



CLOSING THE LOOP

College of the Mainland Self-Study Newsletter

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CLOSING THE LOOP COM SELF-STUDY NEWSLETTER

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Dr. Homer "Butch" Hayes:

A Message From Our President

The effectiveness of the self-study process for reaffirmation at College of the Mainland will be judged, in part, on the broad-based participation of all employees. This does not mean that everyone is called upon to participate in the process in the same manner or at the same time, but everyone is expected to contribute when called upon as a member of the college community. At the same time we are all cheerleaders providing the encouragement and support of fellow employees as we move through the self-study process.

Your time and efforts given to the self-study process demonstrate to your colleagues, the community, and our peers the dedication of College of the Mainland to continuous improvement in educational quality in our service area. Thank you!

...We are all
cheerleaders
providing the
encouragement
and support of
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as we move
through the
self-study process."

Take time today to offer words of encouragement to your colleagues on your committee and other committees. If you are not currently involved in a committee, thank your colleagues for their work on the accreditation process. Let me take a moment to thank everyone for your dedication and hard work.

The work we do this academic year for the self-study, the development of a planning process, and the various aspects in developing the institutional effectiveness process serve one overarching goal—to provide members of our community with a quality educational experience that meets their expectations and provides the support services and learning environment within which each student can succeed.

Once again, thank you for your work on one or more of the self-study committees. I am confident that the work you are doing will have a positive result—reaffirmation—and will uphold the quality of instructional and support programs available at COM.

It is not enough to run; one must start on time.

~ Chinese proverb.

Thirteen Conditions of Eligibility

College of the Mainland must meet the 13 Conditions of Eligibility, as detailed in the *1998 Criteria for Accreditation*, or the College is out of business. The Conditions of Eligibility/Institutional Purpose Committee is diligently researching and investigating the College's adherence to these 13 Conditions, looking not only for evidence of compliance, but also for proof of planning for improvement. Asked how she felt about chairing this impor-

tant Self-Study committee, Chairperson Ouida Sanmann replied, "I do agree that the Conditions of Eligibility/Institutional Purpose Committee is one of the most important Self-Study committees. We take this responsibility to the College seriously and rely heavily on the other committees to do their jobs so that we can prove compliance with the Conditions. We truly appreciate the hard work of everybody on the other principal committees."

COMMITTEE ROSTER

Ouida Sanmann, Chairperson;
Paul Boyd
Blanca Comeaux, Compliance Coordinator;
Arlinda Garner;
Mark Greenwalt
Hilda Jones, Recorder
Susan Plasek, IE Coordinator
Ali Ravandi
Karl Stager, Report Coordinator.

The 13 Conditions of Eligibility appear below.

#1: THE INTEGRITY ISSUE

- COM will comply with the Criteria for Accreditation
- COM agrees that SACS can publicize our accreditation status
- COM will communicate with SACS accurately and honestly
- *If COM does not comply, it agrees that SACS can impose sanctions or revoke accreditation*

#2: THE AUTHORITY ISSUE

COM will document that it has degree and certificate-granting authority from the state of Texas and all other appropriate and necessary agencies.

#3: THE GOVERNANCE ISSUE, PART 1

COM will document that the Board of Trustees:

- Has 5 or more members
- Is the legal body responsible for the institution
- Is the active policy-making body for COM
- Is not controlled by a minority of its members
- Is not controlled by organizations or interests separate from the Board
- Is responsible for ensuring that \$\$\$ is used to provide a "sound educational program"

COM will document that the Board of Trustees:

- Has a President and a majority of members with no contractual, employment, or personal or financial interest in the College
- Has bylaws that ensure continuity of membership (staggered terms)
- Has bylaws that ensure the Board's independence
- Amends its bylaws only by Board vote after reasonable deliberation

#4: THE GOVERNANCE ISSUE, PART 2

COM will document that

- Its CEO's primary responsibility is to the college
- Its CEO is not the presiding officer of the Board of Trustees

#5: THE "ACTIVE" ISSUE

COM will document that it is in operation and has students enrolled in degree programs at the time of the committee visit.

#6: THE "EDUCATIONAL PROGRAMS" ISSUE

COM will document that

- It offers one or more degree programs based on at least two academic years
- It provides instruction for all coursework required for at least one degree program offered

COM will document that

- It evaluates all aspects of its educational program
- Its degree programs are compatible with its stated purpose and based upon fields of study appropriate to higher education

#7: THE "APPROPRIATE PURPOSE" ISSUE

COM will document that it has a "clearly defined, published state-

ment of purpose appropriate to an institution of higher learning."

#8: THE "INSTITUTIONAL EFFECTIVENESS" ISSUE

COM will document that

- It has an appropriate plan (think strategic)
- It has a functioning planning and evaluation process

COM will document that

- This process identifies and integrates projected educational, physical and financial development
- This process incorporates procedures for program review
- This process incorporates procedures for institutional improvement

#9: THE "APPROPRIATE ACCESS" ISSUE

COM will document that it has a published admissions policy "compatible" with its stated purpose.

#10: THE "APPROPRIATE COURSES" ISSUE

COM will document that

- Its associate degree programs include a "substantial component" of general education courses at the college level
- This general education component is designed to ensure "breadth of knowledge"
- This general education component does not narrowly focus on skills, techniques, and procedures peculiar to a particular occupation or profession

COM will document that the general education credit hours include at least one course in each of the following areas:

- Humanities/Fine Arts
- Social/Behavioral Sciences
- Natural Sciences/Mathematics

#11: THE "ADEQUATE FACULTY" ISSUE

COM will document that

- The number of full-time faculty members is adequate to provide effective teaching, advising and scholarly or creative activity
- There is at least one full-time faculty member with responsibility to supervise and coordinate each major/curricular area/concentration

#12: THE "LEARNING RESOURCES" ISSUE

COM will document that it has sufficient learning resources (can include formal agreements and technology) to ensure "ready access" to adequate learning resources and services to support the courses, programs, and degrees offered.

#13: THE "FINANCE AND FUNDING" ISSUE

COM will document that

- It has an adequate financial base to accomplish its purpose at an acceptable level of quality on a continuing basis
- It has financial statements/documents prepared by external CPA's or government agencies as well as internal audits that accurately and appropriately represent the total operation of the college
- It does not show an annual or cumulative operating deficit

How the Self-Study Fuels Improvement

Last January, I outlined a number of desired outcomes of the Self-Study process. Two were "no-brainers"; obviously, we want a successful Self-Study Report and reaffirmation of our accreditation for another ten years. But another of those outcomes gets at the heart of what we're doing...even when SACS isn't on its way:

Improved educational and support

services for our students, employees, and community.

What part can the Self-Study play? Principal Committee meetings provide wonderful opportunities for idea sharing. If committee members are involved in other campus-wide groups like the IEC, the Curriculum Committee, the Standing Technology Committee, or the Budget Review Council, they can integrate knowledge from

those groups into the Self-Study research and analysis process.

Perhaps even more important, Self-Study meetings should help foster a **culture of improvement**. Problem-solving—not fault-finding—must be the goal of every hour we spend in this process.

Commit to success. Recognize opportunities. Support good ideas. Recommend change.

"Educational Improvement: Triumphs and Challenges"

Southern Association of Colleges and Schools 2001 Annual Meeting in New Orleans

President Hayes, Vice President Templer, Vice President Davenport, Self-Study Director Kathy Bergin, Self-Study Steering Committee Co-Chair Greg Johnson, and Self-Study Editor Cathy Moran will attend the SACS annual meeting in New Orleans December 8-12.

This year's theme is educational improvement. The group is hoping to become better educated and

informed to help the Self-Study committees in their work on our campus and to improve our chances of writing an impressive Self-Study Report.

Kathy Bergin plans to attend a broad sampling of workshops ranging from strategic planning to assessment and a roundtable discussion on using the Web to improve the Self-Study. Greg

Johnson is interested in distance learning, assessment, and campus support for online environments. Cathy Moran is looking forward to the sessions on problem-based learning, the Self-Study Editors' discussion group, and is hoping to visit the Educational Improvement Expo to check out the latest developmental reading and writing software.

DATELINE@COM

WHAT'S BEEN DONE?

On October 5 and 8 the Report Coordinators and Principal Committee Chairs met to discuss the Self-Study Report, report outline template, RSP forms, and answer questions. Thanks, Report Coordinators, for your 100% attendance!

WHAT'S COMING UP?

SACS 2001 Annual Meeting in New Orleans, December 8-12; I-Web training, January 2002.

2001	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC	2001
Organization Phase					Data Collection Phase								
											Drafting/Data Check Phase		
2002	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC	2002
Data Collection Phase (cont.)				Campus Feedback Phase				Implement/Publication Phase			Follow-up		
Drafting/Data Check Phase (cont.)						Revisions Phase							
2003	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DECEMBER	
Follow-up (cont.)			Response Phase										
			The Visit Apr. 14-17									Reaffirmation of Accreditation	

CATHY'S CORNER

RIDDLE ????????????

WHAT LIES ON
THE BOTTOM OF
THE OCEAN AND
TWITCHES?

Be the first person on campus to solve the riddle or Dr. Greg's latest effort, the drop-down puzzle! E-mail your solution to Cathy Moran at ss_cmoran@mail.mainland.cc.tx.us. If you are the first to e-mail me with the correct solution to either the riddle or the drop-down puzzle, I will deliver your CTL mug to you within the week.

REMEMBER, YOU MUST PLAY TO WIN!

Dr. Greg's MIND ERASER

Take the Challenge

s	h	o	w	h	u	t	'	a	c	a	e	h	'	h	v	s	n	a	f	a	s	?
o	h	,	u	b	a	t	e	s		m	a	d	e	s	i	e	e	g	c	o	r	p
a	r			l	d			x		e		n		a		r			r	h		

A	S	E	T	A	I	R	P	O	R	P	P	A	L	L
C	Y	S	Y	M	I	C	V	I	C	S	D	I	A	Y
C	S	I	E	I	U	I	R	O	I	E	R	N	R	G
R	T	C	I	N	S	L	L	I	S	S	O	A	C	O
E	E	I	I	I	E	L	U	A	T	I	A	O	R	L
D	M	M	O	G	E	V	B	C	T	E	M	U	R	O
I	A	N	I	G	E	D	I	U	I	M	R	E	I	N
T	T	I	E	S	A	T	T	T	I	R	T	I	L	H
A	I	S	R	O	S	I	A	S	C	S	R	O	A	C
T	C	N	R	E	T	I	I	R	A	E	L	U	I	E
I	C	B	I	S	R	O	O	M	T	S	F	Y	C	T
O	I	M	N	L	N	M	Y	N	C	S	S	F	O	R
N	S	I	Y	T	I	L	I	B	I	G	I	L	E	S
D	E	T	A	L	E	R	R	E	T	N	I	T	O	A
C	O	N	D	I	T	I	O	N	S	V	N	I	O	R

The words contained in the word find are listed in bold. Enjoy!

- Appropriate
- Broad Based
- Commission on Colleges
- Conditions of Eligibility
- Criteria for Accreditation
- Curriculum Committee
- Institutional Effectiveness
- Interrelated
- Master Plan
- College Mission
- Strategic Plan
- Systematic
- Technology Plan
- Vision Statement

*A courtyard common to all
will be swept by none.*

~ Asian proverb.