

PREPARING FOR SACS – A SUCCESSFUL SCENARIO

Presented by

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The University of Texas M. D. Anderson Cancer Center**

At

**Texas Association for Institutional Research
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Austin 1
Radisson – Austin, Texas**

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Introduction

The Texas Legislature created The University of Texas M. D. Anderson Cancer Center in 1941 as a health-related institution of The University of Texas System. Since then, it has been actively involved in undergraduate, graduate, postgraduate, and international education and training programs through in-house or affiliated programs. This year over 3,600 students and trainees at all levels will receive part, or all of their education or training at M. D. Anderson. However, the degree-granting programs involve only about 600 students. The mission of The University of Texas M. D. Anderson Cancer Center is to eliminate cancer in Texas, the nation, and the world through outstanding programs that integrate patient care, research and prevention, and through education for undergraduate and graduate students, trainees, professionals, employees and the public.

M. D. Anderson is an internationally renowned cancer research, patient care and education center and receives more National Cancer Institute research grants and dollars than any other institution in the world. It is compared in the field of cancer research and patient care to the Memorial Sloan-Kettering Cancer Center, Johns Hopkins Hospital, Dana-Farber Cancer Institute, Mayo Clinic, University of Chicago Hospital, and the Duke University Medical Center. It has been ranked in the top two cancer hospitals in U.S. News and World Reports annual "America's Best Hospitals" survey since survey inception 13 years ago.

In June 2005, the University of Texas M. D. Anderson Cancer Center (MDACC) completed its initial accreditation visit with the Southern Association of Colleges and Schools. By the end of September, the response had been filed. We only had one recommendation, 3.4.7. Although we had one recommendation, the response document was over 500 pages long. In December 2005, M. D. Anderson was granted initial accreditation into SACS for five years. During the 2010 visit, we will have to submit a quality enhancement plan.

The initial accreditation process spanned a three year period. MDACC's president, Dr. John Mendelsohn had been extremely supportive of this effort. It was his vision when he was hired in 1999 to have MDACC offer accredited programs in the area of Allied Health and the Graduate School of Biomedical Sciences. MDACC had also jointly sponsored The University of Texas Health Science Center at Houston's Graduate School of Biomedical Sciences at Houston by supplying over half the faculty (over 300 of the 550 faculty) and students (250 of the 500+ students). However, because of the MDACC charter, we could not offer degrees. In order to apply for accreditation, MDACC had to ask the Board of Regents to change their charter to award degrees. Additionally, our charter said we could not accept state reimbursement for educational programs. That change also had to be made so that we could accept state funding although we are not, as yet, reimbursed for all these efforts. The current office Institutional Research staff was hired in 2002 to coordinate this effort (four FTE). SACS also had informed us that our mission was not indicative of an educational institution. We also received approval from the Board of Regents and the Texas Higher Education Coordinating Board in 2004 to change our mission statement. This was approved in record time – two weeks!

During this process, it took many years of meetings to change MDACC from a strictly patient care and research operation to one emphasizing educational achievements. MDACC has long been accredited by the ACGME for several residency and fellowship programs for M.D.'s and Ph.D.s. Strong educational programs are offered annually to more than 3,600 students and trainees in medicine, science, nursing, pharmacy and many allied health specialties. M. D. Anderson also provides public and patient education programs focusing on early detection of cancer and risk reduction that can help prevent cancer.

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This documentation is an effort to help others prepare for the SACS event. MDACC spent countless hours and funding which should be used to benefit others in their efforts to document the effectiveness of their institution and educational programs. Although the documentation supported here proved to be a successful strategy for our institution in 2005, your efforts may have to be focused on new SACS requirements or areas that your institution requires. Our website is open for your review: www2.mdanderson.org/sacs until this summer. We plan to take the site down as we feel it may become dated and not reflect the latest SACS requirements. Please contact us at: mjgreer@mdanderson.org if you have any questions concerning our documentation.

I. PREPARATION OF DOCUMENTATION

CORE REQUIREMENTS

A. Example of a Letter of Introduction and Compliance Certification:



Stephen P. Tomasovic, Ph.D.
Vice President for Academic Affairs
713-792-0873
FAX 713-792-2169

June 8, 2005

SACS Accreditation Committee

Ladies and Gentlemen:

On behalf of our President, Dr. John Mendelsohn, I am pleased to provide The University of Texas M. D. Anderson Cancer Center's documentation of its review of compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements of the SACS Commission on Colleges.

To assist you in your work, the Compliance Review has been printed and bound into volumes. As listed on the volume covers, there are four volumes covering the Core Requirements, two covering the Comprehensive Standards and one covering the Federal Requirements. In addition, there are Appendices A through P sent to committee members per their assignments and available at M. D. Anderson. There are also other documents, such as faculty files, available at M. D. Anderson. Complete sets of all the printed materials sent to you will be available at M. D. Anderson during the site visit.

The Compliance Review contained in the volumes provided to you will also be viewable at <http://www2.mdanderson.org/SACS>. The online version of the review will be released from the test environment by July 1, 2005.

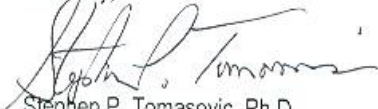
Regarding organization of the bound volumes, each has a table of contents and glossary in the front. The number of the Core Requirement, Comprehensive Standard, or Federal Requirement is located on an easily viewable tab. Within a tab, the pages are continuously numbered using the following system: Core, Comprehensive or Federal Section number followed by a dash and then the page number. Page one in Core Requirement 2.5 would be 2.5.1. Tables or figures within a section are sequentially numbered. Table 2.5.1 would be the first table in Core Requirement 2.5. Exhibits of documents supporting compliance that are bound within each volume are numbered with the section number followed by a letter of the alphabet. Exhibit 2.5.a would be the first exhibit in 2.5. A buff-colored page is used to visually mark the boundaries between each section and each exhibit.

CARING • INTEGRITY • DISCOVERY
1515 HOLCOMBE BOULEVARD • HOUSTON, TEXAS 77030-4009 • 713-792-2121 • www.mdanderson.org
*A Comprehensive Cancer Center designated by the National Cancer Institute
located in the Texas Medical Center*

SACS Accreditation Committee
June 8, 2005
Page 2

We appreciate the effort you are making to assess our compliance and make any needed recommendations. While we have participated in reaffirmation compliance reviews of The University of Texas Health Science Center at Houston for many years through our role in The University of Texas Graduate School of Biomedical Science at Houston, completing this compliance review for The University of Texas M. D. Anderson Cancer Center has been an intensive and valuable learning experience for our university.

Sincerely,



Stephen P. Tomasovic, Ph.D.
Accreditation Liaison

Vice President for Academic Affairs

/shw

Compliance Certification

Commission on Colleges
Southern Association of Colleges and Schools

COMPLIANCE CERTIFICATION

Name of Institution: The University of Texas M. D. Anderson Cancer Center

Date of Submission: June 9, 2005

In order to be accredited by the Commission on Colleges, an institution is required to conduct a compliance audit prior to the filing of the Compliance Certification. The Compliance Certification, signed by the institution's chief executive officer and accreditation liaison, attests to compliance with the accreditation requirements of the Commission on Colleges (Core Requirements and Comprehensive Standards).

Signatures Attesting to Compliance

By signing below, we attest to the honest assessment of compliance and the complete and accurate disclosure of information regarding the compliance of The University of Texas M. D. Anderson Cancer Center with the Core Requirements and Comprehensive Standards of the Commission on Colleges.

Accreditation Liaison

Name of Accreditation Liaison - Stephen P. Tomasovic, Ph.D.

Signature Stephen P. Tomasovic

Date 6/8/05

Chief Executive Officer

Name of Chief Executive Officer - John Mendelsohn, M. D.

Signature John Mendelsohn

B. Example of Appendices Prepared for Reference Documentation

Appendices (Available on-site)

Appendix A, Regents Rules and Regulations, Series 1000 through Series 9000

Appendix B, Board of Regents, Quarterly Minutes FY 2004-2005

Appendix C, M. D. Anderson Handbook of Operating Procedures

Appendix D, School of Health Sciences Catalog

Appendix E, School of Health Sciences Student Handbook

Appendix F, Graduate School of Biomedical Sciences Catalog

Appendix G, Graduate School of Biomedical Sciences Student Handbook

Appendix H, The University of Texas M. D. Anderson Cancer Center Budget 2002

Appendix I, The University of Texas M. D. Anderson Cancer Center Budget 2003

Appendix J, The University of Texas M. D. Anderson Cancer Center Budget 2004

Appendix K, The University of Texas M. D. Anderson Cancer Center Budget 2005

Appendix L, Environmental Health and Safety Plan (Available on site)

Appendix M, Fact Book 2004

Appendix N, Master Plan 2015

Appendix O, Volume IV, Business Support Systems (Available on site)

Appendix P, General Assessment Outcomes

C. Example of A SACS Report Glossary

<u>Abbreviation</u>	<u>Expanded Form</u>
AAALAC	Association for Assessment and Accreditation of Laboratory Animal Care International
AART	American Registry of Radiologic Technologists
ALA	American Library Association
ASF	Available Square Feet
AY	Academic Year
BOR	Board of Regents
CAO	Chief Academic Officer
CBO	Chief Business Officer
CFO	Chief Financial Officer
CME	Continuing Medical Education
CSAC	Clinical Strategic Advisory Committee
E & G	Educational and General
EFM	Economic Forecast Model
EVP	Executive Vice President
FY	Fiscal Year
GME	Graduate Medical Education
GSBS	The University of Texas Graduate School of Biomedical Sciences at Houston
JCAHO	Joint Commission on Accreditation of Healthcare Organizations
JRCERT	Joint Review Committee on Education in Radiologic Technology
LERR	Library, Equipment, Repair and Rehabilitation
M. D. Anderson	The University of Texas M. D. Anderson Cancer Center
MC	Management Committee
NN/LM	National Network of Libraries of Medicine
OIA	Office of International Affairs
PIC	Physician in Chief
PUF	Permanent University Funds
RSAC	Research Strategic Advisory Committee
SAO	Student Affairs Office
SHS	School of Health Sciences
SPORE	Specialized Programs of Excellence in Research
TAA	Trainee and Alumni Affairs
THECB	Texas Higher Education Coordinating Board
THSLC	Texas Health Science Libraries Consortium
UTHSC-H	The University of Texas Health Science Center at Houston
VPAA	Vice President for Academic Affairs

D. Review of CORE REQUIREMENTS Tables and Appendices

All documentation was prepared on the internet: www2.mdanderson.org/sacs, on paper (3,400 pages) and on a CD. We were instructed to eliminate the use of binders as SACS does not send out binders. SACS removed documentation from binders and secures the information with a rubber band and forward documentation. We were told that GBC binding was acceptable. Our consultant also told us not to have the documentation copied at a copy center. She cited several institutions that had used copy centers which had copied material either incorrectly or left out material. She urged us to copy all material under our quality control. Our website was developed using a format used by Southeastern Louisiana State University. We received permission to use their format. All documents were

Core Requirement 2.1

2.1 The institution has degree-granting authority from the appropriate government agency or agencies. **(Degree-granting Authority)**

The institution is in 'COMPLIANCE' with this principle.

AVAILABLE DOCUMENTATION

- Exhibit 2.1.a House Bill 268 which establishes The University of Texas M. D. Anderson Cancer Center;
- Exhibit 2.1.b Texas Higher Education Code, Subchapter C, Section 65.31 General Powers and Duties of the Board of Regents;
- Exhibit 2.1.c Texas Education Code, Subchapter C, Section 61.051 Coordinating Board Statutory Authority;
- Exhibit 2.1.d House Bill 1314 which authorizes The University of Texas M. D. Anderson Cancer Center to offer certain professional degrees;
- Exhibit 2.1.e Letter from the Texas Higher Education Coordinating Board authorizing The University of Texas M. D. Anderson Cancer Center to offer degrees in five allied health fields;
- Exhibit 2.1.f House Bill 753 which authorizes The University of Texas M. D. Anderson Cancer Center degree granting authority for master's and doctoral degrees; and
- Exhibit 2.1.g Letter from the Texas Higher Education Coordinating Board authorizing The University of Texas M. D. Anderson Cancer Center to jointly prescribe and conduct graduate programs at the masters and doctoral levels.

Core Requirement 2.2

2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Neither the presiding officer of the board nor the majority of other voting members of the board have contractual, employment, or personal or familial financial interest in the institution. **(Governing Board)**

TABLES:

Table 2.2.1, List of Current Board of Regents, Names, Addresses, Occupations and Dates of Service

AVAILABLE DOCUMENTATION

The available documentation includes:

- Exhibit 2.2.a Rules and Regulations of the Board of Regents of The University of Texas System, Series 10101, Authority: Section 1;
- Exhibit 2.2.b Texas Higher Education Code, Subchapter B, Section 65.11 et seq.;
- Exhibit 2.2.c Minutes of Board meetings for the past two years providing evidence that the Board is an active policy-making body;
- Exhibit 2.2.d Rules and Regulations of the Board of Regents, Series 20501, Accounting, Operating Budgets, and Legislative Appropriation Requests: Section 3;
- Exhibit 2.2.e Rules and Regulations of the Board of Regents Series 30104, Conflict of Interest: Section 1;
- Exhibit 2.2.f Texas Government Code Section 572.051 – Standards of Conduct; and
- Exhibit 2.2.g Current Regents' biographical sketches.

Core Requirement 2.3

2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.
(Chief Executive Officer)

The institution is in 'COMPLIANCE' with this principle.

TABLES

Table 2.3.1, List of Current Board of Regents, Names, Addresses, Occupations and Dates of Service

AVAILABLE DOCUMENTATION

The available documentation includes:

- Exhibit 2.3.a Board of Regents Rules & Regulations, Series 20201, Presidents: Section 1, Selection;
- Exhibit 2.3 b Board of Regents Rules & Regulations, Series 20201, Presidents: Section 2, Reporting; and
- Exhibit 2.3.c Board of Regents Rules & Regulations, Series 20201, Presidents: Section 4, Duties and Responsibilities.

Core Requirement 2.4

2.4 The institution has a clearly defined and published mission statement specific to the institution and appropriate to an institution of higher education, addressing teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

The institution is in 'COMPLIANCE' with this principle.

AVAILABLE DOCUMENTATION

- Exhibit 2.4.a The Board of Regents Approval letter;
- Exhibit 2.4.b Texas Higher Education Coordinating Board Approval letter;
- Exhibit 2.4.c Cover Page and Table of Contents Page from the Annual Report 2003-2004;
- Exhibit 2.4.d Page from Strategic Vision For Making Cancer History 2005-2010;
- Exhibit 2.4.e Employee identification badge Mission Statement insert; and
- Exhibit 2.4.f M. D. Anderson Cancer Center web site (www.mdanderson.org).

Core Requirement 2.5

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission. (**Institutional Effectiveness**)

The institution is in 'COMPLIANCE' with this principle.

TABLES AND FIGURES:

Figure 2.5.1, Strategic Planning Calendar, Fiscal Year 2007

Figure 2.5.2, FY '06 Budget Calendar

Table 2.5.1, List of Members and titles of Expanded Management Committee (Strategic Vision and Goals Committee)

Table 2.5.2, Summary of Surveys by Area, Fiscal Years 2002 Through March 2, 2005

Table 2.5.3, Examples of Past Planning, Assessment and Budgeting

School or Unit	Plans	Assessments	Actions and Budget Changes
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Figure 2.5.1, MDACC Institutional Planning, Assessment and Budget Cycle

Table 2.5.4, Selected Summary of Continuing Improvement, M. D. Anderson Cancer Center

Area	Unit	Year	Outcome
Alumni Satisfaction	GSBS	2004	94.2% Satisfied with education they received
	SHS	2004	85.4% satisfied with educational quality
Graduation rates	GSBS – Ph.D.	1998	52% graduated within five years
	GSBS – M.S.	2001	76.9% graduated in two years
	SHS – B.S.	2004	95% graduated in one year
SHS Registry Scores	SHS Graduates	2004	* 100% Pass rate for Clinical Laboratory Sciences * 100% pass rate for Cytogenetic Tech. * 100% pass rate for Cytotechnology * 100% pass rate for Histotechnology * 67% pass rate for Medical Dosimetry * 89% pass rate for Radiation Therapy
Time to Degree	GSBS	2003	Average 5.6 years.
Continuing Medical Education Accreditation	M. D. Anderson Cancer Center	2002	* Exemplary compliance in 4 of 16 elements *Maximum length

Area	Unit	Year	Outcome
GME	M.D. Anderson Cancer Center	2002	*Commendations for 3 best practices *Maximum length
Federal Funding	M.D. Anderson Cancer Center	1999 –2004	* 61.5% increase in federal grant dollars * 32.3% increase in peer-reviewed grants *102% increase in research expenditures * 45% increase in training grants *102% increase in SPORE grants
NCI Grants	M.D. Anderson Cancer Center	2004	*Number one recipient of grants and grant dollars from NCI
NCI Cancer Center Support Grant	M. D. Anderson Cancer Center	2003-2008	*Completing renewal recommend for *75% increase in funding to \$47.4 million over 5 years
Patient Satisfaction	M.D. Anderson Cancer Center	2005	*Overall patient satisfaction (from outside vendor survey) over 95%
Faculty Satisfaction	M.D. Anderson faculty	1999-2004 2003	*Faculty turnover <4% *Within the UT System, among the most satisfied faculty per UT System Faculty Satisfaction Survey in 2003
Post doctoral training sites in U.S.	M.D. Anderson Cancer Center	2004 & 2005	*Rated as one of the top 15 training sites in annual surveys by <i>The Scientist</i>
Faculty Development Programs	M.D. Anderson Cancer Center	2000 – 2005	*One of the largest faculty development programs in U.S. (60 on-going programs)
Institutional Growth	M.D. Anderson Cancer Center	1999 – 2004	* 59% growth in faculty *50% growth in facilities *63% increase in trainees *61% increase in institutional budget
Premier U.S. Cancer Treatment Hospital	M.D. Anderson Cancer Center	1990 – 2005	* Rated one of top two cancer hospitals in U. S. by <i>U.S. News and World Report's America's Best Hospitals</i> since 1990; *Rated number one for the past 3 years

AVAILABLE DOCUMENTATION

- Exhibit 2.5.a Strategic Vision for Making Cancer History 2005-2010;
- Exhibit 2.5.b President's Strategic Planning Memorandum to Leaders and Managers of Operating Units;
- Exhibit 2.5.c Groupings of Leaders Involved in Strategic Planning;
- Exhibit 2.5.d Web pages from Action Planning Tool;
- Exhibit 2.5.e Compact with The University of Texas System 2004-05 and 2005-06;
- Exhibit 2.5.f Minutes of expanded strategic planning Management Committee;
- Exhibit 2.5.g School of Health Sciences Student Perception Survey;
- Exhibit 2.5.h School of Health Sciences Assessment Surveys;
- Exhibit 2.5.i SHS Strategic Plan;
- Exhibit 2.5.j GSBS Strategic Plan;
- Exhibit 2.5.k Academic Affairs Strategic Plans;
- Exhibit 2.5.l Strategic Plans from the UTHSC at Houston units providing services contracted by MDACC;
- Exhibit 2.5.m External Advisory Board;
- Exhibit 2.5.n EHS web pages;
- Exhibit 2.5.o Magnet Nursing web pages;
- Exhibit 2.5.p OPI web pages;
- Exhibit 2.5.q Comprehensive Safety Plan;
- Exhibit 2.5.r Facilities Redevelopment Plan;
- Exhibit 2.5.s Property Upkeep Plan;
- Exhibit 2.5.t U. T. System BOR Accountability and Performance Report;

- Exhibit 2.5.u The THECB Higher Education Accountability System;
- Exhibit 2.5.v M. D. Anderson Goals for Future Achievement – Progress Measures; and
- Exhibit 2.5.w School of Health Sciences Assessment and Evaluation Matrix.

Core Requirement 2.6

2.6 The institution is in operation and has students enrolled in degree programs.
(Continuous Operation)

TABLES

Table 2.6.1, School of Health Sciences, Students by Major and Mean Age, CBM001 Certified Data (Fact Book)

Table 2.6.2, School of Health Sciences, Enrolled Students by Gender and Ethnicity, Fall 2004 CBM Certified Data

Table 2.6.3, Graduate School of Biomedical Sciences At Houston, Graduates by Major and Level, Fall 2004 Certified CBM001 Data

AVAILABLE DOCUMENTATION

The available documentation includes:

- Exhibit 2.6.a Texas Higher Education Coordinating Board CBM reports for most recent year;
- Exhibit 2.6.b M. D. Anderson Cancer Center Fact Book;
- Exhibit 2.6.c Registrar's records; and
- Exhibit 2.6.d Dean's office records.

Core Requirement 2.7.1

2.7 The institution

2.7.1 offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides a written justification and rationale for program equivalency. **(Program Length)**

AVAILABLE DOCUMENTATION

The available documentation includes:

- Appendix D M.D. Anderson School of Health Sciences Catalog; and
- Appendix F The University of Texas Graduate School of Biomedical Sciences at Houston Catalog.

Core Requirement 2.7.2

2.7.2 offers degree programs that embody a coherent course of study that is compatible with its stated purpose and is based upon fields of study appropriate to higher education. **(Program Content)**

Table 2.7.2.1, Prerequisite Courses for Clinical Laboratory Medicine Admission

Objectives	Outcome	Assessment Criteria	Assessment Results	C
2. Demonstrate appropriate interpersonal and public speaking skills in the clinical and academic environment.	<p>80% of students will complete didactic exercises, exams, case studies with a minimum of 70% competency.</p> <p>100% of students will complete oral presentations with a minimum of 70% competency.</p> <p>100% of students will participate in group discussions.</p> <p>80% of students will complete didactic exercises, exams, case studies with a minimum of 70% competency.</p>	<p>CL 4260 Capstone Series</p> <ul style="list-style-type: none"> Analysis of case study presentations in each major discipline <p>CL 4170 Independent Research Project</p> <ul style="list-style-type: none"> Analysis of oral presentation of research project <p>HS 4100 Ethics in Health Care</p> <ul style="list-style-type: none"> Participation in group discussions. <p>Case Study Presentations</p> <ul style="list-style-type: none"> Analysis of oral presentations of case studies in the major disciplines 	<p>Pending</p> <p>100% of students participated in group discussion.</p>	<p>Pending</p> <p>None ne</p>
3. Demonstrate appropriate written communication in the clinical and academic setting.	80% of students will complete didactic exercises, exams, case studies with a minimum of 70% competency.	<p>Case Study Analysis</p> <ul style="list-style-type: none"> Evaluation of case study analyses in each major discipline <p>HS 4100 Ethics in Health Care</p> <ul style="list-style-type: none"> Analysis of article critique <p>CL 4300 Fundamentals of Clinical Chemistry</p> <ul style="list-style-type: none"> Analysis of article critique <p>CL 4170 Independent Research Project</p> <ul style="list-style-type: none"> Evaluation of written research report/project 	<p>Pending</p> <p>100% of the students scored 70% or better on article critique.</p> <p>Pending</p>	<p>Pending</p> <p>None ne</p>
4. Demonstrate appropriate computer skills in the clinical and academic setting.	80% of students will complete with a minimum of 70% competency.	<p>CL 4170 Special Topics I</p> <ul style="list-style-type: none"> Computer exercises Computer Exam 	75% of the students scored 70% or better on the computer exam.	Review Special

Objectives	Outcome	Assessment Criteria	Assessment Results	C
		CL 4230 Immunohematology <ul style="list-style-type: none"> Evaluation of internet activity assignments CL 4300 Fundamentals of Clinical Chemistry <ul style="list-style-type: none"> Evaluation of internet activity assignments CL 4202 Special Chemistry <ul style="list-style-type: none"> Evaluation of internet activity assignments 	Pending	Pending
5. Demonstrate synthesis of information from primary and secondary sources using recognized research techniques.	100% of students will complete oral presentations with a minimum of 70% competency.	CL 4170 Independent Research Project <ul style="list-style-type: none"> Participation in a research project in one of the major disciplines 	Pending	Pending
6. Apply critical reading strategies to evaluate, interpret and analyze non-fiction, academic and professional readings.	100% of students pass Certification exam on the first take. 100% of students will complete oral presentations with a minimum of 70% competency.	Performance on Certification Exams Case Study Analysis <ul style="list-style-type: none"> Evaluation of case study analyses in all the major disciplines 	Pending	Pending

Mission: The mission of The University of Texas Graduate School of Biomedical Sciences at Houston (GSBS) is to train and educate research scientists and scientist-educators, to generate new knowledge in the biomedical sciences, and to increase public understanding of science.

Program: Ph.D. degree in Biomedical Sciences

Demographic Information: 2003-2004 Academic year; **N = 454** (total full time students in degree program during entire academic year; please see Data Tables in Appendix for additional information)

Purpose: The Ph.D. degree program is designed to offer students the opportunity to complete didactic and laboratory studies through which they may gain the expertise to conduct independent and creative research, which contributes new knowledge in an area of the biomedical sciences.

Objective: To provide a challenging curriculum that trains research scientists and scientist-educators and leads to earning a Doctor of Philosophy degree.

STUDENT OUTCOME	CRITERIA FOR THE DEGREE PROGRAM	RESULT FOR THE 2003-04 ACADEMIC YEAR	CHANGES TO PROGRAM BASED ON ASSESSMENTS
1) Students must demonstrate the acquisition of theoretical knowledge in <i>Quantitative</i> concepts as used in the biomedical sciences	1) Students must pass one GSBS Quantitative core course	1) 81 students (18% of total) passed with a cumulative mean score GPA of 3.4. 308 students (68%) completed this requirement before or after this academic year. The remainder are in progress or have exceptions	1) <i>GS040193, Quantitative Analysis of Biological Processes</i> eliminated due to lack of student interest.
2) Students must demonstrate the acquisition of theoretical knowledge in <i>Molecular</i> concepts as used in the biomedical sciences	2) Students must pass one GSBS Molecular core course	2) 64 students (14% of total) passed with a cumulative mean score GPA of 3.2. 268 students (59%) completed this requirement before or after this academic year. The remainder are in progress or have exceptions	2) Course names for <i>GS 030014, Intermediate Biochemistry</i> and <i>GS030024, Advanced Topics in Biochemistry</i> changed to <i>Metabolic Biochemistry</i> and <i>Topics in Biochemistry and Molecular Biology</i> , respectively, to more accurately reflect content of courses.
3) Students must demonstrate the acquisition of theoretical knowledge in <i>Cellular</i> concepts as used in the biomedical sciences	3) Students must pass one GSBS Cellular core course	3) 58 students (13% of total) passed with a cumulative mean score GPA of 3.3. 222 students (49%) completed this requirement before or after this academic year. The remainder are in progress or have exceptions	3) <i>GS040133, Molecular Basis of Oncogenes</i> , changed to <i>Cancer Cell Signaling</i> , credit hours reduced from 4 to 3, and added as Cellular Area course.
4) Students must demonstrate the acquisition of theoretical knowledge in <i>Systems</i> concepts as used in the biomedical sciences	4) Students must pass one GSBS Systems core course	4) 67 students (15%) passed with a cumulative mean score GPA of 3.6. 301 students (66%) completed this requirement before or after this academic year. The remainder are in progress or have exceptions.	

AVAILABLE DOCUMENTATION

- Exhibit 2.7.2.a Bylaws of the Graduate School of Biomedical Sciences;
- Exhibit 2.7.2.b Bylaws of the School of Health Sciences;
- Exhibit 2.7.2.c UTMDACC School of Health Sciences Catalog;
- Exhibit 2.7.2.d SHS Course Requirements by Program;
- Exhibit 2.7.2.e General Education Evaluation Matrices;
- Exhibit 2.7.2.f GSBS Catalog web pages with degrees.

Core Requirement 2.7.3

2.7.3 requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that

(1) is a substantial component of each undergraduate degree,

(2) ensures breadth of knowledge, and

(3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. The institution provides a written justification and rationale for course equivalency. **(General Education)**

Table 2.7.3.1
THE UNIVERSITY OF TEXAS M.D. ANDERSON CANCER CENTER
SCHOOL OF HEALTH SCIENCES
GENERAL EDUCATION ASSESSMENT and STUDENT OUTCOMES
Radiation Therapy
Academic Year 2003-2004

Program: Radiation Therapy
Year: 2004-2005

Mission:

The mission of The University of Texas M. D. Anderson Cancer Center is to eliminate cancer in Texas, the nation, and the world through that integrate patient care, research and prevention, and through education for undergraduate and graduate students, trainees, professio public

Institutional Mission Link:

The mission of the Radiation Therapy Program is to provide the highest quality of education to radiation therapy students through formal art clinical experiences that prepare the student to deliver superior patient care and treatment in all aspects of radiation therapy. We sha oncology community with graduates who are patient care focused, critical thinkers and engaged in life long learning.

Institutional Strategic Goals:

Goal: 3.3: We will provide education and training experiences to effectively prepare our undergraduate students and trainees for the rang available to them in a rapidly evolving scientific and technological environment.

Goal 3.5: We will provide opportunities for all students and trainees to develop cultural competence and an understanding of, and apprec code of conduct.

Purpose of Program:

The Radiation Therapy Program supports the general education goals for the SHS, which are:

1. Develop the capacity to use knowledge of how technology and science affects their lives.
2. Use logical reasoning in problem solving
3. Integrate knowledge and understand the interrelationships of the scholarly disciplines.
4. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and
5. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
6. To understand and apply the basic principles of critical thinking, problem solving and technical proficiency in the development c
7. To apply arithmetic, algebraic, geometric, higher-order thinking and statistical methods to modeling and solving real-world situa
8. To use appropriate technology to enhance mathematical thinking and understanding to solve mathematical problems and judge the results.
9. To demonstrate knowledge of the major issues and problems facing modern science, including issue that touch upon ethics, va
10. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences
11. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
12. To differential and analyze historical evidence (documentary and statistical) and differing points of view.

The Joint Review Committee on Education in Radiologic Technology (JRCERT) defines educational target behaviors the radiation theraj areas of basic knowledge, skills and relevant experiences in the following areas:

Table 2.7.3.1
THE UNIVERSITY OF TEXAS M.D. ANDERSON CANCER CENTER
SCHOOL OF HEALTH SCIENCES
GENERAL EDUCATION ASSESSMENT and STUDENT OUTCOMES
Radiation Therapy
Academic Year 2003-2004

1. Problem Solving skills and critical thinking to enable innovative and effective radiation treatment;
2. Communication skills to enable consultative, interactions with members of the healthcare team, external relations, customer education;
3. Professional Development and growth to ensure access to and education for advancement in the field;
4. Clinical performance and clinical competence to assure quality patient care

Texas Higher Education Coordinating Board Competencies (THECB)

The core curriculum guidelines developed by the Texas Higher Education Coordinating Board are predicated on the judgment that a series of competencies—reading, writing, speaking, listening, critical thinking, and computer literacy—are essential to the learning process in any field and should be included in any core curriculum.

Specifically, these are described as:

- **READING:** Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles, journals, and other materials. The curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods of analyzing subject matter of individual disciplines.
- **WRITING:** Competency in writing is the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience. Correct grammar, spelling and punctuation are each a sine qua non in any composition, they do not automatically ensure that the writing is clear, correct or that the writer has much to say. Students need to be familiar with the writing process including how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice.
- **SPEAKING:** Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to the occasion and audience. Developing this competency includes acquiring poise and developing control of the language through experience in speaking to small groups, to large groups, and through the media.
- **LISTENING:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- **CRITICAL THINKING:** Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking.
- **COMPUTER LITERACY:** Computer literacy at the college level means the ability to use computer-based technology in communication and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with computer technology, and should have the tools necessary to evaluate and learn new technologies as they become available.

Table 2.7.3.1
 THE UNIVERSITY OF TEXAS M.D. ANDERSON CANCER CENTER
 SCHOOL OF HEALTH SCIENCES
 GENERAL EDUCATION ASSESSMENT and STUDENT OUTCOMES
 Radiation Therapy
 Academic Year 2003-2004

Objectives	Outcome	Assessment Criteria	Assessment Results	Change
	<p>80% of students will demonstrate competency in professional communication in the clinical environment</p> <p>Students will earn an average of 85% on ARRT Examination New Category: Interpersonal Communications</p> <p>80% of students will earn a grade of 80% or greater on an oral presentation case study assignment.</p>	<p>studies in the major disciplines</p> <p>Clinical Education I and II Professional Growth Assessments</p> <p>ARRT Certification Examination</p> <p>RT 4413 Treatment Planning</p>	<p>100%</p> <p>Pending notification November, 2005</p> <p>Pending course completion August, 2005</p>	<p>Benchmark Continue</p>
<p>3. Demonstrate well-organized, well-developed papers that reflect appropriate use of language. They will demonstrate specific knowledge, critical and analytical</p>	<p>80% of students will earn a 75% or higher on analysis of psychosocial writings.</p>	<p>RT4101 Aspect of Radiation Oncology</p>	<p>100%</p>	<p>Benchmark Excellent</p>

Table 2.7.3.1
THE UNIVERSITY OF TEXAS M.D. ANDERSON CANCER CENTER
SCHOOL OF HEALTH SCIENCES
GENERAL EDUCATION ASSESSMENT and STUDENT OUTCOMES
Radiation Therapy
Academic Year 2003-2004

Objectives	Outcome	Assessment Criteria	Assessment Results	Change
<p>abilities.</p> <p>Demonstrate an understanding of the social and behavioral sciences, including historical context and interrelationships with other disciplines.</p> <p>SACS: Written Communication, Humanities THECB: Writing JRCERT: Standard 4.0 Radiation Therapy Assessment Plan, Program Effectiveness Objective #3 SHS: 4,10</p>	<p>80% of students will earn a 75% or higher on their 3-minute perception assignments</p> <p>80% of students will complete a publication ready documentation of original research.</p> <p>80% of students will earn 80 out of 100 points on an essay regarding Cultural Diversity under multiple aspects of patient diagnosis and care.</p>	<p>RT4101 Aspect of Radiation Oncology</p> <p>RT 4200 Introduction to Radiation Oncology</p> <p>HS 4101 Diversity and Cultural Competence Evaluation of written essay</p>	<p>99% 1 student submitted substandard writings</p> <p>DI 4301 and 4302 Approved by THEB</p> <p>100% of students completed the essay with a score of 80% or higher</p>	<p>Benchmark</p> <p>Implementer</p> <p>Benchmark</p>
<p>4. Radiation Therapy students will demonstrate appropriate computer skills in academic and specialized aspect of patient treatment</p> <p>SACS: Communication, Humanities/Fine Arts THECB: Writing JRCERT: Standard 4.0 SHS: 4,10</p>	<p>80% of students will effectively use computer generated slides and/or multimedia in-class presentation.</p> <p>80% of students will effectively use word processing for course assignments Use of electronic library resources in literature review for research</p> <p>80% of students will accurately document their original research to be publication ready.</p>	<p>RT 4101 Aspects of Radiation Oncology</p> <p>DI 4300 Research Techniques in Radiologic Sciences</p> <p>RT 4216 Quality Management in Radiation Oncology Manuals</p> <p>DI 4301 Research Project</p>	<p>100%</p> <p>Implement 2005-06</p> <p>Pending course completion August, 2005</p> <p>Implement 2005-06</p>	<p>Benchmark</p> <p>Course Ir</p>

Table 2.7.3.1
THE UNIVERSITY OF TEXAS M.D. ANDERSON CANCER CENTER
SCHOOL OF HEALTH SCIENCES
GENERAL EDUCATION ASSESSMENT and STUDENT OUTCOMES
Radiation Therapy
Academic Year 2003-2004

Objectives	Outcome	Assessment Criteria	Assessment Results	Change
<p>5. Students will demonstrate critical thinking and analytical abilities, including the capacities to engage in inductive and deductive thinking and quantitative reasoning, and to construct sound arguments.</p> <p>Students will demonstrate an understanding of the scientific process.</p> <p>SACS: Oral & Written Communication THECB: Critical Thinking JRCERT: Standard 4.0 Radiation Therapy Assessment Plan, Program Effectiveness Objective #3 SHS: 3, 5, 6,10, 11 12</p>	<p>80% of students will demonstrate an understanding and syntheses of research publications.</p> <p>80% Students will demonstrate proper research techniques and documentation of original research for publication.</p>	<p>DI 4300 Research Techniques in Radiologic Sciences</p> <p>DI 4301 Research Project</p>	<p>Implement in 2005- 2006 academic year</p>	
<p>6. Apply critical reading strategies to evaluate, interpret, analyze, synthesize and apply obtained knowledge to non-fiction, academic and professional readings.</p> <p>SACS: Communication THECB: Reading, Critical Thinking JRCERT: Standard 4.0 Radiation Therapy Assessment Plan, Program Effectiveness</p>	<p>95% of students pass Certification exam on the first attempt.</p> <p>100% of students will complete oral presentations with a minimum of 70% competency.</p> <p>80% of students will successfully</p>	<p>Performance on Certification Exams</p> <p>Clinical Education I Clinical Education II Case Study Analysis Evaluation of case study</p> <p>RT 4207 Radiation</p>	<p>Pending Fall 2005</p> <p>100%</p>	<p>Pending: Investigational program :</p> <p>Pending :</p>

Table 2.7.3.1
 THE UNIVERSITY OF TEXAS M.D. ANDERSON CANCER CENTER
 SCHOOL OF HEALTH SCIENCES
 GENERAL EDUCATION ASSESSMENT and STUDENT OUTCOMES
 Radiation Therapy
 Academic Year 2003-2004

Objectives	Outcome	Assessment Criteria	Assessment Results	Change
Objective #3 SHS: 3,5, 6	complete the a linear accelerator malfunction critical thinking assignment with 80% accuracy	Therapy Physics I	100%	Benchmark assignment for Oncol 2006.
7. Radiation Therapy students will demonstrate fine art skills in the art of diagnostic imaging assessing the contrast and detail of cross sectional image SACS: Humanities, Fine Arts; Critical Thinking THECB: Reading, Critical Thinking JRCERT: Standard 4.0 SHS: 9, 10, 11,12	80% of students will create and analyze the image quality of a cross-sectional radiographic library piece. Identify radiographic techniques as exhibition art. Contrast radiographic technique of artistic radiography and medical radiography.	RT 4102 Anatomy for Radiation Oncology Film Library project Assignment added to Introduction to Radiation Therapy 80% of students will complete assignment and presentation scoring 80% or greater	100% Implement Fall 2005-2006	Improve grading n 2006.

Table 2.7.3.1
THE UNIVERSITY OF TEXAS M.D. ANDERSON CANCER CENTER
SCHOOL OF HEALTH SCIENCES
GENERAL EDUCATION ASSESSMENT and STUDENT OUTCOMES
Radiation Therapy
Academic Year 2003-2004

AVAILABLE DOCUMENTATION

- Exhibit 2.7.3.a UTMDACC School of Health Sciences Catalog with Requirements by degree for Admission; and
- Exhibit 2.7.3.b Listing of THECB/State of Texas General Education Requirements.

Core Requirement 2.7.4

2.7.4 provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia, or uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In all cases, the institution demonstrates that it controls all aspects of its educational program. (Contractual Agreements for Instruction) (*See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach."*)

AVAILABLE DOCUMENTATION

- Exhibit 2.7.4.a Letter from the Coordinating Board to SACS;
- Exhibit 2.7.4.b Approval by SACS of exemption;
- Exhibit 2.7.4.c Contracts for Student Services for the School of Health Sciences;
- Exhibit 2.7.4.d Committee membership lists and rosters;
- Exhibit 2.7.4.e Contract of Office of International Affairs; and
- Exhibit 2.7.4.f Organizational chart for roles of M. D. Anderson and the U.T. Health Science\Center in the GSBS.

Core Requirement 2.8

2.8 The number of full-time faculty members is adequate to support the mission of the institution. The institution has adequate faculty resources to ensure the quality and integrity of its academic programs. In addition, upon application for candidacy, an applicant institution demonstrates that it meets Comprehensive Standard 3.7.1 for faculty qualifications. (**Faculty**)

TABLES

Table 2.8.1, Graduate School of Biomedical Sciences at Houston, Faculty by Rank and Terminal Degree Fall 2004

Table 2.8.2, School of Health Sciences, Faculty by Rank

Table 2.8.3, School of Health Sciences, Faculty By Degree Type

Table 2.7.3.1
THE UNIVERSITY OF TEXAS M.D. ANDERSON CANCER CENTER
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GENERAL EDUCATION ASSESSMENT and STUDENT OUTCOMES
Radiation Therapy
Academic Year 2003-2004

Table 2.8.4, Summary of Selected School Characteristics [Maximum Class Size, Faculty Staff Ratio, Faculty Diversity]

AVAILABLE DOCUMENTATION

- Exhibit 2.8.a Course listings and Roster of GSBS faculty and their credentials and qualifications by semester;
- Exhibit 2.8.b Roster of SHS faculty and their credentials and qualifications and course Description by semester; and
- Exhibit 2.8.c Minutes of standing faculty academic committees for SHS and GSBS.

Core Requirement 2.9

2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

TABLES

Table 2.9.1, Summary of Library Collections

Table 2.9.2

Summary of Student Outcomes

Comparison of On- and Off-Campus Outcomes

**Table 2.9.3, School of Health Sciences
Radiation Therapy Program
Comparative Outcomes of On and Off Campus, 2001-2005**

Outcome Indicator	Off Campus Results	On Campus Results
American Registry of Radiologic Technologists (ARRT) Pass Rate	98%	97%
Program Completion	98%	95%
Employment with in 6 month post graduation	100%	100%
Clinical Competency Completion	100%	100%

Table 2.9.4, Summary of Library Statistics in FY 2004

Table 2.7.3.1
THE UNIVERSITY OF TEXAS M.D. ANDERSON CANCER CENTER
SCHOOL OF HEALTH SCIENCES
GENERAL EDUCATION ASSESSMENT and STUDENT OUTCOMES
Radiation Therapy
Academic Year 2003-2004

AVAILABLE DOCUMENTATION

- Exhibit 2.9.a Fact Sheet FY 2003 -2004;
- Exhibit 2.9.b Snapshots of Research Medical Library Web Pages;
- Exhibit 2.9.c Online Database listing;
- Exhibit 2.9.d Research Medical Librarian Selected Cancer-Related Web Resources;
- Exhibit 2.9.e The Research Medical Library's Electronic Newsletter;
- Exhibit 2.9.f Science Park Library Web Page:
<http://sciencepark.mdanderson.org/library/library.html>;
- Exhibit 2.9.g Research Medical Library Strategic Plan;
- Exhibit 2.9.h Texas Health Science Libraries Consortium Agreement;
- Exhibit 2.9.i University of Texas System Advisory Committee on Library Affairs – UT System Digital Library; Program - Academic Library Collection Enhancement Program (ALCEP);
- Exhibit 2.9.j TexShare Participation;
- Exhibit 2.9.k National Network of Libraries of Medicine South Central Region Participation;
- Exhibit 2.9.l Benchmarking Study 2002; and
- Exhibit 2.9.m Research Medical Library Needs Assessment 2003.

Core Requirement 2.10

2.10 The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students. (**Student Support Services**)

TABLES and FIGURES

Table 2.10.1, Institutional Goals and Strategies for Future Advancement, M. D. Anderson Strategic Vision, 2005 – 2010

Table 2.10.2, Graduate School of Biomedical Sciences, Strategic Goals, 2005 - 2010

Table 2.10.3, School of Health Sciences Strategic Goals, 2005 - 2007

Figure 2.10.1, Student Affairs & Student Services, Organizational Chart

Table 2.10.4, Joint Student Affairs Council Membership

**Table 2.10.5
Student Support Services, Programs and Activities**

Service	SHS Main Campus (Y/N & Location)	SHS Presbyterian (Y/N & Location)	GSBS Main Campus (Y/N & Location)	GSBS Smithville (Y/N & Location)	
STUDENT SUPPORT SERVICES					
Office of International Affairs	Y	Y	Y	Y	
Registrar	Y	Y	Y	Y	
Financial Aid	Y	Y	Y	Y	
Scholarships	Y	Y	Y	Y	
Student Health Services	Y	Y (Presbyterian Hospital)	Y	Y (Smithville and UT Austin)	
Employee Health and Well-Being Services	Y	Y	Y	Y	
Medical Graphics & Photography	Y	Y	Y	Y	
Research Medical Library	Y	Y	Y	Y	
Scientific Publications	Y	Y	Y	Y	
Department of Trainee and Alumni Affairs	Y	Y	Y	Y	
Student Affairs Office	Y	Y	Y	Y	
Job Search Assistance	Y	Y	Y	Y (Smithville and Houston)	(
Dining Services	Y	Y (Presbyterian Hospital)	Y	Y (Smithville)	
Tutoring	Y	Y (Presbyterian Hospital and Houston)	Y	Y	
Mail Services	Y	Y	Y	Y	
Computer & Lotus Notes Assistance	Y	Y	Y	Y	
Student Lockers	Y	Y (Presbyterian Hospital)	Y	Y	
Housing	Y*	N	Y*	Y**	
Mentoring	Y	Y	Y	Y	
* Through UTHSC-H Houston ** Short term for rotating students					

**Table 2.10.5
Student Support Services, Programs and Activities**

Service	SHS Main Campus (Y/N & Location)	SHS Presbyterian (Y/N & Location)	GSBS Main Campus (Y/N & Location)	GSBS Smithville (Y/N & Location)	
STUDENT SUPPORT PROGRAMS					
State and National Conferences	Y	Y	Y	Y	
Annual Registry Review Course	Y	Y	N/A	N/A	
Advising	Y	Y (Houston)	Y	Y (Smithville)	
Attendance at Departmental Meetings and Seminars	Y	Y (Houston via Videoconferencing)	Y	Y (Smithville and Houston via videoconferencing)	
Assistance with Resume Writing	Y	Y (Houston via Videoconferencing)	Y	Y (Smithville and Houston via videoconferencing)	
Opportunity to serve as Teaching Assistants	N/A	N/A	Y	N/A	
Career Development/RML/Computer/Lotus Notes Seminars	Y	Y (Houston via Videoconferencing Web Streamed Video C.Ds)	Y	Y (Smithville and Houston via videoconferencing Web Streamed Video C.D.s)	
Student Competitions	Y	Y	Y	Y (Houston)	
Job Posting Databases	Y	Y	Y	Y	
Fast Track Orientation	N/A	N/A	Y	Y	
New Student Orientations	Y	Y (Houston)	Y	Y (Smithville and Houston)	

**Table 2.10.5
Student Support Services, Programs and Activities**

Service	SHS Main Campus (Y/N & Location)	SHS Presbyterian (Y/N & Location)	GSBS Main Campus (Y/N & Location)	GSBS Smithville (Y/N & Location)	
Employee Assistance Program	Y	Y (Presbyterian Hospital and Houston)	Y	Y (Smithville and Houston)	
Student Counseling Service	Y	Y	Y	Y	
Employee Wellness Programs	Y	Y (Presbyterian Hospital and Houston via videoconferencing)	Y	Y (Smithville and Houston via videoconferencing)	
Recreation Facilities	Y	Y (Presbyterian Hospital)	Y	Y (Smithville and UT Austin)	
Ombudsman Function	Y	Y	Y	Y	
Mentor Line	Y	Y	Y	Y	
STUDENT SUPPORT ACTIVITIES					
Student Governance	Y	Y	Y	Y	
Organized Social Events	Y	Y	Y	Y	
Commencement	Y	Y	Y	Y	
Student Community Outreach	Y	?	Y	?	

**Table 2.10.6
Student Support Services
Credentials Matrix**

Position/Function	Incumbent	Credentials	Years of Relevant
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Table 2.10.7, 2003 – 2004 Graduate School of Biomedical Sciences: ENROLLMENT BY ETHNIC CATEGORY

Table 2.10.8, 2003 – 2004 Graduate School of Biomedical Sciences: ENROLLMENT BY COUNTRY OF ORIGIN

Table 2.10.9, 2003 – 2004 Graduate School of Biomedical Sciences: ENROLLMENT BY VISA TYPES

Table 2.10.10, 2003 – 2004 Graduate School of Biomedical Sciences: ENROLLMENT BY GENDER

**Table 2.10.11
Programs Created as a Result of Demographic Assessment
GSBS PROGRAMS**

DEMOGRAPHIC ASSESSMENT	PROGRAMS/ACTIVITIES CREATED
GSBS students are working toward Masters and Doctoral Degrees.	<ul style="list-style-type: none"> • M. D. Anderson offers career development programs through the department of Faculty Development, the Student Affairs Office and the GSBS Dean's office to help students prepare for postdoctoral fellow and junior faculty positions.
More than half of the GSBS student population is female.	<ul style="list-style-type: none"> • Information on lower cost quality childcare has been researched and information is available in the Student Affairs Office. • A seminar on sexual harassment issues has been planned for the '06 Career Development Series. • Seminars on personal safety and defense have been planned for the '06 Career Development Series.
The average age of the GSBS students is in the mid-late twenties and most are not married.	<ul style="list-style-type: none"> • More social events have been planned (See List of Student Activities)
On average, there are students that represent at least 44 countries	<ul style="list-style-type: none"> • A Cultural Sensitivity seminar has been planned for the '06 Career Development Series. • A Conflict Resolution seminar has been planned for the '06 Career Development Series. • A diversity appreciation seminar has been planned for the '06 Career Development Series. • The office of International Affairs coordinates an annual international festive and holiday reception. • The GSBS has planned for an annual international dinner.
On average about 1/3 of the student body is international.	<ul style="list-style-type: none"> • A list of ESL writing and grammar assistance opportunities at M. D. Anderson and other locations has been compiled and is made available in the Office of Student Affairs.

Table 2.10.12, 2003 – 2004 SCHOOL OF HEALTH SCIENCES: APPLICANTS AND ENROLLMENT BY PROGRAM

Table 2.10.13, 2003 – 2004 SCHOOL OF HEALTH SCIENCES: ENROLLMENT BY GENDER & ETHNIC CATEGORY

Table 2.10.14
Programs Created as a Result of Demographic Assessment
SHS PROGRAMS

DEMOGRAPHIC ASSESSMENT	PROGRAMS/ACTIVITIES CREATED
Many of the SHS students come from small colleges directly into M. D. Anderson's large and fast-paced environment.	<ul style="list-style-type: none"> • We have created a mentoring program called <i>"The Right Connection"</i> where new student are "matched" with graduating students who remain at M. D. Anderson to work as employees.
On average, the minority students represent about 36% of the SHS student body.	<ul style="list-style-type: none"> • A Cultural Sensitivity seminar has been planned for the '06 Career Development Series. • A Conflict Resolution seminar has been planned for the '06 Career Development Series. • A diversity appreciation seminar has been planned for the '06 Career Development Series.
SHS students' schedule are very time intensive with very little flexible time for career development sessions.	<ul style="list-style-type: none"> • The SHS faculty have agreed to set aside Fridays from 1:00-2:00, twice a month as dedicated time for a Career Development Seminar Series. • At orientation, students are provided a CD with Career Development Sessions on them. • Many of the Career Development Series presentations are streamed on the TAA website so the students can watch at their leisure.
SHS students have to take a registry review course	<ul style="list-style-type: none"> • SHS faculty provides an annual registry review course for students in preparation for their specialty registry exams.

**Table 2.10.15
Enhancing the Student Support Services, Programs and Activities**

Survey/Assessment	Results	Acti
<ul style="list-style-type: none"> • Evaluations on each seminar • 2005-2006 Exit Surveys • Feedback from students on JSAC • Feedback from alumni on the Steering Committee • 2004-2005 GSBS Student Affairs Survey • 2006 Trainee Satisfaction Surveys • February 2005 and May 2005 Focus Groups • 2006 Focus Groups 	<p>Students at SHS and GSBS requested that we provide a greater number of high quality career development seminars in addition to their regular courses</p>	<ul style="list-style-type: none"> • We have partn Development, § Resources and outplacement fi consultants to c of seminars tha to: interviewing management, v and many more
<ul style="list-style-type: none"> • 2003 Trainee Customer Service Survey • 2004-2005 GSBS Student Affairs Survey • 2006 Trainee Satisfaction Surveys • February 2005 and May 2005 Focus Groups • Feedback from students on the JSAC • Feedback from alumni on the Steering Committee • 2006 Focus Groups 	<p>GSBS students' requested a forum in which they could learn to present their research</p>	<ul style="list-style-type: none"> • We have establ <i>Recognition Da</i> wherein all trair poster presente judged and awr financial recognr
<ul style="list-style-type: none"> • 2003 Trainee Customer Service Survey • 2004-2005 GSBS Student Affairs Survey • 2006 Trainee Satisfaction Surveys • February 2005 and May 2005 Focus Groups • Feedback from students on the JSAC • Feedback from alumni on the Steering Committee • 2006 Focus Groups 	<p>GSBS students requested that a separate award category be established for them rather than integrating the competition with Postdoctoral Fellows</p>	<ul style="list-style-type: none"> • We have now e categories in wl and awarded m • We have plans categories for §

Table 2.10.15
Enhancing the Student Support Services, Programs and Activities

Survey/Assessment	Results	Acti
<ul style="list-style-type: none"> • 2003 Administrators Satisfaction Survey • 2003 Trainee Customer Service Survey • 2005 Instant Pop-Up Web Poll • Feedback from students on the JSAC • Feedback from alumni on the Steering Committee • 2005-6 Student Exit Surveys • 6 Trainee Satisfaction Surveys • February 2005 and May 2005 Focus Groups • 2006 Focus Groups 	<p>The administrations' assessment requested that Education be a stronger part of the mission and strategic plan of the institution</p>	<ul style="list-style-type: none"> • We established Committee and along with the F for Education e quarter of educ • We have includ educational trai experience in tt statement. • We have create Council to revie the students' e) • We have encour pursue external research-trainir have 47 compe education grant
<ul style="list-style-type: none"> • Fast Track Orientation Quarterly Surveys • 2004-2005 GSBS Student Affairs Survey • 2005-2006 Exit Interviews • February 2005 and May 2005 Focus Groups • Feedback from students on the JSAC • Feedback from alumni on the Steering Committee • 2006 Focus Groups 	<p>GSBS students requested that we specifically give them assistance in learning the tools to transition into the next academic arena – the postdoctoral experience. SHS students requested that we give them tools to adjust in the transition from students to the hectic work environment.</p>	<ul style="list-style-type: none"> • We have includ audience for th originally design only. • We have a sch former students students their p from being an E employee. • We have includ audience for th is an informal q and dialog with administrators t • We have create database, a cer positions throug can be access career planning • We have create on-line query s) opportunity to c to Academic Af

Table 2.10.15
Enhancing the Student Support Services, Programs and Activities

Survey/Assessment	Results	Action
<ul style="list-style-type: none"> • 2005-2006 Exit Surveys • 2006 Focus Groups • November 2004 Discussions with the Student Congress • Feedback from students on the JSAC • Feedback from alumni on the Steering Committee • March 2005 SHS Open House Survey 	<p>SHS student's requested that we provide seminars either live or on tapes that can be checked out</p>	<ul style="list-style-type: none"> • We now provide seminars, a CD taped presentation they can check out • We also stream so both GSBS & SHS can view at their leisure.
<ul style="list-style-type: none"> • May 2005 SHS Open House Survey • 2004-2005 GSBS Student Affairs Survey • Feedback from students on the JSAC • Feedback from alumni on the Steering Committee • 2006 Evaluations of Career Fair 	<p>Students requested that we provide career fairs</p>	<ul style="list-style-type: none"> • In 2003 we participated in Medicine, UTM institutions for a career fair • In 2006, M. D. / UTM sponsored the fair
<ul style="list-style-type: none"> • November 2004 Discussion with the Student Congress • Feedback from students on the JSAC • Feedback from alumni on the Steering Committee • 2006 Discussion with the Student Congress 	<p>SHS students requested that we provide a meeting place for the Student Congress to meet monthly.</p>	<ul style="list-style-type: none"> • There is a dedicated room on the 4th floor where meetings are located. They will coordinate the use of the conference room for Student Congress requests.
<ul style="list-style-type: none"> • 2004-2005 GSBS Student Affairs Survey • 2005-2006 Exit Surveys • March 2005 SHS Open House Survey • Feedback from students on the JSAC • Feedback from alumni on the Steering Committee • 2006 Focus Groups 	<p>Students voiced concern about their busy schedules and the fact that they didn't really have a chance to share ideas with one another.</p>	<ul style="list-style-type: none"> • We established both GSBS/SHS focus groups

AVAILABLE DOCUMENTATION

- Appendix E M. D. Anderson School of Health Sciences Student Handbook;
- Appendix G Graduate School of Biomedical Sciences Student Handbook;
- Exhibit 2.10.a School of Health Sciences Career Development Series
- Exhibit 2.10.b Graduate School of Biomedical Sciences Career Development Series
- Exhibit 2.10.c Listing of Student Support, Programs, Services and Activities

Core Requirement 2.11

2.11 The institution has a sound financial base, demonstrated financial stability, and adequate physical resources to support the mission of the institution and the scope of its programs and services. The member institution provides the following financial statements:

(a) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants for those institutions audited as part of a system-wide or statewide audit) and a written institutional management letter for the most recent FY prepared by an independent certified public accountant and/or appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide;

(b) a statement of financial position of unrestricted net assets exclusive of plant assets and plant-related debt that represents the change in unrestricted net assets attributable to operations for the most recent year; and

(c) an annual budget that is preceded by sound planning, subject to sound fiscal procedures, and approved by the governing board. Audit requirements for applicant institutions may be found in the commission policy entitled Accreditation Procedures for Applicant Institutions.

Figure 2.11.1, Operating and Total Margins, M.D. Anderson Cancer Center, FY 1999 - 2004

Figure 2.11.2, Sources of Revenue, M.D. Anderson Cancer Center, FY 2004

Figure 2.11.3, MDACC OPERATING BUDGET, Total Operating Budget, FY 1999-2005

Figure 2.11.4, Academic Affairs and Institutional Budget Comparison History, FY 92 to present

Figure 2.11.5, The University of Texas M.D. Anderson Cancer Center, Total Revenue by Fiscal Year

Figure 2.11.6, M.D. Anderson Cancer Center, Faculty FTEs, FY 1999 - 2005

Figure 2.11.7, M. D. Anderson Cancer Center, Faculty Salary Trend, 1999 - 2005

Figure 2.11.8, M. D. Anderson Cancer Center, Development Office Gifts, FY 2000 - 2004

AVAILABLE DOCUMENTATION

- Exhibit 2.11.a Audits and management letters;
- Exhibit 2.11.b Schedule of assets and liabilities;
- Exhibit 2.11.c Annual budget;
- Exhibit 2.11.d Economic Forecasting Model (EFM);
- Exhibit 2.11.e Internal Audit Charter;
http://inside.mdanderson.org/documents/intaudit/Charter_Jan2002.pdf;
- Exhibit 2.11.f U.T. System Business Procedures Memorandum 18 (BPM-18);
- Exhibit 2.11.g Audit Committee;
- Exhibit 2.11.h Organizational Chart.; and
- Exhibit 2.11.i U.T. System Administration Budget Office Services and Resources.

II. PREPARING FOR THE SITE VISIT

A. Preparing the SACS Budget

There are several items that should be prepared for the SACS budget. Attached is a listing of our actual expenditures for our SACS visit. There are other minor expenses (travel, copying and printing done for the committee) that are not included. It would be safe to budget for about \$75,000 - \$100,000 for the entire SACS visit preparation and visits. See Exhibit 2.a.1 for actual expenses of MDACC for SACS.

Exhibit 2.a.1

SACS ACCREDITATION EXPENDITURE REPORT

September 2004 - August 2005

Expenses charged to IR Maintenance and Operation	Subtotal	\$40,215
Expenses charged to AA Maintenance and Operation	Subtotal	\$90,564
TOTAL, As of 1-27-06:		<u>\$130,779</u>

Travel

<i>Date</i>	<i>Description:</i>	<i>Expense</i>
11/8/2004	Workshop Registration	75
12/7/2004	SACS 2004 Annual Meeting - Airfare	206
12/7/2004	SACS 2004 Annual Meeting Travel Expense	617
12/14/2004	Travel Expenses - Jack Allen	235
	Total	1,133

Printing

<i>Date</i>	<i>Description:</i>	<i>Expense</i>
4/4/2005	SACS Covers	876
4/1/2004	Lanier Copier Service	1,450
5/1/2005	Lanier Copier Service	1,811
6/5/2005	Lanier Copier Service	2,000
7/1/2005	Lanier Copier Service	1,742
	Total	7,879

Equipment

<i>Date</i>	<i>Description:</i>	<i>Expense</i>
7/6/2005	Flatbet Scanner	358
	Total	358

Supplies

<i>Date</i>	<i>Description:</i>	<i>Expense</i>
5/5/2004	Dividers 8-tab	78
5/5/2004	Copy Paper	88
5/6/2004	Dividers 8-tab	192
5/6/2004	Buff Copy Paper	6
5/10/2004	Print Cartridge	144
5/27/2004	Ink Cartridge-Black	174
5/27/2004	Ink Cartridge-Triclr	157

Exhibit 2.a.1, continued

Supplies		<i>continued</i>
<u>Date</u>	<u>Description:</u>	<u>Expense</u>
5/27/2004	Toner - 2100 Series	255
5/27/2004	Dividers 8-tab	319
5/27/2004	Binding Covers - Plum	25
5/27/2004	Binding Combs - 3/8	7
5/27/2004	Binding Combs - 5/16	6
5/27/2004	Binding Combs - 5/8	18
5/27/2004	Binding Combs- 1	32
5/27/2004	Binding Combs - 1 1/2	42
5/27/2004	Buff Copy Paper	6
6/15/2004	Energizer Batteries	15
6/17/2004	Inkjet Cartridge - Tricolor	262
6/17/2004	Inkjet Cartridge - Black	130
6/17/2004	Translucent Dividers	133
8/12/2004	Inkjet 2300 Printer Cartridges	456
8/17/2004	Microcassette tapes	7
8/26/2004	Voice Recorder	130
11/4/2004	Dividers 8-tab - Multi-color	85
12/21/2004	Copy Paper	88
3/11/2005	Folders, labels, combs, paper, toner	1,979
3/15/2005	FireKing Lateral File	2,950
4/26/2005	Classified Folders	356
5/17/2005	Dividers 8-tab	179
5/24/2005	Copy Paper, toner cartridges, combs	2,032
5/26/2005	Hand Trucks, paper, dividers	439
5/26/2005	Binding Combs 2"	231
6/1/2005	CD-R, Jewel cases, CD labels,paper	418
6/6/2005	Toner, Covers	394
6/7/2005	Dividers 8-tab	321
6/8/2005	Dividers 8-tab, buff paper, packaging tape	323
6/8/2005	Dividers 8-tab	26
6/9/2005	Copy paper, mini cassette tapes	226
6/28/2005	Folder labels, classification folders, dividers	168
7/1/2005	Folders,dividers, lables, CD-R	490
7/6/2005	Folders, sheet protectors	17
7/8/2005	Classification folders	190
7/12/2005	CD Mailers	72
7/21/2005	Report Covers, Scissors, Kleenex, Badges	76
	Total	13,742

Educational

<u>Date</u>	<u>Description:</u>	<u>Expense</u>
7/15/2004	SACS - Principles of Accreditation	188
1/27/2005	SACS - Handbook of Reaffirmation	248
Frequent	Faculty Transcript Requests	200
	Total	635

Exhibit 2.a.1, continued

Catering

<u>Date</u>	<u>Description:</u>	<u>Expense</u>
3/10/2004	Committee Meeting	43
8/31/2004	Meeting	137
9/20/2004	SACS Consultant Meeting	388
9/21/2004	SACS Consultant - Dinner	15
11/2/2004	THECB Meeting	133
11/3/2004	Meeting	15
11/17/2004	Committee Meeting	110
1/7/2005	Committee Meeting	109
1/18/2005	SACS Consultant Dinner Meeting	258
1/18/2005	Committee Meeting	337
1/20/2005	Meeting	87
1/26/2005	Meeting	93
2/9/2005	Committee Meeting	138
2/25/2005	Committee Meeting	114
3/9/2005	Committee Meeting	67
3/23/2005	Committee Meeting	122
4/6/2005	Committee Meeting	106
4/27/2005	Committee Meeting	173
5/23/2005	Committee Meeting	233
6/9/2005	Staff Meals after hours	390
7/12/2005	Cindy Dutchske- Luncheon	32
7/15-27/05	Visitation Meals/Meetings	1,142
	Total	1,796

Freight

<u>Date</u>	<u>Description:</u>	<u>Expense</u>
9/29/2004	Pat Dailey (SACS) Using Surveys in Assmt.	8
1/1/2005	SACS Documentation	12
1/10/2005	Margaret Sullivan - SACS Consultant	15
1/13/2005	Margaret Sullivan - SACS Consultant	67
6/9/2005	SACS Application Submittal	1,269
6/9/2005	SACS - CR, CS, FR	336
6/30/2005	Cindy Dutsche, UT System, Sullivan- SACS	35
7/12/2005	SACS Diskettes	113
	Total	1,753
	Subtotal, M&O	27,295

Personnel - IR Account

<u>Date</u>	<u>Description:</u>	<u>Expense</u>
9/30/2004	Contract Labor	12,919

Exhibit 2.a.1, continued

Expenses charged to Academic Affairs

Supplies	398
Transcripts	439
Rentals	3,285
Floral	239
Printing	1,622
Hotel	9,401
Consulting Netwk.	1,920
TAMU Consultant	750
Catering	1,087
SpanTran	10,000
GSBS Evals.	2,080
SACS Comm	6,703
Temporary, personnel	52,640
Total	90,564

B. Hiring SACS Consultant to Review Material

The SACS Consultant Network was a great help to us. We had the consultant (ours was Dr. Margaret Sullivan, visit our institution twice. The cost was nominal and paid many dividends. The Director of Institutional Research coordinated her visits and meetings. She completed the following objectives for our SACS initiative:

- ✓ Discussed the importance of SACS with Executives: Her very frank discussion of how a poor SACS outcome could hurt the institution was the impetus in our institution's progress towards taking the SACS requirements seriously.
- ✓ Reviews SACS Documentation: Dr. Sullivan reviewed our SACS documentation twice. Both reviews resulted in changes that strengthened our submission.
- ✓ Acted as a Resource for SACS Procedures: We had a better understanding of what preparation was expected by the site visitors by M. D. Anderson prior, during and after the visit.

C. Review of Hotels for SACS Visitors

The Director of Institutional Research requested two bids from hotels who were interested in hosting the SACS visitors. They were given an overview of the nights they were arriving, the type of rooms we required as well as the requirement for a workroom. I was able to stay one night at both hotels to evaluate the hotel services. Exhibit 2.c.1 details the results of the findings. This was particularly helpful because one hotel proved to have an air conditioning venting problem while the other had inadequate dining facilities and window units for air conditioning which were difficult to control. Pictures were taken of both hotels. We negotiated a work room gratis as part of both hotel bids.

**Exhibit 2.c.1
Hotel Comparison**

Item Reviewed	Crowne (4/17/05)	Crowne Comments	Marriott (4/21/05)	
Check-in	Easy.	Difficult to change name on billing.	Easy.	
Parking	Valet - \$13.95	Did not offer to help with bags.	Valet - \$14.95	
Room Preparation	Room neat, clean & in good repair	Not a suite as reserved; suite not available although charged the suite rate.	Room and suite neat, clean, good repair.	
Temperature Control	Window units.	Difficult to set room temperature.	Central air.	
Room amenities	Iron, ironing board, coffee maker, magnifying mirror in bath, hair dryer, one phone Cable TV w/ 27" screen.	All were functional	Iron, ironing board, coffee maker, hair dryer. Suite: microwave, coffee maker, compact fridge; one phone in room; two phones in suite. Cable w/ plasma screen TVs	
Alarm Clock	Sony	Unable to set alarm clock	GE	
Robes	Available.	Robes were small; would be short and not meet for a larger person.	Available.	
Wake-up call	As scheduled	Needed because unable to set clock	As scheduled	
Gym	All machines operational and in good repair.	Free weights and stretching area available.	All machines operational and in good repair	
Pool	Outside, unheated.	Too cold to swim. Towels available.	Heated inside pool w/ spa. Restroom & shower/locker area	
Internet Availability	Dial-up and wireless.; wireless @ \$9.95 per day by credit card to vendor	Wireless took 25 minutes to set up; had to call help line for assistance.	High speed phone lines; \$9.95 per day; charged to room; includes telephone long distance.	

Business Center	First floor, fax, computer, copier	All operational	First floor, fax, computer, copier	
Restaurant. Tested: wine, one appetizer, one entrée, one salad and one dessert	Sports Bar atmosphere restaurant; 4x4 tables	green plastic tablecloths in informal, family atmosphere; food good, hot.	3 restaurants to select from; fine dining to pizza restaurant	
Gift Shop	Located in a small area on ground floor	Closet sized shop, very limited amenities	Large shop on ground floor	
Room Service	Selected breakfast	Did not pick up ticket.	Breakfast	
Complimentary Breakfast	Breakfast	No microwave available to heat croissants; good selection of fresh fruits; boiled eggs available	N/A; selected room service	
Bar	Asked for margarita	No bartender available on weekends.	N/A	
Check-out	Within five minutes	Could not correct name on billing; had to hand-correct billing the following day	Within five minutes	
Laundry	Self-service laundry room available	Easy to access laundry room	Self-service and laundry pick-up available	
Valet Car Pick-up	Called in advance; ready as requested		Called in advance; waited three minutes for car	

1. Work Room Set Up at the Hotel and University

The SACS workrooms were equipped as per the SACS Site Visit Chair's request. We had six laptops with internet access, a high speed printer, a fax machine and a copy of all documentation in both the hotel and the university. We rented all the equipment through a vendor that works well with our Conference Services Department. Both rooms had difficulty with the facsimile lines. The hotel did not have a dedicated line in the workroom, although it was requested. We finally were able to get that working. Both faxes were handy as we used them to handle committee requests for additional information. We had problems with the internet in the hotel. The computers and printers at both sites were hooked up to a hub. The hub had to reset after each 24 hours as the institution reset all the computers at midnight. It was difficult getting to the hotel to reset the computers.

There were four rooms set up for interviews at MDACC: one large distance education classroom with two-way audio video (150 seats), two additional small conference rooms (15 seats each) with speakerphones for teleconferences and one additional conference room (40 seats). The distance education classroom was used for the interviews with distance education locations; the small conference rooms with speakerphones were for telephone interviews with the Chancellor and Board of Regents. The third conference room was used for meetings with MDACC staff. The SACS workroom at MDACC also had a meeting table with 25 chairs where the student interview luncheon with students from both schools was conducted with the SACS site visitors.

2. Meals and Snacks

The SACS team will have to eat in local restaurants twice: the night they begin the accreditation visit and the second day of the accreditation visit. Reservations were made at the most highly rated restaurants in Houston: Marks and Brennan's. If you are in doubt of the quality of the food, eat there first and check the wait staff, food quality and overall atmosphere to ensure that your site visitors will have a relaxing and enjoyable evening. Your SACS liaison will pay for the entire meal; your institution will receive billing about four to six months after the visit which will include all expenses for the site visitors (one bill) and a separate billing for your accreditation visit chair's bills. This will cover their air fare, meals, mileage, copying and hotel (if your institution does not want to pay the hotel bill at the time of their visit. Your institution is responsible for setting up the hotel arrangements for each site visitor, checking their meal preferences and any special needs your visitors may require for the visit.

D. Meeting to Orient Faculty and Staff for SACS Visit

1. Meetings with Distance Education Sites

Initially the SACS site visit team requested to visit with our Smithville and Bastrop faculty, staff and students. The Vice President for Academic Affairs, the Associate Vice President for Trainee and Alumni Affairs and her staff as well as various academic faculty from the graduate school attended three on-site visits. The Director of Institutional Research coordinated and attended all visits, taking frequent pictures of the campus for reference. During the visits, which were conducted three months before the on-site visit, all faculty in Smithville and Bastrop were given final accreditation documents and a two hour briefing by the Vice President for Academic Affairs. All students and staff were given an orientation to the SACS site visit which consisted of two days of orientation. All student services were reviewed with students and any changes required before the visit were made. This proved to be very worthwhile. One campus we visited still had the old mission statement framed on a 20 x 24 poster as you walked into the facility!

When we were informed by the site visit team chair that the visits were to be held via live two way audio-video, we asked one of the academic deans of the graduate school to act as a mock site visitor and interview (in separate meetings) the faculty, staff and students with questions selected from a prior SACS accreditation team orientation manual.

2. Meetings with Faculty at MDACC

As the time of the visit drew nearer, we were given the list of interviewees that the SACS site visit team wanted to interview. Each group was contacted and meetings were conducted with copies of the SACS Core Requirements, Comprehensive Standards and Federal Requirements as a resource for the briefing. Presentations were conducted by the Vice President for Academic Affairs with the Director of Institutional Research attending as a resource for questions.

3. Meetings with SACS Committee Staff and Preparing the Master Schedule

The SACS liaison, in our case, Dr. Jack Allen, met with the MDACC SACS Compliance Committee (chaired by the President) and gave an overview of the SACS process about six months before the actual site visit. It was a one day briefing which helped our executive staff become aware of the scope of the impending visit. At that time, the President asked all senior executives and all other faculty and staff directly related to the SACS accreditation visit to be available, preferably on-site, during the projected dates of the visit.

About one month prior to the visit, the site visit chair sent a listing of all interviews which would be required. It is imperative that these interviews be set up immediately! SACS did was to interview the Chair of the Board of Regents and the Chancellor of our University of Texas System, as well as a second Board of Regents member via telephone conference. It is essential that these offices be contacted immediately to set up conference call times and send documentation for their review.

A schedule for the meetings was coordinated by the Director of Institutional Research. The schedule was extremely well documented in that all faculty and staff interviewees had contact information along with the date, time and place of the meetings in the event the meetings were running either early or late. *Refer to Exhibit 2.c.3.1.*

4. Meetings with MDACC Executive Staff

The Management Committee, consisting of the top executive staff, were briefed concerning the entire SACS document in two separate two hour meetings. Presentations were conducted by the Vice President for Academic Affairs with the Director of Institutional Research attending as a resource for questions.

D. Coordinating SACS Site Visit

Prior to the visit, all SACS visitors were contacted to assess their airline schedule, food preferences and any special needs required. All contacts were made by the Director of Institutional Research.

1. Airport transportation

Since Houston has two airports, one 27 miles away from the Medical Center and one 15 miles away from the Medical Center, scheduling was imperative. A limousine service was contracted through the hotel to pick up all visitors. Upon completion of the visit, two large vans were rented to take the SACS site visit committee members to the airport. See *Exhibit 2.d.1 for the transportation schedule.*



**Southern Association of Colleges and S
Site Visit Committee
Final Schedule
July 25 – 27, 2005**

**SACS Site Committee FINAL Schedule
July 25 – 27, 2005**

DATE/DAY	TIME	EVENT	LOCATION	CON INFC
MONDAY, July 25	VARIES	<p>Pick up site visitors from airports (4) HOU, (4) IAH</p> <p>HOBBY: Ulmschnieder, John, Delta, 1678, 12:16 Allen, Jack, Delta, 4765/4785, 1:44 Bishop, Wilsie, Delta, 817, 3:39 Holmes, Harold, Delta, 817, 3:39</p> <p>INTERCONTINENTAL: Wamsley, Patrick, Delta, 1194, A, 1:11 Levitzky, Michael, Continental, 1522, C, 2:42 Pepler, Dick, Northwest, 1589, B, 3:14 Robinson, Thomas, Delta, 1719, A, 3:52</p> <p>NOTE: Dr. Garrison arrives to the Marriott on Saturday, 7/23, private transportation</p>	Airports to Marriott Medical Center, 6580 Fannin St., 713-796-0080	Mac Alt: 713 M. C (SE SCI (SE
	5:30 PM – 6:45 PM	<p>Reception, Marriott</p> <p>Attendees: SACS Site Visitors, SACS Compliance Committee, M. D. Anderson Executive Administration, UTHSC-H Executive Administration and Student Support personnel</p> <p align="center">Agenda</p> <p align="center">Welcome and Introduction to M. D. Anderson, Introduction of UTHSC-H Executive Administration, Dr. Mendelsohn</p> <p align="center">SACS Site Visit Committee, Introduction and Purpose of Visit, Dr. Pepler, Chair</p>	Ballroom, third floor, Marriott Medical Center	Dia 770
	7:00 PM – 7:30 PM	SACS Site Visit Committee, leave for Mark's Restaurant via limo; Reservations at 7:30 PM under Dr. Jack Allen	1658 Westheimer	Mac Res 380 M. C

**SACS Site Committee FINAL Schedule
July 25 – 27, 2005**

DATE/DAY	TIME	EVENT	LOCATION	CON INFC
TUESDAY, July 26	7:30 AM – 7:45 AM	SACS Site Visit Committee leaves from Marriott to ACB Conference Center	ACB Building, 1220 Holcombe, ACB1.2325, rooms A&B	Mac M. C
	8:00 AM – 9:00 AM	SACS Site Visit Committee Meeting – AGENDA: Introduction and Planning for Visit CATERING: Continental Breakfast (French Corner) PHONE NUMBERS: ACB1.2325, Rm. A&B: 713/792-0440 FAX NUMBER: Fax Number: 713/792-0442	ACB1.2325, rooms A&B	M. C Frei 846
	9:00 AM- 9:45 AM	SACS Site Visit Committee Meeting with Dr. John Mendelsohn, President	ACB1.2325, rooms A&B	JoA 450
	9:45 AM- 10:30 AM	SACS Site Visit Committee Meeting with M. D. Anderson SACS Compliance Committee (Listing, pg. 8)	ACB1.2325, rooms A&B	M. C
	10:30 AM- 11:30 AM	SACS Site Visit Committee Meeting with Dr. Margaret Kripke, Executive Vice President, CIO; Dr. Stephen Tomasovic, Vice President for Academic Affairs; & Ms. Linda Brannon, Associate Vice President for Academic Affairs, (UTHSC-H)	ACB1.2325, rooms A&B	713 Gilf 713 713
	11:30 AM – 12:00 NOON	NO MEETINGS SCHEDULED		
	12:00 NOON– 1:15 PM	SACS Site Visit Committee Meeting with: 6 SHS Students & 6 GSBS Students CATERING: French Corner (box lunches for 22; 9 veggie boxes)	ACB1.2325, rooms A&B	GSf 500 Ahe Frei 846
	1:00 PM – 1:45 PM	Partial SACS Site Visit Committee Meeting with: Smithville and Bastrop administrative support: Drs. DiGiovanni, Satterfield, Bastrop and Smithville support staff (Ms. Susan Michaelson, Librarian, Becky	ACB1.2345 (Videoconference)	Dr. 941 512 Mic

**SACS Site Committee FINAL Schedule
July 25 – 27, 2005**

DATE/DAY	TIME	EVENT	LOCATION	CON INFC
		Brooks, Student Services). Dr. Candelari, Associate Vice President, Trainee & Alumni Affairs; Ms. Hoffman, Executive Director, Research Medical Library		240 512 Can Ms. 229
TUESDAY, July 26, <i>continued</i>	1:30 PM – 2:00 PM	Partial SACS Site Visit Committee with Chancellor Yudof, (teleconference)	ACB1.2325, room C (Teleconference)	Stej 420 Roc 044
	1:45 PM – 2:00 PM	Partial SACS Site Visit Committee Meeting with 4 Smithville Students	ACB1.2345 (Videoconference)	Dr. 941
	2:00 PM – 3:00 PM	Partial SACS Site Visit Committee with Student Support Personnel: Dr. Candelari, Mr. Robert Jenkins, Mr. Carl Gordon, Ms. Linda Brannon, Mr. Charles Figari, Ms. Rose Mary Valencia, Dr. Camille Lloyd, Mr. John Hyatt, Ms. Sharon Pepper, Ms. Martha Skender, Dr. Jon Weiner, Dr. Victoria Knutson, Mr. Shaun Caldwell, Ms. Anne Bettinger, and Dr. Tom Goka	ACB1.2345	Dr. 269 713 Gor Dr. 500 Mar 318 713 Sha 919 Ske Dr. 987 713 Cal Ms. 745 713
	2:00 PM – 2:30 PM	Partial SACS Site Visit Committee with Dr. Michael Ahearn, Dean, SHS	ACB8.2680, Room A	Dr.
	2:00 PM – 2:30 PM	Partial SACS Site Visit Committee with Executive Vice Chancellor Shine (teleconference)	ACB1.2325, room C (Teleconference)	Teri 422 Roc 044

**SACS Site Committee FINAL Schedule
July 25 – 27, 2005**

DATE/DAY	TIME	EVENT	LOCATION	CON INFC
	2:00 PM – 2:45 PM	Partial SACS Site Visit Committee with Mr. Leon Leach, CBO and Mr. Dwain Morris, Associate VP for Finance	ACB8.2680, Room B	Day 219 Tee 106
	2:30 PM – 3:00 PM	Partial SACS Site Visit Committee with Chairman Huffines (teleconference)	ACB1.2325, room C (Teleconference)	Pat 512 Roc 044
TUESDAY, July 26, <i>continued</i>	2:30 PM – 3:00 PM	Partial SACS Site Visit Committee with Dr. George Stancel, Dean, GSBS	ACB8.2680, room A	Dr. 500
	3:00 PM – 3:45 PM	Partial SACS Site Visit Committee with Dr. Lynn Vogel, CIO; Ms. Deborah Houston to attend on-site	ACB1.2325, room C (Teleconference)	Roc ACI 713. Hol
	3:00 PM – 3:45 PM	Partial SACS Site Visit Committee with Basic Science Department Chairs: Dr. Ralph B Arlinghaus, Chair, Molecular Pathology, Dr. Benoit deCrombrugge, Chair, Molecular Genetics, Dr. Josh Fidler, Chair, Cancer Biology, Dr. Mien-Chie Hung, Chair, Molecular & Cellular Oncology, Dr. William Klein, Chair, Biochemistry & Molecular Biology	ACB1.2345	Dr. 713 Cro 259 713 Chi 366 713.
	3:00 PM – 3:30 PM	Partial SACS Site Visit Committee with Mr. William A Daigneau, VP Operations and Facilities	ACB8.2680, room A	Will 713.
	3:30 PM – 4:00 PM	Partial SACS Site Visit Committee with Mr. Dwain Morris, Associate VP for Finance Mr. Weldon Gage, Associate Director, Strategic Financial Planning	ACB8.2680, room A	Tee 106 Strz Plai

**SACS Site Committee FINAL Schedule
July 25 – 27, 2005**

DATE/DAY	TIME	EVENT	LOCATION	CON INFC
	3:45 PM – 4:30 PM	Partial SACS Site Visit Committee with GSBS (4 faculty) – to include faculty senate representative Dr. Ralph Arlinghaus Chair, Molecular Pathology, Dr. Gilbert Cote, Associate Professor, Endocrine Neoplasia & HD Research & Faculty Senate Representative Dr. Emil Freireich, Professor, CIO's Office Dr. Stephanie Watowich, Associate Professor, Immunology SHS (4 faculty) – to include faculty senate representative Mr. Shaun Caldwell, Assistant Professor, Radiation Therapy Ms. Melissa Jane Chapman, Assistant Professor, Medical Dosimetry Ms. Vicki Hopwood, Assistant Professor, Cytogenetics Techology Ms. Karen McClure, Assistant Professor, Clinical Laboratory Sciences	ACB1.2345	GSI 500 SHS 795 Arli Cot Frei Dr. 326 745
TUESDAY, July 26, <i>continued</i>	3:45 PM – 4:30 PM	Partial SACS Site Visit Committee with Ms. Kathryn Hoffman, Executive Director, Research Medical Library	ACB1.2325, room C	Ms. 229
	4:00 PM – 4:30 PM	Partial SACS Site Visit Committee with Mr. J. Michael Peppers, Director, Internal Audit Dr. Leonard Zwelling, Vice President, Research Administration Ms. Melinda Mathis, Associate Vice President, Research Administration Offices Ms. Kathryn Husband, Director, Research Administration Operations	ACB8.2680, room B	Mr. 949 Dr. 450 Ms. 388 Ms. 924
	4:30 PM – 4:45 PM	SACS Site Visit Committee leaves M. D. Anderson (1220 Holcombe) via limo to Marriott Medical Center	Fr. 1220 Holcombe to 6580 Fannin	Mac M. C Alt: 713

**SACS Site Committee FINAL Schedule
July 25 – 27, 2005**

DATE/DAY	TIME	EVENT	LOCATION	CON INFC
	4:30 PM – 5:30 PM	SACS Compliance Committee and Tuesday Interviewees AGENDA Review Information Obtained SACS Site Visit Interviews Committee Assignments to Retrieve Additional Documentation for Wednesday, July 27 (by 8:00 AM) CATERING: French Corner: fruit tray, cookies, brownies & drinks	ACB1.2345	M. C Frei 846
	6:30 PM – 7:00 PM	SACS Site Visit Committee leaves Marriott for Brennan's via limo (reservations at 7:00 PM under Dr. Jack Allen).	Fr. 1220 Holcombe to 3300 Smith St. 713-522-9711	Mac M. C
WEDNESDAY, July 27	7:30 AM – 7:45 AM	SACS Site Visit Committee leaves from Marriott to ACB Conference Center	ACB Building, 1220 Holcombe, ACB1.2325, rooms A&B	Mac M. C
WEDNESDAY, July 27, <i>continued</i>	8:00 AM – 9:00 AM	SACS Site Visit Committee Meeting – Review of Findings NOTE: M. Greer to give committee members additional documentation as needed. CATERING: French Corner, continental breakfast	ACB1.2325, rooms A&B	M. C Frei 846
	9:00 AM – 9:30 AM	Partial SACS Site Visit Committee with Mr. Paul Henry, Controller Ms. Donna Hemphill, Director of Finance	ACB1.2325, room C	P. H D. F 085
	9:00 AM – 9:30 AM	Partial SACS Site Visit Committee with Dr. Toya Candelari	ACB8.2680, room A	Can
	9:00 AM-10:30 AM	Partial SACS Site Visit Committee Meetings – TBA	ACB1.2345, ACB8.2680, room B	M. C

**SACS Site Committee FINAL Schedule
July 25 – 27, 2005**

DATE/DAY	TIME	EVENT	LOCATION	CON INFC
	10:30 AM-11:00 AM	NO COMMITTEE MEETINGS		
	11:00 AM-12:30 PM	SACS Site Visit Committee – Lunch CATERING: French Corner: sandwich tray, fruit tray, veggie tray w/ cookies & brownies	ACB1.2325, rooms A&B	Frei 846
	1:00 PM – 1:45 PM	SACS Site Visit Committee – EXIT MEETING w/ M. D. Anderson: Dr. Mendelsohn, Dr. Kripke, Mr. Leach, Dr. Tomasovic, Dr. Stancel, Dr. Ahearn, Dr. Meistrich, Dr. Greer	ACB1.2325, room C	JoA 450 713 Gilf 713 Sha 713 Stal Dr. 120 792
	1:45 PM – 2:45 PM	Travel to airports for committee members (SEE LIMO SCHEDULE - 2 EXECUTIVE VANS)	Leave from ACB building	Mac M. C
	1:45 PM – 3:30 PM	SACS Compliance Committee Meeting (committee members only) AGENDA Review SACS Report Findings Review Committee Assignments CATERING: French Corner: cookies, fruit tray, drinks	ACB1.2345	M. C Frei 846

SACS Site Committee FINAL Schedule
July 25 – 27, 2005
SACS Compliance Committee

Name	Title/Department	Ext. (713)
John Mendelsohn, M.D.	President jmendelsohn@mdanderson.org	792-6000
Margaret L. Kripke, Ph.D.	EVP & Chief Academic Office mkripke@mdanderson.org	745-4495
Stephen P. Tomasovic, Ph.D.	Vice President, Academic Affairs stomasov@mdanderson.org	792-0873
Michael J. Ahearn, Ph.D.	Dean, School of Health Sciences mahearn@mdanderson.org	745-1205
Shaun Caldwell	Assistant Professor and Program Director School of Health Sciences scaldwell@mdanderson.org	745-1205
Toya Candelari, Dr.PH	Associate Vice President Trainee and Alumni Affairs tcandela@mdanderson.org	792-2698
Justin Faye	Student, School of Health Sciences Radiation Therapy Justinf228@aol.com	792-3455
Weldon Gage	Associate Director Strategic Finance wgage@mdanderson.org	745-2759
Marilyn J. Greer, Ph.D.	Director, Institutional Research mjgreer@mdanderson.org	792-7296
Donna Hemphill	Director of Finance dhemphil@mdanderson.org	792-0852
Kathryn Hoffman	Executive Director Research Medical Library khoffman@mdanderson.org	792-2282

SACS Site Committee FINAL Schedule
July 25 – 27, 2005
SACS Compliance Committee

<u>Name</u>	<u>Title/Department</u>	<u>Ext. (713)</u>	
Robert Jenkins	Registrar, UT HSC-Houston Robert.Jenkins@uth.tmc.edu	500-3336	UCT
Shreya Kant	Ph.D. Student, GSBS Student Government skant@mdanderson.org	563-3352	
Victoria Knutson, Ph.D.	GSBS, Assistant Dean Admissions & Records Victoria.P.Knutson@uth.tmc.edu	500-9860	BSRB
Marvin L. Meistrich, Ph.D.	Professor, Experimental Radiation meistrich@mdanderson.org	792-4866	
Dwain Morris	Associate Vice President, Finance dmorris@mdanderson.org	563-2272	
George Stancel, Ph.D.	Dean, GSBS George.M.Stancel@uth.tmc.edu	500-9880	BSRB
Jon Wiener, Ph.D.	GSBS, Assistant Dean Academic Affairs Jon.R.Wiener@uth.tmc.edu	500-9870	BSRB

**SACS Site Committee FINAL Schedule
July 25 – 27, 2005
SACS Compliance Committee**

Name	Title/Department	Ext. (713)	Unit
Bank nearest to hotel and M. D. Anderson: Bank of America, 1025 Holcombe Blvd. Houston, TX 77030 713.790.7396 Drive Up Hours: <ul style="list-style-type: none">• Monday: 7:30-6• Tuesday: 7:30-6• Wednesday: 7:30-6			
Dialing Telephone Numbers: Dial local numbers: Dial 9, Area Code, telephone number.			
Emergency and Police: in Houston, dial 9-911 (from hotel and M. D. Anderson)			
Gift Shop: Marriott, located in hotel lobby, first floor			
Limo Service: Macmood: 713-355-6055			
Map of Medical Center: In hotel room.			
Marriott Medical Center: 713-796-0080; FAX: 413-796-2201 Address: 6580 Fannin St., Houston, 77030 Event Manager: Diana Guerrero, 713-770-8014			
Marriott Shuttle Service: Available by calling desk, 713-796-0080; complimentary rides to area shopping (Rice Village), area drug stores (CVS and W Krogers), and restaurants. Ask Concierge for restaurant ratings.			
M. D. Anderson Conference Services (for room temperature and other issues): Ms. Theadus McClain, 713-203-6939			
M. D. Anderson Conference Room Telephone Numbers: ACB1.2325, Rms. A & B: (use polycom): 713-792-0440; FAX, ACB1.2325, Rms. A & B: 713-792-0442 ACB1.2325, Rm. C: (use polycom): 713-792-0441			
Rest Rooms: Use facilities in foyer area of conference center			
SACS Coordinator:	Dr. Marilyn Greer		
	Office: 713-792-7296		
	Cell: 713-446-2972		
	Pager: 713-404-5952		
	Home: 713-842-2248		
U. T. Police: 713-792-2890			

**Exhibit 2.d.1
SACS Site Visit Committee
Limousine Schedule**

DATE/DAY/TIME	TRANSPORTATION	EVENT	LOCATION	
MONDAY July 25, 7:00 PM	STRETCH LIMO	SACS Site Visit Committee (9 PASSENGERS), leave for Mark's Restaurant via limo; Reservations at 7:30 PM under Dr. Marilyn Greer (Greer to accompany in personal auto)	Fr. Marriott, 6580 Fannin to 1658 Westheimer	M: R: 38 M.
MONDAY July 25, 9:30 PM	STRETCH LIMO	SACS Site Visit Committee (9 PASSENGERS), pick up at Mark's Restaurant, Return to Marriot Medical Center	From 1658 Westheimer To Marriott 6580 Fannin St.	M. M:
TUESDAY July 26, 7:30 AM	STRETCH LIMO	SACS Site Visit Committee leaves from Marriott to ACB Conference Center (9 PASSENGERS)	From Marriott To ACB Building, 1220 Holcombe,	M: M.
TUESDAY July 26, 4:30 PM	STRETCH LIMO	SACS Site Visit Committee leaves M. D. Anderson (1220 Holcombe) via limo to Marriott Medical Center (9 PASSENGERS)	From ACB Building, 1220 Holcombe to Marriott , 6580 Fannin	M: M. A: 77
TUESDAY July 26, 6:30 PM	STRETCH LIMO	SACS Site Visit Committee leaves Marriott for Brennan's via limo (reservations under Dr. Marilyn Greer); M. Greer to follow via private automobile (9 PASSENGERS)	From Marriott, 6580 Fannin to 3300 Smith St. 713-522-9711	M: M.
TUESDAY July 26, 9:00 PM	STRETCH LIMO	SACS Site Visit Committee (9 PASSENGERS), Return to Marriot Medical Center	To Marriott 6580 Fannin St.,	M. M:
WEDNESDAY July 27, 7:30 AM	PASSENGER VAN	SACS Site Visit Committee leaves from Marriott to ACB Conference Center (9 PASSENGERS) – WITH LUGGAGE; REMOVE LUGGAGE AND STORE IN ACB1.2325, RM. A&B; Divide luggage into two groups: 1 for HOU; 1 for IAH	From Marriott To ACB Building, 1220 Holcombe, ACB1.2325, rms. A&B	M: M.
WEDNESDAY July 27, 1:45 PM	EXECUTIVE LIMO VANS (2)	(1) LIMO VAN TO HOUSTON HOBBY (4 – 5 PASSENGERS) (1) LIMO VAN TO INTERCONTINENTAL (4 – 5 PASSENGERS) <i>* SEE DEPARTURE SCHEDULE BELOW*</i>	From ACB Building, 1220 Holcombe to Airports (2 vans)	M: M.

Exhibit 2.d.1
SACS Site Visit Committee
Limousine Schedule

ARRIVALS (sorted by arrival time): July 25

HOUSTON-HOBBY

NAME SIGNS	AIRLINE	FLIGHT	TERMINAL	ARRIVAL TIME	LIMC
Mr. John Ulmschnieder	Delta	1678	UNK	12:16 PM	LINC
Dr. Jack Allen	Delta	4765/4785	UNK	1:44 PM	LINC
Dr. Wilsie Bishop	Delta	817	UNK	3:39 PM	LINC
Mr. Harold Holmes	Delta	817	UNK	3:39 PM	(pic) Holr

INTERCONTINENTAL

NAME SIGNS	AIRLINE	FLIGHT	TERMINAL	ARRIVAL TIME	LIMC
Mr. Patrick Wamsley	Delta	1194	IAH - A	1:11 PM	LINC
Dr. Michael Levitzky	Continental	1522	IAH - C	2:42 PM	LINC
Dr. Richard Pepler	Northwest	1589	IAH - B	3:14 PM	LINC
Dr. Thomas Robinson	Delta	1719	IAH - A	3:52 PM	LINC

DEPARTURES (sorted by departure time): July 27, 2005

HOUSTON-HOBBY

NAME	AIRLINE	FLIGHT	TERMINAL	DEPARTURE TIME	ON
Ulmschnieder, John	Delta	604	UNK	4:28 PM	^
Bishop, Wilsie	Delta	604	UNK	4:28 PM	DEPA
Holmes, Harold	Delta	604	UNK	4:28 PM	FC
Allen, Jack	Delta	604	UNK	4:28 PM	

INTERCONTINENTAL

NAME	AIRLINE	FLIGHT	TERMINAL	DEPARTURE TIME	ON
Pepler, Dick	Northwest	1590	IAH - B	4:00 PM	^
Wamsley, Patrick	Delta	863	IAH - A	4:48 PM	DEPA
Levitzky, Michael	Continental	5	IAH - C	5:45 PM	FC
Robinson, Thomas	Delta	874	IAH - A	6:30 PM	

Note: Dr. Carol Garrison's schedule is not available at this time.

2. Restaurant Reservations

Restaurant reservations were made a month in advance. This was necessary since many restaurants were not open on Mondays and the limousine service had to be aware of where to drive the SACS committee members. The limousine service was used to deliver and retrieve the SACS site visitors to the restaurant.

III. Post-SACS Visit

A. Preparing SACS Response Report

MDACC received one recommendation: 3.4.7. as we did not include copies of our reciprocity agreements with surrounding schools for student classes. Per the SACS site visit committee request, we were required to submit listing of all institutional agreements, by category, a sample of an agreement within each category and documentation that the agreement had been reviewed for continuation. This single recommendation caused us to submit a response just over 500 pages in length. This is a lesson learned! If there is any doubt of documentation to be included, err on the side of including the documentation!

B. Thank You Party

It is imperative that all staff and faculty involved in preparing the documentation be shown gratitude for their work. At MDACC we celebrated by having a party for SACS Compliance Committee Members at the home of the Executive Vice President for Research and Academic Affairs. Institutional Research staff were treated to a sumptuous luncheon by the Vice President for Academic Affairs and by the Director of Institutional Research. Remember, you will need all their help in a few years!

**Prepared by
Institutional Research
The University of Texas M. D. Anderson Cancer Center**