



2019 Institute on Quality Enhancement and Accreditation

Moderator: Belle S. Wheelan, President, SACSCOC

Agenda

SUNDAY, JULY 21

9:00 AM

Registration Check-In
Tower Foyer

10:30 AM

Pre-Institute Session for Newcomers *(Advance registration required)*
“The ABCs of Planning, Effectiveness, and Assessment”
Peacock Terrace

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.

2:00 PM

Pre-Institute Session for Newcomers *(Advance registration required)*
“Accreditation 101”
Peacock Terrace

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 Report and Quality Enhancement Plan as described in the *Principles of Accreditation*, and key Commission policies, guidelines, and good practices.

5:00 PM

Opening Plenary

Chantilly Ballroom

“Leading Assessment and Improvement for Student Success”

Jillian Kinzie, Associate Director, Indiana University Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute, Bloomington, IN

Increasing the number of students who succeed in higher education is a critical twenty-first century goal. Although nearly all colleges and universities have been faithfully working toward this outcome, more remains to be done to achieve all that is envisioned in terms of quality, equity, and student learning and success. We know a lot from research about what facilitates student success, and can rely on a range of empirically tested approaches and time-honored practices about what to do. Yet the implementation of what works is at best uneven across institutions and among students. An absence of integration, and the expansion of numerous discrete, disconnected programs, or worse, the leap to implement solutions before developing a clear sense of the problem or the unique situations in the context, calls for greater consideration about what to do and how this must occur. This session will explore the current state and highlight a framework for advancing student success goals.

6:00 PM

Reception

Chantilly and Tower Foyers

Bookstore and Sponsor Tables Open

Tower Foyer

7:00 PM

Dinner *(on your own)*

MONDAY, JULY 22

7:00 AM **Registration Check-In**
Tower Foyer

7:30 AM **Buffet Breakfast**
Chantilly Ballroom

8:30 AM **Monday Plenary**
“Making Relationship-Rich Experiences the Heart of Higher Education”
Chantilly Ballroom

Peter Felten, Assistant Provost for Teaching and Learning, Elon University, Elon, NC

Scholars have documented how relationships with peers, faculty, and staff profoundly influence learning, belonging, and achievement for all undergraduates, and particularly for new majority students. Educational relationships contribute to everything from disciplinary learning to identity development in college, and also have long-term professional, civic, and personal legacies. In this plenary, we explore findings from a new national study to consider why and how to design and assess relationship-rich experiences for all students at all institutions.

9:30 AM **Refreshment Break**
Chantilly, Tower, and West Wing Foyers

Bookstore and Sponsor Tables Open
Tower Foyer

10:00 AM **Breakout Sessions**

■ **Making the Classroom a Relationship-Rich Educational Environment***
De Soto

Peter Felten, Assistant Provost for Teaching and Learning, Elon University, Elon, NC

Decades of research demonstrate that peer–peer and student–faculty interactions are primary factors in student learning and success in higher education. Classrooms can and should be relationship-rich environments that enhance learning, motivation, and belonging for all students. Based on data from hundreds of interviews with students and faculty across this country, this session will focus on practical, research-informed approaches to enhancing peer–peer and student–faculty relationships in class of all sizes.

Target audience: Those seeking to enhance their role in teaching

* This session will not be repeated.

■ **Assessment for Student Success: Designing for the Improvement of Educational Experiences***

Cortez D

Jillian Kinzie, Associate Director, Indiana University Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute, Bloomington, IN

Current student success and learning outcomes goals demand a deeper investment in a student success mind-set and approaches to assessment that enhance undergraduate education. In this session, we will apply the Student Success Framework introduced in Sunday's plenary to explore the alignment of activities to student success outcomes and encourage the consideration of evidence rooted in understanding the learners, and the quality and effectiveness to inform institutional action. We will then discuss possible measures and approaches associated with a student success mind-set and the improvement of educational experiences and outcomes.

Target audience: Those seeking to enhance their role in assessment or preparing to develop a QEP

■ **QEP 101**

Peacock Terrace

Mary Kirk, Vice President, SACSCOC, Decatur, GA

The QEP was introduced to the reaffirmation process to enable an institution to reflect and affirm its commitment to enhance overall institutional quality and effectiveness by focusing on an issue that the institution considers important to improving student learning outcomes and/or student success. Participants in this session will learn about all of the required components of the QEP and the expectations for demonstrating compliance with Standard 7.2.

Target audience: Those preparing for a new role in accreditation activities or preparing to develop a QEP

■ **Meeting the Substantive Change Challenge***

Wedgwood Ballroom

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

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

Some substantive changes are more challenging than others. In this session, we will discuss (1) substantive changes more difficult to interpret or more commonly overlooked, (2) suggested institutional practices for managing substantive change, and (3) substantive change implications for the Fifth-Year Interim review and reaffirmation review. At the end of the session, participants will have prioritized action items to help ensure ongoing institutional obligations are met and preparations for upcoming accreditation reviews are adequate. Foundational knowledge of substantive change policy is assumed.

Target audience: Those either preparing for a new role or seeking to enhance their role in accreditation activities

* This session will not be repeated.

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

Cortez A

Stephanie Kirschmann, Vice President, SACSCOC, Decatur, GA

Godfrey 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 an accreditation principle? 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 principles 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 practice accreditation principle dissection, and thus begin to develop the skills to do so effectively.

Target audience: Those preparing to develop a Compliance Certification Report or Fifth-Year Interim Report

■ Student Outcomes: Standard 8.2

Coronado A

Denise Young, Vice President, SACSCOC, Decatur, GA

This session will address expectations for Standards 8.2.a (Student outcomes: educational programs), 8.2.b (Student outcomes: general education), and 8.2.c (Student outcomes: academic and student services). Discussion will include pointers for writing narratives and compiling evidence in support of compliance for these three standards.

Target audience: Those preparing for a new role in assessment or accreditation activities, seeking to enhance their role in assessment or accreditation activities, or preparing to develop a Compliance Certification Report. Some of the topics covered will benefit those preparing for a Fifth-Year Interim Report.

■ Communicating Our Work Through Evidence-Based Storytelling

Coronado B

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

There are many competing narratives around the value and worth of institutions of higher education, let alone the efficacy of the practice of assessing student learning. The National Institute for Learning Outcomes Assessment (NILOA) has supported transparent communication regarding student learning by developing a Transparency Framework, resources on evidence-based storytelling, and the Excellence in Assessment (EIA) designation, which asks institutions to construct a coherent narrative of their efforts to an audience unfamiliar with their work. In this session, participants will review and apply tools and lessons learned from these efforts to craft their own evidence-based story for a target audience. We will discuss crafting a particular evidence-based story—exploring why those results are relevant, to which audiences, and how they fit into a larger institutional story.

Target audience: Those either preparing for a new role or seeking to enhance their role in assessment

11:45 AM

Luncheon
Chantilly Ballroom

1:15 PM

Breakout Sessions

■ **Learning Goals**

Cortez A

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

Learning outcomes 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 session we'll review some fundamental principles for crafting meaningful learning outcomes, then practice creating these vital tools.

Target audience: Those preparing for a new role in assessment or seeking to enhance their role in teaching

■ **From Teaching to Learning: Applying a Best-Practices Instructional Model for Improved Learning Outcomes**

Coronado B

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

This session will help faculty and academic administrators understand and transition to a research-informed best-practices model of teaching and learning designed to help students more effectively reach learning outcomes across a range of cognitive and affective domains, especially around higher-order reasoning skills. Methods to increase student activity, engagement, investment, responsibility for their own learning, and ownership of desired class outcomes will be described, and some will be demonstrated, with a focus on improving persistence and workplace readiness, as well as lasting, functional learning.

Target audience: Those seeking to enhance their role in teaching or preparing to develop a QEP

■ **QEP 101**

Cortez D

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Target audience: Those preparing for a new role in accreditation activities or preparing to develop a QEP

■ So You Have Selected Your QEP Topic . . . Now What?

De Soto

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

Participants will explore the milestones following the identification of a QEP topic and what key areas require special attention. Information on the most common mistakes made by other institutions will be shared.

Target audience: Those preparing to develop a QEP

■ Institutional Planning and Effectiveness: Standards 7.1 and 7.3

Wedgwood Ballroom

Michael Hoefler, Vice President, SACSCOC, Decatur, GA

Effective institutions demonstrate a commitment to principles of continuous improvement based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations. This session will examine components of the planning and effectiveness process at the institutional level and how it relates to planning and assessment at the program or department level.

Target audience: Those preparing for a new role in assessment or accreditation activities, seeking to enhance their role in assessment or accreditation activities, or preparing to develop a Compliance Certification Report

■ Using Accreditation Processes for Institutional Improvement

Sapphire

John Hardt, Vice President, SACSCOC, Decatur, GA

Institutions often view participation in accreditation activities as a separate process that interrupts daily operations. This session examines the benefits of building accreditation standards into your institutional processes.

Target audience: Those seeking to enhance their role in accreditation activities

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■ **The Fifth-Year Interim Report: A Chat with a Chair**

Peacock Terrace

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

Glenda Colagross, President, Northwest-Shoals Community College, Muscle Shoals, AL

Grab a cup of joe and join us in this session for a rich discussion on the Fifth-Year Interim Report in a casual atmosphere! The session will include a brief overview of the SACSCOC Fifth-Year Interim Report review process followed by an interview with a former chair of the Committee on Fifth-Year Interim Reports. The discussion will focus on recent changes to the Fifth-Year Interim Report and will address points for institutions to consider when addressing the Fifth-Year standards and writing the report. There will be time for questions and answers at the conclusion of the interview.

Target audience: Those preparing to develop a Fifth-Year Interim Report

2:45 PM

Refreshment Break

Tower and West Wing Foyers

3:00 PM

Substantive Change Consultations

(Appointments on a first come, first served basis until 4:00 pm)

Topaz

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

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

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

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

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Target audience: Those preparing to develop a QEP

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

Wedgwood Ballroom

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■ Institutional Planning and Effectiveness: Standards 7.1 and 7.3

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Target audience: Those preparing to develop a Fifth-Year Interim Report

4:30 PM

Sessions end

5:00 PM

Complimentary shuttles to area dining districts

Grand Entrance (located in the Grand Atrium)

See the dining flyers in your conference materials for details about local restaurants. Shuttle service will end at 10:00 pm.

TUESDAY, JULY 23

7:00 AM **Registration Check-In**
Tower Foyer

7:30 AM **Buffet Breakfast**
Chantilly Ballroom

8:30 AM **Tuesday Plenary**
Chantilly Ballroom

“SERVING Students for Success: Equity with a Latino Lens”

Deborah Santiago, Co-founder and CEO, *Excelencia* in Education, Washington, DC

Serving students—especially Latino students—requires intentionality in addressing strengths and needs informed by disaggregated data, improved with evidence-based practice and guided by leadership commitment. This presentation will share a perspective and experiences from institutions committed to building communities where post-traditional students thrive.

9:30 AM **Refreshment Break**
Chantilly, Tower, and West Wing Foyers

Bookstore and Sponsor Tables Open
Tower Foyer

10:00 AM **Breakout Sessions**

■ **Q&A with Deborah Santiago**

Deborah Santiago, Co-founder and CEO, *Excelencia* in Education, Washington, D.C.
Topaz

Ms. Santiago will provide an opportunity to explore in more depth the topics raised in her plenary talk and to delve into additional questions attendees may have.

■ **Curriculum Mapping**

Cortez D

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

If you're not teaching it, there's not much point in assessing it! In this fast-paced session, learn why curriculum maps are increasingly considered essential to successful assessment. We'll review some fundamental principles for creating meaningful curriculum maps, then practice creating and analyzing these vital tools.

Target audience: Those preparing for a new role in assessment or seeking to enhance their role in teaching or assessment

■ Developing the QEP Assessment Plan

De Soto

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.

Target audience: Those preparing to develop a QEP

■ Building a Case for Compliance

Wedgwood Ballroom

Crystal Baird, Vice President, SACSCOC, Decatur, GA

Where do you begin with drafting your narratives in response to the SACSCOC *Principles*? What does it mean to "make a case for compliance"? How do you know you've provided enough documentation? How should institutions use the *Resource Manual*? In this interactive session, participants will be able to answer these and other questions and explore examples to better understand the expectations for demonstrating compliance.

Target audience: Those preparing to develop a Compliance Certification Report or Fifth-Year Interim Report

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

Cortez A

John Hardt, Vice President, SACSCOC, Decatur, GA

Michael Hoefler, Vice President, SACSCOC, Decatur, GA

After providing a brief overview of Section 6 of the *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.

Target audience: Those preparing to develop a Compliance Certification Report, preparing for a new role in accreditation activities, or seeking to enhance their role in accreditation activities. Some of the topics covered will benefit those preparing for a Fifth-Year Interim Report.

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

AL, TX, VA, and Int’l

Coronado A

FL, GA, MS, NC, and SC

Coronado B

KY, LA, and TN

Sapphire

These roundtable discussion sessions are designed to give participants an opportunity to meet with colleagues who share similar responsibilities at other institutions within their state 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.

■ **QEP Impact Report: Planning, Organizing, and Telling Your Story**

Peacock Terrace

Patricia Payette, Executive Director of “Ideas to Action,” University of Louisville, Louisville, KY

An essential ingredient for QEP success is planning, organizing, writing, and submitting the 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 along the way. This session will help participants grasp the essential components of the QEP Impact Report and work through how they can plan for, organize, and write an effective Impact report (no more than ten pages!). The presenter will share tips and strategies from her own Impact Report experience while giving participants an opportunity to think through the expectations regarding the QEP Impact Report and consider their own next steps.

Target audience: Those preparing to develop a Fifth-Year Interim Report

11:45 AM

Luncheon

Chantilly Ballroom

■ Implementing Change: Creating a Student-Centered University Through Data-Based Institutional Transformation*Peacock Terrace*

Timothy Renick, Senior Vice President for Student Success, Georgia State University, Atlanta, GA

Georgia State University has raised its graduation rates by 23 percentage points while simultaneously doubling the number of students it enrolls from underrepresented and low-income backgrounds. What were the ingredients for this transformation, and what lessons were learned along the way? In this interactive session, the presenter will lead participants in a conversation about the practical dimensions of change management at post-secondary institutions. Through a focus on three initiatives—academic advising, chatbots, and micro-grants—the session will cover such topics as implementing organizational changes, working with faculty, understanding the role of data, and making the case for resources, with the goal that participants leave the session with clearer next steps for effective change at their home campuses.

Target audience: Those preparing to develop a QEP or seeking to enhance their role in assessment or accreditation activities

■ When It's About Students: Instructional Transformation and Student Learning*Cortez D*

Valerie Jones, Associate Vice Chancellor, Academic Affairs, Lone Star College – System Office, The Woodlands, Texas

Institutional transition to eight-week terms, fully open educational resources core curriculum and select degree plans, baccalaureate degrees at a community college, new career and technical education Early College High Schools, nationally recognized student success rates (81%) and course completion rates (96%), and program learning outcomes assessment transformation made for a busy 5.5 years for Odessa College. Having served as the vice president for instruction at Odessa College, the presenter will speak to the thread of a focus on learning and learning outcomes through these various transformations, some of the logistics of change, and how to rally support for assessment and other hard work among a busy faculty. This session will explore Why, How, and What for leaping past compliance into excellence.

Target audience: Those seeking to enhance their role in teaching, assessment, or accreditation activities

■ Improving Assessment Practices

Coronado B

David Eubanks, Assistant Vice President for Assessment and Institutional Effectiveness, Furman University, Greenville, SC

In 2019 the three assessment organizations—AAC&U, AALHE, and NILOA—announced that “The assessment of learning in higher education has been headed down an unproductive path for too long.” This session, led by a former AALHE board member with two decades of assessment experience, will survey the strengths and weaknesses of current practice. The focus is on the use of data in assessing student success, and the session uses real examples to illustrate practical methods you can use on your own campus. The goal is to show how we can improve assessment practices to benefit our students and institutions.

Target audience: Those seeking to enhance their role in assessment

■ Curriculum Mapping

De Soto

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

If you’re not teaching it, there’s not much point in assessing it! In this fast-paced session, learn why curriculum maps are increasingly considered essential to successful assessment. We’ll review some fundamental principles for creating meaningful curriculum maps, then practice creating and analyzing these vital tools.

Target audience: Those preparing for a new role in assessment or seeking to enhance their role in teaching or assessment

■ Developing the QEP Assessment Plan

Topaz

Linda Thomas-Glover, Vice President, SACSCOC, Decatur, GA, and
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.

Target audience: Those preparing to develop a QEP

■ Submitting the QEP and Preparing for the Committee Visit

Sapphire

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 QEP. 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.

Target audience: Those preparing to develop a QEP

■ Section 10: Educational Policies, Procedures, and Practices

Cortez A

Patricia Donat, Vice President, SACSCOC, Decatur, GA

This session will review the standards under Section 10 of the *Principles of Accreditation* as well as provide tips and observations for institutions as they write narratives in response to these standards and compile supporting evidence to make their case for compliance. In particular, participants will work in small groups to better understand the differences between reporting under standards 10.7, 10.8, and 10.9.

Target audience: Those preparing to develop a Compliance Certification Report or Fifth-Year Interim Report

■ Key Compliance Components and Good Practices for Student Achievement: Standard 8.1

Coronado A

Nuria Cuevas, Vice President, SACSCOC, Decatur, GA

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

The purpose of this session is twofold. First, the facilitators will delineate key compliance components embedded in Standard 8.1. 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.

Target audience: Those preparing to develop a Compliance Certification Report or Fifth-Year Interim Report, preparing for a new role in assessment or accreditation activities, or seeking to enhance their role in assessment or accreditation activities

■ **QEP Impact Report: Planning, Organizing, and Telling Your Story**

Wedgwood Ballroom

Patricia Payette, Executive Director of “Ideas to Action,” University of Louisville, Louisville, KY

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Target audience: Those preparing to develop a Fifth-Year Interim Report

2:45 PM

Refreshment Break

Tower and West Wing Foyers

3:00 PM

Substantive Change Consultations

(Appointments on a first come, first served basis until 4:00 pm)

Topaz

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Breakout Sessions

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Cortez D

Valerie Jones, Associate Vice Chancellor, Academic Affairs, Lone Star College – System Office, The Woodlands, Texas

Institutional transition to eight-week terms, fully open educational resources core curriculum and select degree plans, baccalaureate degrees at a community college, new career and technical education Early College High Schools, nationally recognized student success rates (81%) and course completion rates (96%), and program learning outcomes assessment transformation made for a busy 5.5 years for Odessa College. Having served as the vice president for instruction at Odessa College, the presenter will speak to the thread of a focus on learning and learning outcomes through these various transformations, some of the logistics of change, and how to rally support for assessment and other hard work among a busy faculty. This session will explore Why, How, and What for leaping past compliance into excellence.

Target audience: Those preparing to develop a QEP or seeking to enhance their role in teaching, assessment, or accreditation activities

■ **Improving Assessment Practices**

Coronado B

David Eubanks, Assistant Vice President for Assessment and Institutional Effectiveness, Furman University, Greenville, SC

In 2019 the three assessment organizations—AAC&U, AALHE, and NILOA—announced that “The assessment of learning in higher education has been headed down an unproductive path for too long.” This session, led by a former AALHE board member with two decades of assessment experience, will survey the strengths and weaknesses of current practice. The focus is on the use of data in assessing student success, and the session uses real examples to illustrate practical methods you can use on your own campus. The goal is to show how we can improve assessment practices to benefit our students and institutions.

Target audience: Those seeking to enhance their role in assessment

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

Sapphire

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 QEP. 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.

Target audience: Those preparing to develop a QEP

■ Building a Case for Compliance

Wedgwood Ballroom

Crystal Baird, Vice President, SACSCOC, Decatur, GA

Where do you begin with drafting your narratives in response to the SACSCOC *Principles*? What does it mean to "make a case for compliance"? How do you know you've provided enough documentation? How should institutions use the *Resource Manual*? In this interactive session, participants will be able to answer these and other questions and explore examples to better understand the expectations for demonstrating compliance.

Target audience: Those preparing to develop a Compliance Certification Report or Fifth-Year Interim Report

■ Section 10: Educational Policies, Procedures, and Practices

Cortez A

Patricia Donat, Vice President, SACSCOC, Decatur, GA

This session will review the standards under Section 10 of the *Principles of Accreditation* as well as provide tips and observations for institutions as they write narratives in response to these standards and compile supporting evidence to make their case for compliance. In particular, participants will work in small groups to better understand the differences between reporting under standards 10.7, 10.8, and 10.9.

Target audience: Those preparing to develop a Compliance Certification Report or Fifth-Year Interim Report

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

De Soto

John Hardt, Vice President, SACSCOC, Decatur, GA

Michael Hoefler, Vice President, SACSCOC, Decatur, GA

After providing a brief overview of Section 6 of the *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.

Target audience: Those preparing to develop a Compliance Certification Report, preparing for a new role in accreditation activities, or seeking to enhance their role in accreditation activities. Some of the topics covered will benefit those preparing for a Fifth-Year Interim Report.

■ **Key Compliance Components and Good Practices for Student Achievement**
Standard 8.1

Coronado A

Nuria Cuevas, Vice President, SACSCOC, Decatur, GA

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

The purpose of this session is twofold. First, the facilitators will delineate key compliance components embedded in Standard 8.1. 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.

Target audience: Those preparing for a new role in assessment or accreditation activities, seeking to enhance their role in accreditation activities, preparing to develop a Compliance Certification Report, or preparing to develop a Fifth-Year Interim Report

4:30 PM

Sessions end

5:00 PM

Complimentary shuttles to area dining districts

Grand Entrance (located in the Grand Atrium)

See the dining flyers in you conference materials for details about local restaurants. Shuttle service will end at 10:00 pm.

WEDNESDAY, JULY 24

7:30 AM **Buffet Breakfast**
Chantilly Ballroom

8:30 AM **Information Sessions with SACSCOC Vice Presidents****

Participants are invited to attend an informal session with their assigned 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
Topaz

Mary Kirk
Coronado C

Nuria Cuevas
Cortez C

Stephanie Kirschmann
Sapphire

Patricia Donat
Coral

Steven Sheeley
Coronado B

Larry Earvin
Coronado D

Charles Taylor
Cortez A

John Hardt
Cortez B

Linda Thomas-Glover
Cortez D

Michael Hoefler
De La Salle

Denise Young
De Soto

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

10:00 AM

Closing Plenary

“Eliminating Equity Gaps Through Data and Analytics”

Chantilly Ballroom

Timothy Renick, Senior Vice President for Student Success, Georgia State University, Atlanta, GA

For the past decade, Georgia State University has been at the leading edge of demographic shifts in the southeast. Even while doubling the numbers of non-white and low-income students it enrolls, Georgia State has raised graduation rates by 23 percentage points and closed all achievement gaps based on race, ethnicity, and income-level. It now awards more bachelor’s degrees to African American students than any other college or university in the nation. Through a discussion of innovations ranging from chat bots and predictive analytics to meta-majors and completion grants, the session will cover lessons learned from Georgia State’s transformation and outline several practical and cost-effective steps that campuses can take to improve outcomes for underserved students.

11:00 AM

Closing Remarks

Conference ends