

# 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

