Fayetteville State University
SACS Steering Committee

Meeting Minutes:
April 1, 2010
3:30 PM

Opening:
The monthly meeting of the SACS Steering Committee was called to order on April 1, 2010 at 3:40 PM in the Continuing Education, Room 125 by SACS Liaison and Self-Study Director Marion Gillis-Olion.

In Attendance:

Pius Nyutu, Student Affairs Committee
Samuel Adu-Mireku, Chair, Institutional Effectiveness Committee
Marsha McLean, Chair, Writing Committee
Pamela Jackson, Chair, Financial Resources
Rollinda Thomas, Chair, Undergraduate Programs Committee
Dianne White-Oyler, All Education Programs Committee
Geraldine Campbell Munn, Chair, Quality Enhancement Plan Committee
Terri Moore-Brown, Chair, Faculty Committee
Arthur G. Affleck, Steering Committee
Thomas E. Conway, SACS Steering Committee
Janice J. Haynie, Institutional Effectiveness Committee
Crystal Campbell, SACS Administrative Support

QEP White Paper:

• Dr. Munn updated the committee on the advancements towards solidifying an accepted Quality Enhancement Plan and the further steps that remain.
  ○ The data review process has been completed as numerous QEP ideas have been gathered during the QEP Bright Idea Campaign. Great knowledge and insight was acquired during attendance at the SACS Annual Conference in Atlanta, meetings have been held regularly with experts on the subject matter, and now the QEP committee is sharing the final version of its White Paper idea with the Steering Committee and university campus in an effort to gain comments, ideas, and suggestions.
Comments given by members of the steering committee:
- How will the non-academic units be involved?
- If the focus is in one class on the curriculum, will all other faculty feel that they are off the hook?
- Include oral communications skills rubric
- Include statements that problem solving is the focus—real world applications are designed to solve a problem.
- How are we going to know that we are successful?
- Financial commitment to the CLA? CLA scores will track to SAT scores; therefore our native students may have lower CLA scores that will yield higher growth than other IHE's where entering students have higher CLA scores. Imbedded in CLA is a critical thinking bias, the IHE must recognize that definition as their definition- based on cognitive complexity which creates the context for all levels of education.
- How is this to be incorporated into the graduate level instruction?
- This critical thinking is happening at the graduate, how do we help improve?
- Modify data quoted to support the tie into the topic of the QEP—NSSE Critical thinking items
- If you specify the Critical Thinking definition, you can take the subcomponents of the CLA to measure. The reading and writing measures can be corollary.
- Take skills that make up the definition of the CLA and embed in the department courses. Use the assessments of the courses to document the student growth in the skill sets. Students will be able to demonstrate the skill sets when faculty focus on the skill sets in courses. This will provide multiple measures to compare with the CLA.
- How are we going to finance this? Budget considerations. How much will it cost to do the assessment analyses at all the transition points? Think about divergent plans—minimal funding to maximum funding and everywhere in between. Look at the idea of sampling the students that was used by GA as part of the VSA. This may help with the cost effectiveness. The sampling may help with benchmarking for departmental identification of SLOs.
- How to Approve the Topic? Take to the units or to the cabinet.

Compliance Reports Received as of the April 1 deadline:
- Dr. Olion displayed on the compliance reports received to date.

Institutional Mission - Standards 2.4, 3.1

Governance and Administration - Standards 2.2, 3.2.1, 3.2.3, 3.2.5, 3.2.7, 3.2.9, 3.2.12, 3.2.13, 3.2.14 (Outstanding 2.1 and 2.3)

Institutional Effectiveness - Standard 4.1 (Outstanding 2.5 and 3.3)
All Education Programs- Standards 2.6, 3.4.1, 3.4.2, 3.4.4, 3.4.5, 3.4.6, 3.4.8, 3.4.9, 3.4.10, 3.4.11, 3.4.12, 4.2, 4.3, 4.6 (Outstanding 3.4.3 and 3.4.7)

Undergraduate Programs- Standards 2.7.1, 2.7.2, 2.7.3, 2.7.4, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 4.2

Graduate and Post-Baccalaureate Professional Programs- None (Outstanding 3.6, 2.7.1, 2.7.2, 2.7.4, 4.2 and 4.4)

Faculty- None (Outstanding 3.7.1, 3.7.2, 3.7.3, 3.7.4, 3.7.5 and 2.8)

Library and Other Learning Resources- Standards 2.9, 3.8.1, 3.8.2, 3.8.3

Student Affairs- Standards 2.10, 3.9.1, 3.9.2, 3.9.3 (Outstanding 4.5)

Financial Resources- Standards 2.11.1, 3.10.1, 3.10.2, 3.10.3, 3.10.4, 3.10.5

Physical Resources- None (Outstanding 2.11.2 and 3.11)

Quality Enhancement Plan- One page summary (Outstanding 2.12)

These reports will be loaded into Xitracs in preparation for the visit from Dr. Cheryl Cardell. Dr. Olion is sending comments back to those who submitted reports. If the changes suggested can be made prior to the visit of Dr. Cardell, it would be appreciated. However, updates to the reports will be made whenever the information is received.

Faculty Credentials Update

Dr. Olion displayed the results of the review of faculty credentials based on the report Institutional Research produced from Banner that lists faculty terminal degrees and courses taught. This is the first level of review. Faculty may have master’s degrees or 18 hours of graduate study that qualify them to teach the courses listed. Therefore, we expect the numbers of faculty with degrees inconsistent with the courses taught to decrease when the courses are compared with the entries in Digital Measures and after a review of transcripts in Human Resources.

<table>
<thead>
<tr>
<th>Faculty Credential Review Based on Terminal Degrees in Banner by Course Sections</th>
<th>Spring 2010</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terminal Degree inconsistent with course prefix or title</td>
<td>274 sections</td>
<td>251 sections</td>
</tr>
<tr>
<td>Load inconsistent with FSU policy</td>
<td>40 faculty</td>
<td>22 faculty</td>
</tr>
<tr>
<td>Level of degree inconsistent with SACS policy</td>
<td>15 sections</td>
<td>17 sections</td>
</tr>
<tr>
<td>Faculty status inconsistent with FSU policy</td>
<td>13</td>
<td>8 sections</td>
</tr>
</tbody>
</table>

Due to the lateness of the hour, the chair apologized to the committee chairs and postponed their update reports.

The April 1, 2010 meeting adjourned at 6:00pm. The schedule for the next meeting of the Steering Committee is May 6, 2010 at 3:00pm in the Chancellor’s Conference Room.