PRO CEEDINGS

A Communiqué of the Commission on Colleges

James T. Rogers to Retire from Commission on Colleges

After 19 years of leadership with the Commission on Colleges of the Southern Association of Colleges and Schools, James T. Rogers announced his retirement plans to the Commission at its annual summer meeting held this past June. Rogers will retire in June 2005. During his tenure as executive director of the Commission on Colleges, Rogers engineered the implementation of standards on institutional effectiveness adopted in the late 1980s for higher education institutions in the 11 states of the southeastern region and recently worked with the membership and the Commission's leadership and staff to institute comprehensive changes in accreditation standards placing a renewed and in-depth emphasis on student learning.

Rogers began his distinguished career with the Commission in 1985 and immediately began working with the leadership on the implementation of the *Criteria for Accreditation.* The Commission's most recent efforts led to the adoption in 2001 of the accreditation standards called the *Principles of Accreditation: Foundations for Quality Enhancement.*

"Dr. Rogers' retirement will bring to an end one of the most significant careers of our era in higher education," says John T. Casteen, III, president of the University of Virginia. "He has brought integrity, fairness, and a profound dedication to quality to the process of improving our colleges and universities. Every college president in the nation and many persons who work in colleges across the country will know just how important Dr. Rogers'

Outstanding Speakers to Address Annual Meeting Delegates

An outstanding group of speakers will address the expected 3,000 delegates at the 2004 Annual Meeting of the Commission on Colleges to be co-headquartered at the Marriott Marquis and the Hilton hotels in downtown Atlanta, December 4-7. On Sunday, December 5, at 5:00 p.m., the Opening Plenary speaker will be the former Ambassador to the Court of St. James, **Philip Lader**. Ambassador Lader was administrator of the U.S. Small Business Administration, White House Deputy Chief of Staff, and Deputy Director for Management in the Office of Management and Budget. In addition, he was president of both Winthrop University in Rock Hill, S.C., and Australia's first private university, Bond University, in Queensland, Australia.

On Monday, December 6, at 9:00 a.m., the Second Plenary speaker will be **David Gergen**, commentator, editor, teacher, public servant, best-selling author and adviser to Presidents Nixon, Ford, Reagan, and Clinton. David currently serves as editor-at-large at *U.S. News & World Report* and as a regular television commentator.

Former Governor of Mississippi **William Winter** will speak on Tuesday, December 7, at 9:00 a.m. during the COC General Session and College Delegate Assembly Business Meeting. The Williams Winter Institute on Racial Reconciliation at the University of Mississippi is named in his honor.

The Presidents' Day Breakfast and Luncheon speakers will be **Gwen Ifill** and **Chairman Donald Powell**, respectively. Gwen Ifill is Senior Correspondent of *The NewsHour with Jim Lehrer* and Moderator and Managing Editor of *Washington Week.* Chairman Powell of the Federal Deposit Insurance Corporation is former Chairman of the Board of Regents of the Texas A&M University System.
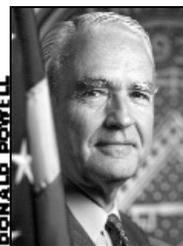
Staff Member John Dwyer to Retire

After serving as staff representative to one-hundred colleges and universities in the Southern region since 1994, Dr. John Orr Dwyer announced his retirement as associate executive director of the Commission on Colleges effective December 31, 2004. John will work with his assigned institutions through the annual meeting this December. During his tenure, John provided support for a number of Commission projects, including most recently a resource manual for the *Principles of Accreditation*. He has been a strong advocate for liberal arts education.
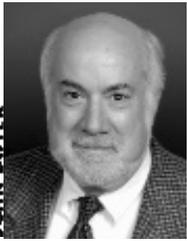
Prior to his appointment with the Commission, John held faculty and administrative positions at Pomona College in California, Centre College in Kentucky, the University of Detroit Mercy, and Thiel College in Pennsylvania. He has held fellowships at the Association of American Colleges and Universities and at the Council of Independent Colleges, both in Washington, D.C. His publications and presentations have been in the fields of African history, the history of higher education, and freshman studies. In addition to having time to travel (*no pun intended*), John plans to continue to enjoy golf, opera, and reading for the blind.

The Commission extends its appreciation to John for his many years of dedicated service and best wishes in the future.

POSITION VACANCY

The Commission on Colleges of the Southern Association of Colleges and Schools invites applications and nominations for the position of Associate Executive Director. Reporting to the Executive Director, the associate staff member is responsible for coordinating the development and implementation of programs, policies, and procedures in assisting institutions in meeting accreditation standards and improving educational programs, and for serving as the staff liaison representative for approximately 100 member and candidate institutions. Please refer to the Commission's Web page at *http://www.sacscoc.org/position_vacancy.asp* for the application process and position description. Deadline for applications: *January 31, 2005.*

leadership has been. He has spelled out processes for assuring excellence that are used in every part of the country. It is very hard to imagine a replacement for him, but in truth he leaves in place foundations that will matter to all of us in the future."

"During my term on the executive council and as chairman of the Commission, I came to understand the high regard that people across the nation have for Jim Rogers. It is clear that he is viewed as a leader among accrediting agency directors," said Robert Khayat, chancellor of the University of Mississippi. "Among the reasons for the respect he enjoys is his work on clarifying and simplifying the bylaws of SACS and streamlining the reaffirmation process. The members of our association know that we have dedicated, visionary, and tireless leadership from Jim Rogers and his staff. His strong personal values are reflected in the work he has done for the association. We are a much better organization as a result."

One of Rogers' immediate challenges when accepting the executive director's position was to downsize the association's bureaucracy and decentralize authority from the Association's Board of Trustees to the individual commissions. By modifying the role of the Board, Rogers and the Commission's leadership were able to maintain a more efficient overall organization and create increased independence of the individual Commissions, allowing for better management of their own operations.

"Jim led a very important revolution in the South in higher education," said Thomas E. Corts, president of Samford University. "He is an ardent advocate of learning and is aggressive about addressing issues nationally. In the Rogers' years, SACS has become a leader nationwide."

Rogers has been a key player in the reauthorization of the Higher Education Amendments, working with his colleagues in the other regional commissions to stem intrusion of federal oversight while at the same time balancing the need for institutions receiving federal and state funds to be accountable.

"Dr. Jim Rogers has led the Commission on Colleges with energy and vision for 19 years," said James F. Barker, president of Clemson University and the Commission's current chair. "He has established us as the leading regional accrediting body in America. His service to the colleges and universities in the South has been remarkable."

"This has been the greatest challenge and greatest reward of my professional life," says Rogers. "I look forward to dedicating this last year to further improvements and to helping pave the way for my successor. I have been extremely fortunate to have worked with some of the finest academic leaders in the South."

Barker appointed John Casteen, president of the University of Virginia, to serve as chair of the search committee for Rogers' successor. The work of the committee will begin this month.

Commission Approves Three Policies; Adopts Additional Operational Procedures

During its executive session on June 24, 2004, the seventy-seven member Commission on Colleges approved a new policy on nominating QEP (Quality Enhancement Plan) lead evaluators and adopted revisions to its policies on disclosure of Commission actions, and observers serving on reaffirmation committees.

The new policy, "QEP: Lead Evaluator Nomination Process," outlines an institution's responsibility for nominating two lead QEP evaluators to its On-Site Review Committee during the reaffirmation process. The policy (1) describes the type of experience and expertise expected for nominees, (2) outlines conflict of interest provisions, (3) describes the process for submitting nominees' names to Commission staff, making the initial contact with the approved evaluators, and issuing a formal invitation, and (4) asks institutions to develop a series of questions or issues concerning the QEP that would be forwarded to the On-Site Review Committee in advance to help the QEP lead evaluators prepare for the visit. This policy can be accessed on the Commission's Web page at www.sacscoc.org/pdf/ QEPLeadEvaluator.pdf.

The Commission reviewed two of its previous policies under the *Criteria* and updated them in accord with the *Principles of Accreditation*. The revised policy, "Observers on On-Site Review Committees for Reaffirmation," allows an institution to send one person to accompany an On-Site Review Committee to observe and learn from committee activities and from the experience of persons at the host institution. In addition, it (1) restricts the number of observers on an On-Site Review Committee to that of one, and that observer may not be from the same state of the host institution, (2) does not allow for observers on Off-Site Review Committees due to the preliminary nature of the review and the limited exposure to the entire process, (3) requires the observer's institution to pay the expenses of the individual visiting the host institution, and (4) outlines the role of the observer during the on-site review. This policy can be accessed on the Commission's Web page at www.sacscoc.org/pdf/observers.pdf.

Although recently revised in June 2003, the Commission adopted additional modifications to its policy, "Disclosure of Accrediting Documents and Actions of the Commission on Colleges." The modifications (1) allow the Executive Director more flexibility in the release of information when an institution presents incorrect or misleading information to the public, (2) modifies the type of information that the Commission may make available to the public about applicant, candidate, and member institutions, and (3) streamlines the list of Commission actions on institutions read to the College Delegate Assembly during its business session at the Annual Meeting. This policy can be accessed on the Commission's Web page at www.sacscoc.org/pdf/disclosu.pdf.

In addition to the policies approved by Commissioners, the Commission's thirteen-member Executive Council adopted two operational procedures. The Council increased the fee for institutions seeking initial accreditation with the Commission: for regional institutions in the eleven southeastern states, an increase from $8,000 to $10,000; for international institutions, an increase from $12,000 to $15,000. The Council noted that while an applicant institution is seeking initial membership, it pays no dues. The increase in application fees is designed to offset staff and administrative costs incurred during the applicant's review process.

The Council also approved a Commission staff request to expand the options on ways that a staff member communicates the findings of an Off-Site Review Committee to an institution. Instead of allowing for findings to be communicated solely through a conference call to the leadership team, staff members have additional options of relaying that information by sending the institution the Report of the Off-Site Review Committee; sending the Report and conducting a conference call; meeting in Atlanta to review the Report; or other means as requested by the institution. Originally, the Commission was reluctant to send the institution the Report of the Off-Site Review Committee so as to stem any unnecessary attention on a preliminary report that possibly could be made public. But institutions undergoing review in 2004 indicated that they would prefer options and the responsibility for their choice.

Commission Seeks Nominations for Commissioners

Each year approximately one-third of the seventy-seven member Commission on Colleges is eligible for election or re-election. Selection begins with presidents nominating individuals from their respective states and the process concludes with a vote on a slate of nominees by all the presidents during the College Delegate Assembly meeting each December. Among some of their important responsibilities, Commissioners review cases and make decisions about the accreditation of institutions, vote on policies and procedures, and review and forward to the membership recommended dues assessments and recommended changes to the Commission's standards.

For the class beginning service in January 2005, there are 12 individuals eligible for re-election and there are 11 vacancies. Within the next several weeks, all presidents should receive a ballot and information regarding nominations within their states. The coordinator for each state's nomination process is the elected executive council member. They are as follows: Alabama—Jack Hawkins, chancellor, Troy State University; Florida—Patrick Lee, provost, Barry University; Georgia—Stuart Gulley, president, LaGrange College; Kentucky—James Taylor, president, Cumberland College; Louisiana—Dan Reneau, chancellor, Louisiana Tech University; Mississippi—Clinton Bristow, president, Alcorn State University; North Carolina—Joseph Barwick, president, Carteret Community College; South Carolina—Charles Gould, president, Florence-Darlington Technical College; Tennessee—Paul Stanton, president, East Tennessee State University; Texas—Bud Austin, president, LeTourneau University; and Virginia—Elisabeth Muhlenfeld, president, Sweet Briar College.

Please contact your state's executive council member if you have not received information regarding your state's nominations.

Actions on Accreditation Taken by the Commission

At its meeting on June 24, 2004, the Commission on Colleges reviewed the recommendations of its standing committees—the Committees on Compliance and Reports—and the Executive Council, and granted initial accreditation to four institutions and candidacy to one. It took action on 44 cases, and reviewed an additional 58 monitoring reports. (*Actions on monitoring reports are not disclosed to the public unless an action includes the imposition of a public sanction.*) A summary of those actions is listed below; a more extensive report is available at http://www.sacscoc.org/.

The Commission granted initial accreditation to the following institutions:

- **Air University, Maxwell AFB, AL** (Level III)
- **New College of Florida, Sarasota, FL** (Level II)
- **Texas Tech University Health Sciences Center, Lubbock, TX**(Level VI)
- **University of South Carolina Beaufort, Beaufort, SC** (Level II)

The Commission granted initial candidacy to the following institution (*effective June 24, 2004*):

- **Atlanta Technical College, Atlanta, GA**

The Commission authorized an accreditation committee for the following institution:

- **University of Texas MD Anderson Cancer Center, Houston, TX**

The Commission authorized a candidacy committee for the following institutions:

- **Southeastern Technical College, Vidalia, GA**
- **West Georgia Technical College, LaGrange, GA**

The Commission accredited the following member institutions at a more advanced degree level:

- **ECPI College of Technology, Virginia Beach, VA**
  Moved from Level I to Level II offering the Bachelor of Science in Computer and Information Sciences
- **Jefferson College of Health Sciences, Roanoke, VA**
  Moved from Level II to Level III offering the Master of Science in Nursing
- **Texas A & M International University, Laredo, TX**
  Moved from Level III to Level V offering the Ph.D. in International Business
- **West Texas A & M University, Canyon, TX**
  Moved from Level III to Level V offering the Ph.D. in Agriculture

The Commission approved the following substantive changes:

- **Lexington Community College, Lexington, KY**
  Approval of change of governance
- **United States Sports Academy, Daphne, AL**
  Approval of Bachelor of Sport Science degree and of an exception to Core Requirement 2.7.4

The Commission accepted the prospectus for the merger/consolidation of the following institutions:

- Jefferson Community College, Louisville, KY
  Acceptance of the prospectus for the consolidation/merger of Jefferson Community College and Jefferson Technical College

The Commission approved the merger/consolidation of the following institutions:

- **Elizabethtown Community College, Elizabethtown, KY**
  The consolidation/merger of Elizabethtown Community College and Elizabethtown Technical College

The Commission continued accreditation of the following institutions after reviewing their substantive changes:

- **Elon University, Elon, NC**
  Review of membership at Level V, offering the Doctor of Physical Therapy
- **Embry-Riddle Aeronautical University, Daytona Beach, FL**
  Review of graduate programs at the Prescott Campus
- **Freed-Hardeman University, Henderson, TN**
  Review of the Education Specialist Degree Program
- **Gadsden State Community College, Gadsden, AL**
  Review of merger/consolidation of Gadsden State Community College with Harry M. Ayers State Technical College
- **Greensboro College, Greensboro, NC**
  Review of membership at Level III, offering the Master of Education and the Master of Arts in Teaching English as a Second Language
- **Hardin-Simmons University, Abilene, TX**
  Review of membership at Level V, offering the Doctor of Physical Therapy
- **Louisiana State University at Alexandria, Alexandria, LA**
  Review of membership at Level II, offering the Bachelor of Science in Biology and in Elementary Education, the Bachelor of General Studies, and the Bachelor of Liberal Studies
- **Lubbock Christian University, Lubbock, TX**
  Review of the Bachelor of Science degree in Organizational Management offered on the campus of Howard College in Big Spring, Texas
- **Miami-Dade College, Miami, FL**
  Review of membership at Level II offering the Bachelor of Science degree in Secondary Science Education, in Secondary Mathematics Education, and in Exceptional Student Education
- **Mississippi Delta Community College, Moorhead, MS**
  Review of associate degree programs offered at the Greenville Higher Education Center in Greenville, Miss.
- **North Harris Montgomery Community College District, The Woodlands, TX**
  Review of the new campus at Cy-Fair College

- **South University, Savannah, GA**
  Review of membership at Level V, offering the Doctor of Pharmacy degree
- **Southern Adventist University, Collegedale, TN**
  Review of the MBA program offered via online web-based distance learning originating at the main campus
- **Tarleton State University, Stephenville, TX**
  Review of membership at Level V, offering the Ed.D. in Educational Leadership
- **Toccoa Falls College, Toccoa Falls, GA**
  Review of Associate of Arts degree offered at Epworth, Ga.
- **University of North Carolina at Wilmington, Wilmington, NC**
  Review of membership at Level V offering the Ph.D. in Marine Biology
- **University of Tennessee at Chattanooga, Chattanooga, TN**
  Review of membership at Level V, offering the Doctor of Physical Therapy
- **University of Texas at Arlington, Arlington, TX**
  Review of Ph.D. in Urban and Public Administration and the Ph.D. in Social Work offered in partnership with the Autonomous University of Nuevo Leon in Monterrey, Mexico
- **Virginia State University, Petersburg, VA**
  Review of membership at Level V, offering the Ed.D. in Educational Leadership and Supervision

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The Commission removed the following institutions from Probation:

- **Interdenominational Theological Center, Atlanta, GA**
- **Lexington Community College, Lexington, KY**

Negative Actions

The Commission placed the following institutions on Warning:

- **American InterContinental University, Atlanta, GA**
  For six months for failure to comply with Comprehensive Standard 3.3.1 (Institutional Effectiveness) of the Principles of Accreditation.
- **Texas Woman's University, Denton, TX**
  For twelve months for failure to comply with Comprehensive Standard 3.3.1 (Institutional Effectiveness), and Comprehensive Standard 3.7.1 (Faculty) of the Principles of Accreditation.

The Commission denied approval of accreditation at a more advanced degree level for the following member institutions:

- **Louisiana College, Pineville, LA**
  Denial of membership at Level III for failure to comply with Core Requirements 2.1 (Degree-granting Authority), 2.2 (Governing Board), 2.7.1 (Program Length), 2.8 (Faculty), 2.9 (Learning Resources and Services), and 2.11 (Resources) of the Principles of Accreditation.

- **Southeastern Louisiana University, Hammond, LA**
  Denial of membership at Level V offering the Ed.D. in Leadership in collaboration with the University of Louisiana at Lafayette for failure to comply with Core Requirements 2.1 (Degree-granting Authority), 2.7.2 (Program Content), and 2.8 (Faculty) of the Principles of Accreditation.

The Commission denied approval of substantive changes requested by the following institutions:

- **Texas College, Tyler, TX**
  Denied approval of Medical Health Care Assistant Program for failure to comply with Section 1 (Integrity), Comprehensive Standards 3.10.1 (Financial and Physical Resources), and 3.10.4 (Budget Control) of the Principles of Accreditation.
- **Truett-McConnell College, Cleveland, GA**
  Denied approval of the Bachelor of Arts in Christian Studies degree for failure to comply with Comprehensive Standards 3.8.1 (Library and Other Learning Resources) and 3.10.1 (Financial and Physical Resources) of the Principles of Accreditation.

Adverse Action

The Commission removed the accreditation of the following institution:

- **Barber-Scotia College, Concord, NC**
  For failure to comply with Section 1: Principles and Philosophy of Accreditation (Integrity) of the Principles of Accreditation.
  (Note: The ten-day period for Barber-Scotia College to appeal the Commission's decision elapsed on July 12, 2004. Because the institution did not appeal, the Commission on Colleges' decision to remove the accreditation of Barber-Scotia College was effective June 24, 2004.)

Special Note

Air University, Maxwell AFB, Alabama
With the accreditation of Air University located at Maxwell AFB in Alabama, the Community College of the Air Force and the School for Advanced Airpower Studies no longer exist as separately accredited entities. As of June 24, 2004, both are accredited as part of Air University.

Call for Comment

The Commission on Colleges of the Southern Association of Colleges and Schools is the recognized regional accrediting body in the eleven U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher education that award associate, baccalaureate, master or doctorate degrees.

The purpose of this notice is to invite interested third parties to present written comments on the institutions listed in this notice that are scheduled for reaffirmation of accreditation (continued accreditation) in 2005. Please send your written comments on any of the institutions listed below to Dr. James T. Rogers, Executive Director, Commission on Colleges, 1866 Southern Lane, Decatur, Ga. 30033-4097. The deadline for submission of comments is December 1, 2004.

The following institutions are scheduled for reaffirmation of accreditation during the June and December 2005 meetings of the Commission on Colleges of the Southern Association of Colleges and Schools:

Art Institute of Houston, Houston, TX
Asbury Theological Seminary, Wilmore, KY
Baptist Memorial College of Health Sciences, Memphis, TN
Bishop State Community College, Mobile, AL
Blinn College, Brenham, TX
Blue Mountain College, Blue Mountain, MS
Blue Ridge Community College, Weyers Cave, VA
Catawba College, Salisbury, NC
Catawba Valley Community College, Hickory, NC
Central Alabama Community College, Alexander City, AL
Central Georgia Technical College, Macon, GA
Central Texas College, Killeen, TX
Clear Creek Baptist Bible College, Pineville, KY
Coker College, Hartsville, SC

Call for Comment--*continued from page 5*

Collin County Community College
   District, Plano, TX
Columbus Technical College,
   Columbus, GA
Copiah-Lincoln Community College,
   Wesson, MS
Denmark Technical College, Denmark, SC
Edward Waters College, Jacksonville, FL
Florida Gulf Coast University,
   Ft. Meyers, FL
Florida Institute of Technology, Melbourne, FL
Fundacion Universidad de las Americas-Puebla,
   Puebla, MX
Galveston College, Galveston, TX
Georgia Institute of Technology, Atlanta, GA
Georgia Southern University, Statesboro, GA
Greensboro College, Greensboro, NC
Guilford Technical Community College,
   Jamestown, NC
Johnson Bible College, Knoxville, TN
Judson College, Marion, AL
Lamar Institute of Technology, Beaumont, TX
Lamar State College Orange, Orange, TX
Lee University, Cleveland, TN
Lees-McRae College, Banner Elk, NC
Lon Morris College, Jacksonville, TX
Louisiana State University at Alexandria,
   Alexandria, LA
Louisiana State University Health Science
   Center, New Orleans, LA

Louisiana State University in Shreveport,
   Shreveport, LA
Louisiana Tech University, Ruston, LA
Magnolia Bible College, Kosciusko, MS
Manatee Community College, Bradenton, FL
Marine Corps University, Quantico, VA
Marion Military Institute, Marion, AL
Mayland Community College, Spruce Pine, NC
Mercer University, Macon, GA
Miami-Dade College, Miami, FL
Midway College, Midway, KY
North Florida Community College, Madison, FL
Northeast Alabama Community College,
   Rainsville, AL
Roanoke Bible College, Elizabeth City, NC
Rollins College, Winter Park, FL
South College, Knoxville, TN
Southeastern Louisiana University,
   Hammond, LA
Southern Christian University, Montgomery, AL
Southwest Tennessee Community College,
   Memphis, TN
Stanly Community College, Albemarle, NC
Sullivan University, Louisville, KY
Tallahassee Community College, Tallahassee, FL
Texas A. & M. International University,
   Laredo, TX
Texas A & M University - Kingsville,
   Kingsville, TX

Texas State Technical College-Harlingen,
   Harlingen, TX
Texas State Technical College - West Texas,
   Sweetwater, TX
Texas Tech University, Lubbock, TX
Union College, Barbourville, KY
The University of Alabama, Tuscaloosa, AL
The University of Alabama at Birmingham,
   Birmingham, AL
University of the Incarnate Word,
   San Antonio, TX
University of Memphis, Memphis, TN
University of New Orleans, New Orleans, LA
University of St. Thomas, Houston, TX
University of Tampa, Tampa, FL
University of Tennessee, Knoxville, TN
University of South Florida, Tampa, FL
The University of West Florida, Pensacola, FL
Wake Technical Community College,
   Raleigh, NC
Wallace State Community College,
   Hanceville, AL
Warren Wilson College, Asheville, NC
Wesleyan College, Macon, GA
Western Kentucky University,
   Bowling Green, KY
Wilson Technical Community College,
   Wilson, NC

Educational Excellence Exposition

2004 ANNUAL MEETING

The Commission on Colleges Educational Excellence Exposition will be held Sunday and Monday, December 5-6, 2004. The Expo will feature companies that represent a variety of resources such as publishers; hardware and software service and design companies; financial, investment, and lending institutions; insurance, real estate development, marketing, and merchandising consultants; student housing and building consultants; representatives from higher education; and others. Special features of this year's Expo will be an Internet café to allow participants to access their Web-based e-mail, and seminars and training by conference sponsors.

Exhibitors to date are: ACT, Inc., Assessment Resource Center, Barnes & Noble College Booksellers, Inc., Blackboard, Inc., Campus Management Corporation, Capstone Development Corp., Commerce Capital Access Program, Connexxia LLC, Datatel, Educational Testing Service, Follett Higher Education Group, Freese and Nichols, Inc., GradMax, The Growth Group, The Idea Center, Josef Silny & Associates, Inc., Key Education Resources, Lawler-Wood LLC, The Legend Group, MBS Direct, Merrill Lynch, Nuventive, Partners Development, Platform Advertising, Principia Products, Quizdom, Inc., RobinSoft Corporation, Smarthinking, Inc., Sodexho, SunGard SCT, Tandberg, Thomson Learning, TIAA-CREF, Turner Construction, and Wells Fargo.

Conference sponsors to date are: **Commerce Capital Access Program** (co-sponsor of Presidents' Breakfast), **Key Education Resources** (co-sponsor of Presidents' Breakfast), and **TIAA-CREF** (co-sponsor of Presidents' Luncheon). TIAA-CREF representatives will offer private, personal, financial counseling sessions at the SACS-COC Annual Meeting. Make a reservation in advance through their secure website at: www.tiaa-cref.org/moc. Select "Georgia" where the meeting occurs, then look for "Commission on Colleges" under the Workplace-based Events column. The online registration page will be active beginning October 20.

Expo hours are: **Sunday, December 5, 2004,** (Exhibit Hall opens), **6:00 p.m. to 7:30 p.m.** (COC Opening Reception); **Monday, December 6, 2004, 10:00 a.m. to 5:00 p.m.** (Exhibit Hall hours), **10:00 a.m. to 11:00 a.m.** (Conference break to include vendor presentations and refreshments), **12:30 p.m. to 2:00 p.m.** (Lunch available for purchase and vendor presentations), and **3:00 p.m. to 4:00 p.m.** (Conference break to include vendor presentations and refreshments), **5:00 p.m.** (Exhibit Hall closes).

For additional information about the Expo, contact Joan M. Downes at (770) 416-9510 or via e-mail at joan@hmsbiz.com.

Take a Look at Atlanta Again!

The site of this year's SACS-COC conference is a very familiar one. Some of Atlanta's well-known attractions include the Atlanta Cyclorama, CNN Studio Tours, Stone Mountain Park, the Martin Luther King, Jr. National Historic Site, Six Flags Over Georgia, and Zoo Atlanta. In season, sports fans can cheer on the 2004 National League East Division Atlanta Braves baseball team, the Atlanta Falcons NFL football team, the Atlanta Thrashers NHL hockey team, the Atlanta Hawks NBA basketball team, the Atlanta Silverbacks professional men's soccer team, or the Georgia Force Arena football team. Art lovers can study paintings or sculpture at the High Museum of Art,

2004 ANNUAL MEETING

enjoy the graceful Atlanta Ballet, tap their toes to music of an Andrew Lloyd Weber production and other Broadway musicals, or enjoy the Grammy Award-winning Atlanta Symphony Orchestra.

So what's new in Atlanta? The Coca-Cola Company has donated land across from Centennial Olympic Park in downtown Atlanta for a five million gallon Georgia Aquarium and a new World of Coca-Cola. These attractions will complement the existing Centennial Olympic Park, Georgia Dome, Philips Area, Tabernacle, CNN Center and Imagine It! Children's Museum of Atlanta. The Georgia Aquarium is slated to open in fall 2005 and will be among the largest and

most elaborate in the nation with more than 50,000 freshwater and saltwater fish and mammals. The new World of Coca-Cola will be moving from its Underground Atlanta site to the new area beside the aquarium in late 2006 or early 2007.

Another coming addition is the Atlantic Station project, a 140-acre mixed-use development in Midtown. Once complete, the development is projected to include 12 million square feet of retail, office, residential and hotel space as well as 11 acres of public parks. The grand opening of the first phase of the $2 billion conglomerate is scheduled for spring 2005.

Expect to see a variety of improvements at Hartsfield Atlanta International Airport, including the name. In January 2004 the airport was renamed Hartsfield-Jackson International Airport in tribute to the late Atlanta mayors William B. Hartsfield and

Maynard Jackson, both supporters of the airport and its continued growth. Other improvements include a $5.4 billion development program, which will identify, repair and upgrade designated areas within the airport's facilities.

A visit to Atlanta is not complete without a stop at one of the city's malls, outlets, antique shops, or galleries. Shoppers can find a reprieve in one of Atlanta's 8,000 restaurants or its many spas and resorts to soothe their tired shoppers' legs.

Spurgeon Richardson, president of the Atlanta Convention & Visitors Bureau says "No matter how many times you've been here, or your age, there are many new surprises awaiting in the capital of the South." By the way, did you know that Atlanta has over 100 streets with the name Peachtree?

Travel and Hotel Accommodations

Delta Air Lines is the official airline for the Commission on Colleges of the Southern Association of Colleges and Schools in 2004. Delta Air Lines is offering special discount round-trip Zone fares. To take advantage of discounts, call Delta Meeting Network reservations at 800-241-6760 weekdays 7:30 a.m. - 11:00 p.m., or weekends 8:30 a.m. - 11:00 p.m. Eastern time. Refer to File number DMN202485A. You may also call **Georgia International Travel Agency** at 800-444-3078 to request assistance with your travel plans. Notify the agent that you will be attending the Commission on

Colleges 2004 Annual Meeting in Atlanta.

For rental car assistance, Avis Rent A Car is offering conference attendees special rates from November 27, 2004, to December 14, 2004. Reservations can be made by calling 800-331-1600 or online at http://www.avis.com Refer to the Commission on Colleges Avis Worldwide Discount group number - **B301699**.

Hotel reservations can be made through Connections, the SACS-COC Housing Bureau, using one of the following options. Please observe the cut-off date of November 4, 2004, to be assured of availability of your choice

hotel at the Atlanta Marriott Marquis, Hilton Atlanta, or Sheraton Atlanta.

Internet - Book your reservation online using the interactive site at http://www.sacscoc.org/aamain.asp.

Mail - The hotel reservation form located on the above Web site can be sent to: Connections, SACS-COC Housing Bureau, 820 Church Street, Decatur, GA 30030.

Fax - You may fax the hotel reservation form to 404-842-0954.

2004 SACS-COC Annual Meeting Registration Form

Directions: To pre-register, forms must be postmarked by *Friday, November 12, 2004*. Remit checks, money orders, or purchase orders (no credit cards) payable to SACS with this form. Please type or print legibly. Send to 2004 SACS-COC Annual Meeting, 1866 Southern Lane, Decatur, GA 30033-4097. *Do Not Fax.* Refund requests postmarked after November 12 will not be accepted. Confirmation letters will be sent beginning in September and a list of pre-registrants will be available at http://www.sacscoc.org in October. Registration inquiries should be directed to (404) 679-4501, ext. 563.

☐ Dr. ☐ Mrs. ☐ Ms. ☐ Mr. Other _____ (please specify)
(Please check preferred title)

Name _____
           (Last)   (First)   (Middle)

Position Title _____
                   (Limit to 45 characters)

Name or nickname you prefer on badge _____
                    (Limit to 12 characters)

Institution _____

Mailing Address _____

City _____ State _____ Zip _____

Phone / Ext _____

E-mail _____

SACS-COC Annual Meeting first time attendees please check here ☐

Voting Instructions

The Voting delegate is the chief executive officer (president, chancellor) of an accredited institution. If you are not the CEO, but are authorized to vote in his/her place, the regular voting delegate must sign below and provide his/her title.

CEO Signature _____

Title _____

CONFERENCE FEES

Pre-Registration Fee (by Nov. 12, 2004) **$275**
Late Registration Fee (after Nov 12, 2004) **$350**

Registration fee $ _____

Workshops*
(Separate fee required-indicate 1st, 2nd, and 3rd choices) $ _____

Saturday: W-   W-   W-

Sunday: W-   W-   W-

*Workshop fees required at time of registration. There will be no on-site registration for workshops.

Southern Association of Community, Junior & Technical Colleges Meeting/Luncheon $ _____
($30.00 – Sunday, December 5, 2004, 11:30 a.m.)
Questions concerning this function should be directed to Dr. Marshall Smith, President of John Tyler Community College at (804) 594-1571.

TOTAL DUE (*Registration + Event fees*) $ _____

Breakfast/Luncheon for COC Presidents and Chancellors Only
(Monday, December 6, 2004 – *No cost for breakfast or luncheon. Conference registration required*)

Check one or both: ☐ Breakfast   ☐ Luncheon

Professional Development Sessions (PDS)

Sunday, December 5, 2004, 1:00 p.m. – 2:00 p.m.

Commission staff and institutional representatives will lead topical sessions on the *Principles of Accreditation: Foundations for Quality Enhancement.* In addition to providing general guidance, the sessions will highlight lessons learned from off-site and on-site review committees. Presenters will presume that participants have a basic understanding of accreditation and the *Principles*. Time will be allotted for questions from the audience.

PDS 1 – **Core Requirements**
PDS 2 – **Institutional Mission and Institutional Effectiveness**
PDS 3 – **Governance and Administration**
PDS 4 – **Educational Programs**
PDS 5 – **Faculty Qualifications: Presenting the Case**
PDS 6 – **Library and Other Learning Resources**

PDS 7 – **Student Affairs and Services**
PDS 8 – **Financial and Physical Resources**
PDS 9 – **The Quality Enhancement Plan**
PDS 10 – **The New Role of the Accreditation Liaison**
PDS 11 – **The Off-Site Review and the On-Site Review: What We Have Learned So Far**

Pre-Conference Workshops
Saturday and Sunday, December 4 and 5, 2004

Saturday December 4, 2004

1:00 p.m. – 4:00 p.m.
Unless otherwise indicated, Pre-Conference Workshops are $75 each.
(Separate registration is required.)

W – 1 **Institutional Effectiveness: A New Back-to-Basics Approach**
Dr. J. Joseph Hoey IV and Dr. Susan Bosworth

W – 2 **The Challenge of Assessment in Documenting Learning Outcomes: A Comprehensive Plan for Practitioners**
Dr. Carolyn Collins

W – 3 **Web-based Support for Reaffirmation of Accreditation, Strategic Planning, and State-Mandated Assessments**
Dr. Margaret Sullivan; Mr. Norman Cherry; Dr. Dan Gardner; Dr. Kathleen Moore; Dr. Jane Rose; and Dr. Jack Sites

W – 4 **Web-based Support for Reaffirmation of Accreditation, Strategic Planning, and State-Mandated Assessments**
Dr. Carl Backman; Dr. Rosemary Hays-Thomas; Ms. Laura Hiltabrand; Dr. T. Marzilli; and Dr. Robert Norris

W – 5 **Engaging in Genuine Assessment: A Balancing Act between Administrators and Faculty**
Dr. Marilee Bresciani ; Dr. Candace Goode-Vick; and Dr. Jon Rust

W – 6 **Developing and Reviewing Assessment Plans and Results**
Dr. Robert Armacost; and Dr. Julia Pet-Armacost

W – 7 **A Programmatic Approach to General Education Assessment: Successful Implementation and Documentation**
Dr. Rachelle Prioleau; and Ms. Katy Murphy

W – 8 **Assessing Institutional Effectiveness**
Dr. David Underwood; and Dr. Susan Underwood

W – 9 **Integrating Local, State, and Regional Student Learning Criteria into a Cohesive Assessment Program**
Dr. Robin Anderson; and Ms. Julia Bland

9:00 a.m. – 4:00 p.m.
All-day session—$130 (includes lunch)

W – 10 **Baldrige on Campus: A Guide to Promote Educational Excellence, Identify Best Practices, and Gauge Sustainable Results**
Dr. Donald C. Fisher; and Dr. Robert Palinchak

Sunday, December 5, 2004

8:00 a.m. – 11:00 a.m.
Pre-Conference Workhops—$75 each
(Separate registration is required.)

W – 11 **Meeting the Challenge: Building and Maintaining a Planning and Evaluation Framework for Continuous Improvement**
Dr. Anthony Newberry; Dr. Dianne Calhoun-French; and Dr. Mary Jones

W – 12 **Enhancing Student Learning by Teaching Students How to Learn**
Dr. Saundra Y. McGuire

W – 13 **Foundations of Excellence™ - Evaluating and Improving Your Campus's First Year**
Dr. Randy Swing; Dr. Betsy Barefoot; and Dr. Stephen Schwartz

W – 14 **Assessing Writing and Thinking Skills with the Cognitive Level and Quality of Writing Assessment**
Dr. Teresa Flateby

W – 15 **Program Assessment System Design and Implementation**
Dr. Julia Pet-Armacost; and Dr. Robert Armacost

W – 16 **Faculty-Based Assessment of General Education**
Dr. Marilee Bresciani; Dr. Michael Carter; Dr. Allen DuPont; and Ms. Jacqui Hawkins-Morton

W – 17 **Using Surveys to Assess Outcomes**
Dr. Marilyn Greer

W – 18 **Using the Learning Portfolio to Improve and Assess Student Learning**
Dr. John Zubizarreta

W – 19 **Assessing Graduate Programs in Doctoral Research Universities**
Dr. J. Joseph Hoey IV; and Mr. Lorne Kuffel

W – 20 **WEAVEonline™: Implementing Web-based Assessment Management**
Ms. Jean Yerian; and Mr. James Yucha

8:00 a.m. – 11:00 a.m.

W – 21 **COC Workshop on Financial Reporting in the *Principles of Accreditation***
Ms. Donna Barrett

W – 22 **The Quality Enhancement Plan (QEP): Creative Opportunity (Repeat Workshop)**
Dr. Margaret Sullivan; Mr. Norman Cherry; Dr. Dan Gardner; Dr. Kathleen Moore; Dr. Jane Rose; and Dr. Jack Sites

Refer to the enclosed program for workshop descriptions.

Space is limited.
Please register early!

Note that there will be no onsite registration for workshops.

COMMISSION ON COLLEGES
Southern Association
of Colleges and Schools

Application for Travel Grant to Attend the SACS/COC Annual Meeting
Atlanta, GA - Dec. 4-7, 2004

(For additional information, visit our website at www.sacscoc.org. Deadline - October 29, 2004)

1. Full name _____
                              Last   First   Middle Initial

2. Mailing address: _____
                              Street   City   State   Zip code

3. Phone: (_____) _____   (_____) _____   _____
                          Home   Work   Extension

4. Fax: _____   E-mail: _____

5. Employer and job title (if applicable):

_____

6. Institution where you are enrolled:

_____

7. List major, anticipated degree, and graduation date: _____

_____

_____

8. Explain reasons why you desire to attend the SACS/COC 2004 Annual Meeting: (*Limit to 100 words or less*)

_____

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_____

9. Attach an itemized list of anticipated expenses (include $275 registration fee, travel, housing, and meals).

10. Attach a copy of your résumé and a letter of reference, preferably from a faculty member in your department.

Mail request to Carol Hollins, Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033, or fax to (404) 679-4558. Notification of awards will be sent to applicants on November 1, 2004. Scholarship recipients will be reimbursed for direct expenses within 7-10 working days after the conference.

Saturday - December 4, 2004

8:00 a.m. – 4:00 p.m.
COMMISSION ON COLLEGES REGISTRATION

9:00 a.m. – 4:00 p.m.
PRE-CONFERENCE WORKSHOPS
(Separate registration is required.)

1:00 p.m. – 4:00 p.m.
Unless otherwise indicated, workshops are $75 each

W - 1
TRACK 4

Institutional Effectiveness: A New Back-to-Basics Approach

While the *Principles of Accreditation* represents progression toward a less prescriptive set of criteria, they also place greater emphasis on student learning and continuous cycles of organizational improvement. Institutional effectiveness continues to be a foundational requirement for achieving accreditation. This workshop will cover 1) the basics of planning, evaluation, and assessing institutional effectiveness; 2) meeting institutional effectiveness requirements under the *Principles of Accreditation*; and 3) examples of current best practices in institutional effectiveness. Planning and assessment frameworks will be given for both academic programs and administrative units. Methods of integrating assessment into traditional academic processes will also be discussed. Examples will be provided of how to assess impact and document institutional effectiveness in a variety of academic settings, from community colleges to major research institutions.

Target Audience: This workshop will focus on those who are responsible for ensuring institutional effectiveness within constituent institutions—from faculty members to new assessment coordinators to vice presidents and provosts.

W - 2
TRACK 4

The Challenge of Assessment in Documenting Learning Outcomes: A Comprehensive Plan for Practitioners

This workshop will present a comprehensive developmental approach to assessment and take participants from the basic elements of assessment to current and future issues of assessment. Participants will be guided through the stages of assessment and address the following basic elements: why we perform assessment; developing a shared vision of assessment; writing measurable goals; evaluating and understanding the various assessment tools; determining the timing of data collection; reporting results; using results for effective planning; and future issues in assessment. The presentation will be divided in two parts. Part one will require participants to review and analyze two case studies and prescribe an appropriate plan of assessment. Part two will require the participants to present a program to be assessed using the information gained in the workshop and draft a comprehensive assessment plan for their use.

Target Audience: This presentation is designed for college and university professionals who desire to improve their basic knowledge of and strategies for assessment.

Program Tracks:

Track 1-Meeting the Challenge for Accountability
Track 2-Meeting the Challenge for Accessibility
Track 3-Meeting the Challenge for Quality Enhancement
Track 4-Meeting the Challenge to Address Student Learning
Track 5-Current Issues in Higher Education

*Please keep in mind that program sessions represent case studies and may not reflect the official position of the Commission on Colleges. For additional information, participants are encouraged to visit our Web site, http://www.sacscoc.org, or contact their Commission staff liaison.

THE COMMISSION ON COLLEGES
2004 Annual Meeting Program*

Theme:
"Meeting the Challenge: Enhancing Student Learning"

Co-Headquarters:
Atlanta Marriott Marquis Hotel and Atlanta Hilton

Registration:
Imperial Registration Area, Convention Level, Marriott Marquis Hotel

Commission Offices:
Second Floor (Marriott), First Floor (Hilton)

W - 3
TRACK 3

The Quality Enhancement Plan (QEP): Creative Opportunity

Selecting a topic for the QEP relates to the strengths and weaknesses identified and described in the institution's strategic plan. This data-based document provides the basis for numerous topics, potential goals, objectives, and outcomes. Selecting the focus of the student learning based QEP requires administrators, faculty, and staff to examine institutional priorities. This workshop will address various approaches in selecting a QEP topic, QEP design, and evaluation criteria important in preparing the QEP

Target Audience: This workshop is designed especially for the 2005 and 2006 institutional Leadership Teams; however, others may benefit from the session.

W - 4
TRACK 1

Web-based Support for Reaffirmation of Accreditation, Strategic Planning, and State-Mandated Assessments

Participants will review, discuss, and critique Web-based procedures, tools, and materials developed by the University of West Florida to 1) facilitate strategic planning, 2) manage accountability-related information, and 3) support reaffirmation of accreditation under the *Principles of Accreditation*. Special attention will be given to the design, development, and maintenance of the University's reaffirmation of accreditation and University Planning Information Center Web sites. Participants will also explore ways in which accreditation and planning Web sites can be integrated with other Web-based information resources. Each participant will be provided a notebook containing sample materials and discussion/critique questions.

Target Audience: This workshop is directed toward academic, administrative, and information technology personnel at institutions considering or planning to use a Web-based approach for submission of the Compliance Certification and Quality Enhancement Plan. Participants will explore ways to manage the process for preparing these reports and their supporting documentation.

Saturday, December 4, 2004 *(continued from page 11)*

W - 5 | **TRACK 4**

Engaging in Genuine Assessment: A Balancing Act between Administrators and Faculty

In the effort to institutionalize genuine assessment, challenges arise in its implementation. In balancing the sometimes competing interests over the use of assessment results, administrators and faculty must build bridges of communication based on trust in order to maintain the meaningful and manageable use of assessment data. This presentation discusses some of the issues that arise between faculty and administration in implementing the process, fully engaging in the process, in the use of the data, and in making decisions that will sustain the process over time.

Target Audience: This workshop is geared to intermediate-level participants and assumes that participants will have more than a basic knowledge of assessment.

W - 6 | **RACK 4**

Developing and Reviewing Assessment Plans and Results

This workshop will present how to develop, document, and review assessment plans and results to support a high-quality program assessment process. Topics include developing mission statements, defining objectives and student learning outcomes, selecting measurement approaches, documenting results and their use, and conducting reviews to ensure the quality of the process. Participants will conduct exercises to develop assessment plans and will practice reviewing assessment plans and their documented results.

Target Audience: This is an intermediate-level workshop. The intended audience includes mid-level personnel who have some responsibility for conducting assessment, teaching people to do assessment, and/or ensuring the quality of the process. The content of the workshop is applicable to both large and small institutions and both public and private. It is assumed that the participants will have some elementary knowledge of assessment and the SACS Principles of Accreditation.

W - 7 | **TRACK 4**

A Programmatic Approach to General Education Assessment: Successful Implementation and Documentation

In order to comply with SACS standards for assessing student learning in general education courses, an institution must successfully implement a general education program and document activities to enhance student learning. This workshop is designed to assist assessment coordinators in developing a programmatic approach to general education assessment and documenting continuous activities to enhance student learning. Workshop participants are encouraged to establish program objectives, clarify general education competencies, identify appropriate assessment tools, and develop strategies for recording and reporting assessment results. If available, participants should bring the following information to the workshop: institutional mission statement, general education competencies, general education curriculum, a brief description of current assessment strategies, and the institution's latest assessment report.

Target Audience: The audience for this workshop includes institutional assessment coordinators, as well as faculty and administrators who have the responsibility of designing and implementing general education assessment procedures.

W - 8 | **TRACK 4**

Assessing Institutional Effectiveness

This workshop will describe institutional effectiveness with emphasis on ways in which this component may be addressed. The presenters will discuss various approaches that have been used to meet this requirement as well as assessment techniques that have been employed, including strengths and weaknesses of those most commonly used. Participants will receive guidance on assessing the degree to which an institutional effectiveness program meets accreditation requirements. Discussion of specific issues and problems will be encouraged.

Target Audience: Anyone who is interested in the application of sound assessment practices will benefit from this workshop, including assessment/institutional research personnel, faculty, deans, provosts, and presidents.

W - 9 | **TRACK 4**

Integrating Local, State, and Regional Student Learning Criteria into a Cohesive Assessment Program

In addition to regional accreditation, many institutions must incorporate state level assessments as well as address local assessment needs. If institutions attempt to address each set of criteria separately, they end up with a multi-layered assessment program that is repetitive and resource-consuming. This workshop gives participants an opportunity to develop a cohesive assessment blueprint. Participating team members will apply the integration concepts to their institution's assessment plan. Participants should bring a copy of all objectives (local, state, etc.) for which they are responsible for assessing. Institutional teams are highly encouraged but not required.

Target Audience: This workshop is designed for college/university teams that may include leaders, assessment practitioners, and others involved in the institution's reaffirmation and/or assessment processes. Participants will learn techniques to make the assessment process more effective and to streamline resources needed.

9:00 a.m. – 4:00 p.m.
All-day session—$130 *(includes lunch)*

W - 10 | **TRACK 3**

Baldrige on Campus: A Guide to Promote Educational Excellence, Identify Best Practices, and Gauge Sustainable Results

This session provides an alternative assessment process using the Malcolm Baldrige National Quality Award criteria for performance excellence within education that is aligned with the SACS *Principles of Accreditation* as a tool for colleges and universities to use that promotes educational excellence, best practices, and sustainable results.

Target Audience: Most institutional representatives will benefit from this workshop, including presidents, chancellors, vice presidents, deans, directors, accreditation leadership team members, quality assurance practitioners, faculty, and staff.

4:30 p.m. – 5:30 p.m.
AFTERNOON ROUNDTABLE DISCUSSIONS

(Separate registration is not required and participation is on a first-come, first served basis.)

The following small-group discussions are designed for individuals who are interested in topics related to accreditation and other issues in academe.

R-1 The Compliance Certification (Level I)*
R-2 The Compliance Certification (Levels II-VI)**
R-3 The Quality Enhancement Plan (Level I)
R-4 The Quality Enhancement Plan (Levels II-VI)
R-5 Electronic Submission of Reaffirmation Materials (Level I)
R-6 Electronic Submission of Reaffirmation Materials (Levels II-VI)
R-7 Establishing an Integrated Planning and Evaluation Process
R-8 Effective Means of Assessing Student Learning (Level I)
R-9 Effective Means of Assessing Student Learning (Levels II-VI)
R-10 Documenting Faculty Qualifications

* Level I institutions are accredited to award the associate degree as the highest degree.
**Levels II-VI institutions are accredited to award baccalaureate, masters, and/or doctoral degrees as highest degrees.

Program Tracks:

Track 1-Meeting the Challenge for Accountability
Track 2-Meeting the Challenge for Accessibility
Track 3-Meeting the Challenge for Quality Enhancement
Track 4-Meeting the Challenge to Address Student Learning
Track 5-Current Issues in Higher Education

Sunday - December 5, 2004

▬ 7:00 a.m. – 5:30 p.m.
COMMISSION ON COLLEGES REGISTRATION

▬ 8:00 a.m. – 11:00 a.m.
PRE-CONFERENCE WORKSHOPS—$75 each
(Separate registration is required.)

W-11 | TRACK 1

Meeting the Challenge: Building and Maintaining a Planning and Evaluation Framework for Continuous Improvement

Confronted by demographic, technological, cultural, informational, and financial forces, along with increasing demands for accountability, many colleges and universities struggle today to maintain financial viability and demonstrate quality outcomes. The planning and evaluation process is the mechanism used to achieve that viability, quality, and accountability. This workshop will focus on the challenges one college encountered as it sought to develop, from the ground up, a new planning and evaluation framework which would link all critical, college-wide processes, while incorporating quality improvement at all levels of the institution. The development and implementation of this new planning and evaluation process will be presented from the perspective of the president, the provost, and the director of institutional effectiveness, research and planning.

Target Audience: This session is especially designed for presidents, provosts, deans, and directors of institutional effectiveness, research, and planning. Other individuals in leadership positions within colleges and universities could also benefit.

W-12 | TRACK 4

Enhancing Student Learning by Teaching Students How to Learn

Today's students come to college with widely varying academic skills, interests, and motivation levels. Faculty often lament that students are focused on achieving high grades, but are not willing to invest much effort in learning. Most students think that memorizing information just before an examination is tantamount to learning the material, and spend considerably less time studying than is commensurate with their grade expectations. This interactive workshop will help faculty and administrators understand why today's students do not have effective learning strategies, and will present cognitive science research-based methods that can be used to enhance student learning.

Target Audience: The target audience for this workshop includes college and university faculty, staff, and administrators who would like to know more about using basic learning principles and strategies to enhance student learning at all levels, from the first year through graduate school.

W-13 | TRACK 5

Foundations of Excellence™ - Evaluating and Improving Your Campus's First Year

This workshop introduces participants to a process for evaluating and improving the first year at a college or university. The Foundations of Excellence project, developed collaboratively by the Policy Center on the First Year of College and 219 colleges and universities, provides an aspirational model for the first year. This model can be used to evaluate an institution's level of achievement through specific performance indicators and can lead to the development of a first-year improvement plan. Participants will explore the project's two core concepts: 1) the use of a model of excellence built from national research efforts; and 2) the use of a local taskforce to drive an assessment and improvement protocol.

Target Audience: Faculty and administrators who are interested in the improvement of the first college year will benefit from this workshop.

W-14 | TRACK 4

Assessing Writing and Thinking Skills with the Cognitive Level and Quality of Writing Assessment

Fostering and assessing quality writing skills and higher thinking skills are critical to an effective undergraduate curriculum. Developed in response to assessment needs in a general education program, the Cognitive Level and Quality of Writing Assessment (CLAQWA) is used to confirm writing proficiency or identify students' writing weaknesses for the purpose of program improvement. Participants will 1) learn to assess students' papers consistently with CLAQWA to determine writing proficiency or weaknesses; 2) learn how to conduct defensible scoring sessions to attain interrater reliability; 3) write assessment prompts that reflect appropriately progressive cognitive levels; 4) explore strategies for correcting weaknesses systemic to an institution; and 5) discuss ways to initiate campuswide conversations to determine expectations for different curricular levels.

Target Audience: Faculty, assessment coordinators, and others who are interested in effectiveness in the undergraduate curriculum may benefit from this session.

W-15 | TRACK 4

Program Assessment System Design and Implementation

This workshop describes how to develop and implement a successful program assessment process. Specific topics include: the role of assessment in continuous improvement, key characteristics of program assessment success, essential components of an assessment process, organizational structures and support, the role of quality assurance in managing the process, and Web technologies to facilitate program assessment. Participants will conduct self-assessment exercises followed by discussions designed to identify the state of assessment and identify opportunities to improve the assessment system at their institution.

Target Audience: This is an intermediate-level workshop. The workshop is intended for senior personnel (e.g., provost, vice-provost) to develop their understanding of systemic approaches to assessment as well as for mid-level personnel (e.g., director of institutional effectiveness) who have responsibility for the day-to-day functioning of an assessment system. Because the focus is on a "scalable assessment system," participants may work for both large and small institutions, and both public and private. It is assumed that the participants would have some elementary knowledge of assessment and the SACS Principles of Accreditation.

W-16 | TRACK 4

Faculty-Based Assessment of General Education

Evaluating general education is a challenge for any institution. It is especially a challenge when the institution delivers its general education by courses and when the institution is proud of its college autonomy. This session will explore a faculty-dependent model of assessing student learning in general education in a course-embedded manner. The history of failed assessment attempts will be presented as well as the struggle to implement a process that is faculty dependent and one that will embody and promote institution-wide learning principles.

Target Audience: This session will be beneficial to participants of any institutional type who may have a similar means of delivering general education.

W-17 | TRACK 3

Using Surveys to Assess Outcomes

The topics in this workshop start from the initial ideas required to generate a research objective and study hypothesis through the complete design, analysis, and reporting of the survey. Sample size, response rates, and data entry will be covered, all with explicit examples. Instruction on conducting focus groups will also be included in the workshop. A comprehensive workbook will be available for all participants that includes appendices of several different surveys and reference material.

Target Audience: The target audience includes any staff or faculty performing assessments on student outcomes and institutional researchers new to the field of survey assessment.

W-18 TRACK 4

Using the Learning Portfolio to Improve and Assess Student Learning

Interested in discovering or sharing an alternative, complementary approach to assessing and improving student learning? Wondering how reflection, collaboration, and evidence promote higher-level learning in our students? Come find out about the benefits and challenges of learning portfolios; the value of reflective practice in enhancing learning and promoting self-regulating, reasoned judgment; and the diverse applications of student portfolios across disciplines. Bring your experiences and your varied models for interactive conversation and sharing of ideas and resources on learning portfolios.

Target Audience: This workshop is designed for faculty, academic chairs, and program directors who want to know more about or reaffirm the value of learning portfolios for various purposes across disciplines.

W-19 TRACK 4

Assessing Graduate Programs in Doctoral Research Universities

Good practice in assessing graduate programs within doctoral/research universities is the focus of this workshop. A framework for graduate program assessment, extant data sources, and examples from a variety of disciplines will be presented. Evaluation of research and public service functions will be discussed briefly, and further resources provided. Hands-on learning experiences will include the formulation of expectations for graduate student learning and analysis of a graduate program case study. Discussion will follow on how examples and processes can inform practice in participants' institutions. Participants will gain background knowledge and hands-on ability to design, implement, and interpret results from graduate program assessment as required under the *Principles of Accreditation.*

Target Audience: This workshop will be focused on those who work in graduate education especially in the context of research-intensive and research-extensive institutions.

W-20 TRACK 1

WEAVEonline™: Implementing Web-based Assessment Management

Virginia Commonwealth University developed WEAVEonline so units could track quality enhancement via a Web-based application. WEAVE is an assessment cycle in which a unit will: **W**rite expected outcomes/objectives; **E**stablish criteria for success; **A**ssess performance against criteria; **V**iew assessment results; and **E**ffect improvements through actions. VCU is highly decentralized, so a central repository for quality enhancement cycle documentation had to have great flexibility and ease of use. Provost-area staff developed WEAVEonline, but only significant input from the university community made it what it is today—a valued tool for regional and disciplinary accreditation, annual reporting, program review, and external reporting. This workshop will address both technology and assessment aspects of WEAVEonline.

Target Audience: Anyone interested in learning how Web-based assessment management at an institutional level can support good assessment practice and compliance certification should benefit from this workshop.

W-21 TRACK 1

COC Workshop on Financial Reporting in the *Principles of Accreditation*

This workshop will focus on the areas of the *Principles* most affecting chief financial officers and business office operations. The preparation, presentation, and successful integration of required financial information into the accreditation process will be discussed.

Target Audience: This session is designed for chief financial officers and business officers.

W-22 TRACK 3

The Quality Enhancement Plan (QEP): Creative Opportunity (Repeat Workshop)

Selecting a topic for the QEP relates to the strengths and weaknesses identified and described in the institution's strategic plan. This data-based document provides the basis for numerous topics, potential goals, objectives, and outcomes. Selecting the focus of the student learning based QEP requires administrators, faculty, and staff to examine institutional priorities. This workshop will address various approaches in selecting a QEP topic, QEP design, and evaluation criteria important in preparing the QEP.

Target Audience: This workshop is designed especially for the 2005 and 2006 institutional Leadership Teams; however, others may benefit from the session..

▬ 11:00 a.m. – 12:00 p.m.
ORIENTATION FOR FIRST-TIME ATTENDEES

This orientation session will enable participants to make the most of the resources available at the meeting, network with colleagues, and learn about the workings of the Commission on Colleges. Bring a friend and map out an agenda for the next few days.

▬ 12:00 p.m. – 1:30 p.m.
Lunch (on your own)

▬ 1:00 p.m. – 2:00 p.m.
PROFESSIONAL DEVELOPMENT SESSIONS

PDS 1

Core Requirements
Core requirements are basic qualifications that an institution must meet to be accredited with the Commission on Colleges. The purpose of this session is to assist institutions in documenting compliance with the Core Requirements 2.1-2.12 in the *Principles of Accreditation*. The presenter will explore discussions involved in demonstrating and evaluating compliance.

PDS 2

Institutional Mission and Institutional Effectiveness
This session will examine basic assumptions about institutional mission (CR 2.4 and CS 3.1) and institutional effectiveness (CR 2.5 and CS 3.3) in the *Principles of Accreditation*. Emphasis will be placed on the essential components of an effective planning and evaluation process that results in continuing improvement and demonstrates that an institution is effectively accomplishing its mission.

PDS 3

Governance and Administration
This session will discuss the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy as outlined in the *Principles of Accreditation* (CR 2.2 and CS 3.2). Time will be allotted for questions from the audience.

PDS 4

Educational Programs
Efforts to enhance the quality of student learning are logically linked to the quality of an institution's educational programs and services. This session will provide a general overview of Educational Programs in the *Principles of Accreditation* (CR 2.7 and CS 3.4) and those standards that are unique to undergraduate and graduate programs.

PDS 5

Faculty Qualifications: Presenting the Case
Comprehensive Standard (3.7.1) for faculty qualifications as stated in the *Principles of Accreditation* requires an institution to employ competent faculty members qualified to accomplish its mission and goals. Further, the institution is responsible for justifying and documenting the qualifications of its faculty. This session is designed to illustrate possible approaches to the additional documentation **and** justification that might be needed when the qualifications of faculty members are not self-evident. Presenters will introduce two case studies and will illustrate (1) how to complete the Commission's Roster of Instructional Staff, (2) how to handle the portfolio approach to the documentation of qualifications, and (3) how to write a justification linking a faculty member's qualifications with course outcomes.

PDS 6   **Library and Other Learning Resources**
This session will provide guidance in evaluating an institution's library and learning resources under the *Principles of Accreditation* (Core Requirement 2.9 and Comprehensive Standard 3.8).

PDS 7   **Student Affairs and Services**
An effective student affairs and services program is integral to a sound educational experience. This session will review Core Requirement 2.10 and Comprehensive Standard 3.9 in the *Principles of Accreditation* and examine best practices in student development services.

PDS 8   **Financial and Physical Resources**
A sound financial base, demonstrated financial stability, and adequate physical resources to support the mission of the institution are essential for all institutions of higher education. This session will examine Core Requirement 2.11 and Comprehensive Standard 3.10 in the *Principles of Accreditation*.

PDS 9   **The Quality Enhancement Plan**
This session will discuss components of an acceptable Quality Enhancement Plan that is part of an ongoing planning and evaluation process as described in the *Principles of Accreditation*.

PDS 10   **The New Role of the Accreditation Liaison**
The role of the Accreditation Liaison changed significantly with the implementation of the *Principles of Accreditation.* This session will focus on the Accreditation Liaison's role during the reaffirmation process and during the years between the decennial reviews.

PDS 11   **The Off-Site Review and the On-Site Review: What We Have Learned So Far**
Two classes of 111 institutions have completed all or part of the new two-phased reaffirmation review process associated with the *Principles of Accreditation*. How has the process changed as the result of its implementation? How have institutions fared? This session (1) will provide an overview of changes that have resulted from the recommendations of off-site and on-site review committees and of institutions, and (2) will present a summary of committee findings from the review of Compliance Certifications and Quality Enhancement Plans.

2:15 p.m. – 3:15 p.m.
CONCURRENT SESSIONS

CS-1   **TRACK 1**   **A Leadership Team's Approach to Managing Compliance Certification**

This session will demonstrate a Leadership Team's innovative approach to managing the Compliance Certification process from getting started to submitting the Compliance Certification report. The presenters will share procedures, structures, timelines, technological tools, and reports that have proven invaluable in overseeing the process. The presenters will demonstrate how technology can be used to assign institutional responsibilities, collect and communicate information, build in accountability, provide narrative responses, archive supporting documents, and create the final electronic report. Their demonstration will include a multifaceted database, Web site, Web interface tool, and sample reports to consider for successful management of the Compliance Certification process.

Target Audience: The audience for this session will include anyone involved in helping an institution go from the initial stages of getting started with the Compliance Certification review process to the final report to be shared with the Off-Site Review Team.

Program Tracks:

Track 1-Meeting the Challenge for Accountability
Track 2-Meeting the Challenge for Accessibility
Track 3-Meeting the Challenge for Quality Enhancement
Track 4-Meeting the Challenge to Address Student Learning
Track 5-Current Issues in Higher Education

CS-2   **TRACK 1**   **Using Your Head Instead of Losing It: Completing the Compliance Certification**

There are key components to successfully completing and electronically submitting the Compliance Certification. This session will focus on practical lessons learned by a college team that electronically submitted the Compliance Certification in March 2004. Overview topics include selecting the Leadership Team, writing narratives and gathering resources to support compliance, as well as organizational, technical, and overall support needs to be considered.

Target Audience: Presidents, Accreditation Liaisons, chairpersons, and members of Compliance Certification teams will benefit from this session. Content will be basic although familiarity with the Principles of Accreditation *will be helpful.*

CS-3   **TRACK 1**   **Electronic Format and the Compliance Certification Document: Organization, Communication, and Submission**

Preparation for electronic submission of the Compliance document starts at the very earliest stages in the reaffirmation process. This session will describe how one institution in the 2005 class prepared its Compliance Certification document with an eye toward the submission of all materials electronically.

Target Audience: Individuals who are interested in the electronic submission of their institution's compliance certification should find this session to be helpful

CS-4   **TRACK 1**   **A Research Study of Internal Review Processes for the new SACS Principles of Accreditation**

This presentation discusses a qualitative research study that examined internal review processes used by three universities to carry out their Compliance Certification and, to some extent their Quality Enhancement Plan (QEP) under the new SACS *Principles of Accreditation*. The research resulted in five primary categories of findings for best practices, including the timeline, leadership team, task planning, communication, and technical support. Seven recommendations emerged that are potentially useful to SACS institutions preparing for reaffirmation. Representatives from higher education institutions that recently completed their reaffirmation will join the discussion to facilitate articulation of the research with practice.

Target Audience: The appropriate audience would be higher education institutions and SACS representatives who are interested in recent research on internal review processes for carrying out the new Principles of Accreditation *and those who would like to be informed about how other universities have approached the new model.*

CS-5   **TRACK 1**   **Helpful Hints and Strategies for Electronic Submission**

Electronic submission of the SACS Compliance Certification poses many challenges and opportunities for participating colleges. Most colleges just beginning this process wonder where to start and are not even sure what questions to ask. Presenters will address documentation, format, and structure to help participants be aware of initial important choices. Presenters will also review some of the creative solutions Blue Ridge Community College chose for the more complicated issues of information management, collaborative writing, and presentation. Awareness of choices and options will encourage participants to develop their own vision of an effective electronic document for their institutions.

Target Audience: This presentation will benefit any institution beginning the reaffirmation process. Members of the Leadership Team will become aware of the important decisions that need to be addressed and options that are available. Technical experts will be provided with an array of possible strategies, and non-technical representatives will be introduced to terms and techniques that will facilitate conversations and planning with the technical advisors at their institutions.

CS-6
TRACK 1

Is It or Isn't It A Substantive Change?

When an accredited institution significantly modifies or expands its scope, or changes the nature of its affiliation or its ownership, a substantive change review is required. This session will describe the types of changes that are included in the Commission's substantive change policy, approval and notification requirements, and reporting timelines. Time will be reserved for questions from the audience.

Target Audience: Anyone who would like to better understand the Commission's substantive change policy and procedures will benefit from this session. The information to be presented can be especially beneficial to accreditation liaisons.

CS-7
TRACK 2

University College: A Freshman Living and Learning Community That's Working!

University College (UC) opened in 2000 as a state-of-the-art residential complex housing 1,224 Prairie View A&M University freshmen. But UC is far more than a set of buildings. It is a comprehensive freshman program. Each team includes approximately 102 students, a Professional Advisor, a Learning Community Manager, two student Community Assistants and a Faculty Fellow. The UC model features intrusive advisement, academic enhancement, support services/referrals, and co-curricular activities within the residential complex. The program has already shown statistical success in improving freshman retention and academic performance.

Target Audience: This session will be of special interest to those who want to enhance the freshman-year experience at their institution.

CS-8
TRACK 3

Developing a QEP: An Incredible Journey of Discovery

Systematic study of the SACS requirement for the implementation of a QEP as one element for accreditation and a focus on institutional effectiveness can lead to the discovery of a meaningful QEP. Technical College of the Lowcountry's process of identifing and refining the issue with broad-based support to develop, approve, and implement the QEP will be shared. Understanding the Core Requirements, the role of the QEP, and the creation of a quality document to meet reporting requirements may seem overwhelming. The journey to understanding the power of a meaningful QEP for your campus community is challenging but worth the effort.

Target Audience: The target audience for this session includes administrators, deans, chairs and members of QEP/assessment committees.

CS-9
TRACK 3

Integrating Planning and Technology for Improved Student Learning

This session is designed for individuals who are developing a Quality Enhancement Plan (QEP). A QEP can best be developed using information generated from an ongoing strategic planning process that links planning, budgeting, and assessment. This process examines critical issues, establishes priorities, and identifies possible revenue streams to develop, implement, and sustain a QEP.

Target Audience: This presentation targets presidents, chief academic officers, deans, department chairs, Leadership Teams, and others involved in the planning and accreditation process.

CS-10
TRACK 3

Development and Preparation of a QEP Focused on Leadership: Leaders Educated to Make a Difference

The purpose of this session is to describe one doctoral/research institution's experience in the successful development and preparation of a broad-based QEP focused on leadership and enhancing student learning outcomes in the areas of research, teaching, and service. From the conceptual stage driven by campus constituency groups, to the final electronic submission of all required documents, the authors will review critical decision points, potential obstacles, resource management, and strategies for the successful preparation of one institution's QEP, LEAD, "Leaders Educated to Make a Difference." Major emphasis will be given to the planning, oversight, preparation, outcomes and assessment processes necessary from a Leadership Team's perspective.

Target Audience: The target audience for this session includes representatives of various sizes and types of institutions who are at the beginning phase of preparing a QEP. While the case study institution is a large, complex doctoral/research university, it is expected that the practices related to the QEP, strategic planning, endorsement by key constituency groups, preparation, dissemination and system oversight will be valuable to institutions representing a range of sizes and missions.

CS-11
TRACK 3

Developing a Successful QEP through Invitational Education

This session will focus on how Asheville-Buncombe Technical Community College used invitational education throughout its QEP development process and how the QEP was evaluated by the On-Site Review Team and received full acceptance with no recommendations. Invitational education is a theory of practice that views the people, places, programs, policies and processes (the Five "P's") of an institution as essential links to student success. Through the lens of invitational education, the A-B Tech community viewed itself as a learning environment, and facilitated the focus of the QEP on "Educational and Career Advisement."

Target Audience: This session will provide helpful information to any institution currently preparing for the QEP process. It would be especially helpful for those persons assigned to leading the QEP. It will also provide information to anyone who is interested in learning more about invitational education as a theory of practice.

CS-12
TRACK 4

Benchmarking with e-Portfolios

Educators nationwide have begun to embrace the e-portfolio as an effective benchmarking vehicle that involves a self-selected multimedia presentation of student work accomplishments and offers a comprehensive view of a student's learning and development. A number of institutions have used it at the undergraduate level, but it can be used for graduate students as well. This session will focus on how e-Portfolio learning outcomes can be benchmarked. Electronic portfolios can include text such as research papers and essays, as well as projects and campus activities that incorporate images, audio and video. The completed e-portfolio represents students' efforts to collect and select materials from their college careers to create a body of work that represents their learning over the course of their degree program. One major benefit of the e-portfolio is that students can use it in their employment search upon graduation. The institution can use student e-portfolios as evidence of student learning and outcome measures.

Target Audience: This session will benefit institutional effectiveness educators from all levels of higher education.

CS-13
TRACK 4

Transformational Learning Abilities: Mapping the Road to Learning

In the journey to enhance students' college experiences and their achievement of learning outcomes, Samford University has driven down a number of curricular and pedagogical byways. Strengthening the byways, and indeed building connecting routes for the integration of general education and disciplinary learning, led to the development of the Transformational Learning Abilities (TLA) project. The "Around-the-University" journey will map students' travels in their acquisition and refinement of key core literacies. Information, quantitative, oral and written communication literacies are our current destination. Join the session presenters as they share insights and materials for your institution's own journey in transformational student learning.

Target Audience: This session should appeal to faculty and administrators who have various levels of experience in university-wide learning initiatives. Session content will be introduced via a problem-based learning activity, mini-lecture, and discussions.

CS-14
TRACK 4

Meeting the Challenge: Developing Learning-Centered College Leaders

Change has become a matter of course for colleges and universities across the nation. Even as the need for postsecondary education has increased, the federal and state funds previously supporting higher education has been diminishing. The need to do more with fewer resources has created a demand in higher education for leaders who can make sound decisions for the long- and short-term needs of their institutions and the students they educate. As institutions struggle to create a climate of support for learning across all sectors, they must nurture faculty leaders at the department and division levels who can make student learning their first priority when making difficult decisions. This interactive session will look at one college's attempt to train faculty leaders to support its learning-centered mission.

Target Audience: Administrators and faculty alike will benefit from this session by examining ways to develop leaders whose primary focus is on student learning.

CS-15
TRACK 4

S.O.S. : Student Outcomes Solutions for Program Assessment

SACS and other accrediting boards want academic programs to focus on student learning and internal assessments to drive curricular and programmatic change. Universities and colleges are well served with a standard means for evaluating and documenting student outcomes. This session describes how existing models for program evaluation, such as the A.B.E.T. *Criteria for Evaluating Engineering Programs* and the N.C.A.T.E. *Standards and Performance Assessment Experiences for Education*, can provide a framework for student outcomes-oriented program evaluation. Participants will apply A.B.E.T. Criterion 3 to engineering and non-engineering disciplines and will develop strategies to collect student outcomes information. Ideas for assessment driven change will be shared.

Target Audience: This session will provide an opportunity for Leadership Team members to develop strategies for successful student outcomes assessment on their campuses. It will appeal to individuals who are at a basic level, i.e., to those who are having trouble getting started with effective, campus-wide student outcomes assessment.

Program Tracks:

Track 1-Meeting the Challenge for Accountability
Track 2-Meeting the Challenge for Accessibility
Track 3-Meeting the Challenge for Quality Enhancement
Track 4-Meeting the Challenge to Address Student Learning
Track 5-Current Issues in Higher Education

CS-16
TRACK 4

Getting the Lead Out! A Practical Model for Planning and Evaluation That Maximizes the Use of Technology and Enhances Student Learning

Enhanced student learning is not just the product of classroom instruction – it is also the fruition of effective institutional processes and a climate conducive to student success. Lenoir Community College is maximizing the use of technology and putting effective processes at the fingertips of faculty, staff, and students. The Planning and Research Department has developed a user-friendly, time-efficient, and cost-effective online planning and evaluation system through which students respond to faculty and course evaluations electronically outside of classroom time. Faculty and staff plan and report accordingly. Attendees of this interactive session will take home a "toolbox" CD with the foundations for developing their own college's online processes.

Target Audience: This session will be aimed at institutions seeking a means for establishing and sustaining assessment activities that are more effective and can result in enhanced student learning.

CS-17
TRACK 4

Ensuring a Competent Commonwealth: Institutional Effectiveness, Student Learning, and Public Accountability in Virginia

The State Council of Higher Education for Virginia (SCHEV) monitors institutional effectiveness efforts as measured by six postsecondary competency-based assessments. These assessments – writing, technological literacy, quantitative reasoning, scientific reasoning, critical thinking, and oral communications – were implemented as a result of the 1999 Governor's Blue Ribbon Commission on Higher Education and are conducted by all public institutions of higher education. The results of the assessments are summarized in the Reports of Institutional Effectiveness (ROIE) and in institutional progress reports assessing the goals of the systemwide strategic plan. This accountability system has proved beneficial for all parties involved: the institutions, state policy makers, and the general public.

Target Audience: This session is designed for state higher education officials, assessment administrators, academic officers, deans, and faculty.

CS-18
TRACK 5

Integrating Internationalism into the Curriculum

Old Dominion University, a Carnegie Research Extensive University in Norfolk, Virginia, has worked for a number of years to integrate a sense of international awareness into its curriculum. In this session, university leaders will summarize pertinent literature regarding the integration of internationalism into the curriculum, discuss the principles behind and purposes for weaving international perspectives into the curriculum, talk about barriers and pitfalls that can impede such integration, and introduce some proposals for innovation.

Target Audience: The target audience for this presentation is campus administrators, faculty, and others who have an interest in promoting international perspectives on their campuses. Attendees should have some basic understanding of university governance and curriculum development in higher education.

CS-19
TRACK 5

Taking Your Master Plan to the Next Level: From Planning Strategy to Funding and Implementation

This session explains how to use your master plan to provide campus leaders with powerful and persuasive communications tools to aid their interaction with major donors, alumni and the community. An interactive and visually appealing master plan allows an institution to communicate its strategic goals and campus vision effectively through the use of specific data, illustrative materials, and 3-D renderings and animations. The development and use of these visual aids will be illustrated through a recent master plan update at Midwestern State University.

Target Audience: This session will be broad enough for beginners as well as advanced participants and will be appropriate for leaders of all types of institutions.

Sunday, December 5, 2004 *(continued from page 17)*

TRACK 5

CS-20

A Successful Partnership

In January of 2001, Mississippi Delta Community College (MDCC) began offering courses along with two state universities (Delta State and Mississippi Valley State) at the Greenville Higher Education Center (GHEC) in Greenville, Mississippi. In the partnership, MDCC students can complete the courses leading to a university parallel degree (AA) and many of the courses leading to two-year technical degrees (AAS) without attending the main campus in Moorhead. The College requested and received approval of a substantive change from the Commission on Colleges and only one recommendation from the Visiting Committee. The College expects to grant the first AA degrees at the GHEC in May 2005. This session will describe the partnership and suggest ways in which other institutions can pursue a similar arrangement.

Target Audience: This session will benefit those persons who are interested in enhancing their institution's accessibility while maintaining quality.

3:30 p.m. – 4:30 p.m.
STATE MEETINGS

The following sessions are designed to encourage networking among participants after which a brief discussion of topics pertinent to accreditation along with issues unique to each state and Latin America will be presented. The Executive Council member of the Commission on Colleges for each state will serve as moderator.

- Alabama State Meeting
- Florida State Meeting
- Georgia State Meeting
- Kentucky State Meeting
- Louisiana State Meeting
- Mississippi State Meeting
- North Carolina State Meeting
- South Carolina State Meeting
- Tennessee State Meeting
- Texas State Meeting
- Virginia State Meeting
- Latin America Meeting

5:00 p.m. – 6:00 p.m.
COC FIRST GENERAL SESSION

Speaker: **Ambassador Philip Lader**
Former Ambassador to the Court of St. James
Administrator of the U.S. Small Business Administration
White House Deputy Chief of Staff, and
Deputy Director for Management, Office of
Management and Budget

6:00 p.m. – 7:30 p.m.
**COC RECEPTION AND EDUCATIONAL
EXCELLENCE EXPOSITION**

Monday - December 6, 2004

7:00 a.m. – 5:30 p.m.
COMMISSION ON COLLEGES REGISTRATION

7:30 a.m. – 8:45 a.m.
PRESIDENTS' BREAKFAST

Introduction of Speaker:
    Dr. Johnnetta Cole—*President, Bennett College*

Speaker:
    Gwen Ifill—   Senior Correspondent, *The NewsHour with Jim Lehrer* and Moderator and Managing Editor, *Washington Week*

Topic:
    **"Politics, Policy, and Reality:
    What's Really Going on in Washington?"**

7:30 a.m. – 8:30 a.m.
MORNING ROUNDTABLE DICUSSIONS

(Separate registration is not required; participation is on a first-come, first-served basis.)

The following small-group discussions are designed for individuals who are interested in topics related to accreditation and other issues in academe.

- **R-1**   Chief Academic Officers (Level I)
- **R-2**   Chief Academic Officers (Levels II-VI)
- **R-3**   Chief Financial Officers
- **R-4**   Institutional Effectiveness (Level I)
- **R-5**   Institutional Effectiveness (Levels II-VI)
- **R-6**   Libraries and Learning Resources
- **R-7**   Student Services Officers
- **R-8**   Accreditation Liaisons (Level I)
- **R-9**   Accreditation Liaisons (Levels II-VI)
- **R-10** Creating a Culture of Assessment
- **R-11** Using Evaluation Results for Continuous Improvement
- **R-12** Assessing General Education
- **R-13** Assessing Distance Education
- **R-14** Perspectives of an Off-Site Evaluator
- **R-15** Perspectives of an On-Site Evaluator
- **R-16** Good Practices when Establishing Satellite Campuses
- **R-17** Good Practices when Exporting Programs to International Sites
- **R-18** The QEP: Narrowing the Focus
- **R-19** Electronic Submission of the Compliance Certification
- **R-20** Be Careful What You Wish For: Involving All Campus Constituencies in the QEP
- **R-21** The Effective Compliance Committee: An Objective Approach for Accomplishing Roles and Responsibilities
- **R-22** Student Success and Faculty Development: Developing the QEP

9:00 a.m. – 10:00 a.m.
SECOND GENERAL SESSION

Speaker:
    David Gergen—Commentator, editor, teacher, public servant, best-selling author, and adviser to Presidents Nixon, Ford, Reagan, and Clinton

Topic:
    "Eyewitness to Power: Leadership in America"

10:00 a.m. – 5:00 p.m.
EXHIBIT HALL HOURS

10:00 a.m. – 11:00 a.m.
MORNING BREAK

10:30 a.m. – 12:00 p.m.

CS-21 **Special Presidents' Panel: Issues, Challenges, and Opportunities in Higher Education Under the Current (or New) Administration**

Having concluded the election, this session for college and university presidents will explore issues, challenges, and opportunities in higher education under the current (or new) administration. Emphasis will be placed on topics relevant to reauthorization of the *Higher Education Act* and their potential impact on accreditation practices. Time will be reserved for questions.

11:00 a.m. – 12:00 p.m.
CONCURRENT SESSIONS – II

CS-22 **TRACK 1** **How to Conduct a Compliance Certification Readiness Audit**

Engaging in a Compliance Certification readiness audit can be instrumental in the early identification of areas in which an institution may have compliance issues or where there is a lack of sufficient evidence to support compliance. Conducting this audit enables an institution to uncover potential problems and implement changes in a timely fashion before getting started with preparing the Compliance Certification document. This session will describe and demonstrate the readiness audit process developed at the University of Central Florida. The use of technology as a key enabler in preparing for reaffirmation will be discussed.

Target Audience: This is an intermediate-level presentation. The presentation is intended for senior personnel in order to develop an understanding of the potential benefits of a compliance readiness audit as well as for mid-level personnel who would have responsibility for the day-to-day functioning of such a system. It is assumed that the participants would have some knowledge of SACS requirements.

CS-23 **TRACK 1** **Two Web Sites in One: Producing the Compliance Certification (and More) Online**

Following adoption of the *Principles of Accreditation*, Northeast Alabama Community College, a member of the Reaffirmation Class of 2005, dedicated itself to the use of electronic resources in pursuing its reaffirmation of accreditation. The result was two Web sites, the first for use by personnel in the actual work of the process; the second is the official site for submission of the Compliance Certification in accordance with the Commission on College's "Guidelines for Communicating Information Electronically." The presenters will explain the development of each site, with special emphasis on the Compliance Certification and the electronic presentation of almost all documentation.

Target Audience: This presentation is aimed at college personnel beginning the reaffirmation process, including administrators, Leadership Team members, Web masters, and other technology personnel.

CS-24 **TRACK 1** **Completing the Compliance Certification Document**

This session will present a case study involving one college's compliance certification. The institution received no recommendations and was lauded for the comprehensive nature of its compliance certification.

Target Audience: Anyone who would like to dialogue about the completion of the Compliance Certification is encouraged to attend this session.

CS-25 **TRACK 1** **Self-Accountability: The Texas A&M-Kingsville Experience**

This session will include a discussion of a step-wise, Web-based SACS preparation and planning experience that reinforced the momentum toward a culture of assessment at Texas A&M University-Kingsville. Through legislative and university system mandates, the university was responsible for establishing an academic center in a major urban area and developing it into a free-standing public institution as soon as possible. A SACS review of this substantive change occurred as the university prepared compliance audits in conjunction with its own reaffirmation efforts. Audience members will be guided through the strategies and decision processes used to determine and document compliance for both campuses.

Target Audience: The primary beneficiaries are other doctoral/research-intensive and comprehensive universities, but any insitution would be able to identify with many of the issues involved. Additionally, anyone faced with compliance issues involving a substantive change would find this session of interest.

CS-26 **TRACK 1** **Closing the Loop: The Impact of Program Review and Planning on the Continuous Improvement of Instruction**

Targeting basic and advanced audiences, the presenters will demonstrate an innovative, replicable, currently functioning, broad-based "closed-loop" program review and planning model that uses results to close failing programs or to trigger focused planning to improve weak programs and the administrative processes that affect them, all with faculty buy-in. Attendees learn how faculty take the lead in writing procedures, determining indicators, recommending program closure or continuation, and in using Microsoft Access to write strategies to address unmet standards. Attendees will participate in entering actual data and strategies and recommending closure or continuation of a program, before learning what the college really did.

Target Audience: The presentation targets both basic and more advanced audiences by providing a successful, replicable, working program for institutions struggling to develop an effective process of program review for academic and administrative areas.

CS-27 **TRACK 1** **To Tell the Truth: A Successful, Comprehensive Example for Assessing Faculty Qualifications**

According to a survey of top areas for recommendations, faculty qualifications for teaching transfer courses was the number one recommendation among Level I institutions; number four was documentation of academic preparation. Anecdotally, most institutions have at least one recommendation related to faculty. This session demonstrates the importance of documentation using a 'To Tell the Truth' theme. See how one large, urban community college combines the tradition of credentialing with several twists applicable for the new *Principles*. Key features include an electronic roster, electronic crosswalk of course/credentials, a Web site, portfolio evaluations, and evaluation of teaching effectiveness. Come participate in interactive segments and network with colleagues on credentialing pitfalls.

Target Audience: This session is intended for those who want to improve their current faculty credentialing processes and procedures. It would be helpful to new and veteran faculty and staff who have credentialing responsibility.

Program Tracks:

Track 1-Meeting the Challenge for Accountability
Track 2-Meeting the Challenge for Accessibility
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Track 5-Current Issues in Higher Education

CS-28

TRACK 2

Educating Low-Income Students: A Case Study on Institutional Transformation to Ensure Access and Success

This session will showcase strategies for allowing access and assuring success for low-income students. Specifically, the presenters will focus on their "modus operandi" that allowed their small comprehensive institution to increase enrollment, and enhance student retention, graduation and placement rates while continuing to be listed as a "Best Value" among Southern comprehensive colleges and universities by *U.S. News and World Report*.

Target Audience: The target audience includes college presidents, senior academic administrators, student services administrators and professionals, institutional planners, institutional effectiveness professionals, enrollment management administrators and others from institutions that are confronting the issues of access and success.

CS-29

TRACK 3

Creating the QEP: Using Study Groups to Generate Institutional Dialogue About Enhancement of Student Learning

The study group format was used at Louisiana State University, Class of 2004 Level-VI institution, to involve faculty, professional staff, students, and administrators in developing their QEP. Two groups met throughout a semester to read and discuss topics related to learning and teaching in undergraduate and graduate education within the context of LSU's student assessment data and the institution's strategic plan. The groups proposed recommendations for change and continued meeting the next semester to identify implementation strategies. Their efforts formed the basis of LSU's QEP. Strengths and challenges of this format and suggestions for organizing and conducting study groups will be discussed.

Target Audience: The target audience for this presentation includes institutional Accreditation Liaisons and other individuals anticipating involvement in preparation of their institution's QEP. Audience participants could be from any type or level of institution, private or public, and of varying sizes since the study group format can be modified to suit their institutional needs.

CS-30

TRACK 3

The Long and Winding Road: One College's Quality Enhancement Plan Journey

The development of the *QEP* at Wallace State Community College coincided with the formulation of a five-year strategic plan to embrace the concepts and practices of the college learning movement. From initial topic selection through topic refinement and project design and development, this presentation will outline our journey to combine transformation to a learning college and the QEP. The presenters have navigated the twists and turns in the journey to create a QEP focused on innovative learning-centered instruction—learning styles assessments, infusing technology, and a variety of learning options—facilitating their primary objective: to enhance student success through engagement. The presentation will also share feedback from their fall 2004 on-site visit.

Target Audience: This presentation will appeal to institutions preparing to address their QEP.

CS-31

TRACK 3

Evaluating the Quality Enhancement Plan

Institutional compliance with accreditation requirements has become much more standardized, systematic, and digital under the new *Principles*. That trend led an Off-Site Review Team to develop and test an electronic tool for systematically assessing the QEP. The use of that tool in a pre-visit evaluation process via email proved to be highly efficient and effective for identifying QEP strengths, weaknesses, needed improvements, issues for on-site follow-up, and final report generation. Lessons learned from this experience have implications not only for the work of peer review committees, but also for self-assessment of the QEP by an institution.

Target Audience: The presentation should be especially appealing and useful to On-Site Review Team chairs and peer evaluators, campus representatives coordinating their QEP's design and development, and others interested in the general topic of planning for quality enhancement in higher education. The presentation will assume that the audience already has a basic understanding of the QEP and is seeking an advanced level of appreciation for its systematic evaluation.

CS-32

TRACK 3

Evolution of a Quality Enhancement Plan: Engaging the Entire University

Under the new guidelines for reaffirmation, colleges and universities must develop a QEP that evolves from the institutional planning and effectiveness process, embraces quality, and reaffirms student learning as the centerpiece of the institution's mission. This session details the process used by Alabama A&M University to determine its QEP focus including faculty/staff focus groups and town hall meetings, establishing the QEP focus groups, and engaging the institutional planning and effectiveness unit in a comprehensive study of the issues identified from the focus groups. Participants will be led through the process that serves as an example of one approach that can be taken by other colleges and universities to gather information, delineate a focus, and identify needed data for developing their own QEP.

Target Audience: The target audience will be institutions that have not yet participated in the new process for reaffirmation of accreditation and are unfamiliar with the concept of a QEP. This session will be particularly useful for those institutions that are scheduled for reaffirmation in the next two to three years and are undergoing preliminary steps now.

CS-33

TRACK 4

Assessment of Institutional Effectiveness: How a Small School Can Do It With Limited Resources

This session will address how schools of 5,000 or fewer students can accomplish Core Requirement 2.5 (research-based planning and evaluation), Comprehensive Standard 3.3.1 (assessment and improvement of academic and non-academic areas), Comprehensive Standard 3.5.1 (assessment of general education competencies), and Federal Requirement 4.1 (evaluation of student achievement) with minimal staff and money. Ideas for the efficient and effective use of planning and assessment instruments will be presented.

Target Audience: This presentation is aimed at participants from institutions with 5000 or fewer students.

CS-34

TRACK 4

Building General Education with Assessment in Mind: Belmont University's BELL-Core Model

Belmont University has recently created a new vertical and developmental general education program that features coursework in interdisciplinary and experiential formats and that links general education to the major. The design of this program enables the embedding of internal and external assessment at key points, most notably, first, third, and fourth years. The decision to revise general education was strengthened by the use of institutional research data and the results of the NSSE to identify weaknesses in a distributional model of general education requirements.

Target Audience: This session will appeal to those concerned with general education, from those who are considering a process of reform to those who are working with assessment of general education programs in place. It will address concerns of faculty, academic administrators, institutional research administrators, and senior leaders.

Program Tracks:

Track 1-Meeting the Challenge for Accountability
Track 2-Meeting the Challenge for Accessibility
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Track 5-Current Issues in Higher Education

CS-35
TRACK 4

The Right Tool for the Job: Matching Methods with Objectives

While the academy embraces student learning objectives to shape courses, curricula, and programs, it doesn't scrutinize the teaching methods used to help student meet those objectives. Yet research has found that any given method serves certain objectives and not others. In this session, participants will hypothesize which of sixteen methods help students achieve eight categories of cognitive learning objectives, then hear the research findings. They will also consider appropriate assessment strategies and barriers to faculty using them. By the end, they will be able to identify disconnects among objectives, methods, and assessment strategies and to realign them as needed.

Target Audience: This intermediate-level presentation will benefit accreditation agency representatives, university administrators, and faculty.

CS-36
TRACK 5

Consolidating General Education: General Education as a Process

In the spring of 2002, Coker College consolidated general education into a program to be continuously administered by a small committee. This was intended to end cyclic reviews and reforms of the requirements by ad hoc committees in favor of more stability, continuity, and currency. The new program is called Liberal Arts Studies, and has a director who has a role similar to that of a department chair. The process of creating this model will be discussed, as well as the specific approach to general education, which is a very flexible "skills plus knowledge areas" approach.

Target Audience: Academic administrators and faculty members should find the presentation valuable.

CS-37
TRACK 5

Using Aspirational "Dimensions of Excellence" to Rethink the Design and Assessment of the First College Year

This session will report the lessons learned and the applicability for all SACS institutions wishing to be more successful with entering college students. The content will be drawn from a national project in which six SACS campuses were "founding institutions" in a new process to rethink the design and assessment of the first college year. Funded by The Atlantic Philanthropies and Lumina Foundation for Education, this project provides both an aspirational model and an internal measurement process to improve the critical first college year.

Target Audience: The audience for this session includes administrators and faculty who are interested in improving student success during the first college year. Institutional representatives who are seeking a focus for their QEP may also find this topic worthwhile.

CS-38
TRACK 5

Legal Issues in Higher Education

This session will focus on contemporary legal issues in higher education.

Target Audience: Administrators and faculty from any college or university will find this session interesting.

CS-39
TRACK 5

Is There Anything Christian About Christian Higher Education?

The issue of the integration of faith and learning is a current educational issue in both secular and religious colleges and universities. The panel will include educators from both venues and will aim to encourage both types of institutions, secular and religious, to become more aware of the history of Christian higher education and introduce participants to several viable models of integration. Another outcome wil be the consideration of formation of an ongoing study group among SACS members of religious and secular institutions for continuing study and fellowship at future SACS annual meetings.

Target Audience: This session is designed primarily for administrators at Christian colleges and universities; however, other interested indivduals are encouraged to attend.

▬ 12:30 p.m. – 2:00 p.m.
PRESIDENTS' LUNCHEON

Speaker:
Chairman Donald Powell—Federal Deposit Insurance Corporation, Washington, D.C. and former Chairman of the Board of Regents of the Texas A&M University System

Topic:
"Integrity in Today's Marketplace"

▬ 12:30 p.m. – 2:00 p.m.
DELEGATES' LUNCH (Exhibit Hall)

▬ 1:00 p.m. – 2:00 p.m.
VENDOR PRESENTATIONS

▬ 2:00 p.m. – 3:00 p.m.
CONCURRENT SESSIONS - III

CS-40
TRACK 1

Web-Based Support for Reaffirmation of Accreditation, Strategic Planning, and State-Mandated Assessments

This session will provide an overview of the Web-based procedures, tools, and materials developed by the University of West Florida to facilitate strategic planning, manage accountability-related information and, support reaffirmation of accreditation under the *Principles*. Special attention will be given to the design, development, and maintenance of the university's Reaffirmation of Accreditation and University Planning Information Center Web sites. Ways in which accreditation and planning Web sites can be integrated with other Web-based information resources will also be explored. Participants will receive discussion/critique questions based on the University of West Florida's experience of preparing for reaffirmation of accreditation.

Target Audience: The target audience will include academic, administrative, and information technology personnel in institutions considering or planning to use a Web-based approach for submission of the Compliance Certification and QEP.

CS-41
TRACK 1

Implementing Planning and Institutional Effectiveness in the Reaffirmation Process

This session provides examples of how two colleges in different stages of the reaffirmation process have implemented results from planning and institutional effectiveness. Brazosport College is beginning reaffirmation and Florida Keys Community College is completing reaffirmation. Together these colleges provide practical examples of how essential parts of the requirements for institutional effectiveness can be integrated into reaffirmation and serve the vital role of explaining how colleges go about planning and using the results of assessment to improve student outcomes.

Target Audience: Since these examples come from two colleges in different stages of the reaffirmation process, the case studies would have application to institutions at any stage of reaffirmation.

CS-42
TRACK 1

Online Compliance Certification: An Efficient and Effective Methodology

Louisiana State University at Alexandria chose to complete its Compliance Certification in a very abbreviated timeframe. The shortened time frame required LSUA to develop an efficient process for conducting the compliance audit and for creating the Web site for electronic submission. In this session, the presenters will share details of the process LSUA used, including organization, timelines, and the roles of key personnel. They will also provide details on the technological tools used that enabled efficient development of the Web site, enhanced functionality, and use of the Web site as an institutional informational tool long after the reaffirmation process.

Target Audience: This presentation would be suitable for anyone interested in attempting online Compliance Certification, but would be most applicable to those from small- to medium-sized institutions (fewer than 5,000 students). The technical information will be presented for a non-technical audience with the idea that participants can pass the information on to the technical personnel on their campuses.

Monday, December 6, 2004 *(continued from page 21)*

CS-43 | **TRACK 1**

Write on the Web: A Simple Approach to Publishing SACS Documents (Part I)

This session will demonstrate a simple approach to creating Web-based documents and posting the documents via a database to the Web. The presenters will focus on transition steps for changing an institution to a Web-based environment for publication of documents including Compliance Certification and the QEP. Discussion will include the advantages of Web documents as the primary publications with hyperlinks to support documents, problems to be avoided by applying effective organizational strategies for the site as well as expectations for navigation tools, and free access to a Web-based content management system. The commitment and economical approaches in creating an all-electronic institution will be stressed. A sample Web site with templates will ease development for participants in creating Web documents.

Target Audience: This presentation is designed for beginners and intermediate-level participants.

CS-44 | **TRACK 2**

Attendance Monitoring: A Gateway to Persistence

Many factors lead to student success and persistence: prior academic preparation, maturity, resilience, and academic performance to name a few. In fact, when a student fails to persist, inability to meet academic expectations is rarely the sole reason. Columbia College, a United Methodist college for women in South Carolina, has developed a retention strategy based on attendance monitoring. This presentation will explain the work of the First-Year Student Success Team (FYSST) and the results of the strategy on retention.

Target Audience: This session is designed for all audiences, especially those who serve large numbers of underprepared students.

CS-45 | **TRACK 3**

Development of a QEP From Its Inception to the On-site Visit

Members of the Texas State Technical College West Texas QEP Team will describe their recent experiences developing a QEP (submitted to the SACS-COC in August 2004) and learning from the on-site SACS visit (completed in October 2004). The presentation focuses on the pitfalls this small technical college with four rural locations has encountered in planning, involving all segments of the college community, conducting data gathering and analysis, writing the QEP, and negotiating the on-site visit.

Target Audience: The presentation targets an audience that is just beginning to think about developing a QEP.

CS-46 | **TRACK 3**

Enhancing General Education: Participatory Assessment by Faculty and Students

Four members of the University of South Florida's QEP and assessment committees will discuss assessment results within the context of their general education curriculum revision, plans for reform, implementation efforts, and resulting challenges and benefits. Specific assessment strategies and data will be presented, as well as an assessment plan developed to foster a culture of assessment. Lessons learned, both benefits and challenges to assessment, QEP planning, and the implementation processes will be shared and discussed with the audience.

Target Audience: Faculty, assessment coordinators, and others who are interested in effectiveness in the undergraduate curriculum may benefit from this session.

CS-47 | **TRACK 3**

Student Success at Miami Dade College: The Mathematics Connection

The purpose of Miami Dade College's QEP was to enhance student learning in mathematics by developing innovative curricular, instructional, support, and assessment strategies. The college is currently in the process of implementing its QEP by working toward the following goals: designing a supplementary study skills course specifically for developmental mathematics, creating a program to incorporate mathematics into other disciplines, enhancing the mathematics support facilities, improving mathematics advisement, developing a professional development program to help faculty adapt to different learning styles, instituting a program of frequent testing in mathematics, and establishing mathematics assessment centers to allow faculty to assess students outside of class. The process used to develop a discipline-based QEP at a large, multi-campus college will be discussed.

Target Audience: This presentation will be of interest to representatives from colleges and universities that are interested in writing discipline-based QEPs and colleges and universities with high failure rates in mathematics.

CS-48 | **TRACK 3**

Enhancing Student Learning Through the QEP Process: Engaging the Academic Community

This session will address unusual challenges and opportunities associated with developing a QEP at a new public university. A complete description of the Florida Gulf Coast University's QEP, "Developing an Ecological Perspective and Fostering Community Involvement," will be presented. Coordination of QEP committee activities, refinement of the QEP topic, and strategies for engagement of the entire academic community will be discussed. Time will be reserved at the end of the session for questions and discussion. Presenters will provide handouts and resources for participants beginning the QEP process.

Target Audience: This presentation is designed for colleges and universities that are beginning the QEP process. Content will be presented at the beginning to intermediate level.

CS-49 | **TRACK 3**

Enhancing Student Learning with the College's QEP

In this session, three members of the Leadership Team of a small, rural community college will discuss the evolution of the QEP. Presenters will highlight ways to involve faculty, staff, and students in developing and implementing the college QEP. Mayland Community College's QEP is "Gateway to the Learning College Journey: Enhanced Student Learning through Advisement and Technology."

Target Audience: The target audience for this presentation is the reaffirmation class of 2006 and beyond, including institutions that may have begun writing their Compliance Certification and are expecting Off- and On-site Review Teams during 2006 at the earliest.

CS-50 | **TRACK 4**

Using Multiple Measures of Student Learning Outcomes

Addressing student learning outcomes is a critical part of the *Principles of Accreditation*. How to identify desired learning outcomes, measure them in reliable ways, and analyze results for meaningful changes can challenge institutional leaders who may feel unprepared for these responsibilities. This session will help institutions to identify ways to measure student learning outcomes related to critical thinking, student engagement, the first-year experience, residential programming, content knowledge in the major field, and the overall college experience. The presenters will show how one college has used multiple assessment measures to translate into significant curricular and programmatic changes.

Target Audience: This session will provide several examples of assessment tools and measures that institutions may make use of in demonstrating institutional effectiveness.

CS-51

TRACK 4

Add In, Not Add On: Weaving the QEP into the Institutional Fabric

This session will present the process by which Guilford Technical Community College determined the focus for their QEP and then integrated that theme into the planning process. Total college involvement in establishing a theme was achieved by having college-wide, inclusive focus groups as the starting point. The target deadline for establishing a topic allowed the college to include the theme in annual fall planning activities. The process by which they determined the QEP topic and the use of the planning process helped to begin the college-wide work on long-term quality enhancement.

Target Audience: Community colleges, in particular, that are approaching the reaffirmation process should be interested in this session though smaller colleges and universities might find clear applicability. Content will be useful to SACS liaisons, QEP leaders and team members, administrators, and faculty.

CS-52

TRACK 4

Using Student Assessment Data for Program Assessment

Demonstrating that academic programs are successful in achieving educational outcomes requires collection of program assessment data. However, instead of developing new assessments specifically to address program effectiveness, it is possible in many cases for faculty to make new uses of typical student assessment data, such as portfolios, juried performances, theses and honors projects, comprehensive exams, oral presentations, and papers or essays. This session will present simple strategies to make minor revisions to current student assessment practices in order to utilize the data for program assessment.

Target Audience: This session is intended for anyone who has responsibility for academic program assessment, including faculty members, department chairs, and deans. It will be appropriate for individuals who design and implement assessments of all types of academic programs, including certificate, associate, baccalaureate, and graduate.

CS-53

TRACK 4

A Student Learning Outcomes Assessment Process at the Academic Program Level

This session will demonstrate how faculty members of the Assurance of Learning Council at one institution facilitated workshops to provide training to other faculty on eight elements of the student learning outcomes assessment process and used the council to provide formative feedback to academic programs on their reports of the first two elements. The perspectives of council members and faculty who developed program reports will be provided.

Target Audience: Individuals who are interested in the assessment of student outcomes at the program level should attend this session. The information will be presented at a basic level.

CS-54

TRACK 4

Using the Transition to College Inventory to Identify and Treat Freshmen At Risk for Academic Difficulty

Identifying at-risk freshmen early in their academic careers is critical for their success. Researchers at Old Dominion University developed the Transition to College Inventory (TCI) to identify freshmen who, in spite of good high school GPA and SAT scores, are at risk for academic difficulty and subsequent attrition. The goal of the TCI is to use a probation score to identify at-risk students before the semester begins and assist them before they encounter academic difficulty. The presenter will review the development and use of the TCI and engage participants in a discussion about treating at-risk students using sample TCI student profiles.

Target Audience: Anyone who is interested in improving freshman student retention should benefit from this session.

CS-55

TRACK 5

Organize to Optimize

Campus and system administrators will be challenged by the question of whether institutions of higher education, as currently organized, meet the growing, global demands for postsecondary competencies, cope with the increasing pace of change, optimize the learning of the widening spectrum of students, and reconnect facts and values in undergraduate learning. The pressure to optimize "throughput" and to assure minimal student learning outcomes will continue to increase. System and campus administrators will be expected to optimize bureaucratically structured institutions modeled after universities originally designed for elite students and research. To optimize, an organization must function as a horizontal, integrated system, yet, most colleges and universities are organized as bureaucracies of disciplinary silos. While horizontal systems are far more amiable to optimization than to silo bureaucracies, horizontal systems are most effective for coping with change, dealing with student differences, and connecting fact and value when they function organically.

Target Audience: The target audience for this presentation includes those individuals who are interested in how a college or university might be organized to optimize undergraduate learning.

CS-56

TRACK 5

Experiential Education: An Effective Methodology for Enhancing Student Learning

The inclusion of experiential education in the curriculum enhances student learning by providing opportunities for connecting classroom instruction to "real world" experiences, self-esteem building, career exploration/jobs, interpersonal/leadership skills development, critical thinking, diversity experiences, civic responsibility development, and value clarification. Presenters will discuss the principles of experiential education practice, examine the commonality and differences among its various forms (e.g. internships, field education, community service, service learning), discuss challenges involved in assessment and evaluation of the methodology, and provide examples of successful experiential education collaboration between academic and student affairs and its inclusion in First Year Experience and other campus initiatives.

Target Audience: The intended audience participants are administrators of colleges and universities, including presidents/chancellors, vice presidents and deans of academic affairs, vice presidents of student affairs, and all other staff and faculty who are interested in providing opportunities to enhance student learning by incorporating experiential education methodology.

CS-57

TRACK 5

Using Standardized Online Writing Tools to Enhance Learner-Centered Writing Proficiency Across the Curriculum

Enhancing learner-centered writing proficiency across the curriculum is a worthy goal in higher education. This session will consist of a presentation of a campus-wide, cross-curriculum writing evaluation system implemented at North Carolina A&T State University and an assessment process for new and continuing students at Averett University. Topics covered in the session include the rationale for this project, goals, project planning, deployment, assessment procedures and early results. An online demonstration of this innovative writing diagnostic and evaluation learning tool will be provided. A discussion period will also be provided so participants may engage in a question-and-answer dialogue.

Target Audience: This is a basic-level presentation designed for those who are interested in improving students' writing proficiency.

Program Tracks:

Track 1-Meeting the Challenge for Accountability
Track 2-Meeting the Challenge for Accessibility
Track 3-Meeting the Challenge for Quality Enhancement
Track 4-Meeting the Challenge to Address Student Learning
Track 5-Current Issues in Higher Education

Monday, December 6, 2004 *(continued from page 23)*

CS-58 TRACK 5

The Distance Learner and Information Literacy Instruction: Methods and Measures

A review of the current regional accreditation standards demonstrates a trend toward acknowledging the accountability of institutions of higher learning to ensure that information literacy instruction is occurring and has measurable outcomes. A review of the literature for best practices and recognized online library instruction programs will assist with discovering and reinforcing methods of evaluating, improving, documenting, and promoting our own programs. Distance learners must not only have access to, but must utilize these instructional opportunities. Libraries must offer instructional programs and measure the learning outcomes to ensure that the needs of the learners are being met.

Target Audience: This session is designed for librarians, instructional officers, faculty, and institutional effectiveness personnel.

CS-59 TRACK 5

General Education Reform and Dr. Sisyphus

Anderson College completed a three-year process to enhance its general education curriculum. Over 25 percent of faculty participated on three successive committees to establish new learning outcomes, develop a structure and proportionality (that eventually reduced requirements by 20 percent), and revise the present course offerings. Hallmarks were skill and content emphases, sequential offerings beyond the first two years, and greater cohesion with major fields of study, including planned outcomes assessment provided through capstone courses in the major along with comprehensive program review. This presentation will focus on the process, pitfalls, and promise of our journey "up the hill" toward creating a better learning experience for students.

Target Audience: Faculty and curriculum specialists, academic administrators, and non-academic staff would benefit from this presentation. Institutional representatives from those considering, continuing, or completing general education or significant curricular revision would find the session to be helpful. The presentation may have more value to those in small colleges, though application to a large university structure can occur.

CS-60 TRACK 5

Leadership in Times of Transition

In July 2002, Bennett College appointed its fourteenth president following the transition through three presidencies in one year. In the year immediately preceding this appointment, the Southern Association of Colleges and Schools had placed the College on probation for fiscal instability. In addition, questions existed concerning the quality of its institutional management, academic programs, and community and public relations. This session will present the new administration's efforts to regain institutional stability, full accreditation, and enhance the management and image of the College through comprehensive revitalization activities.

Target Audience: Individuals who are interested in leadership and institutional renewal should find this session to be of interest.

3:00 p.m. – 4:00 p.m.
CONFERENCE BREAK

4:00 p.m. – 5:00 p.m.
CONCURRENT SESSIONS - IV

CS-61 TRACK 1

Voices of Experience: 2004 Reaffirmation of Accreditation at Level VI Institutions

Representatives from Level VI institutions which experienced SACS' new reaffirmation of accreditation processes in 2004 will provide insights into the off-site review, the site visit, and development of their QEPs. Presenters will outline their institutions' progress in implementation of their QEPs and offer suggestions for hosting successful site visits.

Target Audience: Representatives from institutions that will have their SACS-COC reaffirmation of accreditation site reviews within the next two to three years should benefit from this session.

CS-62 TRACK 1

New Principles, New Relationships: Preparing for the SACS Off-Site and On-Site Review

This presentation will share practical details of one institution's experience with SACS review under the new *Principles of Accreditation*. It will cover ways of understanding the needs and interests of the two different SACS teams: the Off-Campus Review Teams of the compliance certification and the On-Campus Review Teams of the QEP and the Focused Report. The presenters, who served on the SACS Leadership Team for Georgia College and State University, will discuss the electronic tools they created for off-site review, various other ways of presenting information, and the logistics associated with the on-site visit. Topics covered will include the Compliance Certification, the Focused Report, the QEP, campus communications, and the campus visit.

Target Audience: Institutions preparing for reaffirmation review in the next few years whose representatives want to dialogue about the new requirements, standards, and procedures should find this session interesting.

CS-63 TRACK 1

Top Ten Things to Know for the Compliance Certification

The Compliance Certification is the internal check of the organization that begins the reaffirmation process. Learn from a small, rural community college ten things to do (or not to do) as you navigate the process of determining and documenting the extent of your institution's compliance.

Target Audience: The target audience for this presentation is the reaffirmation class of 2006 and beyond.

CS-64 TRACK 1

Organizing, Responding, Documenting: Completing the Compliance Certification

Uncertainty is amidst as institutions consider options for operationalizing the process and engaging everyone in the Compliance Certification. Institutions face struggles with determining models, developing processes, preparing faculty, staff, and administrators, and incorporating technology. Step-by-step, this presentation will describe how a mid-size institution went about the process from beginning to end. Samples of documents developed for accomplishing the review of requirements and standards will be provided in this interactive presentation designed for Leadership Team members, SACS liaisons, Compliance Certification team members, and those responding to the audit.

Target Audience: Target audiences for this session include university administrators, chairs of institutional effectiveness committees, Leadership Team members, Compliance Certification committee members and chairs, Accreditation Liaisons, assessment directors, faculty members, and support staff.

CS-65 TRACK 1

New Principles, New Methods: Conducting a Compliance Certification without Review Committees

Early in the process of preparing for reaffirmation of accreditation, administrators at Central Alabama Community College determined that the most effective use of personnel would be to allow instructors to engage in planning for improvement of student learning by focusing on the QEP while administrators and staff tackled the process of demonstrating compliance. Challenges included ensuring a system of checks and balances, avoiding groupthink, and meeting deadlines. The result was a compliance system that allowed full input from administrators without time-consuming meetings. Presenters will discuss the compliance system used and its unexpected benefits.

Target Audience: The presentation is designed for administrators from small colleges who are seeking ways to streamline the compliance process under the new Principles of Accreditation by converting from a faculty committee-driven self-study to an administratively driven Compliance Certification.

CS-66 | **TRACK 1**

SQUID: Building and Using an Electronic Archive

SQUID stands for "Systematic Quality Improvement Documentation," a system developed at Coker College for maintaining an online archive of institutional documents. It is designed to solve the problems presented by lost or inaccessible documents that are important to the institution. The archive is user-generated, administered by librarians, and holds meta-data useful for finding documents—title, owner, year of origin, keywords, and other information that can be searched. It's small, fast, and inexpensive to build. Resources are provided to create your own system, including specifications and source code. Its usefulness in creating an electronic compliance certification is described.

Target Audience: Academic administrators, effectiveness planners, SACS liaisons, librarians, and institutional researchers should find this session to be valuable. The presentation will be suitable for a general audience.

CS-67 | **TRACK 1**

Library Assessment Using LIBQUAL+ and the Library Summit Concept

This session will introduce two techniques which have been used by academic libraries to assess their effectiveness and to assist those libraries in development strategies and plans to improve their effectiveness in the delivery of information and services to their users. LIBQUAL+ is a tool developed at Texas A&M University and the Association of Research Libraries to measure the effectiveness of libraries. The Library Summit concept was developed at Clemson University and recently replicated at the University of Texas, Austin, to assist libraries in using the LIBQUAL+ results to develop strategies and plans to improve their effectiveness.

Target Audience: This session is designed to provide participants with tools for the assessment of their libraries.

CS-68 | **TRACK 1**

Conquering the Demon of Documentation – Establishment of a Faculty Qualifications Review Committee

In preparation for the generation of a successful Compliance Certification, Guilford Technical Community College developed a process to verify the appropriateness of faculty qualifications as it relates to faculty instructional assignments. This session will outline the steps that led the college to take this approach to ensure that existing documentation of faculty qualifications are appropriate and up-to-date. In addition, the steps taken to ensure that new faculty hires, both full-time and adjunct, are in compliance with SACS requirements will be described.

Target Audience: Individuals at colleges who bear the responsibility of verifying/maintaining faculty files, including administrators, faculty and human resource managers.

CS-69 | **TRACK 1**

Write on the Web: A Simple Approach to Publishing SACS Documents (Part II)

This session will demonstrate two simple approaches to creating Web-based documents and posting the documents to the Web via email and file transfer protocol (ftp) or a database. The email-and-ftp approach uses Microsoft Word and a MSWord filter to create documents and ftp to post them to the Web. The second approach uses phpWebSite, a free (open-source), Web-based content management system, to post documents. A sample Web site with templates will ease development for participants in creating Web documents. Economical approaches in creating an all-electronic institution will be stressed.

Target Audience: Beginners and intermediate users will benefit from this presentation.

CS-70 | **TRACK 2**

Retention of At-Risk Students in a Graduate Nursing Program

Meeting the challenge of accessibility for at-risk students is more than helping them gain access. For graduate nursing students admitted "at-risk," it is helping them to succeed once enrolled, graduating, and gaining access to careers as nurse practitioners or nurse educators. This presentation describes at-risk students' retention records of a historically black public university's graduate nursing program. Included are data for the cohort from program inception in 1995 through fall 2002. Discussion will include pertinent literature, cohort demographics, completion/attrition rates, and survey results of graduates' opinions on what worked and why.

Target Audience: This presentation is directed toward a broad audience interested in strategies to meet the challenges of accessibility, particularly with at-risk students in advanced programs in the rural South.

CS-71 | **TRACK 3**

Benchmarking in Community Colleges: Two National Initiatives

In response to increasing calls for accountability, many four-year colleges and universities participate in various regional and national benchmarking efforts. However, no such peer benchmarking consortia have been available in the community college sector. Johnson County (KS) Community College has taken the lead role in the design and implementation of two such national initiatives: The Kansas Study of Community College Instructional Costs and Productivity and the National Community College Benchmark Project, including a wide array of student outcome and other relevant variables. This concurrent session will describe these two initiatives and will give specific examples of the use of the national comparative benchmark data from both state system and individual college perspectives.

Target Audience: The information provided in this concurrent session should be relevant to all community college personnel interested in planning, management decision making, budgeting, assessment of student learning outcomes and institutional effectiveness, quality improvement, and national and peer comparisons and benchmarking. It should be of particular interest to academic and administrative managers, institutional researchers, faculty and administrators engaged in outcomes assessment, and systems personnel.

CS-72 | **TRACK 3**

The QEP Process: Devising and Revising the Plan

Institutions facing reaffirmation under the new criteria can benefit from the experiences of the institutions that went through the process in 2004. Clayton College and State University (CCSU), a comprehensive unit of the University System of Georgia, is one of those institutions. The focus of their QEP is the improvement of student performance through the enhancement of faculty/staff awareness and development. In particular, faculty/staff awareness and development efforts will address the areas of student engagement in the classroom, methods of academic intervention to support student performance, and academic advisement and mentoring to give students appropriate guidance and direction. Their work over the past two years to develop and begin implementation of the QEP, as well as the feedback from their On-Site Review Team, could provide valuable information about the new process.

Target Audience: This presentation will be designed for institutions facing accreditation or reaffirmation in the near future under the new standards.

Program Tracks:

Track 1-Meeting the Challenge for Accountability
Track 2-Meeting the Challenge for Accessibility
Track 3-Meeting the Challenge for Quality Enhancement
Track 4-Meeting the Challenge to Address Student Learning
Track 5-Current Issues in Higher Education

CS-73

TRACK 3

Northwest Vista College's Road to Quality

The development, implementation, and evaluation of key processes at a fast-growing mid-size community college present both advantages and unique opportunities for improvement. Northwest Vista College (NVC) continually improves its key learning-centered processes to maximize student success. This session will emphasize NVC's use of the Malcolm Baldrige National Quality Criteria for Education to focus on quality student learning and services—improving student outcomes while addressing a significant increase in enrollment.

Target Audience: This session will benefit members of Leadership Teams seeking a quality performance system and strategic planning tools to measure and improve student learning-centered processes.

CS-74

TRACK 3

Engaging the University Community to Identify a QEP Topic

The QEP must have broad-based university input in the selection of the topic and be accepted by the university community as valuable for enhancing student learning. A well-designed approach that involves initial planning, topic selection, and QEP development is key to satisfying the engagement requirement. This presentation will identify alternative approaches for surfacing potential QEP topics, and illustrate methods to expand the engagement of the university community to add topic areas and refine those topics to those that can be researched for feasibility and desirability. Alternative approaches are described for selecting the final topic and developing university-wide support.

Target Audience: University leaders involved in preparing for reaffirmation of SACS accreditation and individuals with leadership responsibility for the QEP should benefit from this session.

CS-75

TRACK 3

Empowering Student Learning through Quality Enhancement

This session describes the development, implementation strategies, and evaluation methods of Tallahassee Community College's QEP. Using empirical data, strategic planning initiatives, broad-based participation, and best practice as a framework, the plan addresses student engagement through three interrelated approaches: communication and collaboration, early intervention, and teaching and learning. The presenters will discuss the process used and the challenges encountered in identifying the topic, determining the focus, and developing implementation strategies and evaluation methods within the context of the college's strategic plan.

Target Audience: Individuals who are at the initial stages of preparing for the QEP at their institution should find this session of interest.

CS-76

TRACK 4

Assessing Critical Thinking Skills

Tennessee Technological University has been examining methods of assessing critical thinking skills as part of a performance funding initiative since 2000. Their experiences provide useful information about both a process for developing an assessment tool and a product for assessing critical thinking skills that they are willing to share with other institutions. Their approach has been to empower faculty to both identify and evaluate a core set of skills they believe to be an important part of critical thinking in graduates. The presenters will examine the procedures used to ensure face validity, to evaluate criterion validity, and to improve reliability.

Target Audience: Colleges and universities that are looking for alternative ways to assess critical thinking and institutions that are considering possible topics for their quality enhancement plan represent the target audience.

CS-77

TRACK 4

The Use of Electronic Portfolios to Motivate Students and Enhance Learning

Electronic portfolios have become increasingly popular with educators as a tool for showcasing students' work and as records of learning, growth and change. They bring together curriculum, instruction and assessment. This session will illustrate how to create templates for a course using the e-portfolio and evaluate it using an assessment rubric, and demonstrate how students and faculty can create their own e-portfolios to showcase their achievements online. The instructors of two courses, adult development and psychology of learning, will demonstrate how the e-portfolios were integrated into each course.

Target Audience: Instructors with basic technology skills will find this system to be effective and easy to learn. Academic advisors, admissions, and placement officers may find this content useful to assess the use of the e-portfolio at their institution. The assessment and academic units at colleges and universities may find this will give them a tool to demonstrate evidence of student progress.

CS-78

TRACK 4

Using Program Review to Facilitate Change in Instructional, Administrative, and Student Services Units

This proposal explains how an outcome-based program review process at a large urban community college has been embraced. The review, required by all college units, addresses mission/goals, unit functions, staffing, administrative objectives/student learning outcomes, strategies for change, discipline trends and future issues. Each unit develops surveys specific to their program area or submits questions for the annual faculty-staff survey. A one-year follow-up on "strategies for change" is required thus ensuring the use of results for improvement. This institutional effectiveness process has proven to be empowering for all units and has encouraged an environment of assessment and improvement.

Target Audience: College/university assessment officers, business officers and faculty will benefit from this session.

CS-79

TRACK 4

Online Student Evaluations: One College's Experience

This session will present a review of lessons learned in one institution's move from a traditional paper-based method of collecting student evaluations of instructors to an online format. Policy and technology issues will be addressed as well as early successes and ongoing challenges.

Target Audience: The target audience for this presentation will be those personnel representing information technology, academic affairs, institutional research, and institutional effectiveness at colleges contemplating moving to an online student evaluation system.

CS-80

TRACK 4

Using Logic Models to Plan and Evaluate Student Learning Outcomes

A logic model is a graphic representation that shows logical relationships between program inputs, outputs, and outcomes. They can be used to plan, monitor, evaluate, report, and improve instructional and non-instructional programs and services. The presenters will describe uses of logic models that lead to the assessment of student learning outputs and outcomes, as well as discuss the process used in constructing a logic model.

Target Audience: The target audience will be intermediate through advanced directors, deans, vice-presidents, and faculty who have responsibility for institutional effectiveness, assessment, and curriculum development.

Program Tracks:

Track 1-Meeting the Challenge for Accountability
Track 2-Meeting the Challenge for Accessibility
Track 3-Meeting the Challenge for Quality Enhancement
Track 4-Meeting the Challenge to Address Student Learning
Track 5-Current Issues in Higher Education

Tuesday - December 7, 2004

7:00 a.m. – 2:00 p.m.
COMMISSION ON COLLEGES REGISTRATION

7:30 a.m. – 8:45 a.m.
MORNING ROUNDTABLE DISCUSSIONS
(Separate registration is not required; participation is on a first-come, first-served basis.)

The following small-group discussions are designed for individuals who are interested in topics related to accreditation and other issues in academe.

R-1 University and Elementary School Partnerships

R-2 Assessment Framework for Short-Term Study Abroad Programs

R-3 Assessing Student Work Ethics

R-4 The Key to Enhancing Online Student Learning: Effective Faculty Training and Development Programs

R-5 Developing the QEP

R-6 Service Learning

R-7 Retention of At-Risk Students

R-8 Blogging: Using Internet Technology for Student Reflective Learning

R-9 Distance Education Program Development

R-10 Assessing Student Learning Outcomes in an Accelerated Delivery Format

R-11 Building Blocks for a Successful Compliance Certification

R-11 Assessing Student Learning by Emphasizing Project Management Skills

R-12 Assessing Institutional Effectiveness: How A Small School Can Do It With Limited Resources

9:00 a.m. – 10:00 a.m.
COC GENERAL SESSION AND COLLEGE DELEGATE ASSEMBLY BUSINESS MEETING*

Speaker:
 Governor William Winter—Former Governor of Mississippi
Topic:
 "Cultural Change, Community Building, and Civic Responsibility"

*Accreditation decisions will be announced at this session.

10:00 a.m. – 10:30 a.m.
CONFERENCE BREAK

10:30 a.m. – 12:00 p.m.
GROUP MEETINGS WITH COC STAFF

12:00 p.m.
CONFERENCE ENDS

Attention Presidents and Chancellors

You are Cordially Invited to Attend
PRESIDENTS' DAY ACTIVITIES
Monday, December 6, 2004
Imperial Ballroom, Marriott Marquis

John T. Casteen III, President,
University of Virginia
Moderator

7:30 a.m. – 8:45 a.m.
Presidents' Breakfast
Politics, Policy, and Reality:
What's Really Going on in Washington?

Gwen Ifill
Senior Correspondent, *The News Hour with Jim Lehrer*
and Moderator and Managing Editor, *Washington Week*

9:00 a.m. – 10:00 a.m.
PLENARY SESSION
Eyewitness to Power: Leadership in America

David Gergen
commentator, editor, teacher, public servant, best-selling author, and adviser to Presidents Nixon, Ford, Reagan and Clinton

10:30 a.m. – 12:00 p.m.
Special Presidents' Panel
Issues, Challenges, and Opportunities in Higher Education under the Current or New Administration

Dr. Constantine W. (Deno) Curris
American Association of State Colleges and Universities

Dr. C. Peter Magrath
National Association of State
Universities and Land-Grant Colleges

Dr. David L. Warren
National Association of Independent Colleges and Universities

Mr. David Baime
American Association of Community Colleges

David Gergen
Moderator

12:30 p.m. – 2:00 p.m.
Presidents' Luncheon
Integrity in Today's Marketplace (proposed)

Chairman Donald Powell
Federal Deposit Insurance Corporation, Washington, D.C.

Announcing

THE INSTITUTE ON QUALITY ENHANCEMENT AND ACCREDITATION

Orlando, Florida
July 24-27, 2005

Sponsored by
The Commission on Colleges
of the Southern Association of Colleges and Schools

The Institute is designed to provide opportunities for active learning and for dialogue on topics such as assessing student learning, creating a culture of institutional effectiveness, developing the Quality Enhancement Plan, and understanding the new accreditation review process.

Mark the dates and look for details on our Web site early in 2005!

2005
ANNUAL MEETING
of the
COMMISSION ON COLLEGES

December 3-6, 2005
Headquarters:
Hyatt Regency Atlanta

Speakers:
Dr. Derek Bok
President Emeritus
Harvard University

Ambassador Andrew Young
Former Mayor of Atlanta

FUTURE ANNUAL MEETINGS
of the
COMMISSION ON COLLEGES

December 9-12, 2006
Miami, Florida
Fountainbleu Hilton Hotel

December 8-11, 2007
New Orleans, Louisiana
Hilton New Orleans Riverside

December 6-9, 2008
San Antonio, Texas
Marriott Rivercenter/Riverwalk

PROCEEDINGS

Commission on Colleges
Southern Association of
Colleges and Schools
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Decatur, GA 30033-4097

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