Purpose of the self-study

- to advance institutional self-understanding and self-improvement
- to demonstrate to external audiences, such as the Middle States Commission on Higher Education, government regulatory agencies, and the public, that the institution meets the standards for accreditation
- to maintain eligibility to receive federal financial aid.

Intended Outcome of Self-Study:

- to demonstrate compliance with the seven accreditation standards and requirements for affiliation;
- to determine the extent to which the college satisfies the mission, vision, and goals set forth in the Strategic Plan and the institutional initiatives borne of that plan and determined by the Steering Committee
- to strengthen the connection between program offerings and support-services among transfer, pre-professional, and workforce development programs;
- to identify strategies that contribute to students' goals of persistence and completion or guides them into productive alternatives;
- to identify institutional strengths and opportunities for improvement;
- to examine the effectiveness of assessment practices across all areas of the college;
- to expand community awareness of and engagement with the college's personnel and resources, and
- to inform the college's 2020-2025 Strategic Plan.

Steering Committee Charge:

- to develop a full understanding of the accreditation process;
- to select a self-study model;
- to oversee the design of the study, including developing research questions for each standard;
- to identify institutional initiatives for the self-study;
- to participate in selecting, leading, and coordinating working teams for each of the seven standards;
- to align the self-study process with SCCC's strategic plan;
- to ensure a timetable is implemented to assure timely completion of the project;
- to maintain editorial oversight in content & style;
- to promote and communicating the self-study process to all college constituencies;
- to arrange for institution-wide reviews of and responses to a complete draft of the self-study;
- to oversee completion of the final self-study report, and
- to host a MSCHE liaison visit and evaluation team visit.

MSCHE Standards for Accreditation

- **Standard I**: Mission and Goals
- **Standard II**: Ethics and Integrity
- **Standard III**: Design and Delivery of the Student Learning Experience
- **Standard IV**: Support of the Student Experience
- **Standard V**: Educational Effectiveness Assessment
Institutional Initiatives

The Steering Committee has developed a set of institutional initiatives. These initiatives are developed by the institution and represent current initiatives that are important to the college. The initiatives create the lens through which the working groups will examine the college compliance with each of the standards of accreditation. The initiatives are closely tied to College Mission and Strategic Goals and vetted by college community in an open forum.

1. SCCC will expand access and increase student success by providing deliberate, diligent start-to-completion guidance for all students.
2. SCCC will ensure a relevant and coherent curriculum.
3. SCCC will strengthen community partnerships in order to bolster work force development, further expand educational pathways, and enrich the cultural life of the community.
4. SCCC will enhance its commitment to campus diversity, inclusion, and equity.
5. SCCC will invest in campus renewal, including physical facilities and technological capacities.

Time Line

**Fall 2016**
- Kick-off Meeting for Steering Committee; Steering Committee Charged
- Kick-off Meeting for Working Groups; Working Groups Charged
- Working Groups hone research questions for Self-Study
- Steering Committee Co-chairs & VP of Academic Affairs attend MSCHE Self-Study Institute
- Steering Committee identifies institutional initiatives & develops initiatives/standards crosswalk
- Steering Committee coordinates open forum for community input on institutional initiatives
- WG Reports on Preliminary Plans for Research
- Steering Committee Approves WG Plans for Research
- Steering Committee Finalizes Self-Study Design
- MSCHE Liaison schedules preparation visit for Spring 2017

**January 2017**
- Working Group finalize Documentation Roadmap

**Spring 2017**
- Steering Committee finalizes Self-Study Design
- Self-Study Design vetted by college community
- Self-Study Design sent to MS Liaison
- MSCHE Liaison Visit and anticipated approval of Self-Study Design
- Working Groups begin the work of research and reporting for each Standard
- Supporting documents are identified and assembled
- Steering Committee discusses preliminary reports and identifies gaps in the research

**Fall 2017**
- Working Groups continue research and reporting for each Standard
- Steering Committee discusses reports and identifies gaps in the research

**Spring 2018**
- Working Groups finish their final drafts of reports (February)
- Co-chairs, with Steering Committee oversight, assemble complete first draft of Self-Study report (May)
Summer 2018
- Co-chairs edit first draft
- Edited first draft of Self-Study sent to Evaluation Chair

Fall 2018
- Edited First draft to MSCHE Team Chairs and to SCCC campus community for comments (September)
- Evaluation Chair review drafts of Self-Study Report
- Co-chairs, with Steering Committee oversight, assembles second draft of Self-Study report (October)
- Evaluation Chair makes preliminary campus visit four months prior to Evaluation Team visit (November)

January 2019
- Steering Committee finalizes Self-Study report
- Final Self-Study report sent to Evaluation Team (six weeks prior to team visit)

Spring 2019
- Evaluation Team visit (March)
- Final documentation submitted to MSCHE by April 15
- College responds to Evaluation Team visit

Summer 2019
- MSCHE action

**Steering Committee Membership**

**Co-Chairs**
Eileen Abrahams, Associate Professor of English
Brett Wery, Professor of Music

**Regular Members**
Susanna Adams, Coordinator for ADA Transition Services
Denise Bucker, Director of Trio
Carrie Buff, Librarian
Harry Buffardi, Associate Professor of Criminal Justice
RaeEllen Doyle, Associate Professor of Communications
Steve Fragale, Dean of Enrollment Management & Student Success
Tammy Gummersheimer, Professor of Chemistry
Susan Hatalsky, Professor of Hotel, Culinary Arts, and Tourism
Dawn Jones, Non-traditional Career Advisor
Jay Larkin, Assistant Professor of Hotel, Culinary Arts, and Tourism
Samantha Legere, Coordinator of Scholarships
Moira Maguire, Dean of the Division of Liberal Arts
Sabrina McGinty, Assistant Dean for Academic Affairs
William Meckley, Dean of the School of Music
Dale Miller, Director of Institutional Research
John O’Connell, Instructor of Hotel, Culinary Arts, and Tourism
Paula Ohlhous, Chief of Staff, President’s Office
Steve Quick, Director of Academic Computing Services
George Rank, Supervisor of Grounds and CSEA President
Alicia Richardson, Associate Professor of English and Academic Senate Chair
Lewis Schwartz, Adjunct Instructor of Philosophy
Amiiee Warfield, Controller, Financial Services
Angela West-Davis, Director of EOP & Access, Student Affairs
Sarah Wilson-Sparrow, Coordinator of Workforce Development
David White, Director of Marketing and PR

Ex-Officio Members
Penny Haynes, Vice President of Academic Affairs
Charles Richardson, Vice President of Administration

Administrative Support Members
Ellen Malkis, Educational Assistant, Academic Affairs

Designated Resource Staff
Antoine Harrison, Chief Information Officer
Joshua Schwartz, Consultant
Jalisa Williams, Executive Director of Human Resources

Working Group Membership

Standard I: Co-Chairs: Denise Bruckner & Sabrina McGinty
Dean Bennett, Associate Professor of History
Jamie Hungerschafer, Executive Secretary II, President's Office
Stacy Mcilduff, Coordinator of Development
Amiiee Warfield, Controller, Financial Services
Sarah Wilson-Sparrow, Coordinator of Workforce Development

Standard II: Co-Chairs: & Harry Buffardi & William Meckley
Reneé Adamany, Professor of Sociology & Social Work
Susan Beaudoin, Assistant Vice President of Administration
Tania Cabrera, Associate Professor of Nanoscience

Standard III: Co-Chairs: RaeEllen Doyle & Lewis Schwartz
Barbara Jones, Associate Professor of Education
Allyson Keyser, Assistant Professor of Music
Kim Otis, Instructor of Hotel, Culinary Arts, and Tourism
Gary Perkins, Professor of Criminal Justice
Renato Tameta, Professor of Biology

Standard IV: Co-chairs: Susanna Adams & Jay Larkin
Lorena Harris, C-STEP Director
Michael Mastrella, Director of Academic Advisement
Michelle Ragucci, Coordinator for Testing Center
Donna Corbisiero, Assistant Professor of Liberal Arts
Robyn King, Counselor

Standard V: Co-chairs: Susan Hatalsky & Moira Maguire
Megan Cassidy, Assistant Professor of English
Mark Evans, Assistant Professor of Music
Susan Hatalsky, Professor of Hotel, Culinary Arts, and Tourism
Rich Lasek, Assistant Professor of Business
Siu Ng, Director of Academic Services

**Standard VI: Co-Chairs: Samantha Legere & John O'Connell**
Paul Krebs, Professor of Hotel, Culinary Arts, and Tourism
Dale Miller, Director of Institutional Research
Aaron Tolbert, Assistant Professor of English

**Standard VII: Co-chairs: Alicia Richardson & Paula Ohlhous**
Matthew Beebe, Academic Advisor
Kim Emerson, Senior Technical Assistant
Sheila Foglieta, Professor of Law

**Compliance Committee**
Penny Haynes, Vice President of Academic Affairs
Cynthia Zielaskowski, Registrar
Amiee Warfield, Controller, Financial Services
Dale Miller, Director of Institutional Research
Mark Bessett, Director of Financial Aid