REPORT OF THE REAFFIRMATION COMMITTEE

Statement Regarding the Report

The Commission on Colleges is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution’s response to issues contained in the report, other assessments relevant to the review, and application of the Commission’s policies and procedures. Final interpretation of the Principles of Accreditation and final action on the accreditation status of the institution rest with the Commission on Colleges.

Name of the Institution: Halifax Community College

Date of the Review: October 5-7, 2010

COC Staff Member: Dr. Marsal P. Stoll

Chair of the Committee: Dr. MaryLou Apple
President
Motlow State Community College
Lynchburg, Tennessee
Part I. Overview and Introduction to the Institution

In September 1967, the North Carolina General Assembly established the Halifax County Technical Institute in Weldon, North Carolina. It became a public institution of the North Carolina Community College System. The title of Halifax Community College (HCC) was granted on July 1, 1976. The institution moved to its present location in 1977. The 109-acre campus is located on Highway 158, one-mile east of Interstate 95. The campus consists of eight buildings. The institution offers educational programs at two correctional facilities.

Halifax Community is a public, two-year educational institution offering forty academic programs that lead to certificates, diplomas, and associate degrees. The institution has expanded to include a Continuing Education Center, Small Business Center, Student Activity Center, Student/Nursing Education Center, Literacy/Science Education Center, Child Care Center, Wellness Center and The Centre. The Centre is a multi-purpose venue with seating capacity of 1,500. The latest addition to the institution is the Roanoke Valley Early College.

The fall 2010 unduplicated headcount is 1,777 students with a FTE of 809. The student enrollment is 59 percent full-time students and 41 percent part-time students. The institution graduates approximately 461 students who receive a degree, diploma, and/or certificate.

The Committee wishes to extend appreciation to President Ervin Griffin, Sr., and to the faculty, staff, and students for the responsiveness and gracious hospitality. Particular gratitude is extended to Dr. Erica Holmes, SACS Institutional Liaison and Dr. Harriet Morrison, Dean of Curricular Programs for their assistance and diligence in accommodating the visiting committee members needs prior to and during the visit.

Part II. Assessment of Compliance

A. Assessment of Compliance with Section 1: The Principle of Integrity

1.1 The institution operates with integrity in all matters. (Integrity)

Halifax Community College operates with integrity as illustrated by its disclosure of documents necessary for peer review, by factual representation of programs, and accreditation status and the conscientious application of the Principles of Accreditation.
B. Assessment of Compliance with Section 2: Core Requirements

2.1 The institution has degree-granting authority from the appropriate government agency or agencies. (Degree-granting Authority)

A review of the General Statutes and the Administrative Code of North Carolina, confirms the institution has the authority to award the associate degree, diploma, or certificate.

2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution’s programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. (Governing Board)

The Board of Trustees consists of thirteen members with authority from the General Statutes and Administrative Code of North Carolina. The review of the minutes and agendas of the Board of Trustees indicate that the Board is engaged in active policy development, approving and evaluating educational programs, and maintaining financial exigency. The Board minutes also demonstrate that it follows a strict code of conduct outlined in the State Government Ethics Act.

2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (Chief Executive Officer)

The Bylaws of the Board of Trustees outlines the role and responsibilities of the President. The Bylaws define and describe the role of the Chair of the Board of Trustees as the presiding officer.
2.4 The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. (Institutional Mission)

The institution has a clearly defined mission statement, appropriate to its mission, and in accordance with Commission requirements.

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

The institution has a planning and evaluation process that is ongoing, integrated, and institution-wide. This process is outlined in an Institutional Effectiveness Plan, and is being implemented according to an Institutional Effectiveness calendar. The institution has a mission, vision, and values statement last reviewed and approved by its Board of Trustees in 2008. The mission is articulated in a set of seven Institutional Goals approved by the Board of Trustees in 2009. For 2009-2010, academic, administrative, and support unit mission statements and goals were related to the overall mission of the institution. The institution provided a list of accomplishments of Institutional Goals by Units. The institution also participates in the North Carolina Community College System (NCCCS) Performance Measures. Documentation provided by the institution indicates that it is meeting most of the NCCCS Performance Measures, and for those not met in the most recent analysis, it has developed improvement plans. The planning and evaluation process is a work-in-progress. The institution has only used the current process for 18 months. Recent Institutional Effectiveness Committee minutes (February 2010), and interviews with the Institutional Effectiveness Committee and the Director of Institutional Effectiveness, indicate the institution is still refining its process in regard to a greater focus on outcomes/results and integration of planning and evaluation with budgeting. Sustaining the planning and evaluation process will require continued commitment from executive leadership, faculty and staff as well as ongoing professional development for the college community. Additionally, the institution presented an appropriate vision for use of planning and evaluation that will further improve institutional quality and demonstrate achievement of its mission. The institution is encouraged to continue its efforts to sustain this progress, ensure that planning and evaluation remains focused on its mission and goals, integrate professional development to ensure consistency in content and quality of assessment plans and use of results, and leverage technology to clearly document achievement of mission and performance on the goals in its strategic plan.
2.6 The institution is in operation and has students enrolled in degree programs. (Continuous Operation)

The institution began offering classes in fall 1968 and offers programs leading to two-year degrees, certificates, and diplomas. The institution has 21 associate degree programs, 14 certificate programs, and 9 diploma programs.

Data from the enrollment reports reflects 1,777 students for fall 2010. Approximately 1,540 students are enrolled in the Occupational Extension and 49 students are enrolled in the Basic Skills program in 2010-2011.

A review of enrollment data confirms that the institution is in operation and has students enrolled in degree programs. The institution provided links to enrollment data for multiple years.

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. (Program Length)

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level. As evidenced by the degree information contained in its Catalog and on its website, the institution offers the Associate in Arts (65 semester credit hours), the Associate in General Education (65-66 semester credit hours), the Associate in Science (65 semester credit hours), and Associate in Applied Science (66-76 semester credit hours) degrees in accordance with North Carolina Administrative Code and the North Carolina Community College System (NCCCS) Curriculum Standards.

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

The mission of the institution is to meet the diverse needs of its community by providing high-quality, accessible and affordable education and services for a rapidly changing and globally competitive marketplace. The institution's degree programs and structure are developed according to the North Carolina Community College System (NCCCS) Curriculum Standards as approved by the State Board of Community Colleges. Evidence indicates that the institution's degree programs embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education as documented in its mission statement, Catalog, Curriculum Committee minutes, the North Carolina Administrative Code and the North Carolina Community College System (NCCCS) Curriculum Standards.
In accordance with North Carolina Community College System (NCCCS) Curriculum Standards, all degree programs listed in the 2009-2011 Catalog require students to complete a General Education component of collegiate-level courses totaling a minimum of 15 semester credit hours. The Associate in Arts and Associate in Science degree programs contain 44 general education semester credit hours as core requirements. The Associate in General Education and Associate in Applied Science degree programs contain a minimum of 15 semester credit hours of general education courses. Each of the institution’s degree programs includes at least one course in each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

The Catalog indicates that to meet the general education requirements for the Associate in Arts degree, students must earn 12 semester hours in humanities/fine arts. Four courses from at least three discipline areas are required; at least one must be a literature course. The three discipline areas are not clearly identified which may create confusion for students.

The Catalog provides evidence that its Associate in Arts, Associate in Science and Associate in Applied Science degree programs require the successful completion of a general education component at the collegiate level that (1) is a substantial component of the degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale.

The Catalog indicates that the Associate in General Education degree-seeking students are to select one humanities/fine arts course from those listed. The course list includes FRE 111 Elementary French I, FRE 112 Elementary French II, and SPA 112 Elementary Spanish II. According to the interpretation of Core Requirement 2.7.3 adopted by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Board of Trustees in June 2009, introductory foreign language courses are skill courses and not pure humanities courses. The Associate in General Education...
degree program requires the successful completion of a general education component at the collegiate level that is (1) a substantial component of the degree and (2) is based on a coherent rationale. However, by permitting Associate in General Education degree-seeking students to select only one of the previously identified foreign language courses to meet its humanities/fine arts general education requirement, not all students who complete this degree are ensured of the breadth of knowledge required for its general education component.

Recommendation 1: The Committee recommends the institution assures the Associate in General Education degree program requires the successful completion of a general education component at the collegiate level that ensures breadth of knowledge in the humanities/fine arts.

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy “Core Requirement 2.7.4: Documenting an Alternate Approach.”) (Course work for Degrees)

The institution provides instruction for all course work required for its degrees except for two college transfer courses delivered via the North Carolina Information Highway (NCIH) and instructed by appropriately credentialed faculty. Instruction is designed for transfer degrees in Associate in Arts, Associate in Science, and Associate in General Education. Instruction is appropriate for the institution’s Associate in Applied Science degrees, diplomas, and certificates. The Catalog identifies the courses required for each degree, diploma, and certificate program.

The institution provided evidence of its Level II Instructional Agreement with the North Carolina Information Highway (NCIH). The institution described its involvement with local health care facilities which permit students to participate in clinical education and submitted sample documentation of its Health Care Facilities Contractual Agreement. The institution developed a Co-op Workbook that describes its co-op education program with local businesses, communities, public schools, and health facilities to provide practical education integrated with academics in a work situation. The institution provided sample evidence of its Huskins Cooperative Program Agreement which allows high school and home-schooled students to enroll in college credit courses that are taught at the high school or at the institution. For each of these arrangements, the institution controls all aspects of its educational programs by assuring its curriculum standards are followed and that all course syllabi have common course objectives and student learning outcomes.
**2.8** The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. (Faculty)

Evidence indicates that the institution employs an adequate number of full-time faculty to support its mission and to ensure the quality and integrity of its academic programs. The Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report for 2009 compares the institution’s student-to-faculty ratio for fall 2008 to a group of 38 similar institutions across the United States. The student-to-faculty ratio is 8:1 compared to 15:1 for the group of 38 comparable institutions. As shown in a comparison table, of the three community colleges in the North Carolina Community College System (NCCCS) with the most similar enrollment, the institution had an identical percentage of full-time faculty (64%) with one institution and a significantly higher percentage of full-time faculty when compared to the other institution (30%). Data provided by the institution reveal that for the period covering 2007-2009, the institution's full-time faculty taught an average of 81% of course sections offered.

**2.9** The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. (Learning Resources and Services)

The Library owns over 34,000 physical items (including DVDs, videos, and musical CDs). Policies governing access and user privileges are published in various locations including the Library page, the Student Handbook, and on the Information Systems page.

The collection and associated resources are managed by the Community College Libraries in North Carolina (CCLINC) consortium, which gives students and employees access to the entire CCLINC collection. The institution has formal agreements with the greater North Carolina Community College System, the North Carolina Libraries for Virtual Education, and the local public library system. Sufficiency is further evaluated through peer comparisons to institutions of similar student size, which comparisons confirm the adequacy of resources.

Students enrolled in distance learning sections may either request books online, or call the library to check out a book. The class lab assistant facilitates access to library resources for students in the Information Highway room. For incarcerated students, access to library materials is facilitated through the instructor who checks the resources out from the library and delivers them to the correction facilities for use. A visit to the correction facilities confirmed that most of the courses offered onsite at the prisons are technical and vocational courses. The majority of the required and essential resources attached to the curriculum are available onsite. The institution gauges its online
resources by national guidelines and the Strategic Plan for Distance Learning in use within the North Carolina Community College system.

*2.10* The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. **(Student Support Services)**

The institution offers a comprehensive array of student support programs, services, and activities that are consistent with the mission of the institution and promote student learning and enhance the development of its students. These services include registration, enrollment services and recruitment, new student orientation, testing, counseling and disability services, and career and job placement services. In addition, the institution offers library, distance learning, and learning assistance center support services for its students. All credit students are considered members of the Student Government Association (SGA). SGA provides a balance for the academic program, as well as enriches the total college experience of students by providing opportunities for personal growth and social development, and to learn responsible citizenship and gain practical experience in the democratic process. The Men of Distinction (MOD) and Women of Excellence (WOE) are two unique mentoring programs at the institution. Student representatives of MOD and WOE are mentored by the institution faculty and staff and assist the institution in various aspects of community relations and other supporting roles.

Since 1977, the institution has provided to qualified students, a Student Support Services program funded by USDOE Title IV funding. This program addresses student accomplishment in retention and graduation, increased academic attainment, advising, personal advancement, cultural awareness, financial aid planning, and the successful transition to four-year institutions.

The results of the 2008 Fall Student Survey and 2009 Community College Survey of Student Engagement (CCSSE) indicate that the majority of respondents are satisfied with the student support programs, services, and activities offered.

2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to
sound fiscal procedures, and is approved by the governing board.  (Financial Resources)

The institution has a sound financial base and financial stability as indicated through the audited financial statements for the previous three (3) years completed by the Office of the State Auditor – State of North Carolina. The previous four (4) years’ budgets were reviewed with evidence of approval by the Board of Trustees.

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.  (Physical Resources)

The institution has adequate physical resources to support its mission and the scope of its programs and services. The Facilities Inventory and Utilization Report indicate 275,321 gross square feet (gsf) is available, of which 92,443 gsf has been constructed since 2000. This space appears to be adequate for the current enrollment. The Facility Master Plan was evidence of planning for future construction, renovations, and budget implications. Survey data indicated some concerns with facility conditions and maintenance; however, overall satisfaction was expressed.

2.12 The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.  (Quality Enhancement Plan)

See Part III of this report.

C. Assessment of Compliance with Section 3: Comprehensive Standards

3.1.1 The mission statement is current and comprehensive, accurately guides the institution’s operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution’s constituencies.  (Mission).

Supporting documentation affirms that the mission statement is current, was approved by the Board of Trustees, and is communicated broadly to students, faculty, staff, and external constituents.

3.2.1 The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.  (CEO evaluation/selection)

The North Carolina General Statutes authorizes the Board of Trustees to select and regularly evaluate the President. A review of the minutes of the Board of Trustees indicates that the President is evaluated annually and the results are reported to the State Board by July 1, of each year.
3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure: **(Governing board control)**

3.2.2.1 the institution’s mission;

Oversight and fulfillment of the mission is described in the powers and duties of the Board of Trustees in the North Carolina General Statutes and the North Carolina State Board of Community Colleges Administrative Code.

3.2.2.2 the fiscal stability of the institution;

A review of the Bylaws and minutes of the Board of Trustees confirms that it is fulfilling its fiduciary responsibilities as outlined in the North Carolina General Statutes and the Administrative Code of the State Board for Community Colleges.

3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services;

Examination of Personnel Policies and Procedures Manual, the Administrative Regulations and Procedures Manual, Articles of Incorporation of the Foundation, and Bylaws and minutes of the Board of Trustees reveals that the Board is actively engaged with institutional policy, including those that involve related and affiliated corporate entities and auxiliary services.

3.2.2.4 related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.

Not Applicable

3.2.3 The board has a policy addressing conflict of interest for its members. **(Conflict of interest)**

The Bylaws of the Board of Trustees addresses conflicts of interest for its trustees in accordance with North Carolina General Statutes and the State Government Ethics Act, Articles I and VI.

3.2.4 The governing board is free from undue influence from political, religious or other external bodies and protects the institution from such influence. **(External influence)**

The appointment and composition of the Board, General Statutes of North Carolina, and Bylaws and minutes of the Board of Trustees confirms that the Board is free from undue influence from political, religious, or other external bodies.
3.2.5 The governing board has a policy whereby members can be dismissed only for 
appropriate reasons and by a fair process. (Board dismissal)

North Carolina General Statutes (NCGS 115-D) defines the process, which is a fair 
process, and reasons for the removal of members of the Board of Trustees. There has 
not been a situation whereby a trustee needed to be removed.

3.2.6 There is a clear and appropriate distinction, in writing and practice, between the 
policy-making functions of the governing board and the responsibility of the 
administration and faculty to administer and implement policy. (Board/administration distinction)

A review of the General Statutes of North Carolina, Bylaws and minutes of the Board of 
Trustees, administrative regulations, job descriptions and institutional committee 
minutes revealed a clear delineation of the policy-making role of the Board and the 
responsibility of administering and implementing Board policies by the administration 
and faculty.

3.2.7 The institution has a clearly defined and published organizational structure that 
delineates responsibility for the administration of policies. (Organizational structure)

The organizational structure, duties and responsibilities of the administration and 
committees are outlined in the Bylaws of the Board of Trustees, the employee 
handbook, and specific job descriptions.

*3.2.8 The institution has qualified administrative and academic officers with the 
experience, competence, and capacity to lead the institution. (Qualified 
administrative/academic officers)

The administrative and academic officers include the President, Vice President of 
Academic Affairs (VPAA), Vice President of Administrative Services (VPAS), and Vice 
President of Institutional Advancement (VPIA). The vice presidents report directly to the 
president. The VPAA oversees the academic and student services units; the VPAS 
oversees the budget office, childcare center, maintenance, bookstore, and informational 
technology; and the VPIA serves as the executive director of the Foundation, and 
oversees public information services and the Centre.

Position descriptions were reviewed and the Administrative Roster detailed the degrees 
and experience of the president and each vice president. The president’s and vice 
president’s credentials and experience indicate that all are qualified for the position held 
and these individuals possess the ability to lead the institution.
3.2.9 The institution defines and publishes policies regarding appointment and employment of faculty and staff. *(Faculty/staff appointment)*

The institution defines and publishes policies regarding the appointment and employment of faculty and staff. Pursuant to the North Carolina Administrative Code, the Board of Trustees is responsible for adopting, publishing, and implementing personnel policies. Once approved, personnel policies are submitted by the institution to the North Carolina Community College System’s (NCCCS) President. Policies regarding the appointment and employment of faculty and staff are published in the Personnel Policies Manual (PPM), Administrative Regulations and Procedures Manual (ARPM), and Faculty Handbook. The policy manuals are available electronically to faculty and staff members via the employee intranet and on the website, and printed copies are available in administrative offices and in the library. Policy updates are communicated to employees via email and posted on the employee intranet.

3.2.10 The institution evaluates the effectiveness of its administrators on a periodic basis. *(Administrative staff evaluations)*

The institution states that all full-time employees, including administrators, must be evaluated annually according to Policy #10 in the Personnel Policies Manual.

Several examples indicate that administrators are evaluated on a periodic basic and reveals that the effectiveness of each administrator is taken into consideration during their periodic review, as strengths, weaknesses, and plans for improvement were a part of each evaluation.

3.2.11 The institution’s chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution’s intercollegiate athletics program. *(Control of intercollegiate athletics)*

Not Applicable

3.2.12 The institution’s chief executive officer controls the institution’s fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated. *(Fund-raising activities)*

The Policies and Procedures Manual of the Foundation indicates the President has appropriate control and oversight of the fundraising activities.

3.2.13 Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission. *(Institution-related foundations)*
The Operating Agreement between the Halifax Community College Foundation (HCCF) and the institution specifically indicates the relationship between the organizations, enumerates the responsibilities of the organizations due to the relationship, and states that the foundation exists to support the mission and purpose of the institution. The agreement also describes any liabilities associated with the relationship between the institution and foundation.

3.2.14 The institution’s policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff. (Intellectual property rights)

Section 211.00 of the Administrative Regulations and Procedures Manual outlines the policy governing intellectual property. This policy statement is published in the 09-16-2010 Revision of the institution Catalog online. In an effort to ensure that the policy governing intellectual property is published in appropriate institutional documents that are available and accessible to constituencies affected by the policy, the institution might consider expanding access to this policy by including it in the Faculty Handbook and the Student Handbook.

*3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas (Institutional Effectiveness):

3.3.1.1 educational programs, to include student learning outcome

Evidence indicates that the institution is evaluating educational programs via its program review process and that faculty members are making recommendations for program improvements. Program reviews for the last five years contain information about the purpose and objectives of each program and the methods of assessment. Many, but not all, of the program reviews report assessment results. Program reviews also document strengths, weaknesses, opportunities, and changes made to the program. There is also evidence that institutional data on student achievement are reported annually associated with the North Carolina Community College System (NCCCS) Performance Measures Critical Success Factors. Institutional Effectiveness Committee reports for 2008-2009 and 2009-2010 show that academic programs have identified expected student learning outcomes. These student achievement measures include students’ progress on basic skills, pass rates on licensure and certification examinations, pass rates of students in developmental courses, satisfaction of program completers and non-completers, and performance of transfer students.

However, the assessment process is not fully developed and lacks continuity and full integration with planning and budgeting. Having only been implemented for 18 months, the process lacks consistency in the quality of assessment plans and well-documented
assessment-driven improvements. The institution relies heavily on course grades and indirect measures of student learning. In several assessment plans, there is a lack of alignment between the stated goal and objectives and the assessment and/or findings. Because the process is relatively new and emerging, there has been little opportunity to track objectives, progress, or improvements from one year to the next. While the institution has revised its assessment process to identify a need for action plans and “use of results,” it presented little evidence of action plans, examples of use of results to improve student learning, and assessment evidence that learning has improved as a result of action plans.

The assessment processes should demonstrate documented analysis of results and improvements realized relative to stated outcomes, including student learning outcomes.

Recommendation 2: The Committee recommends the institution assess the extent to which it achieves outcomes and provide evidence of improvement based on analysis of the results in its educational programs.

3.3.1.2 administrative support services

Institutional Effectiveness reports from 2008-2009 and 2009-2010 show that the institution has established expected outcomes for administrative support services. The institution provided evidence of satisfaction levels of students and employees of the administrative services units. However, there was little evidence of improvements resulting from analysis of the feedback received from surveys.

The assessment process is not fully developed, and lacks continuity and full integration with administrative functions of planning and budgeting. Having only implemented for 18 months, the process lacks evidence of consistency in the quality of assessment plans and well-documented assessment-driven improvements. In several assessment plans, there is a lack of alignment between the stated goal and objectives and the assessment and/or findings. Because the process is new and emerging, there has been little opportunity to track objectives, progress, or improvements from one year to the next. While the institution has revised its assessment process to identify a need for action plans and “use of results,” it presented little evidence of action plans or evidence of improvement based on analysis of results in a complete assessment cycle. The assessment processes should demonstrate documented analysis of results and improvements realized relative to stated outcomes.

Recommendation 3: The Committee recommends the institution assess the extent to which it achieves outcomes and provide evidence of improvement based on analysis of the results in its administrative support services.
3.3.1.3 educational support services

Institutional Effectiveness reports from 2008-2009 and 2009-2010 show that the institution has established expected outcomes for educational support services. The institution provided evidence of satisfaction levels of students and employees of the educational services units. There was some evidence of improvements resulting from analysis of the feedback received from student, graduate, employees, and/or graduate surveys.

The assessment process is not fully developed. Having only been implemented for 18 months, the process lacks evidence of consistency in the quality of assessment plans and well-documented assessment-driven improvements. In several assessment plans, there is a lack of alignment between the stated goal and objectives and the assessment and/or findings. Because the process is new and emerging, there has been little opportunity to track objectives, progress, or improvements from one year to the next. While the institution has revised its assessment process to identify a need for action plans and “use of results,” it presented little evidence of action plans or evidence of improvement based on analysis of results in a complete assessment cycle and that the results lead to a logical path for continued improvement.

The staff should continue to seek out professional development opportunities to help them refine their ability to implement and improve the process.

Recommendation 4: The Committee recommends the institution assess the extent to which it achieves outcomes and provide evidence of improvement based on analysis of the results in its educational support programs.

3.3.1.4 research within its educational mission, if appropriate

Not Applicable

3.3.1.5 community/public service within its educational mission, if appropriate

The institution provided evidence of “client satisfaction with customized training” (2002-2008) as required by North Carolina Community College System Performance Measures Critical Success Factors, and supported by examples of feedback from customized workshops. However, the assessment process is not fully developed. Having only been implemented for 18 months, the process lacks evidence of consistency in the quality of assessment plans and well-documented assessment-driven improvements. In several assessment plans, there is a lack of alignment between the stated goal and objectives and the assessment and/or findings. Because the process is new and emerging, there has been little opportunity to track objectives, progress, or improvements from one year to the next. While the institution has revised its assessment process to identify a need for action plans and “use of results,” it presented
little evidence of action plans or evidence of improvement based on analysis of results in a complete assessment cycle.

The assessment processes should demonstrate documented analysis of results and improvements realized relative to stated outcomes.

**Recommendation 5: The Committee recommends the institution assess the extent to which it achieves outcomes and provide evidence of improvement based on analysis of the results in its community/public service programs.**

**3.3.2** The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. *(Quality Enhancement Plan)*

See Part III of this report.

**Recommendation 6: The Committee recommends that the institution identify goals and a plan to assess their achievement.**

**3.4.1** The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. *(Academic program approval)*

The process for curriculum revision and program development is governed by the North Carolina General Statute 115D and North Carolina Administrative Code, Title 23, as stated in the Administrative Regulations and Procedures Manual (ARPM), and the Faculty Handbook. The process aligns the efforts of the faculty, department heads, deans and the Vice President of Academic Affairs. At the institution level, curriculum revisions are initiated by faculty, who also provide guidance and oversight of the academic curriculum through the Curriculum Committee. In addition, the faculty led Curriculum Committee has responsibility for developing and recommending regulations for program admissions, articulation agreements, the Veterans’ Administration, transfer credit and accreditation. The final authority in the process is the Vice President of Academic Affairs.

**3.4.2** The institution’s continuing education, outreach, and service programs are consistent with the institution’s mission. *(Continuing education/service programs)*

The bulk of student enrollment is in the Continuing Education sector with a student enrollment of 12,499 that translates to a 389.4 full-time equivalent student enrollment for the AY 2009-2010. The course offerings respond to the mission by matching the regional industry needs, providing affordable training in thirty-three areas that are designed to respond to workforce demands and the economic development within the region. Classes are regularly evaluated to ensure quality.
Continuing education programming is available through face-to-face and online modalities. In addition to the main campus, the institution offers Continuing Education programming at three off-campus locations including the Scotland Neck site, which is home to the Centre at Halifax Community College, the hub for cultural, education and fine arts programming in the community.

*3.4.3 The institution publishes admissions policies that are consistent with its mission.  
(Admissions policies)

The North Carolina Community College System has an open door admission policy that mandates the institution must “maintain an open-door admission policy to all applicants who are high school graduates or who are at least 18 years of age.” This policy is published in the Catalog and is consistent with the mission. The admissions policies support open admissions and in selected cases, selective admissions process. Detailed admission policies are in the Catalog and website. General admissions information is also found in the Student Handbook.

3.4.4 The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution’s own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution’s transcript.  
(Acceptance of academic credit)

Policies for evaluating, awarding, and accepting credit for educational experiences external to the institution are appropriately defined and disseminated, and are consistent with the mission. Upon receipt of official transcripts, the Registrar may award credit for courses taken for which the student received a grade of “C” or higher. Transfer credit may be accepted from foreign institutions upon receipt of a certified English interpretation of the student’s work. The acceptance of training courses taken by members of the US Armed Forces is based upon the recommendation of the American Council on Education’s Guide to the Evaluation of Educational Experiences in the Armed Services. Faculty may approve the transfer of additional program-specific course work taken at institutions possessing specialized accreditation. No credit is granted for continuing education or experiential learning, and none is awarded for professional certifications, but some instructional departments allow opportunities for credit by examination, and students may receive advanced placement credit by earning the minimum score on selected College Level Examination Program (CLEP) tests.

The Catalog, available in print and on the website, includes policies related to transfer and advanced placement. It states that documentation is required to ensure that credit awarded is at the collegiate level, course content results in student competencies that are at least equivalent to those in the institution’s own programs of study, and the instructors of such courses are qualified to teach at the appropriate degree level.
3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. (Academic policies)

The institution has procedural guidance that support principles of good practice and these are disseminated in the Faculty Handbook, Student Handbook, and Catalog. The master document for academic policies including the processes for communicating the system’s information to employee work groups and students is the Administrative Regulations and Procedures Manual (ARPM), dated May 1, 2009. The All College Council Committee presents opportunities for all constituencies to receive information about the institution’s initiatives, and to provide input into the process. Committee membership includes major committee chairs, administrators, the chair of the Faculty Senate, President of the Student Government association, and staff representatives. Meetings of the All College Council are open to the college community.

3.4.6 The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. (Practices for awarding credit)

As one of the institutions governed by the North Carolina Community College System (NCCCS), the North Carolina Administrative Code (NCAC) establishes levels and amount of credit awarded for individual courses, and a numbering system for every course in the Common Course Library (CCL). Halifax Community College complies with this state law. The NCAC governed process for determining the level and amount of course credit is the same for all instructional modalities. The institution is a member of the Virtual Learning Community (VCL). This consortium has responsibility for developing, updating, and editing online courses.

3.4.7 The institution ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortia relationship and/or agreement against the purpose of the institution. (Consortia relationships/contractual agreements)

The institution has consortia relationships and contractual agreements with various entities. The institution provided evidence of its Nash, Edgecombe, Wilson, and Halifax Community College (NEWH) Consortia for nursing students. The institution has provided sample documentation of a Memoranda of Agreement (MOA) with local postsecondary institutions for teacher education training and clinical agreements with area hospitals for its medical laboratory technology and phlebotomy programs. A review of copies of consortia and contractual agreements confirm that they are updated periodically so that the institution ensures the quality of its educational programs and courses, the ongoing compliance with the comprehensive requirements, and agreement with the its purpose.
3.4.8 The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. (Noncredit to credit)

The institution does not grant credit for continuing education classes or experiential learning. There are avenues through credit-by-examination for translation of some experiences (e.g., military training). Additionally, a clock hour/credit hour conversion formula exists for Basic Law Enforcement Training, Cosmetology, Licensed Practical Nursing and Welding. However these are not considered Continuing Education paths of study.

3.4.9 The institution provides appropriate academic support services. (Academic support services)

The academic support services provided are appropriate and sufficient to meet the needs of its students. Academic support services include assessment, academic advising, an academic resource laboratory, career and personal counseling services, disability services, library support, peer and professional tutoring, GED preparation, and distance learning support. The institution demonstrates that it is a leading community college in offering exceptional technology support to students as it was named the winner of the 5th Annual Digital Community College Survey by the Center for Digital Education and Converge magazine. Through the Title IV Student Support Services Program, services such as academic coaching (advising), academic enrichment sessions (tutoring), and English, reading and mathematics skills resources offered in the Academic Skills Center, are available to qualified students. Information concerning available resources is available via the institution’s Catalog, website, and other print media.

Survey instruments such as the 2008 Fall Student Survey, 2008 Graduate Exit Survey, and 2009 Community College Survey of Student Engagement (CCSSE) reveal that students have an overall positive attitude towards the academic support services offered by the institution.

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty. (Responsibility for curriculum)

Section 401.00 of the Administrative Regulations and Procedures Manual (ARPM) clearly describes the role and responsibilities of the faculty member with emphasis on “effective teaching in every class” and on the improvement of the educational program. Within the ARPM are the regulations and procedures covering the leading role of the faculty in the process of institutions curriculum revision, and program review. The Faculty Handbook reinforces faculty accountability, expanding the language to include acknowledging the responsibility for “providing quality education and services with strategic outcomes.” In expressed language it is clear that faculty members are responsible for establishing learning outcomes, for conducting planning and
assessment of learning outcomes in their curricular disciplines, for textbook selection, and for institutional service through committee involvement.

*3.4.11 For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. (Academic program coordination)

The institution provided a Department Chair Roster to demonstrate that program coordination, as well as curriculum development and review, are assigned to persons academically qualified in the field. A comparison of the job descriptions to the academic credentials and licensures of individuals identified on the Department Chair Roster verified that all individuals involved with program coordination and curriculum development and review are academically qualified in the field.

3.4.12 The institution’s use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. (Technology use)

A review of a sample of an ACA 111College Student Success syllabus; distance education course listings; Presidium (help desk) usage reports; Electronic Resources Center (ERC) usage reports; Learning Assistance Center (LAC) annual reports; faculty professional development opportunities; student satisfaction survey results; and technology survey results confirm that the use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Documentation confirms that students have access to and training in the use of technology.

3.5.1 The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

The institution has identified and published in its Catalog, five general education competencies that it expects its graduates to demonstrate mastery. To demonstrate mastery of these competencies, all graduates of the institution are expected to:
1. Communicate in written form using workplace, academic, or technical writing strategies and employing standard English grammar and mechanics and research skills (Writing).
2. Communicate orally using knowledge of communication theory, research skills, and self-knowledge by delivering speeches and discussing effective oral communication in the workplace and other life settings (Oral Communication).
3. Read and comprehend texts and documents in order to summarize, discuss, and evaluate information (Reading).
4. Demonstrate technology and related computer skills by applying knowledge successfully to meet job requirements (Technology).
5. Apply mathematical skills to professional and/or academic situations in order to solve problems (Math).

The institution’s competencies conform to the North Carolina Community College System (NCCCS) mandates for curriculum standards and course descriptions.

The institution has initiated several initiatives to accomplish and improve the assessment of its general education competencies. The General Education Program, 2008-2009 Assessment Plan was developed to assess and report general education competencies. Course and hour requirement tracking sheets were revised. A General Education Assessment Report was prepared.

The General Education Assessment Report identifies the general education competencies and the extent to which its graduates obtain them for each academic program. After the institution’s general education competencies are assessed, the results are documented for the institution’s Assessment Committee to analyze and formulate recommendations for program improvements. The results are recorded in the General Education Closing the Loop document. These recommendations are shared with the administration and faculty for appropriate action. The Assessment Committee documents all recommendations along with supporting evidence of the use of results that led to the improvement of programs.

The institution demonstrated that it has identified college-level general education competencies. Although the general education assessment plan is relatively new and emerging, the institution provided evidence to document the extent to which its graduates have attained general education competencies.

3.5.2 At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions. (Institutional credits for a degree).

The institution established a procedure to review applications for graduation and degree audit prior to graduating a student. The process enables the institution to verify that 25 percent of credit hours required for a specific degree are earned through instruction offered by the institution.

3.5.3 The institution defines and publishes requirements for its undergraduate programs, including its General Education components. These requirements conform to commonly accepted standards and practices for degree programs. (Undergraduate program requirements)

The institution defines and publishes requirements for its programs, including its General Education components, in its Catalog. General education requirements are
included in the curriculum for each academic program. Students can access program requirements and general education components through the printed or online version of the Catalog. The requirements for the programs and general education components conform to the content, length, and learning outcomes as specified by the North Carolina Community College System (NCCCS) and the State Board of Community Colleges.

3.5.4 At least 25 percent of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree - usually the earned doctorate - in the discipline, or the equivalent of the terminal degree. (Terminal degrees of faculty)

Not Applicable

3.6.1 The institution’s post-baccalaureate professional degree programs, and its master’s and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. (Post-baccalaureate program rigor)

Not Applicable

3.6.2 The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. (Graduate curriculum)

Not Applicable

3.6.3 The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through institution offered by the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits through instruction offered by the participating institutions. (Institutional credits for a degree)

Not Applicable

3.6.4 The institution defines and publishes requirements for its graduate and post-graduate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. (Post-baccalaureate program requirements)

Not Applicable

3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications
of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (Faculty competence)

The institution adopted standards for determining faculty qualifications and required credentials that individuals must possess to be approved to instruct credit courses. The institution provided a Faculty Roster which identified full-time and part-time instructional personnel. A comparison of official academic transcripts with job descriptions contained in the personnel files of individuals identified on the Faculty Roster provided evidence that the institution employs competent faculty members qualified to accomplish the mission and goals of the institution.

3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. (Faculty evaluation)

The Board of Trustees established a policy regarding its employee evaluation process. Evaluation procedures are published in the Personnel Policies Manual. All full-time and part-time faculty members are evaluated annually. Evaluation forms are retained in individual personnel files secured in the Personnel Office.

3.7.3 The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners. (Faculty development)

The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners. Job descriptions contained in the Faculty Handbook indicate that full-time faculty must annually engage in at least 20 contact hours of professional development and part-time faculty must annually participate in at least 10 hours of professional development. In the past two years, the institution secured $55,000 for professional development activities through the Freedom to Learn Grant. Professional development training can consist of seminars, webinars, projects, research or completing a college course, and offered on- or off-campus. Each faculty member annually completes a Professional Growth and Development Form to record professional development activities.

3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom. (Academic freedom)

Within the Faculty Handbook, section 403.00 Academic Freedom and Professional Security, reside the provisions for academic freedom that are ensured by the Board of
Trustees acting under the authority of the State of North Carolina. The definition of academic freedom includes protections that “students and faculty are at liberty, freely and using their critical thought processes, to investigate, research, and question ideas and facts, even if such inquiry raises objections from external sources”. Section 403.00 further outlines the responsibility of faculty members to “refrain from behavior or speech that interferes with the institution mission” as they manage the learning environment, and adhere to professional ethics. A process exists for managing complaints filed by students and/or faculty members that believe their rights under academic freedom have been compromised.

3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. (Faculty role in governance)

Faculty members are represented on all of the institution’s standing committees, including but not limited to those charged with oversight over academic and governance issues. This authority is expressed in the Faculty Handbook, and in the Administrative Regulations and Procedures Manual (ARPM).

3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. (Learning/information resources)

The Catalog, Administrative Rules and Procedures Manual (ARPM), National Center for Education Statistics (NCES) 2006 survey data, Spring 2006 Faculty Survey Summary, 2008-2009 Student Satisfaction Survey, and informal surveys of peer college libraries confirm that the institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Resources are sufficient for educational, research, and public service needs. Learning/information resources facilities are adequate in making collections accessible to users. The institution endeavors to provide access to additional resources for both on- and off-campus students through its membership with the Community College Libraries in North Carolina Consortium (CCLINC) as documented with appropriate lending agreements. All students may request materials not owned by the institution via interlibrary loans.

The library facilities and resources compare favorably with peer institutions. Facilities and learning/information resources at the institution’s off-campus instructional sites are adequate and appropriate for the programs offered at these locations.

3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. (Instruction of library use)

For on-campus resources, students have access to regular and timely instruction as evidenced by 2008-2009 Student Survey results, 2007 LAC semester reports, and the
2006 Faculty Survey Summary. Freshmen are mandatorily enrolled in a study, library and information skills course that includes instructional presentations by the librarian, Electronic Resources Center (ERC) Assistant, and Learning Assistance Center (LAC) Coordinator.

The Online Courses Student Satisfaction Survey indicates satisfaction among distance learning students with instruction, technical support and other assistance received for online courses. Students at the Tillery correction facilities have access to resources onsite that are a combination of state library resources coupled with resources from the institution. Supplemental resources are transferred from the campus library through the instructor to the correction facility for student use.

3.8.3 The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. (Qualified staff)

Students who are inmates in the Tillery Correctional Center and the Caledonia Correctional Institution may access campus library materials through their instructors. Distance learning students may submit inquiries to the library circulation desk staff by phone and to the LRC Director and/or the Director of Distance Learning via email or phone as documented on the institution’s website.

Student and faculty survey results from fall 2007 and spring 2006 respectively, indicate satisfaction with the library staffing levels. The library staff is appropriately credentialed and experienced in library resources sufficient to accomplish the mission of the institution.

3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. (Student rights)

The institution publishes clear and appropriate statements of student rights and responsibilities and disseminates this information using a multifaceted approach to its students and constituency. The statements include detailed information for students concerning expected student conduct, student appeals, and steps to take to address student grievances. This information is easily accessible via the website. The Catalog and Student Handbook also contain this information, and are distributed at New Student Orientation. Additional copies are available in the Student Services area. Course syllabi also include information on student rights and responsibilities. Distance learning students receive a link to the online Catalog in every communication they receive from the Distance Learning Director, thereby assuring that they too have access to this information.
3.9.2 The institution protects the security, confidentiality, and integrity of its student records and maintains special security measures to protect and back up data. (Student records)

The institution developed and implemented appropriate institutional policies and procedures governing student records, security and confidentiality, use, and release. The institution has appropriate forms in regards to the release of student information and complies with all FERPA rules, regulations, and requirements. The institution complies with the North Carolina Community College System’s Records Retention and Disposition Schedule. Student records are maintained in a fireproof vault located in the Office of the Registrar. To ensure that computer records are appropriately protected, designated data files are backed up nightly.

3.9.3 The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs. (Qualified staff)

The institution provided a roster of student affairs personnel to document the quality and effectiveness of its student affairs program; job descriptions and resumes that detail current and past job experience of student affairs employees were included to document that the personnel has quality and student services professionals. The Student Services staff participates in professional development that allows them to stay current in areas that are relative to their assigned duties and responsibilities.

3.10.1 The institution’s recent financial history demonstrates financial stability. (Financial stability)

Audited financial statements prepared by the Office of the State Auditor – State of North Carolina for the most recent three (3) years demonstrate financial stability of the institution.

3.10.2 The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution. (Submission of financial statements)

The institution annually submits the Financial Profile, as required by the Commission on Colleges, utilizing information from the Integrated Postsecondary Educational Data Survey (IPEDS) Financial Survey. The Financial Profiles were reviewed and compared to audited financial statements with no material differences noted.

*3.10.3 The institution audits financial aid programs as required by federal and state regulations. (Financial aid audits)

Audits of the financial aid programs administered by the institution are performed annually by the Office of the State Auditor – State of North Carolina, as part of the
Single Audit Report for the State of North Carolina. No deficiencies or noncompliance issues associated were noted in the Single Audit Report for this institution.

3.10.4 The institution exercises appropriate control over all its financial resources.  
(Control of finances)

Audit reports for fiscal year ending 2007 and 2008 indicated several deficiencies in financial reporting and internal controls. Based on the institution’s responses to these deficiencies and that the most recent audit report, fiscal year ending 2009 contained no deficiencies in financial reporting and internal controls, indicates that the institution is currently exercising appropriate control over all of its financial resources.

3.10.5 The institution maintains financial control over externally funded or sponsored research and programs.  (Control of sponsored research/external funds)

The institution receives funding from external sources related to its mission, goals, and objectives. Board of Trustees is granted the authority in North Carolina General Statute 115-58.1 to apply and accept federal government or agency grants. The Business Office uses the same internal controls and accounting processes to account and report activity for externally funded or sponsored programs.

3.11.1 The institution exercises appropriate control over all its physical resources. 
(Control of physical resources)

Although there are documents relating to purchasing, upkeep of physical resources appears to have been a noted issue. Subsequent discussions indicated that resources were being employed to meet the areas with the greatest need. Students appeared to be satisfied with the physical condition of the campus. Comments from the faculty-staff survey and evidence suggested that steps were taken to try to address many of cited issues. Reference was made to a new P-card procedure which could greatly enhance the purchasing process but could also carry some additional control issues. P-card procedures were reviewed and appeared to employ adequate controls against fraud and misuse.

3.11.2 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.  (Institutional environment)

Crime Awareness Reports indicate that the institution takes reasonable steps to provide a healthy, safe, and secure environment for members of the campus community. The institution has a published comprehensive Safety Plan consisting of inspections, emergency action plans, training and drills, and other pertinent information. This comprehensive Safety Plan is evidence of the reasonable steps taken to provide a healthy, safe, and secure environment. Responses in terms of hiring a security person and providing security coverage in the evenings as well as responses to the faculty staff survey indicate some attention is being given to concerns in this area. Grants are being
explored to provide security notification/camera upgrades. Improved lighting and call boxes are also items to on the horizon to be added. Evidence indicates general satisfaction with the improvements made to security over the past year.

3.11.3 The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities. (Physical facilities)

Documentation indicates that the physical facilities are operated and maintained by appropriate staffing to ensure the needs of educational programs, support services, and other mission-related activities are served. Survey data indicated some concerns with facility conditions and maintenance; however, overall satisfaction was expressed. The Committee noted the condition of the facilities due to deferred maintenance and its potential adverse affect on the learning environment, institutional vision, and overall image of the college.

3.12.1 The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes. (Substantive change)

The institution provides evidence of notification and approval for two substantive change requests as indicted in approval letters dated May 26, 2009 and October 15, 2009.

3.13.1 The institution complies with the policies of the Commission on Colleges. (Policy compliance)

There was no evidence that the institution does not comply with Commission on Colleges policies.

3.14.1 A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. (Publication of accreditation status)

The institution accurately represents and publishes its accredited status in accordance with Commission requirements and federal policy. The information appears in the Catalog, website, and other institutional materials.

D. Assessment of Compliance with Section 4: Federal Requirements

4.1 The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates. (Student achievement)
The institution evaluates the success of its students’ achievement annually in accordance with the North Carolina Community College System’s Performance Measures Critical Success Factors. Moreover, these results are broadly published on the website, Catalog, and Fact Book.

*4.2* The institution’s curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. *(Program curriculum)*

The curriculum is directly related and appropriate to its purpose and goals and the diplomas, certificates, or degrees awarded. The diplomas, certificates and degrees awarded by the institution are in compliance with the North Carolina Community College System (NCCCS) Curriculum Standards as approved by the State Board of Community Colleges.

*4.3* The institution makes available to students and the public current academic calendars, grading policies, and refund policies. *(Publication of policies)*

The institution provides current and prospective students, faculty, staff, and public with the academic calendar, grading policies, and refund policies in its Catalog, Student Handbook, and website. Grading policies were also noted on curriculum syllabi. The calendars and policies are clearly stated and easily accessed.

*4.4* Program length is appropriate for each of the institution’s educational programs. *(Program length)*

The certificates, diplomas and associate degrees offered are appropriate and adhere to the curriculum standards set forth by the North Carolina Community College System (NCCCS). The program length is mandated by the North Carolina Administrative Code (23 NCAC 2E.0204) and criteria established by the State Board of Community Colleges for the awarding of degrees, diplomas, and certificates. All curricula meet the minimum number of credit hours cited in the North Carolina Community College System (NCCCS) Curriculum Standards.

*4.5* The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. *(Student complaints)*

The institution has procedures for addressing written student complaints. The procedures for filing a student grievance or complaint can be found on the website, Catalog, Student Handbook, and Administrative Regulations and Procedures Manual (ARPM). Examples of a formal and informal written complaint demonstrate that the institution follows its procedures when resolving student’s complaints.

*4.6* Recruitment materials and presentations accurately represent the institution’s practices and policies. *(Recruitment materials)*
A review of recruitment materials and presentations confirmed that these materials accurately represent the institution’s practices and policies. Among the materials reviewed were the 2009-2011 Catalog, Student Handbook, website, program brochures from Accounting and Medical Office Administration, 2009 Continuing Education Class Schedule, and a variety of other institutional documents made available to the public. Procedures are in place to ensure the accuracy of all materials. In addition, all publications for public distribution must be approved by the Vice President of Institutional Advancement to ensure a consistent image.

*4.7 The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. (Title IV program responsibilities)

Annual Audits performed by the Office of the State Auditor, State of North Carolina, and documentation provided by the USDOE indicate that the institution is in compliance with all requirements for the administration of Title IV programs.

E. Additional Observations regarding strengths and weaknesses of the institution. (optional)
A. Brief description of the institution’s Quality Enhancement Plan

The Quality Enhancement Plan (QEP), Classroom Innovations Result in Creative Learning Environments (CIRCLE), is consistent with the mission to “meet the diverse needs” of the institution’s community by providing “high-quality, accessible and affordable education and services for a rapidly changing and globally competitive marketplace.” The institution defines student learning as “a series of transformative experiences that result in improved competence in the core foundational skills and attitudes that drive success and lie at the heart of a work ethic that will enhance graduates’ ability to secure, retain, and excel in a career.”

An examination of College and Community College of Student Engagement (CCSSE) data led to surveys administered to faculty and students to identify barriers to student success. An improved developmental education program was the most frequently marked strategy by full-time faculty (58%). Students surveyed multiple times indicated that their greatest learning-related barriers to academic success were math skills and personal skills for success. Discussions on the data resulted in a QEP that addresses the primary barrier to student learning suggested by constituents (i.e., a weakness in the foundational skills that underlie the ability to self-regulate learning and solve problems).

The primary goal of the QEP is to develop self-regulated learners and problem-solvers, and includes four initiatives, as follows:

1. Enhanced Study Skills Course Initiative – The developmental study skills course, ACA 085 Basic Study Skills, has been redesigned to teach students how to learn by self-regulating learning.
2. Learning Communities Initiative – First-semester developmental students will be invited to enroll in one of two CIRCLE One learning communities: “Steps to Math Success,” which links ACA 085 with MAT 060 Basic Math; or “Steps to Reading and Writing Success,” which links ACA 085 and ENG 095 Reading and Comprehension Strategies. CIRCLE One cohorts will be encouraged to enroll their second semester in the appropriate CIRCLE Two learning community – either “Thinking about Algebra,” which links HUM 115 Critical Thinking with MAT 070 Introductory Algebra; or “English: It’s Critical,” which links HUM 115 with ENG 111 Expository Writing. In addition to academic skills, the learning communities are to enhance goal management, time management, stress management, problem solving, and academic self-efficacy. CIRCLE Two learning communities target CIRCLE One completers and are also open to non-developmental English students. By 2013-2014, seven CIRCLE One and nine CIRCLE Two learning communities will be implemented, impacting about 360 students per semester.
3. **Student Services Initiative** – Special workshops and projects will be facilitated by student services staff on academic self-efficacy, stress management, financial aid, communication, test anxiety and problem-solving goals within the context of CIRCLE One learning communities.

4. **Professional Development Initiative** - A comprehensive professional development plan has been developed through 2014 for faculty and staff who participate in the QEP.

Both quantitative and qualitative data indicate that the QEP is appropriate for the institution. In fall 2009, the ASSET placement test placed 96% of new students into developmental math and 78% into developmental English courses. Overall pass rates for 2009-2010 were 41% in basic math, 46% in introduction to algebra, and 58% in reading and writing success courses. Except for introduction to algebra, the success rates were lower than 2008-2009.

**B. Analysis of the Acceptability of the Quality Enhancement Plan**

1. **An Institutional Process**. The institution uses an institutional process for identifying key issues emerging from institutional assessment.

Evidence cited indicates broad-based involvement in the identification and development of the QEP. Students, faculty, staff, administrators, advisory committee members and the Board of Trustees participated in discussions, surveys, and focus groups. The QEP evolved from the institution’s available assessment data. Using faculty forums and student surveys, the institution collected sufficient information to identify key areas the institution could address to improve student success. Eleven teams comprised of faculty and staff volunteers developed the QEP once the initiatives were identified.

2. **Focus of the Plan**. The institution identifies a significant issue that (1) focuses on learning outcomes and/or the environment supporting student learning and (2) accomplishes the mission of the institution.

The overarching goal of the QEP is to develop self-regulated learners and problem solvers through learning communities. The learning communities target the success of developmental students, a primary concern for the institution based on retention and data related to the retention and success of these students. Students participating in the learning communities will acquire knowledge and demonstrate related behaviors as enumerated below. The learning outcomes complement the mission.

1. Develop an academic goal management and strategic learning plan.
2. Monitor the effectiveness of an academic goal management and strategic learning plan.
3. Implement weekly schedules for goal-oriented tasks.
4. Manage environmental, behavioral, and cognitive stressors that impact student academic success.
5. Use critical thinking skills to analyze available information and devise solutions to problems.
6. Relate personal academic self-efficacy to academic goal achievement.

3. **Institutional Capability for the Initiation, Implementation, and Completion of the Plan.** The institution provides evidence that it has sufficient resources to initiate, implement, sustain, and complete the QEP.

The organizational support structure for the QEP and a five-year budget for the QEP implementation are apparent. The documentation provides information for the budget and source for marketing, recruitment, professional development, assessment, materials, faculty, and director contract. However, the documentation does not delineate in-kind funding used for the QEP such as facilities and technology. The budget may be lacking in other resources for the QEP such as library resources and administrative support staff. The increased strain on the institution’s budget will necessitate a firm commitment to maintain the priorities identified in the plan-particularly in funding the full-time positions, which comprise the majority of the QEP budget. The institution should make adequate preparations to ensure that the QEP is sustained and completed in the event grant funding projections change. If funding issues are projected to continue, it may be prudent to examine alternate funding scenarios for QEP implementation consistent with funding levels anticipated.

The President is committed to supporting the position of the QEP Director as a full-time position. The Committee believes this full-time position is critical to the success of the QEP.

4. **Broad-based Involvement of Institutional Constituencies.** The institution demonstrates the involvement of its constituencies in the development and proposed implementation of the Plan.

**Development**

The institution created opportunities for participation in the development and proposed implementation of the QEP by current students, alumni, staff, administrators and all faculty members. In addition to the faculty forums, focus groups and student surveys, the institution engaged the community in the process through multiple advisory committees and through presence in the local newspaper.

According to the planning process document published under the President’s page, the Faculty Senate was charged with the responsibility for recommending ten faculty members (representing two for each division) to work with the Vice President of Instruction on the Program Review Committee for the purpose of preparing the self-study. The QEP process is heavily reliant upon the efforts of the faculty, including those at off-site campus instructional sites such as local prisons. Committee constructs
generally require collaboration across work groups and interaction with a student representative.

The institution took advantage of virtual social networking sites, and more traditional media formats such as video (available for viewing at the institution’s website). The Facebook page updates users with events, activities and other items of interest for the institution as it progresses through its QEP implementation.

Implementation

Implementation of the QEP involves faculty who will be teaching in the learning communities, faculty advisors, student support services staff, counseling, the QEP Director, and a CIRCLE Program Advisory Team comprised of 12 faculty and administrators. Further, in interviews with faculty not closely affiliated with developing the QEP, it was clear to the visiting team that additional faculty plan to integrate into courses that are not learning community sections information on the soft skills identified in the QEP important to student self-efficacy.

5. **Assessment of the Plan.** The institution identifies goals and a plan to assess the achievement of those goals.

The QEP states that the overarching goal of the QEP is to develop self-regulated learners and problem solvers through learning communities. The following student learning outcomes related to this goal were identified:

1. Develop an academic goal management and strategic learning plan.
2. Monitor the effectiveness of an academic goal management and strategic learning plan.
3. Implement weekly schedules for goal-oriented tasks.
4. Manage environmental, behavioral, and cognitive stressors that impact student academic success.
5. Use critical thinking skills to analyze available information and devise solutions to problems.
6. Relate personal academic self-efficacy to academic goal achievement.

Further, the institution identifies four initiatives that it will employ to develop these self-regulated learning and problem-solving skills. These include:

1. Enhanced study skills course initiatives (ACA)
2. Learning Communities Initiative (CIRCLE 1 and 2)
3. Student Services Initiatives
4. Professional Development Initiative

The institution has a plan for summative assessment of the achievement of the student learning outcomes using various student self-assessments/inventories, portfolios, and
completion of assignments in the Learning Community classes. These assessments will take place primarily in the ACA and CIRCLE Learning Communities. However, evaluation of the latter two initiatives is not addressed in the evaluation plan. Student Services and Professional Development initiatives should be assessed for satisfaction and effectiveness so that improvements can be made, as needed, throughout the duration of implementation of the QEP.

Further, the self-efficacy data are essentially formative as the ultimate success of the QEP articulated by faculty and staff will be evident in student outcomes in course completion, retention, graduation, and employment success. The QEP will be successful when students who participate in Learning Communities experience greater success in developmental and subsequent courses, and are retained, graduated, and employed at rates higher than current benchmarks, and compared to students who did not participate in Learning Communities.

Formative data are essential to helping the institution understand how effective the QEP initiatives are in moving students toward these outcomes. The assessment plan should clearly identify desired goals/outcomes for student services and professional development initiatives; student outcomes in regard to class success, retention, graduation, and employment; and associated measures and targets for these objectives. In addition, the plan should also contain a clear process, timeline, and delineation of responsibility for data collection, analysis, and reporting; in particular, the coordination of data collection using multiple assessments across multiple learning communities each semester.

Recommendation 6: The Committee recommends that the institution identify goals and a plan to assess their achievement.

C. Analysis and Comments for Strengthening the QEP

The institution developed a very ambitious QEP that is research based and with broad involvement by constituents. The Committee recognizes the need for the institution to match the scope of the QEP to its available human and fiscal resources. Each of the four initiatives within the QEP has been designed to contribute to students becoming self-regulated learners and problem solvers through learning communities. Specifically noted are the following:

1. ACA 085 Basic Study Skills content has been revised based on student outcomes and goals associated with the QEP.
2. The learning communities were discussed expansively in the QEP, with data from the spring 2010 pilot inspiring revisions to improve direct and indirect performance measures.
3. Workshops to be facilitated by Student Support Services counselors/staff are incorporated into CIRCLE One learning communities.
4. A comprehensive professional development plan has been devised for faculty and staff involved in the CIRCLE program.

The following comments are offered for consideration as the institution continues to assess the effectiveness of its QEP and strengthen its important work. All groups surveyed as part of the QEP identification process rated a first-year program and more intensive advising as being the most desirable strategies for the QEP. Data presented in the QEP indicate that 44% of new students wanted to see more intensive advising and mentoring. While 96% of new students placed into developmental math and 78% placed into developmental English courses, 49% of new student respondents on a survey indicated they were not taking a developmental course the semester of the survey. Several strategies could support developmental student advising, as follows:

1. Consider strengthening advising for developmental students to enroll those students into their foundation courses their first semester and to follow a prescribed, uninterrupted pathway to college-level coursework.
2. At a minimum, require developmental students to meet with their academic advisor prior to registration during their first year of enrollment.
3. Advise developmental students of the negative impact of registering for courses after the first class meeting.
4. Inform students online and face-to-face about the learning communities prior to registration (i.e., the linked classes, the advantages and disadvantages of enrolling in a learning community, and expectations for students who enroll in a community to remain enrolled in both classes). It might be helpful for students in Early College, adult education, and high schools in the service region to be introduced to the concept of learning communities prior to enrollment.
5. Conduct professional development for faculty about learning communities and program and degree requirements for transfer students. Faculty may want to refer transfer students to the baccalaureate transfer guide.
6. Incorporate more professional development on pedagogy for learning community faculty based on the recommendation from the assessment of the spring 2010 pilot program. Most of the strategies identified in the “Closing the Loop” discussion were what students would do differently and were not directly tied to pedagogy.
7. Develop a marketing and communication plan that keeps both internal and external constituents informed on the progress and results of the QEP.
8. Utilize the technology available in MyMathLab to supplement instruction and tutoring in developmental math.
9. Offer workshops as part of, or in addition to, ACA for first-semester students that teach them how to use Blackboard, the Student Information System, and email.
Part IV. Third-Party Comments

If an institution receives Third-Party Comments, the institution has an opportunity to respond to those comments and the On-Site Reaffirmation Committee reviews the response as part of its comprehensive evaluation of the institution.

The Committee should complete one of the following:

__X__ No Third-Party Comments submitted.

____ Third-Party Comments submitted. (Address the items below.)

1. Describe the nature of the Comments and any allegations of non-compliance that may have been part of the formal Third-Party Comments;

2. Indicate whether the Committee found evidence in support of any allegations of non-compliance.

If found to be out of compliance, the Committee should write a recommendation and include it in Part II under the standard cited with a full narrative that describes why the institution was found to be out of compliance and the documentation that supports that determination. In this space, reference the number of the Core Requirement, Comprehensive Standard, or Federal Requirement and the recommendation number cited in Part II.

If determined to be in compliance, explain in this space the reasons and refer to the documentation in support of this finding.
APPENDIX A

Roster of the On-Site Reaffirmation Committee

Dr. MaryLou Apple - Chair
President
Mottow State Community College
Lynchburg, TN

Dr. Tara L. Atkins-Brady
Director, Inst. Research, Planning and
Institutional Effectiveness
Piedmont Virginia Community College
Charlottesville, VA

Dr. Janice L. Franklin
Professor
Mountain View College
Dallas, TX

Dr. Burt Harres
Vice President of Instruction/Provost,
West Campus
Pasco-Hernando Community College
New Port Richey, FL

Dr. John J. Kehoe
Vice President fo Finance and Administrative
Services
Florida Keys Community College
Key West, FL

Dr. Skip Sullivan
President
West Georgia Technical College
Waco, GA

Mr. Wendell W. Williams
Vice President Student Success
Lone Star College System
Conroe, TX

QEP EVALUATOR
Dr. Janet T. Laughlin
Dean, Division of Student Success and
Academic
Advancement Division
Danville Community College
Danville, VA

OBSERVER
Dr. Erika L. MacWilliams
Executive Director of Accreditation and Assessment
Florida Keys Community College
Key West, FL

STAFF REPRESENTATIVE
Dr. Marsal P. Stoll
Vice President
Commission on Colleges
Decatur, GA
APPENDIX B

Off-Campus Sites or Distance Learning Programs Reviewed

1. Caledonia Correctional Institution
   2787 Caledonia Drive
   Tillery, NC

The Caledonia Correctional Institution was visited on October 4, 2010 for a tour of academic facilities and interviews with faculty. The Caledonia Correctional Institution is a medium security correctional facility operated by the North Carolina Department of Correction and is located approximately 19 miles from Halifax Community College. The institution offers certificate programs in plumbing, food service and masonry at the Caledonia Correctional Institution. The institution provides instructors, academic and student support services, books and supplemental materials to the student-inmates. The Caledonia Correctional Institution allocates classroom and laboratory facilities, learning resources, and tutorial services.

Three buildings at the Caledonia Correctional Institution contain dedicated classrooms and laboratories assigned to the institution. Student-inmates are recommended for admission to specific programs by the Caledonia Correctional Institution personnel, interviewed by program faculty, and recommended by program faculty for admission to the institution. The food service, masonry and plumbing programs each annually enroll approximately 30 students. One full-time instructor is assigned to each certificate program offered.

The Caledonia Correctional Institution’s facilities assigned to the academic programs are adequate, well-maintained, and appropriately equipped. Academic and student support services provided to student-inmates at the Caledonia Correctional Institution are appropriate and conducive to student learning.

2. Tillery Correctional Center
   1984 Caledonia Drive
   State Road 1141
   Tillery, NC

The Tillery Correctional Center was visited on October 4, 2010 for a brief tour of academic facilities and interviews with faculty. The Tillery Correctional Center is a minimum security correctional facility operated by the North Carolina Department of Correction and is located approximately 19 miles from Halifax Community College. The institution offers certificate programs in plumbing and electrical technology at the Tillery Correctional Center. The institution provides instructors, academic and student support services, books and supplemental materials to the student-inmates. The Tillery Correctional Center allocates classroom and laboratory facilities, learning resources, and tutorial services.
Two buildings at the Tillery Correctional Center contain dedicated classrooms and laboratories assigned to the institution. Student-inmates are recommended for admission to specific programs by the Tillery Correctional Center personnel, interviewed by program faculty, and recommended by program faculty for admission to the institution. The plumbing and electrical technology programs each annually enroll approximately 30 students. One full-time instructor is assigned to each certificate program offered at the Tillery Correctional Center.

The Tillery Correctional Center’s facilities assigned to the institution’s academic programs are adequate, well-maintained and appropriately equipped. Academic and student support services provided by the institution to student-inmates at the Tillery Correctional Center are appropriate and conducive to student learning.
APPENDIX C

List of Recommendations
Cited in the Report of the Reaffirmation Committee

CR 2.7.3  Recommendation 1

The Committee recommends the institution assures the Associate in General Education degree program requires the successful completion of a general education component at the collegiate level that ensures breadth of knowledge in the humanities/fine arts.

CS 3.3.1.1  Recommendation 2

The Committee recommends the institution assess the extent to which it achieves outcomes and provide evidence of improvement based on analysis of the results in its educational programs.

CS 3.3.1.2  Recommendation 3

The Committee recommends the institution assess the extent to which it achieves outcomes and provide evidence of improvement based on analysis of the results in its administrative support services.

CS 3.3.1.3  Recommendation 4

The Committee recommends the institution assess the extent to which it achieves outcomes and provide evidence of improvement based on analysis of the results in its educational support programs.

CS 3.3.1.5  Recommendation 5

The Committee recommends the institution assess the extent to which it achieves outcomes and provide evidence of improvement based on analysis of the results in its community/public service programs.

CS 3.3.2  Recommendation 6

The Committee recommends that the institution identify goals and a plan to assess their achievement.