



## 2017 Institute on Quality Enhancement and Accreditation

Moderator: Belle S. Wheelan, President, SACSCOC

**Agenda** *(Updated 7/13/17)*  
*All updates to this agenda will be  
reflected in the mobile app.*

### SUNDAY, JULY 16

**9:00 AM**

#### **Registration Check-In**

*Lone Star Ballroom Foyer, Level 3*

**10:30 AM**

#### **Pre-Institute Session for Newcomers**

##### **"The ABCs of Planning and Assessment"**

*JW Grand Ballroom Salon 2, Level 4*

**Michael Hoefler**, Vice President, SACSCOC, Decatur, GA

An institutional planning and effectiveness process should involve all programs, services, and constituencies, demonstrate linkage to the decision-making process at all levels, and provide a sound basis for budgetary decisions and resource allocations. This session will review the planning and assessment process as it relates to institutional effectiveness and in relationship to the *Principles of Accreditation*.

**2:00 PM**

#### **Pre-Institute Session for Newcomers**

##### **"Reaffirmation of Accreditation 101"**

*JW Grand Ballroom Salon 2, Level 4*

**Steven Sheeley**, Senior Vice President, SACSCOC, Decatur, GA

This session will cover accreditation basics such as the philosophy and process of accreditation at SACSCOC. The facilitator will discuss the off-site and on-site review processes, the Compliance Certification and Quality Enhancement Plan as described in the *Principles of Accreditation*, and key Commission policies, guidelines, and good practices.

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5:00 PM

**Opening Plenary Session**

*JW Grand Ballroom Salons 5–8, Level 4*

**“Meet the Students: Understanding and Teaching Today’s Learners”**

**Mark Taylor**, educator, consultant, and founder and President of Taylor Programs, Little Rock, AR

Many of our students bring to college preferences and expectations that present unique challenges, and opportunities, to those of us charged with teaching, serving and supervising them through their post-secondary experience. Frequent issues with academic preparation, responsibility and self-esteem, consumer expectations, use of technology and styles of interacting can impact, and interfere with, their learning, persistence and academic success at school, and workplace readiness and success. This session will help attendees understand the social, personal and academic traits of our students, how these impact learning, persistence and success, and how we can best help all of our students reach their educational, professional and personal goals by applying the principles of research based instruction to college teaching.

6:15 PM

**Reception**

*Lone Star Ballroom Salons D–H, Level 3*

7:15 PM

**Dinner** (on your own)

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## MONDAY, JULY 17

**7:00 AM**      **Registration Check-In**  
*Lone Star Ballroom Foyer, Level 3*

**7:30 AM**      **Buffet Breakfast**  
*JW Grand Ballroom Salons 5–8, Level 4*

**8:30 AM**      **Morning Plenary**  
*JW Grand Ballroom Salons 5–8, Level 4*

### **“Transparent Instruction Promotes Equitable Opportunities for Student Success”**

**Mary-Ann Winkelmes**, **Director** of Instructional Development and Research, University of Nevada, Las Vegas

Data from an AAC&U study of students’ learning at seven minority-serving institutions identifies transparent assignment design (involving faculty/student discussion about the relevant knowledge, skills to be practiced, required tasks, expected criteria and examples before students begin working) as a replicable teaching intervention that significantly enhances students’ success, with greater gains for historically underserved students [Winkelmes et al, Peer Review, Spring 2016]. Underserved students are the new incoming majority student population in US higher education, and transparent instruction shows great promise for increasing their confidence, sense of belonging, persistence and success. We’ll review the findings, share resources for working with faculty at your institution, and consider strategic implementation strategies that can engage campus leaders and instructional faculty in using transparent instruction to help combat inequity in college students’ opportunities to succeed.

**9:45 AM**      **Refreshment Break**  
*JW Grand Ballroom Foyer, Level 4*

**Bookstore and Sponsor Tables Open**  
*Lone Star Ballroom Foyer, Level 3*

**10:00 AM**      **Breakout Sessions**

■ **Techniques in Teaching Today’s Learners**  
*403, Level 4*

**Mark Taylor**, educator, consultant, and founder and President of Taylor Programs, Little Rock, AR

This program will help faculty transition more fully to a researched informed model of teaching and learning based on increasing student activity, engagement and investment to improve instructional efficiency and effectiveness. An instructional model and methods to increase students’ effort, responsibility for their own learning, personal ownership of class goals and to improve students reaching meaningful learning and developmental outcomes will be described.

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■ **The Unwritten Rules of College: Creating “Transparent” Assignments that Increase Students’ Success Equitably**

*304, Level 3*

**Mary-Ann Winkelmes**, Coordinator of Instructional Development and Research, University of Nevada, Las Vegas

Transparent teaching/learning practices make learning processes explicit while offering opportunities to foster students’ metacognition, confidence, and their sense of belonging in college. A 2016 publication identifies transparent assignment design as a replicable teaching intervention that significantly enhances students’ learning and retention, with greater gains for historically underserved students [Winkelmes et al, Peer Review, Spring 2016]. We’ll review the findings as well as educational research behind the concept of transparent teaching/learning in this session. Then we’ll apply that research to the design of class activities and assignments. Participants will leave with a draft assignment or activity for one of their courses, and a concise set of strategies for designing transparent assignments that promote students’ learning equitably.

■ **The Role of Accreditation Liaison**

*Lone Star Ballroom Salon D, Level 3*

**Charles Taylor**, Vice President, SACSCOC, Decatur, GA

While SACSCOC assigns a staff member to each candidate and member institution to facilitate close and effective communication, institutions can help fulfill its responsibilities and complement this relationship by appointing an Accreditation Liaison. This session will use the SACSCOC Guideline, The Accreditation Liaison, to assist institutions with better understanding the responsibilities of the Accreditation Liaison and resources available to be effective in their role.

■ **Special Sessions for Assessment, Institutional Effectiveness, Planning and Research Professionals**

This session is designed to give participants an opportunity to meet with colleagues who share similar responsibilities at other institutions and discuss topics related to enhancing the quality of student learning, improving institutional practices, and identifying strategies for meeting requirements for accreditation. Participants will have the opportunity to share best practices on initiatives that have positively impacted their campus. SACSCOC vice presidents will be present to facilitate table discussions as needed.

*Participants will be provided a chart upon entering the room so that they can be seated with representatives from the same Institution Level.*

**Track A Institutions\***

*JW Grand Ballroom Salon 4, Level 4*

**Track B Institutions\*\***

*Lone Star Ballroom Salon G, Level 3*

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\* Track A institutions offer undergraduate degrees only.

\*\* Track B institutions offer undergraduate and graduate degrees or graduate degrees only.

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■ **Keeping It Real: Selecting a QEP Topic**

*JW Grand Ballroom Salon 2, Level 4*

Larry Earvin, Chief of Staff, SACSCOC, Decatur, GA

Institutions often view the selection for a QEP topic as a challenge. This session focuses on steps an institution might take to lessen the anxiety around the selection process. Attendees will explore topic selection in the context of institutional mission, emerging institutional needs and institutional capacity to implement and assess the plan chosen.

■ **So You Have Selected Your QEP Topic!! Now What?**

*Lone Star Ballroom Salon B, Level 3*

Mary Kirk, Vice President, SACSCOC, Decatur, GA

Denise Young, Vice President, SACSCOC, Decatur, GA

This session will help participants clarify the focus of the QEP, identifying key aspects related to the topic. Participants will explore the next steps to be taken and how to ensure all aspects of developing the QEP are accomplished, prior to developing the action plan and determining institutional capacity. Bring your questions!

11:45 AM

**Luncheon**

*JW Grand Ballroom Salons 5–8, Level 4*

1:15 PM

**Breakout Sessions**

■ **Developing Effective Student Learning Outcomes and Curriculum Maps for Academic Programs**

*Lone Star Ballroom Salon G, Level 3*

Linda Suskie, Author and workshop facilitator, Higher Education Assessment and Accreditation, Lancaster, PA

Learning outcomes and curriculum maps are essential but often underappreciated elements of a successful assessment process. If you don't know where you're taking your students, after all, you can't tell when they've arrived! In this fast-paced workshop we'll review some fundamental principles for crafting meaningful learning outcomes and useful curriculum maps, then practice creating these vital tools.

■ **Is This a Substantive Change? What Do I Do?**

*Lone Star Ballroom Salon B, Level 3*

Kevin Sightler, Director of Substantive Change, SACSCOC, Decatur, GA

Robin Zuniga, Coordinator of Substantive Change, SACSCOC, Decatur, GA

In this interactive, case-study based session you will learn to: 1) identify a substantive change, 2) know the action required, and 3) determine the information to provide the Commission. This workshop is for anyone who has ever wondered if a change at their institution was a substantive change, but especially new liaisons and administrators of academic programs.

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■ **What a SACSCOC On-Site/Off-Site Committee Chair Really Wants...**

*JW Grand Ballroom Salon 2, Level 4*

**Renea Akin**, Associate Vice President of Learning Initiatives, West Kentucky Community and Technical College, Paducah, KY

In this session, an experienced SACSCOC Committee Chair will walk participants through the on-site/off-site reaffirmation process; identify the key elements reviewers seek in Compliance Reports, Focused Reports, and the QEP; and discuss critical elements that factor into a successful on-site visit.

■ **The Best Laid Plans of Mice and Men Often Go Awry: Completing a Fifth Year Interim Report in the Midst of Change (Track A Institutions\*)**

*Lone Star Ballroom Salon F, Level 3*

**Kelli Hefner**, Vice President of Planning and Research, Northeast Mississippi Community College, Booneville, MS

**Craig-Ellis Sasser**, Executive Vice President, Northeast Mississippi Community College, Booneville, MS

Northeast Mississippi Community College turned in its Fifth Year Interim Report (FYIR) in September 2016. The year prior, the institution had changes in administration and adopted an online catalog. Neither are recommended during FYIR or decennial preparation and submission; however, both were necessary. During this dynamic year, the team came together to produce a report requiring no additional reporting. The presenters will share their experience on managing this change during the development of its FYIR.

■ **Fifth-Year Interim Report—The Truth About Compliance (Track B Institutions\*\*)**

*403, Level 4*

**Muktha Jost**, Vice Provost for Strategic Planning and Institutional Effectiveness, North Carolina A&T State University

Compliance can spur many initiatives, committees, meetings, and even attitudes on campuses, but the most important movement must be toward student and faculty success. Whether it is facilities, finance, academic departments, dining services, or student complaints—all things that we explore for the Fifth Year Report—the target is always betterment and institutional effectiveness. North Carolina A&T State University adopted a process to complete the Fifth Year Interim Report that helped us connect as an institution to student and faculty success, but we know that only now, a year after the submission of the report. This session will share the story of our process from both a bird's eye view as well as a worm's eye view for a Gestalt perspective because we really want more outcomes than a successful Fifth Year compliance report!

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\*\* Track B institutions offer undergraduate and graduate degrees or graduate degrees only.

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■ **Pathways for Developing an Effective Model for Administrative, Academic and Student Services Assessment**

*JW Grand Ballroom Salon 4, Level 4*

**Divya Bhati**, Associate Vice President for Institutional Effectiveness and Strategic Planning, College of Charleston, Charleston, SC

**Joshua Bloodworth**, Associate Director of Accreditation Assessment, College of Charleston, Charleston, SC

While assessment is required, it is important to not only involve campus members in the assessment process, but to educate on its meaningfulness to student learning and services. This session will provide an overview of administrative, academic and student support service assessment, focusing on the major components of an assessment report to garner meaningful results that impact programming and services. Strategies for guiding the assessment process, creating relevant measures, using results to make impactful changes, and peer-reviews will be discussed. The session attendees will participate in activities that demonstrate how to implement a collaborative Institutional Effectiveness assessment model.

■ **Context Matters: Sustaining Excellence in Longitudinal Assessment of Student Learning Outcomes**

*304, Level 3*

**Timothy Brophy**, Director of Institutional Assessment, Office of the Provost, University of Florida, Gainesville, FL

The assessment of student learning outcomes in academic programs is an essential accreditation compliance component for all institutions. For experienced assessment and institutional effectiveness professionals, the evolution of SLOs over time within the context of various disciplines and the management of assessment planning and data reporting require ongoing review and support. In this session, participants will critically review multiple years of data reports that have been submitted by academic program faculty over time, examine them for evidence of validity and quality, ascertain the areas of strength and weakness, and formulate improvement recommendations for faculty who have engaged in the assessment process for multiple years.

■ **Developing the QEP Action Plan and Determining Institutional Capacity**

*Lone Star Ballroom Salon D, Level 3*

**Barry Goldstein**, Vice President, SACSCOC, Decatur, GA

An important step in developing the QEP is creating an action plan based on the goals/expected outcomes of the project and determining the financial, physical, and human resources necessary for developing, implementing, and sustaining the plan. This session will focus on the necessary components to complete this step.

**2:45 PM**

**Refreshment Break**

*Ballroom Foyers, Levels 3 and 4*

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3:00 PM

## Breakout Sessions

### ■ Keeping Student Learning Assessment Simple and Meaningful

*Lone Star Ballroom Salon G, Level 3*

**Linda Suskie**, author and workshop facilitator in higher education assessment and accreditation, Lancaster, PA

Student learning assessment processes can be sustained and become part of institutional culture only if they're as simple and useful as possible. In this workshop, you'll pick up plenty of tips, appraise assessment practices at your institution, and brainstorm strategies to improve their simplicity and value.

### ■ Faculty Qualifications

*Lone Star Ballroom Salon B, Level 3*

**John Hardt**, Vice President, SACSCOC, Decatur, GA  
**Michael Hoefler**, Vice President, SACSCOC, Decatur, GA

Comprehensive Standard 3.7.1 in the *Principles of Accreditation* requires an institution to employ competent faculty who are qualified to accomplish its mission and goals. The institution is responsible for justifying and documenting the qualifications of its faculty. This session is designed to illustrate possible approaches to the additional documentation and justification that might be needed when faculty qualifications are not self-evident.

### ■ Escaping Unscathed: What Not to Forget When Preparing a Compliance Certification

*403, Level 4*

**Toni L. Blum**, Assistant Provost for Accreditation and Assessment and Institutional Accreditation Liaison, University of Texas at El Paso, El Paso, TX

This session will focus on the logistics of preparing a Compliance Certification report, from organizing your team, to gathering the documents, to writing the narratives. In addition to identifying strategies that worked well for our institution, the presenter will also discuss the strategies that were less successful. Special attention will be paid to the items that needed revision for the Focused Report and items that generated discussion at the onsite visit, with the goal of allowing the audience to identify potential gaps in their own reporting processes in advance of submitting their report. Although UTEP is a Track B, public research institution, this session will discuss issues that are applicable to both public and private institutions of various sizes and scopes.

### ■ The QEP Impact Report: Producing It Efficiently and Effectively

*JW Grand Ballroom Salon 2, Level 4*

**Fred Kniss**, Provost, Eastern Mennonite University, Harrisonburg, VA

The QEP Impact Report is an important section of the Fifth-Year Interim Report. This workshop will introduce its essential components and offer some practical advice for producing a report that will be effective while minimizing stress and unneeded labor. The session will include activities and discussion to set the stage for successful report-writing.

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■ **Pathways for Developing an Effective Model for Administrative, Academic, and Student Services Assessment**

*JW Grand Ballroom Salon 4, Level 4*

**Divya Bhati**, Associate Vice President for Institutional Effectiveness and Strategic Planning, College of Charleston, Charleston, SC

**Joshua Bloodworth**, Associate Director of Accreditation Assessment, College of Charleston, Charleston, SC

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■ **Influence Without Authority: Leading from the Middle**

*Lone Star Ballroom Salon D, Level 3*

**Patricia Donat**, Vice President, SACSCOC, Decatur, GA

In higher education, successful accreditation and assessment efforts often depend upon the ability of individuals to engage and lead others over whom they have no formal authority. This session will include: 1) a brief discussion of leadership, 2) a self-assessment activity, 3) an overview of strategies for success, and 4) small group discussion of sample cases.

■ **Engaging Your Campus with a New Quality Enhancement Plan (Track B Institutions\*)**

*Lone Star Ballroom Salon F, Level 3*

**Dianna Rust**, Associate Professor, Middle Tennessee State University, Murfreesboro, TN;

**Alexis Denton**, Assistant Director, MT Engage, Middle Tennessee State University, Murfreesboro, TN;

**Jason Vance**, Associate Professor, Middle Tennessee State University, Murfreesboro, TN

**Lara Daniel**, Assistant Dean, Department of Accounting, Middle Tennessee State University, Murfreesboro, TN

Middle Tennessee State University (MTSU) is a comprehensive, regional four-year institution with 22,000 students. The presenters will review the components of their successful QEP program that achieved “no recommendations” from SACSCOC reviewers. One of the strengths identified was the broad-based institutional involvement. This session will provide participants with practical strategies that can be applied to preplanning/topic selection, developing the plan, and preparing for a successful SACSCOC site visit. Participants will engage in brainstorming their QEP committee makeup and marketing/communication strategies to engage the entire campus and begin to work on a QEP planning document. Participants will leave with a suggested timeline for QEP development, a planning document, an example of an FAQ for your campus, and resources list with links to important SACSCOC guides as well as links to MTSU’s QEP document, awareness events leading up to the site visit, and other examples that can assist campuses in the QEP process.

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\*\* Track B institutions offer undergraduate and graduate degrees or graduate degrees only.

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■ **Establishing an Effective Process to Develop a QEP (Track A Institutions\*\*)**

*304, Level 3*

**Sara Sewell**, Professor, Executive Director of the Lighthouse: Center for Experiential Learning, and Executive Director of the QEP, Virginia Wesleyan College, Norfolk, VA

This session provides practical advice on how to begin to develop a QEP. It focuses on identifying desired student learning outcomes as the chief determinant in defining a QEP. The session addresses strategies for assembling a QEP committee, for exploring possible QEP topics, for selecting a topic that addresses institutional needs, for using assessment to refine the QEP topic, for obtaining institutional support, and for developing a timeline to launch a QEP.

**4:30 PM**

**Sessions End**

**Dinner** (on your own)

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\* *Track A institutions offer undergraduate degrees only.*

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## TUESDAY, JULY 18

**7:00 AM**      **Registration Check-In**  
*Lone Star Ballroom Foyer, Level 3*

**7:30 AM**      **Buffet Breakfast**  
*JW Grand Ballroom Salons 5–8, Level 4*

**8:30 AM**      **Morning Plenary**  
*JW Grand Ballroom Salons 5–8, Level 4*

### **“Making Higher Education Work for Post Traditional Students”**

**Sarita Brown**, President, *Excelencia* in Education

Focused on accelerating Latino student success in higher education, Excelencia in Education offers analysis, policy and evidence-based practices to educators and institutions that are striving to better serve Latino students as part of their efforts to improve student success. Since 2004, Excelencia has identified programs and trendsetting institutions that use and promote effective strategies that emphasize the assets student bring into the classroom and on to campuses. This session will highlight some of Excelencia’s resources and the lessons we’ve learned including this important insight: developing classroom skills and institutional strategies to better serve the growing Latino student population expands educational capacities to serve most of today’s post traditional students.”

**9:45 AM**      **Refreshment Break**  
*JW Grand Ballroom Foyer, Level 4*

**Bookstore and Sponsor Tables Open**  
*Lone Star Ballroom Foyer, Level 3*

**10:00 AM**      **Breakout Sessions**

#### ■ **Special Sessions for Faculty, Academic Program Coordinators/Chairs, and Academic Deans**

This session is designed to give participants an opportunity to meet with colleagues who share similar responsibilities at other institutions and discuss topics related to enhancing the quality of student learning, improving institutional practices, and identifying strategies for meeting requirements for accreditation. Participants will have the opportunity to share best practices on initiatives that have positively impacted their campus. SACSCOC vice presidents will be present to facilitate table discussions as needed.

*Participants will be provided a chart upon entering the room so that they can be seated with representatives from the same Institution Level.*

#### **Faculty**

*JW Grand Ballroom Salon 2, Level 4*

#### **Academic Program Coordinators/Chairs and Academic Deans**

*JW Grand Ballroom Salon 4, Level 4*

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### ■ Putting the Pieces Together: Responding to the *Principles*

*Lone Star Ballroom Salon D, Level 3*

**Barry Goldstein**, Vice President, SACSCOC, Decatur, GA

**Godfrey Noe**, Coordinator for Training and Research, SACSCOC, Decatur, GA

How can an institution put itself in a good position to comprehensively understand and respond to the *Principles of Accreditation*? What are good strategies to effectively and wholly apply an accreditation standard to an institution's case for compliance? In this session, attendees will learn an approach to dissect accreditation standards into constituent compliance components, and how knowledge of the compliance components can be leveraged to more fully understand and address an accreditation standard. Attendees will actively engage in practicing these techniques, and thus begin to develop the skills to do so effectively.

### ■ Assessing the Quality of Assessment Practice

*Lone Star Ballroom Salon F, Level 3*

**Keston Fulcher**, Executive Director of the Center for Assessment and Research Studies, James Madison University, Harrisonburg, VA

In recent years the question of whether academic degree programs are conducting assessment has evolved to whether these programs are conducting quality assessment. From this perspective James Madison University developed a CHEA-award-winning system to evaluate assessment reports (corresponding to Comprehensive Standard 3.3.1.1). Participants will learn about the six-step assessment process, use a rubric to evaluate parts of an assessment report, and consider how this model might be adapted to their home institutions.

### ■ Striving for Excellence in Assessment (Track A Institutions\*)

*403, Level 4*

**Terry Hirsch**, Senior Director of Planning, Research and Evaluation, Community College of Baltimore County, Baltimore, MD

**Rosalie Mince**, Vice President of Academic and Student Affairs and Dean of the Faculty, Carroll Community College, Westminster, MD

This session will address the value of a commitment to a comprehensive assessment of student learning outcomes as a means to drive internal improvement and advance student success. SACSCOC standards and their relationship to EIA (Excellence in Assessment) dimensions will be discussed. Presenters will engage participants in sharing best practices related to course, program and institutional assessment that they can use at their institution.

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\* Track A institutions offer undergraduate degrees only.

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■ **The Case of an Excellence in Assessment Designee (Track B Institutions\*\*)**

*Lone Star Ballroom Salon C, Level 3*

**Julia Williams**, Interim Dean, Cross-Cutting Programs and former Executive Director of the Office of Institutional Research, Planning, and Assessment, Rose Hulman Institute of Technology, Terre Haute, IN

Beginning in the fall of 2015, the Office of Institutional Research, Planning, and Assessment (IRPA) at Rose-Hulman Institute of Technology led the campus in its application for the Excellence in Assessment (EIA) designation for Sustained Excellence. The process highlighted how faculty are engaged with assessment well beyond what is required for accreditation purposes, i.e., faculty incorporate assessment into their courses, use assessment resources, and respect what is done by IRPA. The EIA application process also allowed the institution to reflect on continuous improvement of assessment processes and practices that have been used since 1998. In this session, the presenter will share insights from the EIA application that can assist other campuses as they contemplate applying for the EIA designation. The presenter will also provide insights into the EIA process Rose-Hulman followed and why the application was valuable to the institution's faculty, students, and staff.

■ **From Plan to Impact Report: A Faculty Retrospective on the QEP (Track A Institutions\*)**

*304, Level 3*

**Timothy James**, Associate Professor of history and QEP Co-Director, University of South Carolina Beaufort, Bluffton, SC

This session will focus on the experience of a small 4-year state institution (2000 FTE) with its first QEP entitled "Engaging Minds: Critical Reading for College Success." Topics to be discussed will include the process of getting started, implementation, assessment, overcoming obstacles, and developing a successful "Impact Report." Issues that relate to the specific content of our QEP—improving the critical reading skills of first and second year college students—will also be highlighted as part of this session.

■ **Strategies for a Successful QEP Experience: Planning, Implementation, Assessment, & Reporting (Track B Institutions\*\*)**

*Lone Star Ballroom Salon G, Level 3*

**Kimberly Angle**, Associate Professor of English and Department Chair, QEP Director, Montreat College, Montreat, NC

The presenter will share strategies for cultivating and maintaining faculty support, involvement, and development throughout the QEP. She will also discuss tips for moving from the planning stage to implementation of the program. Details of how Montreat's QEP assessment plan involved on-going evaluation and revision to make sure that the tools chosen were effective at accessing the specific data needed to show progress toward the QEP goals and learning outcomes will be noted. The presenter will also give insight into participant training, cultivating student support, a 3rd-year review, and the QEP Impact Report.

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\*\* Track B institutions offer undergraduate and graduate degrees or graduate degrees only.

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11:45 AM

### Luncheon

*JW Grand Ballroom Salons 5–8, Level 4*

1:15 PM

### Breakout Sessions

#### ■ **Electronic Portfolios: Definitions, Models, and Promising Practices**

*Lone Star Ballroom Salon G, Level 3*

**Kathleen Yancey**, Kellogg W. Hunt Professor of English and Distinguished Research Professor, Florida State University, Tallahassee, FL

Electronic portfolios—collections of authentic artifacts curated and narrated by students—are increasingly an assessment vehicle of choice. In this session, we'll define ePortfolios; review very different models, considering their different features; and identify some of the most promising practices that different institutions are implementing, including those linked to retention and program enhancement.

#### ■ **Using Rubrics in the Implementation of 21st Century Skills across the Curriculum**

*304, Level 3*

**Carolynn Berry**, Associate Provost, Winston-Salem State University, Winston-Salem, NC

Winston-Salem State University (WSSU) has undergone a major revision of its undergraduate general education curriculum over the past seven years. The revisions included a requirement that all general education courses teach and assess one of seven institutional learning outcomes. Faculty used the AAC&U VALUE rubrics to frame the discussion about assessing the outcomes across disciplines. Reform has continued with the expectation that the institutional outcomes will be evident across the majors. The session will provide participants a brief overview of the general education curriculum reforms at WSSU including the process for adopting and using the rubrics to inform the teaching and assessment of the outcomes. Additionally, there will be a discussion of the current review of the use of the rubrics and some software that is being used to standardize the assessment and data collection.

#### ■ **Putting the Pieces Together: Responding to the *Principles***

*Lone Star Ballroom Salon B, Level 3*

**Barry Goldstein**, Vice President, SACSCOC, Decatur, GA

**Godfrey Noe**, Coordinator for Training and Research, SACSCOC, Decatur, GA

How can an institution put itself in a good position to comprehensively understand and respond to the *Principles of Accreditation*? What are good strategies to effectively and wholly apply an accreditation standard to an institution's case for compliance? In this session, attendees will learn an approach to dissect accreditation standards into constituent compliance components, and how knowledge of the compliance components can be leveraged to more fully understand and address an accreditation standard. Attendees will actively engage in practicing these techniques, and thus begin to develop the skills to do so effectively.

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■ **Preparing the Compliance Certification**

*JW Grand Ballroom Salon 2, Level 4*

**Crystal Baird**, Vice President, SACSCOC, Decatur, GA

This session will offer practical advice to those individuals tasked with writing and/or overseeing the process of developing the Compliance Certification as part of reaffirmation. Participants will engage in strategy-building for working with others to write, support, and produce the Report.

■ **QEP Impact Report: The Balancing Act of Theory and Practice**

*JW Grand Ballroom Salon 4, Level 4*

**Patricia Payette**, Executive Director of the QEP, University of Louisville, Louisville, KY

SESSION CANCELED

An essential ingredient for QEP success is developing, completing and submitting the QEP Impact Report. Each institution is asked to report on its QEP goals and modifications, provide impact data on student learning, and offer institutional lessons learned. This session will help participants navigate the key stages of the QEP process to plan for, and write, a strong QEP Impact report (no more than ten pages!). The presenter will share lessons learned on her institution's journey toward a successful Impact Report while giving participants an opportunity to think through the expectations regarding the QEP Impact Report and consider concrete next steps.

■ **Assessing the Quality of Assessment Practice**

*Lone Star Ballroom Salon F, Level 3*

**Keston Fulcher**, Executive Director of the Center for Assessment and Research Studies, James Madison University, Harrisonburg, VA

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■ **Developing the QEP Assessment Plan**

*Lone Star Ballroom Salon D, Level 3*

**Steven Sheeley**, Senior Vice President, SACSCOC, Decatur, GA  
**Stephanie Kirschmann**, Vice President, SACSCOC, Decatur, GA

An important step in developing the QEP is creating an assessment plan to outline the strategies to measure the attainment of the goals/expected outcomes of the project. This session will focus on the necessary components to complete this step.

**2:45 PM**

**Refreshment Break**

*Ballroom Foyers, Levels 3 and 4*

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\*\* Track B institutions offer undergraduate and graduate degrees or graduate degrees only.

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3:00 PM

## Breakout Sessions

### ■ Designing and Assessing Service-Learning: Frameworks, Examples, and Tools

*Lone Star Ballroom Salon F, Level 3*

**Patti Clayton**, Independent consultant, PHC Ventures, Cary, NC

Interested in integrating service-learning into courses or curricula in a scholarly way that yields evidence of student learning outcomes? Join a veteran practitioner-scholar for an interactive session that will address the following questions: What is service-learning? How can it be well-integrated into courses and curricula? How can it be designed to generate and provide evidence of student learning? Applying frameworks, examples, and tools to our own contexts, we will consider the ends toward which we might each design service-learning, examine our own and others' practice through the lens of a conceptual framework for the pedagogy, work with a research-grounded model for critical reflection (DEAL), and practice assessing student learning as generated and demonstrated through critical reflection. We will leave the session with example critical reflection assignments and rubrics for student learning, with specific possibilities for developing and enhancing service-learning in our own teaching and learning contexts, and with resources for further exploration of this potentially powerful pedagogy.

### ■ Critical Thinking Unmasked: How to Infuse It into a Discipline-Based Course

*304, Level 3*

**Linda Nilson**, Director Emerita of the Office of Teaching Effectiveness and Innovation, Clemson University, Clemson, SC

Critical thinking (CT) is a deeply misunderstood cognitive skill set, and faculty sometimes think they are teaching it when they are not. Unfortunately, the CT literature is abstract, fragmented into several independent perspectives, and thin on research about the effectiveness of concrete teaching methods. This session leads you out of the CT thicket. It distills reliable, practical, and easy-to-follow course design, assessment, and pedagogical principles from a synthesis of the various perspectives. Working from examples relevant to your type of discipline, you will learn how to identify the content suitable for CT and formulate CT-related student learning outcomes. You will also learn how to extend these outcomes into assessments, including objective test items and constructed-response assignments, and design learning activities that will really help your students achieve your CT outcomes.

### ■ Preparing for an On-Site Visit: A Road Map for Continued Success

*Lone Star Ballroom Salon G, Level 3*

**Deborah Burks**, Vice President of Institutional Effectiveness, Central Georgia Technical College, Macon, GA

This session is designed for those individuals responsible for gaining initial accreditation or maintaining accreditation. The presenter will focus on promising practices, such as how to prepare the institution for a visit before the team arrives, during the visit, and after the visit. Participants will explore where to find resources to assist with the accreditation process, how to establish a steering committee to guide the process, and how to provide resources for committee members prior to and during the visit.

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■ **What a SACSCOC On-Site/Off-Site Committee Chair Really Wants...**

*JW Grand Ballroom Salon 2, Level 4*

**Renea Akin**, Associate Vice President of Learning Initiatives, West Kentucky Community and Technical College, Paducah, KY

In this session, an experienced SACSCOC Committee Chair will walk participants through the on-site/off-site reaffirmation process; identify the key elements reviewers seek in Compliance Reports, Focused Reports, and the QEP; and discuss critical elements that factor into a successful on-site visit.

■ **The Fifth-Year Interim Report: Let's Talk About It!**

*JW Grand Ballroom Salon 4, Level 4*

**Shelia Luke**, Coordinator of Commission Support, SACSCOC, Decatur, GA

This session will cover the SACSCOC Fifth-Year Interim Report review process and include basic information on preparing the Fifth-Year report. The session will offer key pointers for institutions to consider when addressing select Fifth-Year standards, as well as tips and observations from committee members who review Fifth-Year Interim Reports.

■ **Learning from Peer Evaluators: Commonly Cited Issues with FR 4.1**

*Lone Star Ballroom Salon D, Level 3*

**Nuria Cuevas**, Vice President, SACSCOC, Decatur, GA

**Alexei Matveev**, Director of Training and Research, SACSCOC, Decatur, GA

The purpose of this session is three-fold. First, key expectations embedded in the SACSCOC Federal Requirement (FR) 4.1 (student achievement) will be delineated. Then, typical factors that lead peer evaluation committees to judgments of non-compliance with FR 4.1 will be highlighted. Finally, the session facilitators will engage participants in a structured discussion of selected findings and implications for practice.

■ **Submitting the QEP and Preparing for the Committee Visit**

*Lone Star Ballroom Salon B, Level 3*

**Larry Earvin**, Chief of Staff, SACSCOC, Decatur, GA

**Charles Taylor**, Vice President, SACSCOC, Decatur, GA

This session is designed for the institutional representatives involved with developing the Quality Enhancement Plan. The session will also give ideas on how to present the QEP to the visiting committee members.

**4:30 PM**

**Sessions end**

**Dinner (on your own)**

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## WEDNESDAY, JULY 19

7:30 AM

### Buffet Breakfast

*JW Grand Ballroom Salons 5–8, Level 4*

8:30 AM

### Group Meetings with SACSCOC Vice Presidents\*

Participants are invited to attend an informal session with their staff representative at the Commission on Colleges. Vice presidents at SACSCOC will share their observations from recent off-site and on-site visits, frequently cited standards, and recent changes to the *Principles*. Time will be reserved for questions.

■ **Crystal Baird**

*JW Grand Ballroom Salon 2,  
Level 4*

■ **Michael Hoefler**

*Lone Star Ballroom Salon A,  
Level 3*

■ **Nuria Cuevas**

*JW Grand Ballroom Salon 4,  
Level 4*

■ **Mary Kirk**

*304, Level 3*

■ **Patricia Donat**

*Lone Star Ballroom Salon C,  
Level 3*

■ **Stephanie Kirschmann**

*JW Grand Ballroom Salon 2,  
Level 4*

■ **Larry Earvin**

*408, Level 4*

■ **Steven Sheeley**

*Lone Star Ballroom Salon H,  
Level 3*

■ **Barry Goldstein**

*409, Level 4*

■ **Charles Taylor**

*402, Level 4*

■ **John Hardt**

*Lone Star Ballroom Salon F,  
Level 3*

■ **Denise Young**

*JW Grand Ballroom Salon 4,  
Level 4*

*\* Please check with someone at registration if you do not know the name of your institution's SACSCOC representative.*

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10:00 AM

**Closing Plenary Session**

*JW Grand Ballroom Salons 5–8, Level 4*

**“Update on the Revised *Principles of Accreditation*”**

Belle Wheelan, President, SACSCOC, Decatur, GA

The approval of the revised *Principles of Accreditation* by the SACSCOC Board of Trustees in June 2017 has made way for changes in the organization of the standards. A brief overview of these changes, along with the next steps in the process of adopting the revised *Principles*, including the upcoming vote by the College Delegate Assembly, will be shared.

**“Washington Updates”**

Terry Hartle, Senior Vice President, American Council on Education, Washington, DC

As a new administration settles in office, policymakers remain interested in the role of accreditation in higher education. This session will provide an overview of the current legislative environment for higher education, with a particular focus on the accreditation process.

11:00 AM

**Conference ends**