

PROCEEDINGS

A Communiqué of the Commission on Colleges

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SUMMER - 2003

SALLY STROUP



Stroup to Address Presidents

The Assistant Secretary for Postsecondary Education, Dr. Sally Stroup, will speak to presidents of candidate and

member institutions at the Annual Presidents' Breakfast on Monday, December 8, at 7:30 a.m. Among the topics she will address are reauthorization of the *Higher Education Act*, college costs, improving quality and accountability. Sworn in on March 20, 2002, Stroup serves as principal adviser to U.S. Secretary of Education Rod Paige on all matters related to postsecondary education. She coordinates Department programs relating to financial assistance for eligible students enrolled in higher education institutions and recommends policies to recruit and prepare disadvantaged students to enroll and complete postsecondary education programs.

The Office of Postsecondary Education (OPE) administers programs to promote academic success of disadvantaged students and to strengthen the capacity of colleges and universities that serve a high percentage of disadvantaged students. OPE also directs international education programs, as well as the Fund for the Improvement of Postsecondary Education, which provides grants to colleges and universities to promote reform, innovation, and improvement in postsecondary education.

Before joining the Department, Stroup served as the director of industry and government affairs for the Apollo Group Inc./University of Phoenix. From 1993 to 2001, she was a professional staff member for the U.S. House of Representatives Committee on Education and the Workforce. As a committee staff member, she played a key legislative role in the reauthorization of the *Higher Education Act* of 1998. From 1981 to 1993, Stroup

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JAY CONGER



Leadership Expert to Speak to Annual Meeting Delegates

Jay Conger is one of the world's experts on leadership. He was rated fifth in the top ten management

gurus by *Business Week* magazine (2001) and is frequently quoted in *The Wall Street Journal* for his analyses of current trends in business and the latest developments in leadership. The former Executive Director of the Leadership Institute at the University of Southern California, Jay is currently a Professor of Organizational Behavior at the London Business School and Research Scientist at the Center for Effective Organizations at the University of Southern California in Los Angeles. An outstanding teacher, he has been selected by *Business Week* as the best business school professor to teach leadership to executives and was the top-ranked professor at USC's core MBA program.

In recognition of his work on leadership education, Professor Conger was invited to join the Harvard Business School as a visiting professor to help redesign the school's organizational behavior course around leadership issues. While a professor at McGill University in Montreal, he received, on two occasions, McGill's Distinguished Teaching Award.

Jay also consults with a worldwide list of private corporations and nonprofit organizations. A popular speaker and frequent guest on radio and television programs, his insights have been featured in *Business Week*, *The Economist*, *Forbes*, *Fortune*, *The New York Times*, *Training*, and *The Wall Street Journal*.

Author of over seventy articles and nine books, Jay researches leadership,

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About This Issue

This is the Commission's first edition of its *Proceedings: A Communiqué of the Commission on Colleges*. It will be published in February (Winter), April (Spring), August (Summer), and October (Fall) and will include regular features such as updates on the accreditation project, the development of the annual meeting program, decisions of the Commission or its Executive Council, and features about our volunteers serving in leadership positions with the Commission, as well as others. We hope you like the "new look" and find it informative and interesting. If you have any comments or suggestions regarding the *Communiqué*, please send them to chollins@sacscoc.org or cluthman@sacscoc.org.

Please note that the Commission on College's editions will be identified by that year's respective volume number and by season rather than month. These serial numbers differ from the Commissions on Elementary, Middle, and Secondary Education; those commissions will use the same volume number as the Commission on Colleges but will identify the month of publication rather than season.

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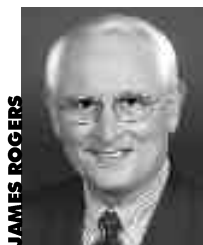
was with the Pennsylvania Higher Education Assistance Agency, one of the largest, full-service financial aid organizations in the nation. First serving as a staff attorney, Stroup rose to senior staff attorney and then to senior vice president of legal services and chief counsel.

Born in Harrisburg, Pa., she is a graduate of Indiana University of Pennsylvania and Loyola University School of Law in New Orleans. Because of her background in the student aid industry and in Congress, Secretary Paige noted that Stroup's "wealth of experience on issues and policy relating to postsecondary education," make her uniquely qualified for this leadership position.

Jay Conger --continued from page 1

boards of directors, organizational change, and the training and development of leaders and managers. One of his books, *Learning to Lead*, has been described by *Fortune* magazine as "the source" for understanding leadership development. His book *Building Leaders* explores how corporations can most effectively develop future generations of leadership talent. His most recent book, *Corporate Boards: New Strategies for Adding Value at the Top* (coauthored with Edward E. Lawler III and David L. Finegold), examines the governance issues facing corporate boards of directors. Jay is currently working on two new books, on leadership and strategic vision and on leading change.

Jay received the B.A. degree from Dartmouth College, the M.B.A. from the University of Virginia, and the D.B.A. from the Harvard Business School. He will address Commission on College delegates on the topic of 'Visionary Leadership.'



JAMES ROGERS

Greetings from the Executive Director

As we embark upon another academic year, it is my distinct pleasure to bring you greetings on behalf of the Commission on

Colleges of the Southern Association of Colleges and Schools. Indeed these are challenging times in higher education and in the accrediting community. Changing demographics, increased enrollments, and shrinking budgets and investments coupled with demands for greater accountability are just some of the challenges facing our institutions. Add to this Congress's preliminary ideas for the reauthorization of the *Higher Education Amendments* focusing on institutional accountability, distance learning, student achievement, information sharing, and transfer of credit, and it becomes imperative that the higher education community use every opportunity to converse and strategize regarding ways to deal with these very important issues. We will use the *Communiqué* to keep you abreast of the proposed changes to the *Higher Education Amendments* and their impact on institutions and accreditation; we plan to use the Annual Meeting program as a forum for discussion of many of these topics.

This year's Annual Meeting of the Commission on Colleges will be held in Nashville, December 6-9, and will have as its conference theme "Promoting Educational Excellence: Leadership for Change." Issues of significance such as those above will be discussed in workshops, plenary, concurrent, poster and roundtable sessions.

An outstanding group of individuals will address college and university presidents on Monday, December 8. Featured speakers include Sally Stroup, Assistant Secretary of Postsecondary Education in the U.S. Department of Education; Jay Conger, author of *Building Leaders*; Judge Griffin Bell, senior partner, King and Spalding LLP; Bruce M. Carnes, Chief Financial Officer, U.S. Department of Homeland Security; and Myles Brand, President, National Collegiate Athletic Association. Last year, approximately 400 presidents of member institutions attended Presidents' Day activities in San Antonio.

Throughout the conference, there will be opportunities to discuss the newly adopted *Principles of Accreditation* and the newly developed peer review process centering on the Compliance Certification and Quality Enhancement Plan to be developed by institutions and the off-site and on-site review to be conducted by peer evaluators. In addition, sessions will be held to provide guidance on the electronic submission of materials for reaffirmation of accreditation. Panelists will include institutional representatives, task force members, and commission staff.

No other professional meeting in our region draws such a diverse group of academicians; no other professional meeting in our region attracts the number of individuals from the higher education community who want to participate in discussions structured to address the significant issues of our time. Please make plans to join us in December in Nashville.

What Is a Reaffirmation Track?

One of the most often asked questions regarding the new process is "What is the reaffirmation review schedule for my institution?" The answer is dependent on an institution's reaffirmation class and its "track."

Each year a class of approximately 78 to 80 institutions will be reviewed for reaffirmation of accreditation. In an effort to maintain a manageable and efficient review process, institutions are divided into two tracks. Track A is the review schedule for institutions that offer undergraduate

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

To ascertain an institution's next reaffirmation schedule, refer to the Commission's Web site (<http://www.sacscoc.org/>) for the schedule of Track A and Track B institutions. In the schedule, the institution's reaffirmation date (year) is referenced as Year Three. (If an institution does not know its next reaffirmation date it can check the Commission's Web site.)

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Introducing the Leadership of the Commission's Review Committees

The Committees on Criteria and Reports (C & R Committees), five standing committees of the Commission charged to review institutional reports and make recommendations to the full Commission regarding the accreditation status of institutions, are led by individuals with extensive experience working with the Commission. The chairs manage the work of their respective C & R Committee as each Committee reviews approximately 35 cases during meetings held in June and 60 to 70 cases during meetings in December.

The chairs of the 2003 C & R Committees are Nora Kizer Bell, president, Hollins University, Roanoke, VA (third year as chair and fourth year as Commissioner); Patricia P. Cormier, president, Longwood University, Farmville, VA (second year as chair and fifth year as Commissioner); Robin W. Hoffman, vice president of instruction, DeKalb Technical College, Clarkston, GA (first year as chair and third year as Commissioner); R. Vic Morgan, president, Sul Ross State University, Alpine, TX (third year as chair and sixth year as Commissioner); and Patricia A. Sullivan, chancellor, University of North Carolina at Greensboro (second year as chair and fourth year as Commissioner).



NORA KIZER BELL



PATRICIA CORMIER



ROBIN HOFFMAN



VIC MORGAN



PATRICIA SULLIVAN

Summer Actions of the Commission on Colleges

At its meeting on June 19, 2003, the Commission on Colleges reviewed the recommendations of its standing committees and the Executive Council and reaffirmed 18 institutions, granted initial

accreditation to two institutions and candidacy to six. It took action on 76 cases, and reviewed an additional 66 interim reports. (Actions on interim reports are not disclosed to the public

unless an action includes the imposition of a public sanction.) A summary of those actions is listed below; a more extensive report is available at <http://www.sacscoc.org/>.

The Commission reaffirmed the accreditation of the following institutions:

Barber-Scotia College, Concord, NC
Broward Community College, Ft. Lauderdale, FL
Central Piedmont Community College, Charlotte, NC
ECPI College of Technology, Virginia Beach, VA
Emory University, Atlanta, GA
Georgia Southwestern State University, Americus, GA
Indian River Community College, Fort Pierce, FL
International College, Naples, FL
Maryville College, Maryville, TN
South Plains College, Levelland, TX
The Southern Baptist Theological Seminary, Louisville, KY
Trevecca Nazarene University, Nashville, TN

Texas Woman's University, Denton, TX
University of Mobile, Mobile, AL
University of North Carolina at Greensboro, Greensboro, NC
University of South Alabama, Mobile, AL
Voorhees College, Denmark, SC

The Commission removed the following institution from Warning and reaffirmed its accreditation:

Reformed Theological Seminary, Jackson, MS

The Commission authorized a candidacy committee for the following institution:

Institute for the Psychological Sciences, Arlington, VA

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The Commission granted initial accreditation to the following institutions:

Beacon College, Leesburg, FL (Level II)
Psychological Studies Institute, Atlanta, GA (Level III)

The Commission granted initial candidacy to the following institutions: (effective June 19, 2003)

Albany Technical College, Albany, GA
Bessemer State Technical College, Bessemer, AL
Frontier School of Midwifery and Family Nursing, Hyden, KY
Graduate Institute of Applied Linguistics, Dallas, TX
Middle Georgia Technical College, Warner Robins, GA
River Parishes Community College, Sorrento, LA

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

Chipola Junior College, Marianna, FL
Moved from Level I to Level II offering the B.S. in Secondary Education
Florida Memorial College, Miami, FL
Moved from Level II to Level III offering the M.S. in Elementary Education, in Exceptional Student Education, and in Reading K-12
Tarleton State University, Stephenville, TX
Moved from Level III to Level V offering the Ed.D. in Educational Leadership
University of Tennessee at Chattanooga, Chattanooga, TN
Moved from Level IV to Level V offering the Doctor of Physical Therapy
Virginia State University, Petersburg, VA
Moved from Level III to Level V offering the Ed.D. in Educational Administration and Supervision

The Commission approved the following substantive changes:

North Harris Montgomery Community College District, Houston, TX
Approved the establishment of a new campus, Cy-Fair College-North Harris Montgomery Community College District, offering the Associate of Arts and the Associate of Science degrees
Regent University, Virginia Beach, VA
Approved to offer the D.Min. degree at Youngnam Seminary in Taegu, South Korea, and in Seoul Jansin University in Seoul, South Korea
South University, Savannah, GA
Approved a change of ownership of the four campuses of South University to the Education Management Corporation, Pittsburgh, PA
Southern Adventist University, Collegedale, TN
Approved the M.B.A. offered at the Adventist Health Systems corporate offices and Florida Hospital College of Health Sciences located in Orlando, FL; and selected undergraduate and graduate education courses and the M.B.A. program offered via Web-based distance learning originating at the main campus

The Commission approved the mergers/consolidations of the following institutions:

Gadsden State Community College, Gadsden, AL
The consolidation/merger of Gadsden State Community College and Harry M. Ayers State Technical College
Owensboro Community and Technical College, Owensboro, KY
The consolidation/merger of Owensboro Technical College and Owensboro Community College
Somerset Community College, Somerset, KY
The consolidation/merger of Somerset Community College, Somerset Technical College, and Laurel Technical College

The Commission placed the following institutions on Warning:

Louisburg College, Louisburg, NC
For six months for failure to comply with Criteria Section 6.3.1 (Financial Resources)
Southern Adventist University, Collegedale, TN
For six months for failure to comply with Criteria Section 3.2 (Planning and Evaluation: Administrative and Educational Support Services), Section 4.3.6 (Academic Advising of Graduate Students), Section 4.8.2 (Academic and Professional Preparation), Section 4.8.9 (Faculty Loads), Section 4.5 (Distance Learning Programs), and Section 4.9.2 (Contractual Agreements) as related to programs offered in India and Bolivia

The Commission continued accreditation for Good Cause, and placed the following institution on Probation:

Lexington Community College, Lexington, KY
For 12 months for failure to comply with Criteria Section 6.1.5 (Organization and Administration—Administrative Organization) and Section 6.2.2 (Institutional Advancement—Fund Raising).

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

Bauder College, Atlanta, GA
Denied membership at Level II to offer B.S. in Business
Mid-Continent College, Mayfield, KY
Denied membership at Level III to offer the M.A. in Christian Ministries, M.S. in Management, and the M.B.A.
St. Catharine College, St. Catharine, KY
Denied membership at Level II to offer the B.A. in Management and Supervision and the B.S. in Health
Wingate University, Wingate, NC
Denied membership at Level V to offer the Doctor of Pharmacy

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

Christian Brothers University, Memphis, TN
Denied approval to establish an off-campus site in Jackson, TN
Miami International University of Art and Design, Miami, FL
Denied approval to establish a branch campus, the Art Institute of Tampa, in Tampa, FL
Southern Adventist University, Collegedale, TN
Denied approval to offer the B.B.A. and M.B.A. programs at Spicer Memorial College located in Pune, India, and the Adventist College of Management Studies located in Surat, India
Southern Adventist University, Collegedale, TN
Denied approval to offer the M.S.Ed. and M.B.A. at Bolivia Adventist University in Bolivia

The Commission denied acceptance of the prospectus for the merger/consolidation of the following institution:

Toccoa Falls College, Toccoa Falls, GA
Denied acceptance of the prospectus for the consolidation of Toccoa Falls College with Trinity College, FL

As information, the Commission placed nine institutions on Notice, continued two institutions on Notice, and removed two institutions from Notice. Notice is a private sanction.

Commission Seeks Nominations for Commissioners and for Awards

Nominations for Meritorious Service and Outstanding Leadership Awards

The Commission on Colleges is seeking nominations for its most prestigious awards – the COC Award for Distinguished Leadership and five Meritorious Service Awards. The awards recognize individuals who have demonstrated extraordinary commitment to the peer review system and an individual who has exemplified visionary leadership with the Commission. A description of the awards and guidelines for submitting nominations can be found at <http://www.sacscoc.org/>. The recipients will be announced at the Second Plenary Session held on Monday, December 8, 2003, at 9 a.m. during the Commission's Annual Meeting.

Nominations for Commissioners

Each year approximately one-third of the 77-member Commission on Colleges is eligible for election or re-

election. Selection begins with presidents nominating individuals from their respective states and the process concludes with a vote on a slate of nominees by all the presidents during the College Delegate Assembly meeting in December 2003. Among some of their important responsibilities, Commissioners review cases and make decisions about the accreditation of institutions, vote on policies and procedures, and review and forward to the membership recommended dues assessments and recommended changes to the Commission's standards.

For the class beginning service in January 2004, there are 12 individuals eligible for re-election and there are 11 vacancies. Within the next several weeks, all presidents should receive a ballot and information regarding nominations within their states. The coordinator for each state's nomination process is the elected Executive Council member as follows: Alabama—Jack

Hawkins, chancellor, Troy State University; Florida—Robert Judson, president, Pasco-Hernando Community College; Georgia—Stuart Gulley, president, LaGrange College; Kentucky—Virginia Falkenberg, associate professor, Eastern Kentucky University; Louisiana—Mark Emmert, chancellor, Louisiana State University and A & M College; Mississippi—David Potter, commissioner of higher education; North Carolina—Mickey Burnim, chancellor, Elizabeth City State University; South Carolina—Mary Thornley, president, Trident Technical College; Tennessee—Bill Stacy, chancellor, The University of Tennessee at Chattanooga; Texas—Bud Austin, president, LeTourneau University; and Virginia—Elisabeth Muhlenfeld, president, Sweet Briar College.

Please contact your state coordinator if you have not received information by September 30 regarding your state's nominations.

Commission Adopts Streamlined Policies for a Streamlined Process

Among the many projects associated with a major shift in an accrediting commission's standards and its institutional review process is the evaluation and modification of commission policies. This past year, Commission staff have reviewed approximately 50 current policy/procedure statements. Many of the policies required only minor editing of terminology and minimum updates; some were no longer relevant; and others have been combined to create more cohesive documents.

To accommodate the new review process, the Commission approved four new policy statements:

1. "Definitions of Policies, Guidelines, and Good Practices as they pertain to Accreditation by the Commission on Colleges" defines the distinction between the three terms and the obligations of the membership with regard to compliance.
2. "Reaffirmation of Accreditation and Subsequent Reports" outlines the new reaffirmation review process and refers to other Commission policies related to reaffirmation.
3. "Inter-Institutional Arrangements for the Transfer or Transcribing of Academic Credit" outlines procedures and documentation required when institutions are part of a system-wide sharing of credits awarded through distance education.

4. "Report of the Impact of the Quality Enhancement Plan on Student Learning" provides guidelines for an institution reporting on the impact of the QEP on student learning five years after its decennial review.

In addition, the Commission approved substantive revisions to seven current policies:

1. "Interview Procedures of the Commission on Colleges"
2. "Distance Education"
3. "Disclosure of Accrediting Documents and Actions of the Commission"
4. "Deadlines for Submitting Reports"
5. "Documenting an Alternative Approach to Core Requirement Seven (d)"
6. "Complaint Procedures for the Commission or its Accredited Institutions"
7. "Sanctions, Denial of Reaffirmation, and Removal from Membership"

The most significant change is the Commission's vote to remove the status "Notice" as a private sanction. Beginning in January 2004, there will be only public sanctions: Warning and Probation. This change is reflected in the policy "Sanctions, Denial of Reaffirmation, and Removal from Membership."

All the above policies will be posted on the Commission's Web site by January 1, 2004.

Updates on the Accreditation Project

Each time the Executive Council of the Commission on Colleges meets, its members make decisions that more clearly define the new review process associated with the *Principles of Accreditation: Foundations for Quality Enhancement*. To update the membership regarding those decisions, the Commission's *Communiqué* newsletter will include a permanent column providing news and information about the review process.

The Handbook for Reaffirmation of Accreditation

Because of the number of decisions made by the Commission in June and staff's intention to provide the membership with updated information, distribution of the institutional manual for the review process, called the *Handbook for Reaffirmation of Accreditation*, was delayed until mid-August. The handbook is divided into five parts: an overview of accreditation and the reaffirmation review process; the compliance certification; the Quality Enhancement Plan; the review of the institution; and appendices.

NEW PRACTICES

New practices that differ from the current reaffirmation review process are as follows:

1. A one-day group orientation of Leadership Teams held in Atlanta with an optional advisory visit to campus by Commission staff.
2. The establishment of an Off-Site Review Committee charged to evaluate compliance of an institution with all Core Requirements and Comprehensive Standards with the option of referring to the On-Site Review Committee any requirements needing additional attention.
3. The composition of an Off-Site Review Committee to include a chair and evaluators for finance, institutional effectiveness, organization and administration, student support services, learning support services, and one to three evaluators for educational programs depending on the size and complexity of the institutions in the group being reviewed.
4. The development of a revised charge to the On-Site Review Committee to include an evaluation of the acceptability of the institution's Quality Enhancement Plan and also to make final determinations about Core Requirements and Comprehensive Standards requiring review on-site.
5. The basic composition of the On-Site Review Committee to include at least seven members: the chair, evaluators in the areas of faculty, educational programs, learning or student support services, institutional effectiveness, and two evaluators for the Quality Enhancement Plan (Commission staff may expand the size of the committee depending upon the size, scope, and complexity of the institution and/or the number of significant compliance issues).
6. No required preliminary visit by the chair of the On-Site Review Committee; rather, the chair will arrive on campus a half-day in advance of the On-Site Review Committee.
7. A three-day visit by the On-Site Review Committee with the option of extending the time depending on the complexity of the institution.
8. Guidelines on the schedule for the on-site review.
9. Exit conferences at the conclusion of the on-site visit to include (a) a discussion among the president, the chair, and Commission staff member that deals with a summary of the committee's report; and (b) a discussion of the committee's report among the Commission staff member, the chair, the institution's Leadership Team, and members of the On-Site Review Committee. If the president wants an optional session relaying the committee's report to the institution's broader constituency, this session must be arranged in advance of the visit so that the chair and staff member can attend.

Monitoring the Quality Enhancement Plan (QEP)

During its meeting in June, the Commission adopted a policy statement, called the "Report of the Impact of the Quality Enhancement Plan on Student Learning." This statement is a guideline for institutions submitting a report five years after the institution's last decennial review and asks the institution to demonstrate the extent to which the QEP has affected outcomes related to student learning. In addition, it asks for a succinct list of initial goals and intended outcomes of the QEP, a discussion of significant changes made to the QEP and the reasons for making those changes, and a description of the QEP's direct impact on student learning to also include unanticipated outcomes of the QEP, if any. (See the Commission's Web site for a copy of the document.)

Availability of copies of the *Principles of Accreditation: Foundations for Quality Enhancement*

Print copies of the *Principles of Accreditation* will be available to the membership and the public in late September. The revised document will include two modifications made by the Commission in June. The changes (1) expand the grounds for denial of membership to include failure of an institution to comply with the policies and procedures of the Commission (as currently stated in the *Criteria for Accreditation*); and (2) modify Core Requirement Eleven, item c, so that an institution provides not only the financial statements described in items a and b, but is also required to submit "an audited statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent fiscal year." This replaces the initial requirement for "a schedule of changes in unrestricted net assets, excluding plant and plant related-debt."

2003 SACS-COC Annual Meeting Workshops

Nashville, Tennessee - December 6 & 7, 2003

WORKSHOP 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

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 US, the overall dropout rate from first to second year has remained steady at almost 40%. Whether or not this represents a personal crisis for individual students is unclear. But 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, the various issues of retention assessment, and will also help participants identify the components of student dropout over which they can exert some control. Participants will be encouraged to share their own retention questions and programmatic strategies for consideration by other group members.

Saturday December 6, 2003

(Unless otherwise indicated, workshops are \$75 each and will be held from 1:00 p.m. – 4:00 p.m.)

WORKSHOP 2

Institutional Effectiveness: A Back-to-Basics Approach

Dr. J. Joseph Hoey, Director of Assessment, Georgia Institute of Technology, Atlanta, GA

The *Principles of Accreditation* represent a progression towards a less prescriptive set of criteria, yet they also place greater emphasis on student learning and continuous cycles of organizational improvement; Institutional Effectiveness continues to be a foundation and a basic expectation for meeting the core requirements and comprehensive standards. To help equip institutions with the requisite tools and frameworks, 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, where possible including examples from institutions that have recently completed the reaffirmation process. 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.

WORKSHOP 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

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 on-line reporting of survey results, and use of passwords and control numbers in on-line surveys. Sample size, response rates, and data entry will also be covered, all with explicit examples. A comprehensive workbook has been designed for the course. The workbook includes appendices of several different surveys.

WORKSHOP 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

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 identify 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.

WORKSHOP 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

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 assessment coordinators in developing a programmatic approach to evaluating the general education curriculum. Through the use of 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.

WORKSHOP 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

Evaluating distance learning activities is the focus of this workshop. The presenters will discuss how to properly design and evaluate distance learning activities. Special attention

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Annual Meeting Workshops--continued from page 7

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.

WORKSHOP 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

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.

WORKSHOP 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

The session provides an alternative assessment process using the Malcolm Baldrige National Quality Award criteria for performance excellence as a tool for colleges and universities to use that promotes educational excellence, best practices, and sustainable results.

WORKSHOP 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

Major steps in assessment practice will be covered 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.

Sunday December 7, 2003

Workshops are \$75 each and will be held from 8:00 a.m. – 11:00 a.m.

WORKSHOP 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

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. This session describes how an urban community college (1) initiated awareness training, (2) engaged leadership, (3) self-assessed organizational performance in the seven categories defined by the national Baldrige criteria, (4) established and empowered teams to gather data and identify improvements, and (5) folded this initiative into the College's annual planning and budgeting cycle for sustainability. Attendees will systematically examine the status of their institution in this workshop intended to begin improvement planning with an assessment of performance data.

WORKSHOP 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

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.

WORKSHOP 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

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.

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

Dr. Lovely Ulmer-Sottong, Director, Planning, Assessment and Performance Funding, South Carolina Commission on Higher Education, Columbia, SC

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 be provided a workbook which will include group activities, sample documents and other assessment protocols to consider adapting for use on their own campus.

WORKSHOP 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

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 1) formulating expectations for graduate student learning and 2) analysis of a graduate program case study. Discussion will follow on how examples and processes can inform practice in participants' institutions. Participants will gain background knowledge and hands-on ability to design, implement and interpret results from graduate program assessment as required under the *Principles of Accreditation*.

WORKSHOP 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

Unprecedented change characterizes every sector of society including academia. This workshop will provide an overview of the driving forces of 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.

2003 SACS-COC Annual Meeting Presidents' Day Activities*

Monday, December 8, 2003

7:30 a.m. – 8:45 a.m.

Presidents' Breakfast*

Dr. Sally Stroup

Assistant Secretary

Postsecondary Education

U.S. Department of Education

9:00 a.m. – 10:00 a.m.

Second General Session

Dr. Jay Conger

author, *Building Leaders*

10:00 a.m. – 11:00 a.m.

Break (Exhibit Hall)

11:00 a.m. – 12:00 p.m.

Special Session

Dr. Myles Brand

President, National Collegiate Athletic Association

12:30 p.m. – 2:00 p.m.

Presidents' Luncheon*

Judge Griffin Bell

Senior Partner, King & Spalding LLP

2:00 p.m. – 3:00 p.m.

Special Session

Mr. Bruce Carnes

Chief Financial Officer

U.S. Department of Homeland Security

3:00 p.m. – 4:00 p.m.

Reception for Presidents

* Pre-registration requested (no cost for presidents of COC candidate and member institutions)



**For additional information
visit our website at
<http://www.sacscoc.org>.**

2003 SACS-COC Annual Meeting Featured Sessions

TRACK ONE Accreditation principles, policies and practices

Sessions in this track will examine the Core Requirements and Comprehensive Standards in the *Principles of Accreditation: Foundations of Quality Enhancement*, the off-site and on-site review processes, and the policies and procedures of the Commission. Featured presenters will include Commission staff, evaluators, and representatives of institutions who have begun to implement the new standards. Design of the Quality Enhancement Plan and Compliance Certification will be presented for various types of institutions.

- n Preparing for Compliance Certification
- n Developing the Quality Enhancement Plan
- n Electronic Submission of Materials for Reaffirmation of Accreditation: Requirements and Guidelines
- n Certifying Compliance by Using the Web
- n Creating a System for Compliance Certification
- n Integrating Technology in Accreditation Activities
- n No Longer a Burden: Integrating the SACS Process with Day-to-Day Campus Activities
- n Weaving the Internal Review into the Web: Effective Organization for Electronic Publications
- n Integrating Technology into Compliance Certification: Total E-Submissions
- n System-wide Substantive Change for Online Programs
- n A Longitudinal Analysis of Five Self-Studies: A Qualitative and Quantitative Analysis of the Process and Results of a Single Institution's Self-Studies, 1952-94
- n Assessing Library and Other Learning Resources using the New Standards

TRACK TWO Assessing Student Learning

The importance of assessing student achievement and using the results in a continuous improvement process underscore the new accreditation standards. Sessions in this track will focus upon practical models for establishing and sustaining institutional effectiveness activities along with demonstrating evidence of changes that have been implemented to enhance student learning. Emphasis will be placed upon both curricular and co-curricular assessment activities using cognitive and affective measures.

- n Advancing Assessment Practice
- n Assessing Critical Thinking Skills
- n Building First-Year Seminars that Matter
- n Assessment for Adult Learning Focused Institutions
- n Campus Community: Influencing Learning Outcomes and Retention
- n Demonstrating Faculty Leadership in Assessment-Based Program Review
- n Documenting Student Achievement of Learning Outcomes
- n Elements of an Effective Program Review Process
- n From PIE in the Sky to PIE on the Plate
- n Integrating Local, State and Regional Assessment Criteria into a Cohesive Assessment Program

- n Integrating Outcomes from the Faculty Survey of Student Engagement (FSSE) with Institutional Outcomes from the National Survey of Student Engagement (NSSE) to Establish Priorities for Improvement
- n Promoting Excellence: Changing the Institutional Climate for General Education Assessment
- n Results and Benefits of General Education Assessment
- n Supporting Assessment during Decreased Funding
- n The Impact of Skills Certification in Today's Workforce
- n Transforming General Education through Assessment
- n Using Student Assessment Data for Program Assessment
- n Are You Really Listening to the Way Your Students Are Speaking? A Model for Assessing Oral Communication Competencies Among College Students

TRACK THREE The Quality Enhancement Plan (QEP)

The QEP represents a carefully designed and focused course of action that addresses one or more issues related to improving the quality of student learning. Presenters will discuss the process for identifying, implementing, monitoring and evaluating the QEP. Successful strategic planning efforts, benchmarking practices and attempts to involve key constituency groups are also examples of relevant topics in this track.

- n Developing an Integrated Quality Enhancement Plan
- n Engaging Your Campus in Identifying a Focus for the QEP
- n Learning in a Technology-Rich Environment: A Quality Enhancement Plan for a Research University
- n Beyond Systems: Framing a Strategic Vision of Quality
- n Tallahassee Community College's Ideas: A Strategy for Quality Enhancement
- n Application of a Medical Model to Improve Student Success
- n From Planning Retreat to QEP: A Model of Natural Progression
- n Case studies on Implementing the Quality Enhancement Plan

TRACK FOUR Leadership in Times of Transition

The role of campus leaders in changing times will be examined in a number of contexts (e.g., changes in mission, student demographics, fiscal conditions, delivery systems, etc.). Specifically as it relates to changes in accreditation practices, discussions will focus on the suggested role of the chief executive officer, the accreditation liaison, and other members of the leadership team.

- n Avoiding the "Perfect Storm:" Using an Integrated Institutional Effectiveness Model to Navigate Change
- n Facing the Challenges: Building a Planning and Evaluation Framework
- n Linking Budgeting and Planning – Truly Closing the Loop
- n Leadership and Change
- n Leading Change through the Strategic Planning and Budgeting Process
- n Strategic Growth through Integrated Marketing: The Belmont University Experience
- n Taking Action: Setting a Firm Foundation for Accreditation

TRACK FIVE Current Issues in Higher Education

A variety of new and perennial topics in academe will be discussed in large- and small-group sessions. Topics will include good practices in distributed learning, ensuring quality on satellite campus, open admissions and student retention, general education reforms, K-16 alliances, and more.

- n Improving the First Year of College: Hallmarks for Excellence
- n Satellite Campus Quality
- n Legal Issues in Higher Education
- n Expanding the Vision to Include Baccalaureate Programs: St. Petersburg College's Journey
- n Supporting and Mentoring Adjunct Faculty
- n The Five Pillars of Quality for Online Learning
- n Challenges in Implementing a Strategic Plan
- n Addressing the Challenges Related to Diversity and Learning
- n Developing Programs to Prepare Faculty for Online Instruction: EQUIP (Equipping Quality University Instructors Program)
- n Engaging Students by Engaging Faculty: Planning for Educational Excellence in Distance Education Courses
- n Faculty E-Mentoring: An Online Solution for Professional Development
- n Kentucky's Statewide Partnership for a Community College Role in Teacher Preparation
- n State Collaboration for Online Learning: The Mississippi Model
- n Training and Assessment: The Keys to Successful First-Year Seminars
- n Creating a Successful Short-Term Study Abroad Program: Lessons Learned on a Limited Budget
- n Students Are First! Successful Academic Advising at a Community College
- n Developing Campus Facilities: What Every College Executive Should Know

Other Special Sessions

Sessions below will be presented as either poster or vendor sessions.

- n The New SAT I: What College Officials Need to Know About the Changes for 2005
- n Endowment Building: Securing the Promise of the Future
- n Five Habits of Highly Successful Investors
- n Enhancing Quality: The Contribution of Standardized Testing
- n Excellence in Strategic Facility Conditions
- n Strategic Uses of Retirement Plans
- n Campus Milieu: Using Alliances to Produce a Successful IE Program

The COC's 2003 Educational Excellence Exposition will be held December 7-9 at the Opryland Resort and Convention Center. To recommend new exhibitor sources, contact Joan M. Downes at (770) 416-9510 or via e-mail at joan@hmsbiz.com. Additional information can be found by visiting our website.

Travel Grant for Graduate Students

A limited number of travel grants will be available to graduate students in postsecondary education in the Southern region who are interested in learning about accreditation practices. Note that the review process is competitive and materials must be received on or before October 31, 2003.

COMMISSION ON COLLEGES

Southern Association of Colleges and Schools
Application for Travel Grant to Attend the SACS/COC
Annual Meeting - Nashville, TN - Dec. 6-9, 2003

1. Full name

Last First Middle Initial

2. Mailing address:

Street

City State Zip

3. Phone: () Home () Work

4. Fax: ()

E-mail:

5. Employer and job title (if applicable):

6. Institution where you are enrolled:

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

8. Discuss reasons why you desire to attend the SACS/COC 2003 Annual Meeting: (Attach your response and limit to 100 words or less).

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

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

Mail request to Carol Hollins, Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033, or fax to (404) 679-4558.

Note: Scholarship recipients will be reimbursed for direct expenses within 7-10 working days after the conference.

For additional information, visit our website at www.sacscoc.org. Deadline - October 31, 2003

Scholarship program funded by the
Commission on Colleges

Commission on Colleges
2003 Annual Meeting Schedule of Events

Opryland Resort & Convention Center – Nashville, Tennessee
Theme: "Promoting Educational Excellence: Leadership for Change"
December 6-9

Saturday, December 6

8:00 a.m.-4:00 p.m. Registration
9:00 a.m.-4:00 p.m. Workshop
(full day – includes lunch – separate fee)
1:00 p.m.-4:00 p.m. Workshops
(half day – separate fee required)
4:30 p.m.-5:30 p.m. Afternoon Roundtables

Sunday, December 7

7:00 a.m.-5:30 p.m. Registration
8:00 a.m.-11:00 a.m. Workshops
(half day – separate fee required)
11:00 a.m.-12:00 p.m. Orientation for First-time Attendees
12:00 p.m.-1:30 p.m. Lunch (on your own)
1:30 p.m.-2:30 p.m. Concurrent Sessions I
2:45 p.m.-3:45 p.m. Concurrent Sessions II
4:00 p.m.-5:00 p.m. State Meetings
5:00 p.m.-6:00 p.m. COC First General Session
Speaker: E. Gordon Gee, Chancellor
Vanderbilt University
6:00 p.m.-7:30 p.m. COC Reception and Exposition

Monday, December 8

7:00 a.m.-5:30 p.m. Registration
7:30 a.m.-8:45 a.m. Presidents' Breakfast
7:30 a.m.-8:45 a.m. Morning Roundtables

9:00 a.m.-10:00 a.m. COC Second General Session
Speaker: Jay Conger, author, *Building Leaders*
10:00 a.m.-11:00 a.m. Break (Exhibit Hall)
11:00 a.m.-12:00 p.m. Concurrent Sessions III
12:00 p.m.-12:30 p.m. Break
12:30 p.m.-2:00 p.m. Presidents' Lunch
12:30 p.m.-2:00 p.m. Delegate's Lunch (Exhibit Hall)
1:00 p.m.-2:00 p.m. Vendor Presentations
2:00 p.m.-3:00 p.m. Concurrent Sessions IV
3:00 p.m.-4:00 p.m. Break (Exhibit Hall)
3:30 p.m.-5:00 p.m. COC Executive Session
4:00 p.m.-5:00 p.m. Concurrent Sessions V

Tuesday, December 9

7:00 a.m.-2:00 p.m. Registration
7:30 a.m.-8:45 a.m. Morning Roundtables
8:45 a.m.-9:00 a.m. Break
9:00 a.m.-10:00 a.m. Group Meeting with COC Staff
10:30 a.m.-12:00 p.m. SACS General Session & Business Meeting
Speaker: Mark Russell, Political Humorist
12:00 p.m.-1:30 p.m. Lunch (on your own)
1:30 p.m.-3:00 p.m. CDA Business Meeting
3:00 p.m. Conference ends



PROCEEDINGS

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

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Decatur, Ga