

SACS-COC SUMMER INSTITUTE PROGRAM
Hilton Americas-Houston, TX

Sunday, July 19, 2009

9:00 a.m.- Optional Pre-Event Activities (some require additional fee)
- Space Center Houston (9:00 a.m.-2:00 p.m.)
- Shopping at The Galleria (11:00 a.m. – 3:00 p.m.)
- Attend Local Church (TBA)

3:00 p.m. Check-in (*advance registration required*)

5:00 p.m. Opening session
Greetings, introductions, and goals of the Institute

Speaker: **Dr. Trudy W. Banta**

Professor of Higher Education and Senior Advisor to the Chancellor for Academic Planning and Evaluation, Indiana University-Purdue University, Indianapolis, IN

Topic: "Designing Effective Assessment"

Drawing on 150 profiles of good practice gathered from colleagues across the country, some generalizations about assessment planning and implementation will be presented. A variety of techniques for gathering evidence will be described, from standardized tests to electronic portfolios. Finally, strategies for improving and sustaining assessment over time will be explored.

6:30 p.m. Reception

Monday, July 20, 2009

7:30 a.m. Check-in (advance registration required)

7:30 a.m. Continental breakfast

8:30 a.m. Plenary Session

Speaker: **Dr. Jane V. Wellman**

Executive Director, The Delta Project on Postsecondary Costs, Productivity and Accountability, Washington, DC

Topic: "Access, Degree Attainment, and College Costs"

Long accustomed to international pre-eminence for its institutions of higher education, the United States is falling behind other developed nations in adult postsecondary attainment. Add to that the current fiscal crisis and we have a real challenge on our hands if we expect to increase

degree production to the levels that will be needed to meet future needs for educated workers. Yet the days when institutions could expect increases in state or endowment funds seem to be over. Instead, all institutions are under great pressure to cut costs, and increase efficiency and effectiveness. Doing this without seriously damaging core capacity will require a cultural shift in most institutions –in decision-making, in the data metrics, and in the ways that quality and costs are evaluated. The biggest problem may be the long-standing assumption that quality costs money. As the guardians of academic standards, regional accreditors clearly have an important role to play in this scenario. Just what does that mean?

10:00 a.m. Break

10:15 a.m. Breakout groups

- **Trudy Banta**
"Q and A with Dr. Banta"
- **Jane Wellman**
"Q and A with Dr. Wellman, including an overview of the Delta Project"
- **Saundra McGuire**
"Teaching Students How to Learn"
- **Jeffrey Seybert**
"Assessing General Education Using Portfolios"
- **Susan Bosworth**
"Assessing Undergraduate Programs"
- **Joseph Hoey**
"Defining, Assessing and Documenting Student Learning Outcomes at Senior Institutions"
- **Barbara Jones**
"Defining, Assessing, and Documenting Student Learning Outcomes at Community Colleges"
- **Debra Moon**
"Developing a Center for Excellence in Teaching and Learning at Community Colleges"
- **Peter Doolittle**

“Developing a Center for Excellence in Teaching and Learning at Senior Institutions”

- **Linda Nilson**
“Linking Teaching Methods and Student Learning Outcomes”
- **Marilee Bresciana**
“Assessing General Education”

11:45 a.m. Break

12:00 Noon Networking luncheon featuring **Simon T. Bailey** – “Sustaining Brilliance in Times of Change”

1:30 p.m. Plenary Session

Speaker: **Dr. George D. Kuh**
Chancellor’s Professor of Higher Education and
Director, Center for Postsecondary Research;
Founder, National Survey of Student Engagement (NSSE),
Indiana University, Bloomington, IN

Topic: “The National Institute for Learning Outcomes Assessment”

Documenting what students learn and can do is of growing interest both on campus and with accrediting groups, higher education associations, parents, employers, and policy makers. Yet far too little is known about what actually happens in assessment on campuses around the country. The National Institute for Learning Outcomes Assessment’s mission is to help institutions productively use assessment both to inform and strengthen undergraduate education as well as to communicate with policy makers, families, and stakeholders. This session will provide an overview of the NILOA agenda and a preliminary look at the findings of a national survey of outcomes assessment policies and practices at two- and four-year colleges and universities.

3:00 p.m. Break

3:15 p.m. Breakout groups

- **George Kuh**
Q and A with Dr. Kuh
- **Sandra McGuire**
“Teaching Students How to Learn”
- **Marilee Bresciana**

"Assessing General Education"

- **Susan Bosworth**
"Assessing Undergraduate Programs"
- **Joseph Hoey**
"Assessing Graduate Programs"
- **Barbara Jones**
"Assessing Community College Programs"
- **Debra Moon**
"Developing a Center for Excellence in Teaching and Learning at Community Colleges"
- **Peter Doolittle**
"Developing a Center for Excellence in Teaching and Learning at Senior Institutions"
- **Linda Nilson**
The Graphic Syllabus and the Outcomes Map"
- **Jeffrey Seybert**
"Assessing General Education Using Portfolios"
- **Rose Mince**
"Creating a Learning Culture and Acquiring Faculty Buy-In"

5:00 p.m. Day 1 ends

Tuesday, July 21, 2009

7:30 a.m. Continental breakfast

8:30 a.m. Plenary Session

Speaker: **Dr. Mark L. Taylor**
College professor and academic administrator, medical administrator and clinical psychotherapist, Little Rock, AR

Topic: "Teaching today's Learners"

Today's learners from Generation NeXt tend to come to the classroom with a consumer mentality, expecting to be entertained, and will be unhappy with traditional academic expectations. Their issues with

academic preparation and styles of interacting can impact and interfere with their learning, persistence and academic success. Research on college teaching indicates it remains mostly lecture-based, transmitting low level, 'knowledge based' information. This session will help participants better understand today's learners and the instructional practices that will improve students reaching meaningful learning and developmental goals.

10:00 a.m. Break

10:15 a.m. Breakout groups

- **Linda North**
"Understanding Student Learning Styles"
- **Mark Taylor**
"Techniques in Teaching Today's Learners"
- **Rose Mince**
"Creating a Learning Culture and Acquiring Faculty Buy-In"
- **William Kirkwood**
"Assessing General Education"
- **Ephraim Schechter**
"Web Resources for Student Outcomes Assessment"
- **Marila Palmer**
"What an IE Evaluator Looks For"
- **Julia Pet-Armacost**
"Conducting a Compliance Certification Readiness Audit"
- **Cathy Duff**
"Making a Case for Compliance"
- **Robert Armacost**
"Planning for the Development of the QEP"

11:45 a.m. Break

12:00 Noon Networking luncheon

1:30 p.m.

Panel: QEP Directors and Evaluators

- **Suzanne Janney**

"New College of Florida"

- **David Silva**
"University of Texas at Arlington"
- **Veronica Tran (and Marjorie Chadwick)**
"University of Houston"
- **Sharon Thompson (and Robert Rogan)**
"Brunswick Community College"
- **Nuria M. Cuevas**
"Norfolk State University"
- **Michelle Millet**
Trinity University
- **Marilyn Karata**
"University of Alabama at Birmingham"
- **William Kirkwood**
"East Tennessee State University"
- **Diane Calhoun-French**
"Perspectives of a Track A Chair of On-Site Committees"
- **Mark Smith**
"Perspectives of a Track B Chair of On-Site Committees"

Topic: "Developing a Vision for the Quality Enhancement Plan"

3:30 p.m. Breakout groups by above panelists

5:00 p.m. Day 2 ends

Wednesday, July 22, 2009

7:30 a.m. Continental breakfast

8:30 a.m. Plenary Session

Speaker: Dr. Michael S. Johnson
Vice President, Commission on Colleges, Southern Association of
Colleges and Schools, Decatur, GA

Topic: "The Fifth-Year Interim Report"

This session will discuss components of the Commission on College's Fifth Year Interim Report. Emphasis will be placed on the compliance and Quality Enhancement Plan parts of the Report. Findings will come from the review of reports submitted by institutions in the reaffirmation class of 2013.

10:30 a.m. Closing SACS staff panel: "Questions and Answers on the QEP"

11:30 a.m. Wrap-up and evaluation

1:30 p.m. - 4:00 p.m. Optional Post-Institute Substantive Change Workshop (no charge)

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