

SELF-STUDY NEWSLETTER

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SELF-STUDY PROCESS IS UNDERWAY

Get ready for a massive self-study of all aspects of our college. Why? to improve our institution and to secure continued accreditation through the Higher Learning Commission (HLC). A total of 136 employees, from all classifications and locations, have volunteered to serve on self-study teams.



STEERING TEAM'S MISSION STATEMENT

For the purpose of continuous improvement of Southeast Community College, the Steering Team will lead Southeast Community College through the Higher Learning Commission Self-Study process in a productive and meaningful manner.

WE WILL:

- Involve and provide information to SCC employees, the student body, and our community and constituents in the self-study process
- Review the mission statement and purposes of the college
- Assess all aspects of the college
- Identify strengths and make recommendations for building upon those strengths
- Identify areas of concern and make recommendations for improvement
- Use the results of the self-study to promote positive change for employees, students, and our community
- Obtain continued accreditation from The Higher Learning Commission.

SURVEYS – WHAT DO YOU THINK?

One method of gathering current information for evaluation is to survey various populations, such as students, employees, external organizations, and advisors. In the near future, the Sub-teams will develop questions that will be used on a variety of surveys. In February, SCC will field a national survey for students, the Community College Survey of Student Engagement (CCSSE), for the first time. This survey provides information about effective educational practice in community colleges and helps institutions use that information to improve student learning and persistence. Classes will be selected at random to complete the paper and pencil survey. The resulting report will allow the college to monitor our performance and compare it with other groups of similar colleges. Rod Rhodes, Director of Instructional Effectiveness and Research, will coordinate this process with the help of CCSSE representatives. An employee survey, which the teams will develop, will be distributed in March. Your opinion will be very important, so when it appears, be sure to participate.

OUR GPS: THE SELF-STUDY PLAN

This document will keep the study on track by providing a “road map” of topics and areas to be studied in order to meet the required criteria and core components. The plan will be available on the HUB when it is approved by the Higher Learning Commission (HLC). One of the teams' first tasks was to develop a mission statement and a self-study plan that will be submitted to the accrediting agency for approval in February.



WHAT ARE THE CRITERIA FOR THE SELF-STUDY?

For such a huge project, we need guidance. And the HLC provided it, by publishing five Criteria and multiple core components under each criterion that all institutions of higher learning seeking accreditation must meet satisfactorily. Here they are:

1 – MISSION AND INTEGRITY: “The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.” To respond, the teams will examine and respond to the following core components:

- The organization’s mission documents are clear and articulate publicly the organization’s commitments.
- In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- Understanding of and support for the mission pervade the organization.
- The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
- The organization upholds and protects its integrity.

2 – PREPARING FOR THE FUTURE:

“The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.” The teams will develop evidence that responds to these core components:

- The organization realistically prepares for a future shaped by multiple societal and economic trends.
- The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
- All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

3 – STUDENT LEARNING AND EFFECTIVE TEACHING:

“The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.” The teams will focus on the following core components to respond to this criterion:



- The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- The organization values and supports effective teaching.
- The organization creates effective learning environments.
- The organization’s learning resources support student learning and effective teaching.

4 – ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE:

“The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.” Teams will investigate the following core components:

- The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
- The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

5 – ENGAGEMENT AND SERVICE: “As called for by its mission, the organization identifies its constituencies and serves them in ways both value.” The self-study will look for evidence of the following core components:

- The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- Internal and external constituencies value the services the organization provides.



THANKS TO THOSE SERVING ON THE SELF-STUDY TEAMS

It takes time! It takes a community! Self-study sub-teams have already dedicated many hours to their tasks, with many more to come. They are counting on you to support their efforts, too, when they come to ask for information. Self-study tri-chairs are Diane Rink (Student Services), Carolee Ritter (Arts & Sciences), and Glen Pasho (HVAC). Dennis Headrick (Instruction) is an ex-officio member, and Judy Shonerd (Administrative Services) will serve as report writer/editor. *Sub-team chairs and members include:*

GOVERNANCE/MISSION/LONG RANGE PLANNING

Chair: Brandon Holt

Stephanie Andersen, Radiologic Technology
Crystal Higgins, Practical Nursing
Ken Hoppmann, Arts & Sciences
Nikki Isemann, Arts & Sciences
Barry Masin, Administrative Services
Sharon Rehn, Surgical Technology
Rod Rhodes, Instructional
Dave Sonenberg, Student Services
Jo Taylor, Food Service/Hospitality
Nathan Watermeier, Construction/
Electronics

INSTITUTIONAL RESOURCES

Chairs: Steph Canning & Lisa St. Louis

Robert Aguilar, Physical Plant
Cathy Barringer, Technology
Al Brunkow, Area Information Services
Roxanna Carlo, Arts & Sciences
Gary Cooper, Physical Plant
Roger Evans, Technology
Eric Landkamer, Physical Plant
Janet Nason, Administrative Services
Lyle Neal, Technology
Pam Sedlacek, Administrative Services
Ted Suhr, Administrative Services
Kent Vollenweider, Arts & Sciences
Charles Whitehead, Physical Plant
Paula Young, Administrative Services
Rebecca Zabel, Fiscal Services

HUMAN RESOURCES/STAFF DEVELOPMENT

Chair: Lori Goldsmith

Marcie Broad, Business
Carolyn Butler, Human Resources/
Professional Development
Don Byrnes, Human Resources/
Professional Development
Marcie DeLong, Transportation/
Manufacturing
Randy Goldsmith, Electronic Systems
Technology
Jill Gurney, Human Resources/
Professional Development
Linda Hartman, Business
Marcy Hostetler, Student Services
Lisa Machado, Business
Charlotte Pasco, Respiratory Care
Kathy Reiter, Business
Karen Reitz, Student Services
Jose Soto, Access/Equity/Diversity
Paula Young, Administrative Services

EDUCATIONAL PROGRAMS & CURRICULUM

**Chairs: Mark Eilers, Elina Pierce,
Terry Spoor, Rose Suggett**

Susan Asher, Dental Assisting
Amanda Baron, Arts & Sciences
Jane Bock, Arts & Sciences
Bill Campbell, Arts & Sciences
Roger Carpenter, Arts & Sciences
Babette Dickinson, Continuing Education
Matt Donner, Welding Technology
Bob Eddy, Arts & Sciences
Mark Fuerniss, Arts & Sciences
Alfreda Goods, Business
Patty Haddow, Student Services
Virginia Hess, Associate Degree Nursing
James Isemann, Arts & Sciences
Janet Kirchner, Arts & Sciences
Nancy Krumland, Business
Kris Lewis, Respiratory Care
Patricia Lorenz, Practical Nursing
Bonnie Malcolm, Office Professional
Tonya Maloy, Medical Assisting
Dennis Medinger, Parts Marketing &
Management
Don Mumm, Laboratory Science
Shirley Noble, Medical Laboratory
Sally Olson, Arts & Sciences
Susan Pallas, Business
Merrill Peterson, Graphic Design
Phip Ross, Arts & Sciences
Richard Ross, Arts & Sciences
Karen Stevens, Practical Nursing
Crystal Stuhr, Dental Assisting
Rhonda Taft, Continuing Education
Glen Williams, Transportation/
Manufacturing
Jeanette Walsh, Continuing Education

DISTANCE LEARNING

Chair: Amy Rockel

Scot Baillie, Business
Nichole Berney, Dental Assisting
Tracy Buch, Radiologic Technology
Erin Caudill, Food Service
Janet Claassen, Instruction
Kelly Cummins, Respiratory Care
Beth Deinert, Business
Kathy Eitzmann, Business
Kimberly Fangman, Arts & Sciences
Krystal Gabel, Business
Bev Harvey, Continuing Education
Karen Hermsen, Business
Toni Landenberger, Business
Robert Morgan, Instruction
Carol Penrosa, Associate Degree Nursing
Rose Pollard, Business
Jill Sand, Respiratory Care
Terri Tiedeman, Business

STUDENT SERVICES

Chairs: Cheryl Parks & Mike Pegram

Daniel Brock, Business
Tom Cardwell, Student Services
Kelly Findley, Radiologic Technology
Mary Ann Harms, Student Services
Jeanine Jewell, Arts & Sciences
Todd Johnson, Business
Rob Koch, Student Services
Joyce Lubeck, Student Services
Tim Mittan, Business
Robin Moore, Student Services
Barbara Neuwerth, Business
Patrick O'Neill, Student Services
Karen Sachtleben, Student Services
Mike Smith, Arts & Sciences
Jeanette Volker, Student Services
Lynn Willey, Student Services

INSTITUTIONAL INTEGRITY

Chair: Sheryl Piening-Keller

Amanda Buman, Dental Assisting
Bridget Christensen, Arts & Sciences
Susie Dunn, Access/Equity/Diversity
Therese Gardner, Business
Veronica Jones, Community Services
& Resources
Susan Kash-Brown, Continuing Education
Kate Loden, Arts & Sciences
Lisa Moore, Assessment
Richard Nielsen, Arts & Sciences
Dianne Riensche, Associate Degree
Nursing
Denise Schlake, Ag, Food & Natural
Resources & Community Services
& Resources
Barb Tracy, Arts & Sciences
Dennis Toalson, Agriculture Business &
Management Technology

SITE PREPARATION

Nancy Holman, Continuing Education
Steph Canning, Administrative Services

RESOURCE ROOM

Michelle Tafoya, Information Services

