Univ**ersity System of Georgia**
Creating A More Educated Georgia

Regents Administrative Committee on Effectiveness and Accreditation
(RACEA)

2nd Annual Meeting
February 24-25, 2011

Harry S. Downs Center
Clayton State University
Morrow, Georgia

Thursday, February 24, 2011

10:00 a.m.
Bob Boehmer, RACEA Chair   **Welcome and Introductions**
University of Georgia

- Leadership from the University System of Georgia
    o Susan Herbst, Executive Vice Chancellor and Chief Academic Officer
    o Mendi Spencer, Chief of Staff
    o Felita Williams, Assistant Vice Chancellor for Academic Planning
- History of RACEA: to be a vibrant group that can influence state and national policy on matters such as accreditation.
- Introduction of the 2010-2011 Task Force Chairs
    o Task Force 1 – Comprehensive Program Review – Juliana Lancaster, Georgia Gwinnett College
    o Task Force 2 – Student Learning Outcomes, General Education Outcomes, and College-level Competencies – Henry Codjoe, Dalton State College
    o Task Force 3 – Institution-wide Strategic Planning, Quality Enhancement Plans, and Continuous Improvement – Jon Anderson, University of West Georgia
    o Task Force 4 – Current Issues in Accreditation – Barbara Brown, Georgia Perimeter College
    o Task Force 5 – RACEA Resource Center – Alan Burstein, Gordon College

10:25 a.m.
Susan Herbst   **Comments**
Executive Vice Chancellor and Chief Academic Officer

10:30 a.m.
Felita Williams   **USG Update: Three-Year Academic Forecast**
Assistant Vice Chancellor for Academic Planning

New **Academic Program Forecast** form replaces requirement to complete the Instructional Development Plan. This format is to be used for developing new programs and deactivating or terminating programs.
        o Forecasts are due to USG office May 31 each year.
        o Form is not in final format but is available for review at:
            www.usg.edu/academic_planning/documents/academic_program_forecast_form.docx]
        o Academic Forecast Form [Attachment __]
- Comments and questions may be sent to Dr. Williams (Felita.Williams@usg.edu)

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10:50 a.m.
Juliana Lancaster   **Comprehensive Program Review (CPR):**
Georgia Gwinnett College   **Peer Review Process**

Task Force members built rubric and presented basic rubric at October 22, 2010 Fall meeting.

- Pilot test conducted in February 2011 to refine peer review process and communication that would be sent to institutions, and not to send formal feedback this year.
- Recommendations:
  - USG staff develop a fact sheet about parameters of new program review in Section 2.3 of the Academic Affairs Handbook, scroll to Section 2.3.6.,
    [http://www.usg.edu/academic_affairs_handbook/section2/handbook/2.3_academic_programs/],
    and also in the BOR Policy Manual, Section 3.6, scroll to 3.6.3,
    [http://www.usg.edu/policymanual/section3/policy/3.6_creation_and_elimination_of_academic_programs/]
- Source Materials:
  - BOR Program Review Task Force Final Report, September, 2008 - beginning on page 5.
  - This CPR Presentation, "CPRPresentation2011AnnualMeeting" [Attachment ____]
- Questions about Comprehensive Program Review Peer Review Process should be addressed to Juliana Lancaster (jlancaster@ggc.usg.edu).

12:10 p.m.   **Panel Discussions** *(working lunch)*

Panel 1: SACS Reaffirmation Reviews and Fifth-Year Interim Reports: Recent Experiences
Facilitator: Susan Paraska, Georgia Institute of Technology

Panelists:

- David Gribbin, East Georgia College (EGC) – Reaffirmation Class of 2010 (just finished "Focused Response Report")
- Deborah Vess, Georgia College and State University (GCSU) – Fifth-Year Interim Report, 2010
- Bob Boehmer, University of Georgia (UGA) – Reaffirmation Class of 2011 (onsite visit week begins March 1, 2011)

- Discussion
  - EGC, on reaffirmation:
    - had about 12 committees working on Compliance Report starting in about 2008.
    - were able to meet deadlines, despite some missteps.
    - suggested getting chair of onsite committee down for a visit in advance to make arrangements.

  - GCSU, on Fifth-Year Interim Report:
    - one year not enough to pull together report if compliance infrastructure has not persisted. Had about 80 people working on this, because with compliance report in 2004 (Criteria) faculty had felt left out.
    - always want to concentrate on compliance certification--now updating yearly, meaning "all the time"
    - GCSU is working on assessment strategies and record-keeping, especially on QEP. Report on QEP is limited to 10 pages
    - ensure that QEP has learning outcomes that are assessable; okay to modify from initial proposal, especially if early feedback indicates that initial plan was not appropriate.

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- SACS emphasizes that 5th year report is not an abbreviated report. It has fewer principles than full report, but full depth responses for each included principle are still expected.
- need to be sure to work distance education into all narratives.   Including admissions policies.

- o UGA on reaffirmation:
  - goal is to improve learning environment. If you focus on this, you will end up in compliance for SACS purposes.
  - don't focus on "compliance" –focus on multiple purposes, institutional value
  - logistical planning for onsite visit needs to be done carefully in conjunction with review team so that teams gets exposed to students, faculty, campus as you want them to see it
  - need to make sure that key figures that can answer questions are not out of town (e.g., at conferences) the week of the SACS visit
  - everyone needs to be available on the days of the visit; available and flexible for the period of the visit-- expect the unexpected

- Institution websites to review
  - o ECG: http://ega.compliance-assist.com/ (Password protected, but you can see homepage.)
    -- EGC used Compliance Assist commercial software for its report
    -- EGC accreditation site,
    http://www.ega.edu/facweb/irp/SACS%20COC%20Reaccreditation/Reacceditation.htm
  - o GCSU: http://www.gcsu.edu/planning/sacs2010/timeline.htm
  - o UGA: https://sacs.uga.edu (password protected, but you can see the homepage)

1:10 p.m.
Crystal Baird   **SACS Fifth-Year Interim Reports**
Coordinator of Commission Support
Southern Association of Colleges Commission on Colleges

Dr. Baird's presentation "Fifth-Year Review Demystified"
SACSCOC website: http://www.sacscoc.org/FifthYear.asp

3:10 p.m.   **RACEA Strategic Direction: 2011**
Bob Boehmer, Chair, University of Georgia   *Moderated Discussion*
Susan Paraska, Chair-Elect, Georgia Institute of Technology

- The Regents Administrative Committee on Institutional Effectiveness (RACIE), the name of the committee prior to RACEA, was an active group and was responsible for getting the previous CPR policy into place. RACIE at some point became dormant and the leadership of the BOR wanted to revive it. Members of the RACIE group were contacted by the BOR staff to begin a discussion on how to reformulate, revive RACIE.
  - o RACIE representation consisted of only a few institutions so the thought was to expand to a broader network representing all USG institutions as well as reconsider the committee's role beyond policy development.

- In 2008, Bob Boehmer led the effort to re-establish the committee which resulted in the writing of a charter for the committee, establishing a leadership structure, appointment by the president of each USG institution of a delegate with voting rights, welcoming of other institutional persons with responsibilities in IE and accreditation as affiliates, and structuring the committee into task groups to address issues related to effectiveness and accreditation.
  - o Voting members plus affiliates will form task groups.
    - ▪ Five task groups established in Fall 2009 as an outcome of this process

    - ▪ Chairs of task groups would form the RACEA Executive Committee
  - o Every year, voting members elect the RACEA chair, chair-elect and task group chairs

- Concerns
  - o Need to establish priorities each year which then become the Task Groups
  - o The foci of task groups may be confusing or become not as pressing for RACEA members
- Moving forward
  - o RACEA membership to review annually initiatives and decide the focus for the group
  - o Initiatives that are in progress should carry forward until completion
  - o New initiatives may be brought forward for discussion for acceptance
  - o Task groups may be reorganized each year based on membership expertise and focus
- Decision of Membership
  - o Four Task Groups
    - ▪ Comprehensive Program Review Peer Review Process – continue
    - ▪ RACEA Resource Center – continue
    - ▪ RACEA Resource Guide – new
    - ▪ Identification of Emerging Issues – reorganized initiative
  - o For February 25 meeting
    - ▪ Breakout according to task group selection
    - ▪ Choose chair for task group
    - ▪ Develop plans for 2011-2012 efforts
    - ▪ Complete election of 2011-2012 Executive Committee—chair-elect and task group chairs

4:15 p.m.
Adjourn until February 25, 2011

Friday, February 25, 2011

8:00 a.m.   **Morning welcome and Overview of Day's Agenda**
Bob Boehmer, RACEA Chair, University of Georgia

- Nominations and Elections
    - Bob Boehmer announced that the RACEA Executive Committee would be nominating Juliana Lancaster, Georgia Gwinnett College, as RACEA Chair-Elect.
    - Nominations for chair-elect and task group chairs would be taken during the afternoon election.

8:05 a.m. – 9:30 a.m.   **Panel Discussion**

Panel 2: Systems to Document SACSCOC Principle 3.7.1 – Faculty Competence and Credentials
Facilitator: Barbara Brown, Georgia Perimeter College

Panelists:
- Stephen Zerwas, Georgia Southern University
- Leigh Funk, Kennesaw State University
- Ulf Kirchdorfer, Darton College
- Ray Whiting, Augusta State University
- Ruth Salter, Albany State University

Discussion:
- At Georgia Southern qualifications decisions tied to CIP logic, i.e., focus on first four digits.
    - link to information from RACEA presentation and two SACS presentations at:
      http://academics.georgiasouthern.edu/vpie/racea
- Other strategies for qualifying faculty is by highest degree
- Security issues
    - transcript scanning – need to remove social security numbers and other sensitive information
- Documentation
    - faculty role in updating their own records
    - creating accreditation vitas
    - accreditation syllabi – focused on course content and learning objectives
- Systems for documenting faculty credentials
    - homegrown
    - Xitracs
    - SACSCOC template
        - http://www.sacscoc.org/forms/principle/FACULTY ROSTER FORM3.doc
        - http://www.sacscoc.org/pdf/FACULTY ROSTER INSTRUCTIONS.pdf
    - Professor of record issues
        - Ensuring a qualified instructor is the POR and not students who have not been qualified via compliance process

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9:45 a.m. – 11:00 a.m. **Panel Discussion**

Panel 3: Developing the Institution's Quality Enhancement Plans (QEP)
Facilitator: Jill Lane, Clayton State University

Panelists:
- Michael Crow, Savannah State University
- Johnny McMoy, Middle Georgia College
- Laura Musselwhite, Georgia Highlands College (GHC)
- Deborah Vess, Georgia College and State University (GCSU)
- Leigh Funk, Kennesaw State University

QEP Themes
  ➢ The Write Attitude – Savannah State (just submitted)
  ➢ Improving Student Reading Skills – Middle Georgia College, QEP Year 3
  ➢ Information Competency – GHC, QEP Year 4
  ➢ Fostering Excellence – GCSU, QEP Impact Report submitted in 2010
  ➢ Global Engagement – Kennesaw, QEP Year 2.5

Discussion:
- Planning and campus involvement
  o importance of faculty involvement
  o start about two years ahead of submission date
  o establish "brand equity" for your QEP. Some colleges avoid using the QEP label for the project once the project is initiated.
  o consider a planning survey
    ▪ tie to strategic planning
    ▪ choose from among most popular topics for QEP
    ▪ hold forums, focus groups, etc. to discuss and select topic
- Design QEP with assessment in mind
  o determine learning outcomes first
  o include some formative assessment
- Focus is on changing the learning environment and impact
  o direct measures of student learning
  o measures of direct impact on student learning
  o recommend embedding QEP outcomes in the curriculum
- Budgets for QEPs can be highly variable
  o ~$125,000/year at Middle Georgia College
  o ~$10,000/year at Georgia Highlands College
  o ~$2 million at Kennesaw, but this includes centers devoted to global initiatives and other ongoing supporting functions; supported by a $14 student fee for global learning
  o QEP budget needs to be a line item in the institutional budget
  o financial strength in support of the QEP is a very important consideration for SACS review
- Evaluation of QEP
  o choose QEP evaluator carefully

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- o find someone who substantively and administratively knows how the QEP should work
- o have someone review your impact report before submitting it to SACS.

11:00 a.m. – 1:15 p.m.   *(working lunch)*

Task Group Action Plans
- Comprehensive Program Review – Chair: Juliana Lancaster
- Resource Guide – Chair: Stephen Zerwas
- Emerging Issues – Chair: Cathy Hakes
- Resource Center – Chair: Barbara Brown

Business Meeting
Susan Paraska, incoming Chair

- Nominations and Elections
  - o For Chair-elect: Juliana Lancaster (Georgia Gwinnett College) affirmed as Chair-Elect for 2011-2012

- New Business
  - o Revision of the RACEA Guiding Principles to be consistent with the current organization and strategic direction
  - o Update of the master roster of RACEA member
  - o Confirmation of institutional representatives (one from each institution)
    - From institutional Presidents and Chief Academic Officers
  - o Establish Planning Committees
    - Need host site, lead time for facilities, food, registration fee
      - ➢ Attendance is at 51 persons; could be higher
    - Fall 2011 Workshop and Meeting
      - ➢ Target workshop for 3rd or 4th week of October
      - ➢ Review holidays, days of observance
    - 2012 Annual Meeting
      - ➢ February is agreeable for 2012 meeting
    - Considerations for fall Workshop scheduling
    - Considerations for spring Annual Meeting
  - o Consider holding one-day workshops on specific topics
    - Possible open to more than just RACEA membership

Adjournment