/TF	20	5	4
Women's XC/TF	20	2	10
	1047	54	19.3

Source of Documentation: Athletic Department

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

*Outcome was modified beginning in 2018-19 to use two years, instead of one, as measurement.

Assessment Results 2016-17: Achieved. 59.2%
Assessment Results 2017-18: Not Achieved. 36.2%
Assessment Results 2018-19: Achieved. 48.5%
Assessment Results 2019-20: Achieved. 49%

Use of Assessment Results:

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

2017-18: The thirty-six (36%) increase is a successful outcome, however, as more occupational crossover options are on the agenda, it may be difficult to achieve the current outcome level. For instance, all of the classes in this program area are self-supporting, meaning the registration fees pay for all class costs and net minimal profit. From an operational standpoint, CE benefits much more from FTE generating revenue. To that end, we were able to classify 3 classes as FTE generating resulting in a combined 1.1 FTE for the spring term. This effort, however, reduces the qualifying numbers used for the relational assessment between Creative Living and the overall Continuing

Education. In addition to these factors, Creative Living was without a program director for 7 months. An expanded partnership with Fiona McKenzie and the Culinary Department, a new partnership with Penick Village and a new director full of new ideas and enthusiasm should significantly impact our percentage of repeat customers for this outcome going forward.

2018-19: The outcome assessment was modified to reflect students taking another SCC course within two years. As it has been discussed at previous campus-wide planning and review meetings, traditionally, Creative Living students are also engaged with the College in other areas that are not necessarily tied to classes (e.g., lectures and musical events). Many long-term creative living students take more than one class in a given term.

2019-20: The success of this program's ability to encourage a high percentage of re-enrollment is due in part to new, interesting, and highly popular course offerings and active participation of the director in course planning interaction with program instructors and volunteers and increased promotion via Social Media and vendor recruitment events. Even during the COVID pause, Continuing Education students are staying connected and engaged with SCC due to offerings such as conversion of classing to online, movie clubs and online concerts.

Source of Documentation: "5.3 CE" Informer query, Office of Planning and Research, Creative Living Program

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

Assessment Results 2016-17: Achieved. 29%
Assessment Results 2017-18: Achieved. 32%
Assessment Results 2018-19: Achieved. 37%
Assessment Results 2019-20: Achieved 36%

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

- Luke Joseph Ryan Veterans Center Dedication
- SCC Student Art Show opening/receptions (Hasting Art Gallery/ Wood Reading Room)
- SCC Continuing Education Art Show (Hasting Art Gallery/ Wood Reading Room)
- Visiting Author: Susan Southard (Wood Reading Room)
- SCC North Carolina Scholars monthly International Film Café (Wood Reading Room)
- 30th anniversary celebration of the Ruth Pauley Lecture Series (Wood Reading Room/Hastings Art Gallery)
- Celebration of the Ralph and Vivian R. Jacobson 60th wedding anniversary (Wood Reading Room)

- Student Services Collaborative Semester Events (Wood Reading Room)
- Black History and Diversity Presentation (Wood Reading Room)
- Dean of Learning Resources retirement celebration (Wood Reading Room)
- Annual Rufus Barringer Civil War Round Table Display (Boyd Library)
- Moore County Quilters/Weavers Display (Boyd Library)
- Black History Month Display (Boyd Library)
- Native American Display (Boyd Library)
- Early Literacy Evening (Boyd Library)
- Moore County Genealogical Society Meeting
- North Carolina State Library Virtual Family History Fair (Boyd 101)
- North Carolina Indie Author Day (Boyd 101)

2017-18: The Boyd Library currently serves a total of 16,477 library patrons. Of that total 10,677 patrons are classified as faculty, staff or students and 5,800 are classified as public patrons (non-student). During the course of this period, the library hosted 9 Saturday children's programs to the community, during which 51 new library cards were issued to patrons:

Date	# of children	New children attendees	# of adults	New adult attendees	New Library Cards	Volunteers	Total attendees
9/23/2017	43	43	28	28	8	1	72
10/07/2017	43	30	29	21	2	7	79
10/21/2017	35	21	26	15	8	6	67
11/18/2017	36	16	20	13	6	3	59
12/16/2017	16	5	21	5	1	1	38
02/10/2018	33	23	22	15	8	0	55
03/10/2018	37	18	27	13	9	6	64
04/14/2018	26	16	20	11	5	3	46
05/19/2018	30	17	24	16	4	2	52
Attendees	299		217		51	29	**534**
327 New Attendees		190		137			

As a result of community outreach efforts and hosted events, the number of community library patrons signed up for library cards increased during this period.

2018-19: As of 5/28/19, the Boyd Library serves a total of **19,245** library patrons. Of that total 12,133 patrons **(63.1%)** are classified as faculty, staff or students, and 7,112 patrons **(36.9%)** are classified as public patrons (non-student). Boyd Library issued a total of 1,312 new library cards to community patrons. During this period, the library hosted 6 Saturday community children's programs, during which 21 new library cards were issued.

Date	# of children	New children attendees	# of adults	New adults attendees	New Library Cards	Volunteers	Total event attendees
Total Attendees	**184**	106	**138**	84	**21**	**46**	**368**

Attendance data for 6 programs. ***Average attendance was 52.5 per program.***

Boyd Library continues to recognize the unique obligation it has with its service communities and is working to expand outreach to veterans, as the library is home to the Luke Ryan Veterans Center.

2019-20: During the early stages of COVID, the Boyd Library became the only "open access" facility on campus, providing both students and public patrons access to a form of diversion that early shutdown practices denied in many areas. As noted in CWO 5.4, the College led the state in public patronage.

As of 6/16/20, the Boyd Library serves 16,086 library patrons. Of that total 10,380 patrons (64%) are classified as faculty, staff or students, and 5,706 patrons (36%) are classified as public patrons (non-student). These numbers also reflect a 5-year purge of inactive user records created before April 1, 2015 in all user categories.

During this period, Boyd Library issued a total of 1,590 new library cards to community patrons. The Systems Administrator for the Integrated Library System will now conduct this 5-year purge on an annual basis.

Due to COVID 19 restrictions, the library hosted 5 of 7 scheduled Saturday community children's programs, during which 28 new library cards were issued.

Date	# of children	New children attendees	# of adults	New adults attendees	New Library Cards	Volunteers	Total event attendees
Total Attendees	181	132	132	104	28	35	348

Source of Documentation: Boyd Library

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

Assessment Results 2016-17: Not achieved. 27%
Assessment Results 2017-18: Achieved. 41%
Assessment Results 2018-19: Achieved. 40% (1324 students out of 3320)
Assessment Results 2019-20: Not Achieved. 20% (963 students out of 4791)

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

2017-18: Saw a significant increase in student participation (13.6%) over the last academic year. We believe this was due to the inclusion of Welcome Week activities (alerting students about SGA/Student Life during the first few weeks of school), national days and increased visibility on social media. According to our student life survey, students do not participate in events because of work/family commitments & time constraints. We are currently exploring ways to provide quality programming that is not overly time consuming.

2018-19: Student participation in activities stayed steady over the course of the 2018-19 year. We honed in on activities that were popular during the previous year and added low cost $2 Tuesday events in the fall. In December 2018, we migrated from Orgsync to the new student engagement portal, Engage. In the midst of this transition, some data did not transfer properly, leaving us with **26** unrecognized users. While these users could possibly be duplications, if they are indeed unduplicated, we would meet this outcome with exactly 40.6% participation, ironically the exact same as last year. We are working on intentional programming for the upcoming year to target underrepresented student populations and programs, specifically looking to frontload many of these events in the fall.

2019-20: Student Life suffered a significant and debilitating blow due to COVID-19. In a department where in person relationship building and face-to-face activities are the core of what we do, we were forced to learn how to draw students in a nontraditional way. While I am hugely optimistic about our upcoming year, it was almost impossible to make up for our largest events of the year in March and April 2020. The Easter Egg Hunt, Bingo, and Spring Fling are our three largest events of not only spring semester, but during the entire school year. These events fell in the midst of the time we were helping students transition to remote learning environments. Unfortunately, engaging in activities that were *not required* did not take priority for the majority of our students. To ensure we see an increase in student engagement and retention, and give students a sense of belonging even while off campus, Student Life is working diligently to provide a full calendar of virtual student engagement activities. This includes events that hopefully will engage students *and* their families we continue to adjust to life in the midst of and post COVID.

Source of Documentation: Orgsync (FA18) & Engage (SP19).

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

Assessment Results 2016-17: Not achieved. 90.6%
Assessment Results 2017-18: Not achieved. 88.7%
Assessment Results 2018-19: Not achieved. 84.8%
Assessment Results 2019-20: Not achieved. 77.5%

Use of Assessment Results:

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

2017-18: The College has made great strides in expanding the range of opportunities for greater F/S engagement in programs offered to the service community. The difficulty of getting faculty and staff to participate in such efforts as PTK induction or Alumni Day bespeaks a problem in communicating to F/S that such activities are integrated into our roles here. To try to foster a greater awareness of such opportunities, the Foundation Office includes F/S in many email postings of important events to which they are invited. The Director of Student and Public Outreach in the Boyd Library is implementing a Calendar Flash Announcement in the Fall to further encourage F/S involvement. The Director has also begun to incorporate all events related to *FlightPath* publications into the campus and community calendar. In these ways, we are working to improve this percentage.

2018-19: This may be, in part, a "non-response" problem due to the daunting nature of the list included in the survey. If our main goal is to assess faculty and staff engagement in such activities, the types of activities are less important to the measure (though they do provide us with a profile of faculty/staff interest areas).

The current question on the faculty staff survey might get a better response if rephrased, perhaps as a shorter question OR as a two-part query that makes it easier to identify engagement in such activities as the first measure of this CWO:

A) Did you attend any events that the college sponsored beyond the scope of your obligations as a faculty or staff member?
B) If you answered yes, click any Answer Choices below that apply.

2019-20: The downward trend in this year's results are impacted by two factors: 1) Increasing online engagement of faculty who teach only online, with an increasing number of traditional faculty and staff's being in lockdown for three months (during which time access to events was curtailed) and 2) cancellation of no fewer than 20 events during that same three-month period, including a significant number of CE, BPAC, and Ruth Pauley events.

During this period, the number of hosted events in Boyd Library decreased as a result of COVID-19 restrictions. All scheduled events from March to present were cancelled due to campus closure and state-mandated lockdown rules banning gatherings. Historically, there are many faculty and staff members that attend the events held in Boyd Library, and this situation negatively affected their opportunities to attend college- sponsored events as a whole.

Source of Documentation: Office of Planning and Research, Survey of Faculty and Staff Q4 (prior to 2020, Q19)

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

*Beginning in 2018-19, 5.7 will no longer be measured. Outcome 5.8 has been revised to include the encouragement of community service and also provides an improved measurement for capturing the spirit of this outcome.

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

*This outcome was revised in 2018-19 to include the encouragement of community service. Including "service" in 5.8 provides an improved measurement for promoting community service to faculty and staff.

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

Assessment Results 2017-18: Achieved.
Foundation 55; Other 100+ (Does not include CE)

Assessment Results 2018-19: Achieved.
Foundation 55; Campus Diversity and Library 44; Athletics 15; and Continuing Education 80.

Assessment Results 2019-20: Achieved**.**
Foundation 53; Campus Diversity and Library 116; Athletics 47; Continuing Education 134; and BPAC 38.

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

2017-18:
Athletics:
Basketball Camp (Last week of June)
Volleyball Camp (2 in January & 3 in July)
Pink Out Event October 4th (Liz Ray from NMHS)
Parade (Hoke in September & Southern Pines in December)
Sand Volleyball Tournament April 28th 16 teams from the community
Student Athlete Team at the Annual Golf Tournament
Homecoming Volleyball Team passed out Race Shirts for the 5k Rock and Run and XC handed out popcorn at Saturday event with Ward Rolland.

Campus Diversity:
Native American Heritage Event
The Annual MLK Holiday Commemorative Program
The Moore County Black History Celebration
Celebration of Women's History
Mental Health Round Table Discussion

Boyd Library:
Saturday Children's Programs (9)
SCC Words and Music
Fall Festival
Moore County Reading Association (4)
National Library Week
Student Services Collaborative Semester Events (Wood Reading Room) (2)
SCC Student Art Show opening/receptions (Hasting Art Gallery/ Wood Reading Room)SCC
Continuing Education Art Show (Hasting Art Gallery/ Wood Reading Room) (2)
Moore County Disability Services (1) Monthly
Moore County Farm to Table Distribution Point (2) Ongoing through growing season
Black History Month Display (Boyd Library)
Native American Display (Boyd Library)

Memorial Day Display (Boyd Library)
Art Shows, SCC Art Department (Lori Lorion) 3 Yearly

The 2017-18 academic year saw the college continue the successful expansion started the year prior. Foundation events shifted to include more board member hosted events intended to introduce new members to the college family. The upcoming year may see a slight decrease in Foundation events as the focus shifts to individual meetings with prospective campaign donors.

2018-19: The College exceeded the CWO goal with **194** documented community outreach programs. Key areas for programs were Boyd Library, the Office of the Dean of Campus Diversity, the Athletics Department, Continuing Education, and the Foundation Office.

Boyd Library: 44
The library and the Dean of Campus Diversity worked closely on many events. These included: 9-11 Display (Boyd Library), AAUW Meeting (Boyd Library), Anna Harrington's Celebration (Wood Room), Black History and Diversity Presentation (Wood Reading Room), Black History Month Display (Boyd Library), Celebrating Dr. Seuss Display (Boyd Library), Civil War in Art (Hastings's Gallery/ Wood Room), Coffee and Quiet refreshments (Fall & Spring), Constitution Day Display (Boyd Library), Early Literacy Display (Boyd Library), Hispanic Heritage Month Display (Boyd Library), Hispanic Heritage Program, sponsored by the Diversity Committee, (Wood Room), History and Heroes Exhibit (Hastings Gallery/Wood Room), July 4th Display (Boyd Library), Martin Luther King Display Boyd Library), Memorial Day Display (Boyd Library), Moore County Reading Association meeting (Wood Room), Music on the Patio, National Library Week displays (Boyd Library), Native American Dancers Program: Diversity Committee, Native American Display (Boyd Library)
NC Services for the Blind: Monthly Training Class (Wood Room), Newcomers Weekly Mahjong Group (Wood Room), Partners for Children and Families Art Display (Boyd Library)
President's Day Display (Boyd Library), Rosh Hashanah Celebration, Diversity Committee (Wood Room), Ruth Pauley Monthly Board meetings (Wood Room), Sandhills Farm to Table pick up site (Boyd Library), Athletics Concussion Testing (Boyd 101), SCC Boyd Library Saturday Children's Programs (6 total), SCC Continuing Education Art Show (Hasting Art Gallery/ Wood Reading Room), SCC Continuing Education Monthly Book Club meeting (Wood Room), SCC Student Art Show opening/receptions (Hasting Art Gallery/ Wood Reading Room)
Snacks in the Stacks, Welcome students (Boyd Library), Student Services Collaborative Semester Events, Veterans Day Display (Boyd Library), Women's History Display (Boyd Library), Women's History Presentations Sponsored by the Diversity Committee (Wood room)**.** The Boyd Library Outreach Attendance total was 1889 (Includes the Saturday Children's Program total).

Continuing Education Events: 80
These include a vast range of lectures and seminars including cooking classes, fine arts programs, film groups, historical analysis events, personal enrichment seminars, and summer youth camps in computers and arts.

Foundation Outreach Programs: 55
These include dedication events, guarantors dinners, culinary luncheons, and alumni events which are open to the public. This includes Foundation involvement in the Ruth Pauley Lecture Series, which hosted 5 speakers between September and April.

2019-20: The College exceeded the CWO goal with 388 documented community outreach programs or events. Key areas for programs were Boyd Library, the Office of the Dean of Campus Diversity, the Athletics Department, Continuing Education, and the Foundation Office.

Boyd Library: 116
The library staff and the Dean of Campus Diversity worked closely on many events. These included calendar-driven events: 9-11 Display (Boyd Library), AAUW Meeting (Boyd Library), Black History and Diversity Presentation (Wood Reading Room), Native American Awareness Forum (Wood Reading Room), Black History Month Display (Boyd Library), Celebrating Dr. Seuss Display (Boyd Library), *Life Among the Stars: A Journalist's Journey* (Hastings Gallery), Coffee and Quiet refreshments (Fall & Spring), Constitution Day Display (Boyd Library), LBQT Exhibit (Boyd Library), Hispanic Heritage Month Display (Boyd Library), Hispanic Heritage Program, sponsored by the Diversity Committee, (Wood Room), July 4th Display (Boyd Library), Martin Luther King Display (Boyd Library), Memorial Day Display (Boyd Library), Moore County Reading Association meeting (Wood Room), National Library Week displays (Boyd Library), Native American Display (Boyd Library), NC Services for the Blind Monthly Training Class (Wood Room), Newcomers Weekly Mahjong Group (Wood Room), President's Day Display (Boyd Library), Ruth Pauley Monthly Board meetings (Wood Room), Sandhills Farm to Table pick up site (Boyd Library), Athletics Concussion Testing (Boyd 101), Athletics Orientation (Boyd 101), SCC Boyd Library Saturday Children's Programs (5 total), SCC Continuing Education Monthly Book Club meeting (Wood Room), SCC Student Art Show opening/receptions (2--Hasting Art Gallery/ Wood Reading Room), Snacks in the Stacks, Welcome students (Boyd Library), Veterans Day Display (Boyd Library), Women's History Display (Boyd Library), The Boyd Library Outreach Attendance total was 1236 (includes the Saturday Children's Program total).

BPAC: 38
The inaugural season of BPAC and the reopening of Owens Auditorium offered the community a broad sweep of lectures, concerts, performance dance, and children's programs, as well as inaugural concerts in the McPherson Black Box Theatre, where audiences of 80 enjoyed musical recitals that showcased student and local talent.

Continuing Education Events: 134
These include a vast range of lectures and seminars including cooking classes, fine arts programs, film groups, historical analysis events, personal enrichment seminars, and summer youth camps in computers and arts (Van Dusen Hall and Clement Dining Hall).
CE reports 24 community service, self-support classes in the Public Safety area; 72 "free to the community" small business seminars ranging from "Starting a Business" to "Selling Made Simple"; and 38 community enrichment classes ranging from "Defensive Driving" to "Yoga." CE anticipates this number being impacted greatly next year due to COVID as we are focusing on workforce development during this time.

Foundation Outreach Programs: 53
These include dedication events which were more numerous than usual because of BPAC dedication events, scholarship dinners, culinary luncheons, and other events which are open to faculty, staff, the Foundation Board and/or the public. This includes Foundation involvement in the Ruth Pauley Lecture Series, which hosted 3 speakers between September and April. The last on-campus event was on March 11 due to COVID-19. At least 15 events were canceled in 2020 due to COVID-19 and it is anticipated that events in 2020 – 2021 will be at a minimum and mostly in a virtual format. The Ruth

Pauley Lecture Series is planning six speakers in 2020 – 2021 and all will be in a virtual format with in-person possible as current government mandates allow.

Athletics: 47
The athletic department had public access to 16 home volleyball matches including hosting the regional and district championships. In the summer of 2019, volleyball coaches and staff hosted 3 camps as well as a high school volleyball jamboree. The basketball coaches and staff hosted 25 games including the regional and district championships and hosted the 2019 basketball camp for rising 3rd through 9th grade boys and girls and a jamboree featuring four high school teams. Our athletic department inducted seven former athletes to our Athletic Hall of Fame in January 2020.

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

College Goal 6 – Campus Resources

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

Our Ongoing Commitment

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

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

Assessment Results 2016-17: Achieved. 1.5%
Assessment Results 2017-18: Achieved. 1.8%
Assessment Results 2018-19: Achieved. 1.5%
Assessment Results 2019-20: Not Achieved. 1.4%

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

2017-18: The increase demonstrates our continued dedication to professional development. Through prudent use of state funds and donations, we increased our percentage .3% for fiscal year 2017-18.

2018-19: The College spent $364,732 on professional development in 2018-19. This equates 1.5% of the college's annual operating budget.

2019-20: The College spent $366,968 on professional development in 2019-20. This equates 1.44% of the college's annual operating budget. In March, the virus COVID-19 ended all travel for the remainder of the year. The state ended travel for budgetary purposes as well. With the cancellation of several conferences and spending restrictions, the college was unable to achieve the goal this year.

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

6.2 **Measured Outcome** *(criteria for success):* Employee salaries will rank among the top five in a peer group of colleges within the North Carolina Community College System. (The peer group includes eight other NC community colleges: Alamance, Blue Ridge, Catawba, Central Carolina, Coastal Carolina, Davidson County, Johnston, and Richmond).

Assessment Results 2019-20: Achieved in each subcategory.

Institution Name	Faculty			Management			Bus, Comp,Libraries			Const, Maint, Safety			Office, Admin			Security, Grounds, Housekeeping		
	# of Emp	Avg Salary	Rank	# of Emp	Avg Salary	Rank	# of Emp	Avg Salary	Rank	# of Emp	Avg Salary	Rank	# of Emp	Avg Salary	Rank	# of Emp	Avg Salary	Rank
Alamance	116	57307	5	34	78370	1	33	51776	1	0	--		44	41603	1	11	38724	3
Blue Ridge	72	58,487	4	40	67,428	5	28	47,326	6	13	39,025	5	24	39397	4	9	34600	5
Catawba	141	53,521	7	74	66,828	6	61	48,474	4	11	47,734	1	57	39206	5	5	38981	2
Central Carolina	163	55,601	6	115	59,153	9	37	47,310	7	12	39,925	4	65	38224	7	23	28163	8
Coastal Carolina	141	50,160	8	42	63,218	7	36	46,032	8	7	38,215	6	55	33267	9	23	29159	7
Davidson County	86	48,968	9	92	61,547	8	14	38,890	9	8	42,393	2	53	37142	8	28	25121	9
Johnston	113	59,995	2	54	71,029	2	62	50,082	3	8	36,755	7	42	39024	6	33	34608	4
Sandhills	121	61,065	1	54	70,408	3	31	50,374	2	9	39,995	3	29	40549	2	16	39360	1
Richmond	95	58,672	3	38	68,479	4	31	47,778	5	6	33,640	8	26	40388	3	13	32021	6

Use of Assessment Results:

2019-2020: The outcome was revised this year, as the previous data source, the North Carolina Community College System Office Business Objects report, is no longer published. The revised outcome data is now based on the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) Human Resources annual report.

The SCC Human Resources Department, in conjunction with the Office of Planning & Research, also took the opportunity to research fully a true peer group of NC community colleges. The peer group was primarily selected based on two major factors – total (CU, CE, BS) FTE college size and the U.S. Census Bureau's median household income data of the county in which each college's main campus resides.

Source of Documentation: IPEDS Human Resources Report, U.S. Census Bureau, NC Community College State Aid Allocations and Budget Policies Report, and Office of Planning and Research

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

Assessment Results: (Based on full-time employment)

		2016-2017	**2017-18**	**2018-19**	**2019-20**
Pinehurst Campus	% Minority Faculty/Staff at Pinehurst Campus	20%	23%	24%	24%
	% Minorities Moore County	23%	23%	23%	23%
Hoke Campus	% Minority Faculty/Staff at Hoke Campus	86%	71%	86%	67%
	% Minorities Hoke County	59%	60%	60%	61%

Use of Assessment Results:
2016-17: "Use of Assessment Results" unavailable.

2017-18: Diversity, in all its forms, continues to be a top priority. The college realizes and values that better outcomes are achieved when diverse people work together.

2018-19: Being in a diverse environment fosters understanding and helps our employees and students formulate educated opinions and decisions. The increases we have achieved over the last few years has supported our goal of diversity recruitment. We will reach out for more ways to attract and retain a diverse employee population to support our goal of enriching our students' educational experience.

2019-20: In this era of Black Lives Matter, it is even more important to pursue diversity in our recruiting and employment. Having representation from a diverse community of employees is important for our students to "see" themselves in our ranks. Human Resources is committed to working closely with the Diversity Committee to find ways to enhance our recruitment and hiring strategies to enhance the diversity of our employees and our campus community.

Source of Documentation: Statistics retrieved from Census Bureau: Population Estimates and NCCCS EEO-1; based on full-time employment

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

Assessment Results 2016-17: Achieved. 100%
Assessment Results 2017-18: Achieved. 100%
Assessment Results 2018-19: Achieved. 100%
Assessment Results 2019-20: Achieved. 100%

Use of Assessment Results:

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

2017-18: Ensuring that faculty meet SACSCOC credentials is an ongoing process. If faculty take on new teaching assignments or teach in a new discipline, credentials are re-examined.

2018-19: Department chairs, the Dean of Instruction, and HR continue to work together to ensure that all faculty carry the appropriate credentials.

2019-20: Credentials are reviewed during the hiring process. If there is a question, the department chair shares the information and concerns with the Dean of Instruction and Vice President of Academic Affairs for their review. If SACSCOC requirements are not met, the individual is not hired.

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

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

Assessment Results 2016-17:

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

Assessment Results 2017-18:

a. Financial	No major findings.
b. Information Services	Audit to be completed March 2019.
c. SCC Foundation	Achieved. Completed March 2018.
d. Program (FTE)	Achieved.

Assessment Results 2018-19:

a. Financial	No audit performed.
b. Information Services	Achieved. Last completed audit for 2017-18. No major findings.
c. SCC Foundation	Achieved. Completed March 2019.
d. Program (FTE)	No audit in 2018-19. Next audit will be 2019-2020 academic year.

Assessment Results 2019-20:

a. Financial   The college will be audited in December 2020 for this fiscal year. An update will follow once a final audit report is received.

b. Information Services   Achieved. Last completed audit for 2017-18. No major findings.

c. SCC Foundation   Achieved. Completed June 2020.

d. Program (FTE)   Achieved. Compliance review performed in February of 2020.

Use of Assessment Results:
2016-17:
6.5 a. The college is audited on a bi-annual basis. The year is not completed, but will not be audited this fiscal year.

6.5 c. The Foundation will be audited and it should be completed by the third quarter of 2017-18. College staff and faculty will use established policies and procedures to continue to strive for successful audits in all areas.

2017-18:
6.5 a. The College received a clean audit with no findings.

6.5 c. The Foundation received a clean audit with no findings.

6.5 d. This was a program compliance review year, with the review being completed in January 2019. No major finds were found. We did receive a coaching letter regarding Career and College Promise processes. The changes suggested in the letter were already in progress for the current academic year during the review process.

2018-19:
6.5 a. The College is audited on a bi-annual basis. The financial statements are complete in September of 2019 but will not be audited this fiscal year.

6.5 b. The physical security audit of the information technology services data center is performed every two years and is a part of the financial audit. Information Technology Services will continue our work to ensure that data integrity continues to be at the forefront of our daily activities and responsibilities. We will continue to stay current in software and hardware as industry trends change. Additionally, we will continue following the statewide information security standards.

6.5 c. The Foundation received a clean audit with no findings.

6.5 d. No audit this year. Next audit will be 2019-2020 academic year.

2019-20:
6.5 a. The college audit report will be available in the first quarter of 2021.

6.5 b. No audit for the physical security was done during this fiscal year.

6.5 c. The Foundation received a clean audit with no findings. An RPF for Audit Services has been issued for the Foundation for the 2020 – 2021 audit.

6.5 d. The February 2020 audit of the 2018-2019 Academic year resulted in no major findings. The college was coached on its CCP records and processes. The appropriate staff will work on ways to improve both.

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

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

Assessment Results 2016-17: Achieved. 126 members
Assessment Results 2017-18: Achieved. 137 members; 159 including "soft credited" major givers
Assessment Results 2018-19: Achieved. 148 members; 225 including "soft credited" major givers.
Assessment Results 2019-20: Achieved. 211 members/141 members at the $1,000+ level

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

2017-18: Gift analysis for the 2017-18 fiscal year shows that 36 new Guarantors joined as a result of the board hosted new Guarantors recruitment events, however at that same time 22 Guarantors missed the year because they made a major gift ($5,000+) to the campaign. The Foundation's Development Committee is planning at least three more Guarantor recruitment events in the fall of 2018, and three for the spring of 2019. It is expected that Guarantors participation will continue to increase. The overall goal is to reach a total of 200 members with the inclusion of "soft credited" major gift donor participants.

2018-19: The 2018-19 fiscal year saw the trend in increasing Guarantors continuing with board members events hosted in the fall and spring semesters. There was a large increase in our "soft credited" Guarantors group and the goal of breaking 200 in total was achieved. Over 100 of our current Guarantors have pledged to continue giving to the program for the next five years as a result of personal calls from Dr. Dempsey.

2019-20: This was an unusual spring semester of giving for the Guarantors program because of COVID-19. A special appeal was sent by email asking for emergency support for the Guarantors Program. Nearly 70 new donors responded to this appeal adding over $50,000 to the usual Guarantors fundraising. These additional funds were targeted to immediate needs for students impacted by the shift to online learning caused by the coronavirus. Laptops and emergency aid were the primary uses for these additional funds however some were also directed to Continuing Education.

Source of Documentation: Foundation Office files and records

6.7 Measured Outcome *(criteria for success):* The SCC Foundation will annually make available *at least $125,000 for professional development and educational advancement* of the College's faculty and staff.

*Measure changed in 2019-2020. Previous measure: "The SCC Foundation will annually make available up to $40,000 for the educational advancement of the College's faculty and staff." This outcome was changed to better reflect the overall contribution made available by the DCC Foundation to the professional development programs of the college.

New Measure:
Assessment Results 2019-20: Achieved. Budgeted **-** $135,904

New Measure Use of Assessment Results:
2019-20: The SCC Foundation currently funds 15 separate budget lines specifically restricted for professional development and educational advancement for the College's faculty and staff. These include funds to support faculty and staff enrolled in the Dedman Business Leadership Program, funds for sabbaticals, educational advancement, FDC, TLC, program-specific professional development, international travel, and other leadership and collaborative development programs.

Previous Measure:
Assessment Results 2016-17: Achieved. $23,283
Assessment Results 2017-18: Achieved. $18,039 – 2017-18 year-specific costs
(The 2017-18 actual costs total $42,039 as the result of an additional, one-time cost of $24,000.)
Assessment Results 2018-19: Achieved. $12,043.62
($9,828 expended with an additional $2,215.62 outstanding for anticipated reimbursements this year.)

Previous Measure Use of Assessment Results:
2016-17: Nine college employees took advantage of EEAP for 2016-17. A budget of $40,000 was made available, and unused funds will be saves for future years of used for other employee professional development programs.
2017-18: EEAP has decreased in participation over the past two years as SCC employees complete programs and new applications are not received for the program. $24,000 of the 2017-2018 total is a one-time expense the covers two faculty member's three-year totals. The one-time cost was in fact an EEAP expense for two faculty doctorates. The $24,000 payment was three years' worth of tuition for two people all paid in their final year. $40,000 is still budgeted and made available, and overall, the program funding should be strengthened for the future as the endowment builds for potential use in future years.
2018-19: EEAP expenses are currently under budget. The savings realized through this decrease in expenses have allowed the Foundation to award more sabbaticals and continue funding for International Committee activities. $40,000 is still budgeted and made available; however, even with use for the aforementioned additional purposes, this more conservative budgeting and lower expenditures have strengthened these endowed funds for the future.

Source of Documentation: Foundation Office files and records

6.8 **Measured Outcome** *(criteria for success):* At least 50% of full-time faculty and staff will be actively involved, on an annual basis, in at least one governance arm of the college.

Assessment Results 2016-17: Achieved. 55%
Assessment Results 2017-18: Achieved. 56%
Assessment Results 2018-19: Achieved. 54%
Assessment Results 2019-20: Achieved. 53%

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

2017-18: Out of a total of 266 full-time employees, 150, or 56%, of full-time faculty and staff participated in campus committees. Two additional faculty members were included in the Campus Planning Committee, two additional in the Integration Technology Committee, and one additional in the Student Success Committee. Three committees, the Behavior Intervention Team, the Emergency Preparedness Committee, and the Business Continuity Committee, will be involved in establishing procedures for the safety and security of the college in 2018-19.

2018-19: Out of a total of 269 full-time employees, 146, or 54%, of full-time faculty and staff participated in campus committees. Four committees, the Behavior Intervention Team, the Emergency Preparedness Committee, the Hall of Fame Committee, and the Business Continuity Committee, replaced committees or were added to the committee list for 2018-19.

2019-20: Out of a total of 263 full-time employees, 140, or 53%, of full-time faculty and staff participated in campus committees. Several committees, including the Diversity, Hall of Fame, and Library committees, increased their membership either because there was more interest from faculty and staff, or the committee chairs decided to include additional people from outside the college (donors, former faculty and staff members, etc.). The QEP Advisory Committee was disbanded after the five-year QEP report was recently completed, and the Residency Appeals Committee was disbanded.

Source of Documentation: Membership list in President's Office

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

Assessment Results 2016-17: Achieved.   0.0009% (5 incidents)
Assessment Results 2017-18: Achieved.   0.0005% (2 incidents)
Assessment Results 2018-19: Achieved.   0.0008% (4 incidents)
Assessment Results 2019-20: Achieved.   0.0006% (3 incidents)

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

2017-18: The emergency preparedness committee and the behavior intervention team have worked closely together for the safety of both the Moore and Hoke campuses. Active shooter training, classroom management sessions, and first aid classes have been offered throughout the year.

2018-19: The Campus Police have focused efforts on the improvement of campus vigilance, officer presence and visibility, and officer response time.

2019-20: Campus police will focus efforts on community based policing by having officers visit classes to discuss safety issues both on and off campus.

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

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

Assessment Results 2016-17: Partially achieved. 83.8% Faculty, 97.5% Staff
Assessment Results 2017-18: Partially achieved. 87.9% Faculty, 94.6% Staff
Assessment Results 2018-19: Achieved. 96.2% Faculty, 94.9% Staff
Assessment Results 2019-20: Achieved. 97.8% Faculty, 94.1% Staff

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

2017-18: The College has given faculty a greater voice in strategic planning and resource allocation by hosting a Coordinators' Retreat and a Department Chairs' Retreat prior to the formal strategic planning meetings by the senior administration. During these retreats, faculty representatives are encouraged to discuss challenges, opportunities, concerns, and ideas to support their programs specifically and the college and students in general.

2018-19: Faculty and staff continue to be the focal point of the College Strategic Plan. The planning process begins with an off-site, day long retreat for employees to discuss current issues as well as plan for the future. This input had been instrumental in forming the base for strategic planning for the last three years. With a new Dean of Planning and Research in place, there is also an ongoing

effort to include all faculty and staff in a dialogue regarding the planning process and the role each of them plays.

2019-20: Faculty and staff involvement in planning, committee work and the budgeting process have continued to increase each year. Efforts to include a campus-wide approach have increased transparency and overall knowledge while producing better results for the college.

Source of Documentation: Office of Planning and Research, Faculty and Staff Survey Q1, as of 2020 Q7.

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

	2016-17 Satisfied	2017-18 Satisfied	2018-19 Satisfied	2019-20 Satisfied
Mail and delivery service	100%	99%	98%	99%
Maintenance response to work order requests	99%	99%	99%	98%
Physical Plant services for special events, meetings, etc.	100%	98%	100%	100%
Campus lighting	94%	99%	97%	96%
Maintenance of campus grounds, roads and walkways	99%	99%	99%	100%
Campus renovations and new construction meeting program needs	97%	94%	96%	95%
Condition of campus classrooms	94%	91%	93%	94%
Condition of buildings with regard to interior facilities	93%	92%	92%	93%
Campus housekeeping	87%	86%	87%	89%

Assessment Results 2016-17: Partially achieved. (8/9 areas achieved)
Assessment Results 2017-18: Partially achieved. (8/9 areas achieved)
Assessment Results 2018-19: Partially achieved. (8/9 areas achieved)
Assessment Results 2019-20: Partially achieved. (8/9 areas achieved)

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

2017-18: Physical plant services continue to excel in meeting the needs of the entire campus. Improvements in lighting through the performance contract project were key to safety and satisfaction.

2018-19: Physical plant services continues to offer training to staff in all trades to maintain high quality levels of service. Greater planning of campus building renovations and new construction have taken place to ensure departmental success for faculty, staff, and students.

2019-20: The Physical Plant department has made improvements in all areas of service provided to all people of SCC through newer technology, procedural changes, and training.

Source of Documentation: Office of Planning and Research, Faculty and Staff Survey Q4, as of 2020 Q13.

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

Assessment Results 2016-17: Achieved.
Assessment Results 2017-18: Achieved.
Assessment Results 2018-19: Achieved.
Assessment Results 2019-20: Achieved.

Use of Assessment Results:
2016-17: The new Safety and Environmental Committee Chairman Vernon Morrison was installed in October of 2016. New committee members will be selected in October of 2017. Safety inspections have been conducted through out the year with 1221 safety work orders created and completed. With the full time position of the Safety Coordinator, he has been conducting safety inspections year round which has identified many minor potential safety violations. Corrected measures have taken place to create a safer work place to teach and for students to learn.

2017-18: The Physical Plant has addressed and corrected several potential safety hazards which were identified by the committee. Safety committee has begun a new service for safety inspection on remote sites.

2018-19: The Physical Plant has addressed and corrected several potential safety hazards which were identified by the committee. Safety committee inspections at remote sites have taken place with all submitted works being completed.

2019-20: The Physical Plant has addressed and corrected several potential safety hazards, which were identified by the committee. The new COVID-19 pandemic has created a new real of safety concerns for SCC. The safety committee will address these new concerns moving forward.

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

6.13 Measured Outcome *(criteria for success):* 90% of faculty and staff surveyed on the annual Faculty and Staff Survey will indicate their satisfaction with the assistance provided from the Office of Planning and Research with annual program reviews and outcomes assessment.

Assessment Results 2016-17: Achieved. 93%
Assessment Results 2017-18: Achieved. 93%
Assessment Results 2018-19: Achieved. 93%
Assessment Results 2019-20: Achieved. 98%

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

2017-18: The entire IE process continues to be refined with new forms and a less cumbersome process for programs that are in the non-intensive years of program review. The revision places an emphasis on following up with action items identified during the intensive review process creating a dual purpose of accountability for units and for administrators.

2018-19: A focus area this year was increased and timely communication with directors and coordinators. Non-intensive program review forms were released much earlier this year so that department directors had more time to complete the document. Intensive program review instructional programs were divided between two Planning & Research staff members to ensure coordinators received support and continuous feedback during the process. Increased one-on-one attention regarding department outcomes was also added.

2019-20: A major, current focus is outcomes assessments. Training documents and individual training sessions have been provided to faculty and staff. All directors and coordinators going through the intensive review process receive a notebook that includes the department's campus-wide outcomes, program review documents, SACSCOC standards, and all other P&R-related documents.

Source of Documentation: Office of Planning and Research, Office of Planning and Research Faculty Staff Survey Q17 (prior to 2020, Q11)

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

Assessment Results 2016-17: Achieved.
$1,616,703
Assessment Results 2017-18: Achieved.
$2,595,050 in cash and $2,556,945 in non-estate-gift pledges
Assessment Results 2018-19: Achieved.
$2,159,925 in cash and $1,000,000 in non-estate-gift pledges

Assessment Results 2019-20: Achieved.
$2,388,406 in cash

Use of Assessment Results:
2016-17: The Foundation Staff would note that this data measures July 1, 2016 to May 25, 2017 - leaving out one month of the fiscal year in progress. Considering known regular donations to be received, it is anticipated that this figure is expected to grow by $60,000+ before June 30. The Foundation is beginning a capital campaign, and hope to see a significant increase in giving over the next two years.
2017-18: The Foundation's Capital Campaign was announced to the public on May 15, 2018, and in the preceding year over $7.2 million in cash, pledges, and estate commitments has been received. These are the totals without the estate commitments included. The campaign's public goal is to bring in $10 in total, and internally the goal is to raise at least another $2.5 million in endowed scholarships, and $650,000 for Nursing and Health Science program support.

2018-19: The Foundation's Capital concluded successfully in the spring semester of 2019 with over $15 million counted in new gifts and commitments made during this time. The breakdown of $15M+ in gifts beginning in 2017 includes: over $8,800,000 received in cash in the past two and a half years (this figure includes estate gifts realized during this time); over $3,500,000 in formal pledges to be received over the next five years; over $1,000,000 in informal commitments (most cannot be booked because of payment source – donor advised fund or family foundation); over $3,000,000 in NEW estate commitments disclosed or made during the course of the campaign; over $2,000,000 in estate gifts on record (already known, not counted in campaign) were confirmed during the campaign.

2019-20: This year continued payment of pledges from the college's capital campaign. Additionally, not listed in the above total there were over $1,265,000 in estate gifts received. There was also a new $1,000,000 pledge for an estate gift received. New commitments for the new Nursing & Health Science building, Foundation Hall, continue to be pursued, and will remain a priority in the coming years until that building is competed.

Source of Documentation: SCC Foundation Office

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

Assessment Results 2016-17: Achieved. 96%
Assessment Results 2017-18: Achieved. 96%
Assessment Results 2018-19: Achieved. 95%
Assessment Results 2019-20: Achieved. 96%

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

2017-18: Information Technology Services, faculty, and administration work together to ensure students have the technology they need to be successful.

2018-19: Information Technology Services (ITS) and campus administration are working to install more wireless access to the campus. ITS realizes wireless access has become a necessity for our students.

2019-20: The need for more wireless is noted and being addressed. We are working to add wireless to common areas. We will also be upgrading aging wireless equipment to better meet the wireless needs of the campus.
Source of Documentation: Office of Planning and Research, Current Student Survey Q7, as of 2020 Q8.

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

Assessment Results 2016-17: Achieved.   97%
Assessment Results 2017-18: Achieved.   95%
Assessment Results 2018-19: Achieved.   93%
Assessment Results 2019-20: Achieved.   90 %

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

2017-18: Information Technology Services continues to be responsive to faculty and staff needs as well as proactive in data security precautions.

2018-19: Information Technology Services will continue to produce the PC Replacement Plan to ensure that faculty and staff have adequate computing devices for work purposes. ITS is also planning to have the Campus moved to Windows 10 by January 2020.

2019-20: Information Technology Services (ITS) will continue to anticipate and address the technology needs of the campus. Much of the downward trend of this outcome is attributed to the shift in wireless needs on campus as seen in the comments of the student and faculty/staff surveys. When the existing wireless system was implemented, it was installed to be used on a limited basis only in certain areas. As technology trends and needs have evolved, high capacity wireless is a necessity to our students, faculty, and staff. Every person on campus has two or more wireless devices that connect to the Sandhills Community College wireless system. The added devices and construction of the campus buildings have contributed to the downward satisfaction trend of this outcome. To address this need, we have started the upgrade the wireless network; ITS will be extending high capacity wireless access to campus building and outdoor locations based on user needs.

Source of Documentation: Office of Planning and Research, Faculty and Staff Survey Q5, as of 2020 Q11.