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Self- Study Proposal

Salem Community College

Submitted to

The Middle States Commission on Higher Education

In preparation for the 2013-2015 Self-Study

April 23, 2013

I. Institutional Overview

Salem Community College (SCC) is one of nineteen community colleges in the state of New Jersey and is located in a small town in Salem County, which is in the southwestern corner of the state. Bordering southeastern Pennsylvania and Delaware, Salem County is 15 miles from Wilmington, Delaware, 35 miles from Philadelphia, and 65 miles from Atlantic City. Salem County is the oldest and least densely populated county in New Jersey and is the poorest county per capita. There are five dominant industries in the County: health care and social assistance, food services, retail, manufacturing, and waste management. The three largest employers in the County are PSEG Nuclear, DuPont, and Mannington Mills. The Table below compares the demographics of Salem County with its two neighboring counties and the State of New Jersey.

Table 1: Demographic Information for Cumberland, Gloucester and Salem Counties compared to the State of New Jersey

County	Average Income	Population	Education*	Median Age	Unemployment Rate	Poverty
Cumberland	\$52,004	156,898	76.7%	36.5	13.1%	15.7%
Gloucester	\$74,830	288,288	90.0%	38.7	9.9%	7.3%
Salem	\$57,174	66,083	85.7%	40.8	10.3%	10.8%
State of NJ	\$71,180	8,791,894 (2010 Demographic Profile)	87.6%	39.0	9.6%	9.4%

*High School diploma or greater

Sources: SalemCountyNJ.gov; 2007-2011 American Community Service 5-Year Estimates; US Census Bureau 2011, <http://unemployment-rates-county.findthedata.org> May 2011, <http://factfinder2.census.gov>

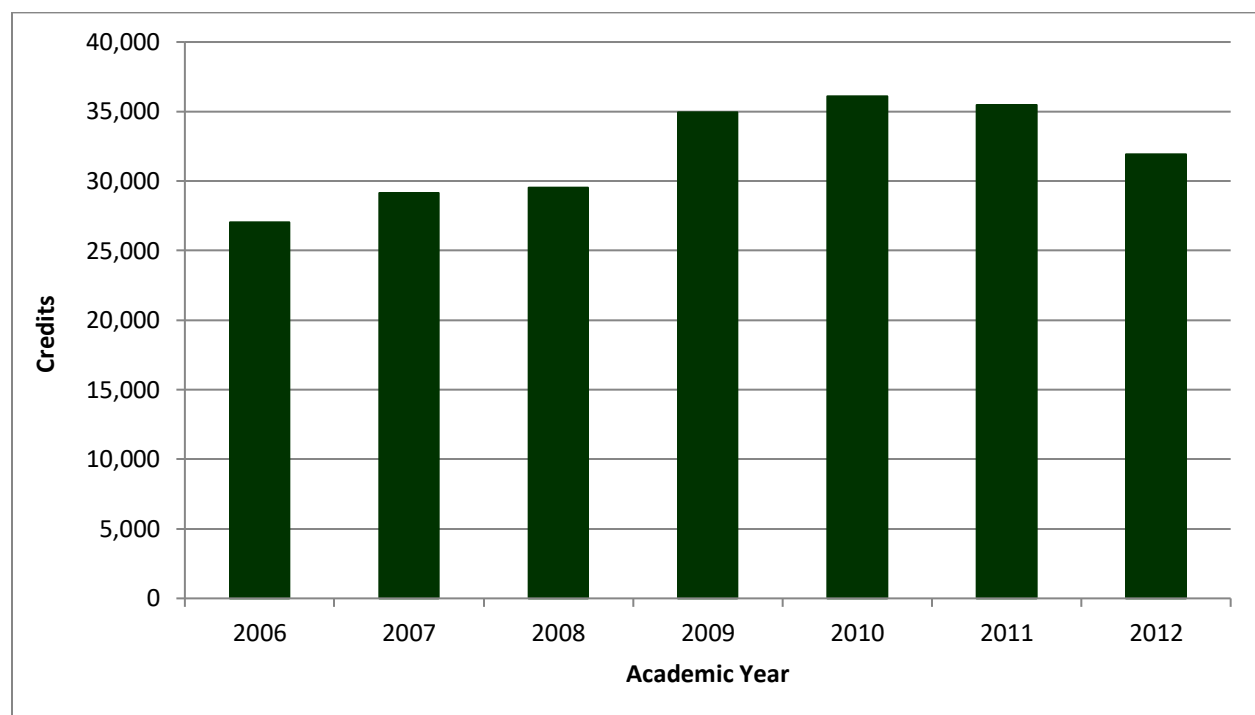
Salem Community College is an accredited, co-educational, public two-year institution of higher education. It is governed by a Board of Trustees comprised of 11 voting members and two non-voting members. Of the 11 voting members, eight are appointed by the Salem County Board of Chosen Freeholders, one is appointed by the governor, and the Executive Superintendent of Schools of Salem County serves *ex officio*. SCC is authorized by the New Jersey Commission on Higher Education to grant associate degrees (Associate in Arts, Associate in Fine Arts, Associate in Science, and Associate in Applied Science) and certificates—both credit certificates (30-36 credits) and career certificates (less than 30 credits). SCC offers nearly 40 programs of study that lead to employment and/or prepare graduates for transfer to a four-year college or university. Since 2007, 27% of SCC graduates transfer to four-year colleges. The College was first awarded accreditation by the Middle States Commission on Higher Education in 1979, which was reaffirmed in 1984, 1990, 1995, and 2005. Middle States accepted SCC's Periodic Review Report in 2010, with a request for a follow-up report (submitted in 2011) which documented progress in the following three areas: (1) explicit links between the strategic plan and resource allocation decisions (Standard 2); (2) steps taken to integrate the components of the

institutional effectiveness plan (Standard 7); and (3) evidence of observable learning goals for general education stated as outcomes (Standard 12).

The Salem Community College campus includes four buildings and sits on 11 acres in Carneys Point Township. SCC also offers program-specific instruction (less than 50% of required courses for any degree) at the following off-campus sites in Salem County: the Sustainable Energy Center in Oldmans Township, Samuel H. Jones Glass Education Center in Alloway Township, and PSEG Energy and Environmental Resource Center in Salem. SCC offers non-credit instruction and provides a variety of community services (including preparation for the GED exam) through grant funding at the Salem Center in Salem.

Like nearly all community colleges in the state and in fact across the nation, SCC is faced with an extraordinarily challenging fiscal environment. After an unprecedented increase in credit enrollment in 2009-2010 and 2010-2011 academic years, enrollment has returned to levels seen five years ago.

Graph 1: SCC (Credit) Enrollment Trend per Academic Year



(Source: Salem Community College Department of Institutional Research)

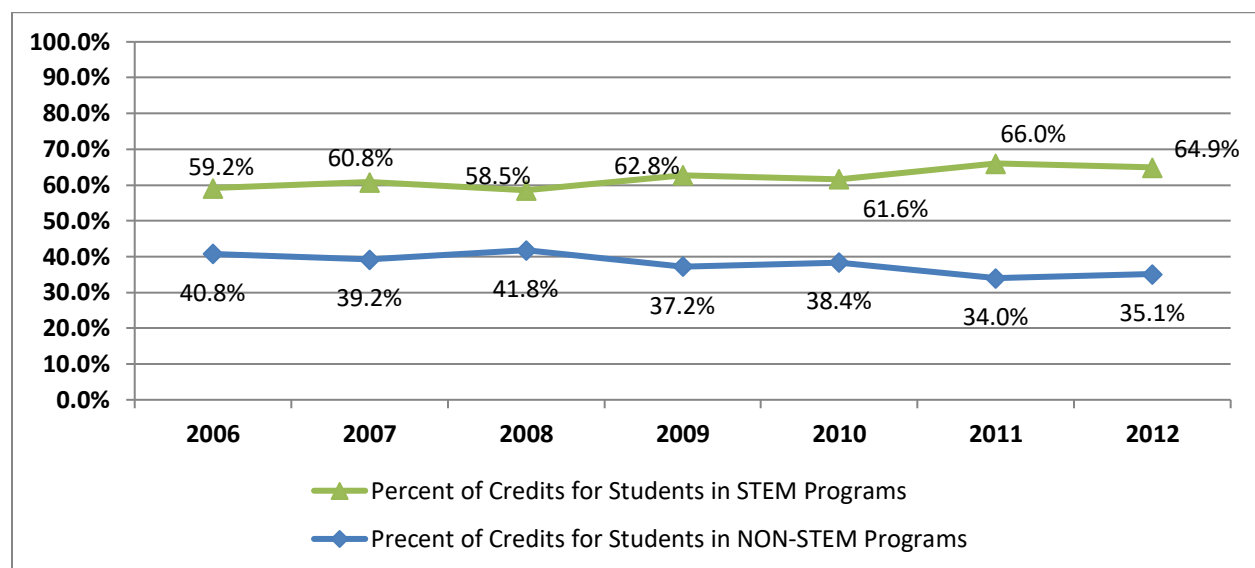
There is increased competition for students and uncertain funding from both the County and the state.

Salem Community College is deeply connected to the community. As the only higher educational institution in the County, SCC serves as an educational, economic, and cultural hub. Its reputation is that of a strong community partner. SCC is committed, first and foremost, to fulfilling its academic mission of providing each student a rigorous and relevant curriculum with learning experiences that transfer and/or lead to employment. The faculty and staff at SCC work

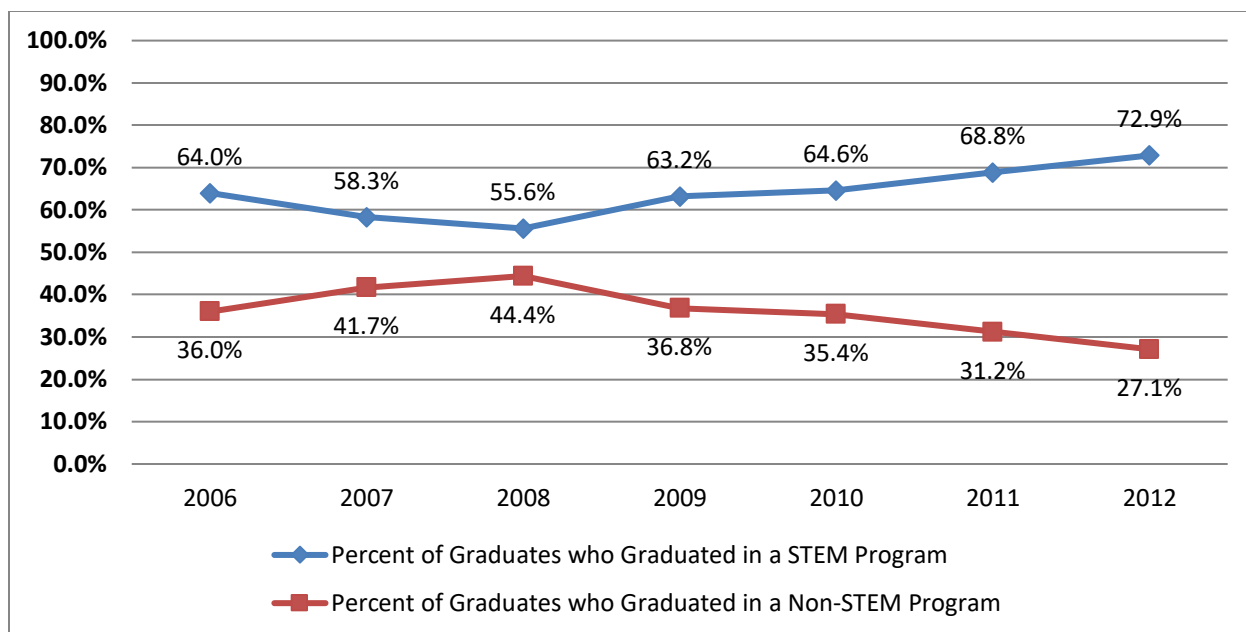
hard to build and maintain a reputation based on exceptional programs with consistent high quality education.

Salem Community College prides itself on its strong focus on programs in STEM: science, technology, education and mathematics, including business. Several of SCC's STEM-related academic programs are unique in the state and in the country. SCC's AAS programs in Nuclear Energy Technology and Scientific Glass Technology are the only ones of their kind in New Jersey. Enrollment in STEM programs currently make up approximately 65% of SCC's total enrollment. These programs have positively impacted graduation rates and are responsible, in large part for the consistently higher percentage of students who attend SCC full time.

Graph 2: SCC Percentage of Credit Enrollment in STEM vs. SCC Percentage of Credit Enrollment in Non-STEM Programs by Academic Year



Graph 3: Percentage of SCC Graduates in STEM Programs vs. Percentage of SCC Graduates in Non-STEM programs by Academic Year



(Source: Salem Community College Department of Institutional Research)

Salem Community College instructors are dedicated to helping students achieve their academic goals. Approximately 50% of the course sections at SCC are taught by full-time faculty.

(Source: NJ.com/2011 Institutional Profile) Of the 22 full-time instructors, 21 or 95% have Master's degrees or higher and three have doctorates. Of 116 Adjunct faculty, 76% have a Master's degree or higher and 9% have an advanced degree beyond the Master's.

Salem County has six high schools, and SCC is actively engaged with teachers and staff at each school, providing services such as offering Dual Credit courses in the high schools, assistance in preparing students to be ready for college-level English and Mathematics courses, and encouraging all students and their families to consider college as an option for post-high school plans. The connections with the high schools are at all levels. SCC President Joan Baillie attends the monthly meeting of County school superintendents to update them on what SCC is doing and to engage them in conversations about ways we can partner to better prepare all Salem County high school students for college. SCC Dean of Academic Affairs and Chief Academic Officer Mark McCormick sits on the advisory boards of several high schools and works with school superintendents and principals on issues related to offering college courses to students while they are still in high school, including but not limited to Dual Credit. SCC Academic Affairs administrators and faculty are engaged on a regular basis with all six high schools, especially with administrators and teachers in the fields of English and math at all six high schools. Recent initiatives that have come out of SCC's partnership with the County high schools include offering an introductory career course in nursing and allied health to students at Salem High School and developing a JumpStart program with Pennsville School District officials that will allow Pennsville High School students to earn 26 college credits at SCC during their senior year next year. Approximately 58% of new SCC students each year come to SCC directly from one of the County high schools, while 13% are from out of County, 15% are from out of state, and 14% are unreported. (Source: SCC Reporting Services/High School Population).

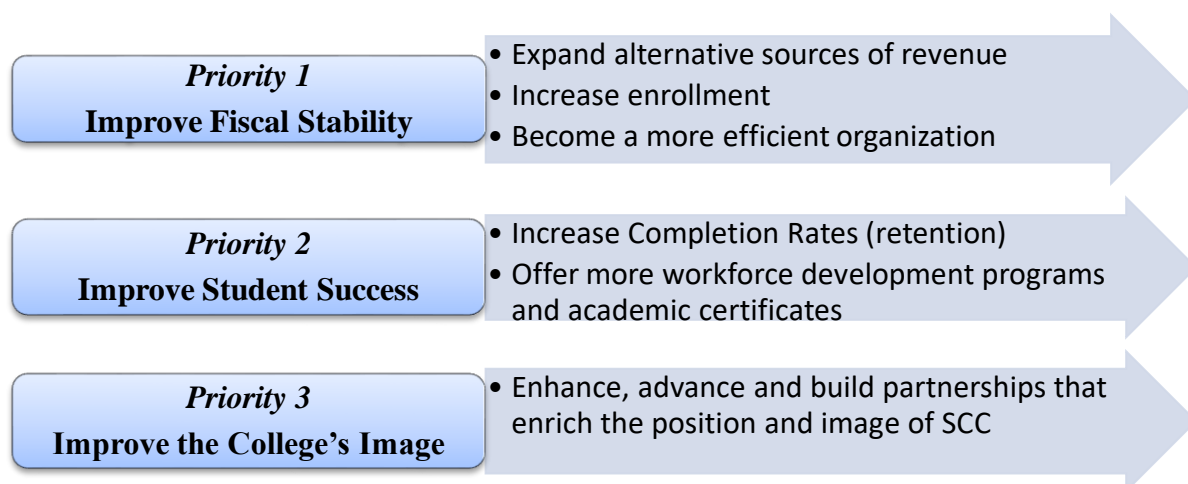
Salem Community College has also formed partnerships with other community colleges in New Jersey around shared programs. Most recently, SCC and Burlington County College (BCC) formed a partnership to offer BCC students seats in three SCC STEM-related programs (AFA in Glass Art, AAS in Scientific Glass Technology, and AAS in Sustainable Energy Technology) and SCC students seats in BCC's new AAS in Culinary Arts program. Partnerships such as these are a win-win for the colleges and, most importantly, the students. They open up for students a pathway to degree completion at in-county tuition rates and allow colleges to share access to high cost programs. Partnerships like these will continue to be explored and expanded.

Salem Community College is also forming essential partnerships in the area of workforce development. SCC and Cumberland County College (CCC) met with officials from the New Jersey Department of Labor and Workforce Development to determine how best to prepare new employees for the glass industry in south Jersey as employers reported a high turnover among entry-level employees. The two colleges in collaboration with the Cumberland-Salem Workforce Investment Board (WIB) convened a series of roundtable discussions with human resources representatives from the major glass manufacturers to determine employers' needs and develop a curriculum based on certification exams from the Manufacturing Skills Standards Council's Certified Production Technician (CPT) Program. With state funding, SCC and CCC delivered the six-week program at SCC's Glass Education Center to 20 unemployed individuals from Cumberland and Salem Counties selected by the WIB. Seventeen of those individuals completed the training, and nine of them passed at least four of the five certification exams, thereby earning the CPT designation. All completers who earned the CPT designation were offered employment in the glass industry by at least one of the participating manufacturers. SCC is now working on a similar project with chemical process manufacturers in south Jersey.

Recently SCC developed a new mission statement which then became the focus of a new round of strategic planning for the next four years (2013-2016). The process of this endeavor reflects both the goals of the college and the commitment to include faculty, staff, students and external constituencies in the planning process. After much research and deliberation, a committee convened by President Baillie proposed a succinct new mission statement, which was approved by the Board of Trustees in January 2013: **Salem Community College provides affordable, quality higher education for college transfer and workforce development.**

Salem Community College's 2013-2016 Strategic Plan, approved by the Board of Trustees in January 2013, is comprised of three major institutional priorities:

STRATEGIC PLAN



President Baillie leads the institution, having been appointed by the Board of Trustees effective January 1, 2012. The President's Executive Staff consists of the Dean of Academic Affairs/Chief Academic Officer, the Dean of Collegiate Services, the Executive Director of Enrollment Management and Marketing, the Director of Institutional Research & Planning, and the Director of Finance. The College's governance structure is comprised of the following bodies: the Academic Senate and three standing committees: Academic Standards and Appeals, Curriculum Review, and Student Life. The Chairs of the Senate and the standing committees report to the President via the College Coordinating Committee, which meets four times a year and is chaired by the Dean of Academic Affairs/Chief Academic Officer.

II. Nature and Scope of the Self-Study

The Salem Community College faculty and staff have embraced the Self-Study process as an opportunity to review all that we do and to use data to evaluate what we do well and where we should be focusing our time, energy, and resources on improving what we do. SCC has selected the comprehensive report approach and plans to involve all key constituencies and stakeholders—both internal and external—in the process. SCC's Self-Study will be organized around the 14 standards and will present evidence of compliance for each standard. The standards have been grouped, creating five Working Groups, who have been charged with designing the research questions. The Working Groups are pulling in additional members from the College community as needed. They are reviewing the standards and developing the research questions for each with an eye to ensure that SCC can demonstrate clearly that it is meeting each standard. The Working Groups are also developing an inventory of potential sources of evidence.

Progress on the Self-Study

To begin the work of self-evaluation, three representatives from SCC, Dean of Academic Affairs/Chief Academic Officer Mark McCormick, Associate Professor of Biology Maura Cavanagh Dick, and Director of Institutional Research and Planning Denise Dersch, attended the

Self-Study Institute in Wilmington, Delaware sponsored by the Middle States Commission on Higher Education in November 2012. This Institute afforded the attendees an invaluable opportunity to learn and become familiar with the current Self-Study process. These three individuals, who became the Core Team, met over the next six weeks to develop a full membership list for the College's Self-Study Steering Committee. Once the Steering Committee began meeting in the Spring 2013 semester, the Co-Chairs of each Working Group were asked to submit potential members for each Working Group. The total representation of the Steering Committee and Working Groups is thirty-one individuals and they account for 36% of the total number of full-time employees at SCC. Work continued and progressed at an exceptional rate. During the months of January and February, the Steering Committee met four times to discuss the Self-Study procedure and began formulating research questions along with identifying potential sources of evidence to support and answer the questions. The Working Groups also met separately over the same time period.

III. Intended Outcomes of the Self-Study

The Middle States Self-Study process provides an opportunity for Salem Community College's many constituencies to explore, investigate, and analyze how the college meets its mission and goals. For the entire college community, the self-study will offer an opportunity for reflection, regeneration, and improved communication. The objectives of the self-study are:

- Construct a narrative that demonstrates the College's compliance with the accreditation standards of the Middle States Commission on Higher Education.
- Educate the College community about the significance of the strategic planning process and the degree to which institutional goals and evidence guide the planning process.
- Engage the College-wide process of self-evaluation that raises awareness among all members of the College community about Salem Community College's commitment to using assessment to improve student learning, institutional effectiveness, and the assessment and strategic planning processes themselves.
- Describe successes, strengths, and opportunities, as well as challenges in all that we do.

IV. Organizational Structure

The Salem Community College Self-Study will be guided by the Core Team and Steering Committee. The thirteen members of the Steering Committee will be supported and guided by Steering Committee Co-Chairs Maura Cavanagh Dick and Mark McCormick and supported by Executive Director of Institutional Research and Planning Denise Dersch. These three individuals serve as the Core Team.

The Steering Committee consists of the Co-Chairs for each of the five Working Groups, and each Working Group is assigned responsibility for evaluation of two or more of the standards. The membership for the Steering Committee and the Working Groups were drawn from every

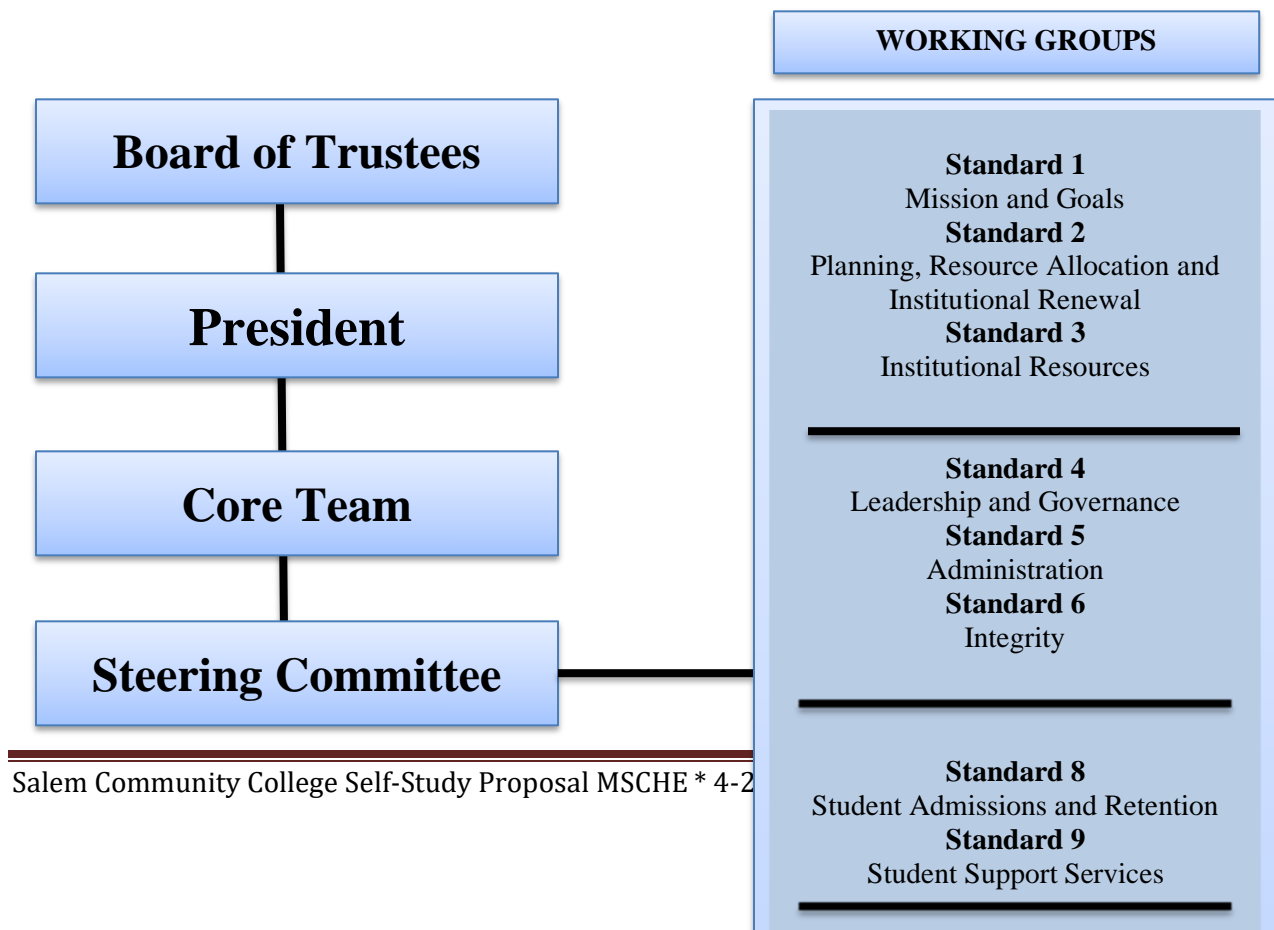
Division and Department at SCC and represent a broad cross-section of the College community. In addition, beginning in the Fall 2013 semester, plans are being made to invite students to serve on one or more of the Working Groups.

The Core Team and Steering Committee will consult regularly with the President and the Executive Staff for the purpose of sharing and communicating updates, information and the status of all Working Groups. The Office of Institutional Research and Planning will develop and continuously update the College community on progress. In addition in response to requests from the Working Groups for more data, a number of campus forums, focus groups, and surveys will be conducted in order to collect needed data and to ensure that the Self-Study is an inclusive process that engages the entire College community.

The editorial authority over the Self-Study will rest with the Director of Institutional Research and Planning, who will be assisted by the Steering Committee Co-Chairs in the editing process.

In addition to all materials, forms, resources, surveys stored electronically, SCC has designated TIL-206B as the Middle States Resource Room. Self-Study documents that are in hard copy form will be housed in this Resource Room. To the extent possible, all documents will also be maintained in an electronic form (e.g., Word, Excel, or PDF), on a special website, so as to be available remotely to the members of the Visiting Team. Cataloging and maintenance of Middle States Self-Study documents will be the responsibility of the Office of Institutional Research and Planning. The Core Team and members of the Steering Committee and Working Groups will have access to all documents to conduct research for the completion of the Self-Study.

Organizational Structure of the Salem Community College Middle States Self-Study



Core Team

The members of the Core Team are Maura Cavanagh Dick, Associate Professor of Biology, Mark McCormick, Dean of Academic Affairs/Chief Academic Officer, and Denise Dersch, Director of Institutional Research and Planning. Professor Cavanagh Dick and Dean McCormick chair the Steering Committee.

SCC Middle States Self-Study Steering Committee Members – 2012-2015

Standard	Topic	Co-Chair	Title
1,2,3	Mission and Goals	John Steiner	Associate Dean of Academic Affairs
	Planning, Resource Allocation and Institutional Renewal	Jennifer Martin	Assistant Professor of English
	Institutional Resources		
4,5,6	Leadership and Governance	John Pardini	Dean of Collegiate Services
	Administration	Gerry Cronin	Assistant Professor of Biology
	Integrity	Jennifer Pierce	Director of Academic and Information Services
8, 9	Student Admissions and Retention	Kevin Catalfamo	Executive Director of Enrollment Management and Marketing
	Student Support Services	Karen Jones	Instructor of Nursing
10,11,12,13	Faculty	Michael Burbine	Associate Professor of Education
	Educational Offerings	Ann Gioia	Associate Professor of Nursing
	General Education		
	Related Educational Activities	Mary Ellen Hassler	Director of Salem Center and Special Programs
7,14	Institutional Assessment	Ken Robell	Assistant Dean of Academic Affairs
	Assessment of Student Learning	Mary Rodgers	Associate Professor of Visual Arts
		Radhika Prout	Academic Technologist

Charge to the Core Team:

Responsibilities of the Core Team include:

- Recommending a Self-Study model
- Developing a Self-Study design with the Steering Committee
- Launching, charging and coordinating Working Groups
- Establishing agendas for Steering Committee meetings
- Finalizing the Self-Study design draft
- Assisting the Steering Committee to establish the format and scope of Working Group reports
- Reviewing and editing texts submitted by the Working Groups

Charge to the Steering Committee:

Responsibilities of the Steering Committee include:

- Determining the key issues and drafting the research questions for the Self-Study
- Ensuring the timetable is implemented as planned
- Encouraging participation and input from the entire College community in the Self-Study process
- Assuring communication within the institution about the Self-Study process
- Arranging for institution-wide review of, and responses to, a draft of the Self-Study
- Overseeing the completion of the final Self-Study report and any other documents relevant to the process and team visit

The Working Groups

<i>Mission and Resources</i>		
Standard 1: Mission and Goals		
Standard 2: Planning, Resource Allocation and Institutional Renewal		
Standard 3: Institutional Resources		
Co-Chairs	John Steiner Associate Dean of Academic Affairs	Spring McAllister-Lloyd Purchasing Specialist
	Jennifer Martin Assistant Professor of English	Catherine Priest Manager of Finance
		Reggie Smith Associate Professor of Criminal Justice

Leadership and Integrity
Standard 4: Leadership and Governance
Standard 5: Administration
Standard 6: Integrity

Co-Chairs	John Pardini Dean of Collegiate Services	Karen Mattison Assistant Professor of Business
	Gerry Cronin Assistant Professor of Biology	John Morrison Director of Public Safety
	Jennifer Pierce Director of Academic And Information Services	

Student Services
Standard 8: Student Admission and Retention
Standard 9: Student Support Services

Co-Chairs	Kevin Catalfamo Executive Director of Enrollment Management and Marketing	Cal Cizek LDT/504 Coordinator
	Karen Jones Instructor of Nursing	Kelly McShay Recruiter

Academic Services
Standard 10: Faculty
Standard 11: Educational Offerings
Standard 12: General Education
Standard 13: Related Educational Activities

Co-Chairs	Michael Burbine Associate Professor of Education	Dennis Briening Instructional Chair, Scientific Glass Technology Program
	Ann Gioia Associate Professor of Nursing	Elizabeth Mercado Registrar
	Mary Ellen Hassler Director of Salem Center and Special Programs	Barb Nixon Assistant Professor of English

Assessment
Standard 7: Institutional Assessment
Standard 14: Assessment of Student Learning

Co-Chairs	Ken Robell Assistant Dean of Academic Affairs	Tim Hack Assistant Professor of History
	Mary Rodgers Associate Professor of Visual Arts	Ron Mendenhall Student Outcomes Assessment Coordinator
	Radhika Prout Academic Technologist	Michelle O'Neal Director of Nursing and Allied Health Programs

Charge to the Working Groups:

Responsibilities of the Working Group members include:

- Reviewing research questions and identifying potential sources of evidence for the Self-Study design
- Researching, reviewing and analyzing the data for evidence of compliance with the Middle States standards
- Producing interim reports and other materials related to the Self-Study process
- Collaborating if necessary with other Working Groups on a shared research question
- Participating in College forums
- Writing a final draft of a chapter for the Self-Study

V. Research Questions

Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practice and to evaluate its effectiveness.

- 1.1 How does the College promote workforce development and preparation of students for employment opportunities in fulfillment of the College mission?
- 1.2 How does the College determine whether it is achieving each aspect of its mission? For example how does the College ensure a "quality education" as denoted in the mission?
- 1.3 What evidence exists that the mission and goals adequately drive academic and administrative decision making and enable the College to adapt to changes in the external environment?

- 1.4 What evidence exists that the College has an inclusive process for reviewing its mission and goals and disseminating these to the internal and external stakeholders?

Standard 2: Planning, Resource Allocation, and Institutional Renewal *An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.*

- 2.1 Is resource allocation at the College reflective of the mission and goals?
- 2.2 Does the College budget involve a cycle of planning in order to determine need for and effectiveness of present expenditures?
- 2.3 What evidence exists that the planning and budget process is effectively communicated to internal and external stakeholders of the College.

Standard 3: Institutional Resources

The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

- 3.1 Does the College have adequate resources to meet its mission and goals? How have resource trends over time changed and what are the biggest challenges facing the College both now and in the future?
- 3.2 Does the College regularly explore new opportunities for alternative revenues?
- 3.3 How effectively do the College's human resources processes ensure and maintain high professional standards for new and existing employees?
- 3.4 How does the College ensure that its facilities and technology are appropriately allocated and aligned with the mission and goals of the College?

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

- 4.1 Does the College maintain a process of shared governance that aligns with the mission and goals of the College? How does this governance structure define decision making roles and promote collegiality at the College?

- 4.2 How does the College ensure appropriate participation by all constituents (faculty, staff, administration, and students) in the shared governance structure at Salem Community College? What opportunities exist for student input in the shared governance structure at the College?
- 4.3 To what extent does the Board of Trustees of the College engage in an effective self-assessment process that aligns with the mission and goals of the College?

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

- 5.1 What evidence exists that the College effectively assesses the administrative structure to ensure efficiency and effectiveness in achieving the mission and goals of the College? How does the College utilize this information to inform decisions and determine need for change in the administrative structure?
- 5.2 How effective is the communication between the administrative leaders and the internal and external stakeholders of the College? To what extent is the administrative structure and vision clearly communicated to the College as a whole?

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standard and its own state policies, providing support for academic and intellectual freedom.

- 6.1 How does the culture of the College foster respect among a diverse and changing population of students, faculty, staff and administration?
- 6.2 How does the College ensure that employee and student grievances and appeals policies are effective and fair?

Standard 8: Student Admissions & Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

- 8.1 What evidence demonstrates that the current Recruitment Plan at Salem Community College is effective for future enrollment growth? What additional strategies can be added to enhance the current plan?
- 8.2 How will SCC assist first year students to transition into College life and College-level work?

- 8.3 What procedures does the College utilize to track students who withdraw, drop/stop, or transfer out prior to graduation?
- 8.4 To what extent does the current perceived image of the College impact student enrollment?

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

- 9.1 To what degree does SCC assess student support services and utilize that information to improve those services?
- 9.2 How are students identified as being “at risk” and what services and supports are provided to assist those students in continuing their academic studies?
- 9.3 How does the College ensure that all communication regarding student support services are communicated to all constituents?

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

- 10.1 How have professional development opportunities, both on campus and off campus, changed over the past five years? What percentage of allocated institutional professional development funds have been utilized over the past five years? What evidence exists that the professional development is shared with colleagues and used to improve student learning outcomes?
- 10.2 What mechanisms exist for regular reviews of reappointment, tenure, promotion, grievances, discipline and dismissal? How are the requirements effectively communicated to faculty and what evidence demonstrates that these decisions are made equitably?
- 10.3 To what extent do each department and the College in general, demonstrate faculty involvement in the development and assessment of all academic programs?
- 10.4 How are adjuncts supported, evaluated and supervised in their departments?
- 10.5 How does the College address the issue of intellectual property rights in course development?

Standard 11: Educational Opportunities

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

- 11.1 What processes are in place to establish and maintain relevant, well-integrated academic programs which incorporate rigor across all delivery formats (online, hybrid, face-to-face)?
- 11.2 What evidence exists that Academic Program Review measures effectiveness, ensures articulation and initiates improvement?

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate College-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and Technological competency.

- 12.1 To what extent do SCC graduates meet College-level competencies in General Education?
- 12.2 How has SCC used assessment data to modify and/or improve General Education courses?
- 12.3 What evidence exists that demonstrates General Education goals are linked and interconnected to academic program goals?

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

- 13.1 To what extent are non-credit programs evaluated? What evidence exists that non-credit programs have clear and published goals, objectives, expectations of student learning, and curricular sequences?
- 13.2 How effectively does SCC prepare students with disabilities in succeeding in College level courses?
- 13.3 How effective are the developmental courses with supporting students to complete their degree or certificate in a sufficient timeframe and what data is available to support this?

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in: achieving its mission and goals; implementing planning, resource allocation, and institutional renewal processes; using institutional resources efficiently; providing leadership and governance; providing administrative structures and services; demonstrating institutional integrity; and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.

- 7.1 How does SCC evaluate, measure, and manage key administrative functions and how does the College use the evidence to improve services?
- 7.2 To what extent has SCC developed processes to measure and assess student achievement and success after graduation? How is this data used for institutional planning?

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that the institution's students have the knowledge, skills and competencies consistent with institutional goals and those students at graduation have achieved appropriate higher education goals.

- 14.1 What multiple assessment tools are used to measure student learning and determine the effectiveness of each one?
- 14.2 How is SCC using data to improve student learning outcomes, curriculum development/revision, and pedagogical strategies?

VI. Timelines

Preparation for Middle States Self-Study

May 2012	➤ Steering Committee Co-Chairs/Core Team appointed by President
Nov 8-9, 2012	➤ Steering Committee Co-Chairs attend two-day MSCHE Self-Study Institute in Wilmington DE
Nov-Dec 2012	<ul style="list-style-type: none"> ➤ President and Co-Chairs select a Self-Study model (Comprehensive) ➤ President invites faculty and staff members to serve as Working Group Co-Chairs on the Self-Study Steering Committee ➤ Co-Chairs analyze gaps in completion of recommendations from 2005 Site Team Visit and MSCHE response to 2010 PRR and follow-up report and develop timetable for completion (report to President) ➤ Formation of Working Groups ➤ Establishment of work plans for Working Groups ➤ Draft of Research Questions ➤ President and Co-Chairs determine schedule for campus visit by MSCHE Liaison, Dr. Ellie Fogarty ➤ President and MSCHE Liaison schedule date for on-campus visit; Maria Fantini arranges for schedule and travel arrangements
January 2013	<ul style="list-style-type: none"> ➤ Co-Chairs introduce Steering Committee to College community at Opening Session and outline two-year process preparing for submission of Self-Study to MSCHE ➤ Self-Study Steering Committee meets to review timetable for developing a draft of the Self-Study design, including development of charge questions for the Working Groups ➤ Continue to draft and critique research questions
February 2013	<ul style="list-style-type: none"> ➤ Self-Study Committee meets <u>weekly</u> to complete Self-Study design draft; after President has approved, draft is sent to Dr. Fogarty <u>no later than March 7</u> ➤ Draft of Self-Study proposal ➤ Submit Draft of Self-Study to MSCHE Liaison
March 21, 2013	➤ MSCHE Liaison to visit SCC to review and discuss Self-Study design
April-May 2013	➤ Self-Study Steering Committee meets as needed to revise Self-Study draft, and final version is approved by President and forward to MSCHE Liaison for approval

May-June 2013	➤ MSCHE Liaison approves Self-Study design
May-Aug 2013	<ul style="list-style-type: none"> ➤ Working Groups develop surveys, coordinate focus groups and campus forums are conducted ➤ Core Team continues to monitor Working Groups and their progress ➤ Co-Chairs continue to monitor completion of unfinished recommendations
August 2013	<ul style="list-style-type: none"> ➤ Self-Study Kick Off event at Opening Session to share drafting phase ➤ Self-Study Steering Committee meets to review timetable for drafting Self-Study chapter for each group of standards
Sep 2013 – Mar 2014	<ul style="list-style-type: none"> ➤ Self-Study Committee meets regularly to oversee research and reporting by Working Groups ➤ Core Team meet regularly with Working Group Co-Chairs to keep all members focused ➤ Working Groups involve entire College community; IR&P to coordinate surveys ➤ SCC Evidence Website is created
Dec 2013-January 2014	<ul style="list-style-type: none"> ➤ MSCHE selects Site Visit Team Chair ➤ President approves or denies the selection
January 2014	➤ Co-Chairs share update with College community at Opening Session
April 2014	➤ Co-Chairs share complete Self-Study draft with President and Exec Staff and incorporate feedback in draft form to be shared with College community
May 2014	<ul style="list-style-type: none"> ➤ Co-Chairs post complete Self-Study draft on Public Folders for comment from all internal stakeholders ➤ President shares draft of Self-Study with Board of Trustees
July-Aug 2014	<ul style="list-style-type: none"> ➤ Co-Chairs edit Self-Study and ensure HEOA compliance and all appendices are ready ➤ Evidence Website is ready
Sep 2014	➤ Share Final Draft with Board of Trustees for approval to submission to Site Visit Team Chair
Nov 1, 2014	➤ College submits Self-Study to Site Visit Team Chair
January 15, 2015	➤ College submits proof of HEOA compliance to MSCHE by deadline

Preparing for the Site Visit

Spring 2014	<ul style="list-style-type: none"> ➤ President and Team Chair (once selected) select date for Team Chair's preliminary visit to campus in Fall 2014 <u>and</u> set dates for Site Visit in Spring 2015 ➤ College sends copy of the approved Self-Study design to Team Chair ➤ MSCHE selects other Site Visit Team members; President approves or denies the selection of each member ➤ President and Team Chair agree on schedule for Site Visit
Fall 2014	<ul style="list-style-type: none"> ➤ College sends current draft of Self-Study to Site Visit Team Chair at least two weeks prior to Team Chair's visit to campus ➤ Team chair visits campus. Visit hotel and view meeting rooms. Provide a list of area restaurants. View team room at SCC ➤ Final Team Approval
Nov 1, 2014	<ul style="list-style-type: none"> ➤ College sends final draft of Self-Study to Team Chair (2 weeks prior to team visit) – date TBD
Dec 2014	<ul style="list-style-type: none"> ➤ College arranges and schedules a Site Visit along with travel arrangements for Site Visit Team members
Jan 2015	<ul style="list-style-type: none"> ➤ College sends final version of Self-Study and Appendices to MSCHE and Site Visit Team members at least six weeks prior to Site Visit
Mar-April 2015	<ul style="list-style-type: none"> ➤ Site Visit

VII. Editorial Style and Format for Working Groups Reports

In order to track progress on answering the research questions, the Co-Chairs of the five Working Groups will submit five monthly interim reports to the Core Team between October 2013 and February 2014. The Working Group Co-Chairs will be responsible for assigning members specific tasks for collecting and organizing information for each interim report. Each interim report will use the template described below to address the progress on each question. Interim reports will be uploaded to Salem Community College's Middle States Special Website site to facilitate communication among the Working Groups with feedback. Progress of the Working Groups will also be reviewed at monthly Steering Committee meetings between October 2013 and February 2014.

March 20, 2014 is the deadline for the Working Group Chairs to submit the first draft of the report for their standards to the Core Team. Each Working Group will submit a single-spaced, 8-12 page report, which addresses the chapter topic assigned, plus an appendix for supporting documentation. The Core Team will review the first drafts and recommend changes. Each Working Group will then submit a final draft of their report (single-spaced, 8-12 pages) by April 17, 2014. These reports will be compiled into a comprehensive report, including the charges, questions, methods, resources, data, findings and recommendations of each Working Group. In collaboration with the Steering Committee, the Core Team will review and edit this work, and provide additional sections to compose a comprehensive Self-Study Report. The additional section will include an executive summary, an overview of the institution and self-study process, conclusions, recommendation, and appendices. The final editorial authority over the Self-Study Report will rest with the Director of Institutional Research & Planning who will be assisted by members of the Core Team.

Template for Working Group Interim Reports:

The editorial style for all Working Group reports will be 1.5 inch margins, left aligned, 12-point Times New Roman font, and single spacing. Two spaces after each punctuation mark. Headings as shown in template will be in **bold**.

Date of Interim Report:

MSCHE Standard:

Working Group Co-Chairs:

Research Question Addressed:

Relevant Fundamental Elements:

Brief Description of "Point in Time": 1-2 short paragraphs about the current situation, issues, trends, etc. related to specific research question.

Inventory of Documents and Evidence: List of all data reviewed

Data Analysis Discussion:

Findings and Conclusions (including relationships to standard):

Relationship to Other Standards: Discussion of how findings on this question are related to topics addressed by other Working Groups and nature of any collaborative efforts.

Recommendations: Based on analysis, describe recommendation(s) for the College to improve in this area.

Need for Additional Support: Describe surveys, focus groups, interviews, or other means required to address research question.

VIII. Organization of the Self-Study Report

The Self-Study Report will be organized according to the Working Group structure outlined in the Self-Study Design with Chapters 3-16 reflecting the work of the five Working Groups. After reviewing the Working Group Interim Reports submitted between October 2013 and February 2014, the Core Team and Steering Committee may decide to revise the organization outlined below by consolidating reports on individual standards into chapters that address two or more related standards.

- Chapter 1: Executive Summary and Eligibility Certification Statement
- Chapter 2: Overview of the Institution and Description of Self-Study Process
- Chapter 3: Standard 1
- Chapter 4: Standard 2
- Chapter 5: Standard 3
- Chapter 6: Standard 4
- Chapter 7: Standard 5
- Chapter 8: Standard 6
- Chapter 9: Standard 7
- Chapter 10: Standard 8
- Chapter 11: Standard 9
- Chapter 12: Standard 10
- Chapter 13: Standard 11
- Chapter 14: Standard 12
- Chapter 15: Standard 13
- Chapter 16: Standard 14
- Chapter 17: Conclusions and Recommendations

The report will be accompanied by an appendix consisting of an annotated inventory of supporting documents.

IX. Preferred Profile of the Visiting Team

Several aspects of Salem Community College's unique structure and setting should be considered when recruiting members for the MSCHE Visiting Team. Due to our close proximity and competitiveness, to the state of Delaware, no visiting members should be included. Ideally, visiting team members should be from colleges similar to SCC in Maryland, New York, or Pennsylvania (west of Harrisburg). The College's preference is that the Chair of the visiting team should be a sitting college president and be familiar with a small rural community campus.

X. Preliminary Inventory of Documents

<i>SCC Middles States Self-Study Document Matrix</i>	URL R	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10	Std 11	Std 12	Std 13	Std 14
2005 SCC Middle States Self-Study Report		X													
2006-2009 SCC Strategic Plan		X	X	X											
2010 Interim Self-Study and Response		X													
2013-2016 SCC Strategic Plan		X	X	X											
Academic Freedom Statement											X				
Academic Profile Review Report											X				
Administrative Contract							X								
Advisement Schedule & Student Contact Log										X					
American Disabilities Act (ADA) Report														X	
Assignment Rubrics and Evaluations												X			
Board of Trustees Minutes			X	X											
Budget/Finance Report			X	X											
Executive Staff Minutes						X									
Facilities Master Plan			X	X											
Faculty / Professional Staff Contract					X						X				
Faculty and Staff Handbook										X					

Faculty Senate Recommendations					X										
Faculty Staff Surveys				X											
Faculty Workload Report							X								
FERPA Notification of Students Rights										X					
Financial Aid Audit Report & Management Letter							X								
Financial Aid Study (Retention & Unmet Financial need)									X						
Financial Statements (audited)				X											
Freedom of Information Law Notice (FOIL)										X					
Freedom of Information Law Request										X					
General Education Component													X		
Governance Committee Minutes/Agenda		X	X	X	X										
Grievance Policy & Procedures						X									
Handbook of Policy & Procedures on Curriculum												X			
HR New Staff Orientation		X													
Institutional Effectiveness Plan			X	X											
Labor Contracts (Security, Cleaning, Building Operations)				X			X								
Mission Statement		X													
NJ Transfer Information												X	X		
Operating Procedures			X	X											
Organizational Charts				X											
PowerCampus									X	X				X	
Recruitment and Marketing Report Plan									X	X					
Salem Community College Goals		X													

Salem Community College Student Catalog							X					X			
Schedule for Lab Hours														X	
Standard Appeals Communication							X								
Strategic Plan Outcomes Report		X	X	X											
Student Course Evaluations											X				
Student Learning Outcomes Assessment Data											X	X	X		
Student Learning Outcomes Assessment Website								X							X
Support Staff Contact						X		X							
Surveys						X			X	X	X				
Syllabus and Addendum												X			
Technology Plan			X	X											
Website												X			