



# CLOSING THE LOOP

College of the Mainland Self-Study Newsletter

VOL. 2, NUMBER 1

JANUARY/FEBRUARY 2002

## CLOSING THE LOOP

COM SELF-STUDY NEWSLETTER

Newsletter Staff:

CATHERINE MORAN  
*Self-Study Editor*

GLYNDA ALLISON  
*Publication Designer*

KATHYE BERGIN  
*Self-Study Director*  
*Steering Committee Co-Chair*

DR. GREGORY A. JOHNSON  
*Steering Committee Co-Chair*

## FYI

*Self-Study Office*  
Library Mezzanine  
Campus mail: Self Study, c/o LRC  
Suite B

*Jane Saldua, Self-Study Assistant,*  
ext. 670. E-mail:  
jsaldue@mail.mainland.cc.tx.us.  
Hours Available: MW 8:30-1:30;  
T 9:30-2:30; Th 8:30-12:30.

*For questions, comments, or suggestions  
about this newsletter contact Cathy  
Moran:*

ss\_cmoran@mail.mainland.cc.tx.us

Self-Study Editorial Office, Suite C,  
LRC 277, (409) 938-1211, ext. 672/670.

*For questions, comments, or suggestions  
about the Self-Study process, contact  
Kathye Bergin:*

ss\_kbergin@mail.mainland.cc.tx.us

(409) 938-1211, ext. 671/670.

*Closing The Loop* newsletter is printed  
by COM Press.

*James Templer:*

## A Message from the Vice President for Instruction

*NOTE: The Self-Study Editor posed the following three questions to each of the vice presidents. This issue features Vice President for Instruction James Templer's response; future issues will spotlight Vice Presidents Pope and Davenport's replies.*

**Q** *How will the Self-Study improve the structure and function of teams in your area?*

The structure of Instructional teams will most likely not be affected by the self-study. However, I anticipate that the functioning of the teams will be improved, most notably in the area of institutional effectiveness. The institutional emphasis on "closing the loop" will ultimately require that all teams improve their planning and evaluation processes. Our self-study will point out the weaknesses in our processes and the reaccreditation visit will provide the "trial by fire" for the systems we put into place. The most essential factor is that we are not just going through an episodic exercise for SACS; we are enculturating a more responsible and accountable method of operation. The outcome will hopefully be a heightened sense of reflectiveness and real continu-

ous improvement that will facilitate our becoming a learning-centered college.

**Q** *How do you see these improvements impacting students?*

Becoming learning-centered means serving the educational needs of our students and the community at large more proactively, where, when, and how they best learn.

**Q** *How do you think the Self-Study will affect administration in your area?*

Meeting our goals of improving planning and evaluation, and becoming truly learning-centered will lessen the need for administration to intervene in the routine functioning of teams, will increase student success, which will increase revenue, and will ultimately provide more time for administration to attend to strategic planning and growth issues.

## Mock visit offers insight into SACS process

On Friday, November 30, Dr. Michael Cady, Dean of Continuing Education at Tarrant County South Campus, visited College of the Mainland to discuss the SACS site visit and to answer questions.

Tarrant County is currently undergoing the reaccreditation process just as COM is. However, it is a different process since Tarrant County qualifies for the alternate SACS review.

Dr. Cady has been on two different SACS visiting teams and was a member of the 1993 Self-Study Committee here at College of the Mainland.

In the morning, Dr. Cady gave an overview of what the SACS visit was all about and what the visiting team from SACS would be looking for. He met with the Continuing Education Self-Study Committee to

*Continued on page 3*

# Education Committees

*NOTE: Needing some inspiration, I asked the education committee chairs/members the question below and received some thoughtful, insightful, and sometimes surprising responses. C. Moran*

**Q** *How do you think the Self-Study will improve programs and services in the area your committee is studying?*

"I think it's going to help tremendously. It will give students a clearer picture of what they need once they choose COM as their 'starting place'. Our research will help improve what is actually put in our catalog. Hopefully, this will insure that all 'correct' information is included."—*Connie Bardwell*

"I think it will make us aware of the requirements and rules and when we see a problem we can make a correction before it gets out of hand and we will be able to cite the compliance. We got to know other dedicated employees from areas we don't deal with very often and have built a support/contact group in case we have questions about their areas. We can readily refer students to those employees and know the student will get good advice."—*Joan Fiesel*

"Improvement of programs and services can be facilitated by the identification of specific weaknesses and/or specific areas within the programs, and services can be improved upon in order to better meet the needs of our students."—*Dave Hansmire*

"In achieving the necessary accreditation criteria, College of the Mainland will be assured that faculty know their respective core course requirements and incorporate these into their syllabi. Adjunct faculty members will especially benefit by this documentation, and their effectiveness will be more in line with full-time faculty. Learning outcomes of COM students will improve."—*Jerry Anderson*

"The Self-Study will improve programs and services in the area of Workforce Education by focusing on offering educational programs that respond to the needs of business and industry. Therefore, Workforce Education at College of the Mainland will be directed at preparing students for the labor market or pursuing advanced degrees. As a result of this process, individuals will be given the opportunity to excel in their chosen careers and have an enhanced quality of life."—*Patricia Jackson*

"I believe that the Self-Study Committee looking at Developmental Education will make for a stronger tie between all developmental classes.

The committee would like to see a central place where the understanding of all developmental classes can be explained to the students. We hope that developmental math can get together with developmental reading and writing and share

their concerns about the students involved in these classes.

The ability of an entering student with developmental needs to understand that these classes are important for their success when they enroll for college level classes is something that the counselors and advisers need to be able to express to the student.

*Continued on page 3*

## Education Committee Rosters

### CONTINUING EDUCATION COMMITTEE

Alice Watford, Chair  
Chuck Buddenhagen,  
Compliance Coordinator  
Jeuauquite Chambers, Recorder  
Mike Cobb  
Dianne Fasano  
Marilyn Kish-Molina,  
Report Coordinator  
Karyn Lindsey  
Carolyn Phipps  
Lucy Rodriguez  
Steve Sewell, IE Coordinator  
Mel Sills  
Ann Wilcox  
Landis York

### DEVELOPMENTAL EDUCATION COMMITTEE

Sparky Koerner, Chair  
Don Bass, Report Coordinator  
Althea Choates  
Ann Howard  
Ellen Johnson, Recorder  
Cindy Lucas, Compliance  
Coordinator  
Katherine Moser, Compliance  
Coordinator  
Susan Napoli  
Mary Ochoa  
Wanda Scarlett  
Bill Spillar  
Gilchrist White, IE Coordinator  
Janis White  
Kim Ybarra

### DISTANCE EDUCATION COMMITTEE

Joanna Kile, Chair  
Shelly Abrashoff  
Cecil Arnold, IE Coordinator  
Brenda Brown  
Chris Brown, Report Coordinator  
Micah Duckett, Compliance  
Coordinator  
Thomas Johnson  
Joan Mader

Jerry Menard  
Bonnie Myers  
Alex Pratt  
Selina Rahman  
Loren Stevenson

Phyllis Thibodeaux, Recorder

### GENERAL EDUCATION COMMITTEE

Jerry Anderson, Chair  
Tami Allison  
Leroy August  
Connie Bardwell  
John Buffa, Compliance  
Coordinator  
Joan Fiesel, Report  
Coordinator  
David Hansmire  
Kay Magee, Recorder  
Mona Marshall  
LaVeta McGary, Compliance  
Coordinator  
Gay Reeves  
Petra Rivera  
Denise Shead, Recorder  
Roger Stallings, IE  
Coordinator  
Patti Tyler

### WORKFORCE EDUCATION COMMITTEE

Patricia Jackson, Chair/Recorder  
Denese Angelle, Report  
Coordinator/Recorder  
Frank Barbuto  
Deborah Bastien, IE Coordinator  
Kent Dowdy  
Connie Foster  
Dorothy Garrick  
Doc Miller  
Lanis Neugent  
Lisa Plasek  
Bill Raley  
James Shippy, Compliance  
Coordinator  
Laura Smith  
Janith Stephenson  
Alice Whistler

# Combining Our Efforts To Reach Our Goal

*If all pulled in one direction, the world would keel over*

~Yiddish Proverb

**D**on't think I'm suggesting that we're all going to keel over at the end of the long, difficult Self-Study process (although we may feel as though we want to). Instead, I hope this proverb suggests the

incredible power that comes from combining our efforts toward a shared goal. As more than a dozen committees, each with approximately a dozen members, make their way through documents, and inter-

views, and templates, and meetings, it's easy to forget that we are all contributing to a single effort. We can literally "move the world" for our students as well as for ourselves if we do this right.

## Mock visit

*Continued from page 1*

answer the questions and give them insight about the entire process.

In the afternoon he met with the Business CE Department and gave us tips and pointers on what the visiting committee will be looking for. He stated that one of the reasons for doing a self-study is to take a close look at what we are doing right and what we need to improve. If the report is incomplete or has inconsistencies, it raises a "red flag" to the

reviewers. When he was one of the SACS evaluators, he looked for specific information on classes. He told us that one of the most important things for a successful visit and exit report was to do a good job beforehand. Even if there are problems, it is much better if YOU find them and make a recommendation for an action plan to correct the situation, than for the reviewer to find problems that you did not address in the self-study.

Another thing that came up is that interviews with the SACS evalua-

tors on the committee are not the time to vent any frustration in how the College operates. All college employees should answer only the questions they are asked and try to be as helpful as possible, but they shouldn't vent frustrations about inadequate processes on another team. Hopefully, that team will have addressed those inadequacies in their own self-study process.

Dr. Cady also said that if we do a thorough self-study process the reviewers will have fewer questions. —Geane Stevenson

## Ed Committees

*Continued from page 2*

We on the committee looking at the developmental education on the COM campus believe that after

looking at each aspect of the programs in relation to SACS requirements, that our recommendations and support of documentation will strengthen an already strong Developmental Plan that the

College has. Making sure that all aspects are implemented and followed through with a good assessment can only be a benefit for the students."

—Sparky Koerner

## DATELINE@COM

### WHAT'S BEEN DONE?

- Report Outlines submitted
- Surveys (many) completed
- SACS 2001 Annual Meeting attended

### WHAT'S COMING UP?

- I-Web training, January
- First Drafts, January
- Mini Retreat, March/April

|                                   |     |     |                         |     |                       |                 |                             |     |      |           |                                |          |      |
|-----------------------------------|-----|-----|-------------------------|-----|-----------------------|-----------------|-----------------------------|-----|------|-----------|--------------------------------|----------|------|
| 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.)                 |     |     | The Visit<br>Apr. 14-17 |     | Response Phase        |                 |                             |     |      |           | Reaffirmation of Accreditation |          |      |

# Recognition Program: Outstanding PC Member

Month: October 2001

*NOTE: As a means to recognize superior service to the Self-Study process, President Hayes has instituted the "Outstanding PC Member" program, which he will introduce during Spring 2001 Convocation. Each month during the Self-Study, Committee Chairs will have the opportunity to nominate a person who has made outstanding contributions to the committee's progress. For October 2001, the first month of the program, every active committee produced a nomination. Great work everyone! (Future nominees will be announced each month.)*

## OUTSTANDING MEMBER

Don Bass  
Joan Fiesel  
Micah Duckett  
Deb Bastien  
Marilyn Kish-Molina  
Clint Hunter  
Holly Anderson  
Mary Ann Amelang  
Pat Massey  
Lisa O'Neal  
Bob Slaney  
Hilda Jones  
Terrilynn Rotramel

## COMMITTEE

Developmental Ed  
General (Core) Ed  
Distance Ed  
Workforce Ed  
Continuing Ed  
Student Development  
Ed Support/LRC  
Community Outreach  
Administration  
Finance  
Physical Plant  
Conditions of Eligibility  
Faculty

## PC CHAIRPERSON

S Koerner  
J Anderson  
J Kile  
P Jackson  
A Watford  
D Nelson  
L Richardson  
J Palmer  
R Nowak  
B Young  
M Kettler  
O Sanmann  
K Musick

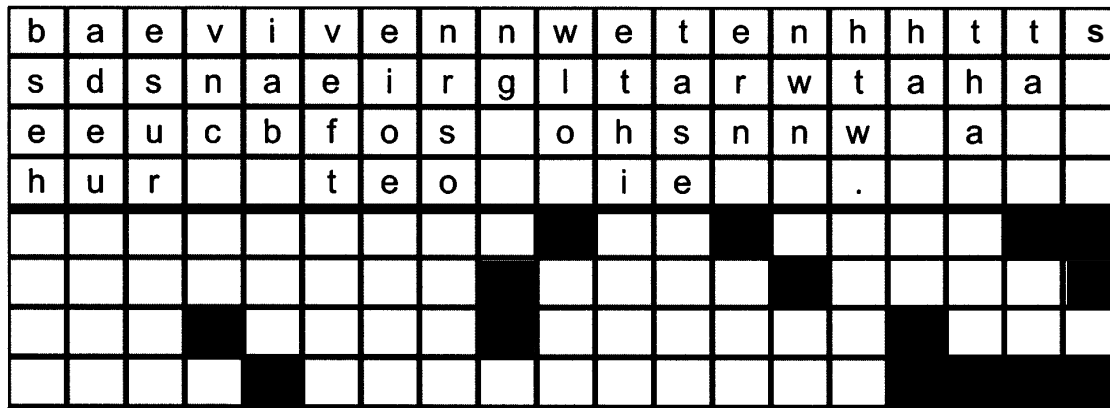
## COMMITTEE NOT YET ACTIVATED IN OCTOBER

Arrangements

M DeHart/ B Pheneger

Dr. Greg's MIND ERASER

# Take the Challenge



*Blame  
is easy.*

*Change  
is hard.*

*~Proverb*

## CATHY'S CORNER

**T**he competition's been mighty fierce for these CTL mugs, so take a minute now to solve Dr. Greg's new drop-down puzzle and the January riddle. E-mail me your solutions at [ss\\_cmoran@mail.mainland.cc.tx.us](mailto:ss_cmoran@mail.mainland.cc.tx.us) right away. If you are the first to e-mail me with the correct answer to either the drop-down puzzle or the riddle, I will deliver your CTL mug to you within the week.

Thanks for your great response to our "fun" page.

**REMEMBER, YOU MUST PLAY TO WIN!**

**RIDDLE ????????????**

IF JOY IS THE  
OPPOSITE OF  
SORROW,  
WHAT IS THE  
OPPOSITE OF  
WOE?