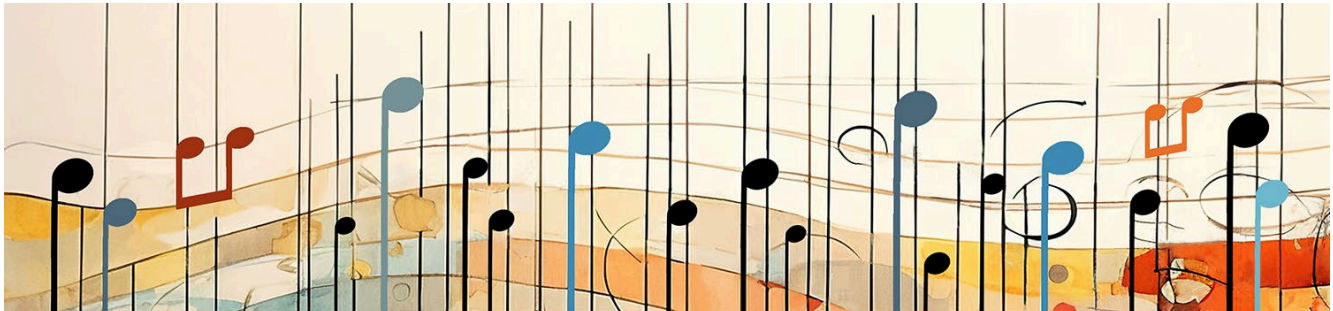




Updated: 12/2/2025

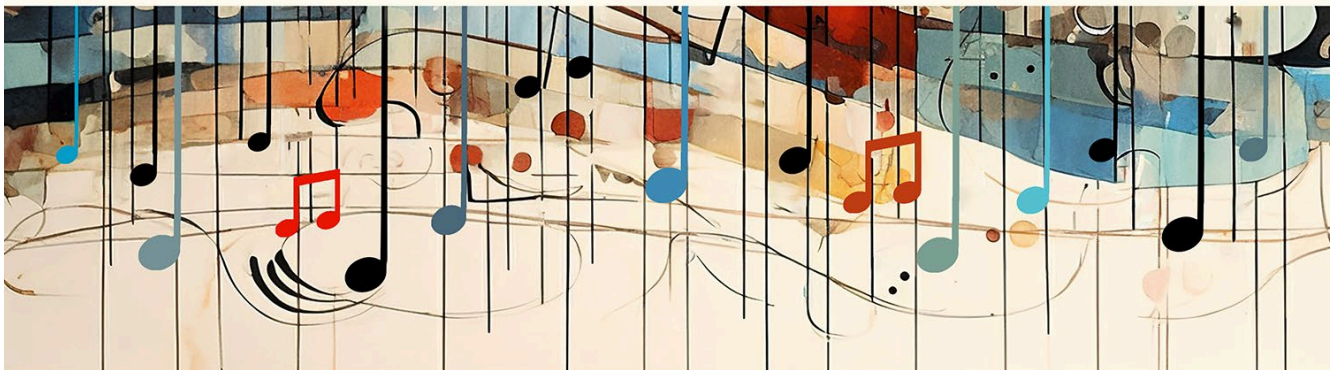
## 2025 ANNUAL MEETING PROGRAM AGENDA

December 6 – 9  
Music City Center | Nashville, TN



*Finding Harmony:*

Transforming Challenges  
into Opportunities



**Please note that sessions, activities, and meeting room locations are subject to change.**

The conference app will have the most up-to-date information. Conference registrants will be notified when the app is ready to download. At that time the conference app information will replace this agenda.

# CONFERENCE ACTIVITIES

Conference activities will take place at the Music City Center and the Omni Nashville Hotel. Room locations in the program schedule reflect those at the Music City Center unless noted otherwise. Please reference the information below as you review the session schedule to better understand the content presented.

## Conference Tracks:

<b>Building Your Band</b>	This track explores strategies for fostering collaboration, managing change, and empowering teams to work in unison toward accreditation goals.
<b>Changing Keys</b>	This track features topics related to navigating accelerated change in a dynamic landscape.
<b>Aspiring Artists</b>	This track equips first-time attendees and emerging leaders in accreditation with the knowledge and confidence they need to excel.
<b>The Classics</b>	This track focuses on the core principles of accreditation, offering practical insights, proven strategies, and guidance on maintaining compliance while fostering institutional growth.

## Session Information:

**Session #:** Each session number will have one of the following designations:

**GD** – Group discussion led by peers  
**CS** – Concurrent session led by peers  
**PS** – Poster session led by peers

**SS** – Concurrent session led by SACSCOC staff  
**VS** – Vendor session led by an Annual Meeting sponsor

**Audience Institution Level:** Presenters designated the institution level(s) that would benefit most from their sessions.

- Level I – Institutions accredited to award the associate degree as the highest degree.
- Level II – Institutions accredited to award the baccalaureate degree as the highest degree.
- Level III – Institutions accredited to award the master's degree as the highest degree.
- Level IV – Institutions accredited to award the specialist degree as the highest degree.
- Level V – Institutions accredited to award doctoral degrees in three or fewer academic or professional disciplines as the highest degrees.
- Level VI – Institutions accredited to award doctoral degrees in four or more academic or professional disciplines as the highest degrees.

**Audience Institution Size:** Presenters designated the institution size(s) (enrollment) that would benefit most from their sessions. Below is a key to the notations within the session information.

XS	Less than 1,000
S	1,000 – 4,999
M	5,000 – 9,999
L	10,000 – 19,999
XL	20,000 and above

**Disclaimer:** Please be aware that most sessions represent case studies and may not reflect the official position of SACSCOC. For additional information, please visit [www.sacscoc.org](http://www.sacscoc.org), or contact your SACSCOC staff representative.

## FRIDAY, DECEMBER 5

**3:00 PM – 5:30 PM**

### Registration Check-In

*Badge holders sponsored by Simple Higher Ed*

**Location:** Registration Area, Level 2

Pick up badges and registration materials.

## SATURDAY, DECEMBER 6

**8:00 AM – 5:30 PM**

### Registration Check-In

*Badge holders sponsored by Simple Higher Ed*

**Location:** Registration Area, Level 2

Pick up badges and registration materials.

**8:00 AM – 5:00 PM**

### Presenter Ready Room

**Location:** 211, Level 2

This space is designated for conference presenters to review materials or finalize preparations prior to their sessions. Please note: no A/V equipment is provided.

**9:00 AM – 5:30 PM**

### Resource Room

**Location:** 107, Level 1

See examples of Compliance Certification Reports, QEPs, Fifth-Year Interim Reports, QEP Impact Reports, and Substantive Changes Prospectuses from peer institutions. For a list of the institutions and their reports, see the Resource Room listing in the conference app.

**9:00 AM – 4:00 PM**

### Pre-Conference Workshop (6 hrs.)

(Advance registration required. Refreshments are included for all workshops. Boxed lunches are included with six-hour workshops only.)

#### **W-1** Deliberate Innovation for Higher Ed Administrators, Especially Academic Leaders

**Dr. John Gardner**, Founder and Executive Chair, The Gardner Institute for Excellence in Undergraduate Education, Brevard, NC; **Dr. Vicki McGillin**, Associate Vice President, The Gardner Institute for Excellence in Undergraduate Education, Brevard, NC; **Dr. Brandon Smith**, Associate Vice President, The Gardner Institute for Excellence in Undergraduate Education, Brevard, NC; and **Dr. Felita Williams**, Senior Vice President, The Gardner Institute for Excellence in Undergraduate Education, Brevard, NC

**Location:** 101 B, Level 1

The ways higher education administrators, most notably academic leaders, practice administration is perfectly designed to get the results we have been getting until now! This workshop will offer personal development for administrators at all levels, especially academic administrators, to address changes they need to make through deliberate and systemic innovation to increase student success. This introspective workshop will offer relevant theories, exercises, practices, inspiration, drawn from our experience leading four, year-long cohorts of chief academic officer innovators through processes of deliberate innovation. Participants will emerge with a plan to incorporate intentional, innovation into their leadership repertoire in ways that support institutional viability in these new even more challenging times.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**Saturday, December 6 (9:00 AM – 4:00 PM)**

**W-2 Tips for Finding Harmony with the Most Frequently Cited SACSCOC Standards**

**Glenda Colagross**, Special Assistant to the Chancellor for Accreditation, Alabama Community College System, Montgomery, AL; and **Dr. Crystal Reed**, Dean of Academic Affairs, Northwest Shoals Community College, Muscle Shoals, AL

**Location:** 101 D, Level 1

Join experienced peer reviewers as they provide valuable guidance on crafting clear, comprehensive, and compelling narratives that meet the criteria for compliance with the ten most-cited SACSCOC standards, as identified through analysis of the 2023 Off-Site Compliance reports. Throughout this interactive workshop, participants will receive tips for writing narratives and gathering documentation as well as avoiding common challenges to achieving a successful outcome with the standards. The participants will join others in mock peer review teams to review sample narratives for each of the ten standards.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**W-3 Tuning Processes, Policies, and People for Seamless Site Management**

**Dr. Will Miller**, Associate Vice President for Continuous Improvement and Institutional Performance, Embry-Riddle Aeronautical University, Daytona Beach, FL; **Ms. Katelyn Nelson**, Director of State Authorizations and Institutional Integrity, Embry-Riddle Aeronautical University, Daytona Beach, FL; and **Ms. Danielle Farris**, Associate Director of Institutional Integrity and Insights, Embry-Riddle Aeronautical University, Daytona Beach, FL

**Location:** 102 A, Level 1

Off-campus sites shouldn't sound like rehearsals without a score. This six-hour, music-themed workshop provides the sheet music. We will decode new SACSCOC substantive change requirements and pinpoint state authorization triggers. Then we will share a repeatable "compliance ensemble" workflow linking academic affairs, compliance, IR, IT, and site leads. In four stages, participants will:

(1) draft a launch checklist; (2) adapt a multi-modal policy template; (3) build a lightweight tracking dashboard; and (4) script regulator-friendly messages. Multi-campus case studies expose discord and creative fixes, while live polling and peer coaching surface local pain points. Leave with a ready-to-use action plan—and just enough groan-worthy puns—to keep your compliance orchestra in tune.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**9:00 AM – 12:00 PM**

**Pre-Conference Workshops (3 hrs.)**

(Advance registration required. Refreshments are included for all workshops.)

**WA-1 Compose. Rehearse. Perform: Mastering the On-Site Accreditation Review Process**

**Mr. Stuart Miller**, Assistant Director for Academic Data Acquisitions & Reporting, Auburn University, Auburn, AL; and **Dr. Mark DeGoti**, Accreditation Liaison, Auburn University, Auburn, AL

**Location:** 202 A, Level 2

Auburn University recently completed its SACSCOC decennial review, including a successful on-site committee visit. In this workshop, members of Auburn's accreditation team will share tips, tricks, dos, and don'ts, and provide a roadmap for you to take back to your institution to ensure your campus community feels confident going into your on-site visit. Attend this workshop for a how-to guide on preparing your colleagues for their review meetings, including strategies for: identifying appropriate campus partners for meetings with the on-site committee, building "briefing packages" for meeting participants, and fostering meaningful involvement across all levels of your institution. Further, participants in this session will learn key strategies to successfully incorporate off-campus sites as part of the on-site review.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL



**WA-2 From Planning to Practice: Organizing for a Successful Reaffirmation Review**  
**Dr. Divya Bhati**, Associate Vice President, Institutional Effectiveness, Strategic Planning and Assessment, University of Houston-Downtown, Houston, TX

**Location:** 207 C, Level 2

The decennial reaffirmation of accreditation is a complex, multi-phase institutional undertaking that requires thoughtful planning, broad-based engagement, and strategic coordination - much like conducting an orchestra. This session offers a comprehensive overview of the SACSCOC reaffirmation process, including its fundamental characteristics, key areas of review, and common compliance concerns. Participants will explore how to organize and complete the Compliance Certification Report (CCR), develop focused reports, and prepare for the onsite visit. The session will provide practical tools and strategies for conducting compliance audit, structuring committees, assigning responsibilities, managing documentation, and fostering campus-wide participation. Attendees will engage in hands-on activities and leave with a toolkit to support institutional readiness and continuous improvement.

**Conference Track:** Aspiring Artists

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**WA-3 Improving Student Learning with Your QEP: Six Essential Steps**

**Dr. Keston Fulcher**, Improvement Specialist, James Madison University, Harrisonburg, VA; **Ms. Autumn Wild**, Doctoral Assistant, James Madison University, Harrisonburg, VA; and **Mr. Jonathan Henriques**, Doctoral Assistant, James Madison University, Harrisonburg, VA

**Location:** 102 B, Level 1

The Quality Enhancement Plan (QEP) presents a valuable opportunity to strengthen student learning, yet achieving measurable improvement remains a persistent challenge for higher education (Banta & Blaich, 2011; Blaich & Wise, 2011). Drawing on 13 years of research, partnerships, pilot studies, and dissertation support, we've identified six key steps that drive successful, large-scale learning

improvement (Fulcher & Prendergast, 2021):

- Build a collective will to improve
- Develop a vision for learning
- Assess current learning and conditions
- Identify or design evidence-based interventions
- Implement those interventions
- Re-assess to measure impact

This session equips participants—especially those beginning their QEP journey—with practical strategies and real-world insights to apply these steps effectively at their institutions.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**WA-4 Navigating Multiple Accreditation Systems: Finding Harmony Among Requirements**

**Dr. Cheri Clavier**, Assistant Vice Provost for Institutional Effectiveness and Accreditation Liaison, East Tennessee State University, Johnson City, TN; **Dr. Karen Tarnoff**, Associate Dean for Assessment and Assurance of Learning, College of Business and Technology, East Tennessee State University, Johnson City, TN; and **Ms. Rachel Kellogg**, Assistant Dean for Assessment and Accreditation, College of Public Health, East Tennessee State University, Johnson City, TN

**Location:** 201 A, Level 2

Many institutions face the challenge of simultaneously managing multiple accreditations, each with unique requirements, timelines, and processes. This workshop explores how to harmonize these disparate elements into a unified assessment approach that focuses on meaningful improvement. Through participatory activities and examples from two distinctly different colleges within the same university, participants will learn strategies for finding the "sweet spot" where various accreditation requirements align, developing efficient assessment systems that serve multiple purposes, and transforming the challenge of multiple accreditors into an opportunity for institutional synergy. This session will equip participants with practical tools to build collaborative assessment teams that work in concert across institutional divisions while meeting diverse accreditation standards.

**Saturday, December 6 (9:00 AM – 12:00 PM)**

**Conference Track:** Building Your Band

**Audience Institution Level(s):** II, III, IV, V, VI

**Audience Institution Size(s):** M, L, XL

**WA-5 Put a Number on it: Using Meta-Assessment to Move the Needle**

**Mrs. Carolyn Beamer**, Associate Director of Institutional Effectiveness, University of West Florida, Pensacola, FL; and **Dr. Angela Bryan**, Director of Institutional Effectiveness, The University of West Florida, Pensacola, FL

**Location:** 208 A, Level 2

Programmatic assessment is essential for ensuring continuous improvement and institutional accountability. This presentation provides strategies and tools to strengthen institutional assessment practices. During guided activities and discussions attendees will develop actionable steps to implement and refine programmatic assessment processes, including data collection, file sharing, intervention strategies, and rubric-based evaluation. The session highlights reviewer training, inter-rater reliability, and the benefits of using scorecards for actionable feedback identifying high-priority compliance standards creating a personalized to-do list with a timeline to support organized and effective implementation. Attendees will gain insights into best practices for fostering faculty engagement, leveraging assessment data for institutional improvement, and aligning with accreditation requirements.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**WA-6 Setting the Stage: Harmonizing Efforts Across Campus for a Strong QEP Launch**

**Dr. Katie Boyd**, Executive Director, Academic Insight and Director of AUBURNACHIEVE, Auburn University, Auburn, AL; **Dr. Rachel Whitman Rotch**, Sr. Analyst, Education Research, Auburn University, Auburn, AL; and **Dr. Charlie Wilder**, Sr. Analyst, Education Research, Auburn University, Auburn, AL

**Location:** 201 B, Level 2

A large campus with decentralized decision-making does not always resemble a well-orchestrated composition with individual units working in concert towards positive outcomes. A QEP, however, can bring different units into sync within a single collaborative space. One university planned a QEP to enhance post-graduation success by providing campus partners with data, analytic support, and resources to build meaningful improvements at the unit level. The university didn't define a singular intervention strategy at any phase of the QEP proposal. Instead, the institution embraced a flexible plan that leans into a decentralized structure, allowing units to compose and implement their own data-informed strategies to improve outcomes. This session will walk through topic selection, planning, and proposing one such QEP, all while embracing Nashville's spirit of creativity.

**Conference Track:** The Classics

**Audience Institution Level(s):** II, III, IV, V, VI

**Audience Institution Size(s):** S, M, L, XL

**1:00 PM – 4:00 PM**

**Pre-Conference Workshops (3 hrs.)**

(Advance registration required. Refreshments are included for all workshops.)

**WP-1 Applying Project Management Principles to Achieve Successful Reaffirmation**

**Dr. Angela Bryan**, Director of Institutional Effectiveness, The University of West Florida, Pensacola, FL; and **Dr. Dallas Snider**, Vice Provost, University of West Florida, Pensacola, FL

**Location:** 207 C, Level 2

Reaffirmation is a large-scale institutional endeavor that requires cooperation, collaboration, and hard work from many people across the institution. Like any large-scale projects, success is often determined by sound planning and leadership to guide the project through to conclusion. This session will provide strategies with examples of what worked and did not work at one institution to serve as a guide to those leading reaffirmation efforts at their own institution. Participants will leave the session with their own drafts of key elements of

**Saturday, December 6 (1:00 PM – 4:00 PM)**

their institution's reaffirmation project planned and ready for implementation.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**WP-2 Crescendo: Developing a Successful QEP by Amplifying Institutional Strengths**

**Dr. Chad Slieper**, Faculty Director, Quality Enhancement Plan; Senior Academic Professional, Office of Undergraduate Education and Student Success, Georgia Institute of Technology, Atlanta, GA; **Dr. Kate Williams**, Senior Academic Professional, Center for Teaching and Learning, Georgia Institute of Technology, Atlanta, GA; and **Dr. Steven Girardot**, Vice Provost for Undergraduate Education and Student Success, Georgia Institute of Technology, Atlanta, GA

**Location:** 102 B, Level 1

In spring 2025, Georgia Tech's new QEP, Leaders in Progress and Service, was approved without recommendations from the SACSCOC on-site review committee. Part of the QEP's success is in how it was composed: the topic builds on previous QEPs and creates a structure to amplify longstanding institutional strengths. This workshop focuses on two required elements of QEP development: topic selection and broad-based support. Participants attending this interactive session will explore strategies to identify institutional strengths and recruit key stakeholders, both during topic selection and beyond. Participants will reflect on the context at their own institutions, coming away with a valuable framework to lead a QEP that strikes the right note with campus leaders and inspires a chorus of stakeholders to engage.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**WP-3 In Tune with AI: Orchestrating Assessment and Accreditation Success**

**Dr. Rob Smith**, Executive Director of Institutional Effectiveness & Accreditation, Berea College, Berea, KY; **Ms. Clara Chapman**, Director of

Institutional Research and Assessment, Berea College, Berea, KY; and **Dr. Mary Robert Garrett**, Dean of Faculty Development; Mabel D. Worth Chair in Science as Professor of Organic Chemistry, Berea College, Berea, KY

**Location:** 202 A, Level 2

This immersive workshop equips assessment professionals and faculty with practical AI strategies that transform institutional effectiveness workflows. Participants will master techniques for using generative AI to streamline program assessment, enhance assignment design, and simplify accreditation documentation. Through structured exercises, you'll develop custom prompts across multiple platforms, analyze case studies showing measurable time savings, and experience Berea College's innovative assessment chatbot, MARVIN. The workshop progresses from foundational concepts to advanced applications, ensuring value for both AI novices and experienced users. You'll depart with a digital toolkit containing prompt templates, an institution-specific implementation plan, and strategies for addressing ethical concerns. Discover how AI can turn assessment burdens into opportunities for meaningful improvement.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**WP-4 Psychological Science for Effective QEP Planning & Implementation**

**Dr. Sarai Blincoe**, Director of Program Effectiveness, Longwood University, Farmville, VA

**Location:** 205 A, Level 2

The work of the Quality Enhancement Plan is labor intensive and human-centric. As such, psychological science is a fresh approach to accreditation efforts that can offer valuable insights for every stage of the QEP process. In this workshop participants will discover how the application of a small set of psychological principles and methods can engage and empower teams and individuals as they orchestrate complex projects, manage transitions, and inspire commitment to accreditation success. Participants will identify the

## **Saturday, December 6 (1:00 PM – 4:00 PM)**

design and implementation challenges associated with each of the five components of Standard 7.2, and then practice applying concepts from clinical, personality, social, and industrial-organizational psychology. Participants will leave this interactive workshop with measures, tools, and guidelines for application at their home campus.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **WP-5 Understanding Assessment Scores: Reliability, Validity, and the Role of AI**

**Dr. Brian Leventhal**, Director, Assessment and Measurement PhD Program, James Madison University, Harrisonburg, VA; and **Ms. Jada Willse**, Graduate Assistant, James Madison University, Harrisonburg, VA

**Location:** 208 A, Level 2

In higher education, assessment scores are central to evaluating educational effectiveness and guiding programmatic improvements. To support meaningful interpretations, these scores must be backed by strong reliability and validity evidence. In this workshop, we will focus on how to evaluate and apply such evidence based on the specific purposes of assessment scores. Participants will also explore how emerging technologies, including Artificial Intelligence (AI), are influencing the generation, interpretation, and validation of assessment scores. Through a balance of instruction and hands-on activities, participants will learn how to evaluate what reliability and validity evidence is most appropriate for distinct purposes of assessment scores.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

## **SUNDAY, DECEMBER 7**

**7:00 AM – 5:30 PM**

### **Registration Check-In**

*Badge holders sponsored by Simple Higher Ed*

**Location:** Registration Area, Level 2

Pick up badges and registration materials.

**7:00 AM – 4:30 PM**

### **Resource Room**

**Location:** 107, Level 1

See examples of Compliance Certification Reports, QEPs, Fifth-Year Interim Reports, QEP Impact Reports, and Substantive Changes Prospectuses from peer institutions. For a list of the institutions and their reports, see the Resource Room listing in the conference app.

**8:00 AM – 4:30 PM**

### **Presenter Ready Room**

**Location:** 211, Level 2

This space is designated for conference presenters to review materials or finalize preparations prior to their sessions. Please note: no A/V equipment is provided.

**8:00 AM – 11:00 AM**

### **Pre-Conference Workshops (3 hrs.)**

(Advance registration required. Refreshments are included for all workshops.)

### **WS-1 Collaborative Hospitality: Hosting a Successful, Budget-Friendly Onsite Visit**

**Dr. Nathan McKanna**, Dean of Educational Effectiveness, Dallas Theological Seminary, Dallas, TX; and **Mrs. Jennifer Pina**, Assistant Director of Academic Administration, Dallas Theological Seminary, Dallas, TX

**Location:** 102 A, Level 1

Dallas Theological Seminary (DTS) hosted a very successful spring 2024 onsite reaffirmation visit that



**Sunday, December 7 (8:00 AM – 11:00 AM)**

resulted in zero recommendations from our committee. In this workshop, presenters will share key lessons learned from their experience, emphasizing tips for providing outstanding, collaboration-driven hospitality within a realistic budget. Participants will learn core concepts that are applicable to all institutions hosting an onsite visit and will consider how to apply these concepts to their own context. Through provided materials and interaction with others, participants will leave with a clearer picture of the journey ahead and practical action steps for making their onsite visit a memorable and successful experience for everyone involved.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S

#### **WS-2 Conducting a Symphony – Preparing for a Flawless ‘Performance’ of Section 12**

**Dr. Joshua Robinson**, Associate Vice President for Student Affairs and Dean of Students, Jacksonville State University, Jacksonville, AL; **Mr. Terry Casey**, Vice President for Student Affairs, Jacksonville State University, Jacksonville, AL; and **Mrs. Jessica Wiggins**, Associate Vice President of Enrollment Management, Jacksonville State University, Jacksonville, AL

**Location:** 102 B, Level 1

Section 12 involves many areas of campus and may seem daunting to ‘sight read’. Ensuring harmony and avoiding unwanted dissonance requires skilled conductors to orchestrate the symphony. Through a compliance lens, this interactive workshop will explore the standards for Academic and Student Support Services and aid participants in preparing for demonstrating compliance including determining what to include and who to involve, objectively examining and reviewing the narratives, and providing a SACSCOC reviewer’s perspective. This workshop will equip aspiring artists to develop effective narratives that align with accreditation standards by applying insights from a successful reaffirmation cycle and the *Resource Manual*. This session will provide a valuable and tangible experience for participants.

**Conference Track:** Aspiring Artists

**Audience Institution Level(s):** II, III, IV, V, VI

**Audience Institution Size(s):** S, M, L

#### **WS-3 Cultivating Assessment Culture: Strategies for Engagement and Continuous Growth**

**Dr. Divya Bhati**, Associate Vice President, Institutional Effectiveness, Strategic Planning and Assessment, University of Houston-Downtown, Houston, TX

**Location:** 202 A, Level 2

As higher education evolves, institutions must move beyond compliance to embrace assessment as a strategic tool for meaningful change. This session offers collaborative strategies and practical tools to help participants strengthen assessment practices, foster stakeholder engagement, and support a sustainable culture of assessment. Attendees will gain insights into building partnerships, advancing capacity building, and collecting meaningful evidence of student learning and operations. The session provides resources for enhancing communication, aligning assessment with institutional goals, and applying data-informed approaches. Participants will leave empowered with actionable strategies to lead cultural shifts, promote engagement, and drive continuous improvement and long-term institutional impact.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

#### **WS-4 Developing Your QEP Impact Report**

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

**Location:** 207 C, Level 2

This session is for those QEP and assessment leaders who are nearing the final phase of their 5-year QEP journey. It’s time to take stock, fine tune one’s focus, and prepare for the next steps leading into, and preparing, the Impact Report. This interactive session is designed for participants in the middle-to-late stages of QEP implementation who are ready to assess their progress, gain insight

**Sunday, December 7 (8:00 AM – 11:00 AM)**

into Impact Report expectations, and strategically plan for their summative phase of their project. Through guided reflection, peer discussions, and hands-on planning exercises, attendees will discover the essential components of the Impact Report and leave with a clear roadmap for documenting their QEP's successes, challenges, and its lasting impact on student success.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L

**WS-5 Hit all the Right Notes with the QEP:  
Campus Collaboration for the Long Haul**

**Dr. Katie Boyd**, Executive Director, Academic Insight and Director of AUBURNACHIEVE, Auburn University, Auburn, AL; **Dr. Charlie Wilder**, Sr. Analyst, Education Research, Auburn University, Auburn, AL; and **Dr. Rachel Whitman Rotch**, Sr. Analyst, Education Research, Auburn University, Auburn, AL

**Location:** 201 A, Level 2

Excitement around the QEP often peaks during preparations for the decennial review, but sustaining momentum afterward can be challenging. In the first year(s), QEPs can fall out of tune—leaving institutions rushing to improvise. In this session, experienced facilitators—will help participants “hit all the right notes” in implementing their QEP and assessing its impact. The session will start with a case study of a flexible, collaborative QEP with existing support structures—such as teaching and learning centers—providing ongoing expertise and guidance, and new resources added as needed. The remaining workshop time will focus on practical strategies for sustaining engagement, using data to guide decisions, and monitoring meaningful progress—ensuring the QEP stays aligned with institutional goals and demonstrates clear campus-wide impact.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**WS-6 Let's Get in Tune: Harmonizing Your  
Team for Compliance Certification Success**

**Dr. La Toya Hart**, Assistant Vice President, Institutional Research, Planning and Effectiveness/Institutional Accreditation Liaison, Jackson State University, Jackson, MS; and **Dr. Teresa Mackey**, Vice President for Compliance and Institutional Research/Institutional Accreditation Liaison, Holmes Community College, Goodman, MS

**Location:** 208 A, Level 2

This session presents strategies for developing, managing, and submitting the Compliance Certification. Although expectations and requirements are common to all institutions, colleges approach the submission of the Compliance Certification in equally effective yet different ways. In preparation for the reaffirmation or a Fifth-Year Interim Report, it is important to consider strategies and timelines that will work best for the individual institution and its culture. Participants will acquire proven, basic means for effectively and efficiently coordinating and managing logistics of the internal review process, drafting and documenting narratives to ensure compliance with the *Principles of Accreditation*. Insights will be gained from representatives of two institutions who successfully led their institutions through the reaffirmation process.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**WS-7 QEP Development and Submission –  
From Beginning to End**

**Mr. Patrick Sanger**, Dean, institutional Effectiveness and Research, Alvin Community College, Alvin, TX

**Location:** 101 D, Level 1

The QEP is a critical part of the decennial review and understanding what evaluators look for can benefit you as you develop your QEP. Led by an experienced QEP evaluator, this workshop will provide insight into the creation of a clear and focused QEP submission. Participants will learn a QEP chapter structure, based on SACSCOC documentation and experience, that will help to guide readers through your QEP. Participants will

**Sunday, December 7 (8:00 AM – 11:00 AM)**

also address common pitfalls, and align their timelines and assessments within the Standard 7.2 (Quality Enhancement Plan) guidance and the QEP Framework Rubric evaluators rely on during their review. This workshop will take you from the beginning to the end of the QEP process, including activities to help you manage and develop the QEP, and provide participants with the insight of an experienced evaluator.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **WS-8 Strengthening Data-Informed Strategies for Financial and Student Success**

**Dr. Kelli Rainey**, Senior Director, Student Success Initiatives, National Association of College and University Business Officers (NACUBO), Washington, DC, VA; and **Dr. Will Miller**, Associate Vice President for Continuous Improvement and Institutional Performance, Embry-Riddle Aeronautical University, Daytona Beach, FL

**Location:** 101 B, Level 1

This workshop equips higher education leaders with actionable strategies and free tools to integrate data analytics, integrated planning, and resource allocation for improved student success and institutional sustainability. Through interactive exercises and hands-on activities using NACUBO's Student Success Hub, participants will learn how to align financial practices with mission-centered goals, improve cross-functional collaboration, and scale sustainable outcomes. The session supports institutions navigating limited resources and growing demands for accountability, offering practical solutions to foster equity, efficiency, and impact.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M

### **WS-9 In Tune with AI: Orchestrating Assessment and Accreditation Success**

**Dr. Rob Smith**, Executive Director of Institutional Effectiveness & Accreditation, Berea College,

Berea, KY; **Ms. Clara Chapman**, Director of Institutional Research and Assessment, Berea College, Berea, KY; and **Dr. Mary Robert Garrett**, Dean of Faculty Development; Mabel D. Worth Chair in Science as Professor of Organic Chemistry, Berea College, Berea, KY

**Location:** 205 A, Level 2

This immersive workshop equips assessment professionals and faculty with practical AI strategies that transform institutional effectiveness workflows. Participants will master techniques for using generative AI to streamline program assessment, enhance assignment design, and simplify accreditation documentation. Through structured exercises, you'll develop custom prompts across multiple platforms, analyze case studies showing measurable time savings, and experience Berea College's innovative assessment chatbot, MARVIN. The workshop progresses from foundational concepts to advanced applications, ensuring value for both AI novices and experienced users. You'll depart with a digital toolkit containing prompt templates, an institution-specific implementation plan, and strategies for addressing ethical concerns. Discover how AI can turn assessment burdens into opportunities for meaningful improvement.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**10:00 AM – 5:00 PM**

### **Educational Excellence Expo**

**Location:** Hall B, Level 3

Visit exhibitor booths showcasing products and services that aid higher education institutions, browse through publications at the bookstore, take a professional headshot, and participate in the Scavenger Hunt.

**10:00 AM – 12:15 PM**

**NETWORKING - Braindates**

**Location:** Prefunction Area North, Level 1

Engage in productive discussions, share common interests, and create real connections by joining group conversations on topics selected by fellow attendees. Check out the Braindate icon in the conference app to see the topics and join a group in the Braindate Lounge.

**10:00 AM – 10:30 AM**

**VENDOR SESSION**

**VS-1** **Gold Solutions Showcase: Elevating Strategy and Accreditation**

**Location:** 203 A, Level 2

Enjoy light refreshments and engaging fresh insights as **CapinCrouse** and **Interfolio** team up to share how today's leading institutions are preparing for what's next in the future of higher education. Discover the emerging trends, challenges, and opportunities influencing strategic planning—and see how integrated, data-driven workflows can turn accreditation from a compliance task into a strategic advantage. Walk away with practical ideas to streamline operations, demonstrate excellence year-round, and position your institution for long-term success. Learn strategies that help you demonstrate excellence continuously, not just every cycle.

**10:00 AM – 10:30 AM**

**Refreshment Break**

*Sponsored by CBRE – Local FM, Edamerica, Ellucian, HelioCampus, Instructure, Scholarly Software*

**Location:** Hall B, Level 3

**10:45 AM – 11:45 AM**

**VENDOR SESSIONS**

**VS-2** **Silver Solutions Showcase: Innovative Insights for Today's Higher-Ed Leaders**

**Location:** 103 C, Level 1

Join us for a fast-paced session where leading partners share practical strategies to meet higher education's most pressing challenges. From **Coursera's** AI-assisted approach to creating high-quality, customized content, to **JMU's** framework for developing assessment and improvement skills, and **Pharos Resources'** relational approach to student retention—each presentation offers ideas you can act on. Plus, gain clarity on the new Title II accessibility updates from **Symbiosis** and learn how **The Wesley Peachtree Group** helps institutions strengthen financial resilience amid regulatory complexity. Whether you oversee academics, operations, or finance, you'll walk away with fresh perspectives and proven solutions for a changing landscape.

**VS-3** **Stop Fake ID's Intent on FSA Fraud and Stop Online Cheating in Real Time: Our Proven Playbook**

**Dr. Robin Garrett** Retired Provost and Vice Chancellor for Academic and Student Success, Central Texas College, Killeen, TX; and **Dr. Angela Reese**, Online Manager and Business Professor, Central Texas College, Killeen, TX

**Location:** 203 A, Level 2

Central Texas College (CTC) is now stopping fake and stolen ID's and bots to prevent FSA Fraud...in real time. Institutional integrity and federal funding are on the line, so CTC leveraged cutting-edge biometric authentication and document verification technology to detect and prevent hundreds of fraudulent identities from advancing. We will share how our FSA teams can confidently onboard students, identify imposters, and defend against systemic fraud at scale. With the surge in contract cheating CTC used the same ID verification tools to stop and prevent academic dishonesty. We will showcase how over 130,000 students were asked to verify their identity, yielding powerful insights into sophisticated cheating tactics. This session will share key findings, policy implications, and practical



**Sunday, December 7 (10:45 AM – 11:15 AM)**

strategies for implementation. Don't miss this powerful session!

**10:45 AM – 11:15 AM**

## **VENDOR SESSIONS**

### **VS-4 Practical AI Advice from a Guy Who Hates AI**

**Dr. Glenn Phillips**, Senior Insights Consultant, , ,

**Location:** 204, Level 2

AI is changing everything, and higher education is no exception. As powerful AI tools become a part of our daily work, their impact on assessment and accreditation is impossible to ignore. This session isn't about hype; it's about facing this reality and managing it strategically. Coming from a skeptic who never drank the Kool-Aid but always wanted to know the flavor, we'll explore the real challenges and opportunities AI presents for institutional effectiveness. You'll leave with practical strategies for adapting to the AI-enhanced world and a framework for initiating conversations about AI at your institution (and with yourself).

**11:00 AM – 1:30 PM**

## **Lunch Options Available in Hall C**

**Location:** Hall C, Level 3

Grab lunch in Exhibit Hall C! Choose from several vendors offering a variety of food and beverages for sale. If you pre-purchased a lunch voucher, it may be used at any vendor stand.

**11:15 AM – 12:30 PM**

## **Leadership Orientation for the Reaffirmation Class of 2028**

**Location:** Davidson Ballroom C, Level 1M

**11:15 AM – 12:00 PM**

## **First-Time Attendee Orientation**

**Annual Meeting Program Planning Committee members:** **Mr. Ladelles Harmon**, Director of Institutional Effectiveness, McDowell Technical Community College, Marion, NC; and **Mrs. Renee Hicks**, Assistant Vice President of Institutional Effectiveness, Access and Success, Nicholls State University, Thibodaux, LA

**Location:** Davidson Ballroom A, Level 1M

**11:30 AM – 12:00 PM**

## **VENDOR SESSION**

### **VS-5 From Feedback to Action: Vanderbilt's Continuous Improvement Story**

**Ms. Molly Thompson**, Interim Senior Deputy Director, Vanderbilt University, ,

**Location:** 104 E, Level 1

At Vanderbilt University, feedback has become a powerful driver of continuous improvement. This session will share how the institution transformed its course evaluation process using Explorance's Blue software to better inform decision-making, strengthen teaching, and enhance student success. By streamlining data collection and reporting through Blue, Vanderbilt reduced administrative burden, improved response rates, and increased the visibility of student feedback across departments. Presenters will discuss how a unified approach fostered greater transparency, collaboration, and accountability, enabling academic leaders to act on insights more effectively. Attendees will gain practical takeaways on building a culture of evidence-based improvement, leveraging feedback for strategic planning, and aligning evaluation practices with academic priorities.

**12:15 PM – 1:15 PM**

## **Sunday Networking Luncheon**

**Location:** Omni Hotel, Broadway Ballroom E, Level 2  
(Advance registration required).

**1:30 PM – 4:30 PM**

**NETWORKING - Braindates**

**Location:** Prefunction Area North, Level 1

Engage in productive discussions, share common interests, and create real connections by joining group conversations on topics selected by fellow attendees. Check out the Braindate icon in the conference app to see the topics and join a group in the Braindate Lounge.

**1:30 PM – 2:30 PM**

**Substantive Change Consultations**

**Dr. Robin Zuniga**, Coordinator of Substantive Change, SACSCOC, Decatur, GA; **Mr. Michael Clark**, Substantive Change Specialist, SACSCOC, Decatur, GA; and **Dr. Kevin Sightler**, Director of Substantive Change, SACSCOC, Decatur, GA

**Location:** 206 A, Level 2

One-on-one speed consultations with SACSCOC substantive change staff are available. Ask a focused question and get a direct answer—fast, to-the-point, and actionable. Come prepared with your question to make the most of your time. If a speed consultation isn't enough, we can schedule a longer phone or Zoom consultation that works for everyone.

**1:30 PM – 2:30 PM**

**STAFF SESSIONS I**

**SS-1 Addressing Adverse Actions and Managing Change Under Pressure**

**Dr. Eurmon Hervey**, Vice President, SACSCOC, Decatur, GA

**Location:** 104 E, Level 1

Receiving an adverse accreditation action—such as warning or probation—can be a pivotal moment for any institution. Beyond the technical work of demonstrating compliance, leaders must navigate

heightened public scrutiny, stabilize campus morale, and drive meaningful institutional change. This session offers practical guidance for presidents, provosts, accreditation liaisons, and board members on managing the period of uncertainty with strategic communication, governance alignment, and clear accountability.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-2 Developing an Application for Membership: A Q&A Session for Pre-Applicants**

**Dr. Patricia Donat**, Senior Vice President, SACSCOC, Decatur, GA; and **Dr. Mary Kirk**, Candidacy Evaluator and Former Vice President, SACSCOC, Decatur, GA

**Location:** 203 A, Level 2

This session will provide an opportunity for representatives from pre-applicant institutions to ask questions about the accreditation process and about completing both parts of an application and addressing specific requirements in the application for membership. Institutional representatives are encouraged to arrive with questions about particular issues of concern to them as they prepare their application for membership. Note: This session will not include a formal presentation. Attendees are requested to read the *Principles of Accreditation* and Accreditation Procedures for Applicant Institutions at [www.sacscoc.org](http://www.sacscoc.org), download an application for membership, and prepare their questions for this session.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-3 Financial and Physical Resources**

**Mr. Bo Wright**, Director of Institutional Finance, SACSCOC, Decatur, GA

**Location:** 101 D, Level 1

Sound financial resources, demonstrated stability, and fiscal responsibility are essential for all

**Sunday, December 7 (1:30 PM – 2:30 PM)**

institutions of higher education. This session will examine Core Requirement 13.1, and Standards 13.2 through 13.8. Discussions of current financial issues affecting public and private institutions will be highlighted, with emphasis on how these issues affect the accreditation process.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-4 Navigating SACSCOC Standards for Dual Enrollment Programs: Institutional Strategies and Challenges to Maintain Quality**

**Dr. Nuria Cuevas**, Vice President, SACSCOC, Decatur, GA; **Dr. John Donnelly**, Vice President, SACSCOC, Decatur, GA; **Dr. Cissy Matthews**, Vice President of Instruction, Galveston College, Galveston, TX; and **Ms. Brittany Ressman**, Associate Vice President, Institutional Effectiveness and Research, Piedmont Virginia Community College, Charlottesville, VA

**Location:** 104 A, Level 1

While dual enrollment programs are generally well understood in the larger context of SACSCOC *Principles* and policies, recent feedback from member institutions reveals ongoing confusion and misinterpretation of specific standards relevant to dual enrollment programs. This session will feature representatives from multiple membership institutions who will provide strategies to maintain educational quality and institutional mission while navigating the complexities of dual enrollment implementation. The discussion will focus on standards relevant to the quality of dual enrollment programs, specifically those related to faculty, program coordination, educational policy, procedures, and practices (Section 6, Section 10), as well as Substantive Change requirements for off-campus instructional sites. Attendees will gain practical insights into how institutions are adapting to these challenges while upholding quality and accreditation standards.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-5 Preparing a Fifth-Year Interim Report (This session will be repeated. See SS-18)**

**Mr. Timothy Cranford**, Coordinator of Legal and Governmental Affairs, and Commission Support, SACSCOC, Decatur, GA; and **Dr. Matthew Melton**, Vice President, SACSCOC, Decatur, GA

**Location:** 209 A, Level 2

The Fifth-Year Interim Review process involves distinct parts ranging from the institutional submission to the review by the Committee. Join this session to learn how all the various parts fit together. This session presents an outline of the Fifth-Year Review process and provides an overview of the components of the Fifth-Year Interim Report. Additional topics covered include key pointers for institutions to consider when developing their Fifth-Year Interim Reports and points to consider based on observation and feedback from evaluators who have reviewed Fifth-Year Interim Reports.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-6 The Role of Chief Academic Officers and Accreditation**

**Dr. Kelli Mckeone**, Vice President, SACSCOC, Decatur, GA

**Location:** 106 A, Level 1

The leadership of the chief academic officer significantly influences an institution's success in meeting its accreditation requirements. This session will explore how chief academic officers may productively apply Bolman and Deal's four-frame model for leadership to an institution's accreditation responsibilities, thus strengthening accreditation processes themselves and enhancing institutional leadership more broadly.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-7 Transforming Institutions through Benchmarking and Accreditation**

**Sunday, December 7 (1:30 PM – 2:30 PM)**

**Dr. Godfrey Fuji Noe**, Coordinator of Training and Research, SACSCOC, Decatur, GA; **Dr. Jacquelyn Eidson**, Director, National Higher Education Benchmarking Institute, Johnson County Community College, Overland Park, KS; and **Ms. Michelle Taylor**, Senior Research & Data Analyst, Johnson County Community College, Overland Park, KS,

**Location:** 110 B, Level 1

Higher education institutions today face increasing pressure to demonstrate accountability, meet accreditation standards, and show alignment with workforce and economic needs. To respond effectively, institutions need access to reliable, comparable data that can inform both compliance and strategic planning. The National Community College Benchmark Project (NCCBP), the flagship initiative of the National Higher Education Benchmarking Institute (NHEBI), provides the largest set of standardized benchmarks for two-year institutions nationwide. Presenters will showcase how benchmarking can strengthen institutional narratives, inform strategic planning, and directly support SACSCOC accreditation efforts. Through case examples, interactive discussion, and a hands-on activity, participants will gain insight into how benchmarking and workforce data can transform compliance challenges into opportunities for accreditation, institutional growth, and student success.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**1:30 PM – 2:30 PM**

## **GROUP DISCUSSION**

### **GD-1 Creating Harmony in Your Institutional Reaffirmation Band**

**Dr. Delena Gatch**, Associate Vice President, Georgia Southern University, Statesboro, GA

**Location:** 102 A, Level 1

Reaffirmation of accreditation requires collaboration, reflection, and careful coordination. At Georgia Southern University, we foster harmony in this process through a structured six-phase approach—tracking progress, documenting institutional strengths, and enhancing operational practices. This method allows us to highlight our institutional identity while reinforcing a commitment to continuous improvement.

Join this group discussion to explore key strategies for managing timelines, communication, and preparation for both Off-Site and On-Site Review. Gain insights into orchestrating accreditation efforts, transforming challenges into opportunities, and ensuring every campus stakeholder plays a vital role in building your institutional band.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** S, M, L, XL

**1:30 PM – 2:30 PM**

## **CONCURRENT SESSIONS I**

### **CS-1 A Comprehensive Approach to Online Teaching and Learning**

**Dr. Michelle McGehee**, Dean for Academic Affairs, Blinn College District, Brenham, TX; **Mrs. Kimberly Paulhill**, Biology Professor, Blinn College District, Brenham, TX; and **Ms. Helen Johnson**, Instructional Design Specialist, Blinn College District, Brenham, TX

**Location:** 102 B, Level 1

Sixty percent of community college students enroll in online courses, making high-quality learning environments critical to their success. Join Blinn College faculty, staff, and administrators to explore a holistic quality assurance program that includes faculty and student training, robust course design and review, and comprehensive online wraparound services contributing to successful outcomes for online students. Ten years in development, this project adheres to high standards of academic integrity and fully supports student and faculty



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success by ensuring well-designed and delivered courses, well-trained faculty, and well-equipped students.

Nationally, online students are less likely to succeed, but Blinn's online learners outperform their face-to-face counterparts.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-2 A Shift in Key: Using Digital Badges to Bridge Learning and Careers**

**Dr. Willie Pomeroy**, Director of Assessment and Accreditation, Fayetteville Technical Community College, Fayetteville, NC; and **Mrs. Michelle Walden**, Dean of Allied Health, Fayetteville Technical Community College, Fayetteville, NC

**Location:** 103 C, Level 1

Just as a key change in music brings fresh tone and direction, higher education is experiencing a transformative shift. This session explores how digital badges and microcredentials are helping integrate learning and career development into more cohesive and intentional pathways. We will examine the evolving role of traditional degrees and explore how microcredentials and digital badges can create on- and off-ramps in learning while enhancing career development. We will share Fayetteville Technical Community College's journey and lessons learned in implementing digital badges that meet our students' needs. Attendees will have the opportunity to discuss and explore strategies for implementation at their own institutions.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-3 ChatGPT Knows Me And That Changes Everything: Equity and the Personalization Gap**

**Dr. Ondrea Wolf**, Director, Quality Enhancement Plan and Assessment, El Paso Community College, El Paso, TX

**Location:** 105 A, Level 1

As generative AI becomes increasingly embedded in academic life, many institutions focus on prompt engineering and policy, but what happens when we overlook the deeper dynamics between users and tools? This session explores the equity implications of long-term, personalized interactions with ChatGPT. We'll examine how students who have developed an ongoing relationship with the tool gain more accurate, nuanced, and personalized outputs, advantages not accessible to newer or less fluent users. Drawing on real-world use cases from a community college context, the session will challenge attendees to rethink AI literacy, faculty support, and institutional strategies for equitable AI integration.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-4 Conducting Change: Harmonizing a First-Year Seminar to Hit All the Right Notes**

**Dr. Ellen Bloomfield**, Dean, School of Arts & Science

**Location:**

How do we align today's first-year student experience with our institution's mission and vision? This session shares how a comprehensive instructional design process transformed a first-year experience course to emphasize career readiness, student engagement, and institutional priorities. Participants will engage in a hands-on design sprint, applying key instructional design principles to a simulated course revision challenge at their own institution. Walk away with actionable strategies to move from curriculum chaos to student-centered harmony in your first-year experience course.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-5 Dashboards for Data-Driven Decision-Making and Institutional Effectiveness**

**Dr. Michelle Palokas**, Associate Dean for Administration, University of Mississippi Medical

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Center, Jackson, MS; and **Dr. Margaret Calcote**, Assistant Dean for Accreditation and Evaluation, University of Mississippi Medical Center, Jackson, MS

**Location:** 105 B, Level 1

This session will highlight the development of interactive dashboards to support data-informed decision-making and institutional effectiveness. Featured tools include a student dashboard using Workday data to analyze enrollment and demographics, and a faculty dashboard based on survey data detailing qualifications and demographics. Presenters will demonstrate how these dashboards enhance transparency, guide strategic planning, and support SACSCOC standards related to faculty qualifications (6.2a), student outcomes (8.2c), and administrative effectiveness (7.3). Attendees will learn about dashboard development, use cases, integration into accreditation reporting, and gain practical strategies for implementation.

**Conference Track:** Aspiring Artists

**Audience Institution Level(s):** II, III, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **CS-6 Demystifying Standard 7.3: What Are We Actually Talking About?**

**Dr. Naima Wells**, Director of Administrative Assessment, Embry-Riddle Aeronautical University, Daytona Beach, FL

**Location:** 106 C, Level 1

Standard 7.3 (Administrative Effectiveness) requires institutions to identify expected outcomes for administrative support services and demonstrate their achievement. While seemingly straightforward, implementing this standard effectively often raises practical questions. This session aims to demystify Standard 7.3 by moving beyond the manual's text. We will integrate the standard's requirements with broader concepts of administrative effectiveness, assessment theory, findings from an empirical study on the real-world challenges assessment professionals face (e.g., resource constraints, buy-in, defining outcomes), practical mitigation strategies, and insights from a concrete institutional guide for administrative assessment. Participants

will leave with a clearer, more holistic understanding of what Standard 7.3 entails in practice.

**Conference Track:** The Classics

**Audience Institution Level(s):** II, III, IV, V, VI

**Audience Institution Size(s):** S, M, L, XL

### **CS-7 Directing the Symphony: Key Lessons for Leading an Institution's QEP**

**Mr. Clay Redding**, Department Head, Communication Studies, Blinn College District, Brenham, TX; and **Dr. April Kinkead**, Dean, Humanities, Blinn College District, Brenham, TX

**Location:** 110 A, Level 1

This session provides those planning to or currently leading an institution's efforts to design and plan a successful and meaningful QEP with specific strategies to implement while directing a complex, institution-wide project critical to the accreditation process. The facilitators will share their experience with developing a successful QEP while providing generalizable lessons to help attendees design and implement a QEP that will significantly impact the students at their respective institutions. The session is ideal for those in the beginning stages of developing a QEP but anyone who is anywhere in the process prior to implementation can benefit from these lessons, especially those who might need ideas to fine tune their project.

**Conference Track:** Aspiring Artists

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **CS-8 Finding Harmony: Making Music with Core Requirement 8.1: Student Achievement**

**Dr. Paul Fowler**, Executive Director of Institutional Effectiveness and Accreditation, Louisiana State University at Eunice, Eunice, LA

**Location:** 202 A, Level 2

This "classic" session "makes music" by providing a proven strategy for finding harmony (compliance) with Core Requirement 8.1: Student Achievement. The presenter will examine the definitions of the various terms and the components required for compliance, including the criteria, threshold of

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acceptability, goal, and outcome. A strategy for developing the required rationales will also be examined followed by a discussion of the Key Student Completion Indicator, along with disaggregation of the data and when it is required. Details also will be discussed surrounding what is published on the website versus what is included in the response to the Standard. Examples from the presenter's institution will also be provided.

**Conference Track:** The Classics

**Audience Institution Level:** I

**Audience Institution Size:** M

### **CS-9 From Connection to Completion: Simple Faculty Practices with Systemic Impact**

**Dr. Brian Jones**, Associate Vice President for Institutional Effectiveness, Odessa College, Odessa, TX

**Location:** 201 A, Level 2

Odessa College has demonstrated that you don't need a complex system to dramatically improve student outcomes - you need consistent, intentional human connection. Through its Drop Rate Improvement Program, the college saw a 7% drop rate reduction, a 22% increase in success rates, and a 253% increase in annual graduates since its inception. At the heart of this transformation are a set of simple but powerful faculty commitments: learn student names, check in regularly, hold one-on-one meetings, and balance structure with flexibility. This session will explore how Odessa used data to identify high-impact faculty behaviors, how they scaled those practices across the institution, and how any college can build a culture where belonging, engagement, and trust fuel student persistence and completion.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II

**Audience Institution Size(s):** XS, S, M, L, XL

### **CS-10 From Student Voice to Strategic Action: Using Survey Data for Student Success**

**Dr. Jillian Kinzie**, Associate Director, National Survey of Student Engagement, Indiana University Bloomington, Bloomington, IN; and **Dr. Shona**

**Gibson**, Senior Associate Vice Chancellor, Chief Transformation Officer, The Texas A&M University System, College Station, TX

**Location:** 201 B, Level 2

How can institutions move beyond simply collecting student feedback to using it strategically to improve outcomes? This session introduces a practical, research-informed model built by assessment leaders from the National Survey of Student Engagement (NSSE), and the Association of College and University Educators (ACUE) to help institutions translate student voice data, such as engagement surveys, into actionable decisions and change. By better integrating student voice data from the institution, program, course and co-curricular levels it is possible to more effectively address a variety of common challenges across academic and student affairs and institutional planning. We will demonstrate our model, and then discuss an institutional partner's approach to mapping institutional priorities to relevant student voice metrics to inform strategic action and advance student success.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** II, III, V

**Audience Institution Size(s):** S, M, L, XL

### **CS-11 Harmonizing Success: Effective Planning for a Successful On-Site Visit**

**Ms. Merri Incitti**, Director, Assessment and Accreditation, Florida Gulf Coast University, Fort Myers, FL; **Ms. Alexis Arnow**, Coordinator II, Assessment and Accreditation, Florida Gulf Coast University, Fort Myers, FL; and **Dr. SangKi Min**, Assistant Vice President, Planning & Institutional Performance, Florida Gulf Coast University, Fort Myers, FL

**Location:** 202 C, Level 2

A successful SACSCOC on-site review requires more than just documentation—it demands seamless coordination, strategic planning, and thoughtful hospitality. This engaging session will walk attendees through essential preparation strategies, including organizing preparatory meetings, forming a logistics team, selecting optimal venues, coordinating transportation, and

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planning meals that impress. Learn how to create a welcoming, professional environment that reflects your institution's strengths and commitment to continuous improvement. Whether you're new to accreditation or looking to refine your process, this session offers practical insights and actionable tips to ensure your institution is ready to shine during the SACSCOC visit.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **CS-12** Harnessing ChatGPT for Smarter Academic Program Assessment Reporting

**Dr. Brooke Guelker**, Associate Director of Assessment, Southern Methodist University, Dallas, TX; and **Dr. Susana Solera Adoboe**, Provost Faculty Fellow and Senior Lecturer of Spanish, Southern Methodist University, Dallas, TX

**Location:** 205 A, Level 2

This beginner-friendly session demonstrates how SMU's Office of Institutional Planning and Effectiveness uses ChatGPT to streamline the academic assessment report review process. Learn how generative AI can support the creation of stronger mission statements, student learning outcomes (SLOs), and program goals (PGs), while ensuring alignment with SACSCOC standards. Attendees will explore practical strategies for integrating AI into workflows to reduce review time, generate tailored feedback, and improve report quality. Designed for those with no prior AI experience, this session includes a hands-on activity where participants will use ChatGPT to develop or revise outcomes and goals. Please bring a connected device (laptop or tablet) to participate fully in the interactive portion.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **CS-13** In Harmony: Building a Scalable, Power BI Enabled Faculty Credentials System

**Dr. Melanie Jenkins-Simpson**, Assistant Vice President, The University of Alabama in Huntsville,

Huntsville, AL; and **Mrs. Misty McFadden**, Associate Director, Institutional Research, Effectiveness & Assessment, The University of Alabama in Huntsville, Huntsville, AL

**Location:** 205 B, Level 2

The University of Alabama in Huntsville will share its approach to implementing a centralized Faculty Credentials System that supports compliance with SACSCOC Standard 6.2.a. This session will highlight the use of Quali Build to collect faculty credential data and automate documentation workflows, and how Power BI is leveraged to monitor qualifications, flag gaps, and support term-based audits. Presenters will discuss system design, stakeholder collaboration, and best practices for managing credential data across academic units. Attendees will gain practical strategies to improve data integrity, streamline compliance reporting, and enhance institutional accountability through technology and process integration.

**Conference Track:** Building Your Band

**Audience Institution Level:** V

**Audience Institution Size(s):** M, L

### **CS-14** Less One-Man Band, More Orchestra: Coming Together for Meaningful Accreditation

**Dr. John Downey**, President, Blue Ridge Community College, Weyers Cave, VA; **Mr. Michael Thompson**, Instructor, English and Lead SACSCOC Editor, Blue Ridge Community College, Weyers Cave, VA; and **Mrs. Ellyn Alt**, Accreditation Coordinator, Blue Ridge Community College, Weyers Cave, VA

**Location:** 205 C, Level 2

Developing a forum that encourages participation from across the institution to exchange ideas and facilitate decision-making is at the core of true shared governance. A governance model that engages college community members in the institutional strategic planning process deepens the overall understanding of policies and procedures. The efforts incorporated by shared governance establish a strong base for demonstrating how policies and Institutional processes support



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meaningful compliance with the accreditation standards.

**Conference Track:** Building Your Band

**Audience Institution Level:** I

**Audience Institution Size(s):** S, M

### **CS-15** Leveraging Human Engagement and AI to Transform Student Course Evaluations

**Ms. Amanda Jewett Zekanis**, Institutional Researcher, Johnston Community College, Smithfield, NC; and **Dr. Britney Shawley**, Director of Assessment, Research, and Evaluation, Johnston Community College, Smithfield, NC

**Location:** 104 C, Level 1

In Spring 2025, Johnston Community College's (JCC) Assessment, Research, and Evaluation Department launched a new initiative to elevate student course evaluations—boosting both participation and the quality of feedback instructors receive. By combining high-impact student outreach with artificial intelligence to analyze de-identified evaluation data, we gained timely, actionable insights and made cross-semester, cross-group comparisons. This session unpacks those strategies, shares key findings, and shows how they align with SACSCOC Standards 7.1.a and 7.1.b. Attendees will walk away with practices that effectively combine human-centered strategies and evolving technologies to enhance institutional effectiveness and accreditation readiness.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M

### **CS-16** The Gifts of SACSCOC: Enacting Change After Reaffirmation

**Dr. Larissa Smith**, Provost and Vice President for Academic Affairs, Longwood University, Farmville, VA; and **Dr. David Shoenthal**, Associate Provost and Vice President for Academic Affairs and Professor of Mathematics, Longwood University, Farmville, VA

**Location:** 207 B, Level 2

While many campuses have offices and staff devoted to institutional effectiveness, assessment, and institutional research (among others) to ensure ongoing compliance with SACSCOC standards, times between reaffirmation visits can be proactively used to incorporate strategies to make the next SACSCOC report or visit run more smoothly. Using Longwood's process after its 2014 and 2024 reaffirmation cycles as a model, our session will engage participants in a planning process for developing changes in campus processes. Participants will reflect upon their institution's culture as well as the successes and challenges of their most recent reaffirmation cycle. The goal will be to develop a first draft of an institutional plan to turn lessons learned during the most recent reaffirmation cycle into actions.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M

## **2:30 PM – 3:00 PM**

### **Refreshment Break**

*Sponsored by CBRE – Local FM, Edamerica, Ellucian, HelioCampus, Instructure, Scholarly Software*

**Location:** Hall B, Level 3

## **3:00 PM – 4:30 PM**

### **STAFF SESSIONS II (90 minutes)**

### **SS-8** A Deeper Dive into Substantive Change: Application + Practice

**Dr. Robin Zuniga**, Coordinator of Substantive Change, SACSCOC, Decatur, GA; and **Dr. Kevin Sightler**, Director of Substantive Change, SACSCOC, Decatur, GA

**Location:** 101 B, Level 1

This hands-on session will help you master substantive change policy, situation analysis, and processes. We'll use mini case studies and scenario analyses to work through the most

**Sunday, December 7 (3:00 PM – 4:30 PM)**

common and challenging substantive change decisions that institutions face. The focus is on active learning with actionable takeaways for all types of institutions, whether you're a beginner or have extensive experience.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **SS-9 Compliance Certification**

**Dr. Patricia Parrish**, Vice President, SACSCOC, Decatur, GA

**Location:** 104 E, Level 1

This session will provide guidance for institutions conducting an assessment of their compliance with the Commission's accreditation standards to prepare for an evaluation of compliance by Off-Site and On-Site Review Committees. Participants are expected to be familiar with the *Principles of Accreditation*.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

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

**Dr. Geoffrey Klein**, Vice President, SACSCOC, Decatur, GA

**Location:** 209 A, Level 2

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 curate supporting evidence to make their case for compliance. The session will include multiple opportunities for attendees to test their knowledge of Section 10: Educational Policies, Procedures, and Practices.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**3:00 PM – 4:30 PM**

## **CONCURRENT SESSIONS I (90 minutes)**

### **CS-17 A Collaborative Approach to Supervising Dual Credit Programs**

**Mrs. Savanna Martinez**, Director of Dual Credit Programs, Southwest Texas College, Uvalde, TX; **Dr. Renee Zimmerman**, Director of Professional Development, Southwest Texas College, Uvalde, TX; and **Dr. Mark Underwood**, Vice President of Special Projects, Southwest Texas College, Uvalde, TX

**Location:** 207 C, Level 2

This session will highlight the instructional leadership, curriculum, assessment, and collaboration challenges inherent in dual credit programs operating in high schools. Recent years have witnessed a dramatic growth of dual credit programs because of the increased use of high school teachers as adjunct faculty. Southwest Texas College has developed a collaborative approach for oversight in response to the challenge. The session will demonstrate the key components of partnership agreements, oversight processes, assessment instruments, and professional networks used for maintaining oversight of dual credit programs within the framework of the SACSCOC *Principles of Accreditation*.

**Conference Track:** The Classics

**Audience Institution Level:** I

**Audience Institution Size:** M

### **CS-18 Building Bridges: Quality Enhancement Plan as a Catalyst for Strategic Change**

**Dr. Alyssa Benavides**, Managing Director, Interprofessional Education and Community Health Outreach, Texas Tech University Health Sciences Center El Paso, El Paso, TX; **Dr. Christiane Herber-Valdez**, Assistant Vice President for Academic Affairs, Texas Tech University Health Sciences Center El Paso, El Paso, TX; and **Dr. Julie Blow**, Assistant Managing Director of Institutional Assessment and Accreditation, Texas

**Sunday, December 7 (3:00 PM – 4:30 PM)**

Tech University Health Sciences Center El Paso, El Paso, TX

**Location:** 106 C, Level 1

Amid the shifting rhythms of higher education, Texas Tech Health El Paso advances an innovative, mission-driven approach to Interprofessional Education through its Quality Enhancement Plan (QEP). As a Hispanic-Serving Institution on the U.S.-Mexico Border, we developed a strategic, scalable IPE model—anchored in our QEP—that harmonizes faculty leadership, curricular innovation, and community-integrated outreach. The session will explore how we leverage the QEP on IPE as a change management strategy, transforming curricula and expanding learning into real-world contexts. Our model enhances our mission, addresses community needs, prepares students, and creates opportunities for grant-supported outreach. This replicable approach demonstrates the QEP's role as both a pedagogical catalyst and strategic tool for sustaining mission-focused education during times of accelerated change.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** S, M, L

#### **CS-19** Changing Keys with AI: By Building Adaptive SMAART Goals to Drive Improvement

**Mrs. Kimberly Milligan**, Director, Employee Development Center & AI Adaptation and Training, Brazosport College, Lake Jackson, TX; and **Dr. Shayan Mirabi**, Dean of Instruction, Business, Technology and Online Programs, Brazosport College, Lake Jackson, TX

**Location:** 103 A, Level 1

In today's rapidly evolving higher education landscape, agility is essential. This session explores how AI can support the development of adaptive SMAART (Specific, Measurable, Achievable, Aspirational, Relevant, Time-bound) goals that align with institutional mission and values to drive continuous improvement across academics, student services, and operations. The session will also examine how adaptive SMAART goals, supported by AI tools, can enhance the student experience by fostering more responsive academic

and support strategies. Presenters will share practical implementation insights from a community college initiative, including how these tools complement curriculum and faculty development. Attendees will leave with actionable ideas and AI-informed frameworks that support institutional effectiveness and student success.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III

**Audience Institution Size(s):** XS, S, M, L, XL

#### **CS-20** Curriculum Mapping: A Process to Define, Document, and Improve Student Success

**Dr. Berkley King**, Faculty, Hampton University, Hampton, VA; and **Dr. Leroy Hamilton, Jr.**, Senior Vice President, Miles College, Fairfield, AL

**Location:** 207 A, Level 2

Accreditation agencies, legislators, donors, and other stakeholders are increasingly urging academic units to ensure, document, and demonstrate that their program curricula reflect coherent pathways of study aligned with intended learning outcomes. This session will introduce a structured, replicable, and tested curriculum mapping model to help curriculum committees assess how intentionally and coherently degree program curricula promote the expected program learning outcomes. The curriculum mapping model guarantees that students receive appropriate instruction and assessments in a logical order, ensuring that student success is not left to chance. To facilitate the replication of this model, session attendees will receive a curriculum mapping resource manual that includes real-life examples, including the application of Lumina's Degree Qualification Profile (DQP) at the general education level.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-21 Preparing for the On-Site Reaffirmation Review**

**Dr. Lori Roe**, Director of Accreditation and Academic Programs, Murray State University, Murray, KY; and **Ms. Ashley Ireland**, Assistant Provost and Director of Online Learning, Murray State University, Murray, KY

**Location:** 106 A, Level 1

The on-site reaffirmation review visit is intimidating but can run smoothly with detailed planning and buy-in from your campus community. The presenters recently planned a successful on-site visit for Murray State University, a Level V, public, regional university, and received positive feedback from the review committee about our hospitality and organization. We focus on practical planning tools and strategies for 1) creating a team to lead the on-site visit planning and implementation; 2) developing a detailed, but flexible, plan; 3) coordinating with the campus constituents to help with the visit; and 4) preparing faculty, students, and staff for interviews with the review team.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** S, M, L

**CS-22 Prompt and Circumstance: Using AI for Smarter Assessment & Accreditation**

**Dr. Rob Smith**, Executive Director of Institutional Effectiveness & Accreditation, Berea College, Berea, KY; and **Dr. Sarah Adams**, Executive Director of General Education, Berea College, Berea, KY

**Location:** 205 B, Level 2

This session demonstrates how generative AI can help institutional teams streamline their assessment processes, with a particular focus on how to do so in general education (8.2.b). Through hands-on activities, participants will optimize assessment prompts with real-time feedback and analyze case studies to improve report review techniques. You'll practice using AI to enhance feedback quality and automate routine IE tasks while maintaining human judgment. Whether you're conducting your full assessment orchestra or just learning to play, you'll

leave with practical strategies to help your institutional band perform at its best while reducing reporting fatigue.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-23 Strategies for a Strong Band: Engaging Campus Offices in Non-Academic Assessment**

**Dr. Alaina Gunn**, Assessment Coordinator, Greenville Technical College, Greenville, SC

**Location:** 102 A, Level 1

At Greenville Technical College, we are building a "Culture of Continuous Improvement" by revamping the assessment process for our non-academic units (Standards 7.3 and 8.2.c). While the concept of continuous improvement is rooted in SACSCOC accreditation standards, these offices on our campus are actively working to enhance their services, and our assessment office is refining its procedures to better support this goal. This session will highlight strategies we're using to foster a culture of assessment and improvement drawing from literature reviews, established best practices, and lessons learned from the presenter's own experiences as a former faculty member. Participants will gain insights into practical strategies for engaging their campus communities in assessment and continuous improvement and will leave with actionable steps to implement at their institutions.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, V, VI

**Audience Institution Size(s):** XS, S, M, L

**CS-24 Tuning the Instrument: Designing a Purpose-Driven Academic Program Review**

**Dr. Robert Haight**, Vice Provost for University Assessment and Accreditation, University of North Texas Health Science Center, Fort Worth, TX

**Location:** 208 A, Level 2

This session presents the development and implementation of a new Academic Program Review (APR) process at a health science center.



**Sunday, December 7 (3:00 PM – 4:30 PM)**

Designed to align with institutional mission, state priorities, and federal expectations for credentials of value and gainful employment. The APR was built through stakeholder engagement, piloting, and campus-wide collaboration. The presenter will outline the complete APR structure, including self-study, external review, and action planning focused on workforce outcomes and institutional effectiveness. Emphasis will be placed on using the review to drive continuous improvement and data-informed decisions. This case offers a transferable model for institutions seeking a rigorous, sustainable approach to program evaluation.

**Conference Track:** Building Your Band

**Audience Institution Level:** VI

**Audience Institution Size:** S

**CS-25 Uncovering the Implicit Measures:  
Orchestrating Success with SACSCOC Section 8**

**Dr. Cheri Clavier**, Assistant Vice Provost for Institutional Effectiveness and Accreditation Liaison, East Tennessee State University, Johnson City, TN; and **Dr. Cindy Williamson**, Director of Accreditation and Assessment and SACSCOC Liaison, University of Tennessee at Chattanooga, Chattanooga, TN

**Location:** 104 A, Level 1

This 90-minute session reveals the often-overlooked explicit and implicit complexities of SACSCOC Section 8, focusing on student achievement. Drawing from successful institutional experiences, participants will learn practical strategies for addressing the implicit components of CR 8.1, effective approaches to student outcomes documentation, and techniques for creating defensible samples. Through interactive activities and case studies, attendees will gain insights into transforming compliance challenges into opportunities for demonstrating institutional effectiveness and student success.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-26 Using Virtual Peer Led Communities &  
AI Tutors to Drive Student Academic Success**

**Dr. Lara Lomicka Anderson**, Vice Provost and Dean of Undergraduate Studies, The University of South Carolina, Columbia, SC; **Mr. Faxian Yang**, Research & Planning Administrator, University of South Carolina, Columbia, SC; and **Dr. La Trice Small**, Director of Institutional Assessment, University of South Carolina, Columbia, SC

**Location:** 103 C, Level 1

As institutions face ongoing retention challenges, especially in bottleneck courses with DFW rates over 30%, virtual peer-led learning is proving transformative. This presentation shares evidence from a pilot study where structured virtual peer support and AI-driven tutoring addressed barriers to academic success. Research shows that virtual peer learning deepens understanding, boosts confidence, and significantly reduces DFW rates. Students using the virtual support tool consistently outperformed peers without such support. In a time of declining enrollment and increased scrutiny, this scalable, evidence-based approach offers a promising path to improved student outcomes.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II

**Audience Institution Size(s):** S, M, L, XL

**3:00 PM – 4:00 PM**

**VENDOR SESSION**

**VS-6 Immigration, Endowment, and Title IV, Oh My! Legal Shifts Impacting Institutional Stability**

**Ms. Hayley Hanson**, Partner, Husch Blackwell, Washington, DC

**Location:** 202 A, Level 2

Join Husch Blackwell attorneys for an in-depth session exploring recent federal policy changes affecting higher education institutions. This presentation will provide updates on the evolving legal landscape surrounding student visa regulations and shifting approaches to endowment management. These developments have significant implications for the financial health and long-term sustainability of colleges and universities. The

**Sunday, December 7 (3:00 PM – 4:00 PM)**

session will also offer practical strategies for navigating financial challenges and maintaining institutional resilience.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**3:00 PM – 4:00 PM**

## **STAFF SESSIONS II**

### **SS-11 SACSCOC President Meeting with New CEOs**

**Dr. Stephen Pruitt**, President, SACSCOC, Decatur, GA

**Location:** 105 A, Level 1

The president of SACSCOC will meet with newly appointed CEOs to discuss accreditation requirements and recurring issues that institutions in the region have faced as they seek to become accredited or reaffirmed.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **SS-12 Harmonizing the Band: A "Next Level" Session for Committee Chairs**

**Dr. Jay Marr**, Vice President, SACSCOC, Decatur, GA; **Dr. Kelli Mckeone**, Vice President, SACSCOC, Decatur, GA; and **Dr. Michele Atkins**, Associate Provost, Title IX Coordinator, and Professor of Education, Union University, Jackson, TN

**Location:** 105 B, Level 1

This session is designed for trained SACSCOC peer-review committee chairs who are looking for ways to further hone their skills when chairing committees. Participants will learn strategies for dealing with unexpected and challenging situations and, during group discussions, discover how other chairs have managed committees through difficult scenarios.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **SS-13 Introduction to the Institutional Portal**

**Mr. Dhimitri Kollar**, Director of Computer Operations, SACSCOC, Decatur, GA; and **Mr. Peter Cabrera**, Coordinator of Computer Operations, SACSCOC, Decatur, GA

**Location:** 102 B, Level 1

This session will provide a demonstration of the SACSCOC Institutional Portal in its test environment, to include the uploading of documents and other features.

**Conference Track:** Aspiring Artists

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**3:00 PM – 4:00 PM**

## **CONCURRENT SESSIONS II**

### **CS-27 Aligning Faculty Qualifications to the Beat of SACSCOC Standard 6.2a**

**Ms. Alexis Arnow**, Coordinator II, Assessment and Accreditation, Florida Gulf Coast University, Fort Myers, FL; and **Ms. Merri Incitti**, Director, Assessment and Accreditation, Florida Gulf Coast University, Fort Myers, FL

**Location:** 110 A, Level 1

Discover how Florida Gulf Coast University improved and strengthened its Faculty Qualification process to achieve 100% compliance during our recent SACSCOC Decennial Reaffirmation On-Site review.

Faculty Qualifications are the most frequently cited of the *Principles of Accreditation*. After Off-Site reviews, 91% of institutions are found non-compliant, and 15% remained after On-Site reviews. Our success stemmed from commitment to continuous improvement and a willingness to have honest and often difficult conversations about Faculty Qualifications—a subject that is at the heart

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of any university's academic integrity and accreditation.

This session outlines our successful process and offers practical strategies and materials to help strengthen your institution's faculty qualifications review process, its cross-departmental collaboration, documentation, and a transparent, collaborative culture of assessment.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-28 Changing Keys: Digital Transformation for Mission-Aligned Innovation**

**Dr. Criqueett Chapman**, Vice President of Student Services, Vernon College, Vernon, TX; **Dr. Minita Ramirez**, President, Laredo College, Laredo, TX; and **Dr. Christina Ponce**, President, Temple College, Temple, TX

**Location:** 110 B, Level 1

Just as a key change in music signals a shift in tone and energy, institutions are experiencing their own digital "modulations." This session highlights how Vernon College, Laredo College, and Temple College are leveraging digital transformation to enhance access, equity, and operational efficiency. Panelists will share concrete strategies from SaaS adoption and dual credit expansion to AI-informed services and workforce alignment while participants engage in applying these lessons to their own contexts. Attendees will leave with tools to connect technology decisions to mission, equity, and student success goals, regardless of institutional size or resources.

**Conference Track:** Changing Keys

**Audience Institution Level:** I

**Audience Institution Size:** M

**CS-29 Collaboration or Coherence? Both Please! the Melody and Harmony of QEP Design**

**Dr. Glenn Whitehouse**, Director of Core Skills, Florida Gulf Coast University, Fort Myers, FL; and **Ms. Patricia Rice**, Coordinator of Core Skills, Florida Gulf Coast University, Fort Myers, FL

**Location:** 201 A, Level 2

Two key features of a Quality Enhancement Plan are a coherent topic and broad-based campus support. But it can be hard to have both. When QEP planning includes multiple voices with their own ideas and interests, the topic can become a weak compromise - harmony at the expense of a real tune. But a topic with a coherent rationale is often the product of only a few stakeholders, leaving the QEP with insufficient buy-in - a solo with no choir. This session will look at how Florida Gulf Coast University struck this balance in its QEP The Skills Advantage. QEP design process strategies included early piloting, cross-silo planning, and building on existing strengths. Strategies for communicating coherence and buy-in during a site visit will also be discussed.

**Conference Track:** The Classics

**Audience Institution Level:** V

**Audience Institution Size:** L

**CS-30 Coming Together as One: Integrating Two Types of Assessment**

**Mrs. Andrea Rodgers**, Senior Director, Accreditation and Assessment, University of Miami, Coral Gables, FL

**Location:** 201 B, Level 2

Many of the programs at institutions have a specialized accreditation in addition to regional accreditation by the SACSCOC. All accreditors require programs to conduct assessment and utilize the data for continuous improvement. What do programs do when they are required to conduct competency-based assessment (CBA) in addition to assessing student learning outcomes (SLO)? This session will compare and contrast both types of assessment and discuss how institutions can overcome challenges associated with having the requirement of two types of assessment. A model will be presented which integrates the two, creating an efficient and robust assessment process. The session will also demonstrate how they complement each other, and the data obtained can be used for both CBA and SLO to inform continuous improvement.

**Conference Track:** Aspiring Artists

**Sunday, December 7 (3:00 PM – 4:00 PM)**

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-31 Making a Case for Compliance:  
Consistently Identifying Educational Programs**

**Dr. Jake Carver**, Assistant Vice President for Accreditation, Lincoln Memorial University, Harrogate, TN; and **Dr. Jay Stubblefield**, Executive Vice President for Academic Affairs, Lincoln Memorial University, Harrogate, TN

**Location:** 202 C, Level 2

Consistently identifying educational programs is a fundamental aspect of accreditation. Just as people have different interpretations of what qualifies as a “classic song,” the meaning of “program” can vary widely among individuals and institutions. The SACSCOC *Resource Manual* defines an educational program as “a coherent course of study leading to a for-credit credential including a degree, diploma, certificate, or other generally recognized credential.” Completing their institution’s recent Fifth-Year Interim Report reminded the presenters of how important consistently identifying educational programs is to demonstrate compliance. This report requires listing or referencing programs in the Institutional Summary Form and the narratives for at least five standards/core requirements. The presenters will share tips to make a compelling case for compliance by consistently identifying programs.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-32 Mic Check: Students Speak, We Listen**

**Mrs. Sara Saddler**, Dean of Learning Resources, Jackson State Community College, Jackson, TN; **Dr. Amber Nelms**, Executive Director of Institutional Research and Accountability, Jackson State Community College, Jackson, TN; and **Mr. Seth Harden**, Assistant Vice-president of Enrollment Management, Jackson State Community College, Jackson, TN

**Location:** 205 A, Level 2

In preparation for our QEP, we held a student focus group to gather feedback on academic support services at JSCC. What began as a listening session evolved into a powerful amplification of student voices. Their honest input sparked meaningful changes across our campus, including improvements to the Learning Commons, admissions and advising strategies, and updates to our website and marketing campaign. This presentation explores how one focus group became a catalyst for cross-departmental collaboration aimed at enhancing student services. Our initiative served as a live soundcheck, demonstrating that when institutions truly listen, every voice can lead to impactful change. Join us to discover how embracing student feedback can fine-tune services and elevate the student experience.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV

**Audience Institution Size(s):** XS, S, M

**CS-33 Striking the Right Chord: Ensuring Your Response to 6.2b is Sharp**

**Dr. Cynthia Groover**, Assistant Provost, Georgia Southern University, Statesboro, GA; and **Dr. Brad Sturz**, Assistant Vice President, Institutional Assessment and Accreditation, Georgia Southern University, Statesboro, GA

**Location:** 205 C, Level 2

The same old song. Variations of 6.2.b Program faculty have been covered by multiple institutions, yet 6.2b boasts encore performances on the Most Frequently Cited *Principles of Accreditation*. How can institutions ensure that their renditions don’t fall flat with SACSCOC reviewers? Breaking the narrative down into four specific movements, this session will share one institution’s data-driven, collaborative, and, perhaps most importantly, scalable approach to a rendition of 6.2b that hit all the right notes in both offsite and onsite reviews.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**Sunday, December 7 (3:00 PM – 4:00 PM)**

**CS-34 The Competency Concerto:  
Orchestrating the Shift to Alternative  
Credentials**

**Dr. Melissa Rhoten**, Assistant Dean of the Cook-Cole College of Arts and Sciences, Longwood University, Farmville, VA; **Dr. Sarah Tanner-Anderson**, Associate Dean of the College of Graduate and Professional Studies, Longwood University, Farmville, VA; and **Dr. Shannon Salley**, Associate Dean of the College of Education, Health, and Human Services, Longwood University, Farmville, VA

**Location:** 104 C, Level 1

Longwood University, a small, public institution, shares how they started a digital badging initiative on their campus using a working group focused on the "what, why, and how" of alternative credentialing. Participants will compare and contrast a wide range of concepts/definitions associated with alternative credentials, consider the benefits of microcredentialing, and outline the steps necessary for tackling a digital badging initiative at their home institution.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** S, M

**5:00 PM – 6:00 PM**

**First General Session**

**Location:** Karl F. Dean Ballroom, Level 4

**Pre-session Entertainment:** Fisk Jubilee Singers

**Presiding:** **Mr. Blaine Hansen**, SACSCOC Board of Trustees Chair and Executive Vice President/Chief Operating Officer, Lees-McRae College, Banner, Elk, NC

**Speaker:** **Dr. Stephen Pruitt**, President, SACSCOC, Decatur, GA

**6:00 PM – 7:00 PM**

**Opening Reception and Educational  
Excellence Expo**

*Sponsored by Acadeum, Anthology, BibliU, Biometric Signature ID, Explorance, Modern Campus, Watermark*

**Location:** Hall B, Level 3

Network with peers while enjoying heavy hors d'oeuvres and a complimentary beverage with your drink ticket. Also, visit exhibitor booths showcasing products and services that aid higher education institutions, browse through publications at the bookstore, take a professional headshot, and participate in the Scavenger Hunt.

**6:30 PM – 7:00 PM**

**POSTER SESSIONS**

**PS-1 Creating CASA: Strategic Alignment and  
Synergy in Student Academic Support**

**Dr. Meghan Pfeiffer**, Executive Director, Academic Success and Achievement, University of Memphis, Memphis, TN

**Location:** Hall B, Level 3

This poster presentation displays the development of the Center for Academic Success and Achievement (CASA), an innovative academic success center designed to foster synergistic collaboration among tutoring, academic coaching, and writing support units. CASA's mission is to create a seamless, student-centered support model aligned with institutional goals for retention, equity, and student success. The presentation will highlight strategies for unifying previously siloed services, leveraging data to inform structure and service delivery.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, VI

**Audience Institution Size:** XL

**PS-2 From Solo Acts to Symphony:  
Composing a Collaborative Accreditation Team**

**Dr. Christina Wendland**, Associate Vice President for Academic Affairs, Newberry College, Newberry, SC; **Dr. Kathy Kramer**, Dean of the School of



**Sunday, December 7 (6:30 PM – 7:00 PM)**

Education and Human Services, Carroll University,  
Waukesha, WI

**Location:** Hall B, Level 3

Are you using a soloist when you need a duet or a trio? Are you in tune with one another? Accreditation work is often treated as a solo act, centralized in one office, managed by one, and understood by a handful. This poster session shares an action research project conducted at two distinct institutions to compose a collaborative symphony of faculty and staff educated and engaged in the accreditation process. The research project centers on fostering institutional literacy through education to develop shared ownership of accreditation, demystify compliance, and improve campus-wide readiness for institutional reviews. Participants will learn strategies for assessing campus knowledge, identifying potential section players, and orchestrating a team approach to accreditation that is educational, scalable, and sustainable.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** S, M, L, XL

### **PS-3** Getting the Band Back Together:

#### **Grassroots Strategies for Assessment Success**

**Dr. Robert Haight**, Vice Provost for University  
Assessment and Accreditation, University of North  
Texas Health Science Center, Fort Worth, TX

**Location:** Hall B, Level 3

This poster illustrates how grassroots collaboration revitalized assessment and accreditation efforts at a health science university. By engaging faculty and staff as co-creators, the institution built mission-aligned processes with broad support. Key outcomes include an assessment plan and reporting process with 100% participation across academic and co-curricular units, a university-wide student experience survey, a purpose-driven academic program review model, and a new program development process rooted in evidence and best practices. The poster emphasizes how inclusive engagement and phased implementation fostered a culture of continuous improvement and regulatory readiness.

**Conference Track:** Changing Keys

**Audience Institution Level:** VI

**Audience Institution Size:** S

## **MONDAY, DECEMBER 8**

**7:00 AM – 5:30 PM**

### **Registration Check-In**

*Badge holders sponsored by Simple Higher Ed*

**Location:** Registration Area, Level 2

Pick up badges and registration materials.

### **Resource Room**

**Location:** 107, Level 1

See examples of Compliance Certification Reports, QEPs, Fifth-Year Interim Reports, QEP Impact Reports, and Substantive Changes Prospectuses from peer institutions. For a list of the institutions and their reports, see the Resource Room listing in the conference app.

**7:30 AM – 8:45am**

### **Presidents' Day Breakfast**

*Sponsored by Forvis Mazars*

(Reserved for presidents, chancellors, and campus CEOs of SACSCOC member and candidate and institutions.)

**Speaker:** **Dr. Stephen Pruitt**, President,  
SACSCOC, Decatur, GA

**Location:** Davidson Ballroom A, Level 1M

**9:00 AM – 10:00 AM**

### **Second General Session**

**Location:** Karl F. Dean Ballroom, Level 4

**Pre-session Entertainment:** Vanderbilt Sixteen

**Presiding:** **Mr. Blaine Hansen**, SACSCOC Board  
of Trustees Chair and Executive Vice President/

## **Monday, December 8 (9:00 AM – 10:00 AM)**

Chief Operating Officer, Lees-McRae College,  
Banner, Elk, NC

Presentation of the James T. Rogers Distinguished  
Leadership Award, the Carol A. Luthman  
Meritorious Service Awards, and the Demetria N.  
Gibbs Outstanding Chair Award

**Speaker: Dr. Talithia Williams**, Author, Speaker,  
TV Host, Professor of Mathematics and  
Mathematics Clinic Director, Harvey Mudd College,  
Claremont, CA,

### **10:00 AM – 5:00 PM**

#### **Presenter Ready Room**

**Location:** 211, Level 2

This space is designated for conference presenters  
to review materials or finalize preparations prior to  
their sessions. Please note: no A/V equipment is  
provided.

### **10:00 AM – 4:00 PM**

#### **Educational Excellence Expo**

**Location:** Hall B, Level 3

Visit exhibitor booths showcasing products and  
services that aid higher education institutions,  
browse through publications at the bookstore, take  
a professional headshot, and participate in the  
Scavenger Hunt.

### **10:00 AM – 10:30 AM**

#### **VENDOR SESSION**

**VS-7** **What's Working: Moving Beyond the  
Traditional Bookstore to Day 1 Access &  
Modern Retail**

**Ms. Ginny Conners**, Senior Account Executive,  
Bibliu, New York, NY; and **Dr. Michelle Siniard**,  
Vice President of Administrative Services, Central  
Georgia Technical College, Warner Robins, GA

**Location:** 108, Level 1

As affordability challenges grow and traditional  
bookstore models become harder to sustain,

colleges are rethinking how they deliver course  
materials and campus retail. In this conversational,  
interview-style session, Michelle Siniard, Vice  
President of Administrative Services at Central  
Georgia Technical College (CGTC), joins Bibliu's  
Ginny Conners to discuss why CGTC became the  
first institution in the Technical College System of  
Georgia to implement Bibliu's combined Flat Fee  
access program and fully managed campus store  
solution.

### **10:00 AM – 10:30 AM**

#### **Refreshment Break**

*Sponsored by CBRE – Local FM, Edamerica,  
Ellucian, HelioCampus, Instructure, Scholarly  
Software*

**Location:** Hall B, Level 3

### **10:30 AM – 12:15pm**

#### **NETWORKING - Braindates**

**Location:** Prefunction Area North, Level 1

Engage in productive discussions, share common  
interests, and create real connections by joining  
group conversations on topics selected by fellow  
attendees. Check out the Braindate icon in the  
conference app to see the topics and join a group in  
the Braindate Lounge.

### **10:30 AM – 12:00 PM**

#### **STAFF SESSIONS III (90 minutes)**

**SS-14** **Role and Responsibilities of  
Institutional Accreditation Liaisons**

**Dr. Geoffrey Klein**, Vice President, SACSCOC,  
Decatur, GA; **Dr. Divya Bhati**, Associate Vice  
President, Institutional Effectiveness, Strategic  
Planning and Assessment, University of Houston-  
Downtown, Houston, TX; **Mr. Andrew Davis**,  
Associate Dean of Administrative Services,  
Enterprise State Community College, Enterprise,  
AL; and **Dr. Monnie Wertz**, Chief of Staff and Vice

**Monday, December 8 (10:30 AM – 12:00 PM)**

President of Operations, University of Tampa,  
Tampa, FL

**Location:** 209 A, Level 2

An institution's Accreditation Liaison (IAL) is an important link between the institution and the Commission. This session will examine aspects of the role and responsibilities of the IAL by exploring such questions as: Who is an IAL and what role does that individual play in the accreditation review process? Why has the Commission stipulated that the institution designate an IAL, and what are the expectations of the IAL? What is the relationship between the IAL and the Commission, especially with the Commission Vice President assigned to the institution? What are some of the critical challenges of the IAL? What can the IAL do to be successful throughout the accreditation process and beyond? This session will consist of a presentation on the roles and responsibilities, followed by a panel discussion with experienced Institutional Accreditation Liaisons.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-15** Section 6: Faculty of the *Principles of Accreditation*

**Dr. Lynne Crosby**, Vice President, SACSCOC, Decatur, GA; and **Dr. Patricia Parrish**, Vice President

**Location:** 103 A, Level 1

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 briefly 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.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-16** Using the Education-to-Workforce Framework

**Dr. Godfrey Fuji Noe**, Coordinator of Training and Research, SACSCOC, Decatur, GA; **Ms. Sophie Bright**, Managing Consultant, Mathematica, Washington, DC; **Dr. Kristin Brooks**, Strategy Director, Complete College America, Indianapolis, IN; and **Ms. Erica Hughes**, Associate Vice President of Institutional Research, Planning, and Effectiveness, Southwest Tennessee Community College, Memphis, TN

**Location:** 208 A, Level 2

Explore the Education to Workforce Framework (EW Framework) as a potential resource for evidence-based practices that you can incorporate into your institutional interventions, and as a methodological example of best-practice evidence-based approaches to improving student achievement. Activities in this session will explore the EW Framework in a step-by-step approach using your institution's strategic plan and student success initiatives as a backdrop.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**10:30 AM – 12:00 PM**

**CONCURRENT SESSIONS III (90 minutes)**

**CS-35** Advancing SACSCOC Compliance Through Strategic Faculty and Staff Engagement

**Ms. Tavanda Lawrence**, Assistant Director of Institutional Effectiveness and Community Engagement Analytics, Old Dominion University, Norfolk, VA

**Location:** 101 B, Level 1

Maintaining compliance with SACSCOC accreditation standards requires more than just data collections, but it demands meaningful faculty and staff engagement in assessment reporting. This session will explore practical strategies for gaining and sustaining "buy-in" across academic programs and administrative departments. Participants will learn techniques for building rapport, effectively educating stakeholders about the value and purpose of assessment and fostering a culture of continuous support and collaboration. Whether you're new to assessment or seeking to strengthen existing efforts, this session will offer actionable insights to promote long-term institutional commitment and accountability.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-36 Aligning Culture and Process to Enhance Substantive Change Reporting**

**Dr. Lea Campbell**, Associate Director - Assessment, University of Georgia, Athens, GA; and **Dr. Maggie Parker**, Director, Office of Accreditation and Institutional Effectiveness, University of Georgia, Athens, GA

**Location:** 104 E, Level 1

This interactive session explores the intersection of institutional culture and process design to support tracking and timely reporting of substantive changes. Participants will be guided through an analysis of how institutional culture, including policies, communication norms, approval structures, and administrative processes, influences reporting efforts. The session will highlight strategies for integrating substantive change responsibilities into existing governance frameworks, planning cycles, and workflows with an emphasis on fostering a culture of compliance that is proactive rather than reactive. Attendees will leave with practical frameworks to evaluate their institution's culture, current policies, and reporting structures, along with actionable steps to enhance the effectiveness and timeliness of their substantive change reporting processes.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-37 Beyond Compliance: Designing a Sustainable, Meaningful Gen Ed Assessment Process**

**Dr. Yan Cooksey**, Director of Assessment, Southern Methodist University, Dallas, TX; and **Dr. Dayna Oscherwitz**, Associate Provost of Institutional Planning and Effectiveness, Southern Methodist University, Dallas, TX

**Location:** 207 C, Level 2

How can institutions move beyond compliance and build a general education assessment process that not only satisfies SACSCOC Standard 8.2.b but drives institutional improvement? This session highlights a faculty-led, multi-year assessment cycle designed to align assignments with rubrics, enhance inter-rater reliability, and guide meaningful improvements in student learning. Presenters will share a case study from a mid-sized university using a multi-layered approach that includes normed scoring, iterative feedback, and targeted action plans. Participants will engage in norming exercises, interpret data, and apply proven tools to enhance general education assessment on their own campuses. This interactive session harmonizes compliance requirements with sustainable educational innovation.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-38 Beyond Compliance: Strategic Planning as a Driver of Institutional Change**

**Dr. Holley Roberts**, Provost and Vice President for Academic Affairs, Georgia College & State University, Milledgeville, GA; **Dr. Diana Young**, Associate Professor of Psychology, Georgia College & State University, Milledgeville, GA; and **Dr. Mandy Jarriel**, Interim Associate Provost for Academic Affairs and Director of The Graduate School, Georgia College & State University, Milledgeville, GA

**Location:** 203 A, Level 2

Georgia College & State University (GCSU) recently launched Imagine 2030, a research-based, mission-driven strategic plan aligned with the institution's identity as Georgia's designated public liberal arts university. This session will explore how GCSU developed and operationalized its new plan through inclusive planning processes, rigorous assessment systems, and integrated reporting structures. The presentation will offer reliable suggestions and tips for embedding institutional effectiveness into every stage of strategic planning—from stakeholder engagement to resource allocation and outcome assessment. Particular focus will highlight how GCSU prioritized collaboration for innovation as a core component of continuous improvement and accreditation readiness. As writing a successful narrative for Principle 7.1 is key to addressing many of the other principles, this session will offer a blueprint for drafting, organizing, and articulating key elements of the standard that will address the 'Questions to Consider' and will provide suggestions for documenting evidence.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V

**Audience Institution Size(s):** XS, S, M, L

**CS-39 Doing More with Less: A No-Frills Guide to SACSCOC Site Visits**

**Ms. Sandra Taylor**, Reporting Coordinator II Office of Institutional Effectiveness, University of West Florida, Pensacola, FL; and **Dr. Angela Bryan**, Director of Institutional Effectiveness, The University of West Florida, Pensacola, FL

**Location:** 102 A, Level 1

Preparing for a SACSCOC site visit is more than checking boxes—it's about aligning people, processes, and priorities under real-world constraints. With tight budgets, shifting demands, and rising accountability, institutions need practical, resource-conscious strategies that work. This session offers a behind-the-scenes look at our institution's site visit journey, including a planning timeline, real-world lessons, and approaches for staying adaptable when circumstances change. We'll share key strategies for preparedness and stakeholder engagement. Attendees will leave with

practical tools to streamline their own preparations while "building their band" for success.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** V

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-40 Exploring AI's Potential for Secure Assessment of Experiential Learning**

**Dr. Francisco Rodríguez**, Full Professor, Fundación Universidad de las Américas Puebla, San Andrés Cholula, Mexico; and **Dr. Claudia María Ramírez**, Full Professor, Fundación Universidad de las Américas Puebla, San Andrés Cholula, Mexico

**Location:** 101 D, Level 1

This 90-minute concurrent session presents UDLAP's Experienci@I QEP pilot on on-prem (local) generative AI to assess undergraduate experiential-learning competencies securely and ethically. No prior AI background is required: the session opens with a brief primer, includes a no-code demonstration of AI-assisted rubric scoring using de-identified artifacts, and features a single, facilitator-guided activity in which all participants complete a one-page, governed evaluation workflow aligned to institutional policy and QEP goals. We share early pilot evidence comparing local and cloud models on consistency (Cohen's  $\kappa$  / Krippendorff's  $\alpha$ ), privacy risk, cost, and operability.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** S, M, L, XL

**CS-41 Small, Broke, and Angry: Finding Harmony Developing a QEP in Challenging Times**

**Dr. Paul Dahlgren**, Associate Dean/ QEP Director, Georgia Southwestern State University, Americus, GA; and **Dr. Jennifer Ryer**, Assistant Professor of English/ Assistant QEP Director, Georgia Southwestern State University, Americus, GA

**Location:** 102 B, Level 1

This session explores strategies for creating an effective QEP at small institutions with limited resources and overstretched personnel. Based on



**Monday, December 8 (10:30 AM – 12:00 PM)**

our experience at Georgia Southwestern State University, we advocate for an assets-based approach that leverages institutional strengths through a flexible framework. Our QEP, HAIL: High-Impact Approach to Integrative Learning, allowed stakeholders to adopt the QEP to fit both their needs and the needs of the institution because we were especially aggressive at gathering feedback at every step of the way. We'll discuss how assembling a diverse development team helped us create a QEP that acknowledges resource limitations while maximizing existing institutional capabilities while building essential buy-in. Our presentation walks through our process of engaging with stakeholders, including faculty, students, and administration—sharing often caustic feedback.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV

**Audience Institution Size(s):** XS, S

**10:30 AM – 11:30 AM**

## **VENDOR SESSIONS**

### **VS-8** Helping Higher Education Meet the Confidence Challenge

**Dr. Tamara Brown**, Provost and Senior Vice President for Academic Affairs, The University of Texas at Arlington, Arlington, TX; **Dr. Andrew Hipsley**, Vice Provost for Academic Affairs and Professor of Linguistics, The University of Texas at Arlington, Arlington, TX; and **Mr. Bob Atkins**, CEO, Gray Decision Intelligence

**Location:** 202 C, Level 2

This session focuses on practical steps colleges and universities can take to address the critical "confidence challenge" facing higher education, including declining student confidence, the demand for transparency and financial value, and the need to meet outcomes standards. Join us to obtain details on UT Arlington's comprehensive approach to evaluating their entire program portfolio. Attendees will learn how the institution assesses program performance, integrates curriculum planning, and sets actionable goals. The discussion will highlight the specific data and metrics required

for this work and where they can be found and provide leaders with a practical framework to help their own institutions meet the confidence challenge head-on.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **VS-9** Scaling Peer Learning & High-Impact Practices to Meet Higher Ed's Challenges

**Page Keller**, Vice President of Academic Relations, Knack Technologies, Inc., Miami, FL; **Dr. Steven Girardot**, Vice Provost for Undergraduate Education and Student Success, Georgia Institute of Technology, Atlanta, GA; and **Ms. Angie Pellerin**, Associate Vice Chancellor for Student Success, Louisiana State University in Shreveport, Shreveport, LA

**Location:** 207 A, Level 2

Colleges and universities are under mounting pressure from declining enrollment, growing equity gaps, workforce demands, and constrained budgets. This session explores how scaling high-impact practices like peer learning provides a proven, student-centered response to these challenges. We will highlight how campuses are embedding peer tutoring into the core student experience to boost retention, improve outcomes for historically underserved students, and build career-ready skills. Participants will leave with a framework for scaling high-impact practices in ways that are sustainable and equitable, evidence of how peer learning impacts retention and belonging, and practical steps for aligning these efforts with institutional goals while reducing administrative burden.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**10:30 AM – 11:30 AM**

## **Presidents' Day Special Session**

*Sponsored by Gray Decision Intelligence*

## Monday, December 8 (10:30 AM – 11:30 AM)

(Reserved for presidents, chancellors, and campus CEOs of SACSCOC member and candidate and institutions.)

**Location:** Davidson Ballroom A, Level 1M

**Speaker:** **Mr. Jon Fansmith**, Senior Vice President for Government Relations and National Engagement at the American Council on Education, Washington, DC

**Topic:** Looking Back and Ahead in Federal Policy

### 10:30 AM – 11:30 AM

#### Substantive Change Consultations

**Dr. Robin Zuniga**, Coordinator of Substantive Change, SACSCOC, Decatur, GA; **Mr. Michael Clark**, Substantive Change Specialist, SACSCOC, Decatur, GA; and **Dr. Kevin Sightler**, Director of Substantive Change, SACSCOC, Decatur, GA

**Location:** 206 A, Level 2

One-on-one speed consultations with SACSCOC substantive change staff are available. Ask a focused question and get a direct answer—fast, to-the-point, and actionable. Come prepared with your question to make the most of your time. If a speed consultation isn't enough, we can schedule a longer phone or Zoom consultation that works for everyone.

### 10:30 AM – 11:30 AM

#### STAFF SESSIONS III

##### **SS-17** Finance Training for Private Institutions

**Mr. Bo Wright**, Director of Institutional Finance, SACSCOC, Decatur, GA

**Location:** 205 C, Level 2

This session for finance officers interested in serving as a SACSCOC evaluator focuses on how to evaluate the areas of the *Principles of Accreditation* related to finance for private institutions. Areas covered include documentation requirements of the standards, common interpretations, and approaches, and how to write

accurate and useful financial compliance reports for accreditation purposes.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

##### **SS-18** Preparing a Fifth-Year Interim Report

**Mr. Timothy Cranford**, Coordinator of Legal and Governmental Affairs, and Commission Support, SACSCOC, Decatur, GA; and **Dr. Matthew Melton**, Vice President, SACSCOC, Decatur, GA

**Location:** 104 A, Level 1

The Fifth-Year Interim Review process involves distinct parts ranging from the institutional submission to the review by the Committee. Join this session to learn how all the various parts fit together. This session presents an outline of the Fifth-Year Review process and provides an overview of the components of the Fifth-Year Interim Report. Additional topics covered include key pointers for institutions to consider when developing their Fifth-Year Interim Reports and points to consider based on observation and feedback from evaluators who have reviewed Fifth-Year Interim Reports.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

##### **SS-19** Section 12: Academic and Student Support Services

**Dr. John Donnelly**, Vice President, SACSCOC, Decatur, GA,

**Location:** 104 C, Level 1

An effective student services program is integral to a sound educational experience. In this session, the facilitator will outline expectations related to student services programs, student complaints, and student debt. In addition, pointers for responding to other key student services topics will be shared.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

10:30 AM – 11:30 AM

CONCURRENT SESSIONS III

**CS-42** A Three Chord Harmony:  
Implementation of a Triennial Reporting Cycle

**Ms. Ashley Charsha**, Assistant Director of Academic Assessment, University of Tennessee, Knoxville, Knoxville, TN; and **Mr. Michael McFall**, Director of Academic Assessment, University of Tennessee, Knoxville, Knoxville, TN

**Location:** 105 B, Level 1

To meet SACSCOC standard 8.2.a, many institutions require academic programs to submit a detailed report on their student learning outcomes on an annual basis. However, this practice can pose some challenges; primarily, it can leave little time for faculty to capture meaningful data and implement actions to seek student learning improvement before the next report is due. This session provides an overview of one university's transition to a triennial reporting cycle that allows faculty more time to determine and implement the best course of action for their programs. Details of the implementation, lessons learned, and future directions will be shared.

**Conference Track:** Aspiring Artists

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-43** Composing Responses for SACSCOC  
Compliance Reports That Go Platinum

**Dr. Dennis Glenn**, Vice President Emeritus, Point University, West Point, GA

**Location:** 106 C, Level 1

Composing responses for SACSCOC compliance reports that find the best harmony of narratives and evidence is both art and craft. Making the case for compliance on each standard is a challenge that can be met by building your band of writers, changing keys from traditional approaches to evidence-based melodies, avoiding no-hit blunders, and performing the classic requirements of compliance reporting with some crowd-pleasing

riffs. This session will detail the steps of and considerations for performing a timeless classic in an alt-rock way in order to achieve a successful hit.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-44** Co-requisite English Composition as  
the "Write" Path to a Successful QEP

**Mr. Rhett Poché**, Dean of Liberal Arts, Baton Rouge Community College, Baton Rouge, LA; **Ms. Shelisa Theus**, Associate Professor of English, Chair of English and Humanities, Baton Rouge Community College, Baton Rouge, LA; and **Dr. Heather Draxl**, Assistant Professor of English, Baton Rouge Community College, Baton Rouge, LA

**Location:** 110 A, Level 1

This session highlights Baton Rouge Community College's successful Quality Enhancement Plan, The Write Path to Success, which implemented a co-requisite model for English composition. By replacing traditional developmental sequences with a concurrent support structure, BRCC dramatically increased first-year completion of ENGL 1013—from 22% to 60%. Attendees will learn how faculty collaboration, data-driven course design, and responsive instructional practices contributed to student success, program sustainability, and the formation of a lasting professional learning community.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II

**Audience Institution Size(s):** S, M, L

**CS-45** Developing and Implementing Policies  
in a Nascent Policy Environment

**Dr. Rachel Smith**, Assistant Provost & Director of Institutional Effectiveness, Hampden-Sydney College, Hampden-Sydney, VA; and **Dr. Rebecca Jayne**, Associate Dean of the Faculty and Elliott Associate Professor of Mathematics and Computer Science, Hampden-Sydney College, Hampden-Sydney, VA

**Location:** 110 B, Level 1

## Monday, December 8 (10:30 AM – 11:30 AM)

SACSCOC identifies the standards for which an institution must have a published policy or procedure in the *Resource Manual* for the *Principles of Accreditation*. However, a published policy or procedure is the final product. What goes into development, approval, publication, and implementation—especially if an institution does not have an established path or infrastructure? In this presentation, we describe one institution's successful process for creating policies, including faculty credentials, credit hour, and distance education policies, from the ground up in a nascent policy environment. We discuss the strategies we used to identify policy gaps, discern the process for policy development, and engage stakeholders in policy review, approval, and implementation. We provide resources, such as timelines and policy templates, attendees can apply in their contexts.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **CS-46 From Compliance to Culture: Advancing University-Wide Quality Improvement**

**Dr. Meline Kevorkian**, Senior Vice President of Academic Affairs/Associate Provost, Nova Southeastern University, Fort Lauderdale, FL; **Dr. Yasmin Pedrogo**, Medical Sciences Campus Dean for Academic Affairs, Medical Sciences Campus of the University of Puerto Rico, San Juan, Puerto Rico; and **Dr. Maria Padilla**, Executive Associate Dean for Academic and Student Affairs, Nova Southeastern University, Fort Lauderdale, FL

**Location:** 201 A, Level 2

Accreditation is most effective when it is woven into the everyday culture of an institution and not treated as a periodic compliance task. This session presents a practical, systems-based framework for embedding continuous quality improvement (CQI) into institutional operations using principles from complex adaptive systems. Participants will explore how to foster collaboration across units, align efforts, and build long-term structures that support accreditation readiness. The session reflects key SACSCOC values such as integrity, accountability, and student learning, and emphasizes the role of

peer-driven improvement. Attendees will leave with tools to promote shared responsibility, leverage meaningful data, and sustain a culture of ongoing improvement.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **CS-47 Strike the Right Notes to Comply with Distance Education Standards**

**Dr. Jennifer Gramling**, Executive Director of Online Programs, University of Tennessee, Knoxville, Knoxville, TN

**Location:** 201 B, Level 2

The session will guide participants in writing clear, evidence-based narratives that align with SACSCOC accreditation standards 10.6 and 14.3, which focus on distance education and online programs. Leveraging her experience supporting a successful reaffirmation of accreditation in spring 2025, the presenter will offer practical insights to those responsible for developing these narratives at their institutions. Attendees will learn strategies for identifying and gathering meaningful evidence, organizing content effectively, and collaborating with colleagues whose work impacts distance learning. Attendees will also receive a planning document with key questions to support their own narrative development and will be invited to share their experiences—highlighting both challenges and opportunities in the process.

**Conference Track:** Aspiring Artists

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **CS-48 Triangulating Student Support: Data- Driven Strategies from Access to Completion**

**Dr. Brian Jones**, Associate Vice President for Institutional Effectiveness, Odessa College, Odessa, TX

**Location:** 205 A, Level 2

How do you design a system of support that keeps students on track - academically, personally, and beyond completion? At Odessa College, that question sparked a rethinking of how support is

**Monday, December 8 (10:30 AM – 11:30 AM)**

delivered, aligned, and activated across the student journey. Using predictive modeling and behavioral data, the college identifies early signs of disengagement and connects students with targeted interventions, whether academic assistance, personalized college life support, or post-completion planning. Support is triangulated across multiple roles to ensure no student falls through the cracks. Momentum milestone data fuels proactive strategies grounded in the real lives of today's learners - many of whom are part-time, working, or parenting. This session offers a practical framework for institutions ready to move beyond fragmented advising and toward a unified, data-informed approach that drives measurable outcomes.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II

**Audience Institution Size(s):** XS, S, M, L

**CS-49 Using AI to Streamline Institutional Effectiveness Operations**

**Dr. Bethany Bodo**, Assistant Provost for Institutional Effectiveness, Virginia Polytechnic Institute and State University, Blacksburg, VA; and **Dr. Molly Hall**, Senior Associate Director For Institutional Effectiveness, Virginia Polytechnic Institute and State University, Blacksburg, VA

**Location:** 202 A, Level 2

The Institutional Effectiveness (IE) unit at Virginia Tech has been working with the Data Analytics & Infrastructure unit on ways AI can be utilized to reduce the burden on professional staff. In an effort to streamline operations, IE has utilized AI to code outcomes, measures, targets, and action plans from annual assessment reports to develop institutional visualizations; pull samples of course sections needed for general education assessment; implement a ChatBot for the IE website; and identify potential program outcomes that map to Virginia Tech's strategic planning areas. Moving forward, IE will collaborate with the university's Center for Excellence in Teaching and Learning to develop a list of potential GenAI applications that relate to both course-level and program-level teaching and learning areas.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** II, III, IV, V, VI

**Audience Institution Size(s):** M, L, XL

**CS-50 Using the Economic Hardship Index to Drive Student Success**

**Dr. Douglas Walcerz**, Provost, Lee College, Baytown, TX

**Location:** 205 B, Level 2

Colleges are required to disaggregate student success data by "appropriate demographics" (Standard 8.1 Notes). The Economic Hardship Index is a useful criteria for disaggregating student populations. It is a composite of six parameters: poverty rate, per capita income, educational attainment, unemployment, dependency and crowded housing. The Index can be calculated for each student based on their home address and publicly available data from the US Census. This session will show how the Economic Hardship Index is calculated and provide examples of how it is being used at Lee College to drive student success initiatives.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**11:00 AM – 1:30 PM**

**Lunch Options Available in Hall C**

**Location:** Hall C, Level 3

Grab lunch in Exhibit Hall C! Choose from several vendors offering a variety of food and beverages for sale. If you pre-purchased a lunch voucher, it may be used at any vendor stand.

**11:30 AM – 1:15 PM**

**Presidents' Day Luncheon and Panel**

*Sponsored by Element451*

(Reserved for presidents, chancellors, and campus CEOs of SACSCOC member and candidate and institutions.)

**Location:** Davidson Ballroom A, Level 1M



**Monday, December 8 (11:30 AM – 1:15 PM)**

**Speaker:** **Dr. Mark Brown**, President, Tuskegee University, Tuskegee, AL

This presentation outlines a framework designed to assist University Presidents in handling challenging situations with clarity, impartiality, and diplomacy. The strategy highlights proactive communication that fosters trust, prevents conflicts from escalating, and maintains institutional alignment and credibility, particularly when collaborating with a new and transformative administration. By blending transparency with tact, Presidents can act as a stable and reassuring presence—protecting both the University's reputation and its leadership relationships during crises. The presentation concentrates on key principles pertinent to presidential work at this current juncture.

**Panel Moderator:** **Dr. Stephen Pruitt**, President, SACSCOC

**Panelists:** **Mrs. DeAnnia Clements**, President, Wiregrass Technical College, Valdosta, GA; **Dr. Bennie Harris**, Chancellor, University of South Carolina Upstate; Spartanburg, SC; and **Dr. Mark Brown**, President/CEO, Tuskegee University, Tuskegee, AL

**Topic:** Obtaining Your Goals, Delivering on Your Mission, and Maintaining Morale During Difficult Times.

**11:45 AM – 12:15 PM**

## **VENDOR SESSION**

**VS-10** **The Curriculum Cycle, Completed: Empowering Faculty and Students with Connected Syllabi**

**Ms. Sara Nelson**, Senior Regional Director, Modern Campus; and **Mr. Will Folden**, Marketing Director, Concourse Syllabus

**Location:** 109, Level 1

A well-orchestrated curriculum is key to academic excellence, compliance, and student success. A well-orchestrated curriculum is at the heart of institutional effectiveness—supporting academic excellence, ensuring compliance, and fostering

student success. Institutions need transparency, consistency, and alignment across the entire academic experience. In this session, Modern Campus and Concourse Syllabus will demonstrate how aligning catalog management, curriculum approvals, scheduling, and syllabus management can empower faculty, streamline administrative workflows, and provide students with the clarity they need to thrive. Attendees will gain practical insights into how greater cohesion across these processes not only improves institutional efficiency, but also creates a more engaging and reliable experience for students, faculty, and accreditors alike.

**12:15 PM – 1:15 PM**

## **Accreditation Liaisons Luncheon**

*Sponsored by Husch Blackwell*

(Advance registration required).

**Location:** Omni Hotel, Broadway Ballroom F, Level 2

## **Monday Networking Luncheon**

*Sponsored by Knack*

(Advance registration required).

**Location:** Omni Hotel, Broadway Ballroom E, Level 2

**12:30 PM – 1:00 PM**

## **VENDOR SESSIONS**

**VS-11** **Building Institutional AI Literacy for Transformative Learning**

**Dr. Lisa A. Clark**, Associate Vice President, Academic Transformation, Anthology

**Location:** 202 C, Level 2

As AI becomes integral to the higher-education ecosystem, institutions face new imperatives around academic quality, ethical use, and digital readiness. Drawing on findings from Anthology's 2025 *Thrive Faculty Survey* and the *white paper Reframing Bloom's for the Age of AI*, this session

## **Monday, December 8 (12:30 PM – 1:00 PM)**

connects faculty realities to institutional strategies for developing AI literacy and reducing cognitive and administrative overload. Participants will examine how a reimagined Bloom's Taxonomy guides the ethical and effective use of AI in course design, assessment, and strategic planning while aligning human creativity with technological innovation. Attendees will leave with actionable approaches to embed AI literacy within curriculum and accreditation processes, ensuring institutions remain both compliant and transformative in the age of intelligent learning.

### **VS-12 Collaborative Pathways to Support Student Progress: Using Course Sharing to Keep**

**Ms. Rachel Berry**, Associate Vice President, Partner Success, Acadeum

**Location:** 108, Level 1

Sustainable success in higher education demands strategic collaboration to face enrollment and curricular challenges. This session offers a fresh perspective on inter-institutional course sharing, emphasizing the strategic elements that drive institutional resilience and keep students on the path to graduation. We will explore how: (1) The Acadeum network facilitates trusting partnerships to overcome shared obstacles like low-fill courses and off-schedule students; (2) Institutions can quickly adapt and enrich offerings by accessing specialized courses and certifications from the network, without significant internal investment; and (3) Flexible course access ensures smooth degree progression and positively reflects on institutional quality. Join us to learn how strategically adopting course sharing is a vital retention tool that ensures students access required courses for on-time degree completion, leading to a more resilient, student-centered future.

## **1:30 PM – 5:15 PM**

### **NETWORKING - Braindates**

**Location:** Prefunction Area North, Level 1

Engage in productive discussions, share common interests, and create real connections by joining

group conversations on topics selected by fellow attendees. Check out the Braindate icon in the conference app to see the topics and join a group in the Braindate Lounge.

## **1:30 PM – 2:30 PM**

### **VENDOR SESSION**

#### **VS-13 Meaning Beyond Margins: Measuring a Program's Contributions**

**Dr. Rachel Pauletti**, Director and National Practice Leader, Jupiter, FL

**Location:** 207 B, Level 2

Do you have a program review system in place? Is the process cumbersome? Overly narrative? Is it enhancing student outcomes? Unlike a more standard program review, strategic academic planning, the focus of this presentation, is an ongoing process that consistently evaluates each program's past, present, and potential future contributions to an institution, leveraging data held by most Cabinet members to drive effectiveness and excellence. In this session, you'll hear case studies of institutions using the process to understand their academic portfolio and how it speaks to students, parents, donors, and external partners. We will also present a road map for higher education leaders interested in developing a lasting process that utilizes leverages engaged stakeholders to drive the process forward each year.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

## **1:30 PM – 2:30 PM**

### **STAFF SESSIONS IV**

**Monday, December 8 (1:30 PM – 2:30 PM)**

**SS-20 A Perfect Arrangement: Composing and Assembling Reports for Seamless SACSCOC Review**

**Dr. Lynne Crosby**, Vice President, SACSCOC, Decatur, GA

**Location:** 104 E, Level 1

This session provides guidance to institutions preparing a document or report for peer review. General tips and suggestions will be provided for those with limited experience writing narratives, incorporating supporting documentation, and submitting SACSCOC reports for a seamless review. The session will also address technical guidance for assembling the electronic submission, as specified in the SACSCOC Policy on Preparing Documents for SACSCOC Review.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-21 Governance and Administration**

**Dr. Jay Marr**, Vice President, SACSCOC, Decatur, GA

**Location:** 103 C, Level 1

This session will discuss the interpretations of Standards 4.1, 4.2, 5.1, and 10.4 as they relate to the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy as outlined in the *Principles of Accreditation*.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-22 Institutional Accreditation Liaison Orientation for the Class of 2028**

**Dr. Patricia Parrish**, Vice President, SACSCOC, Decatur, GA

**Location:** 102 A, Level 1

This session will review the updated Institutional Summary Form and its connection to critical components of the reaffirmation process for which institutional accreditation liaisons hold primary

responsibility. Accreditation liaisons will be guided to use appropriate resources to complete tasks throughout the reaffirmation cycle.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-23 Institutional Portal and Substantive Change Submissions**

**Mr. Dhimitri Kollar**, Director of Computer Operations, SACSCOC, Decatur, GA; and **Dr. Kevin Sightler**, Director of Substantive Change, SACSCOC, Decatur, GA

**Location:** 102 B, Level 1

This session will provide a live walkthrough of the SACSCOC Institutional Portal for substantive change. We will concentrate on uploading documents, navigating the Substantive Change Screening form, and demonstrating some advanced features of the Portal to assist you with substantive change.

**Conference Track:** Aspiring Artists

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-24 Planning, Assessment, and Institutional Effectiveness: Basic Components for Success**

**Dr. Nuria Cuevas**, Vice President, SACSCOC, Decatur, GA; and **Dr. Alexei Matveev**, Director of Training and Research, SACSCOC, Decatur, GA

**Location:** 104 A, Level 1

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.

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**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-25 Student Outcomes: 8.2**

**Dr. Denise Young**, Vice President, SACSCOC, Decatur, GA

**Location:** 106 A, Level 1

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.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-26 Religiously Affiliated Institutions and Accreditation: Aligning Institutional Purpose with Quality Assurance**

**Dr. Eurmon Hervey**, Vice President, SACSCOC, Decatur, GA

**Location:** 105 B, Level 1

Religiously affiliated colleges and universities occupy a unique space in higher education—balancing a deep spiritual mission with the external expectations of accreditors and regulators. Feedback from these institutional leaders suggest that there is sometimes tension between complying with standards and staying true to their faith-based identity. This session explores how accreditation can be a powerful tool to strengthen—not compromise—an institution's mission. Participants will learn practical strategies to integrate faith commitments into planning and assessment processes, use accreditation as a platform to demonstrate mission effectiveness, and engage accreditors as partners in advancing their distinctive purposes.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**1:30 PM – 2:30 PM**

**CONCURRENT SESSIONS IV**

**CS-51 A Practical Approach to Rebooting Academic Assessment Infrastructures**

**Mr. Hunter DiPaolo**, Assistant Director of Institutional Effectiveness, Hampden-Sydney College, Hampden-Sydney, VA

**Location:** 106 C, Level 1

To establish a foundation of compliance for Standard 8.2.a, institutions must begin with a strong assessment infrastructure that is clear and accessible to faculty. Hampden-Sydney College's Office of Institutional Effectiveness rebooted its assessment infrastructure and processes to address its assessment issues and transform the College's assessment culture. This presentation guides participants through this reboot by demonstrating the changes made to the assessment infrastructure, introducing successful strategies for implementing these changes, and discussing our plans for the ongoing transformation of assessment culture. Attendees will receive templates and other resources to apply to their contexts.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III

**Audience Institution Size(s):** XS, S, M, L

**CS-52 Changing the Retention Rhythm: Using AI to Harmonize Student Engagement**

**Dr. Amanda Bennett**, Vice President of Student Affairs, Chattanooga State Community College, Chattanooga, TN; and **Dr. Traci Williams**, Vice President of Institutional Effectiveness, Research and Planning, Chattanooga State Community College, Chattanooga, TN

**Location:** 101 B, Level 1

In this session, Chattanooga State Community College will share how it partnered with EdSights to implement a proactive and reactive AI-driven

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chatbot to improve student retention. Designed to align with the institution's mission of student-centered support, the chatbot delivers timely, personalized outreach while providing actionable data to inform interventions. Presenters will discuss implementation, ethical use of AI, impact on retention outcomes, and how the tool supports agility in student affairs and institutional research. Join us to explore scalable, mission-aligned AI strategies that meet today's dynamic higher education environment.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-53 Closed System AI as a Tool for Program Alignment in Competency-Based Education**

**Dr. Margaret Calcote**, Assistant Dean for Accreditation and Evaluation, University of Mississippi Medical Center, Jackson, MS; and **Dr. Michelle Palokas**, Associate Dean for Administration, University of Mississippi Medical Center, Jackson, MS

**Location:** 202 A, Level 2

As institutions adopt competency-based education (CBE) models, aligning institutional, program, and course-level outcomes has become increasingly complex. This presentation demonstrates how faculty used ChatGPT Plus within a closed system to streamline curriculum mapping, refine assessments, and support institutional effectiveness. Key documents—such as competencies, course objectives, assessments, and program outcomes—were uploaded to the AI tool. AI outputs visually mapped course objectives to program outcomes and competency frameworks, enhancing accuracy and efficiency. In addition, AI generated assessment rubrics grounded in CBE. Attendees will gain practical strategies for using AI to strengthen curricular coherence, meet accreditation requirements, and advance CBE implementation across disciplines.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-54 Conducting Institutional Harmony: A Symphony of Effectiveness**

**Dr. Kathleen Anzivino**, Vice President, Instruction and Student Services, Houston Community College, Houston, TX; and **Dr. Brett Haduch**, Dean of Student Success, Houston Community College, Houston, TX

**Location:** 110 B, Level 1

From Overload to Effectiveness to Boosting Participation and Satisfaction. This presentation outlines a redesigned Institutional Effectiveness (IE) process that addresses common challenges in higher education, including low participation and assessment fatigue. Our model incorporates supportive training, standardized rubrics, alignment with the institutional budget cycle, and a data summit to celebrate results. By shifting the assessment timeline away from peak registration periods and emphasizing engagement, the new process has achieved a 100% submission rate and high satisfaction among division leads. Presenters will share practical strategies for implementation, lessons learned, and evidence of improved institutional effectiveness. This session is designed for higher education professionals seeking to enhance core function assessment practices and foster a culture of continuous improvement.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-55 Don't Fall to Pieces: Ideas for Harmonizing the Curriculum Process**

**Ms. Barbara King**, Institutional Assessment and Accreditation Faculty Fellow, Georgia Southern University, Statesboro, GA

**Location:** 101 D, Level 1

Building a curriculum process is a lot like building a band. Faculty, the registrar, assessment and accreditation professionals, as well as advisors all play instrumental roles when updating course and program offerings. Unfortunately, band members sometimes focus on their solo, competing with other members rather than collaborating. This jam session explores how contributions of band members and their different instruments can be



## **Monday, December 8 (1:30 PM – 2:30 PM)**

finetuned to create a harmonious curriculum process. Session notes for fostering collaboration will be presented. Attendees also will generate their own material focused on partnerships between key curriculum players at their home institutions. Come and learn how to build a curriculum band that not only gives students the best concert experience possible, but also promotes shared governance and compliance with relevant accreditation standards.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** M, L, XL

### **CS-56 Frightened by Faculty Qualifications?**

**Focus on the Details for 6.2.a Success**

**Dr. Nathan McKanna**, Dean of Educational Effectiveness, Dallas Theological Seminary, Dallas, TX

**Location:** 103 A, Level 1

Standard 6.2.a (Faculty Qualifications) is regularly the most cited standard with an institution's Off-Site Reaffirmation Committee. This session will explore how Dallas Theological Seminary (DTS) was able to document the qualifications of its faculty members and be found compliant during their Off-Site Review. The presenter will review Standard 6.2.a and show the process used to create DTS's Faculty Roster Form using Anthology Accreditation (previously Compliance Assist). Attendees will receive valuable tips during the session and will leave with practical action steps for making a clear case for Off-Site Review compliance with faculty qualifications. Although Anthology Accreditation users may benefit most from the session, the information presented will apply broadly to all attendees.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M

### **CS-57 From Collaboration to Completion:**

**Practical Strategies for Student Success**

**Ms. Amy Klohn**, Student Services Director - Career and Academic Pathways, North Central Texas College, Gainesville, TX

**Location:** 201 A, Level 2

With increasing pressure to improve student outcomes and funding tied to completion metrics, North Central Texas College launched a Title V initiative to redefine how the institution supports student success. The college built replicable collaboration between student services and instruction to improve credential attainment and close performance gaps. By implementing multi-faceted academic and career coaching, redesigning course modalities, and using a centralized dashboard to guide improvements, NCTC created a coordinated approach that supports students more effectively. The result is a practical blueprint for using cross-functional teams, shared data, and targeted support to boost core course completion, credentialing, and graduation rates - without placing additional burden on overextended institutional research teams.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II

**Audience Institution Size(s):** XS, S, M, L

### **CS-58 From Panic to Palooza: Fast-Tracking a High-Impact Compliance Journey**

**Dr. SangKi Min**, Assistant Vice President, Planning & Institutional Performance, Florida Gulf Coast University, Fort Myers, FL; **Dr. Eileen Deluca**, Vice President for Strategic Initiatives and Chief of Staff, Florida Gulf Coast University, Fort Myers, FL; and **Dr. Rebecca Totaro**, Associate Dean | Professor, Florida Gulf Coast University, Fort Myers, FL

**Location:** 105 A, Level 1

Discover how Florida Gulf Coast University turned a daunting SACSCOC Compliance Certification into a catalyst for campuswide community-building and innovation. This session pulls back the curtain on FGCU's 18-month journey—from building a data-rich evidence hub using a new platform and marshaling cross-unit writing teams, to taming version-control chaos and winning campus buy-in with the "Palooza" model. You'll leave with practical templates, strategies, low-cost tech hacks, and candid lessons on what we'd repeat—and what we'd never do again. If you're gearing up for your next reaffirmation cycle or rescuing a stalled report, join us for a fast-paced storyteller's tour of pitfalls

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avoided and unexpected wins that saved time and money and that fostered institutional goodwill, solidly paving the way forward.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-59 From Review to Renewal: Turning Academic Program Reviews into Strategic Assets**

**Dr. Ka** **Special** **Dr. Be** **Univer** **Christ** **Assessment and Effectiveness, SACSCOC Accreditation Liaison, University of St. Thomas, Houston, TX;**

**Session  
Cancelled**

**Location:** 104 C, Level 1

In this session, we'll share how our institution implemented a two-cycle Academic Program Review (APR) process aligned with both institutional goals and SACSCOC accreditation expectations. We'll discuss how lessons from Cycle 1 informed a more streamlined and collaborative approach in Cycle 2, strengthening alignment across academic and administrative units. As we prepare to launch Cycle 3, we'll highlight how insights from the first two cycles are shaping our next phase—focused on deeper integration with strategic planning and improved faculty engagement. Participants will gain practical strategies for designing APR processes that move beyond compliance and become powerful tools for reflection, planning, and meaningful institutional transformation.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, V

**Audience Institution Size(s):** S, M, L

**CS-60 Harmonizing the Core: Moving from Groundbreaking to Maturity**

**Dr. Justin Hazlewood**, Assistant Professor, Criminal Justice; Chair, General Education Committee, University of Pikeville, Pikeville, KY;

and **Dr. Meg Sidle**, Director, Institutional Research & Effectiveness, University of Pikeville, Pikeville, KY

**Location:** 201 B, Level 2

Introduced at the 2019 SACSCOC Annual Meeting, the University of Pikeville's innovative general education curriculum, "Finding Your Place at UPIKE," is now at the point where the faculty general education committee must orchestrate this complex curriculum and manage its transition to maturity. While direct assessment practices of the learning outcomes have shown student success over multiple years, the committee now realizes that multiple issues, including faculty assessment participation rates and new course inclusion decisions, need to be revisited. Learn how the committee is using data to inform how to move the core into a more harmonious and mature curriculum.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, V, VI

**Audience Institution Size(s):** XS, S, M

**CS-61 Just Keep Designing: Leveraging Neurodiversity for Course Innovation**

**Mrs. Erin Richardson**, Director of Digital Teaching and Learning, Meridian Community College, Meridian, MS

**Location:** 202 C, Level 2

In a time of accelerated change, embracing neurodiversity in course design offers a powerful opportunity to foster accessibility, innovation, and improved outcomes for all learners. This session uses Finding Dory as a creative framework to explore how neurodivergent strengths can inspire more effective and supportive instructional practices. Led by an instructional designer and adult education expert, the session will offer both theoretical grounding and practical strategies for designing courses that accommodate diverse cognitive needs. Participants will explore real-world applications, technology tools, and design examples used at Meridian Community College, with actionable takeaways for institutions of any size. By shifting our perspective, we can transform challenges into opportunities - designing courses that "just keep swimming" toward success.

**Monday, December 8 (1:30 PM – 2:30 PM)**

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-62 Orchestrating an On-Site Visit that Hits All the Right Notes**

**Dr. Carol Yin**, Director of Institutional Effectiveness, LaGrange College, LaGrange, GA

**Location:** 203 A, Level 2

Creating a successful on-site visit requires a highly coordinated team effort. From logistics to hospitality, an institution must rely on the strengths of staff, faculty, and even students to ensure every detail is thoughtfully addressed. Success lies in the fine details: preparing accommodations, equipping workrooms, managing interview schedules, handling technology needs, planning meals, coordinating communications, setting a budget, and staying flexible when the unexpected arises. This session will provide participants with customizable planning documents and timelines to support their own site visits. Attendees will also engage in guided discussions to share strategies and explore solutions to common challenges.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L

**CS-63 Practice Those Scales! Relying on the Fundamentals when Everything Changes**

**Ms. Jamie Summerlin**, Director, Institutional Research and Effectiveness, Texas A&M University-Victoria, Victoria, TX; **Dr. Joann Olson**, Interim Provost and VP of Academic Affairs, Texas A&M University-Victoria, Victoria, TX

**Location:** 205 A, Level 2

Very few young musicians enjoy practicing scales. And yet, those exercises build muscle memory and automaticity that make true musicianship possible. In the same way, investing in the fundamentals of accreditation—broad-based institutional support, assessment culture, cross-departmental relationships, and shared ownership of the process—builds organizational capacity that can be leveraged during times of significant change. This

session presents a case study of an institution that experienced a number of unanticipated changes—including a change in leadership, closure of a significant off-campus instructional site, and an unexpected change in governance—shortly after a successful reaffirmation visit. The session challenges attendees to consider the broader outcomes of accreditation efforts and how those outcomes strengthen the institution.

**Conference Track:** Building Your Band

**Audience Institution Level:** III

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-64 Strategic Planning as a Lifeline in Times of Adversity**

**Mr. Alejandro Brizuela**, Full Professor, Fundación Universidad de las Américas Puebla, San Andrés Cholula, Mexico; **Dr. Laura Romero**, Full Professor, San Andrés Cholula, Mexico

**Location:** 205 B, Level 2

Title: Strategic Planning as a Lifeline in Times of Adversity: Resilience and Transforming Uncertainty into Opportunities at a Level VI Institution

In times of crisis—such as the COVID-19 pandemic or unexpected institutional events—strategic planning becomes both contingent and essential for institutional survival. This session will present the case of a Level VI institution that used strategic planning tools as a lifeline to navigate adversity, ensure adequate emergency infrastructure, established parallel communication channels to maintain internal cohesion, and meet SACSCOC accreditation standards. We will share lessons on transforming uncertainty into opportunity, strengthening organizational resilience, and safeguarding academic, administrative, and financial continuity in volatile contexts.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-65 Voices in Harmony: AI-Assisted Coding of Student Journeys**

**Dr. Suzanne Klonis**, Director of Assessment, Furman University, Greenville, SC

**Monday, December 8 (1:30 PM – 2:30 PM)**

**Location:** 205 C, Level 2

What can we learn when we listen to students over time, and how can AI help us hear them more clearly? This session shares a case study of interviews conducted each semester for four years with a cohort of students entering college in 2020. We explore how generative AI tools were used in identifying potential coding categories, which were then refined and applied using Dedoose for in-depth qualitative analysis. Attendees will learn about the workflows we developed, how we preserved the integrity of student voice, and the ethical considerations of using AI in qualitative research. Whether you're a qualitative researcher, curious about AI, or both, this session offers a thoughtful look at how technology can enrich—not replace—our understanding of students' lived experiences.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, V, VI

**Audience Institution Size:** S

#### **CS-66 You Can't Stop the Beat: QEP**

##### **Collaboration Through Transition and Turnover**

**Dr. Thomas Hoke**, Associate Vice President for Institutional Effectiveness and Research, Seminole State College of Florida, Sanford, FL

**Location:** 207 A, Level 2

Seminole State College of Florida's (SSC) QEP, Excel-A-Raider, was designed to support the success of first-time-in-college (FTIC) A.A. degree-seeking students. Additionally, the plan also served to orchestrate new opportunities for collaboration between Student Affairs and Academic Affairs. Two years in, despite transition and turnover in staff, including the QEP Manager departing, Excel-A-Raider has never missed a beat. In this session, we'll explore how the early groundwork set the stage for others to step up, take the microphone, and keep the rhythm going. Finally, we'll groove on how SSC created a network of support across the institution that amplified collaboration, fine-tuned activities, and helped institutionalize the QEP beyond its five-year plan. Get ready to strike a chord with innovation because this initiative is still rocking strong!

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II

**Audience Institution Size(s):** XS, S, M, L, XL

#### **2:30 PM – 3:00 PM**

##### **Refreshment Break**

*Sponsored by CBRE – Local FM, Edamerica, Ellucian, HelioCampus, Instructure, Scholarly Software*

**Location:** Hall B, Level 3

#### **3:00 PM – 4:00 PM**

##### **VENDOR SESSIONS**

#### **VS-14 AI Is Ready to Work - Are You Ready to Lead?**

**Ty Fujimura**, Chief Product Officer, Element451, Raleigh, NC

**Location:** 207 C, Level 2

In a world of AI agents, delegation is no longer just a management skill - it's a core competency for every staff member. From admissions and marketing to advising and student support, AI is becoming a digital teammate that needs clear instructions, context, and feedback. This talk explores what good delegation looks like in a higher ed environment, how design can teach it, and why success with AI depends as much on the user as the model. With real-world examples from Element451, we'll examine how to help staff build confidence in handing off work to machines.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

#### **VS-15 Syllabus Management: The Intersection of Syllabi & Accreditation**

**Gina McArthur**, Executive Vice President, Simple Higher Ed, Tampa, FL

**Location:** 102 B, Level 1

**Monday, December 8 (3:00 PM – 4:00 PM)**

Join us to explore the benefits of Simple Syllabus, adopted by more than 500 colleges and universities including Texas A&M University, Kennesaw State University and Guilford Technical Community College. Discover how the platform enhances academic consistency, accessibility, and engagement inside and outside of your institution's LMS. In this session, see the tool in action and how Simple Syllabus ensures consistency across syllabi, manages outcomes and objectives, and provides extensive reporting capabilities for accreditation.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**3:00 PM – 4:00 PM**

## **STAFF SESSIONS V**

### **SS-27 Documenting Compliance with Personnel-related Standards**

**Dr. Jay Marr**, Vice President, SACSCOC, Decatur, GA

**Location:** 104 E, Level 1

This session addresses considerations for documenting compliance with select personnel-related standards: Standard 4.2.c (CEO selection/evaluation), Standard 5.4 (Qualified administrative/academic officers), Standard 5.5 (Personnel appointment and evaluation), and Standard 6.3 (Faculty appointment and evaluation). **Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **SS-28 Evaluator/Volunteer Portal**

**Mr. Dhimitri Kollar**, Director of Computer Operations, SACSCOC, Decatur, GA; and **Mrs. Hawa Ba**, Computer Specialist, SACSCOC, Decatur, GA

**Location:** 102 A, Level 1

This session will be a demonstration of key features of the Evaluator Portal. SACSCOC staff will

highlight updating personal information, as well as participating in Committee Reviews to include successfully working with compressed/zipped files.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **SS-29 Finance Training for Public Institutions**

**Mr. Bo Wright**, Director of Institutional Finance, SACSCOC, Decatur, GA

**Location:** 101 B, Level 1

This session is for finance officers interested in serving as SACSCOC evaluators and will focus on how to evaluate the areas of the *Principles of Accreditation* related to finance for public institutions. Areas covered include documentation requirements of the standards, common interpretations, and approaches, and how to write accurate and useful financial compliance reports for accreditation purposes.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **SS-30 Quality Enhancement Plan Q&A**

**Dr. Matthew Melton**, Vice President, SACSCOC, Decatur, GA

**Location:** 209 A, Level 2

This session is equal parts information and listening. With Standard 7.2 (The Quality Enhancement Plan) being placed under a period of study and review, member institutions may have questions and/or suggestions regarding the future of the QEP.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **SS-31 Section 11: Library and Learning Resources**

**Dr. Kelli Mckeone**, Vice President, SACSCOC, Decatur, GA



**Monday, December 8 (3:00 PM – 4:00 PM)**

**Location:** 103 C, Level 1

Institutions are expected to provide facilities, services, and learning/information resources appropriate to their teaching, research, and service missions. This session will provide institutions guidance on understanding the library-related standards and developing a strong, well-documented narrative in response to these standards.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-32 Student Achievement: 8.1**

**Dr. Nuria Cuevas**, Vice President, SACSCOC, Decatur, GA; and **Dr. Alexei Matveev**, Director of Training and Research, SACSCOC, Decatur, GA

**Location:** Davidson Ballroom C, Level 1M

In this session, the presenters will highlight (1) key compliance components embedded in Core Requirement (CR) 8.1 (Student Achievement); (2) selected factors leading peer evaluation committees to judgments of noncompliance on this standard; and (3) emerging institutional practices in addressing noncompliance factors. The presenters will draw on content analyses conducted on institutional responses to and peer evaluation committee findings on CR 8.1. The presenters also will highlight expectations related to one of the key compliance components – the student completion indicator.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-33 Substantive Change: Setting the Stage for Success**

**Dr. Kevin Sightler**, Director of Substantive Change, SACSCOC, Decatur, GA; **Dr. Robin Zuñiga**, Coordinator of Substantive Change, SACSCOC, Decatur, GA; and **Mr. Michael Clark**, Substantive Change Specialist, SACSCOC, Decatur, GA

**Location:** 103 A, Level 1

A good setup is essential for success. We'll guide you through key macro-level decisions and systems that can make or break your institution's substantive change management. Based on lessons from hundreds of institutions, we'll cover roles, responsibilities, best practices, training, partnerships, recordkeeping, institutional procedures, and decision-making processes. Done right, these elements help you create substantive change that benefits students and adds real value—while avoiding chaos and minimizing wasted time and resources.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**3:00 PM – 4:00 PM**

**GROUP DISCUSSION**

**GD-2 The Ethical and Effective Application of AI in Instruction and Assessment**

**Dr. Kevin Peek**, Professor of Economics, South Texas College, McAllen, TX; and **Dr. Ali Esmaeili**, Dean of Mathematics, Science, Information Technology, Bachelor's Degree Programs, and University Relations., South Texas College, McAllen, TX

**Location:** 208 A, Level 2

As artificial intelligence (AI) continues to transform virtually all aspects of higher education, colleges and universities throughout the country are increasingly prioritizing strategies to ensure its effective and responsible use. The primary purpose of this presentation is to share preliminary empirical research gathered from institutions of higher education within the SACSCOC accreditation region on best practices in the effective and responsible use of artificial intelligence (AI) in student instruction and assessment. The secondary purpose is to stimulate dialogue among the session attendees on the applicability of these practices, in their current or modified form, in their respective institutions of higher education.

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**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III

**Audience Institution Size:** M

**3:00 PM – 4:00 PM**

## **CONCURRENT SESSIONS V**

### **CS-67 Backstage Pass to Student Success: How NEMCC Rewrote the Orientation Playbook**

**Mr. Michael Byrd**, Director of Academic Advising/QEP Director, Northeast Mississippi Community College, Booneville, MS; **Ms. Britney Whitley**, Associate Vice President of Student Success, Northeast Mississippi Community College, Booneville, MS; and **Mrs. Chassie Kelly**, Director of Enrollment Services/Registrar, Northeast Mississippi Community College, Booneville, MS

**Location:** 101 D, Level 1

In a rapidly changing higher education landscape, Northeast Mississippi Community College (NEMCC) has transformed the traditional orientation model to better align with student needs and institutional goals. By partnering with 22 in-district high schools, NEMCC developed a school-day orientation experience where students are brought to campus in the spring before high school graduation. This model not only enhances access but delivers tailored guidance on financial aid, student technology, and scheduling. Most importantly, students leave feeling equipped, connected, and enrolled—with a schedule in hand and ID in pocket—long before they walk across the high school stage. This session shares how cross-campus collaboration, logistical coordination, and mission-focused planning changed the tune of orientation and student onboarding.

**Conference Track:** Changing Keys

**Audience Institution Level:** I

**Audience Institution Size:** S

### **CS-68 Best Interest at Heart: Continuous Improvement in Prison Education Programs**

**Dr. Robert G. Lee**, Director of Accreditation and Assessment, Southeastern Baptist Theological Seminary, Wake Forest, NC; and **Dr. Bryce Hantla**, Assoc VP for IE, Southeastern Baptist Theological Seminary, Wake Forest, NC

**Location:** 106 C, Level 1

The opening of Title IV funding for students in Prison Education Programs (PEPs) has created a whirlwind of policy revision and substantive change reporting across the SACSCOC region. This advanced-level session is designed for institutions needing to plan ahead for Biennial Best Interest Determination Reporting – a late-add requirement for ongoing state partnership agreements. Southeastern manages three prison sites in two states and has navigated both SACSCOC substantive change and USDE approval processes. Participants in this session will leave with 1) a brief overview of the PEP Sub Change process, 2) a framework of Best Interest with strategies for assessing essential markers for successful continuation of authorization to operate within a prison setting, and 3) an evaluation of samples and reporting measures for Best Interest considerations.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, V, VI

**Audience Institution Size(s):** S, M, L, XL

### **CS-69 Composing a Harmonious Case for Compliance in 6.1 and 6.2.b**

**Dr. Stephanie Kolitsch**, Associate Provost and SACSCOC Liaison, University of Tennessee at Martin, Martin, TN; and **Ms. Patty Flowers**, Assessment Coordinator, University of Tennessee at Martin, Martin, TN

**Location:** 104 C, Level 1

Standards related to faculty are routinely among the top ten most frequently cited *Principles* in compliance and interim reports. This session describes how the University of Tennessee at Martin successfully documented in its reaffirmation report the adequacy of full-time faculty to support the mission and goals of the institution (6.1) and the sufficiency of its full-time program faculty to ensure curriculum and program quality, integrity, and review (6.2.b). Participants will learn how to use

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institutional and national data to demonstrate compliance with these standards. Templates for creating supporting documentation for these standards will be described and shared.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-70 Definition of Credit Hours: Mr. Carnegie, Meet Our New Modalities**

**Dr. Dennis Glenn**, Vice President Emeritus, Point University, West Point, GA

**Location:** 110 B, Level 1

Composing one, harmonious definition of credit hours that blends a growing variety of curricular innovations, formats, and modalities – such as online, hybrid, clinical, accelerated, and externships – while satisfying Standard 10.7 is a challenging imperative. The commonly accepted, monotonic definition and practices of the past are no longer sufficient to take advantage of new opportunities and innovations, satisfy intensifying external demands, and incorporate and document compliance with SACSCOC *Principles* and policies. This session will detail the considerations and issues involved in developing and implementing the institution-wide credit hours definition, policy, and procedures for determining the amount of credit hours awarded, balancing curricular innovation, opportunities, and compliance.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-71 Executing Strategy with Care: Harmonizing Planning, Performance and Culture**

**Ms. Abigail De La Mora**, Institutional Effectiveness and Planning Officer, Texas A&M University-Kingsville, Kingsville, TX; **Dr. Kristina Ramirez-Wilson**, Chief of Performance Excellence and Strategy, Texas A&M University-Kingsville, Kingsville, TX; and **Dr. James Palmer**, Provost and Senior Vice President for Academic Affairs, Texas A&M University-Kingsville, Kingsville, TX

**Location:** 201 A, Level 2

This session explores a holistic model for aligning institutional planning, performance, and culture by integrating strategic planning (Standard 7.1) and student achievement (Standard 8.1) processes. Texas A&M University–Kingsville engages all its faculty and staff members in pursuing its Wildly Important Goal of increasing enrollment by utilizing the 4 Disciplines of Execution (4DX) for strategic execution and the Caring Campus framework for increasing students' sense of belonging. Presenters will share a case study demonstrating how collaborative planning, measurable outcomes, and a culture of caring contribute to institutional effectiveness and student success. Attendees will leave with a replicable framework adaptable to their institutional context.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** S, M, L, XL

**CS-72 From Solo Acts to Symphonies: Leading Small Teams to Big Impact**

**Dr. Brittney Jackson**, Director Student Affairs, St. Jude Graduate School of Biomedical Sciences, Memphis, TN; **Ms. Alex Frawley**, Program Specialist, St. Jude Graduate School of Biomedical Sciences PhD Program, St. Jude Graduate School of Biomedical Sciences, Memphis, TN; and **Mrs. Leonia Houston**, Instructional Designer, St. Jude Graduate School of Biomedical Sciences, Memphis, TN

**Location:** 201 B, Level 2

Accreditation success requires more than compliance; it calls for cohesive leadership, collaboration, and a shared vision across institutional functions. This session explores how a small, newly established graduate school staff transformed the challenges of limited capacity and new roles into opportunities for strategic alignment and team growth. Presenters will share how they engaged cross-functional stakeholders, including finance, institutional research, student affairs, and academics to build trust, distribute ownership, and maintain momentum. The session will also address how to balance multiple responsibilities while keeping accreditation efforts on track. Attendees will

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gain practical strategies for leading with clarity, inspiring commitment, and fostering a culture of collaboration even when resources are tight and teams are still forming.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** III, V

**Audience Institution Size:** XS

**CS-73 Graduate Competency-Based**

**Education: Designing for Mastery & Flexibility**

**Dr. Michael Patrick**, President of Competency-Based Education, South College, Knoxville, TN; **Dr. Laurie Dodge**, Vice President Quality Assurance and Accreditation, Competency-Based Education Network, Franklin, TN; and **Dr. Persis Young**, Dean of Academics and Student Services, South College, Knoxville, TN

**Location:** 202 C, Level 2

Explore the design and implementation of impactful competency-based education (CBE) at the master's and doctoral levels. This session covers CBE fundamentals: defining competencies, program design considerations, and authentic assessments. Participants will discover an innovative model that offers flexible, self-paced learning where learners showcase their mastery in varied ways, all evaluated by consistent standards. Gain practical strategies for creating effective graduate CBE programs focused on learner agency and student success from an institution who is a trailblazer in CBE graduate and doctoral education and a national leader in CBE quality assurance.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** II, III, IV, V, VI

**Audience Institution Size:** L

**CS-74 Leveraging AI to Advance Institutional Effectiveness and Learning Outcomes**

**Dr. Katherine Perez**, Senior Director of Institutional Effectiveness, Florida International University, Miami, FL; **Dr. Jennifer Doherty-Restrepo**, Assistant Vice President for Academic Planning and Accountability, Florida International University, Miami, FL; and **Dr. Eilyn Sanabria**, Associate Director of Assessment and Academic

Improvement, Florida International University, Miami, FL

**Location:** 106 A, Level 1

Explore how prompt engineering can transform assessment practices in higher education. This interactive session introduces the DIDIT strategy for crafting effective AI prompts and demonstrates how prompt indexing supports institutional effectiveness. Presenters will showcase real-world use cases, including AI-driven data analysis, rubric-based feedback, task coordination, and resource development (e.g., templates, surveys, and logic models). Attendees will participate in peer discussions to apply the DIDIT method within their own contexts, leaving with actionable ideas to enhance their work. The session emphasizes how AI can streamline reporting, map outcomes to competencies, and support strategic decision-making, freeing up time for higher-order thinking rather than replacing human roles. Join us to see how thoughtful prompt design can elevate assessment efforts and faculty productivity.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-75 Singing a New Song: How to Start Smart in a New Assessment Leadership Role**

**Dr. Karen Pain**, Executive Director of Academic Assessment, Embry-Riddle Aeronautical University, Daytona Beach, FL

**Location:** 205 B, Level 2

Congratulations on your new assessment position! This may be your first assessment gig, or you may be taking years of experience to a new institution. In both cases, you will manage competing priorities and an array of assessment perspectives among stakeholders. Assessment directors assume complex responsibility for multiple academic programs, maybe even non-academic and administrative units, and they do so with varying degrees of support and resources. It can quickly feel like a song out of tune. What to do? "Find the harmony" of course! Join this session to compose and orchestrate your own masterpiece. Explore common challenges faced by institutional



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assessment professionals, then identify actionable strategies to approach your new position, overcome or mitigate potential barriers, and organize for success.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **CS-76** Tuning Up for 8.2.a: Orchestrating a Campus-Wide Assessment Revival

**Mrs. Sarah Edwards**, Director of Strategic Planning, Assessment, Research, and Compliance, Elizabethtown Community and Technical College, Elizabethtown, KY

**Location:** 104 A, Level 1

How can a college move from monitoring reports to SACSCOC success on Standard 8.2.a? This session shares how one institution rebuilt its student learning outcomes assessment process by creating a standardized template, establishing a cross-functional Institutional Effectiveness Team, and embedding a culture of evidence and collaboration. Participants will learn how faculty and staff engagement, structured feedback loops, and a focus on results, use of results, and improvement efforts turned a major compliance issue into a source of institutional strength. Attendees will leave with replicable tools and strategies to support or relaunch program-level assessment processes at their own campuses.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II

**Audience Institution Size(s):** XS, S, M, L

### **CS-77** Tuning Your Tech: Smartsheet Solutions that Harmonize Accreditation Efforts

**Dr. Brad Sturz**, Assistant Vice President, Institutional Assessment and Accreditation, Georgia Southern University, Statesboro, GA; **Dr. Delena Gatch**, Associate Vice President, Georgia Southern University, Statesboro, GA

**Location:** 205 C, Level 2

Smartsheet is a cloud-based project management and collaboration software that enables teams to plan, track, automate, and report on work. We have

developed and deployed multiple Smartsheet solutions that facilitate and support our accreditation and assessment processes through automated workflows, streamlined communication, and customized reports and dashboards. We have successfully leveraged Smartsheet for document tracking and reporting related to Student Learning Outcome assessment, Student Services Outcomes assessment, and Administrative Outcomes assessment as well as across many accreditation activities including Certification Narrative Development and Substantive Change Tracking. These solutions can be adapted by other institutions to facilitate critical assessment and accreditation processes.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **CS-78** Turning Credential Challenges into Harmonious Accreditation Success

**Mr. Donald Miles**, Executive Director OIRAAA and SACSCOC Accreditation Liaison, University of South Carolina Columbia, Columbia, SC; and **Mrs. Alexis McCoy**, Accreditation Coordinator, University of South Carolina Columbia, Columbia, SC

**Location:** 207 A, Level 2

In this session, we explore the University of South Carolina's journey in creating a systematic process for managing faculty credentials, akin to building a band that produces perfect harmony. Just as each musician knows their role and contributes to the overall sound, every member of the university must understand their part in maintaining sustainable credentialing practices. We will highlight the importance of sound practices, the challenges faced, and the opportunities seized in developing a robust system. Attendees will gain insights into how the University of South Carolina harmonizes compliance with excellence, ensuring that faculty credentials are managed effectively to support the university's mission and strategic goals. Join us to learn how the University of South Carolina transforms credentialing challenges into harmonious opportunities.

**Conference Track:** Building Your Band



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**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-79 Visualizing the QEP: Power BI for Tracking Online Student Success**

**Dr. Jared Avery**, Director of IR, Dallas Theological Seminary, Dallas, TX

**Location:** 207 B, Level 2

This session will present the development and implementation of an interactive Power BI report designed to monitor student success outcomes for Dallas Theological Seminary's QEP, Bridging the Digital Divide: Supporting Student Success in Online Learning. As a central tool for the Office of Institutional Research and Effectiveness, the dashboard integrates data from surveys, Canvas LMS analytics, and Anthology Student to assess five QEP outcomes including belonging, relationship-building, and persistence. The session will highlight dashboard features, data visualization strategies, and practical use cases that support data-informed decisions. Attendees will leave with insights into how to effectively translate multi-source assessment data into meaningful, real-time visualizations for institutional improvement and accreditation reporting.

**Conference Track:** The Classics

**Audience Institution Level:** VI

**Audience Institution Size:** S

**4:15 PM – 5:45 PM**

**STAFF SESSIONS VI (90 minutes)**

**SS-34 Planning for the Future by Looking into the Past**

**Dr. Godfrey Fuji Noe**, Coordinator of Training and Research, SACSCOC, Decatur, GA; and **Dr. Andrew Luna**, Director of Institutional Effectiveness, Virginia Military Institute, Lexington, VA

**Location:** 102 A, Level 1

While assessment has become more important for colleges and universities, the traditional tools used

may be both arcane and ineffective. At the same time, calls for a paradigm shift in what is actually assessed are being made by government, higher education, and the community at large. In this session, the presenters will draw from their 60 years' combined experience in higher education to engage participants in understanding how the history of assessment has led to the current state within colleges and universities, and how that informs what changes in assessment strategies will be needed to improve quality as well address an aggressively burgeoning technology. The origins and mechanics of continuous improvement will be explained and the use of traditional assessment in higher education will be reviewed. Participants will then discover how to branch away from traditional assessment strategies by utilizing lesser used but more effective and efficient assessment tools to make real and lasting improvement.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-35 Section 6: Faculty of the *Principles of Accreditation* (Orientation Class of 2028 only)**

**Dr. Lynne Crosby**, Vice President, SACSCOC, Decatur, GA; and **Dr. Patricia Parrish**, Vice President, SACSCOC, Decatur, GA

**Location:** 101 B, Level 1

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 briefly 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.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

4:15 PM – 5:15 PM

## STAFF SESSIONS VI

### Q&A with the SACSCOC President

**Dr. Stephen Pruitt**, President, SACSCOC, Decatur, GA

**Location:** Davidson Ballroom A, Level 1M

Following the President's presentation on the progress of his First 100 Day Plan, this session offers an open forum for questions and conversation. Participants can drop in to ask about the priorities and direction he outlined and explore topics raised during his update. The format is informal and centered on in-person questions, giving attendees an opportunity to hear directly from the President and engage in open dialogue.

### **SS-36** Harmonizing the Transfer Noise: Institutional Perspectives on Accreditation and Learning Mobility

**Dr. Geoffrey Klein**, Vice President, SACSCOC, Decatur, GA; and **Mr. John Fink**, Senior Research Associate and Program Lead, Columbia University, New York, NY

**Location:** 208 A, Level 2

This session marks the first in a series focused on advancing student transfer and learning mobility among SACSCOC member institutions. This initial session presents findings from the 2024 Transfer and Learning Mobility Survey conducted by Sova in partnership with SACSCOC and the Beyond Transfer initiative. With responses from over 340 institutions, the survey reveals how SACSCOC's standards and policies are perceived in supporting student transfer and learning mobility, while also identifying areas of dissonance and opportunity. The session will also clarify relevant SACSCOC *Principles* and policies and conclude with a preview of future actions designed to support institutional innovation, policy coherence, and enhancement of transfer practices.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **SS-37** Playing in Harmony with the Band: A "Next Level" Session for Peer Evaluators

**Dr. Jay Marr**, Vice President, SACSCOC, Decatur, GA; **Dr. Kelli Mckeone**, Vice President, SACSCOC, Decatur, GA; and **Dr. Michele Atkins**, Associate Provost, Title IX Coordinator, and Professor of Education, Union University, Jackson, TN

**Location:** 101 D, Level 1

This session is designed for trained SACSCOC peer evaluators who are looking for ways to further hone their skills when evaluating institutional compliance with the *Principles of Accreditation* and SACSCOC policies. A refresher of basic concepts will precede more advanced content to include application of reasonable judgement, peer-coaching newer evaluators on a team, interviewing of institutional officials during on-site committee work, and report writing.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **SS-38** Prison Education Programs

**Dr. John Donnelly**, Vice President, SACSCOC, Decatur, GA; **Dr. Kevin Sightler**, Director of Substantive Change, SACSCOC, Decatur, GA; and **Dr. Belinda Wheeler**, Senior Program Associate, Vera Institute of Justice, Washington,

**Location:** 104 E, Level 1

This session will cover the challenges, successes, and best practices for creating and implementing federal Prison Education Programs (PEPs) that provide Pell grant access to incarcerated students. We'll share lessons learned from the first institutions to launch these programs. The session welcomes both institutions with approved programs and those planning or considering PEPs. We'll explore the prospectus process, committee visits, the USDE application and review process, and practical challenges of working with prison oversight agencies.

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**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**SS-39 Student Outcomes: 8.2 (Orientation Class of 2028 only)**

**Dr. Denise Young**, Vice President, SACSCOC, Decatur, GA

**Location:** 106 A, Level 1

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.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**4:15 PM – 5:15 PM**

**CONCURRENT SESSIONS VI**

**CS-80 A Friend Like You: How a Faculty Learning Community Made Our QEP a Hit**

**Dr. April Pennington**, Director of Professional and Organizational Development, Jefferson Community and Technical College, Louisville, KY; and **Dr. Brittany Inge**, AVP for Institutional Effectiveness, Research, and Planning, Jefferson Community and Technical College, Louisville, KY

**Location:** 104 A, Level 1

How did Jefferson Community and Technical College's QEP succeed despite launching just two months before pandemic lockdown? This session highlights findings from our work with four cohorts of Faculty Learning Community (FLC) participants that demonstrate the value of their interpersonal connections as a key to QEP success, especially during challenging times. Whether you're planning a QEP or generally interested in strengthening your

faculty development program, an FLC can be a powerful strategy. Join us to learn about our FLC design, hear how participants described the FLC's impact on their teaching and their connectedness to each other and the college, and gain strategies for sustaining an FLC for the duration of a QEP and beyond as a model for ongoing faculty support and engagement.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-81 A Straightforward and Effective Approach to Program Assessment**

**Dr. Michael Seale**, Provost & Vice President Academic Affairs, Lindsey Wilson College, Columbia, KY; and **Dr. Benson Sexton**, Dean for the School of Business and Communication, Lindsey Wilson College, Columbia, KY

**Location:** 105 A, Level 1

Faculty resistance to assessment can oftentimes be attributed to the procedure rather than the function of assessment. It can be seen as a process of checking off the right boxes rather than something to be used to improve student learning. This presentation details how annual student learning outcomes assessment using simple Microsoft Word templates is combined with periodic academic program reviews to produce a robust program evaluation system. The effect has been a better understanding of program assessment and an increase in faculty engagement in the assessment process. Extensive curricular revisions by many programs have been done which has led to renewed faculty excitement and involvement in program improvement.

**Conference Track:** Aspiring Artists

**Audience Institution Level(s):** I, II, III

**Audience Institution Size(s):** XS, S

**CS-82 AI and the Academic Enterprise: Charting a New Scholarly Frontier**

**Dr. Shanti Srinivas**, Chair, Arts & Sciences Department, Galen College of Nursing, Louisville, KY; and **Dr. Jennifer Stewart**, Dean, Arts &

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Sciences Department, Galen College of Nursing,  
Louisville, KY

**Location:** 104 C, Level 1

This session explores the ethical and effective integration of generative AI tools, such as ChatGPT, in higher education with a focus on faculty development and student assessment. Attendees will examine strategies to detect and prevent AI-enabled academic dishonesty, design AI-resilient assessments, and use AI to enhance feedback and personalized instruction. Through case studies, research, and interactive discussion, the session offers practical guidance on navigating the andragogical and policy challenges posed by AI. Participants will also gain insights into developing institutional policies that uphold academic integrity, align with SACSCOC accreditation standards, and support strategic planning and continuous improvement. Ideal for educators and administrators, this session equips institutions to thoughtfully respond to AI's growing presence while maintaining educational quality and academic rigor.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V

**Audience Institution Size(s):** XS, XL

### **CS-83 All Access Pass: Best Practices for Building a One-Stop Student Success Center**

**Mr. Michael Byrd**, Director of Academic Advising/QEP Director, Northeast Mississippi Community College, Booneville, MS; **Ms. Britney Whitley**, Associate Vice President of Student Success, Northeast Mississippi Community College, Booneville, MS; and **Mrs. Leigh Ann Stewart**, Director of Counseling Services/Disability Accommodations Coordinator, Northeast Mississippi Community College, Booneville, MS

**Location:** 105 B, Level 1

When students know where, when, and how to ask for help, success becomes more attainable. Many institutions struggle with siloed services that leave students uncertain about where to turn. This session will explore best practices for integrating success coaching, mental health counseling, and academic advising into a single, student-centered hub. Presenters will share strategies for fostering cross-campus collaboration, streamlining

processes, and ensuring students receive holistic support—from personal wellness to course planning. Using the evolution of Northeast Mississippi Community College's Student Success Center as a case example, participants will learn transferable approaches for breaking down silos, improving access, and scaling services to fit institutions of varying sizes and missions.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II

**Audience Institution Size(s):** XS, S, M

### **CS-84 Building a Dual Enrollment Master Plan from Environmental Scans to Impact**

**Dr. Traci Williams**, Vice President of Institutional Effectiveness, Research and Planning, Chattanooga State Community College, Chattanooga, TN; and **Mr. Lewis Jackson**, Director, Early College and K12 Partnerships, Chattanooga State Community College, Chattanooga, TN

**Location:** 106 C, Level 1

In a time of accelerated change and increasing demand for equitable student success outcomes, Chattanooga State Community College designed an Early College Master Plan to transform dual enrollment programming into a high-impact, data-informed institutional priority. This session details how student, academic and institutional research/effectiveness leaders partnered to conduct an environmental scan, align data systems with strategic goals, and use PDCA cycles to guide iterative planning and execution. Presenters will share a replicable framework for turning disparate information—on faculty support, pathway access, enrollment barriers, and instructional site capacity—into a cohesive, living plan monitored through a centralized student success data warehouse. The session will emphasize democratization of data, alignment with regional workforce goals, and transparency with internal and external stakeholders

**Conference Track:** Aspiring Artists

**Audience Institution Level:** I

**Audience Institution Size:** M



**Monday, December 8 (4:15 PM – 5:15 PM)**

**CS-85** **Compiling a Reviewer-friendly Compliance Certification**

**Dr. Shannon Levitzke**, Dean of Instruction, Lurleen B. Wallace Community College, Andalusia, AL

**Location:** 110 A, Level 1

This session will provide practical guidance for successfully writing narratives and preparing a clear, reader-friendly Compliance Certification for your college or university. Participants will learn how to respond to principles, compile evidence, organize narratives effectively, and develop editing guidelines to ensure consistency throughout the report.

**Conference Track:** Aspiring Artists

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-86** **Composing Change: How One Institution Found Harmony in Program Review Reform**

**Dr. Alexa Edwards**, Associate Vice President of Accreditation and Student Academic Success, Forsyth Technical Community College, Winston-Salem, NC; and **Dr. Tamara Williams**, Chief Academic Officer, Forsyth Technical Community College, Winston-Salem, NC

**Location:** 110 B, Level 1

Many institutions struggle with program review processes that yield little more than compliance-driven reports. This session presents a practical transformation model that reframes program review as a strategic, data-informed process aligned with institutional goals and accreditation standards. Attendees will explore how to streamline timelines, engage faculty and executive leadership, integrate labor market and student outcome data, and implement “closing the loop” conversations that lead to actionable improvements. Using real-world examples and tools, this session demonstrates how to shift program review from a static report to a dynamic cycle of reflection and enhancement. Participants will leave with strategies to turn common program review challenges into opportunities for institutional growth, equity, and student success.

**Conference Track:** The Classics

**Audience Institution Level(s):** I, II, III, IV

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-87** **Crafting a QEP Presentation That Strikes a Chord**

**Dr. Carrie Christensen**, Assistant Vice President, Research & Training, Midway University, Midway, KY; and **Dr. Hannah Freeman**, Professor, English; Chair, Arts & Humanities, Midway University, Midway, KY

**Location:** 201 A, Level 2

Quality Enhancement Plans (QEPs) are a critical component of the reaffirmation process—but presenting your QEP in a way that resonates with evaluators, faculty, and stakeholders can be a challenge. This session provides a practical roadmap for transforming your QEP presentation into a compelling and memorable experience while demonstrating compliance with Section 7.2. Using examples, templates, and interactive strategies, attendees will explore how to frame their QEP around mission, data, and student success while maintaining clarity and creativity. Whether your QEP is in development or ready for the stage, this session will equip you with tools to communicate your vision with confidence and impact.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-88** **Fine Tuning the On-Site Visit Experience: Hitting All the Right Notes**

**Ms. Serena Murphy**, Accreditation Coordinator, Georgia Southern University, Statesboro, GA; and **Ms. Barbara King**, Institutional Assessment and Accreditation Faculty Fellow, Georgia Southern University, Statesboro, GA

**Location:** 203 A, Level 2

Want to elevate your on-site visit from an opening act to headliner status? After receiving no recommendations for our On-Site Review, Georgia Southern University is excited to share our scalable, team-based approach for key challenges we identified, unique resources we created, and



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innovative solutions we implemented for a successful on-site visit. Explore approaches for selecting ideal venues, curating personalized yet budget-conscious VIP gifts, and creating inviting workspaces. Discover how to fine-tune backstage logistics through targeted communication and precise stage directions to seamlessly transition individuals between locations. By discussing three big challenges, participants will not only take away resources and insights, but will also develop institutionally-specific strategies, proving that a headliner status is achievable for any logistics team, from solo planner to a full committee.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

#### **CS-89 Harmonizing Accreditation Reporting: A Symphony of Tools**

**Mr. David Onder**, Director and SACSCOC Liaison, Haywood Community College, Clyde, NC

**Location:** 201 B, Level 2

Accreditation reporting often feels like a jumble of solos competing for attention. This session reveals how to create harmony by transforming scattered Word drafts, evidence links, and version confusion into a coordinated workflow. With Microsoft Teams and Word as the rhythm section, and free Quarto plus lightweight PowerShell scripts as accents, we demonstrate—device free—how lean teams can move from clutter to clarity: faster cycles, cleaner versions, and reviewer-ready PDF and web outputs. No laptops are needed during the session. If you can navigate Word and follow a short, plainly written checklist, you can replicate the workflow on your campus. Post-session adoption is supported, not required, and every step is captured in a simple checklist for attendees to take back.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III

**Audience Institution Size(s):** XS, S

#### **CS-90 Harmony in Assessment: Overcoming Support Unit Hurdles**

**Dr. Naima Wells**, Director of Administrative Assessment, Embry-Riddle Aeronautical University, Daytona Beach, FL

**Location:** 202 C, Level 2

How can we find harmony in assessing vital administrative and student service units amidst resource constraints, cultural pushback, and data complexities? This session shares insights from a mixed-methods study exploring the real-world hurdles assessment practitioners face – from lack of time and buy-in to siloed systems. Discover the practical, often creative strategies professionals employ to transform these challenges into opportunities: fostering collaboration and trust, streamlining processes, building networks, and making a data-backed case for support. Gain actionable takeaways to enhance assessment effectiveness and build a stronger assessment "band" at your institution.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** S, M, L, XL

#### **CS-91 Initiating a Campuswide Focus and Transition Beyond the Collegiate First Year**

**Dr. Amber Fallucca**, Director of Carolina Experience, Affiliate Faculty in College of Education, University of South Carolina, Columbia, SC; and **Dr. Silvia Patricia Rios Husain**, Associate Vice President for Student Success, University of South Carolina, Columbia, SC

**Location:** 205 A, Level 2

In 2024, the University of South Carolina (USC) officially launched the Carolina Experience after strong interest from campus leadership, students, academic affairs and student affairs, including collecting and reviewing data gleaned from early pilot phases. Emphasis will be placed on highlighting key strategies and services, and collaborative partnerships spanning student affairs and academic support and academic affairs. Creation of a dedicated centralized office staffed primarily through pre-existing roles (including full-time and peer leader roles), use of university technology platforms, and campus readiness to amplify career connections leading to positive

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student outcomes are aiding in the successful launch of Carolina Experience. This session will also promote sharing across participants and institutions focused on providing comprehensive undergraduate experiences.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** II, III, V, VI

**Audience Institution Size:** XL

**CS-92 Opening the Loop: Expanding Stakeholder Involvement in Data-Driven Assessment**

**Ms. Valarie Kite**, Executive Director of Assessment and Curriculum, The Savannah College of Art and Design, Savannah, GA; **Mr. Joshua Funderburke**, Director of Academic Planning, The Savannah College of Art and Design, Savannah, GA; and **Dr. Tara Oviedo**, Vice President of Curriculum and Assessment, The Savannah College of Art and Design, Savannah, GA

**Location:** 205 B, Level 2

This presentation introduces "opening the loop" in academic assessment—expanding beyond traditional faculty-led efforts to integrate diverse stakeholder data that informs decision making and drives meaningful use of results. Applicable to academic and student affairs assessment, we demonstrate how to gather, interpret, and integrate qualitative and quantitative feedback from academic and administrative leadership, students, industry experts, and employers—moving from a flat feedback loop to a spherical assessment ecosystem. Participants learn actionable methods for using diverse data sources to demonstrate continuous improvement, support institutional effectiveness, and articulate stronger assessment narratives, regardless of their role or experience level.

**Conference Track:** Aspiring Artists

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-93 Orchestrating Institutional Harmony through Agendas, Meeting Minutes, and AI**

**Dr. Bonny Kehm**, Dean of the College of Nursing and Health Sciences and Assistant Provost,

Columbia Southern University, Orange Beach, AL; **Mrs. Megan Bowers**, Dean for the College of Arts and Sciences and Assistant Provost, Columbia Southern University, Orange Beach, AL; and **Mrs. Brooke Noles**, Director of Legacy Promotion and Academic Relations, Columbia Southern University, Orange Beach, AL

**Location:** 205 C, Level 2

Meetings are often seen as routine, but when used strategically, agendas and minutes can become powerful tools for collaboration, accountability, and institutional effectiveness. This session explores how structured meeting practices support shared governance, decision making, and accreditation success. Presenters from nursing, liberal arts, and academic relations will share strategies for planning meaningful meetings, aligning teams with goals, and using documentation for compliance and communication. We will also explore how AI is reshaping meeting minutes, including the benefits, limitations, and need for human oversight. Real world examples will show how everyday tools can drive culture, transparency, and institutional reputation.

**Conference Track:** Building Your Band

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

**CS-94 Re-tuning a BAT Ops Mgt: A Degree for All Through Flexible, Accessible Design**

**Mr. Joseph Coppola**, Associate Professor of Speech and Department Chair, Palo Alto College, San Antonio, TX; **Mr. Patrick Lee**, Associate Professor of Math and Vice President of Academic Success, Palo Alto College, San Antonio, TX; and **Mr. Luis Fernandez**, Dean of Workforce & Professional Programs, Palo Alto College, San Antonio, TX

**Location:** 207 A, Level 2

Palo Alto College, in south San Antonio, serves an area with low college-going rates, where many residents have some college but lack a credential. The college sought to 're-tune' this by developing a broadly accessible Bachelor of Applied Technology (BAT)—a degree for all. In today's agile, student-centered higher ed landscape, Palo Alto College's

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BAT program offers a compelling model for 'changing keys.' This session details its design innovations, which fueled growth (500+ majors since Spring 2024) and strong retention (92% from Fall 2024 to Spring 2025 through interventions).

The session covers: flexibility (carousel scheduling, 8-week Flex terms), accessibility (open electives, prior learning), workforce alignment, student support (advocacy, case management), and faculty preparation. Participants will learn to create responsive degrees centered on student success.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II

**Audience Institution Size(s):** XS, S, M, L

### **CS-95 Revitalizing Your General Education Assessment Process**

**Dr. Sandy Vandercook**, Associate Vice-President for Accreditation and Assessment, New Orleans Baptist Theological Seminary, New Orleans, LA; and **Dr. Michael Wang**, Director of Institutional Effectiveness, New Orleans Baptist Theological Seminary, New Orleans, LA

**Location:** 207 B, Level 2

Since general education courses fall into various courses across multiple disciplines, the general education assessment process can feel impractical, cumbersome, and confusing. At Leavell College of NOBTS, we turned such a process into a practical, sustainable, and substantive process, allowing us to focus less time on gathering artifacts and tabulating data and more time on analyzing our data and using that analysis to seek improvement in student learning. By using common rubrics to assess artifacts, adding general education to our academic assessment cycle, and streamlining our reporting template, we revitalized our general education assessment and have made positive curricular and pedagogical changes as a result. The principles we learned can help other institutions seeking to develop or revise their general education assessment processes.

**Conference Track:** The Classics

**Audience Institution Level(s):** II

**Audience Institution Size(s):** XS, S, M, L, XL

### **CS-96 Tuning Into Change: Our QEP Story of Challenge, Growth, and Impact**

**Mrs. Michelle Walden**, Dean of Allied Health, Fayetteville Technical Community College, Fayetteville, NC; and **Dr. Willie Pomeroy**, Director of Assessment and Accreditation, Fayetteville Technical Community College, Fayetteville, NC

**Location:** 102 B, Level 1

At Fayetteville Technical Community College, a commitment to student success sparked a major institutional shift. Our Quality Enhancement Plan (QEP), launched in Fall 2020, aimed to revamp advising through holistic support and wraparound services. What followed was a dynamic, multi-year transformation that harmonized our mission with real-world challenges and uncovered lasting opportunities for change. Now fully implemented, our QEP tells the story of how evolving student needs, shifting institutional roles, and moments of uncertainty led to sustained innovation. In this session, we'll share how FTCC adapted to meet students where they are—academically and personally—by transitioning to a centralized advising model, building cross-campus partnerships, and responding strategically to setbacks. Participants will gain practical insights into fostering a student-centered advising culture.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II, III, IV, V, VI

**Audience Institution Size(s):** XS, S, M, L, XL

### **CS-97 Unlock Student Success: Linking Learning Outcome Achievement to Course Success**

**Mr. Philip O'Brien**, Director, Institutional Effectiveness, Alvin Community College, Alvin, TX; and **Mr. Patrick Sanger**, Dean, Institutional Effectiveness and Research, Alvin Community College, Alvin, TX

**Location:** 103 A, Level 1

How closely is student success on course learning outcomes connected to overall course performance? This session explores a data-informed approach used at Alvin Community College to examine the relationship between

**Tuesday, December 9 (7:00 AM – 10:00 AM)**

learning outcome achievement and course success at the individual student level. The analysis linked student achievement on course learning outcomes with final grades to uncover patterns and barriers to success. Using program data, the presenters created a process to identify specific course-level barriers — or “micro barriers” — that prevent students from demonstrating key skills needed for success. Attendees will learn how this analysis was conducted, what the results revealed, and how the findings are being used to support program improvement and student success.

**Conference Track:** Changing Keys

**Audience Institution Level(s):** I, II

**Audience Institution Size(s):** XS, S, M, L, XL

## **TUESDAY, DECEMBER 9**

**7:00 AM – 10:00 AM**

### **Registration Check-In**

*Badge holders sponsored by Simple Higher Ed*

**Location:** Registration Area, Level 2

Pick up badges and registration materials.

### **Resource Room**

**Location:** 107, Level 1

See examples of Compliance Certification Reports, QEPs, Fifth-Year Interim Reports, QEP Impact Reports, and Substantive Changes Prospectuses from peer institutions. For a list of the institutions and their reports, see the Resource Room listing in the conference app.

**7:30 AM – 8:45 AM**

### **Breakfast for SACSCOC Review Committee Chairs**

(By invitation only)

**Location:** Davidson Ballroom C, Level 1M

**9:00 AM – 10:30 AM**

### **Institutional Summits: Perspectives and Priorities**

These Summits bring together Annual Meeting participants from across each member institutional level to share perspectives and identify current priorities. Commission staff will gather input on emerging challenges, effective practices, and areas where additional support or future accreditation standards may be considered. Insights from these discussions will help inform ongoing initiatives and strengthen the Commission's engagement with colleges and universities at every level.

Please plan to bring a mobile phone or tablet to participate in interactive questions during the session. Smaller devices are encouraged since table space may be limited or unavailable.

#### **Level I Institutions**

**Location:** Davidson Ballroom A, Level 1M

#### **Level II Institutions**

**Location:** 104 A, Level 1

#### **Levels III and IV Institutions**

**Location:** 209 A, Level 2

#### **Level V Institutions**

**Location:** 104 C, Level 1

#### **Level VI Institutions**

**Location:** 207 A, Level 2

***Tuesday, December 9, (10:45 AM – 11:45 AM)***

**10:45 AM – 11:45 AM**

**General Session / College Delegate Assembly Business Meeting**

**Location:** Karl F. Dean Ballroom, Level 4

**Presiding:** **Mr. Blaine Hansen**, SACSCOC Board of Trustees Chair and Executive Vice President/Chief Operating Officer, Lees-McRae College, Banner, Elk, NC

This meeting includes a report of accreditation and reaffirmation actions taken by the SACSCOC Board of Trustees and any voting by delegates. The voting delegate for each member institution should proceed to the front section of the ballroom seating to participate in the vote.