



GENERAL SESSIONS & KEYNOTE SPEAKERS

TUESDAY, JULY 10

10:00 a.m. – 11:15 am
Center Ballroom

Keynote Address
Leading the Accountability Movement: Student Learning Matters

Ms. Linda B. Salane
Columbia College
Columbia, SC

From the US Department of Education to regional accrediting agencies, from parents of High School seniors to CEO's, the cry for accountability in student learning is increasingly loud and insistent. Higher Education can no longer assume that this cry is ill-informed or silly. Today colleges and universities must take the lead in (1) defining accountability measures, assessing outcomes and using data to improve educational methods, strategies and tactics and (2) branding themselves as leaders in student learning assessment. We have been talking about assessment since the mid-80ies; it is time for a different kind of action. How effective we are in managing the perception of our external publics, gathering outcome data, modifying our approach to teaching and learning and demonstrating improvement and, ultimately, excellence in student learning will determine our independence and our continuation as the strongest system of higher education in the world.

TUESDAY, JULY 10

9:15 a.m. – 10:15 am
Center Ballroom

General Session 1
Overview of SREB Data Services

Dr. Joe Marks
SREB
Atlanta, GA

The Southern Regional Education Board (SREB) is a leader in providing printed and online resources to higher education researchers and planners. SREB maintains extensive databases and publishes comparative data on postsecondary education trends and on the outside factors affecting institutions. The backbone of the SREB holdings is the annual SREB-State Data Exchange survey – a cooperative effort among the state coordinating and governing boards and SREB dating back to 1969-70. This session is an overview of the SREB data holdings with practical examples of interstate and inter-institutional comparisons developed from these holdings. Areas of comparison include population/demographics; economics/governments; the elementary/secondary education pipeline; and higher education enrollment, persistence, graduates, tuition/fees, student financial aid, health professions education, finance/budgets and faculty/administrators.

WEDNESDAY, JULY 11

9:00 a.m. – 10:15 a.m.
Center Ballroom

General Session 2
Update to the Principles of Accreditation

Dr. Norm Cherry
GA DTAE
Atlanta, GA

At the Annual Meeting of the Commission on Colleges in December 2006 The College Delegate Assembly adopted the first substantive change of the *Principles of Accreditation*, the successor document to the Commission on College's long familiar Criteria for Accreditation. Preparing for review and or participating in peer reviews of institutions under the new Principles was a daunting challenge for institutional researchers who were often institutional liaisons. The *Principles* when first introduced in 2001 emphasized preparation of a Quality Enhancement Plan (QEP) and replaced the old self-study and peer review process with a new multi-stage, dual peer review process that introduce a new paradigm of having institutions make their case for compliance on such challenging requirements as faculty credentials and adequacy of programs, facilities and libraries. This presentation will focus on the effect the 2006 changes may have had on the preparation for reviews by institutions and by the peer reviewers and what appear to be the greatest challenges facing institutional researchers in preparing for peer reviews from the point of view of one who has assisted one institution through reaffirmation under the new processes and has also been a member of a number of Off-Site and On-Site Peer Review Teams.