

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 Bar 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, 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 4B do not require reports)

Section 4-Governing board-Dr. Kevin Smith

The governing board ensures the following;

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

Section 5-Administration and Organization-Dr. Derina Holtzhausen

- x All members of the committee have started collecting information. Institutional and college organizational structures are mostly complete. Information to a central web site are being discussed. Three entities are set up for the purpose of supporting

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

Section 8 Student Achievement Jarrod Rossi

- x 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 Eric Dean, Jo Nordgren & Graduate Dean William Harn

- x 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.
- x 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

Section 13 Financial and Physical Resources Craig Ness Jamie Larson

- x 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 consideration 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 %o CE } P CE services.

Section 14 Transparency and Institutional Representation Theresa Hefner Babb

- x 14.1 We are reviewing to make sure that we remain in compliance with the standard.
- x 14.2 Substantive changes are reported in accordance with SCASCOC guidelines.
- x 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.
- x 14.4 We are reviewing to make sure that we remain in compliance with the standard.
- x 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 LUMATH 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:

- x National Momentum in Higher Education
- x State Mandated HB2223
- x 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