PROCEEDINGS
A Communiqué of the Commission on Colleges
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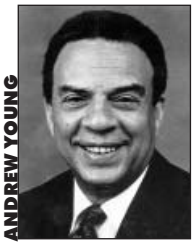
Ambassador Andrew Young to Speak

Ambassador Andrew Young has been at the center of some of the most important events in the second half of the 20th century. A champion of domestic and international civil rights, Mr. Young has helped to shape our country's policies as an activist, Congressman, and mayor of Atlanta.


ANDREW YOUNG

Andrew Young is co-founding principal and chairman of GoodWorks International. This involvement allows him to execute his life-long mission of energizing the private sector to advance economic development in Africa and the Caribbean. He puts corporate executives in contact with leaders and key influences in the regions' emerging markets to facilitate the formation of successful business partnerships. He also offers strategic advice to corporations on doing business successfully in those markets and advises several governments on sound policy-making.

Ambassador Young's vision of advancing economic development with private sector involvement was honed during comprehensive leadership positions in public service and private industry. He began his first of three terms as a U.S. Congressman in 1972. In 1977, under the appointment of President Jimmy Carter, Ambassador Young represented our country on an international level as the U.S. Ambassador to the United Nations.

From 1982 to 1989, Ambassador Young served as the Mayor of Atlanta, fostered a time of great prosperity and growth for the city, and played an instrumental role in bringing the 1996 Summer Olympic Games to Atlanta.

In addition to overseeing GoodWorks International, Ambassador Young serves on the boards of several Fortune 500 companies. He is a Distinguished Executive Fellow and Honorary Professor of Public Policy at the Andrew Young School of Policy Studies at Georgia State University. He also serves as the head of the National Council of Churches.

Ambassador Young often speaks on the future of doing business domestically and on a global scale, with particular emphasis on opportunities in previously overlooked markets. He emphasizes how business can affect positive change in our cities and throughout the world. He is an inspiring speaker who challenges his audiences to continue to push toward peace and justice throughout the world. He reflects on the important roles that business and government play in improving and securing the quality of life for citizens around the globe.

Ambassador Young has published two books: *A Way Out of No Way* and *An Easy Burden* and is currently writing a memoir on Africa.

Final Issue in print

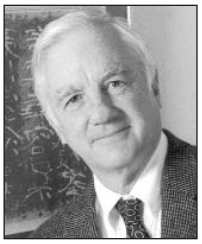
This is the final edition of a printed issue of the *Proceedings: A Communiqué of the Commission on Colleges.* Beginning with the winter 2006 edition, the *Communiqué* will be available only on the Commission's Web site at www.sacscoc.org. Look for it in February, May, August, and October!

Outstanding Lineup This December

An exceptional group of speakers will address the anticipated 3,000 delegates at the 2005 Annual Meeting of the Commission on Colleges to be headquartered at the Hyatt Regency Atlanta, December 3-6. Below is a summary of the topics to be discussed in each plenary session.

Sunday, December 4, 2005
5:00 p.m.

First General Session



Speaker: **Professor Derek Bok**

Topic: Improving the Quality of Undergraduate Education

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Lineup *Continued from page 1*

Professor Bok will take a candid look at how much progress students in colleges and universities actually make toward the generally accepted goals of undergraduate education. He will point out that, notwithstanding considerable progress in a number of important dimensions, undergraduates fall well short of achieving what they could accomplish if colleges used what is known about teaching and learning to improve the quality of their educational programs. He will conclude by trying to describe what colleges can do to become effective learning organizations and thereby institute a continuing process of improvement in educating their students.

Monday, December 5, 2005
9:00 a.m.

Second General Session

Speaker:
Dr. Jennifer James

Topic: Thinking in the Future Tense

Every major system in America is in the process of undergoing a seismic shift. Key industries, in particular telecommunications, were hit first and healthcare soon followed. The political, legal and academic systems are facing the same "rightsizing." Leadership in this new era requires the ability to think in new ways. Management requires the skill of thinking about thinking, knowing how you think and operate. This presentation will detail the eight skills essential to thinking and leading in the future tense.

Tuesday, December 6, 2005
9:00 a.m.

Third General Session and College Delegate Assembly Business Meeting

Speaker:
Ambassador Andrew Young

Topic: Meeting the Challenge to Educate the Next Generation

A civil rights leader and former mayor of Atlanta, Ambassador Young began his public service career as a top aide to Dr. Martin Luther King Jr. Fifty years after the U.S. Supreme Court's ruling in *Brown v. Board of Education*, the nation still has a long way to go to educate all children well. Our democracy promises a high-quality education for all children, and equal access to higher education, a commitment that becomes more urgent and challenging as our nation grows more diverse. How can we act as a catalyst for fulfilling this promise? How can we provide a level of education that will enable our students to be competitive on a global scale? Reflecting on these issues, Young will discuss the challenges facing educators and what's at stake for the country in making greater progress.

Commission Staff Perspectives(CSP)

Sunday, December 4, 2005
1:00 p.m.-2:30 p.m.

Commission on Colleges' staff will share their perspectives on the *Principles of Accreditation: Foundations for Quality Enhancement*. In addition to providing general guidance, these sessions will highlight lessons learned from recent Off-Site and On-Site Review Committees. To obtain maximum benefit, participants should have a basic understanding of accreditation and the *Principles*. Time will be allotted for questions from the audience.

- **CSP-1** Core Requirements
- **CSP-2** Institutional Effectiveness and Institutional Purpose
- **CSP-3** Governance and Administration
- **CSP-4** Educational Programs (Undergraduate)
- **CSP-5** Educational Programs (Graduate)
- **CSP-6** Faculty Qualifications
- **CSP-7** Library and Learning Resources
- **CSP-8** Student Services
- **CSP-9** Financial and Physical Resources
- **CSP-10** The Quality Enhancement Plan

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PRE-CONFERENCE WORKSHOPS

Saturday and Sunday, December 3 and 4, 2005

Saturday, December 3, 2005

9:00 a.m.–12:00 p.m.

(Pre-conference workshops are $75 each. Advance registration is required. Descriptions can be found at www. sacscoc.org/meetings.asp.)

W-1 (Re) Opening the Assessment Toolbox (Part 1)
Dr. J. Worth Pickering, Dr. Jean M. Yerian, Dr. Stephen C. Zerwas, Dr. Karen M. Gentemann, Dr. Sarah D. Carrigan, and Dr. Martha Smith Sharpe

W-2 Assessment Anxieties: Understanding Them, Overcoming Them, and Identifying Strategies for Sharing Assessment Successes
Dr. Marilee Bresciani and Mr. Matt Fuller

W-3 What's Learning Got to Do with It? Developing and Assessing Student Learning Outcomes
Dr. Barbara H. Jones and Mr. Wesley Payne

W-4 Planning and Analysis as Essential Components of Institutional and Programmatic Accreditation
Dr. Michael F. Middaugh

W-5 Preparing for Compliance Certification: Conducting a Readiness Audit
Dr. Julia Pet-Armacost and Dr. Basma Selim

W-6 The Role of the Department Chair in General Education Assessment
Dr. Rachelle Prioleau

1:00 p.m.–4:00 p.m.

W-7 Re(Opening) the Assessment Toolbox (Part 2)
Dr. J. Worth Pickering, Dr. Jean M. Yerian, Dr. Stephen C. Zerwas, Dr. Karen M. Gentemann, Dr. Sarah D. Carrigan, and Dr. Martha Smith Sharpe

W-8 Documenting the Outcomes and Improvement of Student Learning
Dr. Ed Rugg

W-9 Strengthening General Education: Assessment Practices that Lead to Real Improvement
Dr. Teresa Flateby, Dr. Marilee Bresciani, and Dr. Allen DuPont

W-10 Institutional Effectiveness: A New Back-to-Basics Approach
Dr. J. Joseph Hoey IV and Dr. Susan Bosworth

W-11 Developing and Reviewing Program Assessment Plans
Dr. Robert Armacost, Dr. Julia Pet-Armacost, and Dr. Paula Krist

W-12 Write on the Web: A Simple Approach to Publishing SACS Documents
Ms. Danita McAnally and Mr. Mark Hanna

W-13 A Simple Approach to Evaluating Programs Using Student Assessment Data
Dr. Retta E. Poe, Dr. Dennis K. George, and Dr. Antony D. Norman

W-14 Creating a Climate of Continuous Improvement through Program Review and Planning Practices
Dr. Ron Stroud, Dr. Dennis Brown, Dr. Richard M. Rhodes, and Ms. Donna Cieslik

W-15 The Quality Enhancement Plan (QEP): Creative Opportunity (Community Colleges)
Dr. Margaret Sullivan

Continued on page 4

Resource Manual Available to the SACS-COC Membership

The Resource Manual for the Principles of Accreditation, a new Commission publication, is now available to the membership as institutions prepare their Compliance Certifications and make determinations about compliance with the *Principles*. Its publication marks the end of an 18-month project that involved the Commission and its staff and more than 100 individuals participating in eight subcommittees and one central editing committee.

For each accreditation requirement or standard, the *Manual* provides a rationale, illustrative questions, and examples of types of documentation that an institution might consider submitting as it assesses its compliance. It does not prescribe a specific approach or provide a checklist; rather, it acknowledges the diverse nature of institutional missions and the range of educational programs represented within the membership of the Commission, and it encourages a response unique to each institution.

Complimentary copies of the *Manual* have been shipped to member and candidate institutions. Additional copies can be ordered by accessing the Publications Order Form on the Commission's Web site at www.sacscoc.org.

The second edition of the *Handbook for Peer Evaluators* has been revised to include all the changes that have occurred in the review process since its implementation in 2003. It clarifies the responsibilities of committee members and chairs who serve on the Off-Site and On-Site Review Committees and updates them regarding procedures and considerations. This publication, which will be available November 15, can be ordered on the Commission's Web site.

PRE-CONFERENCE WORKSHOPS

Continued from page 3

Sunday, December 4, 2005

8:00 a.m.–11:00 a.m.

W-16 **Enhance Learning and Motivation by Teaching Students How to Learn** FULL
Dr. Saundra Y. McGuire and Dr. Linda Hooper-Bui

W-17 **Designing an Assessment System to Enhance Program Quality** FULL
Dr. Julia Pet-Armacost and Dr. Robert Armacost

W-18 **Student Engagement as a Theme for a Quality Enhancement Plan (QEP)** FULL
Dr. Robert Smallwood

W-19 **Faculty Development: A Powerful Tool for a Good Accreditation Visit** FULL
Dr. L. Dee Fink and Dr. James Groccia

W-20 **Classroom and Institutional Assessment: Using CLAQWA to Assess Thinking and Writing**
Dr. Teresa Flateby

W-21 **Assessing Graduate Programs in Doctoral Research Universities**
Dr. J. Joseph Hoey IV and Mr. Lorne Kuffel

W-22 **Preparation and Implementation of Assessment Surveys** FULL
Dr. Marilyn Greer

W-23 **The Quality Enhancement Plan (QEP): Creative Opportunity for Certain Institutions)** FULL
Dr. Margaret Sullivan

W-24 **Learning Outcomes Assessment: From A to Z**
Dr. Rose Mince

W-25 **Changing Pedagogy and Its Impact on Student Learning**
Dr. Eric Hobson

Future Meetings of the Commission on Colleges

December 9-12, 2006
Orlando, Florida
Gaylord Palms Resort

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

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

MYTH or FACT?

1. When an institution addresses Comprehensive Standard 3.7.1 on its Compliance Certification, the institution should report only on the qualifications of full-time and part-time faculty teaching credit courses that are part of a degree, certificate, diploma, or other credential.

Myth: When reporting the qualifications of faculty in support of compliance with Comprehensive Standard 3.7.1, an institution should report on the faculty competency of full-time and part-time faculty teaching credit courses that can be part of a degree, certificate, diploma, or other credential as well as faculty teaching developmental/remedial courses. Teaching assistants should be included only if they are the instructor of record.

2. When beginning its reaffirmation review process, an institution may elect to have an observer from the institution serve on an On-Site Review Committee for another institution.

Fact: Institutions beginning their decennial review process leading to reaffirmation of accreditation may designate one person to serve as an observer on an On-Site Review Committee to learn from that committee's activities and from the review process experience of persons at the host institution. Requests should be made to Commission staff. An On-Site Review Committee may have only one observer and that observer may not be from an institution located in the same state as the host institution. Off-Site Review Committees do not have observers because the off-site review is only the first phase of external review and provides limited exposure to the entire reaffirmation process which, in effect, limits the learning experience of the observer.

Announcing!

The Summer Institute on Quality Enhancement and Accreditation

J.W. Marriott, Orlando, Florida
July 30—August 2, 2006

Look for details on our Web site in January 2006!

The Commission on Colleges
2005 ANNUAL MEETING Program*
December 3-6

Commission Theme: "Preserving Core Values: Student Learning, Quality Enhancement, and Integrity"

Headquarters: Atlanta Hyatt Regency
Registration: Grand Hall Foyer, Exhibit Level
Commission Offices: Chicago Suites, Exhibit Level

SATURDAY, DECEMBER 3, 2005

8:00 a.m. - 4:00 p.m.
Commission on Colleges Registration

9:00 a.m. - 12:00 p.m.
PRE-CONFERENCE WORKSHOPS
(Advance registration is required.)

W-1 FULL

(Re) Opening the Assessment Toolbox (Part 1)
(half-day or full-day session)

The goal of this two-part workshop is to provide faculty and administrators with an opportunity to renew and/or learn skills with assessment tools that will be helpful to all who are interested in transforming their departments into a learning-centered organization. The morning session starts with an assessment primer, followed by writing measurable objectives and creating rubrics and prompts. The afternoon session includes using embedded assessment techniques and communicating assessment results. All sessions are designed to be interactive, with opportunities to practice skills as they are learned. Participants will receive a CD containing the presentations and related resource materials.

Target audience: *This workshop is designed for faculty and staff who are new to assessment or returning to assessment and in need of some review. Intermediate-level assessment practitioners who want to learn, relearn, or fine-tune their previously identified assessment skills will also benefit from the sessions. Participants may attend the full day or choose the morning or afternoon session.*

W-2

Assessment Anxieties: Understanding Them, Overcoming Them, and Identifying Strategies for Sharing Assessment Successes

For many institutions, assessment is not a new idea, yet the implementation of it causes many to think that it is. Often, faculty and staff with varying levels of involvement and motivation for assessment struggle with their differences and assessment professionals or those charged with assessment are caught right in the middle. This session will use interactive discussions and case studies to help practitioners of all backgrounds understand some of the common misconceptions of assessment on campus and offer techniques for moving toward informed enhancement of student learning and development.

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

W-3 FULL

What's Learning Got to Do wWith It? Developing and Assessing Student Learning Outcomes

What's learning got to do with it? Learning and the assessment of learning outcomes have everything to do with documenting institutional quality and demonstrating accountability and continuous improvement under the *Principles of Accreditation*: *Foundations for Quality Enhancement*. The workshop will focus on student learning outcomes at the course, program and institutional level; include a review of several assessment models that use a variety of tools and techniques; and explore strategies for implementing learning-centered processes at the institution.

Target audience: *The workshop's target audience includes institutional effectiveness and assessment professionals, instructional and student services deans, and faculty. Basic knowledge of learning and assessment is recommended, but the workshop will include information at both the basic and advanced learner levels.*

W-4 FULL

Planning and Analysis as Essential Components of Institutional and Programmatic Accreditation

Regional and programmatic accrediting bodies expect clear written evidence of systematic strategic planning and analysis that assesses the effectiveness of that planning. This workshop provides solid grounding in the components of effective planning with an array of examples of the institutional research strategies and products that must underpin that planning. Each workshop participant will be provided a workbook that contains both conceptual frameworks for planning and analytical activity, and case study applications that illustrate exemplary use of those frameworks.

Continued on next page

*Please note that most sessions represent case studies and may not reflect the official position of the Commission on Colleges. For additional information, please visit our Web site, www.sacscoc.org, or contact your Commission staff member.

SATURDAY, DECEMBER 3, 2005 *Continued from previous page*

Target audience: *The target audience includes provosts, deans, department chairs, and other support personnel involved in academic planning, as well as faculty and professionals involved in institutional planning and accreditation activities.*

W-5 FULL

Preparing for Compliance Certification: Conducting a Readiness Audit

A Compliance Certification readiness audit is instrumental in identifying areas in which an institution may have potential compliance issues and where there may be insufficient evidence to support compliance. Conducting this audit enables an institution to uncover potential problem areas, implement changes to fix the problems, and have the technology and resources ready prior to preparing the Compliance Certification document. This workshop will provide the participants with the details of the readiness audit process developed at the University of Central Florida. Participants will learn about the steps of the process and have an opportunity to develop an audit plan for their institution. UCF is a 2006-Track B institution.*

Target audience: *This is an intermediate-level session. The workshop is intended for senior personnel (e.g., provost, vice provost, SACS liaisons) to develop an understanding of the potential benefits of a compliance readiness audit as well as for mid-level personnel (e.g., director of institutional effectiveness, director of accreditation, chairs of Compliance Certification teams) who would have responsibility for leading the Compliance Certification effort. 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 the* Principles of Accreditation.

**Track A is the review schedule for institutions that offer undergraduate degrees only. Track B is the schedule for institutions that offer undergraduate and graduate degrees or that offer graduate degrees only.*

W-6

The Role of the Department Chair in General Education Assessment

In the 2004 edition of *The Department Chair: A Resource for Academic Administrators*, the ever-evolving role of the department chair was reviewed. The researchers noted that among the "recently added responsibilities" of department chairs, program assessment has emerged as a major issue of accountability. More frequently, departments are responsible for ensuring quality instruction within the general education program, implementing assessment plans, and documenting results. In this process, chairs must work effectively with faculty and administrators to coordinate activities. Participants are encouraged to 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 latest assessment report.

Target audience: *The audience for this workshop includes department chairs, institutional assessment coordinators, as well as faculty and administrators who have the responsibility of coordinating, designing, or implementing general education assessment procedures. The session will be of particular interest to faculty and department chairs who are responsible for reporting assessment results and documenting the departmental efforts to enhance student learning.*

1:00 p.m. – 4:00 p.m.
PRE-CONFERENCE WORKSHOPS

W-7

(Re) Opening the Assessment Toolbox (Part 2)

The goal of this two-part workshop is to provide faculty and administrators with an opportunity to renew and/or learn skills with assessment tools that will be helpful to all who are interested in transforming their departments into a learning-centered organization. The morning session starts with an assessment primer, followed by writing measurable objectives and creating rubrics and prompts. The afternoon session includes using embedded assessment techniques and communicating assessment results. All sessions are designed to be interactive, with opportunities to practice skills as they are learned. Participants will receive a CD containing the presentations and related resource materials.

Target audience: *This workshop is designed for faculty and staff who are new to assessment or returning to assessment and in need of some review. Intermediate-level assessment practitioners who want to learn, relearn, or fine-tune their previously identified assessment skills will also benefit from the sessions. Participants may attend the full day or choose the morning or afternoon session.*

W-8 FULL

Documenting the Outcomes and Improvement of Student Learning

Documenting student learning – its achievement and improvement – is central to an acceptable QEP and compliance with several Comprehensive Standards. That task can be daunting. This interactive workshop will engage participants in: a) clarifying differences between program evaluation and the evaluation of student learning; b) articulating knowledge, skill, and attitudinal learning outcomes for general education and degree programs; c) planning the use of old and new methods for assessing learning outcomes of graduating students; and d) discussing how the improvement of student learning can be documented. Resource materials and strategies for supporting necessary faculty development will also be shared.

Target Audience: *The workshop is designed to be especially helpful to the novice for the articulation, evaluation, and improvement of student learning and will be enriched by interactions with partic-*

SATURDAY, DECEMBER 3, 2005 *Continued from previous page*

ipants who are experienced in the assessment of learning outcomes.

W-9 FULL

Strengthening General Education: Assessment Practices that Lead to Real Improvement

In this workshop, participants will critically examine aspects of general education assessment as practiced at three large public universities. Each university is at a different level of assessment maturity and takes a slightly different approach to assessing general education. Participants will examine processes to determine objectives and student learning outcomes as well as course-embedded and integrative institutional assessment approaches. Ways in which assessment data have been used to foster curriculum change will be presented, and participants will leave the workshop with multiple assessment methods to consider using or adapting for their own institutions.

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

W-10 FULL

Institutional Effectiveness: A New Back-to-Basics Approach

While the *Principles of Accreditation* represents a progression towards 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 fundamental 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. Various approaches to assessing general education will be included.

Target audience: *This workshop will be focused on those who have responsibility for ensuring institutional effectiveness within constituent institutions—from faculty members to new assessment coordinators to vice presidents and provosts.*

W-11

Developing and Reviewing Program Assessment Plans

This workshop will cover how to develop, document, and review program assessment plans to support quality enhancement. 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. The primary focus will be on academic programs, but the approach applies to educational support programs as well. Participants will conduct exercises to develop and review assessment plan elements.

Target audience: *The intended audience includes midlevel personnel who have some responsibility for conducting assessment, teaching people to do assessment, or ensuring the quality of the process.*

W-12 FULL

Write o[illegible] Approach to Publishing SACS Documents

This session will demonstrate a simple approach to creating Web-based documents and posting the documents via a database to the Web. Transition steps for changing an institution to a Web-based environment for publications of documents, including, Compliance Certification and the Quality Enhancement Plan will be the focus. Discussion and interaction will include: (1) development of archives for supporting documents, (2) building documents as master publications with hyperlinks to support documents, (3) problems to be avoided by applying effective organizational strategies for the site as well as expectations for navigation tools, and (4) access to a Web-based content management system (CMS). Review will include free and commercial approaches in creating an all-electronic institution. A sample Website with templates will ease development for participants in creating Web documents.

Targeted audience: *Deans, provosts, presidents, QEP directors, librarians, technology specialists, and others from colleges and universities with limited technology experience and/or difficulty with the publishing of electronic documents.*

W-13

A Simple Approach to Evaluating Programs Using Student Assessment Data

Demonstrating that academic programs are successful in achieving educational outcomes requires collection of program assessment data. However, instead of initiating specific program assessments, faculty in some cases may be able to aggregate typical student assessment data, including portfolios, juried performances, theses or honors projects, comprehensive exams, oral presentations, internship evaluations, and papers or essays, and use these data in evaluating program effectiveness. This introductory workshop will include activities designed to "tweak" student assessments so that the data can also be utilized for program assessment. Participants will be engaged in developing program outcome statements, identifying existing student assessment data that might serve for

Continued on next page

SATURDAY, DECEMBER 3, 2005 *Continued from previous page*

program assessment, and constructing and utilizing evaluation rubrics.

Target audience: *This session is intended for anyone who has responsibility for academic program assessment, including faculty members, department chairs, and deans; however, it will be targeted toward those who are relative newcomers to program assessment. Although the workshop will be presented at a basic level, it will be appropriate for individuals who must design and implement assessments of all types of academic programs, including certificate, associate, baccalaureate, and graduate.*

W-14

Creating a Climate of Continuous Improvement through Program Review and Planning Practices

Targeting basic and advanced audiences, the presenters will demonstrate an innovative, replicable, mature, and broad-based program review and planning model that uses quantitative data 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 will learn how faculty take the lead in writing procedures, in determining indicators (including student learning outcomes and regional job demand data), in recommending program closure or continuation, and in writing strategies to address unmet standards. Attendees will input actual data and strategies , and recommend closure or continuation of a program before learning what the college really did.

Target audience: *The presentation targets both basic and more advanced audiences in that it provides a model for institutions struggling to develop an effective process of integrating program review with planning, and it also describes how institutions that have closed the loop can streamline their practices to use program review to enhance even administrative areas.*

W-15

FULL

The Quality Enhancement Plan (QEP): Community Colleges

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, including 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 community college leadership teams in the 2006 and 2007 classes; however, others may benefit from the session.*

4:00 p.m. – 5:30 p.m.

Afternoon Roundtable Discussions

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

- **R-1** The Compliance Certification (Level I)*
- **R-2** The Compliance Certification (Level 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
- **R-6** Implications of the QEP Requirement for COC Member Institutions
- **R-7** A Comprehensive Approach to Faculty Credentialing
- **R-8** The Significance of Training in Implementing an Institutional Assessment Strategy
- **R-9** Using a Team Approach to Conduct a Successful On-site Visit
- **R-10** Cultural Foundations: Their Impact on Accreditation

*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.

SUNDAY, DECEMBER 4, 2005

8:00 a.m. – 11:00 a.m.

PRE-CONFERENCE WORKSHOPS

(Advance registration is required).

W-16 FULL

Enhancing Learning and Motivation 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 they 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 how to use basic learning principles and strategies to enhance student learning at all levels–first year through graduate school.*

W-17 FULL

Designing an Assessment System to Enhance Program Quality

This workshop describes how to develop and implement a successful program assessment process that focuses on quality improvement. 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-based technologies to facilitate program assessment. Participants will have an opportunity to conduct self-assessments of their institutions' processes. The assessment system design principles apply to institutions of all sizes.

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

W-18 FULL

Student Engagement as a Theme for a Quality Enhancement Plan (QEP)

Outcomes from the administration of the National Survey of Student Engagement (NSSE) have prompted institutions to consider focusing on student engagement as an integral part of their QEP. The purpose of this workshop is to review what definitions of student engagement have been advanced, what measures in addition to the NSSE might be used to assess variation in student engagement, and what strategies might be employed for enhancing student engagement within academic and student affairs departments, including individual faculty initiatives within the classroom. Careful attention will be devoted to keeping the focus on student learning while advancing and monitoring student engagement initiatives.

Target audience: *This workshop will be useful to those institutions either considering or intending to include attention to student engagement in their QEP themes because it will repeatedly emphasize and illustrate the linkage and alignment of measures of student engagement with direct, objective measures of student learning.*

W-19 FULL

Faculty Development: A Powerful Tool for a Good Accreditation Visit

The current *Principles* call for colleges and universities to provide evidence of learning-centered educational programs and faculty growth as professional educators—all for the purpose of improving the quality of educational programs. A powerful tool for responding to this new challenge is for institutions to have strong, campus-based faculty development programs. The leaders of this workshop will offer an in-depth look at three questions: (1) what are faculty development programs and what do they do, (2) how does an institution establish (or strengthen) a faculty development program, and (3) how can a faculty development program help the institution both in terms of creating better educational programs and preparing for accreditation?

Target audience: *The target audience includes administrators and faculty leaders who want an in-depth understanding of programs that can enhance the professional development of their faculty as teachers.*

W-20

Classroom and Institutional Assessment: Using CLAQWA to Assess Thinking and Writing

Fostering and assessing writing skills and higher-order thinking skills are critical to an effective undergraduate curriculum. Accordingly, the Cognitive Level and Quality of Writing Assessment (CLAQWA) was developed to serve these purposes, both for individual courses and the entire institution, and is appropriate for program improvement and value-added assessment purposes. In this participatory workshop, participants will (1) learn to assess students' papers consistently with CLAQWA to determine writing proficiency or weaknesses, (2) learn about the online CLAQWA feedback/tutorial system,

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(3) write assessment prompts to reflect and encourage appropriate cognitive levels, and (4) discuss strategies programs or institutions can use to address weaknesses identified in assessment results.

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

W-21

Assessing Graduate Programs in Doctoral Research Universities

This workshop will focus on best practices in assessing graduate programs within doctoral/research universities. 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 briefly discussed, and further resources provided. Hands-on learning experiences will include (1) formulating expectations for graduate student learning and (2) 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 focus on those who teach, coordinate, or otherwise have supervisory responsibilities over graduate programs especially in the context of research-intensive and research-extensive institutions.*

W-22

FULL

Preparation and Implementation of Assessment Surveys

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

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-23

FULL

The Quality Enhancement Plan (QEP): Creative Opportunity (Senior Institutions)

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, including 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. This session is designed especially for individuals who work at institutions that offer bachelors, masters, or doctoral degrees.

Target audience: *This workshop is designed especially for the 2006 and 2007 leadership teams at senior institutions; however, others may benefit from the session.*

W-24

Learning Outcomes Assessment: From A to Z

Come learn about all aspects of learning outcomes assessment—from developing an assessment plan, to implementing the plan, collecting valuable data, using the data to implement appropriate interventions, and then re-assessing to make sure that the changes implemented accomplished what was needed. Assessment at the core competency, general education, course, program, and institutional levels will be discussed. The presenter will share strategies that participants can use to further assessment and enhance student learning at their colleges. The focus will be on an assessment program that is faculty-driven, formative, and risk-free.

Target audience: *Institutional representatives who are interested in strengthening learning outcomes assessment will benefit from this workshop.*

W-25

Changing Pedagogy and Its Impact on Student Learning

Helping postsecondary students achieve complex, higher-order educational outcomes requires changing dominant instructional models and the deeply held beliefs on which they rest. Pedagogical change is neither tidy nor rational. Although the change process is challenging to initiate and sustain, it can be done. Many colleges and universities have accomplished significant instructional change and proved that changing pedagogy affects student learning. This session will (1) identify desired outcomes matched to instructional practices demonstrated to facilitate student ability growth; (2) summarize student and faculty reactions to such shifts; (3) review evidence-based best practices for undergraduate education; (4) locate strong supporting resources; and (5) offer planning advice for sustaining instructional change.

Target audience: *Individuals who are interested in changing pedagogy and how it affects student learning should consider attending this workshop.*

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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 Annual Meeting, network with colleagues, and learn more about the Commission on Colleges.

12:00 p.m.–1:00 p.m.

Lunch *(on your own)*

1:00 p.m.–2:30 p.m.

Commission Staff Perspectives (CSP)

Commission on Colleges staff will share their perspectives on the *Principles of Accreditation: Foundations for Quality Enhancement*. In addition to providing general guidance, these sessions will highlight lessons learned from recent Off-Site and On-Site Review Committees. To obtain maximum benefit, participants should have a basic understanding of accreditation and the *Principles*. Time will be allotted for questions from the audience.

CSP-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 Core Requirements 2.1-2.12 in the *Principles of Accreditation*. The presenter will explore issues involved in demonstrating and evaluating compliance. This session may be of special interest to individuals from applicant institutions.

CSP-2

Institutional Effectiveness and Institutional Purpose

This session will examine basic assumptions about institutional mission (Core Requirement 2.4 and Comprehensive Standard 3.1) and institutional effectiveness (Core Requirement 2.5 and Comprehensive Standard 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 continuous improvement and demonstrates that an institution is effectively accomplishing its mission.

CSP-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* (Core Requirement 2.2 and Comprehensive Standard 3.2). Time will be allotted for questions from the audience.

CSP-4

Educational Programs (Undergraduate)

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 an overview of undergraduate educational programs in the *Principles of Accreditation* (Core Requirement 2.7 and Comprehensive Standards 3.4 and 3.5).

CSP-5

Educational Programs (Graduate)

Graduate and post-baccalaureate professional programs are more advanced in academic content than undergraduate programs. This session will include an overview of graduate educational programs based on Core Requirement 2.7 and Comprehensive Standards 3.4 and 3.6 in the *Principles of Accreditation*.

CSP-6

Faculty Qualifications

Comprehensive Standard 3.7.1 in the *Principles of Accreditation* requires an institution to employ competent faculty members who are qualified to accomplish its mission and goals. 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.

CSP-7

Library and Learning Resources

Institutions are expected to provide facilities, services, and learning/information resources that are appropriate to their teaching, research, and service mission. 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).

CSP-8

Student 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.

CSP-9

Financial and Physical Resources

A sound financial base, demonstrated financial stability, and adequate physical resources 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*.

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CSP-10

Quality Enhancement Plan

This session will discuss components of an acceptable Quality Enhancement Plan as described Core Requirement 2.12 in the *Principles of Accreditation*.

2:30 p.m.
Break

2:45 p.m.
Concurrent Sessions I

TRACK 1:

Accreditation, Integrity, and the Compliance Certification

CS-1

Emulate the Best, Create the Rest: Producing a Quality Compliance Certification

The presentation demonstrates an electronic submission approach to the revised reaffirmation process. A presentation goal is for participants to acquire an understanding and appreciation of the flexibility afforded under the new process. In addition to an overview, the session will offer ideas and strategies for formulating an electronic response, establishing a realistic timeline, determining an organizational structure, and delineating responsibilities for the process. "Lessons learned" and a faculty credential data base that grew out of the process will be included in the information to be shared.

Target Audience: *This session is intended for those who are 1 to 2 years away from the reaffirmation process. Although the presentation is based upon a community college's response to reaffirmation, other institutions may find the session informative.*

CS-2

Building Bridges: SACS Web Strategies Mesh with Integrated Marketing Communications Plan

The session will provide a successful road map for institutions faced with implementing an efficient Web strategy that fully supports the electronic submission of the Compliance Certification. Rather than having two separate sites for SACS, this integrated working environment reports directly from the source of the information to the Compliance Certification grid. Participants will learn how, as a part of the university integrated marketing communications plan, this Web structure was developed to benefit external and internal viewers with consistent navigation paths, and to provide an internal communication format that allows direct linkage from department intranet sites. An additional benefit is that this parallel Web strategy has fostered collaboration between academic affairs and marketing communications as well as other units within the institution.

Target Audience: *This session will benefit small to mid-sized institutions beginning the process of assessing their Web structure, and looking for a no-nonsense strategy for incorporating the Web into the electronic submission of the Compliance Certification. It will also benefit small to mid-sized institutions looking to foster collaboration between other units to integrate the strategic planning process and implement consistent marketing messages.*

CS-3

What is Adequate? Developing Online Reaffirmation Documentation

How does an institution define what constitutes adequate compliance with the *Principles of Accreditation* and then develop the documentation to support its assertions of compliance? Emphasizing the need to begin with the institutional mission statement, this session will focus on the process by which definitions of adequacy for Georgia Tech were developed for each of the *Principles*, the process by which content was developed for the Georgia Tech SACS Reaffirmation Web site, and the considerations that were involved in setting up the Web site for ease of reviewer access. This will be an interactive session in which questions and dialogue are encouraged.

Target Audience: *This presentation will be of maximum benefit to those institutions that are beginning or are about to begin the reaffirmation effort, and intend to provide compliance documentation in an online format.*

CS-4

***It Wouldn't Be the Same Without You:* A Collaborative Compliance Certification Process**

This session provides a valuable opportunity to learn effective strategies for the Compliance Certification phase of the reaffirmation of accreditation process. Through a case study of the University of Memphis' experience up to and including the off-site review, this program will assist universities plan for their reaffirmation process. Among the topics to be discussed will be the key steps in organizing a compliance audit, including establishing teams, writing narratives, compiling documentation, and creating the online report. Information related to the *Principles of Accreditation* will be integrated into the program, and lessons learned will be discussed.

Target Audience: *Beginners or representatives of institutions that are at the early stages of planning for their reaffirmation of accreditation will benefit from this session.*

CS-5

Substantive Change 101

When an accredited institution significantly modifies or expands its scope of operation, or changes the nature of its affiliation or ownership, a substantive change is required. This session will review the types of changes that are

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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 is interested in learning more about the Commission on Colleges substantive change policy and procedures should attend this session.*

CS-6

Exploring the SACS-COC Web site

Come and discover ways to utilize the resources available on the SACS-COC Web site.

Target audience: *Individuals who would like to explore resources that are available on the SACS-COC Web site should consider this session.*

TRACK 2:

Curricular Reform Strategies

CS-7

When Agendas Collide: A Process for Assessing What Your Faculty Value in General Education

What would happen if your state board required you to provide evidence that your students have learned a set of general education outcomes that your faculty do not buy into? This question is not a hypothetical one, but a real and daunting occurrence on America's campuses as the agendas of educators and those of legislators and accreditors appear to collide. This session will provide techniques for reaching synergy between faculty and influential external agencies to work toward improved general education outcomes from both perspectives.

Target Audience: *This session is designed for individuals who are interested in discussing the role of faculty in the establishment of general education outcomes.*

CS-8

Curriculum Alignment for Student Achievement: Processes, Tools, and Outcomes

Accreditation agencies increasingly call for institutions and programs to ensure, document, and demonstrate that their curricula embody coherent courses of study that reflect statements of intended learning outcomes. This session presents a curriculum alignment model that will assist campus planners to evaluate how well and intentionally program academic plans (curricula) advance expected learning outcomes and ensure that students receive appropriate instruction so that learning outcomes are achieved. The tools and procedures that have been implemented will be included in the presentation.

Target Audience: *The primary intended audience includes vice presidents for academic affairs, curriculum committee chairs, deans and department heads, accreditation liaisons and coordinators, and planners responsible for managing academic facilities. The secondary audience includes assessment, institutional effectiveness, and institutional research professionals as well as faculty members.*

TRACK 3:

Quality Enhancement Initiatives

CS-9

Institutional Renewal through the QEP Process: One College's Journey

This session will describe Wesleyan College's journey through the QEP process from initial topic selection through plan design and submission. The presentation will emphasize the extent to which QEP development can serve as an opportunity for inclusive action, intentionality in planning, and institutional renewal. At Wesleyan, the process of creating a QEP brought together faculty, student affairs staff, students, and trustees to arrive at a shared vision for improving student learning. The process involved balancing broad-based participation with the creation of a focused plan that was tied to meaningful and measurable student learning. The presenters will share feedback from the college's spring 2005 on-site visit.

Target Audience: *The target audience will include representatives from institutions that have not yet participated in the new process for reaffirmation of accreditation. This session will be particularly useful for those institutions in the initial stages of QEP development or those about to embark on the journey.*

CS-10

Developing Faculty Buy-in for a QEP Focused on Undergraduate Education at a Doctoral/Research University

One of the most important elements of a successful QEP is campus-wide involvement, and a significant and potentially elusive component of involvement is faculty buy-in. This session describes how the University of Alabama at Birmingham, a Carnegie Doctoral/Research-Extensive University, developed a faculty-driven, broad-based QEP focused on reconceptualizing and reinvigorating the undergraduate core curriculum. By appointing faculty as the leadership team for a campus-wide QEP Committee, the administration took the first step in a transparent process that created an ever widening core group of advocates for change. The committee then developed a QEP that strengthens the interrelationships among all campus units and constituencies.

Target Audience: *This session will appeal to institutional representatives who have not yet identified a focus for their QEP and those who are in the process of developing their QEP.*

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CS-11

Inside Tips to a Successful QEP: Keys to Student Success at One College

This session will provide participants with a list of dos and don'ts when planning their institution's QEP. Administrators from Galveston College will walk participants through each stage of the QEP process and offer timely advice to ensure that the institution's QEP is designed to be successful. The presentation will include a discussion of the assessment plan for the QEP. Participants will receive a CD with all documents and valuable links to other sources.

Target Audience: *The targeted audience is intermediate, but will be helpful to basic and advanced audiences as well. The question and answer portion of the session will allow those participants with more detailed inquiries to have their questions addressed.*

CS-12

Who Moved the Finish Line? Avoiding "It's Over" Syndrome

The process of reaffirmation under the *Principles of Accreditation* is widely understood by administrators, key faculty, and staff—many of whom have attended the annual conference and kept up with the change to the "new process." However, those most responsible for the work of implementing the QEP and assuring that reaffirmation is "an ongoing activity rather than an episodic event" likely remember a very different SACS process. This presentation specifically details strategies used to wrench one college from "old SACS" to the new processes (particularly to the implementation of the QEP) in post-visit, college-wide, and sustained ways.

Target Audience: *The audience for this presentation will be those representatives whose institutions have just completed or have yet to be reaffirmed using the* Principles of Accreditation *as opposed to the* Criteria. *Additionally, those who have had problems "jump starting" their processes once the on-site visit has ended will find this presentation useful.*

TRACK 4:

Becoming a Learning-Centered Institution

CS-13

Learning from the Exemplars: How Award-Winning Campuses Organize and Deliver the First Year of College

In 2002 the Policy Center on the First Year of College undertook research to identify American colleges and universities that exemplify excellence in their design of the first year. The results have been chronicled in a 2005 Jossey-Bass book entitled *Achieving and Sustaining Institutional Excellence for the First Year of College.* The stories of the 13 institutions that were ultimately selected as recipients of the "Institutions of Excellence" award will be the subject of this session. These institutions represent all sectors of higher education, and the lessons learned from their experience are valuable for any institution seeking to learn more about excellence for the first year of college.

Target Audience: *This session should be of interest to participants who are interested in learning more about ways to demonstrate excellence in the first year of college.*

TRACK 5:

Current Issues in Higher Education

CS-14

Can e-Learning Revolutionize Quality Assessment?

As the use of e-learning systems becomes increasingly pervasive, institutional researchers have access to detailed quantitative data about student activity during the learning process. Institutions can capitalize on this asset by developing processes for a regular cycle of measurement, analysis, and change that are designed to continuously improve educational quality. In this session, learn how new e-learning technology is allowing institutions to collect and analyze learning data that were previously unavailable, potentially revolutionizing methods for assessing learning outcomes and academic program quality. Data will be presented from an analysis of online activity by students enrolled in fully online undergraduate courses.

Target Audience: *Those individuals who are interested in learning more about the assessment of e-learning should attend this session.*

CS-15

Removing Silos and Creating Efficiency: Implementing the Lean Manufacturing Process into the College Setting

What institution does not want to become more efficient, especially when serving students? One constant concern is the specialization within offices that has created silos within the workplace–in a department, across departments, and with multiple campuses. These silos have now caused a lack of communication, an unwillingness to collaborate and share resources, and increased concerns with the student-centeredness that supports student access and success. Lean for Service are processes that will help an institution identify specific needs and avenues to address those areas. This presentation will include how to utilize Value Streaming *and* Process Mapping as avenues toward collaboration, effectiveness, and efficiency.

Target Audience: *Anyone in postsecondary education who is interested in ways to improve functions within their area and to create a more student-centered, open communications environment should consider this session. College and university presidents, vice-presidents, and provosts who are looking for processes to move from crisis management to collaboration, communication, and efficiency will benefit from the session. In addition, new deans or department chairs desiring*

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expanded leadership training through the creation of strategic plans, performance planning, and accountability are welcome.

CS-16

Assessment Toolkit for Academic, Student and Enrollment Services

This session will examine a process for effective assessment of academic, student and enrollment service units to support quality enhancement efforts. The department performance review process includes identifying the mission and goals of the unit and its key activities. Particular attention will be given to linking objectives to student learning and development and exploring ways to measure those objectives.

Target Audience: *This is an intermediate-level session that will be appropriate for academic, student, and enrollment services program managers, leaders, and assessment personnel, as well as top college and university administrators. Participants who will benefit most will be those who are interested in strategies for developing comprehensive assessments of their offices.*

CS-17

Library Assessment Using LIBQUAL and the Library Summit Concept

This session will introduce participants to two techniques that have been used by academic libraries to assess their effectiveness and to assist those libraries in developing 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 replicated at the University of Texas at 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-18

Creating Effective Outcomes: Logic Model vs. Lottery Approach

We will compare and contrast a systematic logic model for strategic planning and outcomes assessment that we used in several planning efforts at Amarillo College this year with ad hoc, reactive approaches previously experienced. The model's steps will then be explained in terms of outcomes assessment relationships that may not be apparent. We will take the participants from environmental scanning to designing student or program outcomes, then through assessment implementation. Outcomes will be stressed as a common denominator for the whole process.

Target Audience: Directors, deans, librarians, and fiscal and student affairs support staffs may find this session to be of interest.

CS-19

Responding to the Impact of the Sarbanes—Oxley Act: A Case Study of Best Practices for Institutions of Higher Education

On July 30, 2002, President Bush signed into law the Sarbanes-Oxley Act of 2002, the most significant legislation affecting the accounting profession since 1933. The act was enacted in response to the unprecedented collapse of Enron and Arthur Andersen's bungled audit of the energy company, which raised questions about the quality of audits performed by independent auditors, the accuracy of financial reporting, and the integrity of management. The purpose of the act is to protect investors by improving the accuracy and reliability of corporate disclosures made pursuant to the securities laws. Although the provisions of the act are not directly applicable to colleges and universities, the presenters will (1) discuss best practices for institutions of higher education, (2) share their experience in establishing an institutional culture of compliance, (3) describe how they implemented specific aspects of the act on their campus, and (4) discuss the results of the process. In addition, suggestions will be provided on how to replicate the process.

Target Audience: *The intended audience for the session include chief fiscal officers, presidents, chairs of reaffirmation committees, internal auditors, members of audit committees and interested faculty from institutions who are about to begin the reaffirmation process, are in the middle of the process, have recently concluded the process, or are interested in establishing a compliance system that incorporates relevant sections of the Sarbanes-Oxley Act.*

4:00 p.m.-5:00 p.m.

State Meetings

The following sessions are designed to encourage networking among participants followed by a brief discussion of accreditation topics and issues unique to each state and Latin America. The moderator of each session will be the Executive Council member of the Commission on Colleges.

Alabama State Meeting

Facilitator: Dr. Jack Hawkins, Chancellor, Troy University
Troy, AL

Florida State Meeting

Facilitator: Dr. Patrick Lee, Provost and Senior Vice President for Academic Affairs, Barry University
Miami Shores, FL

Georgia State Meeting

Facilitator: Dr. Shirley A. R. Lewis, President, Paine College
Augusta, GA

Kentucky State Meeting

Facilitator: Dr. James H. Taylor, President, University of the Cumberlands
Williamsburg, KY

Louisiana State Meeting

Facilitator: Dr. Daniel D. Reneau, President, Louisiana Tech University
Ruston, LA

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Mississippi State Meeting
Facilitator: Dr. Claudia A. Limbert, President, Mississippi University for Women, *Columbus, MS*

North Carolina State Meeting
Facilitator: Dr. Joseph T. Barwick, President, Carteret Community College, *Morehead City, NC*

South Carolina State Meeting
Facilitator: Dr. Charles W. Gould, President, Florence-Darlington Technical College, *Florence, SC*

Tennessee State Meeting
Facilitator: Dr. Paul E. Stanton, Jr., President, East Tennessee State University, *Johnson City, TN*

Texas State Meeting
Facilitator: Dr. Alvin O. Austin, President, LeTourneau University, *Longview, TX*

Virginia State Meeting
Facilitator: Dr. Elisabeth S. Muhlenfeld, President, Sweet Briar College, *Sweet Briar, VA*

Latin America Meeting
Facilitator: To be announced

5:00 p.m.-6:00 p.m.
FIRST GENERAL SESSION
Sponsor: Educational Testing Services

Speaker:
Professor Derek Bok
President Emeritus, Harvard University
Topic: *"Improving the Quality of Undergraduate Education"*

6:00 p.m. – 7:30 p.m.
COC Reception and Exposition

Conference participants are invited to gather in Grand Hall on the Exhibition Level to greet colleagues, meet exhibitors, and explore exciting new trends in higher education. The Educational Excellence Exposition will feature a Cyber Café for attendees to stay connected along with presentations by various company representatives on the floor. Refreshments will be available on the Exhibition Level throughout the conference.

MONDAY, DECEMBER 5, 2005

7:00 a.m.–5:30 p.m.
Commission on Colleges Registration

7:30 a.m. – 8:45 a.m.
Presidents' Breakfast

Speaker: Dr. Rita Bornstein, President Emerita, Rollins College Winter Park FL

Topic: *The Road to Presidential Legitimacy and Survival*

Unplanned presidential turnover is costly to an institution's momentum and reputation. Unplanned exits can also be devastating to a president's career. Presidents can maintain and strengthen their positions by following a few simple rules and by avoiding common pitfalls.

7:30 a.m. – 8:45 a.m.
Morning Roundtables

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

- **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** The QEP: Focus, Focus, Focus
- **R-12** Bunyanesque Tasks with Lilliputian Resources: A Small School's Approach to the Reaffirmation Process
- **R-13** Enhancing Student Engagement in Learning at a Research University
- **R-14** Institutionalizing Service Learning at a Community College: Solid Infrastructure Crucial to Program Success
- **R-15** When the Visiting Team Says "Start Over" – The Revision of the QEP

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

Speaker: **Dr. Jennifer James**, former professor of psychiatry and behavioral sciences, University of Washington Medical School, and author of *"Thinking in the Future Tense"*

Topic: "Thinking in the Future Tense"

10:00 a.m.–10:30 a.m.
Morning Break

10:00 a.m.–5:00 p.m.
Exhibit Hall Open

10:30 a.m.–12:00 p.m.
Concurrent Sessions II

TRACK 1:

Accreditation, Integrity, and the Compliance Certification

CS-20

Lessons from the Rearview Mirror: Strategies for a Successful Compliance Certification Report and Off-Site Review

It is apparent that despite the helpful resource materials provided by the Commission, preparing for an off-site review has an element of mystery to it. The process, in its second year, has been clarified, and yet there remains a bit of confusion and apprehension on the part of the institutions undergoing this initial phase of Compliance Certification. Because the off-site review process is the first stage of determining institutional compliance, it is imperative that campus representatives understand how to present materials effectively in order to assist with a thorough and accurate review. This interactive session will be led by two professionals who have served on the Leadership Team of their institution and who also have served as off-site and on-site reviewers under the new procedures. Participants will gain an enhanced understanding of important elements of this phase of the reaffirmation process. Pointers and suggestions will make this process more clear. The session also will strengthen strategies in preparation for an off-site review while placing emphasis on collaboration.

Target Audience: *The audience for this session includes individuals whose institutions have not yet begun, are soon beginning, or are in the early stages of development of the Compliance Certification for off-site review.*

CS-21

Fulfilling Core Requirement 2.11 or "What in the World is a Standard Review Report?"
[Public Institutions]

In a recent analysis by SACS-COC of the 2005 reviewed institutions, Core Requirement 2.11 was the standard/requirement cited most often during the off-site reviews (27 out of 30 institutions.) This presentation will review the changes in Core Requirement 2.11 and outline strategies for responding to this requirement regarding a sound financial base, demonstrated financial stability, and adequate physical resources to support the mission of the institution and the scope of its programs and resources.

Target Audience: *This session should interest those institutional participants from public institutions who have upcoming accreditation events. It can also serve as a primer for those who have never reviewed the financial aspects of accreditation criteria.*

CS-22

Fulfilling Core Requirement 2.11
[Private Institutions]

This session will serve as a corollary to concurrent session 21 with special applications for private institutions. Two seasoned professionals who have served on On-Site and Off-Site Committees and as readers for the Commission's Compliance and Review (C&R) Committees will lead the discussion.

Target audience: *This session is designed especially for fiscal officers at private institutions; however, presidents, liaisons, and others who are interested in the financial aspects of an accreditation review may be interested in this session.*

CS-23

Assessment of Institutional Effectiveness: How A Small School Can Do It with Limited Resources

This session will address how schools of 5000 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 3.4.1 (establishment and evaluation of program and learning outcomes), 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 and for multiple measures of institutional effectiveness will be presented.

Target Audience: *This presentation is aimed at participants from institutions with 5,000 or fewer students.*

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TRACK 2:

Curricular Reform Strategies

CS-24

Communicating Assessment Results Online to Promote Curricular Change

This session will provide an overview of the context, development, and success of an initiative to capture assessment results from a comprehensive junior writing portfolio in a Web-enabled database at the University of South Carolina Aiken, a small- to medium-sized public baccalaureate-general institution. This interactive Web tool has allowed for the dissemination of information about student writing outcomes in all majors to individual departments in an easily understandable format and encouraged curricular changes and reform based on assessment data. This data management strategy has applications in assessment of all learning outcomes campus-wide.

Target Audience: *Intermediate to advanced. Participants should have an understanding of basic assessment principles and how assessment of student learning is central to the accreditation process. The session is designed for a non-technical audience, although material requirements will be provided to audience members so that they can communicate with IT staff at their home institutions.*

CS-25

NewSkills: An Alternative, Flexible Delivery of Developmental and General Education Instruction

This presentation describes the NewSkills program, a successful, Tennessee Board of Regents award-winning, computer-based, instructional program that provides alternative, flexible delivery of developmental and general education courses at a comprehensive public two-year community college. NewSkills promotes student learning with individual assessments and computer-based, customized lesson plans delivered by alternative, flexible delivery methods. One-on-one, tutor supported instruction is provided as needed. Courses offered through NewSkills include developmental reading, writing, basic math, elementary algebra, intermediate algebra, and College Algebra. NewSkills benefits students who have the ability to accelerate course work, who need to progress at a slower pace, or who need flexible schedules, self-paced instruction, one-on-one instruction, and counseling and advising.

Target Audience: *The targeted audience will include college and university administrators and instructors interested in alternative, flexible, instructional delivery.*

TRACK 3:

Quality Enhancement Initiatives

CS-26

A Quality Process for Selecting a QEP Topic

The Quality Enhancement Plan (QEP) has the potential to have a major effect on the university and its students. SACS requires broad-based university input in the selection of the topic as one means of achieving this goal. Broad-based input does not happen by accident—a well-designed, high quality process is necessary. This presentation recommends a process that will identify potential viable topics that will be accepted by the university community as valuable for enhancing student learning. The process engages the university community with brainstorming and focus groups to generate topics, surveys to prioritize topics, and sponsored white papers to refine topics.

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

CS-27

The QEP: Development, On-Site Review, and Implementation

Developing a QEP focused on student learning requires a thorough review of the college community's capabilities and needs, a dedicated planning team, and a committed faculty, staff, and administration. This session will describe how various stakeholders of the college drove the methods used by two institutions in the Texas State Technical College (TSTC) System to select their individual QEP topics. The presentation will also discuss how each constituency, including students themselves, has influenced the QEP development and implementation processes regardless of the size or demographics of the college. Additionally, the presentation will include a discussion of electronic submission issues, the on-site visit, and a description of each college's progress in implementing its QEP to date. Participants will receive an array of tools and ideas to consider in the development of their QEP based on their own institutional culture and "people."

Target Audience: *This presentation is intended for those involved in the development of their institution's QEP.*

CS-28

Strengthening the Research Experiences for Undergraduate Students

Research is the economic engine of today's knowledge-based economy. Research is also among the most pedagogically sound means to teach students about their majors, introduce them to the technical forefront of their disciplines, and demonstrate to them the value of scholarship and innovation to society. This session presents a QEP initiative to increase the number of undergraduate students participating in research and

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encourage more students to pursue a research career. This effort is based on two efforts, one known as the Undergraduate Research Opportunities Program (UROP) and the other the Research Thesis Option (RTO). The UROP will facilitate the participation of more undergraduate students in research, encourage longer research experiences, and improve the quality of these experiences through faculty mentoring. The RTO is for those students who seek an intensive research experience, and possibly a research career. Participants of both programs will deepen and broaden their problem-solving and communication skills, their knowledge of the frontiers of their discipline, and their research competence and confidence. Students completing the RTO will receive the recognition on their transcripts to signify the extra depth and breadth of their research experience.

Target Audience: *While open to all meeting participants, it should be most relevant to those who are already engaged in undergraduate research programs.*

CS-29

Using a New Model for Self Study and Assessment to Produce an Action Plan for Addressing First-Year Student Performance and Retention Concerns

This session will describe a national effort, funded by the Lumina Foundation for Education, with many illustrations in the SACS region, to improve the effectiveness of the critical first college year through guided self-study for improvement and action. The Foundations for Excellence in the First College Year process will be presented with special application for the QEP process.

Target Audience: *Chief academic officers, IR and assessment personnel, higher educators interested in improving the success of beginning college students; both beginner and advanced.*

CS-30

Substantive Change 201

This session will focus on procedures and processes involved when seeking SACS–COC authorization of significant modifications in the mission or expansion of accredited institutions. Examples of topics to be explored pertaining to these types of substantive changes include (1) initiating programs at a higher degree level, (2) initiating branch campuses, (4) establishing international sites where the majority of a degree program can be earned at those locations, or (3) initiating mergers/consolidations. Time will be reserved for questions from the audience.

Target Audience: *Individuals who are interested in gaining advanced knowledge of the Commission on College's substantive change policy should consider attending this session.*

TRACK 4:

Becoming a Learning-Centered Institution

CS-31

Learning Assessment and Enhancement—A Documentation and Incentive System

This session will cover the planning, evaluation and documentation of learning assessment and enhancement initiatives and may generate benefits and solutions for other institutions. Valencia Community College's Instructional Affairs Committee (IAC), an assembly of academic and student deans, works collaboratively on numerous operational issues. A key focus has been the assessment of student learning at the division level. The current system includes procedures that target learning assessment and enhancement projects. Based on competitive application, planning and evaluation criteria, dedicated funds, and an electronic archive, this model has helped establish a planning and evaluation model that effectively coordinates documentation needs with incentives for faculty participation.

Target Audience: *The target audience for this presentation includes anyone involved in a leadership role linked to the reaffirmation of accreditation process including Compliance Certification and/or QEP directors, members of steering committees and other appropriate administrators, faculty and staff. In addition, the presentation can serve as an effective training tool for members of Off-Site and On-Site Review Committees who will be increasingly using electronic documentation provided in advance of visits and summative meetings.*

CS-32

Quality Assurance for Distance Learning in Higher Education: Best Practices Identified by Students, Faculty, and Administrators

This session presents the results of a qualitative study that explores and describes the characteristics of high-quality distance learning from the experiences of primary stakeholders in five Virginia community colleges. The study also evaluates the usefulness of the "Best Practices for Electronically Offered Degree and Certificate Programs" promulgated by the eight regional higher education accreditation commissions as a tool for evaluating distance learning. Participants will learn practical ways to improve the quality of online learning offered by their institutions.

Target Audience: *This session is appropriate for higher education faculty, academic and student affairs leaders (program heads, deans, vice presidents of academic and student affairs, etc.), assessment and institutional research professionals, administrators of distance learning programs, or anyone interested in increasing their knowledge and improving practice related to distance learning quality assurance.*

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TRACK 5:

Current Issues in Higher Education

CS-33

Special Session for Presidents

Topic: *Leadership in Times of Transition*

Target audience: *Presidents and chancellors of member and candidate institutions.*

Presenter: **Dr. Johnnetta Cole**, President, Bennett College for Women, Greensboro, NC

CS-34

Dialogue with Jennifer James: *Thinking in the Future Tense*

We can teach the mind and body to adapt but it is a tough assignment; the key is the ability to think in new ways. We need to understand what our life and our business is now about and what our organization's place in the global market is likely to be. Our plenary session speaker will continue to discuss key points in her book, *Thinking in the Future Tense*, and dialogue with the audience.

CS-35

Student Success in College: A Profile of DEEP Institutions in the South

Several institutions in the Southern region were featured in the Documenting Effective Educational Practice (DEEP) project conducted by the Center for Postsecondary Research at Indiana University. These panelists will describe policies, programs, and practices to foster institutional improvement, student success, and student engagement. Time will be reserved for questions from the audience.

Target audience: *The primary audience includes individuals who are interested in exploring institutional policies and practices designed to promote student success.*

CS-36

Tracking Institutional Effectiveness Activities Online: Two Institutional Examples

When an institution engages in the practice of institutional effectiveness, it must address how to collect data regarding the institution's effectiveness activities and it must be able to conveniently track the activities. This session will present two examples of online, Web based tracking systems developed by separate institutions. The systems will be compared and contrasted. The benefits of online, Web based tracking systems for institutional effectiveness activities will be discussed as well as the campus challenges to develop these systems. The relevance of the systems to support the broader based planning efforts of the institution will be highlighted.

Target Audience: *This session will be of interest for those who are involved with the development of institutional effectiveness practices and broader planning issues at their institutions. Participants will find the session minimally technical.*

CS-37

Assessing Administrative and Support Areas

Accreditors want to see outcomes assessment throughout the institution, including administrative and support (A&S) areas. This session will introduce basic assessment concepts in general terms and show how they apply to A&S units. Exercises will help participants ask "how does this apply to me?" and develop concrete ideas for their own assessment processes.

Target Audience: *The presentation is appropriate for participants who are relatively new to outcomes assessment. It will also help experienced participants deal with institutional effectiveness issues in their A&S areas.*

CS-38

Assessing Critical Thinking

Tennessee Technological University has been developing an instrument to assess critical thinking skills since 2000. A recent National Science Foundation grant has provided the opportunity to evaluate and refine the instrument at six other institutions across the country. The presentation will examine preliminary findings of this grant and the implications for test refinement. The presentation will also examine how this assessment instrument could be combined with a variety of other assessment tools to evaluate progress in a QEP that focuses on such issues as critical thinking and real-world problem solving.

Target Audience: *Colleges and university representatives who are looking for alternative ways to assess critical thinking and institutions that are considering possible topics for their quality enhancement plan can benefit from this session.*

CS-39

Faculty Development: What It Can Do for Accreditation at Your Kind of Institution

The new SACS accreditation criteria require documentation of effective educational programs. Since it is the faculty that creates the curriculum and does the teaching within the curriculum, it is imperative that faculty have a good understanding of the best ideas currently available on teaching, learning, and assessment. Having a strong, campus-based faculty development program is the best way to ensure such an understanding. This session will focus on faculty development in community colleges, four-year colleges, and research universities (including comprehensive universities). Institutional representatives will describe the faculty development program and the institutional impact of this program, at their kind of institution.

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Target Audience: *The target audience for this session includes administrators and faculty leaders from community colleges, four-year colleges, and research universities.*

CS-40

Is There Anything Christian About Christian Higher Education?: Reclaiming the Christian Intellectual Tradition

Quite a number of Christian colleges and universities have done serious studies toward the development of the integration of faith and learning in the various disciplines in their schools. This year's topic will be "Reclaiming the Christian Intellectual Tradition."

Target Audience: *Administrators and faculty at evangelical Christian colleges and universities are invited to attend.*

CS-41

Using National Benchmarks for Documenting Compliance in Community Colleges

The reaffirmation process is most productive when colleges provide documentation that is useful for both campus continuous improvement and for reaffirmation. Identification of such data is in fact, necessary for integrating the reaffirmation process into the ongoing business of the college. Further, both campus personnel and SACS committee members expect data that allow comparisons beyond the local campus and benchmarking to best practices. This presentation will explain the types of data that are available to community colleges through the National Community College Benchmark Project (NCCBP) and will provide concrete examples of their use for compliance and for campus assessment.

Target Audience: *All community college personnel, especially academic and institutional research staffs, might be interested in this session. The focus will be on the use and application of NCCBP data for compliance and/or QEP documentation. Data will be linked to specific SACS standards. The examples will be useful for campus assessment, accountability, planning, and management processes as well as for reaffirmation.*

CS-42

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 to be of interest.*

12:00 p.m. – 1:00 p.m.
Delegates' Luncheon

12:30 p.m.-2:00 p.m.
Presidents' Luncheon

Speaker**: Dr. Brian Fitzgerald**, Executive Director, Business-Higher Education Forum, Washington, DC

1:00 p.m.-2:00 p.m.
Concurrent Sessions III

TRACK 1:

Accreditation, Integrity, and the Compliance Certification

CS-43

A Simplified Electronic Documentation System for Compliance Certification

This session will present a successful, yet simple model for the creation of electronic documentation in support of the reaffirmation process. Many smaller institutions are overwhelmed by what they perceive as a massive outlay of technology resources to develop electronic documentation. The innovation behind this session is that an institution can provide the off-site evaluators with the information they need, using existing resources, and with minimal use of technology personnel.

Target Audience: *Attendees for this session should be familiar with the Compliance Certification documentation process. They should also be in the initial planning stages of converting documentation over to an electronic format.*

CS-44

WebCT as the Technical Solution to Web-Based Compliance Certification

A small group of employees at Tri-County Technical College set off on the adventure of preparing a Web-based Compliance Certification Report as part of the college's reaffirmation process for SACS. This presentation by two members of the group will showcase the innovative approach they utilized with WebCT as the tool for creating and displaying the proof of compliance. Participants will discover how and why the decision was made to use WebCT, review documentation of the process that was developed to take full advantage of WebCT tools, and receive a bird's-eye view of the final product.

Target Audience: *This session is for institutions with distance learning software that are interested in having a Web-based compliance report.*

CS-45

Developing a Successful Accreditation Review

Upon completion of this concurrent session, participants will be able to identify the key components, procedures, time requirements, and costs associated with completing a successful SACS compliance audit. Participants will be guided through a practical, comprehensive, Web-based SACS preparation and planning experience. QEP development and implementation will also be discussed. Handouts will include sample compliance audit and QEP documentation. The model for this case study, Texas A&M University-Kingsville, is a

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mid-sized, doctoral-intensive university. Texas A&M-Kingsville's reaffirmation year is 2005.

Target Audience: *Any institution would be able to identify with many of the issues involved. Additionally, anyone faced with compliance issues involving a substantive change would also find the material of interest.*

CS-46

Building a Meaningful Faculty Roster

During the data-gathering phase, the University of Memphis realized that the data available for faculty were scattered and sparse. Through the combined efforts of the Office of the Provost and Information Technology, we leveraged our data warehouse and our academic personnel records systems to produce highly useful information for the SACS reaffirmation of accreditation report and other campus information needs. This presentation will describe the efforts we undertook and demonstrate the results.

Target Audience: *The session should be of interest to any institution facing similar limitations with their faculty data.*

TRACK 2:

Curricular Reform Strategies

CS-47

The Engaged Campus: Integrating Civic Engagement into the Curriculum as an Effective Means to Preserve Core Values

The inclusion of civic engagement initiatives into the curriculum provides students with opportunities to learn actively, think critically, experience diversity, explore career and employment options, clarify values, and understand and practice the skills of active citizenship. Civic engagement initiatives are increasingly being incorporated into the QEP of colleges and are proving to be an effective means to preserve core values. Presenters will discuss definitions of civic responsibility, essential civic competencies and skills, rationale and methodology for incorporating civic engagement into the curriculum with a focus on service learning, assessment of civic responsibility, resources available, and best practices.

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 on their campuses to enhance student learning through civic engagement.*

CS-48

Assessing Core Values Utilizing National Surveys

Administrators at Southwestern University have utilized national surveys to assess their core purpose and core values. In particular, the National Survey of Student Engagement has been used to determine if and how first-year students and seniors are actively pursuing and supporting their core values. The information from three different survey administrations has tracked student engagement and satisfaction with the university as well as issues that need direct attention. As an institution, they have critically examined and made particular use of the information gained to assess, inform, educate, and create widespread institutional change for improved student learning.

Target Audience: *The target audience is wide-ranging and can encompass a diverse set of abilities and interests.*

CS-49

First Steps Toward Evidence Based Decision Making

Transforming colleges and universities into learner-centered institutions can be a long and tedious project that can be significantly aided by institutional assessment processes embedded at all levels of the institution. The first task to accomplish this goal will be to establish a shared language and conceptual framework for assessment. Attend this highly interactive session to gain an understanding of definitions of assessment, the process of developing a shared language and framework for assessment, and ways to promote this work to the campus and professional community.

Target Audience: *The target audience includes administrators and faculty who are interested in institutional transformation.*

CS-50

Building the Institution One Step at a Time through Faculty Development

This session offers a model for establishing a faculty development program in a small liberal arts college. North Carolina Wesleyan College's Title III Faculty Development Initiative supports faculty in enhancing some aspect of their teaching, especially within courses from either the general education and/or lower-level curricula and sharing the results of their work with colleagues. The participants will describe the program, discuss the impact of faculty projects on teaching and learning outcomes, and address ways in which the program has benefited the institution as a whole. A question period will allow audience members to learn more about the program.

Target Audience: *Faculty and administrators from small liberal arts colleges who are interested in enhancing faculty development initiatives and student outcomes should consider attending this session.*

CS-51

Integrating Values in Higher Education: A Hands-On Approach

Through a variety of engaging, hands-on activities, participants will gain a clearer understanding of how Saint Leo University has infused core values

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into its academic programs. It is through this integration of core values that students come to understand a values-centered education, and to gain opportunities to actively engage in thinking about how values inform, deepen, and distinguish their learning. In addition, data will be presented to demonstrate how well this infusion of core values is working .

Target Audience: *This session will be presented at a basic level and should be of interest to presidents, deans, department chairs, and professors.*

TRACK 3:

Quality Enhancement Initiatives

CS-52

Planning for Quality Enhancement: A Catalyst for Institutional Change

Developing and implementing a QEP has been a catalyst for change at Tallahassee Community College. The QEP focuses on student engagement and promoting student learning and development along a continuum as students move from novice to experienced learners. The seven initiatives affect all areas of the college and implementation requires extensive collaboration, review and revision of programs and services, integrated planning and assessment, and effective communication. These processes are resulting in substantive changes in principle and practice that are transforming the educational environment and rapidly moving the college towards becoming a learning-centered institution.

Target Audience: *This presentation should be helpful to faculty, staff and administrators from institutions that are beginning to develop a QEP and who have an interest in using the process to become more learning-centered. This session should also be of interest to administrators in academic affairs and students affairs who are interested in examples of how the two areas can collaborate to promote student learning and development.*

CS-53

Developing a Successful QEP by Increasing Student Engagement in High-Risk Courses

This session will focus on how Blinn College, a 2-year college, developed a QEP to increase student engagement and enhance academic support for identified high-risk core curriculum courses to support successful student outcomes. Following a successful visit from the reaffirmation committee, and over the next several years, the college is implementing enhanced academic support options and continued assessment to foster active and collaborative learning. The assessment of ten broad student learning outcomes in four domains—student achievement, student attitude, student values, and participation—will guide the continuous development of the QEP.

Target Audience: *This session will provide helpful information to an institution preparing for the development of a QEP, particularly for those individuals appointed to lead the QEP at their institutions. It will also provide information to anyone interested in using institutional data to identify high-risk courses as a possible focus for the QEP.*

CS-54

Engaging Students More Effectively Toward the Goal of Improved Learning and Student Development: A QEP Project

Offering sound programs to foster student learning and student development will only get an institution halfway toward the fulfillment of its mission. On the other hand, enabling students to become fully engaged in these programs is the key to total fulfillment of the institution's mission, and this is often the overlooked element in higher education. This session will describe how Morris College came to recognize this fact and made it the central theme of its QEP. The session will review some of the significant activities that were initiated to promote student engagement throughout the college and the resulting outcomes.

Target Audience: *The target audience for this presentation includes persons who are from smaller liberal arts colleges and other historically black colleges that are preparing to initiate accreditation activities for the first time under the new standards. Another group that will benefit consists of academic deans, academic department chairs, student services staff, and professional guidance counselors who are advocates of greater student engagement on their campuses as a way to promote improved student learning and student development. Morris College was one of eight colleges selected by SACS in 2003 as a pilot group to test the new accreditation standards.*

TRACK 4:

Becoming a Learning-Centered Institution

CS-55

Student Outcomes Solutions for Program Assessment

Accrediting boards want to see that academic programs are focusing on student learning outcomes and that internal assessment drives program change. University personnel can combine efforts by evaluating and documenting student outcomes that meet accrediting and institutional standards. This session first describes how existing models for program evaluation, such as the A.B.E.T. *Criteria for Evaluating Engineering Programs*, can provide a framework for student outcomes oriented program evaluation. It then details how some fundamental assessment principles can be used to develop strong student learning outcomes. Participants will develop program-specific student learning outcomes and related strategies to measure these student

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outcomes. Ideas for assessment-driven change will be shared.

Target Audience: *This session should be of interest to individuals who are interested in combining efforts to meet program and regional accreditation requirements.*

CS-56

Best Practices in Adult Learning

Although the U.S. Department of Education indicates that "non-traditional" students comprise more than 70% of all students enrolled in higher education today, programs for adult learners continue to be viewed with skepticism and suspicion. Many persons question the validity of such programs given their emphasis on acceleration, self-directed learning, and heavy reliance on adjunct faculty. Nonetheless, such programs continue to grow especially due to the proliferation of for-profit and proprietary initiatives. This presentation examines how best practices in adult learning can be benchmarked and articulated to support high standards and expectations in the accreditation process.

Target Audience: *Although this presentation will be directed toward individuals with advanced knowledge of adult learning programs, it will utilize many references and activities that should be beneficial to anyone who is considering expanding into this arena.*

CS-57

Helping Women Learn: Using NSSE to Promote Learning among Female College Students

The session will focus on uses of the National Survey of Student Engagement (NSSE) at Judson College, a women's college since 1838. By comparing NSSE results on Judson students with recent research conducted by the Department of Educational Policy and Leadership Studies at the University of Iowa regarding female learning patterns at women's colleges and co-educational institutions, participants will be informed of methods that can enhance learning for female students.

Target Audience: *Although the University of Iowa study involves technical statistical analysis, participants need only a minimal understanding of statistical parameters and functions. The session will provide pragmatic suggestions for college leaders seeking to enhance the learning experience of female students.*

TRACK 5:

Current Issues in Higher Education

CS-58

Using Standardized Pre- and Posttests to Establish Program Equivalency at Multiple Sites

Keiser College is a private, for-profit Level II institution with twelve branch campuses throughout Florida. Most of its academic programs are offered at multiple sites. A major concern has been to establish and maintain the consistency of its academic offerings at all campuses as the college expands. Building on a pre- post testing mechanism long in place, the college is now technologically equipped to assess campus programs in terms of student learning gains and to compare these results across campuses in an effort to maintain program equivalency. The session will be used to describe and discuss the workings of this process.

Target Audience: *The target audience for this presentation will be educational administrators, including deans, responsible for scheduling courses, evaluating faculty, and determining the quality of the educational program. In addition, faculty, staff, and administrators engaged in the accreditation process will be particularly interested in the quality enhancement aspects of employing this technology to support institutional improvement.*

CS-59

Computer-Aided Curriculum Planning and Scheduling

This session proposes the construction of a Computer-Aided Curriculum Planning and Scheduling system (CACPS) for both higher education administrators and students. Given the degree requirements, multi-year course offering schedule, and transcripts of a student, CACPS can automatically generate his/her personalized multi-year study plan, which can be further refined by the student via Web portals. The multi-year study plan of each student, in turn, is utilized by CACPS to predict enrollment of each course. This allows CACPS to promote the utilization of educational resources by optimizing multi-year course offering schedules.

Target Audience: *The target audience includes educators and IT managers who are interested in the application of computer systems that automatically schedule courses for administrators and provide personalized academic advising services to students.*

CS-60

Ensuring Institutional Effectiveness at Baccalaureate Institutions: An Integrated Strategic Planning and Evaluation Process

The purpose of this session is to demonstrate a planning and evaluation model that ensures institutional effectiveness. Specifically, the presenters will share their experience in developing a broad-based process and detail a system that "closes the loop" and ensures institutional effectiveness. The session will also facilitate interaction of the participants with members in the audience who have experience in creating, implementing, and monitoring cohesive and integrated systems.

Target Audience: *The intended audience for the session includes self-study directors, chairs of institutional effectiveness committees, planning and assessment administrators, and faculty*

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from institutions that are about to initiate the self-study process, are in the middle of the process, have recently concluded the process or are involved in establishing a planning and evaluation system that ensures institutional effectiveness.

CS-61

Integrating Institutional Effectiveness

Institutional Effectiveness Plans (IEPs) are an integral part of the accreditation process. Middle Tennessee State University has implemented a computerized system for maintaining IEPs. This system uses a database to store goals and student learning outcomes and measurable objectives for each, plus Web-based display and editing facilities to update plans on a regular basis. This session will describe MTSU's system and discuss how it might be adapted for use at other institutions.

Target Audience: *This presentation is designed for a basic-level audience.*

2:15 p.m.-3:15 p.m.

Concurrent Sessions IV

TRACK 1:

Accreditation, Integrity, and the Compliance Certification

CS-62

A Holistic Approach to Compliance Certification and Quality Enhancement

This session will focus on the successful model developed by Alabama A&M University (AAMU) in establishing and implementing a holistic and integrative approach to meeting the principles of accreditation and developing the quality enhancement plan. While the current *Principles* lend themselves to the separation of the processes, the advantages of a purposeful integrated approach will be demonstrated. The integrative approach will address (1) broadening the leadership team and oversight of the compliance process to heighten institutional engagement, (2) using the compliance audit process as an effective assessment tool to address quality, (3) linking Compliance Certification and quality enhancement, and (4) using technology as a process and product to maximize the entire accreditation outcome. Participants will engage in a simulated mini-holistic accreditation activity. The concept of integrity will be interwoven throughout the entire presentation as an underbracing principle.

Target Audience: *This session is designed for institutions that have not initiated the accreditation process or are in the early stages of organizing for accreditation.*

CS-63

Quality Measurement or Compliance Control?: A Critical Examination of SACS Protocols and the United Kingdom Quality Assurance Agency Model

In 2002 the UK Quality Assurance Agency for Higher Education admitted its first American member, the London campus of American InterContinental University. In 2005 this campus had its first-ever Quality Assurance Agency (QAA) Institutional Audit. The QAA brings to such audits a transparent, public, and judgmentally focused outcomes-based approach that differs radically from the confidentially applied, compliance methodology currently employed by SACS. This session will explore AIU London's experience with these two very different systems as a way of critically evaluating the SACS accreditation model.

Target Audience: *Individuals who are interested in comparing and contrasting accreditation requirements in the United States and the United Kingdom should consider attending this session.*

TRACK 2:

Curricular Reform Strategies

CS-64

Successful Curriculum Reform Focused on Student Engagement, Success, and Progressive Development of Academic Skills and Attitudes

In 2003 Winthrop University began implementing a significantly redesigned general education program after extensive conversations with faculty, staff, and students. Multiple methods of assessment informed these discussions, including both internally developed and nationally validated measures appropriate for Winthrop's general education program. A major factor in the success to date of this curriculum reform has been the creation of a new unit in academic affairs, University College, and commitment to and support of faculty development. Presenters will share the process of curriculum reform, structure of the new curriculum, expected outcomes, and assessment strategies.

Target Audience: *Anyone from an institution in the midst of or seriously contemplating major curriculum revision will find this session useful. The presentation will include a faculty, dean, and vice president's perspective on the process. This session will relate most directly to individuals from mid-size state-supported comprehensive institutions.*

CS-65

Curricular Reform and Development of the QEP

In 2003, to promote an increase in student access, Spalding University made a remarkable curricular transformation from the traditional pattern of semesters and a summer session to seven 6-week sessions. The presenters will illustrate how this curricular

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reform led to the development of their QEP. They will also show how the institution embraced the *Principles of Accreditation* and institutional research and effectiveness to (1) sustain the organizational change, (2) more effectively manage the institution, (3) improve student learning, and (4) develop a culture of accreditation and continuous improvement.

Target Audience: *This session is designed for presidents, provosts, deans, directors of institutional effectiveness and research, and faculty and staff who are leading the reaffirmation of accreditation process. All faculty, staff, and administrators who want to know more about how to use the* Principles of Accreditation *and the QEP to establish a culture of accreditation and continuous improvement can benefit.*

TRACK 3:

Quality Enhancement Initiatives

CS-66

Evolution of One Pilot Institution's QEP

Richland College will share its experiences as its QEP has been absorbed into the college culture as "business as usual." One of the eight pilot institutions, Richland has learned much through the new process and believes it is an even stronger institution because of its QEP. The faculty now looks for ways to ensure they make data-informed decisions, rather than relying on anecdotal evidence, as assessment has become a major cornerstone in their learning-centered environment. In this session, you will hear the lessons Richland College has learned during the last 5 years.

Target Audience: *This session will be appropriate for faculty, administrators, and other personnel charged with writing and/or implementing their institution's QEP. It will cover information helpful both to novices and to those currently working on their institution's plan for writing and implementing the QEP.*

CS-67

Planning the QEP: Charting the Course, Detours, and Finish Line

This session will address methods used to select the QEP topic and develop the plan, focusing on research and discovery. The presenters will share successful strategies to gain widespread participation and describe an effective organizational approach to facilitate planning with a large group/committee. The session will include use of research/survey/focus group results to narrow the topic as well as challenges and victories experienced throughout the process. Although the session will focus on the planning stage of the QEP, strategies will be included for its implementation and assessment.

Target Audience: *The target audience for this session includes Leadership Team members, faculty, and administrators involved in the development of the QEP. The session will be most helpful for those beginning the planning stage of the QEP, but should also benefit others who are refining their plans.*

CS-68

Integrating Instructional, Curriculum, and Organizational Development in the QEP

The Art Institute of Houston has selected the creation of a career portfolio as its QEP. The career portfolio is a collection of documents and artifacts demonstrating understanding and mastery of key employability skills: communication, teamwork, problem solving, leadership, social responsibility/ service learning, diversity appreciation, and time and task management. The career portfolio will (1) require faculty to rethink how they teach classes and laboratories, (2) embed new content in existing courses, and (3) and modify graduation requirements. This session will describe a comprehensive approach to development that underlies large scale change at the instructional, curriculum, and organizational levels.

Target Audience: *Participants should be academic officers in the middle stages of writing their QEP. They should be ready to move their project from concept to reality. If their QEP involves teaching and learning, they may be particularly interested in a case study of lessons learned about what happens when moving from theory to practice.*

CS-69

Baldrige on Campus: A Guide to Meet the Challenge for a QEP

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

Target Audience: *Presidents, chancellors, vice presidents, deans, directors, accreditation Leadership Team members, quality assurance practitioners, amd faculty/staff will all find benefit in this session.*

CS-70

Strengthening the Global Competence of Undergraduate Students

Georgia Tech seeks to globalize its educational programs by preparing students for success and leadership roles in business, government, and academia with advanced communication and technical skills developed within an international context. The objective of this QEP initiative, known as the International Plan, is to increase the number of undergraduate students who graduate with global competence

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in the international practice of their major. This is a unique degree-long program designed to instill a deep and multifaceted understanding of global relations, intercultural differences, and international disciplinary practices into any major at Georgia Tech. Graduates of the program will be proficient in a second language; knowledgeable about comparative international relations, the world economy, and the sociopolitical systems and culture of at least one other country or world region; and able to practice their discipline within an international context. Students completing the program will receive the degree designation "International Plan" on their transcripts and diplomas to signify the depth and breadth of their global competence in their major.

Target Audience: *While open to all meeting participants, it should be most relevant to those who are already engaged in programs to provide international education and experiences for students.*

TRACK 4:

Becoming a Learning-Centered Institution

CS-71

Alignment: Do Your Courses and Assessment Really Support Your Mission?

Alignment refers to how well all elements (i.e., mission statements, course objectives, assessments, and reports) of an institution work together to guide instruction and student learning. This session will examine different methods of alignment and explore how alignment can be used to strengthen student learning as well as comply with accreditation standards. The session will use practical, hands-on learning experiences to provide participants with information on two types of alignment studies.

Target Audience: *The session is appropriate for all audiences, particularly those involved in strengthening institutional assessment programs.*

CS-72

Becoming a Learning-Centered University: A Post-SACS Transformation

This session will share ideas about how institutions can make the most of the reaffirmation experience to achieve the valuable paradigm shift from a focus on teaching to one on learning. The presenters will explain how their faculty is coming to understand that the practice of assessment is not just about accountability, but about seeking continuous improvement. As instructors begin to value assessment, they seek ways to measure student learning, and this enables learner-centered teaching. The presenters will share a variety of ways that GC&SU has encouraged faculty development of learner-centered instruction.

Target Audience: *This session is targeted at the administrators and faculty at institutions that do not yet have a culture of assessment, but that seek to develop one. Faculty development in the area of assessment for better learner-centered teaching should be an identified priority. This session will provide some models for beginning this transformation.*

CS-73

Changing the Academic Culture Using Continuous Quality Improvement (CQI)

Faculty cannot be expected to successfully implement a continuous quality improvement (CQI) plan and change the academic culture from one of complacency to one of academic excellence unless they know and understand the CQI process itself, learn how to use tools and techniques designed to assist with implementation, and experience application first-hand. This session will describe a process which started with a continuous quality improvement workshop designed for the entire faculty and staff at a private university, and included efforts to ensure successful application of the principles, strategies, and techniques learned in the workshop. Participants in this session will be able to (1) describe the continuous improvement process, (2) write a mission statement for their department, (3) develop expected program learning outcomes, (4) identify indicators to assess and measure learning outcomes (student achievement and satisfaction), and (5) learn to use tools designed to analyze data and plan for continuous improvement, thereby completing the PDCA (plan, do, check, act) process.

Target Audience: *The target audience will include academic leaders such as provosts, deans, department chairs, and faculty. Participants with varying levels of CQI expertise will benefit from the session, whether currently practicing CQI principles or just starting the educational process.*

TRACK 5:

Current Issues in Higher Education

CS-74

Retention and Graduation: A Model Bridge Program for New Freshmen

In 1991, Louisiana State University, a research-extensive institution with 32,000 students initiated a Summer Bridge program to foster enrollment, retention, and graduation of under-represented students. The program, LSU Summer Scholars' program, has had phenomenal success in the retention and graduation of its students. Summer Scholar students have a graduation rate that is 27% higher than all other LSU students. This presentation will provide data on the unique features of this program, including (1) the administrative structure, (2) program components, (3)

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profile of participants, (4) assessment measures, and (5) quantifiable results over a 14-year period. Participants will be asked to identify a program or area they wish to improve and evaluate its potential for success.

Target Audience: *The target audience of this presentation is faculty, administrators, and program directors at all levels (basic, intermediate and advanced) in postsecondary education.*

CS-75

The Final Frontier? NASA Funding, Student Outcomes and the University Library

St. Thomas University received $891,000 in NASA funding in 2004-2005. Over $300,000 was used to enhance the library's technological infrastructure, learning resources delivery mechanisms, and instructional capabilities. Minority student success was studied through newly developed outcomes measurements. A new relationship was formed between library staff and the science department. The stage is set for future student success through an advanced information literacy program affecting all disciplines. The library also is poised to elevate the curriculum, meet future accreditation requirements, and help graduate life-long learners in a rapidly changing information and digital content-rich world.

Target Audience: *The audience can include university administrators, fundraisers, faculty and/or directors interested in developing libraries and other departments using external funds. Those individuals who are interested in implementing the latest library-related technology and developing associated outcomes measurement structures can also benefit.*

CS-76

Kansas Study Data in the Reaffirmation Process

Many colleges, including Nashville State Technical Community College, believe that external benchmarking data are essential for a comprehensive and credible assessment and evaluation process. As campus continuous improvement processes mature, the need for comparative data becomes more crucial. This session will describe how Nashville State and other Tennessee community colleges are using a new national database to provide compliance documentation as part of the SACS reaffirmation process. The presentation will describe the ability to select targeted peer groups for comparisons on specific indicators and the crucial role that governing board staff have played in making participation possible for campuses.

Target Audience: *The information in this session will interest all community college personnel. Because the Kansas Study is similar to the Delaware model, university personnel may also find the applications to be appropriate. The focus of the presentation will be on the use and application of national instructional cost data in the reaffirmation process. However, the examples given will be equally applicable for use in program reviews, academic audits, campus budgeting, staffing, and quality improvement processes on every campus.*

CS-77

Implementing Strategic Initiatives under a Strong College Model

Large universities that employ a strong college management model have a unique challenge in implementing strategic initiatives. To start with, the strategic plan tends not to be a comprehensive master plan with operational links. Rather, it more often is a set of selected strategic initiatives designed to move the university toward achieving its vision. Moreover, those initiatives typically cross intra-institutional boundaries, creating many implementation challenges. This presentation suggests a model for managing this implementation by using strategic initiative coordinators, unit strategic implementation liaisons, and a Web-based system for collecting evidence of implementation of strategic actions.

Target Audience: *University leaders involved in strategic planning and personnel responsible for supporting the strategic planning process should consider attending this intermediate-level session.*

CS-78

Creating a Communication-Based, Time-Saving Program of Academic Assessment

The University of Louisiana at Monroe has undertaken a major renovation of its Assessment Office with the establishment of a new director and staff. Not accidentally, ULM is also preparing for a SACS visit in 2009. Hence, the imperative need exists for the development of a positive culture of assessment, and this effort has challenged the assessment office to envision and enable ways to create a new sense of the importance and usefulness of assessment. This presentation demonstrates and explains the ideas and activities that have taken the new assessment office toward the renewal of assessment on the ULM campus through a communication-based, multi-level program that is faculty-friendly.

Target Audience: *Institutional effectiveness and institutional research directors should be especially interested in this session. Other administrators and faculty who would like to create a culture of assessment on their campus should also benefit.*

CS-79

Counselors in the Classroom: Addressing Student Life Issues that Threaten Retention in Higher Education

This session will provide a brief review of literature regarding the characteristics of at-risk students and the reasons that students fail or drop out of higher education, describe Lake-Sumter Community College's Counselor in the Classroom program that developed in response to these issues, give participants examples of the life-skills curriculum developed for the at-risk population, and teach

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two life skills (accepting criticism and negative feedback and assessing one's power-load balance) to participants during the session.

Target Audience: *This program is designed for any persons who work directly with students in teaching or helping roles.*

CS-80

Enhancing Online Testing Integrity and Ensuring Students Are Who They Say They Are!

Troy University, dedicated to "Quality Education One Student at a Time" and to setting the standard in quality online academic programs and courses, has partnered with Software Secure, Inc., to produce a new technological enhancement method to preserve the integrity of the online testing environment and to ensure that students are who they say they are! Software Secure, Inc., noted for their responsible incorporation of technology in testing and learning to enable students and teachers to attain the benefits of computer-based testing without electronic cheating and computer-assisted learning without digital distractions, has worked with Troy University to develop the new technological enhancement entitled "Remote Proctor."

Target Audience: *The target audience for this presentation and discussion includes college and university administrators who are (1) involved or interested in electronically delivery methodologies or (2) responsible for student services and quality oversight of online testing.*

CS-81

The Entrepreneurial College President

The most successful presidents today are primarily defined by entrepreneurial attitudes and behavior. Jim Fisher will discuss two key questions from his book, *The Entrepreneurial College President* (2004): 1) Do college presidents often behave in an entrepreneurial fashion and does their behavior pay off for them and their institutions, and 2) why are some presidents more likely to exhibit entrepreneurial attitudes than others? Come and dialogue with the author who surveyed over 700 presidents from all nine Carnegie classifications in the United States.

Target audience: *Current and aspiring college and university presidents.*

3:15 p.m.-3:45 p.m.

Afternoon Break

3:30 p.m.–5:00 p.m.

COC Executive Session
(Closed Meeting)

3:45 p.m.-4:45 p.m.

Concurrent Sessions V

TRACK 1:

Accreditation, Integrity, and the Compliance Certification

CS-82

Taking the Mystery Out of Accreditation Report Preparation: Team, Tools, and Technology

This presentation will provide audience participation in the creation and submission of the online accreditation reports. Participants will join the Texas A&M International University Team in a simulation experience responding to an accreditation criterion. Participant input will be incorporated to demonstrate the complete process to include practical examples on the use of software to facilitate online submission.

Target Audience: *This presentation is directed at academic, administrative, and technology personnel at institutions preparing for online submission of the Compliance Certification and the QEP. Participants do not need extensive technology experience to benefit from this presentation and handouts will be provided to illustrate the key concepts of the methods used by the TAMIU team.*

CS-83

Ensuring Continuous Improvement through an Online Document Room that Reinforces SACS *Principles of Accreditation*

To prepare for its reaffirmation visit in fall 2004, Midway College implemented an online continuous accreditation documents room that includes references and links to all relevant documentation that supports the SACS-COC standards. Not only do the references pertain to the principles and reinforce how the criteria are being met, they link to current initiatives that address and continuously improve each principle. The electronic, online archive of the accreditation documents will remain in place until the next visit to facilitate preparation and documentation as well as enhance institutional effectiveness and continuous improvement.

Target Audience: *College/universities administrators and faculty will benefit from this session.*

CS-84

The Faculty Credential Database: A Case Study

Electronic submission of the Compliance Certification requires more than meets the eye. In an effort to truly, and with integrity, demonstrate Jackson State's compliance with all principals related to faculty qualifications, and to document the faculty's ability to meet learning outcomes in the classroom, the SACS Leadership Team created a database that will be shared in this session. The presenters will share the process for determining the needs to be met by our faculty database, improvements and changes that resulted from the off-site evaluation,

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and the ultimate response of the on-site team. Jackson State Community College is in the 2006 reaffirmation class.

Target Audience: *Anyone interested in a case study of Comprehensive Standard 3.7.1, especially small institutions without strong technology resources.*

TRACK 2:

Curricular Reform Strategies

CS-85

General Education Assessment and Curricular Coherence in a Research University

Learning outcomes assessment has recently emerged as a significant change agent. Outcomes assessment is designed to result in continuous improvement of student learning, but can result in improvements of targeted outcomes that are not necessarily related to one another. At the same time, general education goals are seen as those elements that provide curricular coherence across undergraduate academic programs, but many universities report difficulty in getting faculty to understand their importance and to address these goals directly in both lower and upper-division courses. The presenters will discuss how the assessment of general education goals has led to a more coherent curriculum both in core courses and in major courses at a large research university.

Target Audience: *The intended audience includes institutions that have identified general education goals, but need direction in developing faculty buy-in, and in assessing those goals. Also included are institutions interested in using the results of learning outcomes assessment to help focus their QEPs. This presentation will engage participants through an interactive discussion of issues.*

TRACK 3:

Quality Enhancement Initiatives

CS-86

Developing a QEP that is Relevant to the Institutional Vision and Mission

Tennessee Technological University faced a daunting series of strategic planning initiatives over a 2-year period (the development of a vision, mission statement, 5-year strategic plan, and QEP). As the process began to unfold, the advantage that the convergence of these activities had for developing an integrated plan was realized in which the QEP could serve as a key component to the success of the new vision. The procedures employed to accomplish these tasks were efficient, data-driven, and creative in obtaining broad campus input. Many of these procedures could be used by other institutions to help develop meaningful and beneficial QEPs.

Target Audience: *The target audience includes individuals who work at all levels from institutions that will be participating in accreditation in the future and developing a QEP.*

CS-87

An Accelerated, Collaborative Approach to Selecting a QEP Focus

St. Petersburg College will demonstrate the innovative Collaborative Labs process using the Appreciative Inquiry 4-D Model—Discovery, Dream, Design, and Destiny— that assisted the college in brainstorming and selecting their QEP topic by obtaining broad-based involvement from students, faculty, program directors, and other stakeholders. Attendees will experience first-hand the advantages of using collaborative technologies and activities to accelerate results. Presenters will produce a Web-based, real-time record synthesizing the best ideas that emerge from the participants in the session, including presentation slides, photographs, video streaming clips and graphic illustrations.

Target Audience: *This session will appeal to all institutional champions of the QEP.*

CS-88

Using a Medical Model for the QEP as a Means of Institutional and Cultural Change

In this session, participants will learn how to organize a QEP using a medical model. This model provides a unique approach to the analysis of problems/symptoms, the formation of a diagnosis, and the application of treatments/initiatives. In addition, a statistically sophisticated evaluation plan of the impact of treatments will be shared that can be adopted. The treatments are in the areas of curricular improvement, service improvement, procedural and policy improvement, and technology improvements. The overall impact of such a comprehensive approach is a major change in the culture of the institution.

Target Audience: *Individuals who are interested in learning how one college organized to develop and implement the QEP should consider attending this session.*

TRACK 4:

Becoming a Learning-Centered Institution

CS-89

It's All About Learning: Teaching Teachers How to Improve Student Learning

Presenters will address the process and product of San Antonio College's (SAC's) QEP. SAC will be piloting the Murguía Learning Institute which will ultimately comprise five components:

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(1) a semester-long best practices course for new faculty about student-centered andragogies shown to improve student learning, (2) graduate coursework in adult and higher education for faculty and staff, (3) professional development best practices workshops for both faculty and staff, (4) mentorship for new faculty, and (5) a master teacher program for faculty. Components will include training in the measurement and assessment of student learning outcomes. Presenters will report on the experience of the pilot semester.

Target Audience: *Since SAC has addressed a national problem in higher education, anyone involved in faculty development could profit from this session. We also plan to present the process of developing the QEP which should prove helpful to those institutions that are in their first or second year in the reaffirmation process.*

CS-90

Strategies for Aligning Assessment for Program Improvement with Accountability for Individual Student Learning

Institutions of higher education have experienced increased accountability pressures to demonstrate achievement in student learning (e.g., "Measuring Up 2004"). For example, the Florida Board of Governors has recently called for all institutions in its State University System to develop "Academic Learning Compacts" for all undergraduate degree programs. This session will describe how Florida Atlantic University is aligning its assessment model for program improvement with the new state requirements for Academic Learning Compacts, and it will explore the opportunities and challenges other institutions may face in balancing similar pressures for assessment and accountability.

Target Audience: *This session should be of equal interest to basic and advanced audiences. It should be of particular interest to those whose institutions are struggling with demands for both assessment and accountability from governments and accrediting associations.*

CS-91

Achieving Quality Enhancement through Institutional Effectiveness in Changing Times

This session will describe how institutional effectiveness benefits not only the institution, departments, and units, but also the work of faculty and staff during changing times. This session links the literature on institutional effectiveness with practitioners' experiences derived from interviews, panelists' presentations, and audience discussion. Good practices will be offered that are useful to higher education professionals who wish to use institutional effectiveness processes to achieve quality enhancement.

Target Audience: *The appropriate audience would be administrators, faculty, and staff from higher education institutions who are interested in achieving quality enhancement through the use of institutional effectiveness.*

TRACK 5:

Current Issues in Higher Education

CS-92

Maintaining Core Concepts in a Time of Institutional Transformation

This session will focus on the challenge of leading a small, private, faith-based institution through a period of transformation while maintaining a focus on its five core concepts: values and ethics, communication, leadership, service, and wellness. Although many programs and services have been modified during this period, these core concepts have been maintained and strengthened. The presenters will discuss the transformation process and the strategies employed to preserve the university's core concepts, and how the project enhanced the quality of the institution.

Target Audience: *The session will be presented at a basic level and will be appropriate for CEO's, CIO's, academic deans, department chairs, and faculty.*

CS-93

Encouraging Student Persistence: A Retention Strategy

At the 2004 meeting of the Southern Association of Colleges and Schools, Columbia College presented an attendance monitoring plan designed to improve student retention. The plan has been expanded to include a peer mentoring system, thanks to the generosity of a foundation. This presentation will examine the continued impact of intervention with first year students based on attendance and will contain preliminary information about the effect of adding peer mentoring to our retention strategies.

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

CS-94

Gaining Campus-wide Faculty Support for Institutional Effectiveness: Reaching the Reluctant

Involving faculty from a variety of academic disciplines in institutional effectiveness (IE) efforts often poses challenges to administrators charged with these tasks. While faculty from areas with discipline-specific accreditation and licensure requirements are typically familiar with and responsive to IE mandates, faculty from other disciplines may not have the same level of enthusiasm. This session will focus on successful strategies to involve and train faculty in IE efforts so that student learning and program outcomes are integrated into academic

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and administrative planning processes. Particular attention will be paid to strategies that involve faculty who might be reluctant to document IE activities.

Target Audience: *While this presentation will discuss the experience of a large, public research extensive institution, all institutions–public and private, small and large–will benefit from the knowledge learned in this presentation. The leadership team will share best practices applicable to all institutions designed to ensure that institutional effectiveness efforts are sustained and incorporated into administrative and academic processes and will share successful strategies to obtain faculty buy-in to the activities.*

CS-95

WEAVEonline℠—Web-based Assessment Management Could Make All the Difference!

Virginia Commonwealth University developed WEAVEonline℠ so programs could track quality enhancement. In the WEAVE assessment cycle each program 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 any central quality enhancement cycle documentation had to be flexible and easy to use. Provost-area staff developed WEAVEonline℠, but significant input from faculty and staff made it what it is today—a valued tool for regional and disciplinary accreditation, annual reporting, program review, and external reporting. Could such an approach make a difference at your institution?

Target Audience: *Persons at any level of experience with technology and/or with the* Principles of Accreditation *should be able to participate successfully in this session.*

CS-96

A Freshman Neighborhood Built Around Effective Advisement

University College (UC) opened in 2000 as a state-of-the-art freshman residential complex, but it's far more than a set of buildings. UC is a comprehensive freshman program with holistic, intrusive advisement by professional staff at its heart. Each student is assigned to a UC academic team that is hall-based and includes 102 students, a professional advisor, a learning community manager, two student community assistants and a faculty fellow. The UC model has implemented accessible advisement, academic enhancement, support services/referrals, and co-curricular activities within the residential complex. The UC model has shown statistical success in improving freshman retention and academic performance.

Target Audience: *Individuals who are interested in improving the first year of college should consider attending this session.*

CS-97

Using Commercially Available Web-Based Survey Software to Support Quality Enhancement for a Multi-College, Multi-Campus System

This session demonstrates how a multi-college, multi-campus system employs commercially available Web-based survey software to provide classroom evaluation data on faculty. Courses across the system generally run for one month, so creating a process that can work quickly and efficiently to provide information on faculty performance in the classroom was a paramount concern. This survey software can also be utilized for graduate, employer, and other surveys that are done on a regular basis. Samples of these surveys will be presented and discussed.

Target Audience: *The target audience for this presentation will be educational administrators, including deans, responsible for scheduling courses, evaluating faculty, and determining the quality of the educational program. In addition, faculty, staff, and administrators engaged in the accreditation process will be particularly interested in the quality enhancement aspects of employing this technology to support institutional improvement. Keiser College is in the 2007 reaffirmation class.*

CS-98

Avoiding the Obstacles of Creating an Electronic Compliance Review Report: One Community College's Viewpoint

This session will demonstrate the electronic compliance document that was created at Delgado Community College and will provide insight into what obstacles were experienced in the creation of this electronic process. In addition, the presenters will share a "pilot project concept," procedures, structures, timelines, activities and the technological tools that enhanced and thwarted the compliance review process. An open discussion, a PowerPoint presentation, and a look at the electronic internet site will be utilized in reviewing the entire process for completion of one college's compliance review process.

Target Audience: The target audience includes those accreditation liaisons and leadership team members who are beginning the process of completing their compliance review report and for those who may be approaching reaffirmation in 2 to 3 years.

TUESDAY, DECEMBER 6, 2005

7:30 a.m.
Morning Roundtables

- **R-1** Perspectives of an Off-Site Evaluator
- **R-2** Perspectives of an On-Site Evaluator
- **R-3** Perspectives of a C&R Committee Member
- **R-4** Perspectives of a Committee Chair
- **R-5** Perspectives of a QEP Lead Evaluator
- **R-6** Determining the Focus of the QEP Amidst the Turbulent Waters of Transformative Change
- **R-7** Creating the Loop for Academic Excellence through a Quality Enhancement Plan for Academic Renewal (QEPAR)
- **R-8** Changing Campus-Wide Culture to Reflect a "Learning College" Philosophy
- **R-9** After the Dance is Over: From Assessment to Successful Outcomes through Curricular Change to Enhance Student Learning
- **R-10** The QEP Process: A Critical (Thinking) Process

9:00 a.m.
THIRD GENERAL SESSION and COLLEGE DELEGATE ASSEMBLY BUSINESS MEETING

This session will include a business session and a report of accreditation and reaffirmation actions by the Commission on Colleges.

Speaker: Ambassador Andrew Young

Topic: Meeting the Challenge to Educate the Next Generation

10:30 a.m.
Group Meetings with COC Staff

12:00 p.m.
Conference ends

EDUCATIONAL EXCELLENCE EXPOSITION

The Commission on Colleges will conduct its Sixth Educational Excellence Exposition at the Hyatt Regency Atlanta, December 4-5, 2005. The Expo has become an anticipated event at the SACS-COC Annual Meeting. In addition to having a wireless CyberCafe, this year's participants will interact with representatives from 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; publishers; representatives from higher education; and many more.

Special thanks to our sponsors:

Commerce Capital
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WEAVEonline
Educational Testing Services

Expo Hours are:
Sunday, December 4, 2005, Exhibit Hall Opens, 6:00 p.m.
Opening Reception, 6:00 p.m. – 7:30 p.m.
Monday, December 5, 2005, 10:00 a.m. – 5:00 p.m.

PRESIDENTS' DAY ACTIVITES

2005 SACS-COC Annual Meeting

Monday December 5, 2005

Presidents' Breakfast
7:30 a.m.
Rita Bornstein, President Emerita and the George D. and Harriet W. Cornell Chair of Philanthropy and Leadership Development, Rollins College, and author of *Legitimacy in the Academic Presidency: From Entrance to Exit*

General Session
9:00 a.m.
Jennifer James, cultural anthropologist, lecturer, writer, commentator, former professor of psychiatry and behavioral sciences at the University of Washington Medical School, and author of *Thinking in the Future Tense*

Special Session
10:30 a.m.
Johnnetta B. Cole, President, Bennett College for Women; President Emerita, Spelman College; and Professor Emerita, Emory University

Presidents' Luncheon
12:30 p.m.
Brian K. Fitzgerald, Executive Director, Business-Higher Education Forum

SACS-COC HOUSING RESERVATION FORM

December 3 - 6, 2005 / Atlanta, Georgia

Reservation Information

Housing for the SACS-COC 2005 Annual Meeting will open on April 1, 2005. Reservations will be made on a first-come, first-served basis. The SACS-COC Housing Bureau will make room reservations on receipt of the hotel reservation form. To be assured of availability of your choice hotel at the SACS-COC conference rate, please make your reservation by the cut-off date of *November 4, 2005.* Changes and/or cancellations can be made up to 72 hours prior to arrival by contacting SACS-COC Housing Bureau. Reservations can be made in one of the following ways.

INTERNET: Book your reservation online using the interactive site at http://www.sacscoc.org.

FAX: 404-842-0954

MAIL: CONNECTIONS
SACS-COC Housing Bureau
820 Church Street
Decatur, GA 30030

TELEPHONE: 404-842-0000 *(changes only)*

Acknowledgments & Special Requests

Acknowledgments will be sent from the SACS-COC Housing Bureau after each reservation booking, modification and/or cancellation. Please review all information for accuracy. E-mail acknowledgments will be sent if an e-mail address is provided (preferred), or they will be faxed or mailed. If you do not receive an acknowledgment within 7 days of submitting information or have questions, please call the SACS-COC Housing Bureau.

You will not receive a confirmation from the hotel. Special requests cannot be guaranteed; however, hotels will try to honor all requests. Hotels will assign specific rooms and room types upon check-in based on availability.

Deposit/Guarantee

Reservations will not be accepted without a deposit of one night's room rate plus 14% tax (subject to change) for each room reserved. Deposits will be accepted in the form of a check made payable to *Connections,* the SACS-COC Housing Bureau, or a valid credit card with signature authorizing the card to be charged for the room deposit. Credit card must be valid through December 2005. If the charge to the credit card is denied, we reserve the right to release your reservation.

Modification/Cancellation Policy

All changes and cancellations must be made by contacting the SACS-COC Housing Bureau via e-mail, fax, U.S. mail, or telephone. Do not contact the hotel. Modifications/changes will be accepted up until 72 hours prior to the date of arrival. All reservations cancelled with a check deposit will be charged a $20 processing fee regardless of when they are cancelled. Cancellations made within 72 hours prior to date of arrival will forfeit the entire deposit.

Check-In/Check-Out

Normal check-in time is 3:00 p.m. and check-out is 11:00 a.m. Early arrivals will be accommodated whenever possible.

Hotel Reservation Procedure

PLEASE NOTE:

- Reservations will not be processed if form is incomplete.
- Telephone requests are not accepted.
- Keep a copy of your completed form for your files.
- DO NOT mail form after faxing.
- Acknowledgments are mailed or faxed only to the primary guest.
- Make photocopies of this form, if you need more than one.

1. CIRCLE FIRST, SECOND, AND THIRD CHOICE. If your first choice is not available, a room will be secured at one of the alternate hotels based on availability.

1st 2nd 3rd ***Hyatt Regency Atlanta Hotel**
($132.00 single or double / $132.00 triple / $132.00 quad

1st 2nd 3rd **Atlanta Marriott Marquis Hotel**
$137.00 single or double / $155.00 triple / $177.00 quad

1st 2nd 3rd **Hilton Atlanta Hotel**
$137.00 single or double / $137.00 triple / $137.00 quad

**Headquarters Hotel*

2. ARRIVAL DAY/DATE: _____

DEPARTURE DAY/DATE: _____

3. ROOM TYPE / PREFERENCE *(Check appropriate boxes):*

❒ One Bed ❒ Two Beds ❒ Smoking ❒ Non-Smoking

Total people in Room: _____

4. SPECIAL NEEDS: _____

5. CREDIT CARD: ❒ Visa ❒ American Express ❒ Master Card ❒ Discover Card ❒ _____ Other

Card Number: _____ Exp. Date: _____

Card Holder's Name: _____
(Please Print)

Card Holder's Signature: _____

6. PRIMARY GUEST INFORMATION *(Please print):*

First Name MI Last

Institution/Company

Street Address or P.O. Box Number

City State/Country Zip Code

Daytime Phone Fax Number

E-Mail Address

7. ADDITIONAL GUESTS *(List all additional guests):*

A. _____ B. _____

C. _____ D. _____

For travel assistance, call Georgia International Travel Agency at 1-800-444-3078.
Notify the agent that you will be attending the SACS-COC 2005 Annual Meeting in Atlanta.

For rental car assistance, Avis Rent A Car is offering conference attendees special rates. Reservations can be made by calling 1-800-331-1600 or visiting their Web site at http://www.avis.com. Refer to the Commission on Colleges Avis Worldwide Discount group number – B301699.

2005 SACS-COC Annual Meeting Registration Form

Directions: To pre-register, forms must be postmarked by Friday, November 11, 2005. Remit checks, money orders, or purchase orders (no credit cards) payable to SACS with this form. Please type or print legibly. Submit to 2005 SACS-COC Annual Meeting, 1866 Southern Lane, Decatur, GA 30033-4097. Do not fax. Confirmations will be sent via e-mail. 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 Code _____

Phone / Ext _____

_____
E-mail *(to be used for registration confirmation)*

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 Name _____ Title _____

CEO Signature _____

CONFERENCE FEES

Pre-Registration Fee (by Nov. 11, 2005) **$285**
Registration Fee (after Nov 11, 2005) **$360**

Registration fee $_____

Workshops* $_____
($75 each-indicate 1st, 2nd, and 3rd choices)

Saturday (AM):	W-	W-	W-
Saturday (PM):	W-	W-	W-
Sunday (AM):	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 4, 2005, 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.

Attendees Box Lunch Qty._____ $_____
($20.00—Monday, December 5, 2005, 12:00 p.m.)

TOTAL DUE (Registration + Event fees) $_____

Breakfast/Luncheon for COC Presidents and Chancellors *Only*
(Monday, December 5, 2005—No cost for breakfast or luncheon. Conference registration required)

Check one or both: ❑ Breakfast ❑ Luncheon

Frequently Asked Questions about the SACS-COC Annual Meeting

Who can attend the Annual Meeting? The meeting is open to anyone who is interested in accreditation practices in higher education.

In addition to conference registration, are there other fees? The fee for pre-conference workshops is $75.00 each. There are no additional fees to attend roundtables.

Who can attend the workshops and roundtables? Anyone who is registered for the conference is eligible to attend workshops and roundtables; however, since there is neither a waiting list nor on-site registration for workshops, we encourage early registration. Participation in roundtables is first-come, first-served.

Is there a reduced rate or one-day conference fee to attend only a portion of the conference? We do not offer reduced rates for conference registration. The registration fee is the same regardless of the number of sessions you attend or the number of attendees from your institution.

How can I obtain the special hotel rate and when will I receive my hotel confirmation? You should request hotel accommodations online, via U.S. mail, or fax by November 4, 2005 to obtain the conference rate. Your hotel confirmation will be sent to you directly from Connections, the Commission's Housing Bureau, within 14 days. You will not receive a confirmation from the hotel. Please see the Housing Reservation Form for details on our Web site at www.sacscoc.org/aamain.asp.

Can the conference registration fee and housing deposit be included in one check? No, these payments cannot be combined. The housing registration form and deposit must be sent to Connections. The conference registration fee must be submitted to the Commission office.

How do I cancel if I am unable to attend the conference? Cancellation requests must be made in writing and postmarked on or before November 11, 2005. Refunds will be issued after the conference.

Who is eligible to attend Presidents' Day Activities? Only the chief executive officer of COC member and candidate institutions is eligible to attend Presidents' Day activities.

How do I register for Presidents' Day activities? Please check the appropriate box(es) for the Presidents' breakfast and luncheon on the conference registration form. Although a separate fee is not assessed for the Presidents' Day activities, conference registration is required.

Can I substitute someone to attend Presidents' Day activities if I can't attend? Substitutes are not permitted for Presidents' Day activities.

A list of pre-registrants will be available at www.sacscoc.org/aamain.asp. beginning on September 30, 2005.
For more information about the 2005 Annual Meeting, please visit our Web site.

COMMISSION DATELINE

2005

October 31
Leadership Training for Committee Chairs
(By invitation only)

November 7–10
Off-site reviews of 2006 Reaffirmation Class, Track B

December 2–3
Meetings of the Committees on Compliance and Reports

December 2–3
Meeting of the Executive Council of the Commission

December 5
Executive Session of the Commission on Colleges

December 3–6
Annual Meeting of the SACS–Commission on Colleges

2006

January 26
Workshop for Pre-Applicant Institutions

January 30
Leadership Team Orientation for 2008 Reaffirmation Class, Track A

February 20–21
Leadership Training for Committee Chairs
(By invitation only)

February 20–21
Meeting of the Appeals Committee of the College Delegate Assembly

February 25–28
Meeting of the Executive Council of the Commission

PROCEEDINGS
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097

Periodicals
POSTAGE
PAID
Decatur, Ga
Permit #187