

# **Guide to Virtual Visit by SACSCOC On-Site Reaffirmation Committee**



**2 Location of Virtual Site Visits**

**3 SACSCOC Visit Schedule**

**5 Purpose**

**8 QEP**

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**11 SACSCOC Review Committee Members**

**12 Guidelines for Group Sessions and Interviews**

**13 HCC At A Glance**

**17 Planning for Virtual Interviews**

**18 Resources**

**19 Contact Information**

# VIRTUAL SITE VISIT Locations

1. Acres Homes
2. Alief/Hayes Road Campus/Alief ECHS
3. Alief Center for Advanced Careers
4. Brays Oaks Campus
5. Central Campus
6. Eastside Campus
7. Felix Fraga Center
8. Middle College High School – Fraga
9. Katy Campus
10. Missouri City Center
11. North Forest Campus
12. Northline Campus
13. South Campus/Willie Lee Gay Hall
14. Stafford High School
15. Yates High School

# Virtual Site Visit Tentative Schedule for Oct 4-8

## MONDAY, OCTOBER 4

- Institutional Welcome (with HCC Chancellor and Leadership Team)
- Overview of organizational structure for review of off-campus locations
- Interview any "centralized" personnel who provide support, oversight, services for selected locations

## TUESDAY, OCTOBER 5

- Interviews with faculty, staff, students, and administrators at Brays Oaks, Central, Felix Fraga, and Alief Center for Advanced Careers to verify compliance with ***The Principles of Accreditation: Foundations for Quality Enhancement***

## WEDNESDAY, OCTOBER 6

- Interviews with faculty, staff, students, and administrators at Acres Homes, Katy, and Fraga Middle College to verify compliance with ***The Principles of Accreditation: Foundations for Quality Enhancement***

## THURSDAY, OCTOBER 7

- Interviews with faculty, staff, students, and administrators at North Forest, Yates High School, Northline, and Missouri City to verify compliance with ***The Principles of Accreditation: Foundations for Quality Enhancement***

## FRIDAY, OCTOBER 8

- Interviews with faculty, staff, students, and administrators at South Campus and Eastside to verify compliance with ***The Principles of Accreditation: Foundations for Quality Enhancement***

# Virtual Site Visit Tentative Schedule for Oct 11-14

## MONDAY, OCTOBER 11

- Interviews with faculty, staff, students, and administrators at Stafford High School, Alief ECHS/Alief Hayes, and the Online College to verify compliance with ***The Principles of Accreditation: Foundations for Quality Enhancement***
- Institutional Welcome (with HCC Chancellor and Leadership Team)
- Quality Enhancement Plan (QEP) Overview and Update
- Interviews with staff and administrators as requested by SACSCOC Committee

## TUESDAY, OCTOBER 12

- Interviews/presentations by QEP Leadership team, Development team, and Assessment team
- Interviews with staff and administrators as requested by SACSCOC Committee

## WEDNESDAY, OCTOBER 13

- Interviews with faculty and students to verify compliance with ***The Principles of Accreditation: Foundations for Quality Enhancement***
- Interviews with Board of Trustee representatives to verify compliance with ***The Principles of Accreditation: Foundations for Quality Enhancement***
- SACSCOC Committee Chair's brief with Chancellor Maldonado

## THURSDAY, OCTOBER 14

- Exit conference with oral summary of preliminary findings to Chancellor's Executive Leadership

# Purpose

## ABOUT SACSCOC

The **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)** is the body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices primarily among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the SACSCOC Board of Trustees that award associate, baccalaureate, master's, or doctoral degrees. The Commission also accepts applications from other domestic and international institutions of higher education.

To gain or maintain accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), an institution must comply with the standards contained in the *Principles of Accreditation: Foundations for Quality Enhancement* and with the policies and procedures of the Commission. SACSCOC applies the requirements of its Principles to all applicant, candidate, and member institutions, regardless of type of institution (public, private for-profit, or private not-for-profit).

## SACSCOC MISSION STATEMENT

To gain or maintain accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), an institution must comply with the standards contained in the *Principles of Accreditation: Foundations for Quality Enhancement* and with the policies and procedures of the Commission. SACSCOC applies the requirements of its Principles to all applicant, candidate, and member institutions, regardless of type of institution (public, private for-profit, or private not-for-profit).

## SACSCOC CORE VALUES

The Southern Association of Colleges and Schools Commission on Colleges has six core values. They are Integrity, Peer Review/Self-regulation, Student Learning, Continuous Quality Improvement, Accountability, and Transparency.

<https://sacscoc.org/>

HOUSTON COMMUNITY COLLEGE

# Purpose

## WHERE DO I FIND THE SACSCOC PRINCIPLES OF ACCREDITATION?

The Principles of Accreditation contain the Core Requirements and Comprehensive Standards by which an institution is reviewed. The current version, adopted in 2018, may be found at <https://sacscoc.org/app/uploads/2019/08/2018PrinciplesOfAccreditation.pdf>.

## WHAT'S THE PROCESS FOR COMPLIANCE REAFFIRMATION?

In order to reaffirm accreditation, an institution is required to conduct a comprehensive self-study to verify that it maintains adherence to the Principles of Accreditation. HCC submitted its compliance report in March 2021, received a **Preliminary Report of the Reaffirmation Committee** from the SACSCOC Off-site Review Committee, submitted its **Focused Report** in late August, and submitted its **Quality Enhancement Plan (QEP)** in early September.

## ON-SITE VIRTUAL VISIT

A committee comprised of colleagues from peer institutions assesses HCC's compliance with the standards contained in the *Principles of Accreditation* by reviewing our initial **Compliance Report** as well as our **Focused Report** responses to compliance concerns expressed in the **Preliminary Report of the Reaffirmation Committee**.

These reviewers will also conduct virtual visits. The On-Site Committee is comprised of fifteen peers from other SACSCOC accredited institutions, as well as a designated QEP Evaluator (Dr. Scott Edward Evenbeck) and the SACSCOC Vice President who has primary responsibility for HCC (Dr. Pat Donat).

## EXIT CONFERENCE

The Exit Conference is a brief dialogue between the SACSCOC On-Site Reaffirmation Committee and the institution's leadership during which the Committee conveys its initial findings. The SACSCOC On-Site Reaffirmation Committee will submit a final report at a later date.

## REVIEW BY SACSCOC BOARD OF TRUSTEES

The SACSCOC Committee on Compliance and Reports will review the On-Site Reaffirmation Committee's Final Report and make recommendations to the Executive Council and the full SACSCOC Board of Trustees. Determination of reaffirmation of accreditation status is finalized in June 2022.

# Purpose

## THE REVIEWERS' CHARGE FOR ASSESSING INSTRUCTIONAL SITES AND ONLINE LEARNING:

The On-Site Reaffirmation Committee's comprehensive review of the institution will include – if applicable – a visit to all branch campuses operated by the institution, as well as a sampling of off campus instructional sites and distance learning/correspondence courses. The purpose of the visit is to determine if the institution is in compliance with the Principles of Accreditation regarding selected elements related to such things as personnel; physical facilities; library and learning resources; technology; financial resources; access to student support programs, services, and activities; institutional planning; and institutional effectiveness. Members of the review committee assigned to conduct a physical or virtual visit (as appropriate) to these sites will provide their findings to the larger committee; all decisions about compliance and any formal recommendations are the purview of the committee as a whole. (From the SACSCOC *Handbook for Review Committees*)

## HOW DO WE PREPARE FOR THE LOCATION VISITS?

(From SACSCOC *Resource Manual*)

- **Structure of the program.** Are there multiple types of programs? Is oversight centralized or decentralized? This will affect the time needed for the review as well as the logistics of the review.
- **Physical resources.** For extended sites, committee members generally take a tour of facilities. This is done even for sites that may be visited “virtually” due to travel restrictions, weather, and the like; institutions should be prepared to offer a means for such a “tour” to take place by an on-site committee. Classrooms, office space, locations to offer academic and student support services, and library/learning facilities are examples of physical resources offered.
- **Whom to interview.**
  - Students currently in the programs or formerly enrolled
  - Main campus faculty and student support personnel
  - Deans, directors, coordinators, librarians, and administrators

# QEP

## WHAT IS A QUALITY ENHANCEMENT PLAN (QEP)?

An institution is required to submit a QEP as part of their decennial review process. *The Resource Manual for The Principles of Accreditation* states, "The Quality Enhancement Plan (QEP) 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."

### Comprehensive Standard 7.2:

The institution has developed a QEP that:

- a) has a topic identified through its ongoing, comprehensive planning and evaluation processes;
- b) has broad-based support of institutional constituencies;
- c) focuses on improving specific student learning outcomes and/or student success
- d) commits resources to initiate, implement, and complete the QEP; and
- e) includes a plan to assess achievement.

*(Quality Enhancement Plan)*



## *Personalized Learning Pathways: A 5-year Plan to Improve Student Learning, Completion and Success*

**GOAL:** To enhance the abilities of students, faculty, and staff to work collaboratively toward the creation of an educational culture based upon engagement, support, responsiveness and the continuous improvement of student learning, completion and success.

A principal dynamic in this process is the creation of student personas. A persona is a shorthand representation of key information about a specific student segment, built on a body of qualitative research and identifying uniquely tailored goals, needs, and expectations. In turn, this information guides what a student experience needs to encompass for students to efficiently achieve their student learning and success goals.

Operationally,

- proactively identify student needs/challenges and provide corresponding support
- student needs and aspirations will be the starting point for interaction with them
- students receive consistent and accurate information to support effective decisions
- student personas will inform our engagement strategies, individually and collectively

### Areas of Strategic Focus, Planning, and Implementation

- Student advising and engagement strategies
- A comprehensive student support and learning enhancement professional development plan for faculty and staff
- Alignment, integration and operationalization of data and information systems
- Implementation of coordinated interventions designed to leverage the student personas matrix more effectively
- Enhance systematic review and application of the types of support that may be necessary to meet specific student learning, completion and success needs

# QEP

# QEP

## 5-Year Milestones for Implementation

### **Year 1 August 2021 – August 2022**

Student Persona Validation & Data Integration, enhancements to and integration of student supports & career advising, professional development models (planning & initial implementation), ecosystem alignment

### **Year 2 September 2022 – September 2023**

Pilot enhancements, develop a plan to scale, provide professional development, assessment of professional development & student success outcomes

### **Year 3 September 2023 – September 2024**

Provide professional development, assessment of professional development & student success outcomes, scale activities, communicate the data

### **Year 4 September 2024 – September 2025**

Scale enhancements, provide professional development, assessment of professional development & student success outcomes, update communication venues, create student journey maps, align data systems

### **Year 5 May 2025 – September 2026**

Full scale implementation, assessment of professional development & student success outcomes

# SACSCOC Committee Visit Team

**Dr. Shawn H. Robinson – Chair**  
Mathematics Instructor and HOPE  
Scholars Faculty Mentor  
Coordinator, Brandon Campus  
Hillsborough Community College,  
FL

**Dr. John R. Bakken**  
Dean of Curriculum Support  
Wake Technical Community  
College, NC

**Dr. Kathy D. Bohnstedt**  
Dean of Student Success,  
Woodbridge Campus  
Northern Virginia Community  
College, VA

**Mr. Kevin W. Bray**  
Director, Assessment, Research,  
and Planning (ARP)  
Midlands Technical College, SC

**Mr. Ricky Brown**  
VP of Finance/Chief Financial  
Officer, Pitt Community  
College, NC

**Mr. John “JB” Buxton**  
President, Durham Technical  
Community College, NC

**Dr. Kellie R. Crawford-Sorey**  
Associate VP for Academic Affairs,  
Tidewater Community College, VA

**Dr. Patrice B. Davis**  
VP, Student Services  
Trident Technical College, SC

**Dr. Heather H. Hill**  
VP of Academic Affairs, Chief  
Academic Officer, Central Piedmont  
Community College, NC

**Ms. Karla Smith**  
Social Science Instructor  
Mississippi Gulf Coast Community  
College, MS

**Ms. Michelle Wimbish**  
Director of Learning Resource  
Centers, Southern Union State  
Community College, AL

**Dr. Scott Edward Evenbeck – QEP**  
Baruch College, CUNY

**SACSCOC STAFF REPRESENTATIVE**  
**Dr. Patricia L. Donat**  
Vice President, SACSCOC, GA

**Observer:**  
**Dr. Rhonda Morris**  
Director, Navigating the College  
Experience, English Professor,  
SACSCOC Liaison Santa Fe  
College, FL

# Guidelines for Group Sessions and Interviews

- Meetings are 20-30 minutes, therefore preparation is critical
- Think deeply about how planning and evaluation for your unit(s)/area(s) have resulted in cycles of continuous improvement—through awareness, correction, innovation, adaptation, and so on
- Understand HCC’s mission and goals (<https://www.hccs.edu/departments/planning--institutional-effectiveness/strategic-plan/>)
- Provide direct and concise responses to the question asked; do not elaborate unless requested.
- It’s okay not to know the answer, offer to follow up with information or make appropriate references
- Focus your responses on the current state of HCC, rather than on what we might do in the future
- Focus on the positive attributes of the College, on all campuses
- Anticipate questions
- Exhibit respect/collegiality and maintain a friendly demeanor
- Avoid criticizing others
- Listen attentively; don’t dominate conversation
- Keep your schedule flexible and readily available should interviewers want to have follow up discussions
- Be flexible and understanding if your scheduled meeting is canceled; the committee may have decided their question has been resolved and no longer need to meet
- Thank the peer reviewers for serving on the committee

# HCC At A Glance

- **College Mission**

Houston Community College is an open-admission, public institution of higher education offering a high-quality, affordable education for academic advancement, workforce training, career development, and lifelong learning to prepare individuals in our diverse communities for life and work in a global and technological society.

- **College Vision**

Houston Community College will equitably deliver relevant, high-quality education and training, ensuring success for all students, our community, economy and beyond.

- **HCC Focuses on Student Learning in**

- Learning Environments (Classrooms, Labs, etc.)
- Student Support Services
- Library/Learning Resources
- Technology
- Safety and Security

- **HCC is structured around a Shared-Services Model**

- With teaching and learning as our core function, and
- Shared services that combines district operational oversight and resources with site-based student services and teaching and learning delivery. Center of Excellence Deans oversee career and technical education and report directly to presidents, while Deans who oversee broad academic programming report through an Associate Vice Chancellor to the Vice Chancellor for Instructional Services/Chief Academic Officer.

# Embracing Houston's Future - 10-year Strategic Priorities

## Strategic Priority 1 – STUDENT SUCCESS

### Areas of Focus

- 1.1 Enhance Academic and Workforce Educational Pathways
- 1.2 Extend the quality and reach of community education programs (including adult and continuing education)
- 1.3 Develop a Quality Enhancement Plan
- 1.4 Support the success of HCC's International Student Population
- 1.5 Enhance the quality of our Remote Learning Modalities
- 1.6 Actively support high quality student and employee support and safety during COVID-19

## Strategic Priority 2 – DIVERSITY AND EQUITY

### Areas of Focus

- 2.1 Promote the growth of a Diversity and Equity-minded culture
- 2.2 Implement programs that distribute opportunity for all segments of the HCC communities
- 2.3 Address system-wide equity gaps
- 2.4 Support the success of HCC's International Student Population

# Embracing Houston's Future - 10-year Strategic Priorities

## Strategic Priority 3 – PERSONALIZED LEARNING

### Areas of Focus

- 3.1 Expand and refine the use of the HCC personas into institutional decision-making practices
- 3.2 Integrate the HCC personas into student advising and teaching and learning strategies
- 3.3 Develop data collection capabilities that support the integration of the “student experience” into institutional decision-making practices

## Strategic Priority 4 – ACADEMIC RIGOR

### Areas of Focus

- 4.1 Develop a vision for teaching and learning and student support in the new normal in a post-pandemic educational environment
- 4.2 Enhance the use of learning outcomes assessment data to enhance program quality
- 4.3 Strengthen the role and influence of workforce program industry advisory committees to ensure alignment with industry need
- 4.4 Develop plans to maximize the equitable utilization of instructional facilities in support of program expansion and teaching and learning excellence
- 4.5 Expand the use of co-requisite remediation teaching models in order to improve student preparedness to be successful in college-level work.

# Embracing Houston's Future - 10-year Strategic Priorities

## Strategic Priority 5 – COMMUNITY INVESTMENT

### Areas of Focus

- 5.1 Enhance partnership in support of K-16 educational pathway development
- 5.2 Partner with community leaders across greater Houston to identify community education programs (including adult and continuing education) needs and distribution gaps
- 5.3 Expand our collaboration with leaders of regional colleges and universities for enhanced pathways for student success

## Strategic Priority 6 – COLLEGE OF CHOICE

### Areas of Focus

- 6.1 Strengthen outreach and engagement efforts to local communities across greater Houston in order to align program offerings with local community need
- 6.2 Enhance administrative succession planning to build a sustainable workforce
- 6.3 Develop and implement a sustainable budgeting process for external (community) communication and marketing



# Planning for Virtual Meetings

- Be familiar with Zoom (the chosen platform for the visit) and test your microphone and webcam
- Participate in an orientation/practice session to ensure video and microphone work
- Place your webcam or laptop on a flat surface and adjust it so it is 12” to 18” away and the camera is eye level
- Dress professionally and be certain the light source is in front of you (behind the webcam)
- Be certain you have a stable Internet connection as this is critical for sound and video function (consider participating from an on-campus location)
- Log on to the meeting 10 minutes prior to the start to ensure your camera and microphone are working correctly
- First and last name should appear on screen if possible
- Keep camera on the entire time if possible
- Wear headphones or ear buds to avoid disruptions from background noise; remember large rooms may cause an echo
- For quality sound, consider using a USB microphone or headset
- Use the “raised hand” feature to speak and wait to be recognized
- Be mindful of mute/unmute; only unmute to speak
- If you are disconnected, please try to rejoin
- Treat virtual meetings as physical ones; there’s still a “live audience” on the other end
- We will have IT support for the meetings
- Please avoid eating, drinking, and so on when you are on camera during meetings

# Resources

- *2018 Principles of Accreditation: Foundations for Quality Enhancement*  
<https://sacscoc.org/app/uploads/2019/08/2018PrinciplesOfAcreditation.pdf>
- *Resource Manual for the 2018 Principles of Accreditation: Foundations for Quality Enhancement*  
<https://sacscoc.org/app/uploads/2019/08/2018-POA-Resource-Manual.pdf>
- *Handbook for Institutions Seeking Reaffirmation*  
<https://sacscoc.org/app/uploads/2020/03/Handbook-for-Institutions-Seeking-Reaffirmation.pdf>
- *Embracing Houston's Future* <https://www.hccs.edu/departments/planning--institutional-effectiveness/strategic-plan/>
- *HCC Fact Book* <https://www.hccs.edu/about-hcc/institutional-research/hcc-fact-book/>
- **QEP Website:** <https://www.hccs.edu/about-hcc/accreditation/quality-enhancement-plan/>

# Contact Information

- Jacqueline Cardenas
  - [J.Cardenas1@hccs.edu](mailto:J.Cardenas1@hccs.edu)
- Susan Goll
  - [Susan.goll@hccs.edu](mailto:Susan.goll@hccs.edu)
- Melissa Miller-Waters
  - [M.millerwaters@hccs.edu](mailto:M.millerwaters@hccs.edu)
- Tyron Vereen
  - [Tyron.Vereen@hccs.edu](mailto:Tyron.Vereen@hccs.edu)