



2026 Breakout Sessions

SESSION TITLE AND INSTRUCTORS	SESSION DESCRIPTION AND PARTICIPANT LEARNING OUTCOMES
MORNING SESSIONS (9am – 12pm)	
<p>Beyond the Semester: Redesigning Academic Structures to Sustain Retention and Student Momentum</p> <p><i>Instructors</i></p> <p>Ms. Leeann Cline-Burris, Senior Director of Strategy and Analytics, Isothermal Community College</p> <p>Dr. Greg Thomas, Vice President for Academic and Student Affairs, Isothermal Community College</p>	<p>Across the two-year college sector, familiar challenges including declining enrollment, uneven retention, and gaps in student achievement require bold structural change rather than incremental fixes. This session explores how Isothermal Community College redesigned its academic calendar and course delivery models to improve student momentum, increase gateway course success, and close performance gaps among part-time, adult, and underrepresented learners.</p> <p>While Isothermal's transition to 8-week terms served as a catalyst for measurable retention gains, presenters emphasize that this model represents just one pathway. Each institution can apply similar data-informed decision-making processes to identify strategies that align with its own campus context, culture, and community needs. Participants will examine how cross-functional teams leveraged data to navigate internal barriers, build stakeholder buy-in, and support continuous improvement efforts.</p> <p>Through interactive activities, attendees will use real-world case examples and guided tools to diagnose structural challenges and design customized, actionable steps that strengthen student momentum, whether through academic model redesign or other student success initiatives. This session is designed so that participants leave with practical, transferable strategies that can be tailored to their own institutional environments.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Recognize how academic structures such as term length and course sequencing influence student persistence, progress, and success. • Interpret institutional data to identify the underlying factors and student populations most impacted by current scheduling and instructional models. • Apply a data-informed decision-making process that can be adapted to any student success initiative, regardless of the specific framework, project, or structure pursued. • Evaluate various strategies, such as shorter terms, flexible scheduling, or enhanced course design, to determine which approaches best align with their institution's context, capacity, and community priorities. • Create an implementation plan that translates evidence-based insights into an actionable, campus-specific strategy for improving student momentum and retention.



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SESSION TITLE AND INSTRUCTORS	SESSION DESCRIPTION AND PARTICIPANT LEARNING OUTCOMES
<p>Developing a Culture of Civic Engagement at Institutions</p> <p><i>Instructors</i></p> <p>Ms. Crystal Newell Senior Director of Library and Academic Support Piedmont Virginia Community College</p> <p>Ms. Brittany Resmann Associate Vice President of Institutional Research, Planning, and Institutional Effectiveness Piedmont Virginia Community College</p>	<p>This session will explore the role institutions have in developing civically minded citizens in an era of increased political polarization. The session will discuss strategies to incorporate civic engagement within the curriculum and through co-curricular activities. The session will discuss lessons learned at Piedmont Virginia Community College during the implementation of a QEP focused on civic engagement. Participants will participate in a structured deliberative dialogue as a model for bringing students, faculty, and staff together to discuss complex problems.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Develop a definition of civic engagement for their institution. • Identify curricular and non-curricular opportunities to implement civic engagement activities across the institution. • Identify challenges in implementing civic engagement activities. • Engage in a structured deliberative dialogue to discuss complex problems.



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<p>Developing Student Success Strategies: What Matters Most for Your Institution?</p> <p><i>Instructors</i></p> <p>Dr. John Gardner Founder Gardner Institute for Excellence in Undergraduate Education</p> <p>Dr. Betsy Barefoot Senior Scholar Gardner Institute for Excellence in Undergraduate Education</p>	<p>This session is relevant for faculty, student services professionals, academic and assessment administrators, and others charged with the design of student success initiatives at both two- and four-year institutions. The facilitators, John Gardner and Betsy Barefoot, drawing on their many years of experience, will begin by introducing participants to essential elements that apply to any student success endeavor. They will then review and compare a range of initiatives participants might consider. Participants (either as individuals or in small groups from the same institution) will select an initiative for implementation on their campus. Using a template of prompts and questions provided by the facilitators, they will spend time planning initial steps for implementation and will present their ideas to the other workshop participants. Participants and facilitators will provide feedback in the form of questions and suggestions.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Identify essential elements of student success over and above retention • Identify components of a comprehensive design of the first year • Understand the effectiveness of a range of possible initiatives; recognizing positive and negative aspects of each • Establish realistic expectations for outcomes of initiatives • Recognize who needs to be involved in making decisions about first steps and continued work • Determine what participants, as individuals, can do to help increase student success • Learn the importance of having an external support group after this session



2026 Breakout Sessions

Implementing AI Across the Institution: Practical Strategies for Adoption, Capacity Building, and Campus Implementation

Instructor

Dr. Kollin Napier

Director

Mississippi Artificial
Intelligence Network

As artificial intelligence moves from experimentation to everyday institutional use, colleges and universities need practical approaches for adoption that extend beyond policy development alone. This session focuses on how institutions can move from interest to implementation by identifying high-value use cases, assessing institutional readiness, building faculty and staff capacity, engaging stakeholders, and creating sustainable pathways for responsible adoption across academic and administrative units.

Designed for academic administrators, assessment leaders, and institutional effectiveness professionals at institutions of all types, this highly applied session will help participants examine how AI can support teaching and learning, student services, institutional operations, assessment practices, and strategic decision-making. Through real-world examples, at least two interactive activities, and dedicated time for structured planning exercises, participants will leave with practical tools, measurable next steps, and a stronger framework for advancing AI implementation in ways that are actionable, responsible, and assessable, aligned with their institutional mission, culture, resources, and readiness.

By the end of this session, participants will be able to:

- Identify high-value opportunities for AI adoption across academic, administrative, assessment, and student support functions within their institutional context.
- Evaluate institutional readiness factors that influence successful AI implementation, including leadership, culture, workforce capacity, infrastructure, resource constraints, and change management.
- Apply practical strategies for stakeholder engagement, faculty and staff development, training, and change management that drive effective AI adoption.
- Design campus-specific implementation approaches that include priority use cases, near-term action steps, responsible practices, and measures of progress.
- Develop strategies for implementation on their campus, including evaluation considerations, scaling plans, and a tailored next-step framework.



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<p>Student Learning Outcomes Assessment for Beginners</p> <p><i>Instructor</i></p> <p>Dr. Megan Rodgers Good Executive Director of the Center for Assessment and Research Studies and Assistant Professor in Graduate Psychology James Madison University</p>	<p>This interactive session introduces the foundational components of assessment and how they support meaningful evidence of student learning within the SACSCOC context. Participants will explore the core elements of the assessment cycle, including developing student learning outcomes, aligning measures with outcomes, collecting evidence, interpreting results, and using findings to inform improvement. Through guided examples and applied activities, participants will examine two brief hypothetical assessment reports to better understand alignment across outcomes, evidence, results, and improvement. Participants will also consider situational factors that influence assessment work on their campuses and identify practical ways to apply foundational assessment concepts in their own institutional contexts.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Explain how situational factors influence assessment practices within their institutional context. • Articulate the core components of the assessment cycle, including outcomes, evidence, results, and improvement. • Evaluate assessment examples to determine the degree of alignment among outcomes, measures, results, and improvement. • Develop strategies for applying foundational assessment concepts within their own institutional context.



2026 Breakout Sessions

SESSION TITLE AND INSTRUCTORS	SESSION DESCRIPTION AND PARTICIPANT LEARNING OUTCOMES
<p>Telling Your Story: Practical Strategies for Writing Compelling SACSCOC Narratives</p> <p><i>Instructor</i></p> <p>Dr. Tisha Paredes Owner Paredes Accreditation & Assessment Consulting</p>	<p>Periodically, institutions must "state their case" for each SACSCOC standard, a task that often causes significant anxiety and leads to a search for external examples, numerous inquiries to colleagues, and the hiring of external consultants. Additionally, institutions must discern fact from fiction when it comes to addressing the standards. This <i>session</i> moves beyond theoretical advice to provide practical strategies for crafting clear, focused, and concise narratives. Participants will learn how to identify "hidden gems" in the Resource Manual, avoid common pitfalls such as vague language or providing data without interpretation, and address every component of a standard by deconstructing its requirements. There will also be a discussion about how to manage the writing load effectively leading up to an accreditation event. Through interactive exercises, attendees will evaluate sample narratives to distinguish fact from fiction and practice applying the discussed tips to revise sample narratives to comply SACSCOC standards and guidelines. By the end of the session, participants will gain a better understanding of how to clearly articulate their institution's accreditation story.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Explain the components of a clear and concise narrative that effectively demonstrates institutional adherence to SACSCOC <i>Principles</i>. • Deconstruct SACSCOC standards to create comprehensive narrative outlines that address all requirements and leverage the SACSCOC <i>Resource Manual</i>. • Diagnose narratives to eliminate vague language, common mistakes, and passive framing. • Develop specific strategies to improve narrative-writing workflows and compliance reporting practices. • Apply or adapt session tips and ideas for their institutional context.



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<p>The Well-Prepared Institution: Collaborative AI Workflows for Sustainable SACSCOC Accreditation</p> <p><i>Instructors</i></p> <p>Dr. Sarah Adams Executive Director of General Education Berea College</p> <p>Dr. Rob Smith Executive Director of Institutional Effectiveness and Accreditation Associate Professor of Psychology Berea College</p>	<p>Strong accreditation practice depends less on surviving the reaffirmation cycle and more on building the kind of ongoing documentation and evidence culture that makes compliance a natural byproduct of good institutional work. This workshop offers a practical, experience-based introduction to using AI collaboratively across the full accreditation cycle, with particular attention to SACSCOC standards and documentation requirements. Through guided activities, participants will explore how to organize evidence, strengthen compliance narratives, and build reusable workflows that make accreditation work more manageable year-round. Most activities are demonstrated using NotebookLM and Claude, but the strategies and processes are designed to transfer across most major AI platforms. Participants will leave with practical tools and collaborative approaches to adapt at their own institutions.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Organize and synthesize accreditation evidence using AI-assisted workflows that support SACSCOC documentation requirements across the full reaffirmation cycle. • Draft and refine compliance narratives using AI as a collaborative thought partner, with attention to the standards of evidence and argumentation expected in SACSCOC review. • Build at least one reusable AI-assisted workflow or process that reduces the administrative burden of accreditation work and supports ongoing documentation rather than periodic compliance scrambles. • Develop concrete strategies for implementing collaborative AI-assisted accreditation workflows at their own institutions, accounting for their local SACSCOC obligations, available platforms, and institutional effectiveness infrastructure.



2026 Breakout Sessions

Workforce Development: Building Employer-Aligned Pathways that Drive Student Success and Regional Economic Mobility

Instructor

Ms. Belinthia Berry

Dean of Workforce
Development & Corporate
Partnerships
St. Petersburg College

As industries evolve and labor market demands shift, colleges and universities play a critical role in preparing students and communities for the future of work. Effective workforce development requires more than training programs, it requires intentional alignment with labor market demand, strong partnerships with employers, and workforce pathways that connect education directly to career opportunities.

This interactive session will explore how institutions can design and implement workforce development strategies that respond to regional labor market needs while expanding access to high-demand careers. Participants will examine practical approaches for building employer partnerships, developing short-term credential and stackable pathway models, and aligning programs with regional targeted occupations and workforce data.

The session will also highlight strategies for leveraging workforce funding, integrating work-based learning opportunities, and measuring program impact through key performance indicators such as credential attainment, job placement, and wage outcomes.

Through discussion, case examples, and collaborative exercises, participants will leave with practical frameworks and actionable strategies to strengthen workforce development initiatives and expand career pathways for students and communities.

By the end of this session, participants will be able to:

- Analyze workforce development trends affecting higher education and identify how institutions can respond to evolving labor market demands.
- Identify strategies for developing employer-driven partnerships that support curriculum design, work-based learning opportunities, and career placement.
- Design workforce training pathways that incorporate industry-recognized credentials, stackable learning models, and career advancement opportunities.
- Align workforce programs with labor market data and regional targeted occupations, ensuring programs respond to employer demand and regional economic priorities.
- Develop measurable workforce outcomes by identifying key performance indicators such as enrollment growth, credential attainment, job placement, and wage outcomes.
- Apply practical strategies to strengthen workforce initiatives at their institutions through partnerships, funding opportunities, and program development.



2026 Breakout Sessions

SESSION TITLE AND INSTRUCTORS	SESSION DESCRIPTION AND PARTICIPANT LEARNING OUTCOMES
AFTERNOON SESSIONS (9am – 12pm)	
<p>From Compliance to Collaboration: Using AI to Build a More Effective Assessment Practice</p> <p><i>Instructors</i></p> <p>Dr. Sarah Adams Executive Director of General Education Berea College</p> <p>Dr. Rob Smith Executive Director of Institutional Effectiveness and Accreditation Associate Professor of Psychology Berea College</p>	<p>This session offers a practical, experience-based introduction to using AI in assessment and institutional effectiveness work. Through guided activities, participants will explore how to design smarter workflows, build lightweight tools that support the SLO cycle, and apply these approaches directly to assessment challenges. Most activities are demonstrated using NotebookLM or Claude with examples drawn from General Education, but the strategies and processes are designed to transfer across most major AI platforms and most elements of a curriculum. Participants will leave having used AI as a genuine thought partner in moving from evidence to improvement, individually and in collaboration with colleagues.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Design an AI-supported workflow that streamlines at least one stage of their institution's SLO assessment cycle. • Build or adapt a lightweight AI-assisted tool or process that supports evidence synthesis, feedback, or reporting in their institutional effectiveness work. • Evaluate how AI can function as a collaborative thought partner in moving from assessment evidence to documented improvement, and practice applying that approach with colleagues. • Develop concrete strategies for implementing AI-assisted assessment workflows at their own institutions, accounting for their local tools, platforms, and campus context.



2026 Breakout Sessions

Keeping an Eye on Transfer Student Success: Reframing Transfer as a Shared Institutional Responsibility

Instructors

Dr. George Railey, Jr.
Vice Chancellor Academic Success
Alamo Colleges District

Ms. Barbara Smith
Executive Director
Transfer and Transition
Student Success Services
University of Texas San Antonio

This interactive session examines the shared responsibility of two-year and four-year institutions have in advancing the success of transfer students at their institutions. Participants will learn of the different types of transfer students, critically explore prevailing assumptions, misconceptions, and institutional narratives surrounding transfer students, with particular attention to why a one-size-fits-all approach is insufficient. Drawing on institutional data, state mandates, and current transfer research, the session will distinguish between transferability vs. applicability of coursework and how this distinction influences student persistence, retention, and time to degree.

Through guided dialogue, collaborative data analysis, and applied problem-solving, participants will interrogate commonly cited myths and realities related to transfer students and consider how institutional structures, policies, and personnel decisions shape student outcomes. Attendees will work with data and contextual information from their own institutions to identify gaps, strengths, and opportunities for improvement.

The session emphasizes cross-institutional collaboration and evidence-informed decision-making. Participants will engage in structured interactive activities designed to surface effective practices, align leadership and frontline stakeholders, and develop sustainable strategies for transfer success. By the conclusion of the session, participants will have created a customized action plan that includes a clear reporting structure, accountability measures, and key metrics to guide implementation.

By the end of this session, participants will be able to:

- Analyze their institutional transfer student population using data-informed approaches to better understand patterns of enrollment, progression, and completion.
- Differentiate between transferability and applicability of coursework and articulate the implications of each for student success, retention, and graduation outcomes.
- Identify and determine how to engage key institutional stakeholders, including senior leadership, academic affairs, institutional research, advising, and student support personnel, who are essential to advancing transfer initiatives.
- Develop a structured 30-, 60-, and 90-day action plan to initiate or strengthen partnerships with feeder or receiving institutions.
- Design implementable strategies and accountability frameworks that align institutional priorities, support transfer students, and promote shared ownership of outcomes across institutions.



2026 Breakout Sessions

SESSION TITLE AND INSTRUCTORS	SESSION DESCRIPTION AND PARTICIPANT LEARNING OUTCOMES
<p>Leading with Intention: Developing Institutional AI Policy in Higher Education</p> <p><i>Instructor</i></p> <p>Dr. Van Davis Executive Director of WCET (WICHE Cooperative for Educational Technologies) Vice President of Digital Learning, WICHE</p>	<p>Artificial intelligence is reshaping how colleges and universities operate — from academic integrity to data governance to workforce development. This session is designed for higher education administrators and staff who are ready to move beyond awareness and take intentional, strategic action on AI at their institutions.</p> <p>Participants will explore institutional policy development, including: establishing ethical and responsible AI use guidelines grounded in institutional mission and values; aligning AI strategy with institutional vision, culture, and stakeholder needs; and developing and adapting administrative policies across the key domains of governance, operations, and pedagogy</p> <p>Participants will leave with practical tools, curated resources, and a clearer roadmap for leading AI policy development on their campuses.</p> <p><i>Although this session can be attended by single institutional representatives, institutional teams are encouraged.</i></p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Identify the core components of ethical and responsible AI use guidelines — including transparency, fairness, accountability, and privacy — and articulate how they connect to their institution’s mission and values. • Design a stakeholder engagement strategy that supports cross-functional collaboration in the development and implementation of institutional AI policies. • Audit existing institutional policies to assess gaps and opportunities for adapting or expanding them to address AI-specific challenges. • Develop a prioritized action plan for initiating or advancing AI policy work at their own institution.



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SESSION TITLE AND INSTRUCTORS	SESSION DESCRIPTION AND PARTICIPANT LEARNING OUTCOMES
<p>Maximizing Student Support and Completion</p> <p><i>Instructor</i></p> <p>Dr. Kimberly Mullis Dean of Institutional Effectiveness Beaufort County Community College</p>	<p>Student support is most effective when it is intentionally aligned with student achievement goals, institutional priorities, and measurable outcomes. This interactive session explores how colleges can maximize student support structures to improve persistence, progression, and completion while demonstrating institutional effectiveness and continuous improvement. Participants will examine how advising, academic support, financial assistance, engagement efforts, and student-centered practices can influence completion outcomes, particularly for students experiencing barriers to success. The session will emphasize evidence-based decision-making, cross-functional collaboration, and practical approaches to aligning student support with mission fulfillment and student achievement.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Define the relationship among student support, persistence, progression, and completion within the context of student achievement and SACSCOC expectations. • Interpret institutional data to identify where students are most likely to encounter barriers to success and completion. • Evaluate institutional policies, practices, and support structures that influence academic momentum, retention, and credential attainment. • Identify equity gaps in student outcomes and determine where targeted support strategies are most needed. • Construct a practical action plan for improving student achievement outcomes through evidence-based, measurable, and sustainable interventions.



2026 Breakout Sessions

SESSION TITLE AND INSTRUCTORS	SESSION DESCRIPTION AND PARTICIPANT LEARNING OUTCOMES
<p>Partnerships, Projects, and Pillars of Support</p> <p><i>Instructors</i></p> <p>Dr. Kat Baker Executive Director of Student Services Roane State Community College</p> <p>Dr. Karen Brunner Vice President for Institutional Effectiveness, Planning, and Student Success Initiatives Roane State Community College</p>	<p>The session will describe the ways in which Roane State Community College leverages internal and external partnerships to develop and implement programs that prepare students for current and emerging high-quality, well-paying jobs. Teaching and learning in these programs relies on collaborative, project-based activities to mirror workplace expectations and ensure relevance for students and future employers. Participants will also learn about the institutional support structures that guide students to a career pathway suited to their aptitudes and interests as well as supports for students that facilitate persistence.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Leverage business and industry partnerships to develop credit and non-credit curriculum based upon workplace needs. • Determine how academic and grants development offices can partner to enhance career program development. • Identify how partnerships with other training providers can support the workforce and provide stackable educational pathways for students. • Determine how project-based learning helps prepare students for the real world of work • Determine how student onboarding can jump-start a student’s career journey. • Identify new tools and instructional strategies for career exploration and development. • Identify how supports for students’ basic needs can facilitate persistence. • Develop similar strategies for implementation on their campus.



2026 Breakout Sessions

SESSION TITLE AND INSTRUCTORS	SESSION DESCRIPTION AND PARTICIPANT LEARNING OUTCOMES
<p>Streamlined Compliance: SACSCOC’s Updated Approach to Substantive Change</p> <p><i>Instructors</i></p> <p>Dr. Michelle Madden Director of Substantive Change SACSCOC</p> <p>Dr. Robin Zuñiga Coordinator of Substantive Change SACSCOC</p>	<p>As institutions navigate an evolving regulatory landscape, staying current with SACSCOC’s latest Substantive Change requirements is essential for maintaining compliance and ensuring smooth academic operations. This session offers a clear, practical overview of the most recent policy updates—including discontinued change types, revised procedures, and new expectations for reduced credit baccalaureate programs. Participants will also gain hands-on insight into what information must be updated in the SACSCOC portal and how to enter it accurately. The session concludes with an interactive review of a substantive change prospectus, highlighting evaluator expectations to support stronger, more effective submissions. Join us to strengthen your institution's readiness and streamline your approach to compliance.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Identify the substantive change types that have been discontinued. • Understand other revisions to the Substantive Change Policies and Procedures. • Understand expectations and requirements for reduced credit baccalaureate degree programs • Know what information must be updated in the portal and how to enter it. • Review a substantive change prospectus with insight into evaluator expectations to support stronger prospectus development.



2026 Breakout Sessions

SESSION TITLE AND INSTRUCTORS	SESSION DESCRIPTION AND PARTICIPANT LEARNING OUTCOMES
<p>The Architects of Learning – How Higher Education Can Bridge Cognitive Science, Human Connection, and Artificial Intelligence</p> <p><i>Instructor</i></p> <p>Dr. Candace Roberts Professor, Executive Director of the Center for Teaching and Learning Excellence (Retired) Saint Leo University</p>	<p>This session explores how adults learn through the lenses of cognitive science, affective learning conditions, and artificial intelligence. Participants will examine key research on how adult brains learn, the environmental conditions adults need to engage deeply, and the rapidly evolving impact of artificial intelligence on learning and learners. Through research-informed discussion, collaborative activities, and structured planning time, participants will translate theory into practice by developing actionable strategies for their programs, departments, or campuses.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Explain key principles from cognitive science that influence how adults learn, remember, and transfer knowledge. • Identify affective factors (e.g., belonging, psychological safety, motivation) that influence learning outcomes in higher education. • Analyze how AI technologies influence learning behaviors, cognitive processes, and academic integrity. • Apply evidence-based strategies to improve teaching, program design, and learning environments. • Develop an initial implementation plan for applying session concepts within their departments, programs, and campus.



2026 Breakout Sessions

SESSION TITLE AND INSTRUCTORS	SESSION DESCRIPTION AND PARTICIPANT LEARNING OUTCOMES
<p>When the Rules Are Shifting: Building A Culture of Assessment that Goes Beyond Accreditation</p> <p><i>Instructor</i></p> <p>Dr. Catherine Wehlburg President Athens State University</p>	<p>In a time when higher education accreditors (including SACSCOC) are facing increased scrutiny and the real possibility of significant change, institutions can no longer rely on static, compliance-driven approaches to assessment. As expectations evolve, the most resilient institutions will be those that have built strong, adaptable cultures of assessment grounded in quality, continuous improvement, and meaningful use of evidence.</p> <p>This highly interactive session invites participants to move beyond the mindset of “assessment for accreditation” and toward “assessment for impact.” In this session we will explore how to create and re-create assessment practices that remain valuable and sustainable even as external requirements shift.</p> <p>Participants will engage in guided discussions, small-group activities, and real-world scenario analysis to examine their own institutional current practices, challenge existing assumptions, and collaboratively design more effective approaches. Rather than focusing solely on what accreditors ask for today, this session emphasizes how to build systems and cultures that will endure tomorrow. This session prioritizes active learning, dialogue, and practical application ensuring that participants leave not only with new ideas, but with strategies they can immediately put into practice on their campuses.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Explain the role of assessment in advancing institutional quality and student learning, beyond periodic accreditation requirements. • Identify the core elements of a sustainable, high-quality assessment system, including clear outcomes, meaningful measures, and effective use of results. • Evaluate existing assessment practices using criteria grounded in alignment, quality, and actionable impact. • Develop strategies for implementing and strengthening a culture of assessment on their campus, with an emphasis on continuous improvement and shared ownership.