

Preparing for the SACSCOC On-Site Visit: March 2024

A&M-Commerce On-Site Visit Handbook



What you need to know for a successful On-Site Reaffirmation Peer Review visit!

Have Questions? Ricky.Dobbs@tamuc.edu
or Alison.Soeder@tamuc.edu

A&M-Commerce and SACSCOC Reaffirmation by the Numbers

177,000

Number of words in the A&M-Commerce Reaffirmation Compliance Certification submission report.

2,374

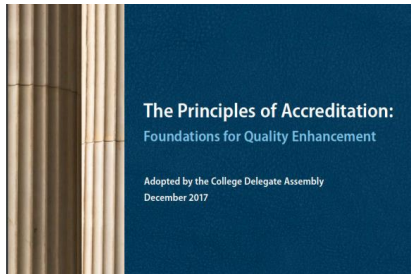
Number of evidence pieces submitted for the Reaffirmation Compliance Certification.

467

Number of pages contained in the Reaffirmation Compliance Certification submission report.

72

Standards requiring a response in the SACSCOC Principles of Accreditation.



18

Standards requiring a follow-up response in the Texas A&M University-Commerce Focused Report.

11

SACSCOC member institutions are located in 11 States, Latin America, and Dubai.



10

Number of Team members on the Reaffirmation Site Committee. Nine committee members and one SACSCOC Vice President.

- 1 Opportunity for the team to review the Compliance Document and recommend yes to the SACSCOC Board of Trustees.



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Save the Dates and On-Site Visit Schedule

- Monday, March 25, 2024
 - Reviewers fly into Dallas, TX and travel to Greenville, TX
 - On Sunday, March 24th, some reviewers may arrive early to visit Off-Campus Instructional Sites (OCIS) located in the DFW Metroplex and Bryan, TX.
 - Interviews as requested with faculty, staff, and administrators to resolve lingering issues such as academic assessment, faculty credentials, admission policies, or academic credit and review.
- March 26, 2024
 - Reviewers begin assessment of Compliance Certification Report Interviews as requested with faculty, staff, and administrators to resolve lingering issues such as academic assessment, faculty credentials, admission policies, or academic credit and review.
 - Presentation to introduce the Quality Enhancement Plan (QEP) to Reviewers.
- 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.
- 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.

Tips for the On-Site Visit

SACSCOC

The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in 11 Southern states – Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia including Latin America and other international sites that award associate, baccalaureate, master’s or doctoral degrees.

A part from making sure that each accredited institution performs honestly and provides high quality programs designed to address the needs of students, SACSCOC has maintained a powerful voice to affect the policies and laws that influence institutional members. The commission has committed itself to the peer review process, institutional integrity, quality enhancement, continuous improvement, and student learning.

Accreditation

Texas A&M University-Commerce (A&M-Commerce) is part of the Southern Association of College and Schools Commission on Colleges (SACSCOC) Class of 2024 for reaffirmation of our accreditation status.

It is hard to overemphasize the importance of accreditation to institutions. Regional accreditation is the way the federal government ensures compliance with federal laws and mandates for higher education. Additionally, accreditation determines the institution’s eligibility to receive federal and state funds, and our ability to transfer credits with other schools.

Our campus SACSCOC liaison is Dr. Ricky Dobbs, Senior Vice Provost for Academic Affairs and Professor of History.

Compliance Certification

As part of this reaffirmation review, we submitted our Certificate of Compliance, an extensive self-study of all aspects of university life, in September 2023. The effort was led by the Office of Institutional Effectiveness and 14 sub-committees which included faculty members and campus professionals. Everyone on campus helped in some way, by participating in assessment, providing data or evidence of compliance, preparing needed reports and documentation, and helping to ensure our ongoing compliance with the 14 standards required in the SACSCOC Principles of Accreditation.

A team of our peers at other campuses in the SACSCOC region came together in November 2023 to read and analyze our documentation. These Off-Site Peer Reviewers are faculty and administrators at campuses in the region.

Focused Report

Off-site reviewers requested follow-up information in 18 areas. These areas are:

Institutional Mission, Coursework For Degrees, Board Self-Evaluation, Qualified Administrative/Academic Officers, Faculty Qualifications, Program Faculty, Program Coordination, Faculty Appointment And Evaluation, Academic Freedom, Student Outcomes: Educational Programs, Student Outcomes: General Education, Admissions Policies And Practices, Distance And Correspondence Education, Evaluating And Awarding Academic Credit, Financial Documents, Federal And State Financial Responsibilities, Physical Resources, and Institutional Environment.

In February 2024, A&M-Commerce submits a follow-up Focused Report on these areas, which we hope will resolve any lingering issues.

The Focused Report will be read with the original compliance certification by the On-Site Peer Reviewers to continue to make a determination of compliance with the Principles of Accreditation for A&M-Commerce.

On-Site Visit, Interviews

On March 25 – 28, 2024, A&M-Commerce will host a team of external reviewers who are also peers, working at colleges and universities in the SACSCOC region. This On-Site Committee Review Team will try to resolve any Compliance Certification issues that were not explained thoroughly in the Focused Report and they will focus their attention on the QEP for A&M-Commerce.

During the visit, the On-Site Committee Review Team may request to meet with individuals or groups of people (students, faculty or staff) to understand specific issues related to compliance of the QEP.

Please mark site visit dates on your calendar and be flexible and readily available should the Review Team ask to work with you during this time period. There may be interviews scheduled at the last minute, but we expect for them to occur on the afternoon of March 26th, and throughout the day on March 27th. Thank you for your flexibility and willingness to meet with the Review Team members during that time!

Quality Enhancement Plan (QEP) – Foundation for Your Future

As part of the reaffirmation of accreditation process, 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.” The QEP Topic for A&M-Commerce is Foundation for Your Future, which focuses on career management and preparation for students, specifically first-generation students. The full report of the QEP will be available on the website, <https://www.tamuc.edu/qep/>. An announcement will be sent to faculty, staff, administrators, and students when the full report becomes available online.

Members of the On-Site Committee Review Team can approach anyone – faculty they meet in the elevator, students having lunch, staff whom they visit with during meetings and meals – and ask them if they know what our QEP topic is. Be prepared!

QEP Introduction

The Texas A&M University-Commerce (A&M-Commerce) QEP, *Foundation for Your Future*, will equip students with a comprehensive approach to making career choices. These choices begin with an inward assessment of skills, interests, values, and attributes, and ends by connecting these traits to a broad range of career options for which they are most suited, embedded in an engaging, hands-on education that prepares students for success in their chosen careers.

Topic Selection

The QEP committee began with research over the past few years leading to the National Association of Colleges and Employers (NACE) list as well as Texas Higher Education Coordinating Board General Core Curriculum focuses of "Fourteen Marketable Skills." From 2018 to 2022 an Alumni Survey conducted by Institutional Research, of over 4000 alumni indicated that the institution needed to strengthen Career Management (M=3.66), Digital Technology (M=3.73) and Oral Communication skills (M=3.79). In January 2023, an event was held for university faculty, staff, administration, alumni, and community members who confirmed the significance of these three skills and their selection for proposed QEP topics.

In March 2023, a survey was conducted of students, faculty, and staff, asking participants to rank Career Management, Digital Technology and Oral Communication in order of importance as they pertained to each participant's chosen career field or potential career, and then rank each topic as a proposed QEP topic. The survey showed 64% of students reported Career Management as the most important of the three topics as they prepare for their career fields. Similarly, 45% of the faculty/staff cited Career Management as the most important topic. Oral Communication was rated at 31% and Digital Literacy was rated at 26%.

Once the broad topic was selected, the QEP committee met monthly throughout the spring and summer 2023 semesters to determine what the project should be, what it should look like when implemented, and what impact it should have across campus. Through research and anecdotal evidence, committee members selected the QEP project: *Foundation for your Future*, with the concentration on Career Management.

Implementation, Goals and Student Learning Outcomes

The A&M-Commerce QEP, *Foundation for your Future*, will be implemented in three phases.

Phase 1: Foundations

Goal: To provide students with a solid career *foundation* as they begin college.

Phase One will require the addition of career-orientation courses or workshops, which are currently being proposed. This will introduce incoming first-year students to two primary or foundational components of success as it pertains to career readiness: 1) Students will explore their own skills, interests, personal traits, and values / rewards systems that may contribute to

suitability or fit in various careers. Students will explore these attributes through commercial or customized career inventories and through various in-class assignments at the instructor's discretion. 2) Students will explore career options in industries or fields that align with their skills and interests. In addition to career orientation courses, in Phase One, the university will offer career fairs, and host guest speakers. The goal is to help all students identify long-range goals from the outset of their college experience so that they will be more likely to persist, graduate on time, and enter a career for which they are strongly suited and in which they will find satisfaction and success.

The Foundations Student Learning Outcomes:

- Using custom or commercially available career suitability surveys, students will identify and assess their skills, interests, personality traits and values/rewards systems.
- Students will describe career options of interest to them, aligned with the results from their career suitability survey, and including at least one previously unexplored career option.

Phase 2: Framework

Goal: To build upon this solid foundation with a *framework* that provides students with the skills, content, and competencies for a successful future.

The purpose of phase two is to imbed students vigorously into their career classes so they can begin to refine skills, knowledge, and competencies. These experiences may cause some students to identify perceived areas of weakness and to question their career goals. In phase two some students will develop a heightened sense of tenacity to work beyond what they previously thought capable. In some cases, however, some students may conclude that they have made the wrong career decision. In these scenarios, a secondary purpose of phase two is to help students identify new, previously unexplored career options based on new experiences that reveal new interests and possible career options. These students may therefore be able to explore other career paths when they realize their initial choices may need revision.

The Framework Student Learning Outcomes:

- Through completion of in-class assignments and participation in campus-wide activities and external (off-campus) projects, students will refine career related skills, content knowledge and competencies.
- Through completion of in-class assignments and participation in campus-wide activities and external (off-campus) projects, students will identify and describe at least one new or previously unexplored career option based on newly identified interests or skills.

Phase 3: Capstone

Goal: To launch students successfully into their careers with a *capstone* experience as a synthesis of prior learning.

The purpose of Phase three is to ease the awkward transition some students commonly experience between college and career. Phase three provides the culmination of students'

collegiate work, as the synthesis of prior skills and knowledge, and as direct application in job-embedded experiences. In phase three, students will participate in capstone experiences including clinical, student teaching and short-and long-term internships. Students will also participate once again in career-oriented activities (career fairs) with the sole intent of applying for jobs before graduating from college.

The Capstone Student Learning Outcomes are:

- Students will synthesize career knowledge and skills by completing at least one career-related job application and/or graduate school application.
- Students will apply prior knowledge, skills, and learned concepts to real-world application through participation in capstone projects (internships, student teaching, clinical, and related projects).

TIPS for Working with the On-Site Committee Review Team

March 25–28, 2024

TOP FIVE THINGS TO REMEMBER

1) The On-Site Reaffirmation Committee is composed of highly qualified experts from peer institutions similar in size and scope to A&M-Commerce. The number one goal of the Committee is to ensure the university is fulfilling its mission to educate students.

2) SACSCOC does not provide the Committee a list of questions; the Committee develops their own questions based on the materials provided by the university in the Compliance Certification, Focused Report, and information gained during the visit itself.

3) A member of CITE staff will be present at the beginning of each meeting to assist with technical issues and introduce the attendees.

4) Everyone will be asked about the QEP; brush up using the information on pages 5-7.

5) Always be honest and act with integrity; if you do not know the answer to a question, simply say you do not know and pass the question to a member of IE staff after the meeting.

- A specific group of individuals on campus will be "scheduled for interviews" on Tuesday, March 26th and Wednesday, March 27th.
 - This request will come directly from the Review Team. You will be interviewed on topics related to your area or the University in general. Reviewing the document and the possible questions below will help to prepare you for your interview. Please do not be alarmed if you are asked to be in more than one interview, and know you may not be called back for other scheduled times if questions are answered during an initial interview.
 - **Please wear your A&M-Commerce nametag March 25th-28th.**
 - **Always be courteous and helpful, yet refrain from initiating a conversation with the team members.**
 - **Answer only the question(s) that is asked during your interview.**
 - **Please do not guess or make assumptions. If you do not know the answer to a question, refer the team member to Dr. Ricky Dobbs for further information.**
- 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.
- If questioned or interviewed by a site visitor, answer honestly. If you do not know the answer, just say so and ask for time to find out. Focus on the positive attributes of the university and the strategies that are in place for areas needing improvement.

- The members of the On-Site Committee Review Team are generally chancellors and provosts, administrators, and faculty members on other campuses in our region. They understand the complexity of the SACSCOC standards and they want us to move through the re-accreditation process as smoothly as possible. They want to see us through a successful visit and reaffirmation of our accreditation status.
- The reviewers have prepared thoroughly for their visit. They have looked at our Compliance Certification, read the Quality Enhancement Plan (QEP) and the Focused Report, and often have spent a generous amount of time on the university website and reading internal documents such as the Faculty Handbook and Policy Manual. They have invested a great deal of time and energy in the review.
- 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 academic program coordinators and IE Authors or Reviews on campus.
 - Any lingering compliance issues - including possible meetings with those who work with academic assessment, faculty credentials, admission policies, or academic credit and review, etc.
- Keep your area of the university clean, neat, and organized; we want to project an environment that is conducive to student learning.
- Have a basic understanding of our Quality Enhancement Plan (QEP), Foundation for Your Future.
- If you teach courses, educate students about the upcoming reaffirmation site-visit and the QEP topic.
- Know the basic concepts in our Mission Statement:
 - **Educate. Discover. Achieve.**
- Go the SACSCOC website for more information: <http://www.sacscoc.org/>
- Review SACSCOC principles that are pertinent to your area of responsibility. Examples are:
 - Maintenance staff – principles related to “Physical Resources”
 - Finance staff – principles related to “Financial Resources”
 - Faculty – principles related to “Educational Programs” and “Faculty”
- Prep interviews meetings – Dr. Dobbs will provide prospective interviewees the section of the self-study they may be called on and sample interview questions. **Please plan to attend at least one of the interview preparation meetings.**

Talking Points

Possible Questions: Faculty and Staff

Examples of questions related to Institutional Effectiveness:

- 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?
- What provision does the institution make for evaluating the effectiveness and efficiency of your organizational unit?
- How does the institution gather and use the results of feedback from its constituents regarding the quality and performance of instructional services?
- 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?
- Please tell me about something you do today differently than you did a few years ago as a result of some assessment activity. Describe that assessment activity.
- How does the institution use the results of its institutional research activities to change, strengthen, or enhance its educational programs and services?
- How are institutional research findings communicated to you?
- How does the University plan what it is going to do in the future? Do you have an opportunity for input? Is your input taken seriously? How do you know?
- Can you describe something the University once planned to do through its formal planning process that was later discovered, through its evaluation process, to not work as expected? What did the University do with this finding? Describe how the University made decisions about this plan and this evaluation?

Examples of documents and/or explanations requested:

- 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?
- Please show me the results of some tests and/or other analyses and evaluations of assessment.
- Do you have available copies of any external program reviews or accreditation reviews from specialized accrediting groups?
- Please show me the results of any surveys that you may have conducted?

- 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?
- 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?
- What, if any, things need to be addressed through the formal planning processes that have been neglected?
- Can you describe any major decisions that have been made for the future direction of the University that may have by-passed the formal planning process? Why do you think this was this done?

Examples of questions about the Compliance Certification Document:

- 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?
- Have you had an opportunity to review the self-study? (i.e.: was it available for your review?)

Examples of questions about the Quality Enhancement Plan (QEP):

- What is a QEP?
- Why is a QEP necessary?
- What is A&M-Commerce's QEP topic?
- What are the specific goals of A&M-Commerce's QEP?
- How will A&M-Commerce's QEP improve student learning?
- How will student learning or student success be assessed?
- Does A&M-Commerce's QEP include specific activities for faculty?
- How will A&M-Commerce support the successful implementation and continuation of the QEP?
- What was the process used to select and develop A&M-Commerce's QEP?
- When will A&M-Commerce's QEP begin?

Examples of RCC questions to Faculty and Staff:

Q: What is SACSCOC?

A: The Southern Association of Colleges and Schools Commission on Colleges SACSCOC is the acronym for the Southern Association of Colleges and Schools Commission on Colleges (founded 1895), whose Commission on Colleges is the accrediting body for Texas A&M University-Commerce. Its accurate, full abbreviation is SACSCOC. There are 8 accrediting bodies in 6 U.S. regions. Each is approved by the U.S. Department of Education to accredit institutions in their regions. Approximately 80 institutions undergo review each year by SACSCOC.

Q: How often do we participate and why do we participate?

A: Continually, with formal application for reaffirmation every ten years, because of required approvals for substantive change, eligibility for federal funds, and assessment of institutional quality. Although we formally seek reaffirmation only every decade, our participation in SACSCOC is ongoing through requests for substantive change, program assessments, and planning for institutional effectiveness. We participate for several reasons. One is that accreditation by SACSCOC ensures access to federal funds, including those for student scholarships and financial aid. Accreditation also gives A&M-Commerce the stamp of approval indicating that we have been evaluated thoroughly by our peers according to national educational standards. Finally, the self-analysis leading to reaffirmation gives us valuable insight by documenting areas of excellence and highlighting areas needing improvement.

Q: What happens between one reaffirmation and the next?

A: Interim reporting, continuous assessment, planning for institutional effectiveness. Sustained efforts are ongoing through assessments of our effectiveness as an institution. SACSCOC's underlying philosophy is that the primary goal of institutions of higher education is to provide a quality education whose effectiveness can be documented. We seek approvals from SACSCOC for substantive changes to approved programs, including new sites. Program assessments of student learning continue. We create and implement a Quality Enhancement Plan (QEP; see below) to improve student learning. During the 10-year period, we also submit updated institutional summaries, prepare a Fifth-Year Interim Report, and monitor the impact of our QEP on student learning. If there are new off-campus sites or expanded programs, we may be asked to host SACSCOC evaluators to assess them.

Q: What does SACSCOC require in order to reaffirm our accreditation?

A: A documented Compliance Certification and a Quality Enhancement Plan (QEP). We prepare and submit a Compliance Certification and develop our QEP. Our recently submitted Compliance Report is approximately 467 pages and includes 3,000 pieces of evidence. Reviewers had access to institutional assessment plans printed from the Nuventive Improvement Platform.

Q: What is the timeline for A&M-Commerce's reaffirmation of accreditation?

A: Compliance Certification (September 2023); Off-Site Review (November, 2023); Focused Report and QEP (February 2024); On-Site Review (March 25-28, 2024) and the final vote (December, 2024).

During the final 12 months leading to a vote by the SACSCOC Board of Trustees, we will receive questions or requests for clarification from our peer reviewers. We will prepare a Focused Report to respond to their concerns. Like the Compliance Certification, the Focused Report is

fully documented and includes institutional plans to address any issues of non-compliance or perceived noncompliance.

Q: What should faculty members know about SACSCOC and the reaffirmation process?

A: That SACSCOC is committed to the centrality of faculty; that accreditation is necessary for federal funding; that student learning is a primary consideration; and that faculty involvement is essential to our success. Many of the Standards addressed in our Compliance Certification revolve around the faculty's central role in institutions of higher education. For example, Standard 6.1 asks us to demonstrate that the number of full-time faculty members is sufficient to support our mission and maintain academic program quality. Standard 6.2.a ask that the institution justify and document the credentials and qualifications of our faculty members. Standard 6.4 covers the policies and procedures implements by the institution to preserve and protect academic freedom. Faculty members informed about the basics of our reaffirmation process and engaged in our QEP contribute to a meaningful process leading to reaccreditation.

Q: What is a QEP?

A: An institutional Quality Enhancement Plan (QEP) focuses on improving student learning and/or student success.

The QEP as described by SACSCOC is “an integral component of the reaffirmation of accreditation process and is derived from an institution’s ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue the institution considers important to improving student learning outcomes and/or student success.” A QEP Committee of faculty, students, and staff identified and composed the initial report over A&M-Commerce’s QEP, which is called “*Foundation for Your Future.*” This topic was established in response to an institutional need, and aligns with the university’s core values and strategic plan. The articulated goals and outcomes established as a framework for the QEP embody and harness the university’s vision to transform lives, serve an inclusive community, advance knowledge, and foster collaboration.

Possible Questions, Students

Q: What is SACSCOC?

A: The Southern Association of Colleges and Schools Commission on Colleges. SACSCOC is the acronym for the Southern Association of Colleges and Schools Commission on Colleges (founded 1895), whose Commission on Colleges is the accrediting body for Texas A&M University-Commerce. Its accurate, full abbreviation is SACSCOC. There are 8 accrediting bodies in 6 U.S. regions. Each is approved by the U.S. Department of Education to accredit institutions in their regions. Approximately 80 institutions undergo review each year by SACSCOC.

Q: What does SACSCOC do?

A: SACSCOC accredits educational institutions at all levels from early childhood centers through graduate-degree granting universities.

Q: What are the accrediting standards used by the SACSCOC?

A: The accrediting standards used by the Commission on Colleges are contained in the handbook Principles of Accreditation. This document may be found on the agencies' website at <https://sacscoc.org/app/uploads/2019/08/2018PrinciplesOfAccreditation.pdf>

Q: What must a university or college do to be reaccredited?

A: There are 2 major tasks:

- Compliance Certification: This is a detailed document to demonstrate that A&M-Commerce is in compliance with the approximately 72 standards in the Principles of Accreditation. This is called the Compliance Certification Report.
- Quality Enhancement Plan (QEP): Select and develop a major improvement project which addresses student learning and success.

Q: Who is involved in the process?

A: In one sense, the entire A&M-Commerce community is involved in reaffirmation since everyone is needed to complete such a vast and important endeavor. SACSCOC principles also make it clear that broad-based involvement and input is needed for reaffirmation to occur. However, the effort leading up to reaffirmation of our accreditation by SACSCOC is being led by three groups: The Office of Institutional Effectiveness, the Compliance Certification sub-committees and the QEP Development Committee.

Q: Why is accreditation important to students?

A: Accreditation ensures that:

- students have access to federally-subsidized financial aid;
- courses and degrees will be recognized by other institutions; and,
- programs and courses at the institution are creditable and of good quality, making them more competitive to employers.

Q: Is A&M-Commerce accredited?

A: Yes, the Southern Association of Colleges and Schools Commission on Colleges last accredited A&M-Commerce in 2014. The University is now seeking reaffirmation of our accreditation in 2024.

Q: Is accreditation permanent?

A: No. Initial accreditation is awarded for five years. SACSCOC requires that an institution undergo reaccreditation every ten years, thereafter. A&M-Commerce's accreditation was last reaffirmed in 2014 making our reaffirmation process due in 2024.

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.

Q: How do I find out more information about reaccreditation?

A: To find out more about reaccreditation in general, visit the SACSCOC website:

<http://www.sacscoc.org/faqs.asp>

Q: Who do I contact for questions about reaccreditation at A&M-Commerce?

A: If you have questions about reaccreditation at A&M-Commerce, contact the SACSCOC

Accreditation Liaison, Dr. Ricky Dobbs, at Ricky.Dobbs@tamuc.edu, or Alison Soeder, Assistant Director of Institutional Effectiveness, at Alison.Soeder@tamuc.edu.

Institutional Contact Information

For questions related to SACSCOC accreditation, the SACSCOC Principles of Accreditation, the College Compliance Certification and Focused Report, or On-Site Visit:

Dr. Ricky Dobbs

SACSCOC Liaison, Senior VP

Ricky.Dobbs@tamuc.edu

Alison Soeder

Assistant Director, IE

Alison.Soeder@tamuc.edu

For questions related to the Quality Enhancement Plan:

Dr. Eric Branscome

QEP Director, Music Department Head

Eric.Branscome@tamuc.edu

On-Site Peer Review Team

A&M-Commerce is pleased to host the visit of the On-Site Review Committee Team March 25–28, and to participate in the process of peer review that helps to shape the quality and development of accredited colleges and universities throughout the country.

Profile of Dr. Tanjula Petty, On-Site Review Committee Chair

Assistant Provost for Student Success and Special Initiatives, Alabama State University



Dr. Tanjula Petty has over 18 years of extensive higher education experience. Dr. Petty has served as a Chief Academic Officer in Alabama and Georgia. She is an accomplished, collaborative, energetic, experienced, and a Lean Six Sigma servant leader with extensive experience in a multiplicity of areas in higher education, including but not limited to, academic and student affairs, diversity, enrollment management, institutional effectiveness and research, fiscal accountability, facilities planning, public relations, assessments, strategic planning, student learning outcomes, and accreditation standards. Additionally, she serves as an evaluator for SACSCOC. Dr. Petty’s research and teaching interests focus on accountability in higher education first generation students, leadership, motivational factors of at-risk students, student success, and the benefits of educational pathways.

Profile of Dr. Denise Young, SACSCOC Vice President



Denise York Young joined SACSCOC as a vice president in 2017. Immediately prior, she was associate provost at the University of North Georgia, where she had responsibility for SACSCOC accreditation, assessment, and institutional research and facilitated planning processes. Over the past 30+ years, she has taught and served in administrative positions at a wide range of institutions — community college, for-profit university, small faith-related universities, and medium-to-large public universities, and has significant experience with both traditional and adult student populations in liberal arts and professional programs.

Dr. Young successfully led multiple universities through SACSCOC reaffirmations and several substantive changes, including a level change and consolidation. Prior to joining SACSCOC, Dr. Young served as a SACSCOC evaluator on Reaffirmation Committees, Special Committees, Off-Site Committees, 5th Year Review Committees, and Substantive Change Committees.

Other SACSCOC On-Site Peer Reviewer Committee Members (updated as members are learned)

NAME	INSTITUTION	ROLE	OTHER

Thank You! A&M-Commerce's successful reaccreditation is due to your efforts every day!

ⁱ The creation of this document is the result of similar documents produced by other institutions such as [Texas A&M University-Central Texas](#) and [Albany State University](#).