

## SACSCOC Leadership Committee Meeting Minutes

October 23, 2017

Present: Dr. Theresa Hefner-Babb, Dr. Judith Mann, Dr. Kenneth Evans, Dr. James Marquart, Dr. Kevin Smith, Dr. Henry Venta, Dr. Derina Holtzhausen, Dr. James Sanderson, Mr. Daniel Bartlett, Dr. Joseph Nordgren, Dr. William Harn, Dr. Srinivas Palanaki, Ms. Sarah Tusa, Ms. Priscilla Parsons, Dr. Vicki McNeil, Ms. Katrina Brent, Mr. Mike Ruland, Ms. Katherine Miller, Dr. Gwinyai Muzorewa, Dr. Zanthia Smith, Dr. Paula Nichols, Dr. Brenda Nichols, Dr. Greg Marsh, Dr. Cruse Melvin, Ms. Jamie Larson, Mr. Jarrod Rossi.

Updates:

Revised Master Calendar Handed Out

Committee assignments under June revision of standards

Committee Reports-

(Sections 1-3 do not require reports)

Section 4-Governing board-Dr. Kevin Smith

The governing board ensures the following;

- The regular review of the institutions mission
- Clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy
- Selects and regularly evaluates the institutions chief executive officer
- Defines and address potential conflict of interest for its members
- Has appropriate and fair processes for the dismissal of a board member
- Protects the institution form undue influence by external persons or bodies
- Defines and regularly evaluates its responsibilities and expectations.

Section 5-Administration and Organization-Dr. Derina Holtzhausen

- All members of the committee have started collecting information. Institutional and college organizational structures are mostly complete. Looking into ways of submitting CV's and syllabi to a central web site are being discussed. Three entities are set up for the purpose of supporting activities have been identified and they are The Lamar Foundation Board, Friends of the Arts, and Cardinal Club.

Section 6-Faculty-Dr. Zanthia Smith

- Working to achieve the institutions mission with respect to teaching, research, and service. For each of its educational programs, the institution justifies and documents the qualifications of its faculty member. Employs a sufficient number of full-time faculty members with terminal degrees to ensure curriculum and program quality. Assigns appropriate responsibility for program coordination.

Section 7-Institutional Planning & Effectiveness-Dean Venta

- Facilitate the development and reporting on undergraduate programs. We will seek to establish connections between what we do at the institution and our strategic planning processes, including decision-making processes, budgetary decisions and resource allocation. In addition, we will report on goals and outcomes from the administrative support services of Lamar University. Most of the information needed for this endeavor is part of the Weave system.

- Progress update on each core requirement-draft of compliance narrative and supporting documentation complete.

#### Section 8-Student Achievement-Jarrold Rossi

- This committee is responsible for reporting on learning goals and outcomes for educational programs and for general education. Sample number of degree programs from each college for student learning outcomes have been reviewed, same for administrative and student support services.

#### Section 9-Education Program Structure and Content-Interim Dean Joe Nordgren & Graduate Dean William Harn

- General education is an integral component of undergraduate degree program through which students encounter the basic content and methodology of the principle area of knowledge. Undergraduate and graduate degrees develop advanced expertise in an integrated understanding of one or more academic disciplines or concentrations.
- Core requirement 28-The institution offers one or more degree programs based on at least 60 semester credit hours at the associate level; at least 120 credit hours or the equivalent at the baccalaureate level; at least 30 semester credit hours or the equivalent at the post baccalaureate, graduate or professional level.
- Core requirement 29-In each undergraduate program, the institution requires the successful completion of a general education component that is substantial component of each undergraduate program, ensure breadth of knowledge and is based on a coherent rationale.
- Core requirement 30-at least 25% of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding degree.
- Core requirement 32-The institution offers degrees and programs that embody a coherent course of study, are compatible with its stated mission and goals, and are based upon fields of study appropriate to higher education.
- Core requirement 34-The institution publishes requirements that conform to commonly accepted standards and practices for the degree awarded.
- Progress update on each core requirement-draft of compliance narrative and supporting documentation complete.

#### Section 10-Educational Policies-Jim Sanderson

- Dr. Sanderson stated that in their last meeting Dr. Spina took the task himself and a committee that he formed to edit one of the series of policies. Dr. Brenda Nichols and Dr. Paula Nichols and Dr. Sanderson divided other policies to edit. They have presented those to the SACASCOC representative. One major problem will be updating hyper-links in these documents. Dr. Sanderson asked about the new hand book and has been informed that it is available.

#### Section 11-Library and Learning/Information Resources-Interim Library Director Sarah Tusa

- To Ensure that the institution provides adequate and appreciate library and learning/information resources, services, and support for its mission along with ensuring an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources-to accomplish the mission of the institution.

#### Section 12-Academic Student Support Services-Vicki McNeil

- For the Academic Support and Student support services, rights, student records and qualified staff a draft of this compliance will be submitted by December 15, 2017.

## Section 13-Financial and Physical Resources-Craig Ness/Jamie Larson

- Although missions vary among institutions, both a sound financial base and a pattern of financial stability provide the foundation for the accomplishing an institutions mission. Adequate financial resources allow for deliberate considerations of the effective use of the institutional resources to fulfil that mission. Adequate physical resources are essential to the educational environment and include facilities that are safe and appropriate for the scope of the institutions program's and services.

## Section 14-Transparency and Institutional Representation-Theresa Hefner-Babb

- 14.1 We are reviewing to make sure that we remain in compliance with the standard.
- 14.2 Substantive changes are reported in accordance with SCASCOC guidelines.
- 14.3 The OPAA office is working with Distance Learning to review existing policies and procedures to ensure that they are in compliance with the current SACSCOC standards.
- 14.4 We are reviewing to make sure that we remain in compliance with the standard.
- 14.5 Will need to review current policies published by SACSCOC to make sure we are in compliance with any new policies.

## Quality Enhancement Plan-Dr. Judith Mann

White paper and executive summary-have been emailed to all committee members.

The white paper-WINGS of Success at LU—MATH Pathways

Looking at the QEP should tie to a mission statement. We have done surveys and forums. We have another forum on Halloween for students to try and get their participation. This QEP address vital LU issues: retention and graduation rates. The QEP should reflect the University mission statement, focus on issues important to student learning, documented through institutional data, be developed on broad based input, be effectively evaluated and result in enhanced student learning.

Why we have selected WINGS as our QEP:

- National Momentum in Higher Education
- State Mandated-HB2223
- Real LU Issue

MATH Pathways prepare students to use mathematical and quantitative reasoning skills in their careers and personal lives; it enabled to make timely progress towards completion of a certificate or degree.

Co-Requisite courses-is an accelerated curriculum model based on core curriculum course scaffolding rather than remedial curriculum or testing. It is important that students get on the right track for their degree program and not have so many semesters of MATH to take for instance if they are getting a degree in English they do not need calculus, although the engineering students do need calculus. This co-requisite is based on the students' needs for their degree.

Timeline for implementation is Fall 2017-making sure to inform the campus, complete white paper, meet with departments, collaborate with Mathematics in developing the co-requisite courses.

Fall 2018-begin expanding the white paper into the QEP proposal, continue to develop courses with mathematics and gather feedback across campus.

Meeting adjourned at 11:30am