

SACS Compliance Certification Team Leaders Meeting Minutes

Date: September 27, 2010

Place: MM 135

Time: 3pm – 4:10pm

Chair: Dr. Laura Stafford

Team Leader Attendees: Gary Stretcher, Shannon Harris, Nancy Cammack, Janis Hutchins, Charles Gongre, , Carol Barbay, Peter Kaatrude, Ed Quist, Tom Neal, Claire Thomason, Diane Granger

Others:

Absent: Linda McGee

Handouts: 9/13/2010 meeting minutes, list of team members and resource people by team

Called to order by Stafford at 3pm

Approval of last meeting's minutes of 9/13/2010:

Motioned by: Gongre

Seconded by: Hutchins

Voted Approved unanimously

**1. Report on the election or appointment of Campus Committees and how they will impact the CC audit.** (Cammack) Handouts in draft form were provided that describe the three campus committees the General Education Committee, the Academic Standards and Curriculum Committee, and the Planning and Assessment Committee. Each description indicates the committee's purpose, goals, and includes the membership so that the CCTeam leaders will have this information to use as resources for investigating their standards. Stretcher did point out that the General Education Committee should have a representative from the Faculty Senate and Cammack made a note to include this change.

**2. Update information on Compliance Assist training dates.** (Stafford) Because the Compliance Assist training for CC Team Leaders and any writer on the team will be held on Oct. 22 at 1pm in MM 101 via a GoToMeeting conference call with Dataliant.com representative Richard Berry. A handout about Compliance Assist was given to members which described how to navigate the site, information pertaining to the compliance report, the focused report, QEP, and the Document Directory. Stafford, Cammack, and Sorrells will have administrative training on the site on Wednesday, Oct. 6 at 1:30pm and will be able to assist others in learning to navigate the site on the general training date.

The Oct. 4<sup>th</sup> and the Oct. 18<sup>th</sup> CCTeam Leader meetings will be canceled in order to allow the individual teams to meeting and begin the actual writing of the narrative responses. Stafford reminded the team leaders that all requests for data from other

offices or departments should be directed to Cammack because she may know where that information is stored or may have immediate access to it. Additionally having the requests for data coming from one source will prevent a department from being bombarded with requests and feeling overwhelmed.

Before moving on to individual reports Stafford took a few moments to explain other sections of the Team Leader binder particularly sections 1 and 4 which have SACS/COC information which may pertain to their individual assigned section of the Compliance Report which is found in section 6 of each binder.

### **3. Received team leader reports as to initial contact with team members and received a list of documents to be included in the Compliance Assist repository and discussion of definitions which may be included in a glossary.**

**Governance/Administration:(Stretcher/Harris)** Will use the Texas Education Code, probably as a web link, the Texas Administrative Code, and the TSUS Rules & Regulations.

**Institutional Effectiveness: (Cammack)** Will use the schematic Planning Process, Mission Statement, Assessment Reports (IE Reports)

**Educational Programs Part I: (Gongre)** Will use the Catalog, Bulletins, Faculty Handbooks (Full and Part-Time), Student handbook, Continuing Education Schedule, and contract with high schools and HEH.

**Educational Programs Part II: (Hutchins)** Brought up the issue of distinguishing between “Degree Plans” which individual students fill in with the advisors on the third floor as a chart to track their progress towards graduation and “Curriculum Outline” which is submitted to the Coordinating Board and is included in the Catalog, but not in a standard template. Will also probably use minutes of the meetings of the three campus committees to document compliance.

**Faculty: (McGee/Barbay)** Will use sample faculty evaluations, F.208, and the Summa reports. Barbay also provided an extensive list of terms from parsing the individual standards to be included in the glossary. Discussion followed as to how specific a definition was needed and it was tabled for further study by the Chair.

**Library and Other Learning Resources: (Katrude/Quist)** Will use the Noel Levitz Surveys, Position descriptions from HR including resumes and transcripts, IE evaluations, Budget review of Library Use Fee, The Library Survey on Online Library Use, but would also like to enhance the effectiveness by adding questions about Library Use on the online courses questionnaire that is used in house. It was suggested that he contact Glenda Dupuis. Katrude is attentive to the use of the Library by co-enrolled students, online HEH students as our complete distance education package needs to be strengthened. He was concerned that the Graduation Questionnaire did not provide enough data in this area.

**Student Affairs and Services: (Neal/Thomason)** Neal reported that Thomason was collecting documentation of student organizations, that documents for his section to be used included many of what had been mentioned such as, the Catalog, Bulletin, Student Handbook, Noel-Levitz Surveys, and that the Graduation Survey was going to be revised because the company was no longer supporting it after they used the existing supply. This makes an

opportunity to include other elements that need to be included in the data collection tool. Stafford included a note that at the Summer Institute it was stressed that documentation of complaints and the process that addressed the complaint resolution was stressed as an element to include in this section. Neal agreed that there is a clear procedure established and being followed so he felt confident there would be sufficient data to document the procedure.

**Financial and Physical Resources: (Granger)** Granger submitted a detail list of documents that her team would need to include in the report including past budgets, financial statements, contribution agreements with the Foundation, and surveys from faculty, students, and staff about adequacy of physical facilities. Cammack assured her that many of those elements are included in current surveys that are being administered on campus and suggested that she would look at the list and see if she could narrow the search. It was briefly discussed about if some of these were in electronic files or not and would it have to be scanned into PDFs to make it accessible to the offsite reviewer. Stafford made note that this would be considered.

**Editorial Committee: (Stafford)** As soon as the initial Compliance Assist training is completed the Writing Guide will be distributed to team leaders.

#### Other Business

- Old - none
- New – Reminder of the change in meeting dates for the month of October.
- Announcements - none

Adjourned the meeting at 4:10 by Stafford

#### Addendum:

**On Sept. 28, 2010 this information was sent to the CCTeam Leaders in an email from Stafford.**

Nancy very helpfully pulled together the **SACS/COC Glossary** that may help many of you in the interpretation of the standards.

I have also included the attachment **Writing Guidelines Fall 2010** which gives you some general references so we can be consistent in what we call certain documents. The last page gives an example of a narrative. David and I worked on this guide during the summer, but we will give any additional guidelines to work on Compliance Assist when we have been trained.

The other terms that are relevant to our campus are primarily defined by the institution already and can be located on our web site under **Faculty Resources** or **Human Resources**. Such resources as the **Faculty Handbook, Part-Time Faculty Handbook, Administrative Policies and Procedures** have definitions of most of the terms on the lists provided to me at the meeting. If you use the word search or the **Find feature** you will be able to see how our campus already defines these terms. There maybe a few terms such as the specific difference between "degree plans" (the chart the advisors use to track an individual student progress towards graduation) and "curriculum outlines" (which are in the catalog to show courses, contact hours, lecture hours, lab hours, and credit) which was explained at the meeting. If you come across other specific problem terms which you cannot locate in the above mention resources send me an email.

Another helpful resource on our Lamarpa Web site is the last SACS report which is under Faculty & Staff. You can check the section that parallels your current one and it may give you some ideas as to the documents we used in the past and are still using and how we defined terms then.

If your computer will not open these attachments please let me know. Please let me know who on your team beside yourself, is joining us on Oct. 22 at 1pm for the Compliance Assist Training (I recommend that your writer come, if you have one on your team) Please contact them now so they can clear their calendar at 1pm for the training.

**On Sept. 30, 2010 this information was sent to the CCTeam Leaders in an email from Stafford.**

Here is a response to the request for a definition:

We found that the particular phrase (“coherent rationale”) does not have an official definition from SACS. We think it will be what we as an institution consider it to be. After discussion and consideration we came up with the following definition for **“coherent rationale” – the logical justification for our institution’s inclusion of general education in our curriculum.**

Part of our campus rationale for general education in technical programs might be what is found in GIPWE. For academic programs, the rationale should be aligned with THECB guidelines.

This also will be a good agenda item for the General Education Committee to address.