

## 2021 Institute Program Agenda

### MONDAY, JULY 19

10:30 AM – 12:30 PM - Pre-Institute Session for Newcomers: *(Pre-registration required)*

#### **Accreditation 101**

**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.

*Participant learning outcomes:*

- Gain a basic understanding of SACSCOC's philosophy, role, and processes.
- Recall the primary components of an institutional reaffirmation cycle.
- Gain a basic understanding of the relationship between SACSCOC standards, policies, guidelines, and interpretations.
- Identify the basic elements of a Quality Enhancement Plan and Standard 7.2.

1:30 PM – 3:30 PM - Pre-Institute Session for Newcomers: *(Pre-registration required)*

#### **Planning, Assessment, and Institutional Effectiveness: Basic Components for Successful Implementation**

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

A functioning and mature institutional effectiveness process is essential for determining the degree of accomplishment of the institutional mission and student achievement. This session will address components of an effective institutional effectiveness process, standards from the *Principles of Accreditation* that address planning and assessment, and methods for development and implementation of a successful IE process. Resources required to ensure a successful and sustainable process of planning and assessment will be discussed.

*Participant learning outcomes:*

- Gain an understanding that planning and effectiveness processes involve all programs, services, and constituencies and is linked to decision-making at all levels.
- Gain an understanding of the major components involved in an institutional effectiveness process (strategic planning, operational planning, IE planning and assessment).
- Understand the importance of an appropriate mission to guide an effective planning and assessment process.
- Gain an understanding of institutional effectiveness at the institutional level (CR 7.1) and at the unit level.

3:45 PM – 5:15 PM - Special Session *(Open to all registrants)*

#### **One Size Fits None: How an Institution's Circumstances Drive Substantive Change**

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

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

Substantive change requirements apply, without exception, to all accredited institutions. However, how the requirements impact an institution depends on an institution's conditions and circumstances at the time of a planned substantive change. This session addresses the institution-specific conditions – such as sanction, prior sanction, and federal financial aid statuses – that can impact substantive change obligations and approval pathways.

**Target Audience:** Individuals with substantive change responsibilities, particularly at the operational level.

*Participant learning outcomes:*

- Know the conditions triggering an institution's Substantive Change Restriction status.
- Know and assess the differential obligations for the types of substantive changes impacted by Substantive Change Restriction.
- Know, understand, and apply the differential approval pathways and criteria – Extensive Review and Limited Review – for new off-campus instructional sites.

## TUESDAY, JULY 20

### 10:30 AM – 11:30 AM - PLENARY SESSION

#### **Welcome, Opening Remarks, and Introduction of Speaker**

**Belle Wheelan**, President, SACSCOC, Decatur, GA

#### **Metacognition: A Foundation for Closing and Eliminating Achievement Gaps**

**Leonard Geddes**, Founder, The LearnWell Projects, Hickory, NC

Higher education institutions have been actively working and investing innumerable resources into closing gaps in academic performance, persistence, retention, diversity, and equity. Efforts to eliminate these gaps have involved some of the sharpest minds, the most carefully researched solutions, and the sincerest of motives. Every few years the names of the initiatives change, but, unfortunately, the gaps remain. It is time for a new paradigm! If we are to solve these pressing challenges – close these ever-widening fissures – we must break free from viewing them through siloed lenses and adopt a unified approach that addresses them holistically. This perspective will create the kind of powerful institutional synergy that is needed to bring higher education into a new era of measurable, sustained success.

In this session, participants will be introduced to the *academic work productivity gap*, the distance between the knowledge students possess at any given moment and the knowledge they must produce at some future period. Metacognition, in its more complete understanding, offers a universal approach to helping students travel this distance and close the academic work productivity gap. Closing this gap is higher education's best strategy for closing all the others because it is the nexus of all the challenges students face. Looking at the educational experience through this lens empowers students, educators, and institutions to move beyond closing gaps and on to opening new opportunities.

### 11:45 AM – 1:15 PM - BREAKOUT SESSIONS

#### **Trench Data: A New Paradigm for Education and Equity**

**Leonard Geddes**, Founder, the LearnWell Projects, Hickory, NC

This session shares a promising, new academic work data approach that captures and leverages new sources of data. This data is currently waiting to be mined at each institution and is essential to our individual and collective success and financial goals. Blending research and specific examples of data-derived successes, participants will be challenged to view their academic environment through the Academic Product Production Process (AP3) academic work dashboard. Participants will receive tools and guidance on how they can use this data strategy to directly improve students' capacity to produce high-quality academic work, systematically enhance institutional instruction, and eliminate academic-related retention problems.

**Target Audience:** Academic administrators, institutional research professionals, and faculty.

*Participant learning outcomes:*

- Use the AP3 Model to assess your institution's academic environment.
- Identify inextricable links among faculty instruction, student academic work, and institutional goals.
- Establish the framework for a new comprehensive data strategy.

#### **EPIC Past, Present, & Future: Our Journey to Improve Online Teaching and Learning**

**James Smith**, QEP Director, Wake Technical Community College, Raleigh, NC

**Carrie Bartek**, Executive Director, College Initiatives and Assessment, Wake Technical Community College, Raleigh, NC

**Lodge McCammon**, Instructional Designer, Wake Technical Community College, Raleigh, NC

During this unique and engaging session, the facilitators will share the story of a QEP called EPIC that was implemented at Wake Tech Community College to improve online teaching and learning. We will be looking closely at why we implemented the steps we took in the change process, what we learned over the past 5 years, and where we are going from here. Throughout the presentation, you will hear from a variety of Wake Tech stakeholders while they model an active online learning environment. Be prepared to discuss, reflect, and share!

**Target Audience:** Administrators, faculty and staff involved in developing and implementing a QEP with the intent to create transformational change, within the context of a topic focused on digital teaching and learning.

*Participant learning outcomes:*

- Identify the key steps in a national framework for leading internal transformational change.
- Identify the change capacities needed to successfully implement an EPIC-style QEP.
- Describe the key leadership and operational capacities necessary for launching an EPIC-style QEP.
- Describe your institution's leadership, operational, and change readiness for an EPIC-style QEP.

**Using Accreditation Processes for Institutional Improvement**

**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 integrating accreditation standards into your institutional processes.

**Target Audience:** Anyone who is interested in not only addressing accreditation standards but also fostering institutional improvement.

*Participant learning outcomes:*

- Gain an understanding of the value of integrating accreditation standards into institutional processes.
- Recognize the benefits of seeing accreditation standards as frameworks for identifying “best practices” rather than as prescriptive mandates.
- Identify several institutional areas where attention to accreditation standards might foster improvements in policies and/or processes.
- Learn a multi-step process by which accreditation standards can be built into institutional processes.

**Learning Goals**

**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:** Newcomers to assessment and anyone who feels their current learning goals aren't working quite right.

*Participant learning outcomes:*

- Articulate the traits of great learning goals.
- Create a well-crafted learning goal.
- Explain how course learning goals, program learning goals, general education learning goals, and institutional learning goals should be related.

**From Teaching to Learning 2021: Research Based Best Practices for Improved Learning Outcomes**

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

Despite voluminous research on the efficacy of active, interactive and engaging instructional methods, these ways of teaching are still not in the mainstream practice of instructors at many schools. The pandemic has created procedural disruptions that might offer the opportunity to move to broader adoption of best practices. This session will help faculty and academic administrators better understand a researched informed model of teaching and learning based on increasing student activity, interaction, and engagement, and leveraging available technologies and resources to improve instructional efficiency and effectiveness, especially around higher-order learning outcomes. A best practices instructional model and methods to increase students' responsibility for their own learning, personal ownership of class goals and to improve students reaching meaningful learning, developmental and workplace readiness goals will be described with immediately applicable techniques.

**Target Audience:** Instructors, academic administrators, QEP directors, and instructional designers

*Participant learning outcomes:*

- Describe the basic principles of research based instructional best practices.
- Identify three reasons faculty may not have adopted research based instructional best practices.
- Articulate three reasons faculty should adopt research based instructional best practices.
- List three techniques academic administrators may utilize to facilitate faculty adopting research based instructional best practices.
- Paraphrase each of the seven steps of research based instructional best practices.
- Identify at least one instructional technique to operationalize research based instructional best practices.

**QEP 101****Mary Kirk**, Vice President, SACSCOC, Decatur, GA

The development and implementation of a Quality Enhancement Plan (QEP) should 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. This session will examine the five required components of the QEP to assist individuals who have not yet developed and implemented a QEP at their institution. Discussion will include expectations for demonstrating compliance with Standard 7.2.

**Target Audience:** Individuals preparing for a new role in accreditation activities or preparing to develop a QEP.

*Participant learning outcomes:*

- Become familiar with the components required for the development of a QEP.
- Understand how to develop a topic appropriate for improving student learning outcomes/student success.
- Gain a better understanding of who should be involved in the QEP process.

**Putting the Pieces Together: Responding to the Principles****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 standard? 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 how to more fully understand and address an accreditation standard. Attendees will practice and develop their ability to more effectively respond to the *Principles of Accreditation*.

**Target Audience:** Individuals contributing to the development of a Compliance Certification, Fifth-Year Interim, or other SACSCOC report that addresses the *Principles of Accreditation*.

*Participant learning outcomes:*

- Identify key issues that result in peer evaluators rendering a finding of non-compliance.
- Develop strategies that effectively address key peer evaluator concerns regarding an institution's compliance with accreditation standards.

**Student Outcomes: Standard 8.2****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:** Faculty and administrators who are responsible for assessing educational programs, general education, and academic and student services.

*Participant learning outcomes:*

- Explain expectations for demonstrating compliance with Standards 8.2.a, 8.2.b, and 8.2.c.
- Apply specific suggestions for writing narratives and compiling evidence in support of compliance for these three standards.

**Assessment Refresh: The Reboot****Natasha Jankowski**, Higher Education and Assessment Consultant, Lecturer, New England College, and Former Executive Director of National Institute for Learning Outcomes Assessment

This session will address assessment of student learning in three parts. The first will discuss how to talk about assessment activities, processes, practices, and data from the past year and a half in relation to pre- and post-COVID assessment. The second part will cover what should and should not be done with the student learning data gathered from pandemic learning in relation to decision making and curricular/co-curricular changes. The last will address the very real issue of faculty and staff burn out from the past year, particularly when assessment is seen as an add on. Together, these three parts offer a refresh and reboot to assessment while providing participants with practical examples and ways to support faculty, staff, and students in meaningful learning outcomes assessment.

**Target Audience:** Assessment professionals, academic deans, and others responsible for assessing student learning.

*Participant learning outcomes:*

- Explore how to report on assessment during a pandemic.
- Discuss responsible and equitable use of learning outcomes assessment evidence.
- Uncover different ways to address faculty and staff burnout around assessment.
- Identify resources and examples to help advance meaningful assessment practice.

## 2:15 PM – 3:45 PM - BREAKOUT SESSIONS

### **EPIC Past, Present, & Future: Our Journey to Improve Online Teaching and Learning**

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### **Obtaining Faculty Buy-In for Instructional Transformation**

**Tony Holland**, Director for Instructional Leadership Academy, Alabama Community College System, Montgomery, AL

If you feel like your time is consumed with “putting out fires” as an instructional leader, then this presentation is for you. Participants will identify obstacles to at-scale instructional initiatives, while using the six stages of adaptation to change to develop leaders who obtain increased faculty buy-in for an instructional transformation which closes achievement gaps and increases retention and completion rates. Discover steps to developing a culture of accountability and appreciation which extends across the entire institution, building momentum for continuous improvements in all areas of the institution. Data will be shared as evidence of the profound effect building leadership throughout the faculty ranks can have on student success.

**Target Audience:** Instructional leaders and faculty.



*Participant learning outcomes:*

- Identify the six natural stages of change and resistance.
- Identify how to ensure movement through these stages to buy-in and ownership.
- Identify best practices for developing leadership throughout the faculty ranks.
- Identify the number one reason why at-scale initiatives fail to achieve momentum.
- Identify how to take advantage of the most effective forcing-function at your disposal to maximize faculty participation.

**From Teaching to Learning 2021: Research Based Best Practices for Improved Learning Outcomes**

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**Flipped Learning: Transforming the Learning Experience**

**Erik Christensen**, Dean of the 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.

**Target Audience:** Faculty, chairs, deans, instructional designers, QEP directors, and anyone interested in proven ways to improve student success by increasing engagement and interaction.

*Participant learning outcomes:*

- Describe the flipped learning model and be able to identify at least five potential benefits this model has over conventionally taught classes in helping students become more successful.
- Identify at least ten strategies/tools that can be used to promote active engagement with students.
- Have the confidence to implement the flipped model in your classroom.
- Develop a personal plan to flip your classroom - whether a single class session, a complete chapter, or an entire course.
- Have a variety of references and resources related to the flipped classroom model that they can review and use at their own institution.

**The Fifth-Year Interim Report: The Insider Edition with Cluster Chairs****Shelia Luke**, Coordinator of Commission Support, SACSCOC, Decatur, GA**Tom Jaynes**, Executive Vice President (Retired), Durham Technical Community College, Durham, NC**Cindy Lewis**, Executive Director for Academic Reporting and Accreditation, Lynn University, Boca Raton, FL

Join us in this session for “breaking news” on the Fifth-Year Interim Review! The session will include a brief overview of the SACSCOC Fifth-Year Interim Review process followed by top stories from two “reporters” who are highly experienced cluster chairs of the Committee on Fifth-Year Interim Reports. Their “news reports” will focus on standards that have been frequently cited in past Fifth-Year reviews and present strategies to address common issues observed by past committees related to the organization of the report. The session will also feature an “advice segment” that offers institutions points to consider when addressing the Fifth-Year standards and writing the report from the perspective of the “reporters” who are closely involved with developing SACSCOC reports at their own institutions.

**Target Audience:** Individuals preparing to develop a Fifth-Year Interim Report.

*Participant learning outcomes:*

- Understand the Fifth-Year Interim Review process.
- Identify strategies to address standards that are more likely cited during the Fifth-Year process.
- Identify strategies to address common Fifth-Year report organization issues.
- Examine points to consider when addressing the Fifth-Year standards and writing the report from the perspective of individuals deeply involved with developing SACSCOC reports at their own institutions.

**Section 10: Educational Policies, Procedures, and Practices****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:** Academic administrators who are responsible for developing and implementing educational policies, procedures, and practices.

*Participant learning outcomes:*

- Identify the key compliance components for standards under Section 10 of the *Principles of Accreditation*.
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**Putting the Pieces Together: Responding to the Principles****Stephanie Kirschmann**, Vice President, SACSCOC, Decatur, GA**Godfrey Noe**, Coordinator of Training and Research, SACSCOC, Decatur, GA

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**Target Audience:** Individuals contributing to the development of a Compliance Certification, Fifth-Year Interim, or other SACSCOC report that addresses the *Principles of Accreditation*.

*Participant learning outcomes:*

- Identify key issues that result in peer evaluators rendering a finding of non-compliance.
- Develop strategies that effectively address key peer evaluator concerns regarding an institution's compliance with accreditation standards.

**Assessment Refresh: The Reboot****Natasha Jankowski**, Higher Education and Assessment Consultant, Lecturer, New England College, and Former Executive Director of National Institute for Learning Outcomes Assessment

This session will address assessment of student learning in three parts. The first will discuss how to talk about assessment activities, processes, practices, and data from the past year and a half in relation to pre- and post-COVID assessment. The second part will cover what should and should not be done with the student learning data gathered from pandemic learning in relation to decision making and curricular/co-curricular changes. The last will address the very real issue of faculty and staff burn out from the past year, particularly when assessment is seen as an add on. Together, these three parts offer a refresh and reboot to assessment while providing participants with practical examples and ways to support faculty, staff, and students in meaningful learning outcomes assessment.

**Target Audience:** Assessment professionals, academic deans, and others responsible for assessing student learning.

*Participant learning outcomes:*

- Explore how to report on assessment during a pandemic.
- Discuss responsible and equitable use of learning outcomes assessment evidence.
- Uncover different ways to address faculty and staff burnout around assessment.
- Identify resources and examples to help advance meaningful assessment practice.

**You Asked: Answers to Frequently Asked Substantive Change Questions****Robin Zuñiga**, Coordinator of Substantive Change, SACSCOC, Decatur, GA**Kevin Sightler**, Director of Substantive Change, SACSCOC, Decatur, GA

This session addresses substantive change types that generate frequent challenges to institutions and questions to SACSCOC staff. Three categories of questions are covered: (1) the (relatively) complex, (2) the (relatively) easy, and (3) obligations that are different now than they were in the past. Time is allowed for participants' questions and discussion.

**Target Audience:** Anyone who is interested in learning more about the SACSCOC substantive change policy and procedures.

*Participant learning outcomes:*

- Know and apply the determinants of cooperative academic arrangements (revised in policy in March 2021) and the triggers for an institutional contingency teach-out plan.
- Understand the redefined dual academic award criteria and the current notification and approval thresholds for new programs and program changes.
- Know and understand the revisions and clarifications in June 2021 to the definitions of merger/consolidation and acquisition and to level changes to add authorization to award credentials at a lower level.

## WEDNESDAY, JULY 21

### 10:30 AM – 11:30 AM - PLENARY SESSION

#### Opening Remarks and Introduction of Speaker

**Belle Wheelan**, President, SACSCOC, Decatur, GA

#### Student-Centered Learning Environments that Support Equitable Student Success

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

As we shift to a post-pandemic undergraduate experience, what factors that contribute to student learning and success should institutions have front of mind? Decades of research affirms that learning mindsets, such as sense of belonging, purpose and expectations for success and support, can increase students' likelihood of retention and success. In addition, students' experiences in collaborative learning, High-Impact Practices (HIPs), effective teaching practices, and engaging across difference, enhance learning. These factors are perhaps now more critical than ever as we seek to ensure success for all students. This session draws on foundational data from NSSE, including new evidence about advising and sense of belonging, and from research on the quality of HIPs from an equity lens, to highlight student success practices. The importance of disaggregated data to explore quality and differences by subpopulations will also be discussed.

### 11:45 AM – 1:15 PM - BREAKOUT SESSIONS

#### Infusing Equity in Teaching and Learning: Approaches and Tools for Faculty

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

This breakout session will extend the ideas and practices introduced in the Plenary with a particular emphasis on curricular and course-level practices that foster the factors that enhance student success. We will discuss instructional practices that foster sense of belonging, elements important to high-quality HIPs, and effective teaching practices and approaches to advising, again with attention to variations for student subpopulations.

**Target Audience:** Faculty members, department chairs, and administrative leaders interested in teaching and learning.

*Participant learning outcomes:*

- Identify specific instructional and curricular-level practices to enhance the factors that contribute to student learning and success.
- Connect practices to improvements for student subpopulations.
- Consider approaches to expanding equity in teaching and learning.

#### Leveraging Inter-Institutional Partnerships for Student Success

**Cleopatra Allen**, Assistant to the Provost and Director for Academic Initiatives, Jarvis Christian College, Hawkins, TX

**Kent Willis**, Associate Provost for Institutional Effectiveness and Engagement, The University of Texas Health Science Center at Tyler, Tyler, TX

Institutions often have limited resources or may even lack capacity to realize certain student success outcomes, regardless of size. This session will explore how two post-secondary educational institutions within close proximity entered into partnership to support each institutions' student success goals. The partnership model, strategies to ensure results and sustainability, as well as partnership outcomes will be provided.

**Target Audience:** Individuals from institutions looking for innovative ideas to advance student success programs.

*Participant learning outcomes:*

- Identify essential elements for cultivating an inter-institutional partnership, including bidirectional benefit, desired results, and sustainability.
- Recall strategies to ensure successful inter-institutional partnerships as well as mitigate barriers to success.
- Formulate a partnership that advances minority students' success in health science fields.
- Leverage institutional resources to realize student success and improve student outcomes that meet regional workforce needs and strengthen the community.

### Soft Skills: A Critical Component of Student Success

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

The top complaint by employers nationwide is a lack of soft skills in job applicants. The lack of developed soft skills often forces college graduates to take jobs well below their education and technical (hard skills) knowledge. Competence in soft skills will be a highly sought-after skill in the post-pandemic world. This session will explore WHAT soft skills are, WHY they are critically important, and HOW to develop and integrate soft skills into any course. Come join us for an interactive discussion focused on designing activities that promote the development and assessment of soft skills to unleash the full potential of your graduates.

**Target Audience:** Faculty, chairs, deans, instructional designers, QEP directors, and anyone interested in proven ways to improve student success with getting and keeping a job by increasing their knowledge and ability to demonstrate soft skill mastery.

*Participant learning outcomes:*

- Describe WHAT soft skills are.
- Explain WHY soft skills are critically important for your graduates.
- Create activities that promote the development of soft skills in the curriculum.
- Develop assessment activities to evaluate your student's mastery of individual soft skills.

### Curriculum Mapping

**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:** Newcomers to assessment and anyone working with a curriculum that may not focus enough on key learning goals.

*Participant learning outcomes:*

- Explain why curriculum maps are a good idea.
- Articulate the characteristics of a great curriculum.
- Create a course curriculum map.
- Analyze a program or general education curriculum map.

### Developing the QEP Assessment Plan

**Linda Thomas-Glover**, 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:** Individuals involved in the development of a QEP assessment plan.

*Participant learning outcomes:*

- Gain an understanding of the expectations of Review Committees regarding the QEP Assessment Plan.
- Distinguish between direct and indirect assessment measures.
- Identify appropriate assessment instruments to measure achievement of the goals of the QEP.

### The QEP Impact Report: Best Practices, Lessons Learned, and Sticky Wickets

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

An essential ingredient for QEP success is planning, organizing, writing 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 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 QEP Impact Report (no more than ten pages!). The presenter will unpack the expectations for the Impact Report, share lessons learned and "sticky wickets" she and others have grappled with, and share excerpts from other Impact Reports, while giving participants an opportunity to think through their own QEP experiences and next steps toward the Impact Report.

**Target Audience:** Individuals who have some leadership or responsibility for the QEP and/or writing the QEP Impact Report.

*Participant learning outcomes:*

- Identify the expectations of each section of the QEP Impact Report from SACSCOC, and why they exist.
- Grasp basic strategies and tips to meet each expectation, including pandemic-related changes that may have been made.

**Getting Faculty Involved in Assessing General Education**

**Tisha Paredes**, Former Assistant Vice President, Institutional Effectiveness and Assessment, Old Dominion University, Norfolk, VA

As Allen (2006) and Bresciani (2007) assert in their respective books, the assessment of a general education program or curriculum can be challenging for many institutions. Usually courses are taught by numerous faculty members in various departments; consequently, leading to disconnected courses, separate outcomes for each course, and an over reliance on course grades as an assessment of student learning. How do we assess a complex program while involving faculty? This presentation will explore approaches on how to utilize faculty expertise in the assessment of general education to demonstrate student learning.

Target Audience: Faculty and staff tasked with assessing general education.

*Participant learning outcomes:*

- Outline an assessment plan for your general education program.
- Identify obstacles/challenges to assessment of general education that will be or have already been encountered.
- Discuss strategies that can be used to foster continuous improvements (i.e. identifying Friends of Assessment, social gatherings, resources, etc.)
- Adapt strategies to fit your home institution.

**Assessment for Learning: Formative, Fast, Frugal and Fun Strategies for Use in Any Discipline**

**Jana Anderson**, Assistant Professor of English, Lubbock Christian University, Lubbock, TX

**Ashley Cherry**, Assistant Professor of Mathematics, Lubbock Christian University, Lubbock, TX

We know that feedback is crucial to improve learning, yet research suggests that it is the timing of the feedback and the ability to act upon the feedback that bring about the most learning gains. However, in higher education, we often rely upon high stakes summative assessment strategies (tests, papers) as our primary feedback tools; these traditional assessment strategies provide little or no opportunity for the professor or the student to act upon misunderstandings or gaps in knowledge. This interactive session will focus on formative, fast, frugal, and fun strategies that we can use every day in our classrooms to more effectively assess understanding and foster deeper learning.

Target Audience: Faculty from all disciplines.

*Participant learning outcomes:*

- Review characteristics of effective feedback, highlighting feedback that addresses partial understanding and occurs during the learning process, while there is still time to make corrections and changes (J. Chappius, *Seven Strategies of Assessment for Learning*, 2015).
- Critique and compare current formative assessment/feedback practices across disciplines.
- Identify new approaches to formative assessment that will help offer more useful feedback and ultimately help students more successfully achieve learning outcomes.

**Building a Case for Compliance**

**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: Individuals contributing to the development of a Compliance Certification Report, Fifth-Year Interim Report, or other SACSCOC report that addresses the *Principles of Accreditation*.

*Participant learning outcomes:*

- Identify the elements of an appropriate/sufficient case for compliance.
- Use the *Resource Manual* and other tools to appropriately guide the development of the narrative.
- Organize narratives that address the standard.
- Select appropriate documentation to support a solid case for compliance.



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## 2:15 PM – 3:45 PM - BREAKOUT SESSIONS

### **Leading to Happiness: Practicing Positive Developmental Leadership**

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

Research in the fields of positive psychology and happiness studies offer powerful insights into the abilities of people to live happier and more meaningful lives, with specific implications for leadership and learning. Personal happiness and the positivity of the cultural zeitgeist have declined precipitously during the pandemic with record levels of stress, anxiety, depression and unhappiness being reported and clearly evident now in students, staff, and faculty. Since both leadership and learning are fundamentally developmental processes, when positivity is combined with a growth perspective, maximum quality of life and functional benefits in both the workplace and learning environments result. This program will offer an overview of the general principles of positive psychology and happiness studies with implications for personal living, management and leadership, and in creating a happiness-conducive learning environment.

Target Audience: Leaders, instructors, and QEP directors.

*Participant learning outcomes:*

- Offer a definition of positive psychology.
- List at least six happiness practice activities.
- Identify at least four fundamental principles of positive developmental leadership.
- Describe a leader behavior for each of the four fundamental principles of positive developmental leadership.
- Describe at least four instructional and class management techniques to establish a positive, developmental learning environment.

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- Explain why curriculum maps are a good idea.
- Articulate the characteristics of a great curriculum.
- Create a course curriculum map.
- Analyze a program or general education curriculum map.

### **Intentional Tech: Principles to Guide the Use of Educational Technology in College Teaching**

**Derek Bruff**, Assistant Provost and Executive Director, Center for Teaching, Vanderbilt University, Nashville, TN

The changing circumstances of higher education require a form of adaptive teaching in which technologies are used to support both on-campus and online learning. As our toolbox of technologies expands, faculty and other instructors aren't always sure how to integrate those tools into their teaching in meaningful ways. Determining what's possible and what's useful can be challenging. In this session, we'll explore several teaching principles for matching technology to pedagogy, principles that can help us make intentional and effective use of technology however we teach.

Target Audience: Faculty, faculty developers, and educational technologists.

*Participant learning outcomes:*

- Understand three principles of teaching useful for aligning technology practices with pedagogical goals.
- Identify technology-supported teaching practices useful for your own teaching or for those whom you support.
- Approach teaching as more of a creative act and as a skill one can develop over time.

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Target Audience: Individuals involved in the development of a QEP assessment plan.

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- Gain an understanding of the expectations of Review Committees regarding the QEP Assessment Plan.
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**Submitting the QEP and Preparing for the Committee Visit****Larry Earvin**, Chief of Staff, SACSCOC, Decatur, GA**Charles Taylor**, Vice President, SACSCOC, Decatur, GA

This 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: Institutional representatives involved with developing and submitting the QEP.

*Participant learning outcomes:*

- Learn the timelines for submitting the QEP.
- Learn the five areas of a QEP that will be reviewed by the On-Site Reaffirmation Committee.
- Learn the importance of assessment considerations at the outset of the process.
- Learn how to give an effective QEP presentation.

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- Identify the expectations of each section of the QEP Impact Report from SACSCOC, and why they exist.
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**Section 6: Faculty of the Principles of Accreditation****John Hardt and 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: Individuals who are responsible for verifying and documenting the qualifications of faculty and the adequacy of the number of full-time faculty.

*Participant learning outcomes:*

- Learn strategies to meet the expectations of peer reviewers who evaluate the institution's submissions for 6.1, 6.2.a, and 6.2.b.
- Learn the differing expectations between 6.1 and 6.2.b in order to demonstrate that the institution has an adequate number of full-time faculty at both the institutional and program level, respectively.
- Gain an understanding of both the institutional responsibility and the opportunity to justify the qualifications of its faculty.
- Learn how to use the Faculty Roster Form as the primary means to document the qualifications of its faculty.
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**Key Compliance Components and Good Practices for Student Achievement Standard 8.1**

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

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

**Lynne Crosby**, Senior Vice Provost and Associate Vice President for Academic Affairs, and SACSCOC Accreditation Liaison, Austin Peay State University, Clarksville, TN

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: Assessment professionals, institutional research officers, and others who are responsible for ensuring institutional effectiveness.

*Participant learning outcomes:*

- Identify key compliance components embedded in CR 8.1.
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## 4:00 PM – 5:30 PM - BREAKOUT SESSIONS

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**Target Audience:** Faculty and staff tasked with assessing general education.

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**Kent Willis**, Associate Provost for Institutional Effectiveness and Engagement, The University of Texas Health Science Center at Tyler, Tyler, TX

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**Target Audience:** Assessment professionals, institutional research officers, and others who are responsible for ensuring institutional effectiveness.

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## THURSDAY, JULY 22

10:30 AM –11:30 AM

### Information Sessions with SACSCOC Vice Presidents

Participants are invited to attend an informal session with their assigned SACSCOC staff representative. 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  
Nuria Cuevas  
Patricia Donat  
Larry Earvin

John Hardt  
Michael Hoefler  
Mary Kirk  
Stephanie Kirschmann

Steven Sheeley  
Charles Taylor  
Linda Thomas-Glover  
Denise Young