

SELF-STUDY NEWSLETTER

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CHARACTERISTICS OF AN EFFECTIVE SELF-STUDY:

- Well-publicized
- Strong support from president of college
- Very carefully designed
- Analytical
- Evaluative (honest about weaknesses and strengths)
- Generates results and provides help for improvement in the future
- Has to be participatory (include all constituents)
- Conclusion includes recommendations based on findings
- Evaluative, not just descriptive
- [The Visiting] Team is there to validate your findings
- Compared with previous self-study – especially problems
- Effective assessment program needed in college – team wants to see good faith effort & what good has come out of our assessment (program)
- Provide links to electronic resource room for expansions of evidence

More comments from conference are on page 2.

EMPLOYEE SURVEY

Thank you! A total of 490 employees (75% of the approximately 650 full-time and part-time regular employees) responded to the employee survey, which was distributed via Survey Monkey online March 29 – April 7, 2011. The survey consisted of 106 multiple-answer questions and two open-ended questions. The sub-teams will be studying the survey responses and sharing them with everyone in the coming months.

STUDENT SURVEY

The **Community College Survey of Student Engagement (CCSSE)** was conducted from mid-February to mid-March 2011 on each campus. This nationally prominent survey instrument is built on retention research and asks students about their college experiences — how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; how the college supports their learning; and so on. A total of 1,600 response sheets were sent to the vendor for processing, and results are expected back by the end of July, according to Rod Rhodes, Director of Instructional Effectiveness and Research. Rhodes recruited approximately 12 intrepid volunteers who administered the survey and helped ensure a representative sample of on-campus students. Full-time, part-time, day, evening, and weekend students in 91 class sections completed the paper/pencil instrument. A bonus 20-item special focus section was also included, addressing topics such as registration, orientation, freshman seminars, learning communities, success courses, developmental coursework, placement, tutoring, and academic planning. Distance students were not included in the survey as required by the vendor and will be reached through a separate survey process.

HLC CONFERENCE FEEDBACK

To help lead the college in the upcoming self-study and accreditation process, sixteen SCC Steering Team and other team members attended the Higher Learning Commission conference in Chicago, April 9-11, 2011. Yes, it was a weekend! Here are nuggets from some of our representatives.

Lori Goldsmith, Chair, Human Resources/Professional Development Sub-Team, contributed these notes from a session led by Mary Breslin, B.V.M., Vice President for Accreditation Relations, Higher Learning Commission.



MORE SURVEYS PLANNED

Several sub-teams are planning to survey specific constituencies, including the Board of Governors, distance learning students and teachers, high school students taking college courses, adjunct instructors, and external agencies, such as employers, advisors, community organizations, and governmental units who interact with SCC.

HLC CONFERENCE FEEDBACK

CHERYL PARKS

CO-CHAIR, STUDENT SERVICES SUB-TEAM



The 2011 NCA Higher Learning Commission Annual Conference, held in Chicago, was an eye-opener to this naïve team member. Although the predominant theme was how much work the accreditation process is, I came away from the conference with a solid belief that “We can do this thing!” It will indeed take a lot of work from all of us, as teams and as individuals, but the end result will be that Southeast Community College will continue to exist.

Accreditation is about reaffirmation! I have a greater appreciation of the fact that accreditation is not all about finding the flaws of our institution but revealing the great things that we do and ensuring that we continue to do great things.

ELINA PIERCE

CO-CHAIR, EDUCATION PROGRAMS AND SERVICES SUB-TEAM



I can use two words to describe my experience at the HLC conference: overwhelming and exciting. On one hand, I was overwhelmed with the information presented. At times — I am not going to lie — I thought to myself, “OH NO! We aren’t doing this! Should we be doing this?” There are other times that I thought that we are on the right track. This is my first HLC conference and hopefully next year I won’t look or feel like I am from another planet, but the information presented reaffirmed that we are on the right track with the process. Overall, I enjoyed the experience. I got a chance to interact with people at the college level who I would have probably never interacted with, and it also gave me a chance to learn more about the HLC. I think the conference also fostered a “colleague” relationship or a group of people with one main goal: to get reaccredited. I think we also have to realize that we are better off than a lot of colleges out there.

LISA ST. LOUIS

CO-CHAIR, INSTITUTIONAL RESOURCES SUB-TEAM



Being my first time I really didn’t know what to expect. I found that the most interesting sessions involved speakers who had recently been through their school’s accreditation process and gave insight to all that they were involved in and the “do’s and don’ts” and the “what to watch out for and make sure you have.” Also available was a resource room where you had access to many different schools’ actual accreditation reports. I thought this was very helpful in getting an idea of how this project will come together in the end. They also provided us with a chance to visit one-on-one with representatives from various colleges – large and small – to ask them direct questions. This provided some very good information also.

STEPHANY CANNING

CO-CHAIR, INSTITUTIONAL RESOURCES SUB-TEAM



I found my first HLC Conference to be very valuable in organizing our information for the self-study process. The sessions I attended offered good insights on do’s and don’ts, things that worked well and some that did not. A couple of items that really stuck out to me were, having a well-organized, easy-to-access Resource Room, making sure that you have evidence to support your study and not just data, and involving everyone. An idea of doing mock interviews prior to the visiting team arriving sounded like an excellent plan to me.



TEST YOUR NOT-SO-TRIVIAL-KNOWLEDGE OF *SCC* Southeast community college

1. What was the 12-month unduplicated count of students enrolled for credit at SCC (all locations) in 2009-2010? (All information is taken from the 2010-11 IPEDS enrollment report. No fair looking it up!)

- (a) 9,801 (b) 12,106 (c) 19,569 (d) 22,006

2. Approximately what percent of all SCC students were full-time in fall 2009-10?

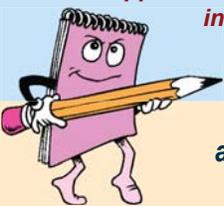
- (a) 33% (b) 43% (c) 53% (d) 63%

3. What is the fall-to-fall 2009-2010 retention rate for first-time, full-time students?

- (a) 24% (b) 34% (c) 54% (d) 74%

4. What is the fall-to-fall 2009-2010 retention rate for first-time, part-time students?

- (a) 70% (b) 60% (c) 50% (d) 40%



Send your answers to Diane Rink. The first one who gets all four answers correct wins a prize—an all-expense-paid trip to the...oops, wait! How about a gift certificate to the SCC bookstore of your choice?