

# 2018 Institute on Quality Enhancement and Accreditation

Moderator: Belle S. Wheelan, President, SACSCOC

## Agenda *Updated, 07/18/2018*

### **SUNDAY, JULY 22**

9:00 AM

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

*Imperial Registration Desk, Marquis Level*

10:30 AM

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

“Accreditation 101”

*Atrium Ballroom A, Atrium Level*

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

This session will cover the philosophy of accreditation in the United States, the structure of SACSCOC, and the reaffirmation process for SACSCOC institutions. The facilitator will discuss the Off-Site and On-Site reviews, the Compliance Certification and Quality Enhancement Plan as described in the *Principles of Accreditation*, and key Commission policies, guidelines, and good practices.

2:00 PM

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

“The ABCs of Planning, Effectiveness, and Assessment”

*Atrium Ballroom A, Atrium Level*

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

Planning, effectiveness, and assessment should pervade all aspects of an institution. This session will address a paradigm for engaging in these foundational activities at various levels of the college or university. The facilitator will present resources needed to ensure a successful and sustainable process.

5:30 PM

#### **Opening Reception**

*Imperial Ballroom, Marquis Level*

6:30 PM

Dinner (on your own)

## MONDAY, JULY 23

7:00 AM

### Registration Check-In

*Imperial Registration Desk, Marquis Level*

7:30 AM

### Buffet Breakfast

*Imperial Ballroom, Marquis Level*

8:30 AM

### Opening Plenary

*Marquis Ballroom, Marquis Level*

#### **“Overview of the 2018 Principles of Accreditation”**

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

9:45 AM

### Refreshment Break

*Imperial Ballroom Foyer, Marquis Level*

### Bookstore and Sponsor Tables Open

*Marquis Ballroom Foyer, Marquis Level*

10:00 AM

### Breakout Sessions

- **Time to Make a Change: Navigating the 2018 Fifth-Year Interim Report**

*A601, Atrium Level*

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

Whether your SACSCOC Fifth-Year Interim Review is coming up soon or is a few years away, this session is for YOU! In this session, an overview of the SACSCOC Fifth-Year Interim Report review process will be presented. Special attention will be devoted to changes in the Fifth-Year Interim Report, in light of the adoption of the 2018 *Principles of Accreditation*. The session will offer key pointers for institutions to consider when addressing Fifth-Year standards, as well as tips and observations from evaluators who have served on previous Fifth-Year Interim Report review committees.

- **Section 10: Educational Policies, Procedures, and Practices**

*International 2, International Level*

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

This session will review the standards under Section 10 of the 2018 *Principles of Accreditation*. The session will provide tips and observations for institutions as they write narratives in response to the new standards and compile supporting evidence to make their case for compliance.

- **Staying Ahead of Substantive Change\***

*Marquis Ballroom, Marquis Level*

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

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

Monitoring, planning, and managing substantive change is an on-going obligation. To stay on top of substantive change, this interactive case-based session will help you: (1) identify substantive changes; (2) decide what actions to take; and (3) determine what, how, and when to submit information to the Commission. This session is for anyone with strategic or operational substantive change responsibilities. To maximize take-aways, participants should have foundational knowledge of the substantive change policy.

- **Flipped Learning: Pathway to Student Success**

*International 10, International Level*

**Erik Christensen**, Dean, Applied Sciences and Technologies, South Florida State College Avon Park, FL

Reversing the traditional lecture and homework elements and integrating engaged-learning activities transitions a class from a teacher-centered to a learner-centered environment. This completely changes the classroom dynamics and makes students more responsible for their own learning. Student attendance, engagement, participation, and conceptual understanding will sharply increase and result in vastly improved student learning outcomes. Come explore the possibilities offered by the flipped classroom model, engage with other participants, and leave with a variety of interactive engagement activities that can be implemented immediately--an ideal addition to any student success initiative.

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

*M104, Marquis Level*

**Linda Suskie**, Author and workshop facilitator in 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.

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\* This session will not be repeated.

- **Key Compliance Components and Good Practices for Select Student Achievement Standards**

*International 4, International Level*

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

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

The purpose of this session is two-fold. First, the facilitators will delineate key compliance components embedded in two select student achievement standards (8.1 and 8.2.b). Second, the session participants will engage in a structured, interactive discussion to identify good practices to ensure, document, and report institutional compliance with the component parts of the standard as well as the standard overall.

- **Putting the Pieces Together: Responding to the *Principles***

*International 7, International Level*

**Stephanie Kirschmann**, Vice President, SACSCOC, Decatur, GA

**Godfrey Fuji Noe**, Coordinator of 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, participants 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. Participants will actively engage in practicing these techniques, and thus begin to develop the skills to do so effectively.

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

*A602, Atrium Level*

**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 develop the QEP to include creating the action plan and determining institutional capacity. Bring your questions!

- **The Benefits and Functions of the QEP Lead Evaluator**

*M107, Marquis Level*

**Owen Sutkowski**, Instructor, Communication and Lead, General Education Foundation Council, Central Piedmont Community College, Charlotte, NC

Accurately understanding the purpose and functions of the QEP lead evaluator helps the institution thoughtfully select and meaningfully benefit from their work. Join a QEP lead evaluator for a session designed to explain how the QEP lead evaluator's specific pre-visit and on-site functions and considerations when selecting a person for this role.

11:45 AM

### **Luncheon**

*Imperial Ballroom, Marquis Level*

1:15 PM

### **Afternoon Plenary**

#### **“Reframing Leadership”**

*Marquis Ballroom, Marquis Level*

**Lee Bolman**, Author, scholar, consultant, speaker, and Chair, Leadership, Henry W. Bloch School of Management, University of Missouri-Kansas City, Kansas City, MO

We are all familiar with the concept of 'leadership'. Most of us probably believe that it is a good thing and that we have a responsibility to provide it. But what is this good thing that we hope to embody? This plenary session will pursue three questions: (a) what is leadership? (b) how do *you* approach leadership? (c) how can you make sense of the institutional contexts in which you work so that you can lead more effectively?

2:45 PM

### **Refreshment Break**

*Imperial Ballroom Foyer, Marquis Level*

*International Foyer, International Level*

### **Substantive Change Consultations**

*(Appointments on a first come, first served basis until 3:45 pm)*

*M304, Marquis Level*

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

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Brief consultations are available with a member of the Commission’s substantive change staff. Please come prepared with a succinct summary of your situation and a specific substantive change question to be answered.

3:00 PM

### **Breakout Sessions**

- **Negotiation and the Politics of Change\***

*Marquis Ballroom, Marquis Level*

**Lee Bolman**, Author, scholar, consultant, speaker, and Chair, Leadership, Henry W. Bloch School of Management, University of Missouri-Kansas City, Kansas City, MO

Change initiatives in colleges and universities typically proceed through a series of (implicit or explicit) negotiations with multiple constituents. Change is most likely to succeed when negotiators bring skills in finding win-win agreements. The session will offer participants an opportunity to practice negotiation and enhance their skills.

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Accurately understanding the purpose and functions of the QEP lead evaluator helps the institution thoughtfully select and meaningfully benefit from their work.

Join a QEP lead evaluator for a session designed to explain the QEP lead evaluator's specific pre-visit and on-site functions and considerations when selecting a person for this role.

4:30 PM

**Sessions end**

Dinner (on your own)



## TUESDAY, JULY 24

7:00 AM

### Registration Check-In

*Imperial Registration Desk, Marquis Level*

7:30 AM

### Buffet Breakfast

*Imperial Ballroom, Marquis Level*

8:30 AM

### Morning Plenary

*Marquis Ballroom, Marquis Level*

#### **“The Changing Nature of our Work: Viewing Higher Education as a Learning System”**

**Natasha Jankowski**, Director, National Institute for Learning and Outcomes Assessment and Research Assistant Professor, Department of Education, Policy, Organization and Leadership University of Illinois Urbana-Champaign, Champaign, IL

Join in a conversation on ensuring we foster "Degrees that Matter." This session builds upon the work of the National Institute for Learning Outcomes Assessment (NILOA) examination of meaningful engagement with assessment of student learning and various learning related initiatives. Pulling from the book, Degrees that Matter: Moving Higher Education to a Learning Systems Paradigm, the session presents a paradigm to conceptualize and think about our work as part of a larger learning system, exploring implications of such a system for designing, supporting, and managing our work of fostering student learning.

9:45 AM

### Refreshment Break

*Imperial Ballroom Foyer, Marquis Level*

### Bookstore and Sponsor Tables Open

*Marquis Ballroom Foyer, Marquis Level*

10:00 AM

### Breakout Sessions

- **Working within a Learning System: Supporting Transformation through Actionable Processes\***

*A601, Atrium Level*

**Natasha Jankowski**, Director, National Institute for Learning and Outcomes Assessment and Research Assistant Professor, Department of Education, Policy, Organization and Leadership University of Illinois Urbana-Champaign, Champaign, IL

This follow-up session will engage participants in activities, resources, tools, and examples to reinforce strategies to implement a shift towards working within a learning systems paradigm including issues of alignment, assignment design, and

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\* This session will not be repeated.

curriculum mapping. We will discuss potential challenges and barriers as well as initiatives and projects underway to address and overcome those challenges.

- **Planning and Preparing (Data) for a Fifth-Year Interim Report**

*International 2, International Level*

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

This session will provide an overview of the Fifth-Year Interim Report followed by a 15-minute mock planning session to prepare data for the Report. Participants will then have the opportunity to focus on data related to the most challenging standards when it comes to compliance -- those related to faculty, degree program assessment, and student achievement. To get the most from this session, please prepare and bring a copy of your institution's Part II: Institutional Summary Form Prepared for Commission Reviews which can be downloaded from <http://www.sacscoc.org/FifthYear.asp>.

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

*International 4, International Level*

**Patricia (Patty) Payette**, Executive Director of "Ideas to Action," University of Louisville, Louisville, KY

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.

- **A Conversation with an Off-Site and On-Site Chair**

*International 10, International Level*

**Diane Calhoun-French**, Provost and Vice President for Academic and Student Affairs, Jefferson Community and Technical College, Louisville, KY

This session will include a brief presentation on key issues institutions should be attentive to in preparing for on-site and off-site reaffirmation committee reviews from the perspective of an experienced chair who has led more than 40 on-site and off-site reaffirmation and other SACSCOC committees. Participants will analyze typical narratives found in compliance reports, with a particular focus on responses that present challenges for reviewers. They will also propose approaches to sample problematic scenarios that arise during on-site reviews. A question/answer and discussion session will follow.

- **Dual Enrollment Policy\***  
*Marquis Ballroom, Marquis Level*

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

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

The SACSCOC Board has approved a new policy statement on Dual Enrollment. This session will focus on interpretation and practical application of this new policy statement.

- **Integrating Critical Thinking Activities to Enhance Student Learning**  
*A602, Atrium Level*

**Kevin Harris**, Associate Director of the Center for Assessment & Improvement of Learning, Tennessee Technological University, Cookeville, TN

**Lynn Hogan**, Director of Critical Thinking Initiatives and Quality Enhancement Reviews, Florida State University, Tallahassee, FL

Faculty and administration recognize the importance of critical thinking skills, but there appears to be a disconnect between awareness and implementation of changes in assessment practices. This session will focus on Florida State University's QEP which involved faculty in the development of critical thinking applications for the classroom. These applications are based on the Critical-thinking Assessment Test (CAT), and its underlying framework, and allow for the assessment of course content and critical thinking. The session will include an in-depth overview of the CAT instrument's development and structure, and explore how one institution utilized the CAT in its QEP. Participants will have the opportunity to begin the development of a critical thinking application based on the CAT framework.

- **From Generation NeXt to Generation WOKE: A Best Practices Instructional Model for an Emerging College Student Cohort**  
*M104, Marquis Level*

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

Fresh data suggests that a new generation of young people are entering college; more competent but less confident, they are socially engaged and digitally addicted. This program will describe the trends in traditionally aged students, with specific suggestions for applying the principles and techniques of research-based instruction to prepare them for the rapidly evolving workplace.

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\* This session will not be repeated.

- **Networking Sessions for Assessment, Institutional Effectiveness, Planning, and Research Professionals**

**Level I Institutions** (offer the associate degree as the highest degree)

*M301, Marquis Level*

**Level II Institutions** (offer the baccalaureate degree as the highest degree) and **Level III – Level VI Institutions** (offer the graduate degree as the highest degree)

*International 7, International Level*

These roundtable discussion sessions are 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 assessment, improving institutional practices, and identifying strategies for meeting requirements for accreditation. Come prepared with your questions and a willingness to share best practices on initiatives that have positively impacted your campus.

11:45 AM

### **Luncheon**

*Imperial Ballroom, Marquis Level*

1:15 PM

### **Breakout Sessions**

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- **George Washington, Popeye, and WYSIWYG: Transparency and Institutional Representation**

*International 7, International Level*

**Rosalind Fuse-Hall**, *Director of Legal and Governmental Affairs, and Commission Support, SACSCOC, Decatur, GA*

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

This session addresses the standards in Section 14 of the *Principles of Accreditation*. These standards reflect various applications of SACSCOC's underlying principles of integrity and accuracy in institutional interactions with SACSCOC and its constituencies.

- **Section 6: Faculty of the *Principles of Accreditation***

*Marquis Ballroom, Marquis Level*

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

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

After providing a brief overview of Section 6 of the 2018 *Principles of Accreditation*, this session will focus primarily on Standard 6.2.a (Faculty qualifications), with particular attention to how an institution can meet its responsibility to justify and document the qualifications of its faculty, especially when faculty qualifications are not self-evident or clearly aligned to specific instructional assignments. The session will also address 6.1 (Full-time faculty) and 6.2.b (Program faculty), which require institutions to demonstrate that they have an adequate number of full-time faculty at both the institutional and program level to meet all the responsibilities institutions assign to their faculty.

- **From Generation NeXt to Generation WOKE: A Best Practices Instructional Model for an Emerging College Student Cohort**

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- **8 Proven Steps to Effectively Lead Change in Higher Education**

*M104, Marquis Level*

**Lynn Gillette**, Provost and Vice President for Academic Affairs, Nicholls State University, Thibodaux, LA

This session will present a proven eight-step model for successfully leading change in higher education. The session will address all eight steps with particular focus on how to build support for the change; how to identify and overcome obstacles to the change; and how to plan for short-term wins that build momentum for the successful implementation of the change. The session will incorporate examples of successful changes that used this eight-step process and unsuccessful changes that were simply dictated from above.

- **The Good, the Bad, and the Ugly: Using Data to Improve Student Outcomes (Level I Institutions)**

*M301, Marquis Level*

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

In this session, the presenter will discuss how the strategic use of qualitative and quantitative data led to improved student outcomes at a comprehensive

community college. Participants will identify ways administrators and faculty can work together to identify leading indicators for change.

- **Assessing the Quality of Assessment Practice**

*International 7, International Level*

**Keston Fulcher**, Executive Director, 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 Standard 8.2.a; formerly 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.

- **Developing the QEP Assessment Plan**

*A602, Atrium Level*

**Linda Thomas-Glover**, Vice President, SACSCOC, Decatur, GA

**Denise Young**, 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. Case studies will be utilized to assist participants in identifying characteristics of effective QEP assessment plans.

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

*A601, Atrium Level*

**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 and submitting the Quality Enhancement Plan. The session will discuss timelines for submission and activities an institution should consider before the SACSCOC On-Site Reaffirmation Committee arrives. The session will also discuss what the Committee looks for and give ideas and tips on how to give an effective QEP presentation.

2:45 PM

**Refreshment Break**

*Imperial Ballroom Foyer, Marquis Level*

*International Foyer, International Level*

**Substantive Change Consultations**

*(Appointments on a first come, first served basis until 3:45 pm)*

*M304, Marquis Level*

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*A602, Atrium Level*

**Linda Thomas-Glover**, Vice President, SACSCOC, Decatur, GA

**Denise Young**, 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. Case studies will be utilized to assist participants in identifying characteristics of effective QEP assessment plans.

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

*A601, Atrium Level*

**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 and submitting the Quality Enhancement Plan. The session will discuss timelines for submission and activities an institution should consider before the SACSCOC On-Site Reaffirmation Committee arrives. The session will also discuss what the Committee looks for and give ideas and tips on how to give an effective QEP presentation.

4:30 PM

**Sessions end**

Dinner (on your own)

## WEDNESDAY, JULY 25

7:30 AM

### Buffet Breakfast

*Imperial Ballroom, Marquis Level*

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 other Commission updates. Time will be reserved for questions.

**Crystal Baird**

*M304, Marquis Level*

**Nuria Cuevas**

*M107, Marquis Level*

**Patricia Donat**

*International 4, International Level*

**Larry Earvin**

*M105, Marquis Level*

**John Hardt**

*International 10, International Level*

**Michael Hoefler**

*International 7, International Level*

**Mary Kirk**

*M302, Marquis Level*

**Stephanie Kirschmann**

*M301, Marquis Level*

**Steven Sheeley**

*M101, Marquis Level*

**Charles Taylor**

*M104, Marquis Level*

**Linda Thomas-Glover**

*International 2, International Level*

**Denise Young**

*International 5, International Level*

10:00 AM

### Closing Plenary

*Marquis Ballroom, Marquis Level*

#### **“Student Achievement: An Overview of Student Debt, Completion Rates, and Student Success Strategies in SACSCOC Institutions”**

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

This session will provide highlights from a series of research studies to explore student achievement as it relates to student debt, completion rates, and effective student success strategies implemented at institutions in the Southern Region. First, the presenter will outline information on the proportion of students receiving federal loans, loan default, and loan repayment rates. Second, key data on IPEDS overall graduation rate and National Student Clearinghouse (NSC) total completion rate metrics will be discussed. Finally, the presenter will summarize 5,300+ institutional strategies that are implemented by SACSCOC schools to support and facilitate student completion.

11:00 AM

### Closing Remarks (Conference ends)