



PREPARING FOR SACSCOC ON-SITE PEER REVIEW VISIT: INITIAL INTERVIEW PREP SESSIONS

TEXAS A&M UNIVERSITY-COMMERCE

CLASS OF 2024

SAVE THE DATES!

- Monday, March 25, 2024
 - Reviewers fly into Dallas, TX and travel to Greenville, X
 - Interviews as requested with faculty, staff, and administrators to resolve lingering issues such as assessment, credentials, policies, or student complaints.
- Tuesday, March 26, 2024
 - Reviewers begin assessment of Compliance Certification Report Interviews as requested with faculty, staff, and administrators to resolve lingering issues such as assessment credentials, policies, or student complaints.
 - Presentation to introduce the Quality Enhancement Plan (QEP) to Reviewers.
- Wednesday, March 27, 2024
 - Interviews as requested with students, staff, and administrators to discuss campus buy-in and feasibility of the QEP. Reviewers make deliberations and decide on any final recommendations.
- Thursday, March 28, 2024
 - Exit interview with President Rudin, Executive Leadership Team, SACSCOC Liaison, other invitees at the hotel meeting room.
- December 7-10, 2024
 - Final results of the affirmation of reaccreditation are presented at the SACSCOC Annual Meeting in Austin, TX.

PURPOSE OF THE VISIT

- The On-Site Reaffirmation Committee validates A&M-Commerce compliance with the SACSCOC Principles of Accreditation
 - Reviews Compliance Reports
 - Tours Campus
 - Conducts Interviews
 - Tours Off-Campus Instructional Sites
- Reviews the Quality Enhancement Plan (QEP)



DEPARTMENT OF EDUCATION STANDARDS: 20

- 5.4- Qualified administrative/academic officers
- 6.1- Full-time faculty
- 6.2.b- Program faculty
- 6.2.c- Program coordination
- 8.1- Student achievement
- 8.2.a- Student outcomes: educational programs
- 9.1- Program content
- 9.2- Program Length
- 9.3- General education requirements
- 10.2- Public information
- 10.5- Admissions policies and practices
- 10.6- Distance and correspondence education
- 10.7- Policies for awarding credit
- 12.1- Student support services
- 12.4- Student complaints
- 13.6- Federal and state responsibilities
- 13.7- Physical resources
- 14.1- Publication of accreditation status
- 14.3- Comprehensive institutional reviews
- 14.4- Representation to other agencies

FINDINGS OF NON-COMPLIANCE STANDARDS: 18

1. 2.1- Institutional mission and evaluation
2. 3.1.b- Course work for degrees
3. 4.2.g- Board self-evaluation
4. 5.4- Qualified administrative/academic officers
5. 6.2.a- Faculty qualifications
6. 6.2.b- Program faculty
7. 6.2.c- Program coordination
8. 6.3- Faculty employment
9. 6.4- Academic freedom
10. 8.2.a- Student outcomes: educational programs
11. 8.2.b- Student outcomes: general education
12. 10.5- Admissions policies and practices
13. 10.6- Distance and correspondence education
14. 10.8- Evaluating and awarding external academic credit
15. 13.2- Financial documents
16. 13.6- Federal and state responsibilities
17. 13.7- Physical resources
18. 13.8- Institutional environment

COMBINED STANDARDS FOR INTERVIEWS: 30

DOE Standards

- 5.4- Qualified administrative/academic officers
- 6.1- Full-time faculty
- 6.2.b- Program faculty
- 6.2.c- Program coordination
- 8.1- Student achievement
- 8.2.a- (Student outcomes: educational programs)
- 9.1- Program content
- 9.2- Program Length
- 9.3- General education requirements
- 10.2- Public information
- 10.5- Admissions policies and practices
- 10.6- Distance and correspondence education
- 10.7- Policies for awarding credit
- 12.1- Student support services
- 12.4- Student complaints
- 13.6- Federal and state responsibilities
- 13.7- Physical resources
- 14.1- Publication of accreditation status
- 14.3- Comprehensive institutional reviews
- 14.4- Representation to other agencies

Compliance Standards (if not part of DOE)

- 2.1- Institutional mission
- 3.1.b- Course work for degrees
- 4.2.g- Board self-evaluation
- 6.2.a- Faculty qualifications
- 6.3- Faculty employment and evaluation
- 6.4- Academic freedom
- 8.2.b- Student outcomes: general education
- 10.8- Evaluating and awarding external academic credit
- 13.2- Financial documents
- 13.8- Institutional environment

ON-SITE VISIT PREPARATIONS



- On-Site Reaffirmation Committee members are professional colleagues.
- This is our opportunity to showcase A&M-Commerce.
- Campus participants identified by the SACSCOC Committee will be invited to attend orientation meetings.
- Review the A&M-Commerce Quality Enhancement Plan (QEP), Foundation for Your Future.

1. Foundation: To provide students with a solid career foundation as they begin college
2. Framework: To build upon the solid foundation with a framework that provides students with the skills, content and competencies for a successful future to prepare students for the possibility of a “plan B”
3. Capstone: To launch students successfully into their careers as a synthesis of prior learning.



QEP HAS 3 PHASES

FOUNDATION FOR YOUR FUTURE!

Every SACSCOC institution is required to develop a Quality Enhancement Plan (QEP) which “identifies key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.”

- **QEP Director: Dr. Eric Branscome**



PHASE 1: FOUNDATION

🌐 Courses

- CID 1300 & 2301 (university-wide courses that all students take)
- General Education (TBD)
- Career Orientation courses in the major

🌐 Assessments

- Career Survey (Focus2) and reflection essay
- Career Portfolio (SkillsFirst)

🌐 Activities

- Career Fairs



Self Assessment

Discover majors and occupations that match your personal attributes

 Work Interest Assessment START	 Values Assessment START
 Personality Assessment START	 Skills Assessment START
 Leisure Assessment START	Combine Assessments 0/5 Completed 

PHASE 2: FRAMEWORK

- Courses
 - Mid-level in the major
- Assessments
 - Career-oriented key assessments
 - Skills, knowledge and competencies
- Activities
 - Support services
 - Career Portfolio (continued development)



PHASE 3: CAPSTONE

🌐 Courses

- Capstone (Synthesis) courses in the major

🌐 Assessments

- Capstone experiences (Internships, clinical teaching, practica...)
- Complete the SkillsFirst portfolio

🌐 Activities

- Career Fairs
- Forage mock job interviews
- Hire-a-Lion / LinkedIn



Forage

ADDITIONAL INFORMATION



- Courses in each major
- The “Career Ready” QEP non-academic micro-credential
- Non-Curricular Activities
 - Office of Student Career Preparedness
 - Arthur Lumzy
- Focus Group: 2FTFG
- Mentorship (Survey from IER in Fall 2023)



From Student Access & Success

TIPS FOR WORKING WITH COMMITTEE

- **Operate with integrity in all matters** related to SACSCOC. This is in the Principles of Accreditation, Section 1 and something on which we are assessed.
- A specific group of individuals on campus will be scheduled for interviews on Tuesday, March 26th and Wednesday, March 27th.
 - **Wear your A&M-Commerce name tag during the visit.**
 - **If approached by a committee member be friendly, but also aware of their time constraints and that their focus here is on their work and accreditation.**
 - **Answer only the question that is asked during your interview.**
 - **Do not guess or make assumptions in the interviews. If you do not know the answer to a question, refer the team member to Dr. Ricky Dobbs for further information.**
 - **If a resource, your time, or information is requested, it is ALL HANDS ON DECK! We will work together to take care of the request as quickly as possible.**



MISSION STATEMENT



Educate. Discover.
Achieve.

ON CAMPUS INTERVIEWS BY COMMITTEE

- Keep your schedule as flexible as possible in case you are called to be interviewed by the SACSCOC On-Site Committee Review Team related to your area of university responsibility. If so, please bring copies of whatever documents are requested and be prepared to answer hard questions.
- The areas they are most likely to investigate include:
 - QEP – including meeting with various constituents to see how the Plan is going to move our university forward.
 - Assessment – including possible meetings with program coordinators and those charged with assessment on campus.
 - Any lingering compliance issues - academic assessment, faculty credentials, admission policies, or academic credit and review.

QUESTIONS ABOUT QEP, SACSCOC

- Q: What is SACSCOC?
 - A: The Southern Association of Colleges and Schools Commission on Colleges. SACSCOC is the acronym.
- Q: What is a QEP?
 - A: QEP stands for Quality Enhancement Plan, which is a five-year improvement project, identified through an institution-wide process that focuses on improving student learning outcomes.
- Q: What is A&M-Commerce's QEP topic?
 - A: A Foundation for Your Future
- Q: What is the SACSCOC Visiting Committee?
 - A: The On-Site visiting team consists of 9-10 people from universities and colleges in the Southeast who will visit our campus and examine all aspects of our operations.

QUESTIONS TO CONSIDER: MISSION AND SACSCOC

- How clear is the vision or mission of the University? Can you tell me what it is in your own words?
- Did you or your department have an opportunity to provide input for the compliance certification self-study?
- What is SACSCOC?
- What does SACSCOC do?
- What must a university or college do to be reaccredited?
- Why is accreditation important to students?

QUESTIONS TO CONSIDER: IE

- To what extent and in what ways does the institution demonstrate that it uses the results of its planning and evaluation efforts?
- How are planning and evaluation used in your department or unit to guide daily practices?
- Does the institution and its academic programs or support units have stated goals or expected Student Learning Outcomes that reflect a direct relationship to the statement of purpose/mission?
- Are there clear and documented examples of changes -- additions, deletions, revisions -- made to any program or policy as a result of assessment or other effectiveness activity?

QUESTIONS TO CONSIDER: PLANNING

- Please show me or tell me about the mission statement for your organizational unit or academic department.
- Can you tell me about some specific strategic goals that your unit is pursuing at the present time?
- Can you tell me how your unit will evaluate the achievement of those goals to ensure that they are accomplishing their intended outcome?
- Can you show me a current policy (procedures) manual for your unit?
- Do you have access to and can you show me minutes of administrative committees, councils, faculty senate, etc. to document where they are addressing matters of institutional effectiveness?

QUESTIONS TO CONSIDER: FACULTY

- Can you show me a current and up-to-date job description for your own position?
- How is your own work performance evaluated? What are the criteria or expectations?
- Please describe what limitations, if any, prevent you from doing your best work here?
- How does your work here promote the mission of the institution?
- What are the responsibilities of full-time faculty members and do they constitute a sufficient resource for carrying out basic faculty functions within academic programs?
- What is the role of full-time faculty in program oversight and supervision?

QUESTIONS TO CONSIDER: STAFF, STUDENT SUPPORT

- Can you show me a current and up-to-date job description for your own position?
- How is your own work performance evaluated? What are the criteria or expectations?
- Please describe what limitations, if any, prevent you from doing your best work here?
- How does the institution's organizational structure affect its delivery of academic and student support programs, services, and activities?
- How do the academic and student support programs and services effectively promote the mission of the institution?

QUESTIONS TO CONSIDER: OFF-CAMPUS INSTRUCTIONAL SITES

- Hat access to technology and technology support is offered or supported for OCIS locations?
- Is the learning environment suitable to what you are teaching?
- Are courses and programs offered at off-campus sites and through distance or correspondence education given the same attention in terms of the quality and integrity of the offerings as is given to other courses and programs?
- What types of academic and student support services and activities are offered to distance learning students, students at off-campus sites, and at branch campuses?
- Are off-campus and distance learning offerings included when collecting data for assessing expected student learning outcomes?
- What type of oversight is there for distance learning and for off-campus sites?
- What is the role of full-time faculty relative to these sites and modes of delivery?
- If you have issues do you know who to go to and are they there to help?

AVAILABLE RESOURCES

A&M-Commerce

- SACSCOC Reaffirmation Webpage
 - Institutional On-Site Visit Handbook
 - Preparing for On-Site Visit PPT Slides
 - Interviewer Training PPT Slides
 - Schedule for information and training sessions
 - Reaffirmation On-Site Visit Schedule
- Interview preparation sessions
- General University informational sessions

SACSCOC

- [Handbook for Institutions Seeking Reaffirmation](#)
- [Principles of Accreditation, Resource Manual](#)
- [Quality Enhancement Plan Policy](#)
- [Reviewing the Quality Enhancement Plan](#)

SACSCOC REAFFIRMATION

Since 1925, Texas A&M University-Commerce has been accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's and doctoral degrees. SACSCOC is the regional accrediting organization for 11 states in the southeastern United States, including Texas. A&M-Commerce's accreditation was reaffirmed in 2014 and is scheduled for reaffirmation in 2024.

The Reaffirmation Process

What is the Reaffirmation Process and Why is it Necessary?

FAQ

Institutional Resources

- [TAMUC - SACSCOC On-Site Visit Handbook](#)
- [University Session - Preparing for On-Site SACSCOC Visit](#)
- [University Session - Preparing for On-Site SACSCOC Visit - Handout](#)

What is SACSCOC Accreditation?

THANK YOU! A&M-COMMERCE'S SUCCESSFUL REAFFIRMATION IS DUE TO YOU!

