

PROCEEDINGS

A Communiqué of the Commission on Colleges

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Donna Barrett Joins Commission Staff



Donna Barrett joined the staff of the Commission in September as associate executive director for finance – a position with primary responsibility for the review, interpretation, and management of financial data submitted to the Commission by member and candidate institutions. In addition, she will be working closely with the verification of institutional financial data and will assist staff in their support of institutions.

Donna brings to the staff the financial expertise called for to interpret the ever-changing accounting and reporting standards of FASB and GASB and to work with the new review process associated with the *Principles of Accreditation* that calls for the collection of annual financial data designed to give the Commission a broader picture of an institution's financial picture.

Previous to her appointment with the Commission, Donna worked in the public and private arena—as associate vice president for business affairs and controller at Truett-McConnell College for nine years and as business manager at Augusta State University for two years. She was also a financial examiner for the Georgia Department of Banking and Finance. During her tenure as an institutional financial officer, Donna served as a committee member with the Commission from 1999 through 2003. She holds a B.S. in Business Administration from Auburn University and the Master of Business Administration from Berry College.

Reauthorization Activities Heat Up in Congress

Every five years, the Commission on Colleges submits an application for continued recognition by the U.S. Department of Education so that it can serve as a reliable authority for the quality of education offered by its 780 member institutions receiving federal financial aid. The criteria and operating procedures used to determine reliability are outlined in the *Higher Education Act* and are reviewed and reauthorized by the U.S. Congress every five years. Changes to the statute and its regulations normally mean that the Commission must alter its criteria and operating procedures in order to maintain recognition.

During HEA reauthorization, changes to statute provisions affecting accreditation do not appear to be as important to institutions as those that directly affect their eligibility to participate in Title IV. But the modified provisions affecting accrediting commissions often are more significant because they mandate changes that have a direct impact on academic policy.

There are four prominent issues under discussion in Washington that may have a significant impact on accrediting bodies seeking continued recognition and on the institutions they accredit:

1. *Separate standards for courses and programs offered through distance education.*

Currently there exist ten recognition criteria that apply to all courses or programs of instruction offered by an institution, including distance education courses or programs. There is a push to include additional standards that would apply exclusively to distance education programs.

2. *Terms mandating the acceptability of credit awarded through transfer.*

Currently the law is silent regarding the acceptance of credit awarded through transfer. There is some sentiment to mandate that institutions accredited by an agency recognized by the U.S. Department of Education be required to accept credit transferred from other institutions so recognized.

3. *Increased accountability and information sharing.*

Currently the law requires that accrediting agencies publish minimal information regarding an institution's accredited status. The thinking among some legislators is that the public has a right to know more about the accreditation decisions of agencies in order to make institutions more accountable.

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4. Increased emphasis on student achievement.

A prominent criteria included in the current law is that the accrediting agency have in its standards a requirement that assesses success with respect to student achievement in relation to the institution's mission, including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates. There is a push to include additional provisions for presenting student outcomes in more quantifiable measures.

To address these issues, the Commission is working with other regional accrediting agencies and with CHEA to develop legislative proposals that address the concerns of Congress but do not relinquish the autonomy institutions need to make important decisions about their own academic programs. It is imperative that institutions attend not only to those statute proposals with high visibility such as ceilings on tuition costs, but also those that affect academic integrity and autonomy promoted through the provisions of the law affecting accrediting commissions. For a more in-depth discussion of these issues, please read the Commission's *Annual Report* which will be distributed at this December's annual meeting in Nashville. 

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DONALD CRUMP

Staff Member Donald Crump Retires

After four years serving as Commission staff representative with over eighty colleges and universities in the southern region, Dr. W. Donald

Crump announced his retirement last June as associate executive director of the Commission. Don will work with his assigned institutions through the annual meeting this December. During his tenure, Don provided staff support for a number of Commission projects; he recently coordinated the work of a committee that developed guidelines and materials for the Quality Enhancement Plan component of the new *Principles of Accreditation*.

Previous to his staff appointment with

the Commission, Don served fourteen years as associate vice president for planning and evaluation in the Office for Academic Affairs at the University of Alabama where he directed a university-wide planning process and initiated the review of academic programs and assessment of student learning outcomes. During his time at the University of Alabama, he was very active with the Commission as a volunteer serving as either a member or the chair of numerous site teams. He has held faculty appointments at the University of Tennessee, University of Minnesota, and the University of Alabama.

The Commission extends its gratitude and appreciation for his many years of service – both as a volunteer and as a staff member. 

SACS Membership to Vote on Revisions to the Association's Charter

The SACS Board of Trustees has approved revisions to its charter for submission to the SACS membership. The revisions are necessary to make the charter consistent with the revisions to the bylaws approved by the SACS membership in December 2002. The Association's membership will vote on the revisions to the charter during the SACS General Session and Business Meeting on Tuesday, December 9, at 10:30 a.m. in the Presidential Ballroom at the Opryland Resort and Convention Center in Nashville.

The revisions to the charter are as follows:

Amendment I: Articles of Incorporation, Article 3; the first sentence shall be amended so it shall read in its entirety:

"Said corporation is organized exclusively for educational purposes and its object is to improve education in the South and other geographical areas, through accreditation by exercising leadership and promoting cooperative efforts between schools, colleges, and related agencies."

Amendment II: Articles of Incorporation, Article 3, Section (c); the section shall be amended so that it shall read in its entirety:

"To promote, through positive action, cooperation, and articulation among individuals, institutions, groups and agencies interested in education in the South and other geographical areas."

Amendment III: Articles of Incorporation, Article 6; the section shall be amended so that it shall read in its entirety:

"The affairs of the corporation shall be vested in a Board of Trustees, the composition of which, except for the initial Board of Trustees, who are named herein, shall be as provided in the Bylaws of the corporation. The Board of Trustees shall have the right to exercise all of the corporate powers of the corporation, including the right to adopt Bylaws for the corporation and to provide such other rules and regulations as such Board of Trustees may deem proper to govern and control the affairs of the corporation. However, the right to alter, amend, or repeal the Charter ~~and the Bylaws~~ of the Corporation or to adopt new provisions for said charter ~~and/or Bylaws~~ shall be vested in the Members of the Association and may be adopted by a two-thirds majority of the votes cast at any regular annual or special meeting of the Association or by a majority of the total voting power of the Association, whichever is less ~~provided the notice and Board of Trustees' approval prescribed in the Bylaws for amendment of the corporation's Bylaws have been properly given.~~" 

Demonstration Sessions to be conducted at the 2003 SACS-COC Annual Meeting

Demonstration sessions to illustrate implementation of the new *Principles of Accreditation* will be conducted on Sunday, December 7, from 6:00 p.m. – 7:30 p.m. and Monday, December 8, from 1:00 p.m. – 2:00 p.m. in the Ryman Exhibit Hall at the Opryland Resort and Convention Center in Nashville.

The following institutions in the Class of 2004 will be featured –

- Austin Peay State University, Clarksville, TN
- Birmingham-Southern College, Birmingham, AL
- Central Virginia Community College, Lynchburg, VA
- The Citadel, Charleston, SC
- Florida State University, Tallahassee, FL
- North Carolina State University, Raleigh, NC

NOTICE TO INSTITUTIONS SCHEDULED FOR REAFFIRMATION IN 2006

Orientation sessions for institutions scheduled for reaffirmation in 2006 will be held January 30, 2004, for Track A institutions, and June 14, 2004, for Track B. An institution classified as Track A offers as its highest degree an associate or baccalaureate; a Track B institution offers a master's or doctorate as its highest degree.

Chief executive officers of these institutions will receive notification regarding the agenda and logistics of the session in the near future. The one-day meetings begin at 9:45 a.m. and conclude by 3:30 p.m. All orientation sessions are held in Atlanta.

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Certified correct and complete October 1, 2003 by Victor D. Banks.

Call for Comments

The purpose of this notice is to invite interested third parties to present written comments on the institutions listed in this notice that are scheduled for reaffirmation of accreditation (continued accreditation) in 2004. Please send your written comments on any of the institutions listed below to Dr. James T. Rogers, Executive Director, Commission on Colleges, 1866 Southern Lane, Decatur, Georgia, 30033-4097. The deadline for submission of comments is January 9, 2004.

Listed below are member institutions scheduled for reaffirmation of accreditation during the December 2004 meeting of the Commission on Colleges of the Southern Association of Colleges and Schools.

- Agnes Scott College, Decatur, GA
- Alabama A & M University, Normal, AL
- Asheville-Buncombe Technical Community College, Asheville, NC
- Auburn University, Auburn, AL
- Austin Peay State University, Clarksville, TN
- Birmingham-Southern College, Birmingham, AL
- Bryan College, Dayton, TN
- Campbellsville University, Campbellsville, KY
- Central Virginia Community College, Lynchburg, VA
- The Citadel, Charleston, SC
- Clayton College and State University, Morrow, GA
- Cleveland State Community College, Cleveland, TN
- Coastal Bend College, Beeville, TX
- Dabney S. Lancaster Community College, Clifton Forge, VA
- Delta State University, Cleveland, MS
- Enterprise-Ozark Community College, Enterprise, AL
- Episcopal Theological Seminary of the Southwest, Austin, TX
- Florida Community College at Jacksonville, Jacksonville, FL
- Florida State University, Tallahassee, FL
- Georgia College and State University, Milledgeville, GA
- Howard Payne University, Brownwood, TX
- Louisiana State University and A. & M. College, Baton Rouge, LA
- Louisiana State University at Eunice, Eunice, LA
- Murray State University, Murray, KY
- North Carolina State University, Raleigh, NC
- Rust College, Holly Springs, MS
- St. Mary's University, San Antonio, TX
- Surry Community College, Dobson, NC
- Technical College of the Lowcountry, Beaufort, SC
- The University of Dallas, Irving, TX
- Virginia Commonwealth University, Richmond, VA

**Chancellor
Gordon Gee to
Present SACS-COC
Opening Keynote
Address**



**Sunday, December 7
5:00 p.m.**

*Topic: "The College or
University as an
Agent of Change"*

**Featured
Speakers
2003 Annual
Meeting
Nashville
December 6-9**

The 2003 SACS-COC First General Session speaker will be Vanderbilt University Chancellor E. Gordon Gee. One of the most experienced chief executives in higher education, Chancellor Gee previously served as president of Brown University, The Ohio State University, the University of Colorado, and West Virginia University. After receiving dual degrees in law and education from Columbia University, Chancellor Gee completed a federal judicial clerkship, after which he served as an assistant dean for the University of Utah College of Law. After holding this position, Chancellor Gee served as a judicial fellow and senior staff assistant for United States Supreme Court Chief Justice Warren Burger. He then became associate dean and professor at J. Reuben Clark Law School of Brigham Young University and next served as dean at West Virginia University. It was at West Virginia University that he made the transition from law school administrator to university president.

Deeply involved in the communities of Nashville and middle Tennessee, Chancellor Gee helps conduct Circle of Hope, a philanthropic leadership program organized by the Tennessee chapter of the Cystic Fibrosis Foundation, and serves on the Nashville Symphony Association's board of directors and the advisory committee for the Nashville Alliance for Public Education. He also recently joined the board of directors for Nashville's Montgomery Bell Academy.

Mr. Gee is part of The College Board's Commission on Writing in America's Schools

and Colleges, an advisory committee of nationally recognized experts who have guided the development of the new SAT exam, as well as the steering committee for a new National Center for Public Policy and Higher Education. He currently serves as a director or trustee of the National Hospice Foundation, the Historic Black College and University Advisory Committee of the Kresge Foundation, The Campus Compact, Dollar General Corporation, Massey Energy Corporation, and Gaylord Entertainment Company. Additionally, he is a member of the President's Council for Imagining America: Artists and Scholars in Public Life, the Association of Governing Boards of Universities and Colleges Advisory Council of Presidents, the Christopher Isherwood Foundation Board, and the Business-Higher Education Forum.

Active in a number of professional and service organizations, Mr. Gee has been a trustee for the Harry S. Truman Scholarship Foundation since 1995. He has carried out research on behalf of the Ford Foundation, the Guy Anderson Foundation, and the American Bar Foundation, among others. He is the co-author of six books and the author of numerous papers and articles in fields relating to both law and education. The recipient of a number of awards and honors, he was a Mellon Fellow for the Aspen Institute for Humanistic Studies and a W.K. Kellogg Fellow. In 1994 he received the Distinguished Alumnus Award from both the University of Utah and Teachers College, Columbia University.

**Dr. Charles E. McQueary
Under Secretary for
Science and Technology
Department of
Homeland Security**



**Presidents' Day Speaker
Monday, December 8
2:00 p.m.**

*Topic: "New Security Issues
on College Campuses"*

Dr. Charles E. McQueary is under secretary for science and technology with the Department of Homeland Security. Prior to that, he served as president of General Dynamics Advanced Technology Systems in Greensboro, N.C., a company that focuses on electro-optic undersea systems, networking and decision support systems, active control systems, signal processing solutions and software solutions. Prior to General Dynamics, Dr. McQueary served as president and vice president of business units for AT&T, Lucent Technologies, and as a director for AT&T Bell Laboratories.

In addition to his professional experience, Dr. McQueary has served his community in many leadership roles as chair of the board and campaign chair of the United Way of Greensboro; member of the Board of Trustees of North Carolina Agricultural and Technical (A&T) State University; member of the Guilford Technical Community College

(GTCC) President's CEO Advisory Committee; member of the Board of World Trade Center North Carolina; chair for Action Greensboro Public Education Initiative; and as a member of the Board of Guilford County Education Network.

Dr. McQueary holds both a Ph.D. in Engineering Mechanics and an M.S. in Mechanical Engineering from the University of Texas at Austin. The University of Texas has named him a Distinguished Engineering Graduate.

The 2003 Presidents' Day activities will include a special session on intercollegiate athletics featuring Dr. Myles Brand who was named the fourth president of the National Collegiate Athletic Association on January 1, 2003. From 1994 through 2002, Dr. Brand was president of Indiana University, an eight-campus institution of higher education with nearly 100,000 students, 17,000 employees and a budget of \$3.4 billion. Dr. Brand also served as president of the University of Oregon from 1989 to 1994.

Dr. Brand earned his B.S. degree in philosophy from Rensselaer Polytechnic Institute, and his Ph.D. degree in philosophy from the University of Rochester. His other administrative posts include provost and vice-president for academic affairs, The Ohio State University; coordinating dean, College of Arts and Sciences, University of Arizona; dean, faculty of social and behavioral sciences, Arizona; director, Cognitive Science Program, Arizona; head, department of philosophy, Arizona; and chairman, department of philosophy, University of Illinois at Chicago. He began his career in the department of philosophy, University of Pittsburgh.

Dr. Brand has also served as chair of the board of directors of the Association of American Universities (AAU); a member of the board of directors and executive committee of the American Council on Education (ACE);

and a member of the board of directors of the National Association of State Universities and Land Grant Colleges (NASULGC). He served, too, as a board member of the American Philosophical Association and of the University Corporation for Advanced Internet Development, the umbrella organization of Internet2.

He has written extensively on various topics in higher education, such as tenure and undergraduate education. Brand's nationally acclaimed January 2001 speech to the National Press Club, "Academics First: Reforming Intercollegiate Athletics," focused on how the disconnect between intercollegiate athletics and education "jeopardizes the essential mission of our universities."

At Indiana, Dr. Brand oversaw the largest single privatization effort in the institution's history, the consolidation of the IU Medical Center Hospitals and Methodist Hospital to form Clarian Health Partners. He initiated an innovative marketing plan designed to more effectively tell the story of Indiana University's first-class programs and educational opportunities. He helped Indiana University become a national leader in information technology, and he led the largest and most successful endowment campaign in the university's history. Dr. Brand was also instrumental in initiating the Central Indiana Life Sciences project, with IU in the leadership role.

**Dr. Myles Brand
NCAA President
to Speak to College
Commission CEO's**



**Presidents' Day Speaker
Monday, December 8
11:00 a.m.**

*Topic: "Crossroads in
College Sports"*

Don't Miss... Mark Russell at the SACS General Session

Comedian Mark Russell will address delegates at the 108th SACS General Session and Business Meeting on Tuesday, December 9, at 10:30 a.m. in the Presidential Ballroom. If you have not heard Mark, you won't want to miss this session. His humor continues to be as fresh as today's headlines. Fortunately for us, our favorite political satirist is never at a loss for material. And he's always quick to acknowledge his 535 writers: one hundred in the Senate and 435 in the House of Representatives!

TV Guide has called Mark Russell "the funniest man on television." But, he disagrees; "The funniest guys are always on C-SPAN." Mark's popular series began on PBS in 1975. He works dangerously live, fresh and topical, performing standup comedy even when accompanying himself on the piano.

In his 1995 Tour De France, Mark

experienced the French joie de vivre. He also confirmed that the French really do have a sense of humor. "When I spoke French," he says, "They laughed their heads off." During his 1996 Viva Italia special, Mark observed that "the Leaning Tower is still tilting to the right - and who isn't these days?"

Mark plays off today's headlines to present a rousing musical program laced with political savvy and peppery satire. With his comedic grace and shock-of-recognition insights into the trenches of American politics, he draws merriment from egg splashed on famous faces, hilarity from self-serving platitudes, and oft-repeated punch lines from the high-hatted (and high-handed) pomposity of public life. Though they crackle, Russell's jokes are never caustic or partisan. It has been said that "he hands it out equally to Democrats and Republicans, conservatives and liberals."



**Tuesday, December 9
10:30 a.m.**

*Topic: "The Laughter and
Song of Politics"*

COC Workshops Require Separate Fee*

Nashville, Tennessee – December 6 & 7, 2003

Saturday December 6

1:00 p.m. – 4:00 p.m.

Unless otherwise indicated, workshops are \$75 each

W - 1 Higher Education's Revolving Door: Taking a Comprehensive Look at Student Retention, Dr. Betsy Barefoot, Co-Director, Policy Center on the First Year of College, Brevard College, Brevard, NC

W - 2 Institutional Effectiveness: A Back-to-Basics Approach, Dr. J. Joseph Hoey, Director of Assessment, Georgia Institute of Technology, Atlanta, GA

W - 3 Using Surveys in Assessment, Dr. Marilyn J. Greer, Director, Education, Research, and Assessment, University of Texas M.D. Anderson Cancer Center, Houston, TX, and Mr. Robert J. Armand, Systems Analyst II, University of Texas M.D. Anderson Cancer Center, Houston, TX

W - 4 Successful Program Assessment – Part 1 (Design and Implementation), Dr. Julia Pet-Armacost, Assistant Vice President for Information,

Planning and Assessment, University of Central Florida, Orlando, FL, and Dr. Robert L. Armacost, Director, University Analysis and Planning Support, University of Central Florida, Orlando, FL

W - 5 General Education Assessment: A Programmatic Approach to Assessment, Dr. Rachelle C. Prioleau, Chair, Fine Arts and Communication Studies, University of South Carolina-Spartanburg, Spartanburg, SC, and Dr. Judith S. Prince, Associate Chancellor for Strategic Initiatives, University of South Carolina-Spartanburg, Spartanburg, SC

W - 6 Using Evaluation to Improve Distance Learning Activities, Mr. Wesley Payne, Department Chair of Business Administration and Paralegal Studies, Southwest Tennessee Community College, Memphis, TN, and Dr. Barbara H. Jones, Coordinator of Institutional Effectiveness, Somerset Community College, Somerset, KY

W - 7 Assessing Institutional Effectiveness, Dr. David G. Underwood, Associate Vice President for Academic Affairs, Arkansas Tech University, Russellville, AR, and Dr. Susan J. Underwood, Assistant Professor, Arkansas Tech University, Russellville, AR

W - 8 Baldrige on Campus: A Guide to Promote Educational Excellence, Identify Best Practices, and Gauge Sustainable Results, Dr. Donald C. Fisher, Executive Director of MSQPC-The Quality Center (a partnership between the Memphis Regional Chamber and Southwest Tennessee Community College), A Tennessee Board of Regents Center of Quality Emphasis, Memphis, TN, and Dr. Robert S. Palinchak, Vice President for Academic Affairs, Community College of Southern Nevada, Las Vegas, NV, **All-day session** (9:00 a.m. – 4:00 p.m.): \$130 (includes lunch)

Sunday, December 7

8:00 a.m. – 11:00 a.m.
\$75 each

W - 9 An Introduction to Good Assessment Practices, Dr. T. Dary Erwin, Associate Vice President of Academic Affairs for Assessment and Program Evaluation, James Madison University, Harrisonburg, VA

W - 10 Assessing Institutional Capacity for Continuous Improvement, Dr. Sylvia Marion Carley, Vice President for Education and Student Development, Hillsborough Community College, Tampa, FL, Ms. Karen Griffin, Director of the Associate of Arts Program, Hillsborough Community College, Tampa, FL, Dr. Jan Schwartz, Director, Planning, Research, and Evaluation, Hillsborough Community College, Tampa, FL, and Mr. Craig Johnson, English Instructor, Hillsborough Community College, Tampa, FL

W - 11 Successful Program Assessment – Part 2 (Developing and Reviewing Assessment Plans and Results), Dr. Julia Pet-Armacost, Assistant Vice President for Information, Planning, and Assessment, University of Central Florida, Orlando, FL, and Dr. Robert L. Armacost, Director, University Analysis and Planning Support, University of Central Florida, Orlando, FL

W - 12 Assessing Writing and Thinking Skills with the Cognitive Level and Quality of Writing Assessment, Dr. Teresa L. Flateby, Director, Evaluation and Testing, University of South Florida, Tampa, FL

W - 13 A Successful Institutional Effectiveness Program: How to Build One, Use One, and Sustain One, Dr. Lovely Ulmer-Sottong, Director of Planning and Assessment, South Carolina Commission on Higher Education, Columbia, SC

W - 14 Assessing Graduate Programs in Doctoral Research Universities, Dr. Joseph Hoey, Director of Assessment, Georgia Institute of Technology, Atlanta, GA, and Mr. Lorne Kuffel, Director of Institutional Research, College of William and Mary, Williamsburg, VA

W - 15 Shifting from the Teaching to the Learning Paradigm, Dr. Dale W. Lick, University Professor, Learning Systems Institute and Department of Educational Leadership and Policy Studies, Florida State University, Tallahassee, FL

* Refer to the enclosed program for workshop descriptions.

*Space is limited.
Please register early!*

Note that workshops are open to Conference registrants only.

Educational Excellence Exposition

The 2003 Educational Excellence Exposition will be held in Ryman Halls B2-B4 at the Opryland Resort and Convention Center in Nashville, December 7-9. The Expo will feature companies representing a wealth of educational resources such as publishers; hardware and software service and design companies; financial, investment and lending institutions; insurance, marketing and merchandising consultants; representatives from the higher education community; and others.

Early exhibitors are: 3D/I, Apple Computer, Inc., Assessment Resource Center, Banc One Investment Advisors, Barnes & Noble, Blackboard, Inc., Blackbaud, Campus Management, Inc. Commerce Capital Access, Connexia, CyberLearning Labs, Inc., Datatel, Dell Computers, Deyta, Inc., Educational Testing Services, Facts Management Company, Follett, Front Range Solutions, Grad Max, Hyatt Legal Plans, Josef Silney & Associates, Inc., Key Education Resources, MBS Direct, Noel Levitz, Office Depot, Partners and Associates, Inc., Plato Learning, Inc., RnR Real Estate, RobinSoft Corporation, SCT, Silcon Chalk, Sodexo Campus Services, Survey Products, Inc., The College Board, The Idea Center, The Legend Group, Thomson Learning, TIAA-CREF, WebCT, Inc., Worldwide Instructional Design System, and Xanadu.

Early sponsors are: Apple Computers, Dell Computers, Banc One, Commerce Capital, TIAA-CREF, Educational Testing Services, and Front Range.

Exhibitors will contribute prizes for drawings on the show floor. In addition, four round-trip airline tickets for travel in the continental United States will be given away during the Expo hours.

Sunday, December 7

6:00 p.m.

Exhibit Hall Opens

6:00 p.m. – 7:30 p.m.

COC Reception and Exposition

Monday, December 8

10:00 a.m. – 5:00 p.m.

Exhibit Hall Open

10:00 a.m. – 11:00 a.m.

Conference Break/Vendor Presentations/Refreshments

12:00 p.m. – 2:00 p.m.

Lunch available for purchase/Vendor Presentations

3:00 p.m. – 4:00 p.m.

Conference Break/Vendor Presentations/Refreshments

Tuesday, December 9

9:00 a.m. – 11:00 a.m.

Exhibit Hall Open

10:00 a.m. – 10:30 a.m.

Conference Break/Refreshments

11:00 a.m.

Exhibit Hall Closes

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



Nashville is a familiar meeting locale for SACS delegates, and staff and planning committee members are making final preparations for the 2003 Annual Meeting, December 6-9, marking a return to the city. SACS last met in Nashville in 1996. This year will be the final one in which all three of SACS' Commissions will meet at the same time and in the same location. The Commissions on Elementary and Middle Schools and Secondary and Middle Schools will meet jointly in the Tennessee Ballroom area of the Gaylord Opryland Resort and Convention Center. The Commission on Colleges delegates will meet in the Presidential Ballroom area.

Gaylord Opryland Resort and Convention Center has been called an architectural wonder. As one of the largest hotels in the world, Opryland features an entire downtown complete with tall buildings, restaurants, bars,

shops, and more, under a gigantic glass atrium ceiling. The beautiful facility also includes waterfalls, botanical gardens, fountains, lovely statues and plenty of entertainment. In fact, the facility is large enough to allow an indoor river boasting a boat ride running through one section.

Fall and winter are great times to visit the city's many attractions decked out in their holiday finery. Nashville really shines throughout the winter. Although the climate is mild, winter temperatures range from cool to cold. If a snowfall occurs, it is usually in January or February, and is seldom heavy. Make plans to arrive early or stay a day or two after the conference to enjoy some of the attractions in Music City, USA.

Delegates are encouraged to pre-register by the **November 14** deadline to avoid late registration fees. For more information, visit our Web site at <http://www.sacscoc.org/aamain.asp>.

SACS Annual Meeting Returns to Nashville



Delegates will experience true Southern hospitality within Opryland Hotel's nine acres of lush gardens and cascading waterfalls. Shown is the Delta area, with its winding indoor river, entertaining Delta River flatboats, charming river town, and antebellum-style mansion.

Travel & Hotel Accomodations



Delta Air Lines is the official airline for the Commission on Colleges of the Southern Association of Colleges and Schools in 2003. Delta Air Lines is offering special round-trip Zone Fares and 5% and 10% discounts off published fares for the 2003 calendar year. To take advantage of these discounts, call Delta Meeting Network reservations at 1-800-241-6760 Weekdays 7:30 a.m. to 11:00 p.m. or Weekends 8:30 a.m. to 11:00 p.m. Eastern time. Refer to File Number **DMN170710A**

You may also call the Commission's travel agency, **Georgia International Travel Agency**, at 1-800-444-3078. Notify the travel agent that you will be attending the Commission on Colleges' 2003 Annual Meeting in Nashville.

For rental car assistance, **Hertz** is offering convention rates through its Nashville

location. Call (615-871-5874) to obtain discounted rates.

Hotel reservations can be made through the SACS Housing Bureau using one of the following options. Please note the cut-off date of **November 3, 2003**, to be assured of availability of your choice hotel at the Gaylord Opryland Resort, The Radisson Hotel, Amerisuites, or the Sheraton Music City Hotel.

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

Mail – Mail the enclosed hotel reservation form to: SACS/NCVB Housing Bureau, 211 Commerce Street, #100, Nashville, TN 37201.

Fax – Fax the hotel reservation form to 615-259-4126.

Commission on Colleges Registration Form

Pre-registration forms must be postmarked by Friday, November 14, 2003. Remit checks, money orders, or purchase orders (no credit cards) payable to SACS with this form. DO NOT FAX. Refund requests postmarked after November 14 will not be accepted.

2003 SACS/COC Annual Meeting
December 6–9, 2003
1866 Southern Lane
Decatur, GA 30033-4097
(404) 679-4501, Ext. 563

PRE-REGISTRATION FEE PAYMENT—\$275.00
(On-site/Late Registration—\$350.00)

WORKSHOPS *(Fee required—indicate 1st, 2nd, & 3rd choices)*
 Saturday: W- W- W-
 Sunday: W- W- W-

SOUTHERN ASSOCIATION OF COMMUNITY, JUNIOR & TECHNICAL COLLEGES MEETING/LUNCHEON—\$30.00
(Tuesday, December 9, 2003) (check here)

Please Print Legibly

Dr. Mrs. Ms. Mr. Other _____ *(Please circle preferred title at left)*

Name (Last) (First) (Middle)

Position Title *(Limit to 45 characters)*

Name or nickname you prefer on badge

Institution

Mailing Address

City/State/Zip

Telephone/Extension

E-mail Address

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

BREAKFAST / LUNCHEON FOR PRESIDENTS Only
(Monday, December 8, 2003—No Cost)
 Breakfast Luncheon

VOTING INSTRUCTIONS

Only one vote per accredited institution. 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.

VOTING STATUS *(Check one)*

Voting Non-Voting

CEO Signature _____

Title _____

Saturday - December 6, 2003**8:00 a.m. – 4:00 p.m.**

COMMISSION ON COLLEGES REGISTRATION

9:00 a.m. – 4:00 p.m.

PRE-CONFERENCE WORKSHOPS

*(Separate registration is required.)***1:00 p.m. – 4:00 p.m.**

W-1

TRACK 5

**Higher Education's Revolving Door:
Taking a Comprehensive Look at Student Retention**

Ask many educators to define the primary problem of the first college year, and their response is student dropout. For over a decade in the U.S., the overall dropout rate from first to second year has remained steady at almost 40 percent. Whether or not this represents a personal crisis for individual students is unclear. Without question, this loss of recruited students is a significant problem for many postsecondary institutions. While recognizing the complexity of the many issues related to student retention, this workshop will take an honest, straightforward look at the best strategies for reducing the dropout rate on two- and four-year campuses and help participants identify the components of student dropout over which they can exert some control. In addition to examining the various issues of retention assessment, participants will be encouraged to share their own retention questions and programmatic strategies for consideration by other group members.

W-2

TRACK 2

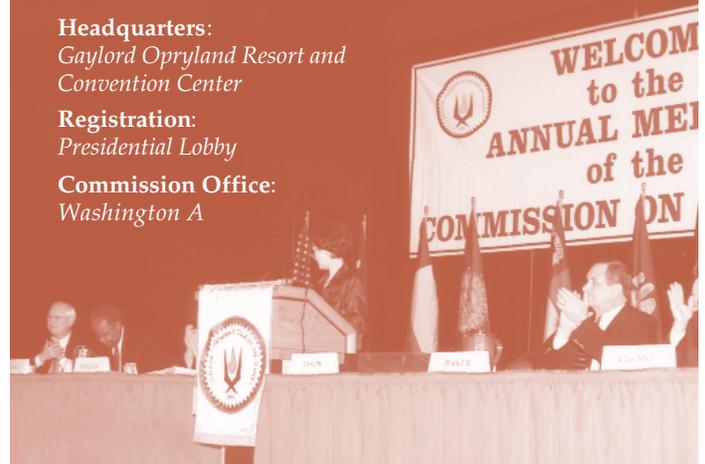
Institutional Effectiveness: A Back-to-Basics Approach

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

PROGRAM TRACKS:*Track 1-Accreditation Principles, Policies and Practices**Track 2-Assessing Student Learning**Track 3-The Quality Enhancement Plan (QEP)**Track 4-Leadership in Times of Transition**Track 5-Current Issues in Higher Education*

*Note that program presenters do not necessarily represent the official position of the Commission on Colleges.

THE COMMISSION ON COLLEGES

**Preliminary 2003
Annual Meeting Program****Commission Theme:**"Promoting Educational Excellence: Leadership for Change"***Headquarters:***Gaylord Opryland Resort and
Convention Center***Registration:***Presidential Lobby***Commission Office:***Washington A*

W-3

TRACK 2

Using Surveys in Assessment

The topics in this workshop start from the initial ideas required to generate a research objective and study hypothesis through the complete design, analysis and reporting of the survey. The workshop will include the design of Internet surveys as well as programming the questions for the Internet, specialized programming to allow for online reporting of survey results, and use of passwords and control numbers in online surveys. Sample size, response rates, and data entry will also be covered, all with explicit examples. A comprehensive workbook will be distributed that includes appendices of several different surveys.

W-4

TRACK 2

**Successful Program Assessment -
Part 1 (Design and Implementation)**

This workshop describes how to develop and implement a successful program assessment process. Specific topics include: the role of assessment in continuous improvement, key characteristics of program assessment success, essential components of an assessment process, organizational structures and support, the role of quality assurance in managing the process, and Web technologies to facilitate program assessment. Participants will conduct individual and small-group exercises followed by discussions designed to describe the state of assessment and identify opportunities to improve the assessment system at their institution. The intended audience includes mid-level personnel, senior personnel, and institutional researchers who have some responsibility for assessment.

Continued on next page

W-5 **General Education Assessment: A Programmatic Approach to Assessment****TRACK 2**

In order to meet the standards outlined by SACS, an institution must identify competencies within the general education core and provide evidence that graduates have attained those college-level competencies. This workshop is designed to assist participants with developing a systematic approach to evaluating the general education curriculum. Using a general education checklist and inventory sheet, participants will be encouraged to clarify institutional objectives, identify effective and efficient assessment tools, and develop strategies for recording and reporting results.

W-6 **Evaluation to Improve Distance Learning Activities****TRACK 5**

This half-day workshop will focus on evaluating distance learning activities. The presenters will discuss the proper design and evaluation of distance learning activities. Special attention will be given to the areas of program and course design and the setting and evaluating of student learning outcomes for use in the continuous improvement of distance learning activities. Examples of successful design, evaluation and implementation strategies will be reviewed.

W-7 **Assessing Institutional Effectiveness****TRACK 2**

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

9:00 a.m. – 4:00 p.m.**W-8** **Baldrige on Campus: A Guide to Promote Educational Excellence, Identify Best Practices, and Gauge Sustainable Results** (includes lunch)**TRACK 3**

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

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

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

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

- R-1** Establishing an Integrated Planning and Evaluation Process
- R-2** Electronic Submission of Reaffirmation Materials
- R-3** Assessing Quality Assurance Systems
- R-4** Assessing Undergraduate Studies

- R-5** Assessing Graduate Programs
- R-6** Assessing Student Services
- R-7** Assessing Planning and Evaluation
- R-8** Assessing Quality in Online Learning
- R-9** Assessing Library and Other Learning Resources
- R-10** Assessing Distance Education
- R-11** Assessing Public Services and Continuing Education
- R-12** Assessing Administrative Services

Sunday - December 7, 2003**7:00 a.m. – 5:30 p.m.****COMMISSION ON COLLEGES REGISTRATION****8:00 a.m. – 11:00 a.m.****PRE-CONFERENCE WORKSHOPS**

(Separate registration is required.)

W-9**TRACK 2****An Introduction to Good Assessment Practices**

Major steps in assessment practice will be covered in this workshop including establishing educational objectives, selecting assessment instruments, designing assessment instruments, collecting assessment information, analyzing assessment information, and reporting and using assessment information. Examples will be presented from several areas in general education and the major.

W-10**TRACK 4****Assessing Institutional Capacity for Continuous Improvement**

When college leadership has the courage and foresight to assess organizational performance, institutional improvement becomes a way of work, and the culture adopts a unified focus. Using an urban community college as a case study, this session will describe how to initiate awareness training, engage leadership, self-assess organizational performance in the seven categories defined by the national Baldrige criteria, establish and empower teams to gather data and identify improvements, and fold this initiative into the institution's annual planning and budgeting cycle for sustainability. Attendees will systematically examine the status of their institution to begin improvement planning with an assessment of performance data.

W-11**TRACK 2****Successful Program Assessment - Part 2 (Developing and Reviewing Assessment Plans and Results)**

This workshop will present how to develop, document, and review assessment plans and results to support a high-quality program assessment process. Specific topics include developing mission statements, defining objectives and student outcomes, selecting measurement approaches, documenting results and their use, developing a comprehensive quality assurance process, and conducting reviews to ensure the quality. Participants will conduct exercises to develop assessment plans and will practice reviewing assessment plans and their documented results. The intended audience includes mid-level and senior personnel who have some responsibility for conducting assessment, teaching people to do assessment, and/or ensuring the quality of the assessment process.

W-12 **Assessing Writing and Thinking Skills with the Cognitive Level and Quality of Writing Assessment**

TRACK 2

Fostering and assessing quality writing skills and higher thinking skills are critical to an effective general education curriculum. Developed in response to assessment needs in a general education program, the Cognitive Level and Quality of Writing Assessment (CLAQWA) is used to confirm writing proficiency or identify students' writing weaknesses for the purpose of program improvement. Workshop participants will 1) learn to assess student papers consistently and analytically for the purpose of determining writing proficiency or identifying writing weaknesses; 2) explore strategies for correcting weaknesses challenging their institution; and 3) discuss ways to initiate a campus conversation to determine writing and thinking expectations for different levels in the curriculum.

W-13 **A Successful Institutional Effectiveness Program: How to Build One, Use One and Sustain One**

TRACK 2

This workshop consists of a presentation, discussion, group activities and interactive questions and answers, as the presenter guides the group through a process of developing a successful institutional effectiveness program. Not only does the process to be presented meet accreditation guidelines, but it also institutionalizes assessment, program improvement, and budgeting at departmental and university-wide levels. Participants will receive a workbook which will include group activities, sample documents and other assessment protocols to consider adapting for use on their own campuses.

W-14 **Assessing Graduate Programs in Doctoral Research Universities**

TRACK 2

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

PROGRAM TRACKS:

Track 1-Accreditation Principles, Policies and Practices

Track 2-Assessing Student Learning

Track 3-The Quality Enhancement Plan (QEP)

Track 4-Leadership in Times of Transition

Track 5-Current Issues in Higher Education

*Note that program presenters do not necessarily represent the official position of the Commission on Colleges.

W-15 **Shifting from the Teaching to the Learning Paradigm**

TRACK 5

Unprecedented change now characterizes every sector of society including academia. This workshop will provide an overview of the driving forces in today's changing environment and illustrate why change is so critical for higher education. An example of one of the most critical major paradigm shifts will be illustrated through a detailed comparison of the teaching to learning paradigm. Participants will be introduced to a comprehensive eleven-step change creation process.

11:00 a.m. – 12:00 p.m.

ORIENTATION FOR FIRST-TIME ATTENDEES

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

12:00 p.m. – 1:30 p.m.

Lunch (on your own)

1:30 p.m. – 2:30 p.m.

CONCURRENT SESSIONS – I

CS-1 **Preparing for Compliance Certification-Part I**

TRACK 1

Compliance Certification under the new *Principles of Accreditation* requires a different approach to organizing the institution for its reaffirmation effort. Fewer individuals across the institution will be involved. Additionally, factors such as size, complexity, and scope of the institution and time required all need to be considered when preparing for Compliance Certification. Accreditation directors from five Level VI institutions in the Class of 2004 will discuss how their institutions organized and carried out the Compliance Certification portion of the accreditation process. Strengths and limitations in the process as well as suggestions for improvement will be presented.

CS-2 **Electronic Submission of Materials for Reaffirmation of Accreditation: Requirements and Guidelines**

TRACK 1

Requirements and guidelines emerging from the work of a peer Technology Consulting Group will be discussed. The session will focus on 1) guidance for institutions processing the electronic vs. hardcopy decision; 2) requirements related to the electronic submission; 3) guidelines for the design of an electronic submission; and 4) a peer reviewer's perspective. Time for questions and responses will be provided.

CS-3 **A Longitudinal Analysis of Five Self Studies - A Qualitative and Quantitative Analysis of the Process and Results of a Single Institution's Self-Studies**

TRACK 1

This research is a longitudinal analysis of the self-study process at a single institution — a nationally ranked, public doctoral university. Five self-studies (spanning the years from 1952 to 1994) are analyzed both qualitatively and quantitatively in terms of the process, the committee structure, the resulting document, and the recommendations and findings. This research offers a unique way of using the self-study process to understand an institution's educational policies and history.

Continued on next page

Sunday, December 7, 2003 (continued from page 11)

CS-4 Assessing Library and Other Learning Resources Using the New Standards

TRACK 1 This session will provide guidance in evaluating an institution's library and learning resources under the new *Principles of Accreditation*.

CS-5 Advancing Assessment Practice

TRACK 2 The sophistication of assessment practice should reflect the complexities and scope of student learning and development. This presentation will share advanced work from James Madison University's Center for Assessment and Research Studies in two lines of study. The first illustration will include examples of several computer-based tests in general education. The demonstrations will be in tests of information literacy, scientific reasoning, and American history and government. The second line of study will illustrate the use of item response theory to analyze student development instruments of the Erwin Identity Scale, the Curiosity Index, and the Scale of Intellectual Development. This session will be of special interest to those who are interested in advancing assessment practice.

CS-6 Assessment for Adult Learning Focused Institutions

TRACK 2 The Council for Adult and Experiential Learning (CAEL) has developed assessment tools to help colleges and universities improve services and programs to adult learners. Over the last year, CAEL has tested the tools in a pilot phase with colleges and universities around the country. In this session, CAEL staff and a representative from a university that participated in piloting the assessment tools will discuss the philosophy behind the tools and the process of putting them into practice. They will also consider how the results of the assessment can be used for institutional improvement. Attendees will gain insights into effective services for working adult students and factors that affect enrollment of this population.

CS-7 From Planning Retreat to QEP: A Model of Natural Progression

TRACK 3 Georgia College and State University (Class of 2004) has found the development of its Quality Enhancement Plan (QEP) to be a relatively smooth and natural process, largely because the institution had previously initiated semi-annual leaders' retreats that brought together people from academic and student affairs to address issues of academic quality enhancement. The presenters will share the process used to develop these retreats and merge their agenda with the QEP.

CS-8 Developing an Integrated Quality Enhancement Plan

TRACK 3 Among the first group of colleges to be reviewed under the *Principles*, Surry Community College has welcomed the new accreditation process viewing it as an opportunity to create a comprehensive, fully integrated improvement plan. During this interactive discussion, members of SCC's leadership team will present an in-depth description of the college's QEP. The audience will be involved in the discussion, creating a list of challenges their institutions may face in crafting a QEP and addressing those challenges to the panel. Attendees will leave with a better understanding of how to facilitate the process.

CS-9 Avoiding the "Perfect Storm:" Using an Integrated Institutional Effectiveness Model to Navigate Change

TRACK 4 A convergence of issues became the catalyst for change at Lynchburg College. New leadership, the SACS re-accreditation process, and an increase in the size of the incoming freshman class converged much like the significant weather fronts that form a "perfect storm." What could have become the disastrous "perfect storm" for the College became a strategic opportunity for embracing an integrated assessment, planning, and budgeting model. As a result, the College's entire planning process has been enhanced, the budgeting cycle has been transformed, and new expectations for leadership established. Participants will learn how this model can be applied at other institutions.

CS-10 Satellite Campus Quality

TRACK 5 This concurrent session will describe a successful model of satellite campus quality oversight based on Troy State University's multi-campus/region operating system. This system has evolved over fifty years from a single course offering at Ft. Rucker, Alabama, to a complex world-wide operation involving over 50 site locations. The delivery of ten graduate and thirteen undergraduate degree programs to military and civilian target markets has required a sophisticated quality assurance model. The session will emphasize the Troy State model used for quality control; the benchmarking tools used; and the successes and challenges of quality assurance. Other institutions may benefit from the quality insights gained by Troy State University over the years.

CS-11 Faculty E-Mentoring: An Online Solution for Professional Development

TRACK 5 The need for current professional development, while recognized and valued as a benefit to institutional effectiveness, often goes unfulfilled in colleges with diverse faculty responsibilities. Community colleges especially strive to provide opportunities to an adjunct professoriate who, current statistics indicate, teach approximately one-half of all lower-level higher education classes. Furthermore, the services of distance education instructors complicate any coordinated institutional effort for professional faculty growth by their physical absence from the campus. Central Texas College, a community college with 180 worldwide campus sites, addresses this need for centralized faculty professional development through an Internet-accessible Web site that provides asynchronous collaborative information and collegial interaction for its diverse faculty. This site, global in nature yet informal in structure, makes possible a culture of cooperation among teachers designed to create a community of practice only available through an online environment.

2:45 p.m. – 3:45 p.m.

CONCURRENT SESSIONS – II

CS-12 **Preparing for Compliance Certification-Part 2**
(Continuation of CS-1)

TRACK 1

Compliance Certification under the new *Principles of Accreditation* requires a different approach to organizing the institution for its reaffirmation effort. Fewer individuals across the institution will be involved. Additionally, factors such as size, complexity, and scope of the institution and time required all need to be considered when preparing for Compliance Certification. Accreditation directors from five Level VI institutions in the Class of 2004 will discuss how their institutions organized and carried out the Compliance Certification portion of the accreditation process. Strengths and limitations in the process as well as suggestions for improvement will be presented.

CS-13 **Pointers for Institutional Preparation for the Off-Site Review and for the On-Site Review**

TRACK 1

On September 29 – October 1, 2003, six Off-Site Review Committees evaluated the Compliance Certifications of thirty institutions scheduled for reaffirmation in 2004. This session will provide pointers on how to improve the substance and presentation of a Compliance Certification based on the perspectives of a chair of one of the off-site committees, a COC staff member, and evaluations received from the sixty off-site evaluators who participated in the reviews. In addition, attendees will receive an update regarding current operational and evaluative procedures associated with the on-site review. Time will be reserved for questions from the audience.

CS-14 **No Longer a Burden: Integrating the SACS Process with Day-to-Day Campus Activities**

TRACK 1

Members of the Austin Peay State University SACS Leadership Team describe the challenges and opportunities presented at the outset of the reaffirmation process and continuing through the completed Compliance Audit (CA) and Quality Enhancement Plan (QEP). This session highlights the Web-based collection and dissemination of the CA document as well as the scope and strategy behind the QEP. From early apprehensions to successful integration of research, analysis, implementation, and continuing assessment of the QEP, the presentation will provide hope to institutions just setting out on the path toward reaffirmation under the new *Principles*.

CS-15 **Transforming General Education Through Assessment**

TRACK 2

Attempting to assess student learning in the general education of students at Columbia College provided the motivation to the faculty to transform the program completely. This presentation will focus on ways that assessment data shaped the transformation and continues to inform revisions to the components of the new general education program. Implementation strategies that involved important partnerships, particularly between student life staff and faculty, will also be shared.

CS-16 **Building First-Year Seminars That Matter**

TRACK 2

The 2002 survey of first-year seminars at eighty-five institutions encompasses over 2,000 sections and 40,000 students and provides the first national review of the learning outcomes of these initiatives. This presentation uses section-level, student-level, and institutional profiles in evaluating the learning outcomes of seminars across a range of course structures (required/not, credit hours, who teaches, use of undergraduate teaching assistants, etc.). This session includes an overview of benchmarking as an assessment strategy, types of first-year seminar structures, and key findings about the impact of course structures and practices on student learning outcomes and satisfaction.

CS-17 **The Quality Enhancement Plan: Creative Opportunity**

TRACK 3

Selecting a topic for the QEP relates to the institutional strengths and weaknesses identified and described in the institution's strategic plan. This data-based document provides the basis for numerous topics, potential goals, objectives and outcomes. Selecting the focus of the student learning-based QEP involves institutional administrators, faculty and staff to examine institutional priorities. Institutions might also consider the QEP as an ideal grant opportunity. This session will address evaluation criteria important in preparing grant proposals.

CS-18 **The QEP and the Private College**

TRACK 3

The development, implementation, and evaluation of the QEP at a small, private college can present both advantages and unique problems. Based on the 2002-2003 experiences of two liberal arts institutions, this presentation will focus on establishing timelines, coordinating the work of the QEP team, conducting data gathering and analysis, and the actual writing of the QEP. Discussion will include the institution's efforts to ensure the development of a useful planning document within the institution's IE model. Time will be reserved for questions from the audience.

CS-19 **Integrating the Development of a Quality Enhancement Plan (QEP) with Strategic Planning Initiatives**

TRACK 3

A QEP can best be formulated using information generated from an ongoing strategic planning process that links planning, budgeting and assessment. This process identifies institutional issues, priorities, and possible revenue streams essential for developing and implementing a QEP. This prototype also describes how to incorporate these planning techniques into existing planning methods that will be useful in the development of a QEP.

PROGRAM TRACKS:

Track 1-Accreditation Principles, Policies and Practices

Track 2-Assessing Student Learning

Track 3-The Quality Enhancement Plan (QEP)

Track 4-Leadership in Times of Transition

Track 5-Current Issues in Higher Education

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Continued on next page

CS-20 TRACK 4 Linking Budgeting and Planning – Truly Closing the Loop

Is your institution's budget linked to a comprehensive planning process? Can the implementation of a college-wide comprehensive planning process, coupled with true participatory management, prove effective and successful for establishing budget priorities? This presentation describes the components and processes that effectively link planning and budgeting at a large, multi-campus college. The key to this process is the work of the college's planning council and committees. The Planning Council is structured to ensure college-wide representation with 50 percent faculty membership. The Council's work serves as a "point of consensus" facilitated through a year-long process prior to each budget cycle. The result is college-wide buy-in and support of the planning and budget outcomes.

CS-21 TRACK 5 Supporting and Mentoring Adjunct Faculty

Northeast Texas Community College received a commendation for the professional development support it provides adjunct faculty. The presenters will introduce a comprehensive professional development program for adjunct/part-time teachers called Project APT (Academy for Part-time Teachers), supported by a Carl Perkins Discretionary Grant from the Texas Higher Education Coordinating Board. Information in the following areas will be shared: curriculum development, online instruction, mentoring, classroom observations, and using evaluation results to improve student success. Project APT is designed to assist adjunct/part-time faculty and provide instruction that will effectively meet the goals and objectives of excellent teaching.

CS-22 TRACK 5 Kentucky's Statewide Partnership for a Community College Role in Teacher Preparation

Kentucky's "2+2 Teacher Prep Initiative" brought together public and private universities, two-year institutions, the Kentucky Department of Education, and other statewide agencies with interest in and concern for teacher quality. A collaboratively developed program was scheduled for fall 2003 implementation. The program includes early identification and recruitment of potential teachers, dual secondary/postsecondary credit opportunities, and a KCTCS paraprofessional "teaching assistant" associate degree with an embedded certificate. Benefits of this seamless model include optimal articulation between secondary, two-year, and the four-year institutions; improved recruitment, particularly among diverse student populations; multi-tiered classroom staff to help meet the growing shortage; and multiple entry and exit points to support lifelong learning.

PROGRAM TRACKS:

Track 1-Accreditation Principles, Policies and Practices

Track 2-Assessing Student Learning

Track 3-The Quality Enhancement Plan (QEP)

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Track 5-Current Issues in Higher Education

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CS-23 TRACK 5 The Five Pillars of Quality for Online Learning

The Alfred P. Sloan Foundation has been instrumental in funding and supporting online learning. As a part of this effort, the foundation has established the Sloan Consortium. The consortium consists of institutions that can be considered the early adopters and leaders in the field of online education. As a part of its mission, the consortium identifies and publishes what are considered best practices in online learning. Known as the five pillars of quality, these best practices focus on the following areas: student learning outcomes, student satisfaction, student access, faculty satisfaction and cost effectiveness. This session will show how an institution can put the pillars into practice and how the pillars support the best practices published by the SACS-COC.

4:00 p.m. – 5:00 p.m.

STATE MEETINGS

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

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

5:00 p.m. – 6:00 p.m.

COC FIRST GENERAL SESSION

Speaker: Dr. E. Gordon Gee, Chancellor, Vanderbilt University, Nashville, TN

Topic: "The College or University as an Agent of Change"

6:00 p.m. – 7:30 p.m.

COC RECEPTION AND EXPOSITION

6:00 p.m. – 7:30 p.m.

DEMONSTRATION SESSIONS

Monday - December 8, 2003

7:00 a.m. – 5:30 p.m.

COMMISSION ON COLLEGES REGISTRATION

7:30 a.m. – 8:45 a.m.

PRESIDENTS' BREAKFAST

Speaker: Secretary Sally Stroup, Assistant Secretary for Postsecondary Education, Washington, DC

Assistant Secretary Stroup will brief presidents and chancellors on current issues in postsecondary education, including reauthorization of the *Higher Education Act*, college costs, accountability, and student learning. Time will be allotted for questions.

7:30 a.m. – 8:45 a.m.**MORNING ROUNDTABLE DISCUSSIONS**

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

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

- R-1 The *Principles of Accreditation* and Chief Academic Officers (Level I)*
- R-2 The *Principles of Accreditation* and Chief Academic Officers (Levels II-VI)**
- R-3 The *Principles of Accreditation* and Student Affairs/ Services Professionals
- R-4 The *Principles of Accreditation* and Chief Financial Officers
- R-5 Creating a Culture of Assessment
- R-6 Using Assessment Results for Improvement
- R-7 Accreditation Liaisons (Level I)
- R-8 Accreditation Liaisons (Levels II-VI)
- R-9 Library/Learning Resources for Distance Learning
- R-10 Good Practices in Institutional Effectiveness (Level I)
- R-11 Good Practices in Institutional Effectiveness (Levels II-VI)
- R-12 Good Practices in Satellite Campus Instruction
- R-13 Good Practices in Assessing General Education
- R-14 Linking Budgeting and Planning
- R-15 Campus Milieu: Using Alliances to Produce a Successful Institutional Effectiveness Program
- R-16 Taking Action: Setting a Firm Foundation for Accreditation
- R-17 QEP: Narrowing the Focus
- R-18 Planning, Assessment and Compliance: What Works in Online Programs
- R-19 Using Adult Learning Theory and Adult Learning Styles to Improve Two-Year College Teaching
- R-20 Establishing a Study Abroad Program on a Limited Budget
- R-21 Reaffirmation Class of 2004 (Level I)
- R-22 Reaffirmation Class of 2004 (Levels II – VI)

* 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 doctoral degrees as highest degrees.

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

Speaker: **Professor Jay Conger**, Professor of Organizational Behavior, London Business School, and Research Scientist, Center for Effective Organizations, University of Southern California, Los Angeles, CA, author, *Building Leaders*

Topic: "Leading in Challenging Times"

10:00 a.m. – 5:00 p.m.

Exhibit Hall Open

10:00 a.m. – 11:00 a.m.

Morning Break

10:00 a.m. – 11:00 a.m.

VENDOR PRESENTATIONS

CS-24 Five Habits of Highly Successful Investors

As a beginning investor, or one who would like to enhance his or her investing strategies, one does not need to know every nuance of financial markets such as P/E ratios, 2000-day moving averages, etc. However, it is essential to have a grasp of the essentials. This presentation will help the attendee to gain insights on how to make sound investment decisions and acquire the skills necessary to become a responsible investor.

CS-25 Enhancing Quality: The Contribution of Standardized Testing

The purpose of this session is to discuss potential ways to use standardized assessments as part of an overall plan to contribute to continual quality enhancement. Issues to be discussed will include how best to establish an institutional assessment plan, compile information that can be derived from outcomes assessment, and integrate assessment into a process of continuous improvement.

CS-26 Developing Campus Facilities: What Every College Executive Should Know

Using a case study, this session will illustrate the success of collaboration between the primary participants (programmers, financial providers, architects, and contractors) in facilities development (both renovation of existing and development of new facilities) and the ultimate impact such facilities have on admissions, retention, and cash flow. Examples will be offered of how such development even in the design and construction stages – can be effectively used as a tool to market the overall institution in an enhanced capacity to prospective students and retain existing students, especially at the critical juncture between freshman and sophomore years.

11:00 a.m. – 12:00 p.m.
CONCURRENT SESSIONS – III**CS-27 Presidents' Day**

Dr. Myles Brand, President, National Collegiate Athletic Association, Indianapolis, IN

"Crossroads in College Sports"

CS-28 Special Session

Professor Jay Conger, author, *Building Leaders*

"Leveraging the Spotlight of Leadership"

CS-29 Integrating Technology in Accreditation Activities

Completed in the spring of 2003, Valencia Community College's alternative self-study (Becoming A More Learning-Centered College: A Systems Approach to the Design, Implementation, and Evaluation of Institutional Change Strategies) was prepared to meet the expectations of the *Criteria for Accreditation* while simultaneously emulating an approach more consistent with the new *Principles of Accreditation*. Based largely on technological integration of documentation and resources, the model helped establish a smooth transition between historical and current approaches to the accreditation process. This session which covers the planning, organization and implementation of a non-traditional reaffirmation of accreditation visit may generate benefits and solutions for other institutions.

TRACK 1

Continued on next page

Monday, December 8, 2003 (continued from page 15)

CS-30
TRACK 1
Creating a System for Compliance Certification
This session will demonstrate an innovative administrative system designed to initiate and manage the Compliance Certification portion of the reaffirmation process. The presenters will share procedures, structures, timelines, activities, and technological tools that have proven invaluable in establishing a viable, integrated system for the Leadership Team responsible for the overall framework of the reaffirmation process. They will demonstrate how such a system provides options for assigning institutional responsibility, collecting and communicating information, and reporting results for the various Core Requirements, Comprehensive Standards, and federal requirements within SACS' *Principles of Accreditation*. Their demonstration will include a multifaceted database, Web site, and Web interface tool to consider when developing an institutional system for reaffirmation.

CS-31
TRACK 2
Are You Really Listening to the Way Your Students Are Speaking? A Model for Assessing Oral Communication Competencies Among College Students
Because of the demands from business, industry, and education for individuals highly competent in oral communication, it is imperative for colleges and universities to provide appropriate teaching and assessment in this area. This session focuses on a model of assessment that is applicable in multiple educational contexts. This presentation offers Xavier University's experience in assessing student learning outcomes in oral communication that meet the National Communication Association's guidelines for speaking and listening competencies. The assessment is aimed at measuring student learning outcomes in oral communication classes. Departments and institutions can also use the assessment results to inform their accountability and program review efforts. Topics will include assessing listening skills and spontaneous responses; pronunciation and articulation; extemporaneous speaking; and critical thinking. Participants will receive a packet of instruments, training tips, criteria for evaluation, sample readings, a word list, and statistical data to use for continual assessment and improvement.

CS-32
TRACK 2
Elements of an Effective Program Review Process
Periodic comprehensive reviews of academic programs are necessary and often state-mandated to ensure the viability and quality of academic programs. The presenters describe a program review process that requires an evaluation of program information and key performance measures on demand, quality, centrality, competitive advantage, and cost in order to determine the direction in which the program is heading and reveal opportunities for redirection. The presenters will also demonstrate how Web technology can be used to provide ready access to data and also provide an easy method for programs to submit their self-studies. Participants will receive presentation handouts and screen shots of the Web-based system.

CS-33
TRACK 2
Documenting Student Achievement of Learning Outcomes
If the core business of a college is learning, then the most important measure of institutional effectiveness is student mastery of course learning outcomes. Yet, most institutions of higher education measure just about everything except the learning! (Grades don't really suffice for this purpose.) As a result of participating in the League for Innovation's 21st Century Learning Outcomes project, Montgomery College asked professors college-wide to use a Website for documenting, outcome by outcome, whether or not their students met the professed learning goals of their courses. This session will review implementation highlights and implications for curriculum renewal and student advising.

CS-34
TRACK 2
Results and Benefits of General Education Assessment
Writing, liberal arts mathematics, intellectual development, and knowledge about specific societal issues have been the focus of the University of South Florida's General Education Assessment. In addition, revision of the general education curriculum is the focus of the institution's QEP. Members of USF's General Education Assessment Advisory Committee, including a faculty member, administrator, and student, will report results and implications for program improvement and discuss multiple benefits associated with the assessment process. These benefits include traditional assessment outcomes as well as unexpected gains.

CS-35
TRACK 2
Supporting Assessment During Decreased Funding
A highly interactive session, this presentation features three professionals from state-wide and institutional backgrounds to discuss the critical issues of strategic planning and assessment. Particular emphasis will be placed on how to sustain an institutional effectiveness assessment effort during reduced institutional funding.

CS-36
TRACK 3
On the Road to the QEP: Intellectual Climate and the Four Year Experience At Agnes Scott College
In the fall of 2002, the QEP committee at Agnes Scott College conducted extensive conversations with faculty, staff, and students. In addition, results from the National Survey of Student Engagement (NSSE) contributed their our deliberations. Consequently, the committee chose a topic with two foci: intellectual climate and the four-year experience. The proposal calls for an examination of the first year with a focus on first-year seminars; for the second year, they proposed a parallel program called the Sophomore Year Experience. In the junior year, the plan emphasizes study abroad and internships. The senior year will center on work in the major, with departmental honors as recognition for exemplary achievement. Electronic portfolios will be threaded through the four years.

CS-37
TRACK 3
Learning in a Technology-Rich Environment: A Quality Enhancement Plan for a Research University
This session will address issues associated with the development of a QEP at North Carolina State University, one of the first institutions to implement the new reaffirmation process. NC State focused its QEP on "Learning in a Technology-Rich Environment." Discussants will describe the process and criteria used to select the topic, how NC State organized to prepare such an extensive plan, and how the university will continue its transformation via implementation and evaluation processes. They will also explore issues related to extending learning technology investments and to assessing the impact of technology on learning.

CS-38 Leadership and Change**TRACK 4**

Our world is changing at a dramatic and unparalleled pace; the knowledge, communications, and technology explosions are almost uncontrollable and drive change in every sector of society. With all of this, is it any wonder that visionary leadership and change creation have become so important to the future of higher education? In this session, the presenter will discuss the driving forces of this changing environment and why change is so critical for higher education. Participants will also discuss how their institutions can lead and manage today's dramatic and dynamic change.

CS-39 Leading Change Through the Strategic Planning and Budgeting Process**TRACK 4**

Strategic planning — thoroughly understanding an institution's strengths and weaknesses and carefully charting future directions — is a key to effective leadership at colleges and universities. In the current economic environment, strategic planning and budgeting are more critical than ever as institutions assess and reinforce their priorities through sound decision-making and resource allocation. Integrated planning and budgeting also are integral to institutional change. This presentation focuses on the development, implementation, and effective use of a strategic planning model that incorporates an electronically based budgeting system. Such a system can lead institutions toward the important changes envisioned in their strategic plan.

CS-40 Developing Programs to Prepare Faculty for Online Instruction: Equipping Quality University Instructors Program (EQUIP)**TRACK 5**

Facing an increasing need for additional online instructors, Troy State University Montgomery's Distance Learning Division studied programs being used by for-profit and not-for-profit institutions to prepare faculty for online instruction. The result was Equipping Quality University Instructors Program (EQUIP), an online program designed specifically to prepare traditional faculty for providing quality online instruction. This session provides information and suggestions for supporting and designing an online program for preparing faculty at your institution to deliver quality online instruction. The session will also include an interactive demonstration of Troy State University Montgomery's EQUIP.

CS-41 Improving the First Year of College: Foundations for Excellence**TRACK 5**

Most campuses in our region have had a variety of reform initiatives underway to take student learning, success, and retention more seriously in the first year of college. But what has been missing is a set of aspirational (not minimal) standards by which we could measure and "certify" our performance. However, that is exactly the process that is underway for a number of SACS institutions in a project known as Foundations for Excellence in the First Year of College. This session will feature the principals leading this project who will share a unique vision for quality enhancement and assessment of a component of institutional life vital to our overall efforts to achieve educational effectiveness.

CS-42 Engaging Students by Engaging Faculty: Planning for Educational Excellence in Distance Education Courses**TRACK 5**

An ongoing challenge for distance education students is a sense of engagement with and between students and/or instructors. At Volunteer State Community College, distance education faculty members are striving to become more engaged in the computer-mediated communication process to both increase and enhance student engagement in courses. Planning for enhancements of Distance Education courses centered around various stages of faculty participation in computer-mediated communication; student instruction evaluation and course standards; and the development of a course revision and peer review process to enhance student engagement in distance education courses.

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

Speaker: **Judge Griffin B. Bell**, Senior Partner, King & Spalding LLP, Atlanta, GA

Topic: **"Corporate Governance in Academia"**

Judge Bell has had considerable experience doing corporate investigations and in setting up systems to avoid problems which stem from poor corporate guidance. He has served as chairman of the Ethics Resource Center in Washington, which sponsors programs regarding ethics in the workplace. Moreover, he has served as trustee of a college with budget woes and myriad other problems stemming from administering government programs, including government contracts. The problems that have hit the corporate world, such as those we witnessed in Enron, MCI/World Com and several others, should serve as a warning to all institutions — public, private, corporate or academic — and particularly those institutions that contract or receive funding from government agencies. Judge Bell will suggest systems that will be useful as a preventive measure and which will not be unduly burdensome.

12:30 p.m. – 2:00 p.m.**Delegates' Lunch****1:00 p.m. – 2:00 p.m.****VENDOR PRESENTATIONS****CS-43 Endowment Building: Securing the Promise of the Future**

This presentation will seek to underscore the magnitude of the opportunities that endowment building presents to our colleges and provide an overview of the 2002 NACUBO Endowment Study and prevailing practices in the management of endowments in higher education. The session will include a PowerPoint presentation, handouts, and a question-and-answer session.

*Continued on next page***PROGRAM TRACKS:***Track 1-Accreditation Principles, Policies and Practices**Track 2-Assessing Student Learning**Track 3-The Quality Enhancement Plan (QEP)**Track 4-Leadership in Times of Transition**Track 5-Current Issues in Higher Education*

*Note that program presenters do not necessarily represent the official position of the Commission on Colleges.

Monday, December 8, 2003 (continued from page 17)

CS-44 **The New SAT I: What College Officials Need to Know About the Changes for 2005**

In June 2002 the trustees of the College Board approved a proposal to make important modifications to the SAT I: Reasoning Test that will be implemented for the high school graduating class of 2006. The changes are intended to make the test a better reflection of the skills needed to be successful in college. Because many colleges and universities supplement the information from a prospective student's high school transcript with scores on the SAT, it is important for officials at these institutions to understand why the changes are being made. The presenter will discuss this in depth, along with the effect these changes will have on the data that their institutions receive, and how they can use the addition of the writing measure to make better admission and placement decisions.

2:00 p.m.-3:00 p.m.

CONCURRENT SESSIONS – IV

CS-45 **Presidents' Session**

Dr. Charles E. McQueary, Under Secretary, Science and Technology, U.S. Department of Homeland Security, Washington, DC

"New Security Issues on College Campuses"

CS-46 **System-wide Substantive Change for Online Programs**

The Tennessee Board of Regents (TBR) has found a way to reduce some of the high costs and enormous amounts of paper associated with accreditation by including a new convenience into the process. The TBR prepared for the substantive change review of its system-wide online learning initiative by placing a secure document center online and providing a wide range of flexible communication tools for evaluators - including audio, video, whiteboards and chat. It allowed the TBR to reduce the cost of preparing for the accreditation visit and provided twenty-four hour access to the document center, as well as the flexibility of "anytime anyplace" evaluation for the team members. A few trees lived to see another day and the use of the online center was overwhelmingly positive and easy to navigate. TBR staff will detail their approach with live demonstrations of the online documents room.

CS-47 **Certifying Compliance with Efficiency and Value**

This session will describe the process for preparing the Compliance Certification at a large public research university (NC State University). Panel members will address the goals for the project, how the university organized for Compliance Certification, and its use of the Web for communicating the reports. Special attention will be given to how assessment was addressed. The panel will offer strategies for maximizing efficiency and for using the Compliance Certification as a useful tool for institutional improvement.

CS-48 **Weaving the Internal Review into the Web: Effective Organization for Electronic Publications**

This session will demonstrate the use of a Web-based environment for the publication of documents for either compliance certification or the QEP. Discussion will include the advantages of Web documents as the primary publications with hyperlinks to support documents, and problems to be avoided by applying effective organizational strategies for the site as well as expectations for navigation tools. The commitment and economical approaches in creating a centralized electronic archive for accessing the support documents will be stressed. Templates for easier development of a site and reactions of a peer review committee to Web-based publications will be provided.

CS-49 **From PIE in the Sky to PIE on the Plate**

We are cautiously optimistic about the new *Principles of Accreditation*, but as our presentation title suggests, the *Principles* will be PIE in the sky unless institutions think about accreditation in a new way. Our presentation demonstrates how one institution is engaging a skeptical campus in fresh conversations and a new way of thinking about education, learning, and SACS. We will present a model for implementing a process of institutional effectiveness (PIE) and share lessons learned. We have a long way to go, but we hope the *Principles of Accreditation* could be PIE in the sky that ends up on our plate.

CS-50 **Integrating Local, State, and Regional Assessment Criteria into a Cohesive Assessment Program**

In addition to regional accreditation, many institutions must address state and local level assessments as well. If institutions attempt to respond to each set of criteria separately, they end up with a multi-layered assessment program that is repetitive and resource-consuming. Instead of this multi-layered "onion" method to assessment, institutions can develop a single-layered approach that integrates the multiple criteria. The goal is to establish a cohesive assessment process that resembles a strong, single-layered orange peel rather than the multi-layered onion. Presenters will discuss their college's integrated assessment approach and provide resources to participants for beginning the integration process.

CS-51 **Using Student Assessment Data for Program Assessment**

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

CS-52 **Curricular Frontiers: General Education Revision and the QEP****TRACK 3**

The QEP of St. Mary's University of San Antonio, TX, centers on the revision of the undergraduate general education curriculum and internationalization of the curriculum. A member of the first cohort of institutions to undergo Compliance Certification under the newly adopted *Principles of Accreditation*, St. Mary's University began its internal review of compliance against the draft standards in 2000. Using draft statements on the QEP and early information provided by the COC, the university began its conversation about the QEP; processes and guidelines have since been confirmed. This concurrent session offers participants an examination of the processes St. Mary's University undertook to produce its QEP, participatory strategies and stakeholder engagement, curriculum model-building scenarios, anticipated outcomes, expected assessments, and timelines.

CS-53 **Engaging Your Campus in Identifying a Focus for the QEP****TRACK 3**

The QEP, an important element of the new process for reaffirmation of accreditation, provides a remarkable opportunity to identify a focus for study that is relevant to an institution's future goals and interests. As the QEP is implemented, there is a natural tension between the old and the new. In the criteria compliance model, there was a certain amount of comfort in knowing what was expected, but it was not always easy to get campus-wide involvement, much less enthusiasm for the activity. This session will describe the process used by the University of Florida in identifying a strategic focus (internationalization), as well as address strategies to ensure campus-wide engagement in the accreditation process. Participants in the session will be able to develop an outline for an action plan to define a focus for a QEP suitable for their campus or institution; identify proactive strategies to eliminate "speed bumps" in the implementation process; and create a reasonable timeline and communication strategy for engaging the wider academic community.

CS-54 **Strategic Growth through Integrated Marketing: The Belmont University Experience****TRACK 4**

After a decade of basically flat enrollment, Belmont University made a deliberate decision in 2000 to increase enrollment 33 percent by 2007. Three years later, enrollment has increased from 2,970 to 3,671 while the academic qualifications of this year's incoming class were the highest in history. This session is designed to share the managerial and leadership process that was used to bring about the transformational change that was required to increase Belmont's enrollment. The session will also address the question of why enrollment growth made sense and how an innovative approach to integrated marketing was developed and applied. Of special significance is the strong partnership that the university has developed with Lovell Communications, a proprietary marketing and public relations firm in Nashville, Tennessee.

CS-55 **Taking Action: Setting a Firm Foundation for Accreditation****TRACK 4**

During the 2002 fall semester, SACS formally released new accreditation standards for all member institutions. One of the assumptions made in developing the new initiative was "that institutions have an effective and operational planning and evaluation process in place." The Office of Planning and Assessment, and the Leadership Team at Northwestern State University, have taken the lead in evaluating the university's current position in relation to the new accreditation guidelines. This presentation will document the university's journey from when it received news concerning the new SACS standards to its current efforts in meeting and/or maintaining compliance.

CS-56 **Challenges in Implementing a Strategic Plan****TRACK 5**

What happens after the ink dries on a new strategic plan? How do you transfer the enthusiasm present in the development of a new strategic plan to the actions needed to implement the plan? What kinds of leadership and support are needed to result in successful implementation? What are the institutional and personal hurdles that need to be considered in implementing a strategic plan? This presentation includes alternative approaches for addressing these and other challenges, illustrated by recent efforts at the University of Central Florida.

CS-57 **Creating a Successful Short-Term Study Abroad Program: Lessons Learned on a Limited Budget****TRACK 5**

This session will present an examination of how one small private university without an established history of study abroad programs succeeded in developing an innovative short-term study abroad program. This program is course-based and the study abroad activity is designed by respective faculty members, who travel with the students. The presenter will offer lessons learned on a campus where the overwhelming majority of students receive financial aid and are the first generation to attend college. Information about this program may be accessed at <http://www.cgaiuw.com/london>.

CS-58 **Legal Issues in Higher Education****TRACK 5**

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

Continued on next page

PROGRAMTRACKS:

Track 1-Accreditation Principles, Policies and Practices

Track 2-Assessing Student Learning

Track 3-The Quality Enhancement Plan (QEP)

Track 4-Leadership in Times of Transition

Track 5-Current Issues in Higher Education

*Note that program presenters do not necessarily represent the official position of the Commission on Colleges.

Monday, December 8, 2003 (continued from page 19)

CS-59 **State Collaboration for Online Learning:
The Mississippi Model**

TRACK 5

This session will portray how Mississippi's Public Community College System has collaborated to provide online learning opportunities to its students. After three years of intensive planning, the Mississippi Virtual Community College (MSVCC) began operation in the spring of 2000 with an enrollment of 1,350 students. The enrollment has grown every semester to a total of 14,775 students in the spring of 2003. The MSVCC utilizes the "host/provider" model for provision of online distance education. This student-centered model increases responsibility for collaboration and coordination among consortium member institutions. The collaboration required to maintain the model has increased the strength of the system as a whole and led to collective research, discussion, and change within the Mississippi system.

CS-60 **Expanding the Vision to Include Baccalaureate Programs: St. Petersburg College's Journey**

TRACK 5

In 2001 the Florida Legislature responded to the need to increase baccalaureate access in Florida in part by allowing St. Petersburg College to seek approval from SACS and to begin offering four-year degrees in the high need areas of nursing, teacher education, and technology management. This concurrent session will address the journey of this seventy-five-year old college as they planned for the change and implemented the new programs. The college received approval for its substantive change in December 2001 and graduated its initial students in summer 2003. The presenters will address the college's progress to date at a time when other Southern states are contemplating a similar change.

3:00 p.m. – 4:00 p.m.

Afternoon Break

3:00 p.m. – 4:00 p.m.

VENDOR PRESENTATIONS

CS-61 **Excellence in Strategic Facility Conditions**

On any given work day, about 20 percent of Americans spend time in an educational building. The average age of our facilities is close to forty years, and studies by the U.S. General Accounting Office have documented widespread physical deficiencies in many of them. Faced with an aging building stock and growing, shifting student enrollments, colleges and universities need to modernize their facilities. New renewal techniques, software and Web-enabled reporting offer facility administrators new tools to address strategic facility renewal.

CS-62 **Strategic Uses of Retirement Plans**

The many uses of discriminatory §403 (b) plans, discriminatory §401 (a) plans and §457(b) plans in the governmental sector and top-hat §457(b) plans in the non governmental sector will be discussed in terms of benefit enhancement programs in all levels of educational institutions. Discussion of the opportunities offered in the creative use of "Scholarship §529 Plans" established by an educational institution in a state's §529 plan will also be included. These plans offer a scholarship plan without the usual red tape and headaches associated with maintaining scholarship foundations.

3:00 p.m. – 4:00 p.m.
RECEPTION FOR PRESIDENTS

Presidents of member and candidate institutions are invited to gather for a time of networking to conclude this year's Presidents' Day activities.

3:30 p.m. – 5:00 p.m.
COC EXECUTIVE SESSION (closed meeting)

4:00 p.m. – 5:00 p.m.
CONCURRENT SESSIONS – V

CS-63 **Integrating Technology into Compliance Certification:
Total E-Submissions**

TRACK 1

The purpose of this session is to describe one doctoral research institution's experience in the development and management of a totally electronic Compliance Certification submission system. From the building of a Web site to the final submission of all required documents, the authors will review critical decision points, potential obstacles, resource management, and strategies for the successful implementation of electronic submissions. While relevant information will be provided on the technology requirements, including infrastructure and support systems, major emphasis will be given to the oversight, implementation, outcomes and assessment processes necessary from a Leadership Team's perspective.

CS-64 **Assessing Critical Thinking Skills**

TRACK 2

Tennessee Technological University has been exploring methods of assessing critical thinking skills as part of a performance funding initiative since 2000. The university's experiences over the last three years provide useful information about both a process for developing an assessment tool and a product for assessing critical thinking skills. The approach used has been to empower faculty to both identify and evaluate a core set of skills they believe to be an important part of critical thinking in our graduates. An initial test has demonstrated good face validity and high criterion validity when correlated with scores on the ACT and the California Critical Thinking Skills Test.

CS-65 **Campus Community: Influencing Learning
Outcomes and Retention**

TRACK 2

If students indicate a high level of satisfaction with their overall educational experience during their freshman year, are those students more likely to re-enroll the following year? Intuitively, that statement makes sense, but is it accurate? Results from the Your First College Year (YFCY) survey indicate that a "sense of community among students" is highly correlated with the "overall educational experience." If educational experience influences retention, is it possible that community also has an impact on retention? What about learning outcomes? Using results from the YFCY survey, this session will attempt to answer these questions. Time will be reserved for questions from the audience.

CS-66 **Demonstrating Faculty Leadership in Assessment-Based Program Review**

TRACK 2

While we may think of leadership as an administrative quality, NC State's faculty-led and faculty-driven academic program review process, based on assessment of student learning outcomes, clarifies that it is the faculty, not administrators, who maintain the upper hand in decision-making that results from such processes. In this session, the presenters will demonstrate the variety of ways that faculty have articulated their goals for student learning; collected evidence about student learning; and, used the responses to make decisions about their program's future. The results demonstrate the legitimacy and depth of faculty ownership as they provide some of the primary leadership needed for successful assessment activity.

CS-67 **Integrating Outcomes from the Faculty Survey of Student Engagement (FSSE) with the National Survey of Student Engagement (NSSE) to Establish Priorities for Improvement**

TRACK 2

Outcomes from the new Faculty Survey of Student Engagement (FSSE) can be very useful in helping to identify potential areas for improvement in educational practice. Even more informative is the combination of FSSE findings aligned with student perceptions of engagement obtained from the National Survey of Student Engagement (NSSE). This session will include an overview and summary of outcomes from the 2003 administrations of both engagement surveys and how one institution aligned those outcomes to establish priorities for improvement at the institutional, college, and department levels.

CS-68 **Promoting Excellence: Changing the Institutional Climate for General Education Assessment**

TRACK 2

Colleges and universities nationwide find themselves increasingly accountable to external audiences. As colleges strive to meet these assessment expectations, faculty may feel threatened that non-academics ask them to "prove" their effectiveness. Changing the institutional mind-set about accountability in general is essential. Each institution must foster a climate of trust in which assessment can take place. This presentation emphasizes an essential component of an authentic assessment process – the buy-in of those affected. Like many institutions, Lexington Community College finds itself struggling to create a climate of support for assessment at all levels. Our greatest success has been in making the assessment process broad-based to ensure faculty support – the key to real institutional change.

CS-69 **The Impact of Skills Certification in Today's Workforce**

TRACK 2

Skills certification for workforce training receives much attention at the national, state and local levels. Kentucky has initiated several skills standards/certification projects, most notably the Kentucky Manufacturing Skill Standards and the Kentucky Employability Certificates, to improve instruction and better prepare the workforce. What are the real expectations and impacts upon education and the workforce? The panelists will discuss this topic and related issues within the context of skills certification and foundational competencies.

CS-70 **Application of a Medical Model to Improve Student Success**

TRACK 3

Florida Community College has developed a medical intervention model designed to optimize the success of targeted student groups. Conference participants will learn about key elements of the model's three phases – diagnosis, intervention, and evaluation – designed to discover and implement innovative strategies identified by faculty teams for improving student success. In light of consistently high student attrition and an increasing percentage of entering students requiring remedial education, the college has applied the model to its QEP that is focused on this challenge.

CS-71 **Tallahassee Community College's Ideas: A Strategy for Quality Enhancement**

TRACK 3

This session provides a method for developing a strategic plan that provides a coherent framework for quality enhancement and is supported through the use of technology. Tallahassee Community College has developed a process that centralizes and disseminates all institutional effectiveness and improvement data and provides a vehicle for documenting the development, implementation, and evaluation of the QEP. The process is centered on the College's strategic plan (TCC'S IDEAS), and ensures that all planning and assessment initiatives are directed towards fulfilling the mission, and are focused on continuous improvement of the learning environment, the learning experience, and learning outcomes.

CS-72 **Facing the Challenges: Building a Planning and Evaluation Framework**

TRACK 4

Confronted by demographic, technological, cultural, informational, and financial forces, many colleges and universities struggle today to maintain their viability and quality. The planning and evaluation process is the mechanism used to achieve that viability and quality. The challenges encountered by one college as it sought to develop, from the ground up, a new planning and evaluation framework that would link critical college-wide processes, while incorporating quality improvement at all levels of the institution, is the focus of this session. The development and implementation of this new planning and evaluation process will be discussed from the perspective of the president, the provost, the director of institutional effectiveness, research and planning, and an outside consultant.

CS-73 **Beyond Systems: Framing a Strategic Vision of Quality**

TRACK 5

Whatever allowance we may make for the philosophical and technical liabilities associated with any higher education quality assurance system, including accreditation, we may derive some pleasure in the effectiveness of the systems designed to both improve and demonstrate quality in colleges and universities. However, some systemic and moral liabilities may remain. This presentation offers a strategic vision of quality designed to remedy the systemic liabilities of current quality assurance systems; accent moral health as a critical and complementary instrument in quality assurance efforts; and, celebrate the special and distinctive nature of the collegiate enterprise.

Continued on next page

CS-74 Addressing the Challenges Related to Diversity and Learning**TRACK 5**

Institutional diversity enriches the educational experience by enhancing learning, promoting personal growth, and preparing good citizens in an increasingly complex, pluralistic society. In providing leadership for change, higher education leaders provide the vision, commitment, and direction essential to enhancing the educational advantages of diversity. Presenters will discuss the rationale for diversity education, the many facets of diversity, and "best practices." Emphasis will be placed on addressing diversity education through the curriculum, specifically through service learning and other forms of experiential education.

CS-75 Training and Assessment: The Keys to Successful First-Year Seminars**TRACK 5**

The most effective first-year seminars are those in which there is adequate training of instructional staff and a well-designed and implemented assessment plan. The training should include tools for helping instructors teach students strategies for higher-level learning and critical thinking, as well as provide information on the campus resources vital for student success. The assessment should include measurable goals and a plan for using the assessment results for future planning and course improvement. Participants will be provided in-depth models for establishing goals for assessment, writing measurable objectives, evaluating assessment instruments, administration and collection of data, and reporting results. This presentation will describe training and assessment models and help participants develop plans for these activities at their institutions.

CS-76 Students Are First!: Successful Academic Advising at a Community College**TRACK 5**

Effective academic advising services improve student success. How do community colleges ensure their students are receiving excellent academic advising services? This session will encourage a dialogue with the audience about successful academic advising practices. Strategies including college-wide commitment, appropriate assignment of advisors, collaboration between instructional and student development personnel, required training, essential information, consistent communication, assessment, skillful utilization of resources, and emphasis on student needs will be discussed. The goal of this presentation is to enable each participant to learn and utilize at least one new strategy to improve academic advising services at their home institution.

CS-77 Library and Learning Resources in a Distance Learning Environment**TRACK 5**

This session will discuss best practices related to library and learning resources in the context of distance learning.

Tuesday - December 9, 2003**7:00 a.m. - 2:00 p.m.****COMMISSION ON COLLEGES REGISTRATION****7:30 a.m. - 8:45 a.m.****MORNING ROUNDTABLE DISCUSSIONS**

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

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

- R-1** Becoming a Learning-Centered Institution
- R-2** Assessing Student Engagement
- R-3** Student Retention and Open Admissions: An Enigma?
- R-4** Using Assessment Results for Continuous Improvement
- R-5** Enhancing Faculty Involvement in Assessment
- R-6** Improving Student Advising in Two-Year Institutions
- R-7** Campus Security in a Post-9/11 World
- R-8** Electronic Submission of the Compliance Certification
- R-9** Implementing Successful Strategic Planning
- R-10** Is It or Is It Not a Substantive Change?

8:45 a.m. - 9:00 a.m.**Morning Break****9:00 a.m. - 10:00 a.m.****GROUP MEETINGS WITH COC STAFF**

Attendees are invited to attend a group meeting with their Commission staff liaison to ask questions and receive an update on the work of the Commission on Colleges.

10:30 a.m. - 12:00 p.m.**SACS GENERAL SESSION and BUSINESS MEETING**

Speaker: Mark Russell, Political Humorist

Topic: "The Laughter and Song of Politics"

12:00 p.m. - 1:30 p.m.**Lunch (on your own)****1:30 p.m. - 3:00 p.m.****COLLEGE DELEGATE ASSEMBLY BUSINESS MEETING****3:00 p.m.****CONFERENCE ENDS****PROGRAM TRACKS:**

- Track 1-Accreditation Principles, Policies and Practices*
- Track 2-Assessing Student Learning*
- Track 3-The Quality Enhancement Plan (QEP)*
- Track 4-Leadership in Times of Transition*
- Track 5-Current Issues in Higher Education*

*Note that program presenters do not necessarily represent the official position of the Commission on Colleges.

2003 SACS-COC Annual Meeting Presidents' Day Activities*

Monday, December 8, 2003

Opryland Resort & Convention
Center, Governor's A&E

7:30 a.m. – 8:45 a.m.

Presidents' Breakfast

"Reauthorization, College Costs, and Accountability"

Dr. Sally Stroup, Assistant Secretary for Postsecondary Education,
U.S. Department of Education

9:00 a.m. – 10:00 a.m.

Second General Session

"Leading in Challenging Times"

Dr. Jay Conger, Professor of Organizational Behavior, London
Business School; Research Scientist, Center for Effective
Organizations, University of Southern California, Los Angeles, CA;
and author, *Building Leaders*

10:00 a.m. – 11:00 a.m.

Conference Break

Ryman Exhibit Hall

11:00 a.m. – 12:00 p.m.

Special Session

"Crossroads in College.Sports"

Dr. Myles Brand, President, National Collegiate Athletic Association

12:30 p.m. – 2:00 p.m.

Presidents' Luncheon

"Corporate Governance in Academia"

Judge Griffin Bell, Senior Partner, King & Spalding LLP

2:00 p.m. – 3:00 p.m.

Special Session

"New Security Issues on College Campuses"

Dr. Charles McQueary, Under Secretary for Science and Technology,
U.S. Department of Homeland Security

3:00 p.m. – 4:00 p.m.

Reception

Governor's B

**Admission restricted to presidents and chancellors*



Things to Do In Nashville

The Gaylord Opryland and Resort Convention Center complex has a host of attractions of interest to individuals or groups. Following is a sample of entertainment venues you may wish to explore. Additional information can be obtained at www.gaylordentertainment.com

☞ **Grand Ole Opry** Take country music's greatest legends, mix in today's biggest superstars, add the hottest new voices on the charts, and you have the world famous Grand Ole Opry. This legendary show has been the undisputed home of country music and an attraction for millions of fans and visitors from around the world. Known as the world's longest-running radio show program, the Grand Ole Opry's live broadcast performances feature a wide variety of music. Along with the fun of comedy, visitors enjoy everything from Cajun, gospel, bluegrass, western swing, country music to traditional rock.

☞ **Historic Mansions Tour.** Belle Meade Plantation represents a full 100-year span of Tennessee history and architecture. Today, 30-acres remain of the once 5,400-acre plantation, making this one of the South's most outstanding showplaces. Elaborately furnished with antiques and art of the 19th century, Belle Meade brings to life true antebellum Tennessee. Also, visit the beautiful Belmont Mansion located on Nashville's Belmont University Campus for a spectacular look at an 1850's Italian villa built by the savvy Adelia Acklen. The mansion contains an outstanding collection of original marble and the largest collection of 19th century cast iron ornaments in the United States. Come and meet the "Old South" at the queen of Tennessee plantations!

☞ **Country Music Hall of Fame & Ryman Auditorium Tour.** Spanning an entire city block and soaring 107 feet above a lush urban park, the New \$37 million, Country Music Hall of Fame promises to delight everyone who visits. The Country Music Hall of Fame and Museum Tour tells the story of one of America's most popular musical art forms. Through the display of stage costumes, musical instruments, artworks, correspondence, film & photography, the evolving History of Country Music vividly unfolds in this new facility. Next, enjoy a tour of the world-famous Ryman Auditorium. Experience the history of the "Carnegie Hall of the South" at the Ryman Auditorium Museum. Of all of Nashville's modern and historic structures, the one that best exemplifies the spirit of Music City USA is the Ryman Auditorium. As the original home of the Grand Old Opry, the Ryman Auditorium is one of the city's most revered landmarks.

☞ **The Hermitage Tour.** Set on more than 600 acres of rolling middle Tennessee countryside, The Hermitage offers a commemorative tribute to one of America's most admired presidents and great military heroes, Andrew

Jackson. Many original furnishings, countless personal items, and beautiful landscaping and gardens are kept much as they were when the Jackson family lived there. The Hermitage is a must-see attraction on your visit to Nashville.

☞ **Nashville Arts Tour.** Begin with a visit to Frist Center for the Visual Arts. The Frist Center is dedicated to presenting great art from around the world. The Center hosts traveling exhibitions from the United States and abroad, as well as develops its own exhibitions on a diverse range of themes. Next visit Nashville's own Parthenon. Nashville has long been called "The Athens of the South" and offers the opportunity to entertain in Greek splendor. The original Parthenon, Temple of Athena, goddess of wisdom, and undisputedly the most renowned example of Classical Greek architecture, was reconstructed in Nashville in 1896. This inspiring replica served as Nashville's contribution to the 1897 Tennessee Centennial Exposition.

☞ **Grand Ole Nashville Tour.** See exciting points of interest including Fort Nashboro, Historic Second Avenue, the Capitol, Music Row, the Parthenon and the Governors Mansion. Take a self-guided tour of the historic Ryman Auditorium, former home of the Grand Ole Opry. See the homes of legendary stars, including Ronnie Milsap, Martina McBride, Pam Tillis and the late Hank Williams, Minnie Pearl, Tammy Wynette and Webb Pierce. You'll experience how grand Nashville is!

☞ **Historic Franklin Tour.** Visit The Factory at Franklin for a unique shopping experience. Tour The Carter House, built in 1830 by Fountain Branch Carter, location of one of the bloodiest battles during the Civil War on November 30, 1864. The modest brick home was the Federal Command Post while the family took refuge in the basement. See the evidence of over 1,000 bullet holes remaining on site, including the most battle-damaged building from the Civil War. Shop on the Square - Historic Franklin is ranked one of the ten best small towns in America. Main Street is lined with specialty shops, antique stores and restaurants.

Please note that tour schedules vary and availability is on a first-come, first-served basis. For more information about the Grand Ole Opry, the Rockettes, or the General Jackson tour, call Customer Service at Gaylord Destination Sales at 615-871-6779. Refer to Code: R-SCS for special rates. You may also visit the Tour Desks in the Magnolia Lobby or the Cascades Lobby to sign up for tours.



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