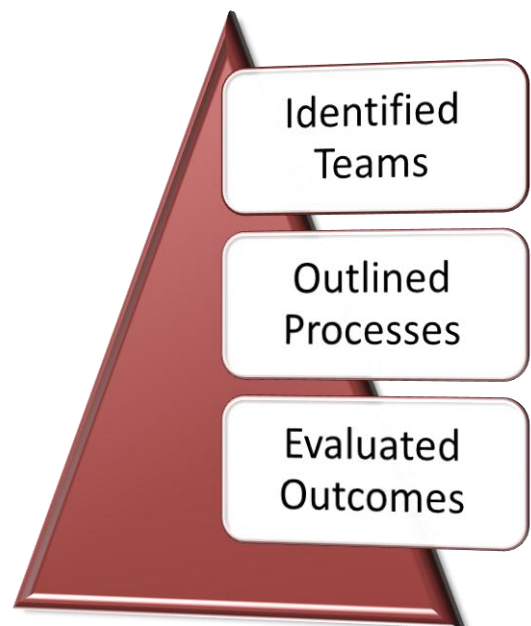




ORGANIZATION OF THE SELF-STUDY

The organization of the Self-Study follows the accreditation criteria and each of the core components. The introduction is based on the NCA/HLC format outlined in Wright State University's 2006 Self-Study Report.

Following the Introduction chapter are criterion chapters. Each criterion has a brief introduction, processes used to achieve each core component, outcomes of those processes, evaluation of the effectiveness of those processes, and a conclusion outlining institutional strengths, challenges, and issues to address in the future. The final pages of each criterion chapter include a table of secondary processes that also support that criterion but are more relevant to other core components. The secondary processes are explained in greater detail under their most relevant criterion's core component. Finally, in lieu of appendices all supporting documents are linked within the chapters and those documents are listed at the very end of each chapter.



Description of the Self-Study Process

The Self-Study teams actively pursued and encouraged campus and district-wide collaboration in an effort to produce the most complete and accurate picture possible. This process has been directed and overseen by Dr. Lori Sundberg, Vice President of Academic Services, and Jill Johnson, Psychology Instructor.

The Self-Study General Team consisted of faculty and administration. There were co-chairs for each criterion, one faculty member and one administrator. The co-chairs asked College employees, students, and/or community members to be a part of their team. The criterion co-chairs then assigned core components to the members of their teams.

The Self-Study process began in March 2008. Jill Johnson and Dr. Lori Sundberg (Self-Study Chairs) along with Jan Lundeen (Co-Chair Criterion 2) and

Debra Miller (Steering Committee) attended the HLC conference in Chicago. In spring 2008 a budget was presented to the board, criterion chairs were named, and teams were organized. Self-Study leaders were: Julie Gibb, proof reader; Debra Miller, off-campus site preparation and Federal Compliance chair; Sherry Foster, team visit arrangements; Robin DeMott, media coverage, research data discovery, and proof reader; Dr. Norm Burdick, proof reader; Jan Lundeen and Samuel Sudhakar, co-chairs criterion 2; Susan Sharp and Jim Rich, co-chairs criterion 3; Darrell Clevidence and Lauri Wiechmann, co-chairs criterion 4; Mark Pfeleger and James Graham, co-chairs criterion 5.

That following summer Jill Johnson and Dr. Sundberg put together the template/outline for the self study, created the Virtual Resource Room, and began writing the introduction. A major survey was sent out to all full-time personnel to begin gathering evidence to support Self-Study criteria. The survey deadline for submission was Sept. 15, 2008. The response rate was overwhelming ([69 percent 145/211](#)). The vast majority of responses were favorable regarding whether or not CSC met the five criteria, but what was more exciting was the fact so many of the Sandburg family cared enough to respond. Average online survey [response rates are 30 percent](#), so this proved to be a meaningful collaboration of ideas and opinions. Although the majority of responses (from 100 percent to 80 percent) were positive, there were some concerns expressed by personnel. The final section deals specifically with issues identified through the criterion compliance survey and actions taken to address these concerns. The Board of Trustees was also given the same survey. The survey process was completed during the Board Retreat in September. It is important to note that the survey results from Board of Trustees are not included in the percentages given at the beginning of each core component, but if they had been included the numbers would have increased because all core components were scored as agree or strongly agree.



At the Faculty Workshop in August 2008 Dr. Lori Sundberg briefed faculty on the Self-Study Process. In September the criterion teams were finalized and each team began gathering data and evidence to evaluate the institution and how it met the criterion standards. The results of the survey were passed out to criterion chairs who used the compiled comments as a springboard to gather data and evidence.

In spring 2009 Jill Johnson, Debra Miller, and Samuel Sudhakar attended the NCA Self-Study Conference. Criterion teams had put together extensive lists of processes used to meet the criterion but did not list any outcomes of the processes. It was at this point Dr. Sundberg and Johnson restructured the Self-Study document in the current process-outcome-evaluation format. The co-chairs developed a list of questions and sent them to the criterion teams. The criterion teams then found and reported outcome data supporting each process which Dr. Sundberg evaluated. In an effort to reduce redundancy, Johnson and Dr. Sundberg created a [grid illustrating each process](#), which criterion it was most relevant to, and which criterion each process served as secondary support. As the Self-Study progressed, it became necessary to move and delete a few processes due to redundancy and/or simply not belonging to a specific criterion. There were minor changes, so there may be some processes on the grid that are no longer listed with that criterion.

The steering committee met Sept. 21, 2009 to review and address the compliance survey comments. The steering committee opted to address the themes of comments rather than individual remarks. The recurring themes found in the comment section of the compliance survey were students coming first, diversity, communication, and technology problems. It was decided by the committee to address these issues in a separate chapter of the study. Dr. Sundberg and Johnson believed the best place to discuss these issues would be the “Vision for the Future” chapter.

All criterion components were completed by Oct. 30, 2009, so Johnson and Sundberg could begin finalizing the document. Each chapter of the Self-Study went through three readers before it was submitted to the steering committee for review. Two of the readers were English professors and the third reader was the director of marketing and public relations. Although the first draft of the criterion chapters was completed by October 30, Sundberg and Johnson continued to update data. The cut-off date was December 2009. Any significant developments that occurred after that date were included in the final chapter.

In April 2010, Dr. Sundberg, Jill Johnson, Robin DeMott, and Julie Gibb attended the HLC NCA Annual Conference. Following the conference, the majority of edits and changes were directed at the evaluations. All four participants agreed that they needed to be more candid with the evaluative sections. The committee for third-party comments was organized during this time. Members included: Robin DeMott, Gena Alcorn, Sherry Foster, Debra Miller, and Jennifer Scott.