Institutional Effectiveness Manual 2011-2012

Administrative Departments and Continuing Education

Southwestern Community College

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Introduction

WHAT IS INSTITUTIONAL EFFECTIVENESS?

Institutional effectiveness (IE) essentially involves two questions. The first question focuses on what a college (and each of its departments/programs) intends to do. This relates to the vision and mission, specifically where the college (or department) wants to go, what it wants to become and how it will get there. The second question relates to and flows from the first- how well is the institution (or department) doing its job in order to arrive where it wants to be or to become what it wishes to be.

Simply stated, institutional effectiveness involves:
- X   establishing a clearly defined mission or purpose
- X   formulating educational goals consistent with this mission
- X   developing and implementing procedures to evaluate the extent to which goals have been achieved, and
- X   using the results of evaluations to improve programs and services of the college.

WHY IS INSTITUTIONAL EFFECTIVENESS IMPORTANT?

Over the past decade, colleges have come under increasing scrutiny by legislative bodies, accrediting agencies and the public in general. All of these groups are demanding more accountability on the part of individual colleges. As a result, institutional effectiveness is now a primary consideration at colleges throughout the nation. All college employees who have been involved in a reaccrediation visit by the Southern Association of Colleges and Schools (SACS) would agree that institutional effectiveness was a central theme to that visit. In addition, the concept of performance based funding for colleges is gaining momentum and has been implemented to varying degrees in a number of states. South Carolina and Tennessee are examples of two states that have adopted a form of performance based funding for community colleges. The North Carolina Community College System made an important step in this direction with the implementation of the Performance Measures and Standards. For additional information on this topic, please refer to Appendix I.

While meeting the requirements of these **external** bodies underscores the importance of institutional effectiveness, the **internal** applications are even more important. Institutional effectiveness provides a mechanism whereby colleges can assess and improve its programs and services (both academic and administrative). This enables the college to better serve and meet the needs of its students and other customers.

WHO IS RESPONSIBLE FOR INSTITUTIONAL EFFECTIVENESS?

Without question, institutional effectiveness is the responsibility of all employees of the college. While some may be surprised by this answer, a successful institutional effectiveness effort demands the interest and participation of everyone. At Southwestern (as well as at most other colleges) the Institutional Research and Planning Office **coordinates** the institutional effectiveness activities of the college. This is the appropriate role for any institutional research/institutional effectiveness department.

The Institutional Effectiveness Process at SCC

Like most colleges, the institutional effectiveness process at SCC has been an evolutionary journey shaped by changes in the requirements of the System Office, changes in the SACS Criteria, changes in college leadership and philosophy, and changes in theory and practice in the institutional effectiveness discipline. Throughout these series of changes, the overall commitment of the college to institutional effectiveness has remained firm as has the image of the college as a leader in this field among community colleges in the state. The college has put a number of initiatives and practices in place to contribute to the overall institutional effectiveness of the institution. These activities and practices are described in the following sections of this document and are also outlined in the SCC Institutional Effectiveness Calendar, located in Appendix II.

The institutional effectiveness process at the college begins with the college vision, mission and goals. Each of these elements are reviewed and if necessary, modified on a regular basis. The current version of the college vision, mission and goals is listed in the following section and was approved by the Board of Trustees on July 23, 2002.

Vision

Southwestern Community College will be:
    A **Gateway** for enriching lives and broadening horizons
    A **Guiding Force** in growing and caring for our mountain community
    A **Creative Partner** in collaborative solutions

Mission Statement

Southwestern Community College is a comprehensive learning and teaching institution offering high quality innovative instruction and support to all who need and value these services. Seamless links with the community, advanced technology and a culturally rich environment promote student achievement and academic excellence.

Southwestern Community College accomplishes its mission through customer focus, continuous improvement and teamwork:

X   to awaken the potential of each student, offering multiple pathways for learning what is important to know and to do -- giving coherence and meaning to the total educational experience,

X   to aggressively pursue the most current technologies while maintaining a nurturing atmosphere which appreciates the value of every individual,

X   to be a catalyst for community service -- removing barriers, creating linkages, building relationships and integrating resources to enhance the quality of life,

X   to be a leader in economic development and a mindful steward of the natural and cultural resources of the area,

X   to prepare citizens to live, learn and work in a diverse global village.

Institutional Goals

The College Will...

1.   Seek excellence in learning and teaching for transfer, vocational and technical education, literacy development, business and industry training and life long learning in an accessible format to serve a diverse population.

2.   Maintain a nurturing learning environment by providing comprehensive support and intervention services for every individual.

3.   Proactively identify, acquire and maintain college resources to support the vision, mission and goals of the college.

4.   Attract and retain quality employees and provide for their personal and intellectual growth.

5.   Develop cooperative community-based relationships which contribute to the cultural, economic, educational and social betterment of the region.

6.   Assess institutional effectiveness as part of the planning and renewal process based on continuous improvement principles.

7.   Effectively promote the college to the community.

Southwestern Community College
Institutional Priorities

Criteria for College Annual Priorities

The planning process at Southwestern Community College requires that all annual priorities be consistent with the long-term goals of the institution. In addition, all priorities must address at least one of the following criteria:

☐ Contribute Toward **Enrollment Growth** at the College

☐ Contribute Toward **Income Growth** Through Enrollment Growth at the College

☐ Contribute Toward the Ability of the College to Receive **External Funding**

☐ Contribute to Overall **Efficiency** at the College

☐ Enhance the Overall **Quality** of the Programs or Services of the College

☐ Contribute Toward the **Sustainability** of Programs or Services of the College

☐ Help Students **Attain** Their Educational and/or Career Goals

☐ Enhance the Ability of the College to Provide Those Services Which Will Assist the General **Advancement** of Those Communities in Jackson, Macon and Swain Counties

Southwestern Community College
Institutional Priorities for 2011-12

The process for the selection of annual institutional priorities begins with the President's Council where members submit their recommendations. Members then assign points to the recommended priorities. Those priorities receiving the highest point totals are submitted to the Executive Council for final review and approval. Following these steps, the following priorities were adopted as Southwestern's institutional priorities for 2011-12.

1. Manage College Resources Wisely During the Economic Recession
2. Prepare for SACS 5th Year Review
3. Effectively Implement and Integrate the Title III Grant into College Operations
4. Pursue Enrollment Growth
5. Enhance Student Learning, Faculty Teaching & Business Operations Through Technology

The following section demonstrates how each of these priorities are linked with (and help support) the college's long-term goals. In addition, the following section also includes key benchmarks which were developed to help assess progress in meeting each priority.

2011-12 Institutional Priorities and Benchmarks by College Goal

> 1. Seek excellence in learning and teaching for transfer, vocational and technical education, literacy development, business and industry training and life long learning in an accessible format to serve a diverse population.

- As a component of the priority to Pursue Enrollment Growth, the college will:
  - X Achieve growth in both curriculum and continuing education by concentrating on programs with particularly strong and sustainable growth potential

- As a component of the priority to Pursue Enrollment Growth, the college will:
  - X Implement various student success initiatives via the Student Success Committee to achieve higher retention rates

> 2. Maintain a nurturing learning environment by providing comprehensive support and intervention services for every individual.

- As a component of the priority to Effectively Implement and Integrate the Title III Grant into College Operations, the college will:
  - X Implement and/or enhance activities designed to improve student persistence and success as part of the Title III Grant, including the Early Alert Retention Initiative, the First Year Experience Initiative, and the Disability Services Initiative

- As a component of the priority to Pursue Enrollment Growth, the college will:
  - X Implement various student success initiatives via the Student Success Committee to achieve higher retention rates

> 3. Proactively identify, acquire and maintain college resources to support the vision, mission and goals of the college.

- As a component of the priority to Manage College Resources Wisely During the Economic Recession, the college will:
  - X Develop the college budget based upon state appropriations
  - X Seek additional funding sources to supplement college resources
  - X Quantify resource needs of the college through the budgeting process
  - X Implement the Resource Development Plan to meet identified college resource needs

Χ Identify and manage the necessary resources to furnish and equip the Burrell Building

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3. Proactively identify, acquire and maintain college resources to support the vision, mission and goals of the college. (Cont.)

- As a component of the priority to Effectively Implement and Integrate the Title III Grant into College Operations, the college will:
  - Χ Implement activities designed to strengthen business processes and data management as part of the Title III Grant, including: adopt and operationalize a campus-wide document imaging system,

  - Χ Implement activities designed to improve student persistence and success as part of the Title III Grant, including achieve virtualization of off-campus college labs

  - Χ Implement activities designed to Stabilize and Diversify Financial Resources as part of the Title III Grant - initiate a planning process for a capital campaign, including the securing of the consultant to guide the Endowment Campaign

- As a component of the priority to Enhance Student Learning, Faculty Teaching, and Business Operations Through Technology, the college will:
  - Χ Install the network infrastructure including wireless access points at all college locations
  - Χ Continue to improve and implement multiple college-wide software programs including the Web Portal, GroupWise, Google Apps and Google Calendars
  - Χ Continue to enhance the college phone system at other off-campus locations
  - Χ Develop a strategy for installing the required technology-related resources for offices and classrooms in the Burrell Building

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4. Attract and retain quality employees and provide for their personal and intellectual growth.

- As a component of the priority to Effectively Implement and Integrate the Title III Grant into College Operations, the college will:

X Track the success of the Disability Coordinator & Student Success Coordinator positions

X Implement training sessions for Informer data query and reporting software

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5 Develop cooperative community-based relationships which contribute to the cultural, economic, educational and social betterment of the region.

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6. Assess institutional effectiveness as part of the planning and renewal process based on continuous improvement principles.

- As components of the priority to Manage College Resources Wisely During the Economic Recession, the college will:
    - X Quantify resource needs of the college through the budgeting process
    - X Implement a Resource Development Plan to meet identified college resource needs

- As a component of the priority to Engage in the SACS 5th Year Review Process, the college will:
    - X Create team/assign responsibility for addressing various components of the 5th Year Report
    - X Develop a schedule to enable completion of the 5th Year Report by the Fall 2012 deadline
    - X Complete all requirements for the 5th Year Report by June 30, 2012 in anticipation of Fall 2012 deadline
    - X Implement Compliance Assist! Software for SACS 5th Year Report process

- As components of the priority to Effectively Implement and Integrate the Title III Grant into College Operations, the college will:
    - X Track the success of the Disability Coordinator & Student Success Coordinator positions

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7. Effectively promote the college to the community.

- As a component of the priority to Pursue Enrollment Growth, Southwestern will:
    - X Further refine the college-wide marketing plan, integrated with the recruiting plan and aligned with college priorities and the budget

process that includes a clear message, powerful publications, and targeted advertising

KEY COMMITTEES

At this time there are three primary committees at SCC that are involved with institutional effectiveness activities/issues. Each of these committees, including the primary focus, membership structure and other information is described in the following narrative.

<u>President's Council</u>
The President's Council is designed to provide broad-based participation in the college planning process. The President's Council consists of 24 members. Fourteen membership seats are permanent and include the president, all five vice-presidents, the Director of Human Resources and Facility Development, the Executive Director of the SCC Foundation, the Institutional Research and Planning Officer, the Public Information Officer, the three academic deans, and a Faculty Senate representative. Ten membership seats are at-large and include six members from Instructional Services (one faculty member from each division, one Library/LAC representative, and two at-large members), one representative from Student Services, two representatives from Extension Education & Services, and one representative from Administrative Services. At-large members serve for two years. The chair position rotates within the Council. This group primarily serves in an advisory capacity. The Council provides feedback in the following areas:

X   The college mission, vision, values, and long-range goals (up-dated at least every five years).

X   Annual planning assumptions (which will serve as the basis for the annual priorities/objectives/initiatives).

X   Annual priorities/objectives/initiatives for the college.

X   Monitoring college internal measures and monitoring progress in achieving annual priorities/objectives/initiatives.

X   President's Council typically meets three to four times per year- January, April, September/October, and sometimes in November/December.

X   The President's Council address issues with institution-wide significance on an as-needed basis.

X   Provides a forum for members to provide input and/or voice concerns from their department/area of campus.

<u>Institutional Effectiveness Committee</u>
Of all college committees, this one is most intimately involved with institutional effectiveness activities of the college. This committee is an outgrowth of the former Outcomes Assessment Team. In 1998 the scope of the Outcomes Assessment Team was broadened to include not only the outcomes assessment process, but also all institutional effectiveness processes at the college. As a consequence, this group was renamed the Institutional Effectiveness (IE) Committee. The IE Committee provides input into institutional effectiveness methodology, survey design and content, and related matters. This committee is primarily advisory. All recommendations from this committee are forwarded to the Executive Council. At this time the committee has twelve members. Membership includes representation from Administrative Services, Extension Education & Services, Information Technology & Telecommunications, and Instruction & Student Services. Members are appointed by the respective vice-president in their area. The following individuals will serve on this committee for 2011-12:

- Scott Baker
- Faculty Senate Representative
- Toni Holland
- Debra Klavohn
- Diania McRae
- Delos Monteith
- Barb Putman
- Eric Sarratt
- Ryan Schwiebert
- Hilary Seagle
- Scott Sutton
- Phil Weast

PLANNING/OUTCOMES DOCUMENT

As its name implies, institutional effectiveness is an issue with college-wide significance. However, much of the activity occurs at the department or program level. Examples of departmental/program planning efforts at the college include the Outcomes Assessment Report (an annual academic program report which was initiated in 1992) and the Advance Planning Report (also an annual report which was initiated in 1997 and required for both academic and administrative programs/departments). Because of the similarities and overlaps between these two reports, they were combined into one report beginning with the 2000-2001 planning period. The resulting report is the Planning/Outcomes Document, which serves as the college's primary institutional effectiveness tool at the departmental level. This report combines the best attributes of the Outcomes Report and the Advance Planning Report into one document simplifying the planning process for college programs and departments. This document is designed to meet the planning requirements of both SACS and the System Office, while also serving the internal planning needs of our individual departments.

Preparation of the Planning/Outcomes Document is basically a two-step process that begins in July (for administrative units) and August (for academic programs) each year. This two-step process involves:

1. Assessing the extent to which departmental goals/outcomes from the prior year were achieved (closing the loop on the previous year) and,

2. Developing the departmental goals/outcomes for the current academic year.

A sample Planning/Outcomes Document is included on the next page. The sample form includes **examples of responses** to the different categories that comprise the document. These examples are only intended as responses you may wish to consider when completing the plan for your area.

A narrative which details the various components of the planning outcomes is also included in the following section.

PLANNING/OUTCOMES DOCUMENT

Name of person(s) completing form:	Delos Monteith	**Curriculum/Department:**	Institutional Research & Planning

Purpose/Mission Statement	**Vision Statement, 3-5 years**
The purpose of the Institutional Research & Planning Office is to facilitate college-wide planning, research and institutional effectiveness efforts by: ▪ Collecting, organizing and reporting information about the programs and services of the college ▪ Coordinating college-wide planning and evaluation activities ▪ Coordinating and documenting institutional-level evaluation of programs and services ▪ Providing information and reports as requested/required, to agencies and offices external to the college, such as the North Carolina Community College System Office or the Southern Association of Colleges and Schools	To gain recognition (both internally among SCC's faculty and staff as well as externally among other community college planners/researchers in the state and personnel at the North Carolina Community College System Office) as a leader in the field of research and planning.

Departmental Strengths	**Departmental Weaknesses**
▪ Planning/Research Officer has 15 years of experience in this field at the community college level and over 25 years of experience in research & data analysis ▪ Department has a reputation within the college of fairness, integrity and competence ▪ Department viewed as a leader among planning/research departments within the North Carolina Community College System	▪ Current staffing only consists of one full-time and one part-time employee. Most similar size institutions have two or more full-time employees.

Departmental Opportunities	**Departmental Threats**
▪ Opportunity to assist decision-making at the college ▪ Opportunity to further institutional effectiveness activities at the college ▪ Opportunity to assist SACS compliance efforts at the college	▪ Current state budget limitations could impact ability to update equipment, software, and professional development/training needs.

College Goals	Dept. Goal #	**2010-11 Department Outcomes/Goals**	**Success Criteria** (Method for measuring extent to which outcome is achieved)	**Plan of Action** (including resources needed)
6	1	College faculty and staff will be satisfied with the responsiveness of this department to research, information and/or planning requests	Achieve a mean rating of 3.4 (out of a possible 4) on this area as measured by the Faculty & Staff Evaluation of College Services Survey	Include a question on this issue on the survey and monitor the results
6	2	Coordinate Performance Measures and Standards process at the college and communicate the institution's success in meeting the eight standards	Successfully submit all data elements for which college is responsible and verify accuracy of those data elements generated by the System Office	Compile data for those measures which college is responsible and submit by System Office due date. Review and, if necessary, correct data compiled by System Office

College Goals	Dept. Goal #	2010-11 Department Outcomes/Goals (Cont.)	Success Criteria (Method for measuring extent to which outcome is achieved)	Plan of Action (including resources needed)
6	3	College faculty and staff will agree that reports and publications produced by this department contain valid and reliable information	Achieve a mean rating of 3.4 (out of a possible 4) on this area as measured by the Faculty & Staff Evaluation of College Services Survey	Include a question on this issue on the survey and monitor the results
6	4	College faculty and staff will be satisfied with the level of support provided by this office to the program review efforts at the college.	Achieve a mean rating of 3.3 (out of a possible 4) on this area as measured by the Faculty/Staff Evaluation of College Services Survey.	Include a question on this issue on the survey and monitor the results.

Dept. Goal #	Results/Analysis for 2010-11 Outcomes Indicate the extent to which the criteria for each outcome/goal were achieved and the impact on your department. Be sure to utilize most current data available.
1	Achieved a mean of 3.64, easily exceeding the success criteria of 3.40. Having monitored the responses to this survey question for several years, one is struck by the consistency of the results. The positive results indicate a high satisfaction level by faculty and staff with this area. As this is a critical indicator for this department, it will continue to be monitored in the future.
2	Colleges are required to conduct two surveys associated with the Performance Measures and Standards- a survey of graduates from the prior year and a survey of non-returning students. Both of these surveys were administered and the compiled results were submitted to the System Office prior to the established deadline. In addition, the System Office has a required response rate which both surveys must meet in order for results to be considered valid. The Institutional Research & Planning Office was able to receive a sufficient number of completed surveys to meet the required response rate. Considerable effort was dedicated to verifying the results for those measures compiled by the System Office. For 2010-11, efforts primarily focused upon the verification of licensure exam results.
3	Achieved a mean of 3.54, easily exceeding the success criteria of 3.40. The score reflects the positive reaction to reports and publications produced by this department. Recent initiatives in this regard have concentrated on three areas: (1) making regular additions to current publications (such as the annual Fact Book), (2) adding new reports and publications as needed, and (3) increasing access to reports/publications produced by this department by placing links to these reports on the Institutional Research & Planning web page. The next effort regarding this outcome will be the development of a strategy to increase the awareness level concerning the wealth of reports and information available on the Institutional Research & Planning web page.
4	Achieved a mean of 3.58, easily exceeding the success criteria of 3.40. This outcome relates to an activity exclusively associated with the college's curriculum programs. Two key elements of the program review process are the graduate survey and the employer survey. Results from both surveys provide valuable feedback to curriculum faculty. Attaining good response rates is a growing challenge for both surveys, particularly for the graduate survey. Over the past five years response rates (while still solid) have steadily declined. This decline is in spite of varied strategies designed to elicit responses from those surveyed. It should be pointed out that Southwestern is not the only college facing this challenge, as other institutions have reported increasing problems in attaining survey responses from employers and graduates. Additional effort will be allocated to this issue in 2011-12, to increase survey response rates.

Use of Results
List at least one recent example of how you used the results to improve your program/department. Provide a sufficient level of detail to demonstrate how this improvement enhanced the operations of your program/department or the institution in general.

An important function for the Institutional Research & Planning Office is the monitoring , verification, and, in some cases, the collection of, data associated with the annual Performance Measures & Standards established by the North Carolina Community College System. This activity is a component of Outcomes #2. The Performance Measures consist of eight accountability indicators, and the success of all 58 colleges in the NCCCS in meeting these measures is evaluated annually. Colleges which meet the standard for all eight measures earn the distinction of Exceptional Performance and receive additional financial compensation from the state.

One of the eight measures is the satisfaction of graduates and non-returning students with the programs and services of the college. To meet this measure, colleges must receive a statistically valid sample size from individuals in the survey cohort. Also, at least 90 percent of those responding to the survey must indicate they were satisfied with the programs and services of the college. Typically, Southwestern (and most colleges in the NCCCS System) have easily met the 90 percent satisfaction requirement. However, meeting the requirement of a statistically valid sample has become increasingly challenging. For example, the response rate for the annual graduate survey declined from 61 percent for 2003-04 graduates to 45 percent for 2008-09 graduates. The response rate for non-returning students typically averaged around 11 percent. As a result of these response rates, the College was at risk of failing to meet the requirement for a statistically valid sample.

In order to increase the response rate, the Institutional Research & Planning Office requested funding in 2010 to entice members of both the graduate and non-returning cohorts to complete and return the survey. Specifically, $200 was allocated to allow enable both the graduate and non-returning student surveys to include a chance to win $100 cash for those completing and returning the survey. This strategy appeared to reap dividends as the response rate for the graduate survey increase to just over 50 percent. The response rate for the non-returning student survey demonstrated a modest increase to 12 percent. The increased response rate to both surveys enabled Southwestern to meet the sample size requirement established by the System Office.

College Goals	Dept. Goal #	2011-12 Department Outcomes/Goals	Success Criteria (Method for measuring extent to which outcome is achieved)	Plan of Action (including resources needed)
6	1	College faculty and staff will be satisfied with the responsiveness of this department to research, information and/or planning requests	Achieve a mean rating of 3.4 (out of a possible 4) on this area as measured by the Faculty & Staff Evaluation of College Services Survey.	Include a question on this issue on the survey and monitor the results.
6	2	Coordinate Performance Measures and Standards process at the college and communicate the institution's success in meeting the eight standards	Successfully submit all data elements for which college is responsible and verify accuracy of those data elements generated by the System Office	Compile data for those measures which college is responsible and submit by System Office due date. Review and, if necessary, correct data compiled by System Office

College Goals	Dept. Goal #	2011-12 Department Outcomes/Goals (Cont.)	Success Criteria (Method for measuring extent to which outcome is achieved)	Plan of Action (including resources needed)
6	3	College faculty and staff will agree that reports and publications produced by this department contain valid and reliable information	Achieve a mean rating of 3.4 (out of a possible 4) on this area as measured by the Faculty & Staff Evaluation of College Services Survey.	Include a question on this issue on the survey and monitor the results.
6	4	College faculty and staff will be satisfied with the level of support provided by this office to the program review efforts at the college.	(1) Achieve a mean rating of 3.3 (out of a possible 4) on this area as measured by the Faculty/Staff Evaluation of College Services Survey. (2) Increase the response rate to the graduate survey to 60%	(1)Include a question on this issue on the Faculty & Staff Survey and monitor the results. (2)implement strategies to increase the response rate to the Graduate Survey

Budget Item Description: (Budget items requested from college funds)	Current Year Budget:	Ongoing Operational Budget:	Expansion Budget:
Supplies-	$500	$500	$0
Equipment-	$0	$0	$0
Travel-	$1,000 (pending status of travel restrictions)	$1,000	$0
Program Accreditation-	$0	$0	$0
Other-	$0	$0	$0
TOTALS	$1,500	$1,500	$0

Purpose/Mission Statement
This section relates to the purpose/mission of your program or administrative department. This statement can be brief, but you should ensure that it does not conflict with the college mission statement. This statement sets forth the reason for the unit's existence and is descriptive of the unit's role within the overall college. The following example of a unit purpose/mission statement was developed by the financial aid office at a neighboring institution: *"We exist to serve students by reducing the financial barriers to educational goals."*

Vision Statement
While the mission statement should be a concrete and matter of fact description of the unit's scope within the overall context of the college, the vision statement should be a more creative expression. The vision statement should be a projection of what the unit will be in three to five years in the future. The following example of a vision statement was developed by SCC's Public Information Office: *"Will have the highest quality presence on the Internet among all community colleges in the nation; will have eliminated the need for film processing and printing via the uses of digital cameras and color printers; and will have surpassed Western Carolina University and regional hospitals for the dominant presence among local newspapers in the college three-county service area."*

Departmental Strengths
Departmental Strengths should be fairly evident for most areas. These are internal attributes possessed by individual departments. For example, a departmental strength might be- "the staff in this department have an average of twenty years experience at the community college level." Another strength might be the technology available in a particular department. For example, a departmental strength could be "this department possesses cutting edge technology resources that meet or exceed the resources available in similar departments in the North Carolina Community College System."

Departmental Weaknesses
Likewise, Departmental Weaknesses should be fairly evident for most areas as well. Also, as is the case with Departmental Strengths, Departmental Weaknesses are internal challenges which face individual departments. For example, a weakness could be- "this department is understaffed when compared to its counterparts at similar size community colleges in North Carolina." Another example might be that "the technology utilized by this department is outdated and hampers efficiency."

Departmental Opportunities
Departmental Opportunities may not be as evident as strengths or weaknesses. An example of a departmental opportunity would be "the rapid increase in the number of individuals age 65 and over in the college service area represents an opportunity to offer a wider array of personal enrichment continuing education classes." Another example would be "the development of a new Macon Campus provides an opportunity for the college to increase the number of Macon County residents enrolled in SCC programs."

Departmental Threats
In some instances there may be some difficulty distinguishing departmental weaknesses and departmental threats. However, there are some clear differences. A departmental threat is often an external circumstance which could have a negative impact on a

department. Departmental weaknesses are usually circumstances which are internal to a department. Also, departmental threats are often pending events which might have a negative impact on a department. An example of a departmental threat might be- "the migration of the college computer information system from the Unix System to Colleague has had a negative impact on the ability to access critical college data." Another example would be "the growth of enrollment by private distance learning institutions could have a negative impact on the ability of the college to recruit students in the future."

College Goals
This is the narrow column on the left edge of the planning/outcomes document. Departments should enter the college goal **number** that corresponds to each departmental goal in the adjacent column. Currently there are seven college goals- these are listed on page 4 of this manual. This demonstrates the linkage of departmental goals to the goals of the college. For example, most goals of the Institutional Research & Planning Office would correspond to College Goal 6- Assess Institutional Effectiveness as Part of the Planning and Renewal Process Based on Continuous Improvement Principles.

Dept. Goal #
Departments will number each of their unit goals/outcomes consecutively (for example 1 through 4). Be sure to list each unit outcome in its own row- do not include multiple outcomes in the same row.

2010-2011 Department Outcomes/Goals
Departments should enter their 2009-210 goals/outcomes in this section. These are the goals/outcomes that were developed **last year**. New departments/programs will leave this section blank.

Success Criteria
Departments should enter the success criteria for each 2010-2011 goals/outcomes in this section. Again, these were developed by all departments last year. Each criteria should be numbered in sequence with the goal it corresponds with. New departments/programs will leave this section blank.

Plan of Action
The plans of action developed last year by all departments should be entered in this section. This represents the steps necessary to achieve each outcome.

Results/Analysis for 2010-11
This is one of two sections designed to "close the loop" on those departmental goals/outcomes developed for the prior year. Basically, this section is designed to assess how well the department did in achieving the success criteria for each goal. Departments should utilize **the most current data available** to gauge the extent to which each criteria was met. For example, the Enrollment Services area may have listed a 2% fall to fall increase in retention as one of its success criteria for the 2010-2011 year. The department would list **the most current data** to assess how well it met this criterion. In addition to listing the actual results, departments will briefly describe how the department was

impacted by the results or any actions undertaken due to the results.

Use of Results
This is the other section designed to "close the loop" on those departmental goals/outcomes developed for the prior year. Basically, this section requires **at least one example of how your department used the results from the success criteria to make improvements.**

From a SACS perspective, this is one of the most critical sections of the planning document. In recent years SACS visiting teams have given special emphasis to the use of results in the planning cycle. The following scenario is an example how improvements can be documented. *"Based upon low satisfaction levels by distance learning students with the registration process (as documented by XYZ College's Distance Learning Survey), an online registration was implemented during the prior year. This action appears to have addressed this problem, as the percentage of distance learning students who indicated satisfaction with the registration process increased from 62 percent in 2010 to 88 percent in 2011."*

2011-2012 Department Outcomes/Goals
In this section all departments will list their outcomes/goals for the 2011-2012 year. I would suggest a rule of thumb, as advocated by Dr. James Nichols, one of the leading authorities on college planning and outcomes. Nichols recommends that four goals is the ideal number for a departmental plan. While departments are free to select more than four goals, I would concur that four or five goals that are appropriate and are well thought out, are preferable to eight or nine that may be less meaningful to the overall operation of a college department or program. **Each goal/outcome should be numbered.** Also, be sure to list the number of the college goal that corresponds most closely with each departmental goal/outcome. As stated earlier, a list of the college goals is available on page 4 of this document. Also, you should review the list of annual college priorities that are included in this document (beginning on page 5). You should evaluate how your departmental outcomes/goals relate to these institutional priorities. This connection is especially important if you are trying to justify additional resource needs for your area for the 2011-2012 year.

Finally, while this section is labeled goals/outcomes, departments should put an emphasis on outcomes. This is particularly critical in light of the focus by the Southern Association of Colleges and Schools (SACS) on outcomes and the use of results. The current relevant comprehensive standards state that *"the institution identifies expected outcomes, assesses whether it achieves these outcomes, and provides evidence of improvement based on analysis of those results in each of the following areas:*
> *3.3.1.1 educational programs, to include student learning outcomes*
> ***3.3.1.2 administrative support services***
> ***3.3.1.3 educational support services***
> *3.3.1.4 research within its educational mission, if appropriate*
> *3.3.1.5 community/public service within its educational mission, if appropriate"*

Admittedly, the development of measurable outcomes is somewhat easier for curriculum programs, which have been developing annual outcomes since the early 1990's. Curriculum programs have considerably more outcomes based resources from which to draw (such as employer satisfaction with graduates, licensure exam pass rates, etc). In light of the revisions to SACS criteria, administrative departments must begin emphasizing outcomes as opposed to goals that are task oriented. The following examples illustrate outcomes/goals developed by (1) a curriculum department and by (2) an administrative department.

1. Graduates of the Automotive Technology program will be successfully employed in the field.

2. Students will be satisfied with the convenience of the college registration process.

Success Criteria
In order to measure the extent to which goals/outcomes are achieved, success criteria must be listed for each outcome/goal. Again, these should be numbered to correspond with the appropriate goal/outcome. **It is important that the success criteria be measurable.** What types of data are available to be used for success criteria? The following are some examples of data that is collected at the college. Also, a listing of all surveys which are routinely administered at the college is listed in Appendix III.

- Graduate survey results (conducted annually for each curriculum program as part of the annual program review process). Includes various measures of graduate satisfaction with their program of study, as well as for student service areas such as admissions, registration, Library, etc.

- Student satisfaction with a variety of college services (admissions, bookstore, Library, registration, etc.) is collected through various annual college surveys. These surveys include the New Student Survey (conducted in fall semester), the Student Climate Survey (survey of a sample of curriculum students conducted in spring semester), the Graduate Survey, the Distance Learning Survey (administered to students taking distance learning classes), the Library Student Survey and the Library Faculty Survey. All of the previous surveys generate data that can be used by a variety of college departments to gauge success criteria.

- Employee Evaluation of College Services that is conducted during spring semester each year. This survey assesses faculty and staff satisfaction with a variety of college services (such as Business Services, Institutional Research & Planning, Human Resources, Technology, etc.).

Plan of Action
As stated earlier, the plan of action outlines how programs and departments will achieve each goal/outcome. This section of the plan is more task-oriented. What key steps are necessary? What new resources if any, are required to meet the goals/outcomes? This section can be brief- there is no need to outline the entire process.

Budget Items
The rationale for this section is to more closely and directly link planning to budgeting. Planning units can select from several categories (Supplies, Equipment, Travel, Program Accreditation, and Other) to list budget requests for the 2010-11 year. Planning units will indicate in the appropriate column whether these requests are part of the ongoing operational budget for their area, or if these requests are expansion budget requests.

July/August Review/Mid-Year Review
The plan for each area must be reviewed by the appropriate vice-president. The purpose of this review is to ensure that the goals/outcomes are appropriate and that the entire planning process has been completed. This initial review will occur during July/August for all programs and departments. The form includes a provision for a mid-year review. The exact date of this review will be left to the determination of each vice-president (some point during the first part of January would seem to be a logical time). Some areas of the college may elect to conduct the end of year review near the end of Spring Semester. Otherwise, the end of year assessment would be conducted during the initial review in July/August. The form includes a section for any comments during the review sessions.

Logistics/Deadlines
The blank template for this document is located on the college m-drive under the Planning subdirectory. A WordPerfect version and a Word version are both available. Click on the 2011-12 folder. The filename for the WordPerfect version is plan-adm.wpd and the Word version is PLAN-ADM.doc. Do not use the plan-cur.wpd or PLAN-CUR.doc file- that is the version for curriculum programs and is slightly different from the administrative departments' version. **BE SURE TO SAVE A COPY OF THE BLANK DOCUMENT TO YOUR OWN DRIVE!** You cannot save the information for your department in the Planning directory on the m-drive.

All plans will be submitted electronically. All administrative departments must fully complete all sections of the plan and e-mail a copy to the vice-president for their area no later than August 15. Each vice-president will review the plans for their area and once approved, will forward them electronically to the Institutional Research & Planning Office. All plans should be submitted to the Institutional Research & Planning Office no later than **August 31**.

Other Institutional Effectiveness Activities

CURRICULUM PROGRAM REVIEW PROCESS

Program review has been an integral component of the institutional effectiveness effort at North Carolina community colleges since the late 1980's. In addition to its obvious appeal as a tool for internal assessment efforts, program review was also viewed as a key instrument for meeting the requirements of program accrediting bodies, SACS and the System Office.

Until 1989, there were no official System Office mandates concerning program review, but in February of that year a task force recommended to the State Board of Community Colleges the following policy for adoption:

> Each college shall monitor the quality and viability of each of its curriculum programs. Each program shall be reviewed at least once every five years with regard to the achievement of its stated purpose, quality of instruction, curriculum design, cost, student outcomes, and contributions to the overall mission of the college. Summary reports of these reviews shall be transmitted to the System President.

This policy was adopted by the State Board on October 12, 1989. This initial policy by the System Office was intentionally broad and did not require a precise approach to program review. Each college was simply required to conduct program review on all curriculum programs at least once every five years.

However, in 1994 the North Carolina General Assembly adopted provisions (Senate Bill 109, Sections 109 and 119) which necessitated significant changes in the program review process. To comply with these provisions, the State Board charged the Program Review and Accountability Task Force with devising a new review process and to set standards programs must meet. The changes recommended by the Task Force (which were adopted by the State Board in November, 1994) resulted in a highly prescribed program review process. This new process was known as the Annual Program Review (APR) and was largely based upon the Desktop Audit Model developed by Dr. Walter Timm at Coastal Carolina Community College.

Basically, the APR required an annual review for all curriculum programs at each community college. The APR involved two levels of review- Level I and Level II. The Level I review consisted of various data elements including graduate satisfaction results, employer satisfaction results, noncompleter satisfaction results, licensure pass rates (where applicable), program enrollment, program FTE, etc. All colleges were required to follow System Office survey methodology and design for the employer, graduate and noncompleter surveys. Colleges were required to submit a program review report to the System Office on each of its curriculum programs.

Under the APR, standards were established for each of the data elements in the Level I review. Individual programs failing to meet the minimum number of standards were required to undergo a Level II Review. Under the Level II Review colleges were

required to justify why a program failed to meet the Level I standards. Failure to adequately justify these failings could result in program termination by the System Office.

State mandated changes to the program review process occurred again in 2000, when the State Board of Community Colleges and the General Assembly approved the new Performance Measures and Standards for the North Carolina Community College System. Please refer to Appendix I for more information on the Performance Standards. One of the changes resulting from the adoption of the Performance Standards was the elimination of the Annual Program Review requirement. Colleges are now no longer required to submit program review reports on its curriculum programs to the System Office. The nature of the program review process is now up to each individual college.

At this point SCC (like many other colleges in the state) continues to follow a variation of the desktop audit program review model on which the APR was based. Under the SCC variation, the Office of Institutional Research & Planning meets with the coordinator(s) for each program during the early stages of fall semester. The purpose of these meetings is to review the graduate and employer surveys to determine if any changes are needed (either to meet changes in program accreditation requirements or other revisions which would result in more meaningful data). During these meetings, program coordinators are asked to provide the names/addresses of the employers of their graduates from the prior year. Later during fall semester, the Institutional Research & Planning Office mails surveys to all graduates from the prior academic year and their employers. Considerable effort is made to obtain a good response rate for each program. During spring semester the Institutional Research & Planning Office provides a report on each program, including survey results from the graduate and employer surveys. Programs utilize this information in preparing their Planning/Outcomes Document the following fall.

ADVISORY COMMITTEE MEETINGS

Closely linked with the issue of program review is the topic of advisory committee meetings. This issue primarily relates to curriculum programs. The benefits of regular meetings (at least annually) with an advisory committee are recognized by most, if not all, program coordinators. An advisory committee can be an invaluable source of information of what is occurring in that field and can provide input on how to best prepare graduates to have the requisite skills and training needed by their employers. Care must be taken in selecting the advisory committee- certainly its membership should include leaders in the particular field in question, but these same individuals must also have an interest in working with the college to shape its academic programs and must be willing to devote the necessary time to attend advisory committee meetings. Fortunately for our students, the academic programs at Southwestern have generally done a fine job of organizing regular meetings with their respective advisory committees. Those programs that do not have active advisory committees tend to be those with part-time coordinators or those programs that only have periodic enrollment. In recognition of the inherent value of advisory committees, the college conducts an Advisory Day during spring semester each year. Most programs host advisory committee meetings on this day.

INSTITUTIONAL EFFECTIVENESS PLAN

Both the North Carolina General Assembly and the State Board of Community Colleges took action in 1989 to require that North Carolina community colleges submit an annual institutional effectiveness plan (Chapter 752, Senate Bill 44, Section 80 and the State Board minutes of the July, 1989 meeting). These plans were to be tailored to the specific mission of the college and would address the critical success factors and the goals of the Community College System. Guidelines stipulated that each plan should address educational programs, faculty, administrative services, student services, learning resources, marketing, literacy, diversity, small business and focused industry training. Plans were to be submitted on a biennial basis, with full plans submitted in September of even numbered years and updates submitted in September of odd numbered years.

In September, 1998, the North Carolina State Board of Community Colleges took action to change the reporting requirements for the institutional effectiveness plans. While maintaining the requirement that each college develop an annual institutional effectiveness plan, the State Board took the position that the plan should be designed to meet the needs of the college and should not be a state compliance document. Effective July 1, 1999, community colleges are no longer required to submit an institutional effectiveness plan to the System Office. However, the System Office does require that the State Education Program Auditors monitor compliance with the legislative mandate that colleges do prepare an annual institutional effectiveness plan and that the plan be indicative of a sound planning process. The auditors also monitor the plans to ensure that the plans specifically address the issues of diversity and technology.

To comply with this mandate, Southwestern Community College produces an annual institutional effectiveness plan. The plan is published in September of each year and is reviewed by the State Education Program Auditor. Key components of the plan include:

! Substantive changes to the college planning process

! Internal and external events affecting plans of the college

! College planning assumptions

! Annual college priorities

! Example of program/departmental Planning/Outcomes Documents

! Success of the college in meeting the Performance Measures and Standards

! College Diversity Plan

! College Technology Plan

Copies of the Institutional Effectiveness Plan are on file at the Library and in the Institutional Research & Planning Office.

THE SCC FACTBOOK

While not generally regarded as an institutional effectiveness activity, the SCC Factbook can be a valuable resource to such efforts. The Factbook is updated annually and includes a variety of information on the college, its academic programs, its students, its employees, and its physical and financial resources. The Factbook also includes data on the college service area. Copies of the Factbook are available in the Library, the office of each college vice-president and in the Institutional Research & Planning Office. The Factbook is also available on the SCC Webpage- to access it, click on the topic *About SCC* , and then scroll down until you see the link to the Factbook. A new edition of the Factbook is released in March of each year.

Appendix I

Performance Measures and Standards

The North Carolina Community College System has utilized numerous processes over the past three decades to ensure public accountability for state monies spent. These processes have included fiscal audits, program audits, institutional effectiveness plans and program review. Beginning with the 1999-2000 fiscal year, a new system of accountability based on 12 performance measures was implemented as the cornerstone of public accountability.

In February 1999, the North Carolina State Board of Community Colleges adopted 12 performance measures for accountability recommended by the Performance Measures and Standards Task Force chaired by Dr. Willard Lewis, president of Isothermal Community College. After working with the measures for one year and receiving feedback from college personnel, recommendations for changes in the measures were submitted to the Policy Committee of the State Board. These recommendations were accepted and approved by the full State Board in May 2000.

In 2007 the number of performance measures was reduced to 8, along with refinements to the requirements for meeting the threshold for Exceptional (Superior) Performance.

§ 115D-31.3. Institutional Performance Accountability.

(a) Creation of Accountability Measures and Performance Standards. - The State Board of Community Colleges shall create new accountability measures and performance standards for the Community College System. Survey results shall be used as a performance standard only if the survey is statistically valid. The State Board of Community Colleges shall review annually the accountability measures and performance standards to ensure that they are appropriate for use in recognition of successful institutional performance.
In 2007, items (b) through (d) of the original legislation were repealed by Session Laws 2000-67, s. 9.7, effective July 1, 2000.
(e) Mandatory Performance Measures. - The State Board of Community Colleges shall evaluate each college on the following 8 performance standards:

1. Progress of basic skills students
2. Passing rates for licensure and certification examinations
3. Performance of college transfer students
4. Passing rates of students in developmental courses
5. Success rate of developmental students in subsequent college-level courses
6. Student satisfaction of program completers and non-completers
7. Curriculum student retention and graduation
8. Business/Industry satisfaction with customized training

The State Board may add measures to those identified in section (e), but may not decrease the number.
(f) Publication of Performance Ratings. – Each college shall publish its performances on the 8 measures set out in subsection (e) if this section (i) annually in its electronic catalog or on the Internet and (ii) in its printed catalog each time the catalog is reprinted. The Community College System Office shall publish the performance of all colleges on all 8.
(g) Recognition for Successful Institutional Performance. – For the purpose of recognition for

successful institutional performance, the State Board of Community Colleges shall evaluate each college on the 8 performance measures. For each of these eight performance measures on which a college performs successfully the college may retain and carry forward into the next fiscal year one-forth of one percent (1/4 of 1%) of its final fiscal year General Fund appropriations. If a college demonstrates significant improvement on a measure than has been in use for three years or less, then the college would be eligible to carry forward one-fourth of one percent (1/4 of 1%) of its final fiscal year General fund appropriations for that measure.

(h) Recognition for Exceptional Institutional Performance. – Funds not allocated to colleges in accordance with subsection (g) of this section shall be used to reward exceptional institutional performance. After all State aid budget obligations have been met, the State Board of Community Colleges shall distribute the remainder of these funds equally to colleges that perform successfully on eight performance measures and meet the following criteria:

    (1) The passing rate on all reported licensure/certification exams for which colleges have authority over who sits for the exam must meet or exceed 70% for first-time test takers, and,

    (2) The percent of college transfer students with a 2.0 gpa after two semesters at a four-year institution must equal or exceed the performance of students who began at the four-year institution (native students).

The State Board may withhold the portion of funds for which a college may qualify as an exceptional institution while the college is under investigation by a federal or state agency, or if its performance does not meet the standards established by the Southern Association of Colleges and Schools, State Auditors Office, or State Board of Community Colleges. At such time as the investigations are complete and the issues resolved, the State Board may release the exceptional performance funds to the college.

(i) Permissible Uses of Funds. – Funds retained by colleges or distributed to colleges pursuant to this section shall be used for the purchase of equipment, initial program start-up costs including faculty salaries for the first year of a program, and one-time faculty and staff bonuses. These funds shall not be used for continuing salary increases or for other obligations beyond the fiscal year into which they were carried forward. These funds shall be encumbered within 12 months of the fiscal year into which they were carried forward.

(j) Use of Funds in Low-Wealth Counties. – Funds retained by colleges or distributed to colleges pursuant to this section may be used to supplement local funding for maintenance of plant if the college does not receive maintenance of plant funds pursuant to G.S. 115D-31.2, and if the county in which the main campus of the community college is located:

    (1) Is designated as a Tier 1 or Tier 2 county in accordance with G.S. 105-129.3;

    (2) Had an unemployment rate of at least two percent (2%) above the State average or greater than seven percent (7%), whichever is higher, in the prior calendar year; and;

    (3) Is a county whose wealth, as calculated under the formula for distributing supplemental funding for schools in low-wealth counties, is eighty percent (80%) or less of the State average. Funds may be used for this purpose only after all local funds appropriate for maintenance of plant have been expended. (1999-237, s. 9.2(a); 200-67, s. 9.7; 2001-186, s. 1; 2006-66, s. 8.9(a).)

PERFORMANCE MEASURES AND STANDARDS
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

MEASURE	STANDARD	SPECIAL NOTES
Progress of Basic Skills Students	75% demonstrating progress	
Passing Rates on Licensure/ Certification Exams for First-Time Test Takers	80% aggregate institutional passing rate for first time test takers	**To qualify for Exceptional Institutional Performance, no exam for which the college has control over who sits for the exam can have a passing rate of less than 70%** (Note: any exam with less than 10 students will not be subject to the 70% rule)
Performance of College Transfer Students	83% of students who transfer to a 4-year institution will have a GPA of 2.0 or higher after two semesters	Students who transfer with less than 24 semester hours of transfer credit will not be included in the analysis. Community colleges can submit data gathered from private 4-year colleges and universities to be included with the UNC-System data. **To qualify for Exceptional Institutional Performance, the performance of the community college transfer students must equal or exceed the performance of the native UNC System sophomores and juniors for that time period.**
Passing Rates in Developmental Courses	75% of students who take a developmental English, math and/or reading course will pass the course with a grade of "C" or better.	Students who withdraw from the course during the year will not be included in the analysis. Course record data submitted by the college to the data warehouse as part of the CRPFAR collection will be used to calculate this measure.
Success Rate of Developmental Students in Subsequent College Level Courses	80% of students who took developmental courses will pass the "gatekeeper" English and/or mathematics course for which the developmental course serves as a prerequisite	To be included in the analysis, a student must take the "gatekeeper" course within one academic year of completing the developmental course that served as the pre-requisite. Course record data submitted by the college to the data warehouse of part of the CRPFAR collection will be used to calculate this measure.
Student Satisfaction of Completers and Non-completers	90% of survey respondents will be satisfied with college programs and services	**To be considered for performance funding, the following conditions must be met:** 1. Completer Survey: A 50% return rate or a statistically valid sample size 2. Non-Completer Survey: For colleges with fewer than 250 non-returning students, a minimum of 25 valid surveys must be obtained. For colleges with more than 250 non-returning students, a response rate equal to 10% of the total non-returning students or a statistically valid sample size must be obtained.

Curriculum Student Retention, Transfer & Graduation	65% of Fall degree seeking students will either re-enroll, transfer or graduate by the subsequent Fall	The National Student Clearinghouse database will be used to determine student transfer.
Business/Industry Satisfaction with Services Provided	90% of respondents will rate services provided as "Very Good" or "Excellent"	

Appendix II

SCC Institutional Effectiveness Calendar

	Planning/Outcomes Document	**Program Review**	**Surveys**	**Other**
January	Mid-point evaluation	Follow-up phone calls to employers & graduates who have not responded to survey	Non-completer Survey (for Performance Measures)	President Council meets
February		Tabulate survey results, finalize reports.	Student Climate Survey	Performance Measures due at System Office
March		Route completed reports to program coordinators	Employee Evaluation of College Services Survey	New edition of Factbook released
April		Program coordinators incorporate any necessary changes based upon program review results	Library Student Survey Library Faculty Survey Student Opinion Survey	President Council meets
May	End of year review (Academic programs)		Distance Learning Survey (Spring Semester)	
June				
July				Update Institutional Effectiveness Manual
August	Beginning of planning cycle for coming year. Administrative depts. "close loop" on previous year.			
September		Meet with program coordinators to discuss changes for graduate/employer surveys. Program coordinators to provide info on employers.	New Student Survey	Institutional Effectiveness Plan produced President Council meets
October		First mailing of surveys to graduates, employers		
November		Follow-up mailing to graduates and employers		
December		Follow-up phone calls to employers & graduates who have not responded	Distance Learning Survey (Fall Semester) Student Opinion Survey	

Appendix III

Standard Surveys Administered at
Southwestern Community College

Surveys Administered Each Semester
Distance Learning Survey
Student Opinion Survey (course evaluation)

Annual Surveys
Employee Evaluation of College Services
Graduate Survey
Library User Survey (Faculty)
Library User Survey (Student)
New Student Survey
Non-Returning Student Survey
Student Climate Survey
Survey of Employers of SCC Graduates

Other Surveys
Student Satisfaction Inventory Survey (Noel-Levitz)*
Institutional Priorities Survey (Noel-Levitz/Faculty & Staff Survey)*
Community College Survey of Student Engagement (CCSSE)**
Survey of Entering Student Engagement (SENSE)***

*These Noel-Levitz surveys were administered Fall Semester 2001 and Fall Semester 2003
**CCSSE survey was administered Spring Semester 2005, and Spring Semester 2008
***SENSE was administered in Fall Semester, 2010