2017 Annual Meeting Program
Kay Bailey Hutchison Convention Center Dallas * Dallas, Texas * December 2-5

"Students Are the HEART of Education"

Program Tracks
- **H**elping Institutions Succeed
- **E**ngaging Students
- **A**ssessing Student Learning Outcomes
- **R**eflecting for Improvement
- **T**eaching and Learning
- Hot Topics

Content Level
- **Beginner** - Content is designed to cover basic topics or themes associated with accreditation and higher education
- **Intermediate** - Content is designed to cover theory and practice in topics or themes associated with accreditation and higher education
- **Advanced** - Content is designed to cover highly developed or complex topics, knowledge, or skills

Institution Levels
- 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

Accreditation Tracks
- Track A - Institutions offer undergraduate degrees only (Levels I and II)
- Track B - Institutions offer undergraduate and graduate degrees or graduate degrees only (Levels III – VI)

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, or contact your SACSCOC staff representative.

FRIDAY, DECEMBER 1, 2017

3:00 p.m. - 5:30 p.m.   **Registration Check-In**
(Pick-up badges and registration materials.)
Location: Lobby D, Level 2, KBHCCD

SATURDAY, DECEMBER 2, 2017

8:00 a.m. - 5:30 p.m.   **Registration Check-In**
(Pick-up badges and registration materials.)
Location: Lobby D, Level 2, KBHCCD

9:00 a.m. - 4:00 p.m.   **Pre-Conference Workshops**
(Advance registration required; refreshments are included for all
workshops; boxed lunches are included with 6-hr workshops only)

W-1   Compliance Certification Bootcamp: Concrete Strategies for Success
Dr. Martha (Marty) Smith Sharpe, Vice Provost for Planning and Institutional Effectiveness (retired), Old Dominion University, Norfolk, VA**;** and **Dr. Geoffrey Klein,** Vice Provost for Research, Graduate Studies, and Assessment, Christopher Newport University, Newport News, VA

Location: C140, Level 1, KBHCCD

A quality Compliance Certification (CC) provides the basis for an effective reaffirmation, setting the tone for all subsequent steps in the process. Workshop participants will engage in a series of activities representing each key phase of the CC, using materials and procedures from other successful processes to develop a detailed plan for implementing the CC at their own campuses. They will benefit from guidance provided by experienced facilitators on all key phases of designing and implementing a successful CC process. Experienced SACSCOC reviewers and Accreditation Liaisons will provide an overview of best practices and provide practical hands-on exercises on key areas in the CC process: organizing for CC; thinking like the reviewer; using SACSCOC and internally developed resources; structuring the "perfect" chapter; formatting and presenting evidence; use of technology; and common challenges. Participants will complete the workshop with concrete take-home materials to support the implementation of the process at their own campuses. Institutional teams are encouraged to attend together to maximize benefits of the workshop.

Target Audience: Accreditation Liaisons and institutional team members charged with planning and implementing the CC process.   Multiple participants from the same institution will benefit greatly from the group work and drafting of the CC plan. Most effective for members of classes 2020, 2021 and following. Participants will need to bring a laptop and create a Dropbox account to fully participate in workshop activities.
Program Track: Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

W-2   Don't Get Ready, Stay Ready for the Reaffirmation Process
Dr. Elaine Griffin, Vice Provost for Institutional Effectiveness, Lipscomb University, Nashville, TN

Location: C152, Level 1, KBHCCD

The best way to ensure a successful reaffirmation review is to stay prepared and in compliance with every standard in the process. That requires an intentional and strategic approach to the compliance process and can be achieved by adopting a culture of continuous improvement and constant readiness.   This session will focus on the PDCA (plan, do, check, act) process of continuous improvement, which when adopted institution-wide can lead to successful ongoing improvement in institutional quality and academic outcomes.

Target Audience: Although the workshop content is most appropriate for the institutional effectiveness staff, all managers and executives can benefit from this session since it crosses all boundaries and is necessary for better

understanding of the SACSCOC reaffirmation process.
Program Track: Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

W-3   The Essentials of Integrating Institutional Effectiveness
Dr. Susan Bosworth, Associate Provost for Institutional Accreditation and Effectiveness, College of William & Mary, Williamsburg, VA**; Dr. Joshua Brown,** Director of Research and Assessment for Student Affairs, Liberty University, Lynchburg, VA**;** and **Dr. Kate McConnell,** Senior Director of Research and Assessment, Office of Quality, Curriculum, and Assessment, Association of American Colleges & Universities (AAC&U), Washington, DC

Location: C143, Level 1, KBHCCD

Institutional effectiveness (IE) is a foundational requirement for achieving and reaffirming accreditation. It also is one of the most challenging because administrators have not often focused on an integrated organizational process. To that end, this interactive workshop will cover: (1) key concepts that establish a framework for understanding IE as an organizational process rather than an office; (2) strategies for developing and integrating unit level processes of IE with strategic planning, resource allocation, and decision-making at ever-broader levels; and (3) challenges and successes in implementing a process-based IE framework.

Target Audience: This workshop is designed primarily for administrators and assessment personnel new to the profession or with newly assigned responsibilities (1-3 years) for integrating institutional effectiveness across the organization and documenting the process and results to respond to relevant *Principles*.
Program Track: Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

W-4   Metacognition: A Key to Getting Students to Put Their HEARTS into Learning
Dr. Saundra McGuire, Learning Center Director Emerita and Retired Professor of Chemistry, Louisiana State University, Baton Rouge, LA

Location: C154, Level 1, KBHCCD

Today's students come to college with widely varying academic experiences and motivation levels. Many of them wander through the curriculum focused on accumulating credits and achieving high grades, but they exhibit very little passion for learning. This interactive workshop will help attendees understand why so many students do not understand the learning process. We will discuss cognitive science-based learning strategies that can immediately and dramatically ignite students' passion for learning. Data will be presented that show how successful the strategies are at the undergraduate, graduate, and professional school levels.

Target Audience: Faculty, staff and administrators who have responsibility for increasing student learning, retention, and graduation rates will find this session useful. Institutions with a QEP focusing on developing students' critical thinking skills, motivation, and self-efficacy will especially benefit.
Program Track: Teaching and Learning
Content Level/Track: Beginner, Track B

W-5   More Than Results: An Advanced Workshop Integrating Assessment with Learning Improvement
Dr. Keston Fulcher, Executive Director of Assessment, James Madison University, Harrisonburg, VA**; Dr. Megan Good,** Director of Academic Assessment, Auburn University, Auburn, AL**; Dr. Chris Coleman,** Associate Director of Institutional Effectiveness, University of Alabama, Tuscaloosa, AL**;** and **Dr. Kristen Smith,** Intern, James Madison University, Harrisonburg, VA

Location: C142, Level 1, KBHCCD

Use of results and improvement are common terms in SACSCOC Requirements and Standards. Unfortunately, most institutions struggle to connect the results of assessment with student learning improvement. This workshop is designed to clarify improvement and how to achieve it. Attendees will work through the logistics of an example learning improvement initiative and then consider how to adapt the model at their home institutions. This workshop reflects James Madison University's effort to transform from an assessment institution to a learning improvement

institution; a process recognized by a 2015 national CHEA Award for Outstanding Institutional Practice in Student Learning Outcomes.

Target Audience: This workshop's content is designed for experienced higher education assessment practitioners and coordinators particularly, those who seek better alignment among program- and institution-level assessment, teaching, and learning.
Program Track: Reflecting for Improvement
Content Level/Track: Advanced, Tracks A & B

W-6   The Secret Sauce for Student Retention: What's in the Recipe?
Dr. Betsy Barefoot, Senior Scholar, John N. Gardner Institute for Excellence in Undergraduate Education, Brevard, NC**;** and **Dr. John Gardner,** President, John N. Gardner Institute for Excellence in Undergraduate Education, Brevard, NC

Location: C146, Level 1, KBHCCD

Student retention is a topic that consumes the energy and the resources of large numbers of colleges and universities in the SACS region and elsewhere. Many, if not most, of these institutions are searching for the "secret sauce" of retention, often focusing on programs and activities that are at the margins, rather than the center, of the college experience. This workshop will invite participants to consider how campus policies, procedures, and programs either support or sabotage their retention efforts. Attendees will also be introduced to ways that efforts can be misaligned so that their institutions are working at cross-purposes in their retention efforts. The presenters will place retention in the broader context of learning and will encourage those present to answer the important question: Retention for what purpose? Attendees will leave with a more complete understanding of the complexity of retention and a plan for retention improvement that is relevant to their institution.

Target Audience: Faculty, Student affairs administrators, Student success administrators, Retention coordinators, Institutional research and assessment professionals.
Program Track: Helping Institutions Succeed
Content Level/Track: Intermediate, Track A

W-7   Evaluating the Quality of an Online Program Using the OLC Quality Scorecard
Dr. Kaye Shelton, Director, Center for Doctoral Studies and Associate Professor, Educational Leadership, Lamar University, Beaumont, TX**;** and **Dr. Karen Pedersen,** Chief Knowledge Officer, Online Learning Consortium, Newburyport, MA

Location: C144, Level 1, KBHCCD
Some institutions launched their online program years ago and others recently. No matter the maturity of your online program, institutional assessment and continuous improvement are core elements of the *Principles of Accreditation*. The Online Learning Consortium (OLC) Quality Scorecard for the Administration of Online Programs is widely used to evaluate and demonstrate levels of quality in online programs. This workshop focuses on the use of this tool in relation to the *Principles* and how to implement using data and collected evidence to improve student learning. If your institution offers an online program, this workshop is for you!

Target Audience: Deans, provosts, chief academic officers, associate provosts or directors of online learning, and other academic leaders
Program Track: Reflecting for Improvement
Content Level/Track: Intermediate, Tracks A & B

9:00 a.m. – Noon   **Pre-Conference Workshops**
                                         (Advanced registration required; refreshments are included for all
                                         workshops)

W-8   Getting to the HEART of Outcomes Assessment: A "Train the Trainer" Workshop
Dr. Beth Wuest, Associate Vice President for Institutional Effectiveness, Texas State University, San Marcos, TX**;**
Dr. Lisa Garza, Director, University Planning and Assessment, Texas State University, San Marcos, TX**;** and **Ms.**

Susan Thompson, Senior Research Analyst, Texas State University, San Marcos, TX

Location: C145, Level 1, KBHCCD

Assessment administrators must engage educational, administrative, and support units across campus in a renewed effort to ensure that institutional programs and services effectively contribute to student success and the mission of the institution. This "train the trainer" workshop showcases strategies for establishing and maintaining a positive culture of continuous improvement through a comprehensive outcomes assessment program addressing outcome attainment in educational programs, general education competencies, student support services, and administrative services. Participants are empowered with proven, basic techniques and tools for transforming their outcomes assessment strategy; engaging colleagues on the concept, goals, components, and processes of outcomes assessment; and encouraging active campus-wide participation through communication.

Target Audience: This session serves new and veteran administrators, faculty, and staff responsible for developing and guiding outcomes assessment initiatives on their campuses. It is applicable to both public and private community colleges and universities. This session provides participants with techniques, tools and ideas for developing and refining outcomes assessment processes on their campuses.
Program Track: Reflecting for Improvement
Content Level/Track: Beginner, Track B

W-9   Institutional Data Dashboards: Putting Useful Information in the Right Hands
Mr. James Green, Associate Vice President for Planning and Accreditation, Trident Technical College, Charleston, SC**;** and **Dr. Laurie Fladd,** Associate Dean of Science and Mathematics, Trident Technical College, Charleston, SC

Location: C147, Level 1, KBHCCD

This workshop will be a hands-on demonstration where participants will build a custom grade distribution dashboard using Microsoft Excel software. The intended audience is institutional research professionals who want to display data that are easily shared on a portal site and can quickly be updated paying particular attention to the query used to make updating virtually automatic. We will design several different views: success rates by instructor, by course as well as create calculated fields. All participants should bring a laptop with a relatively new version of Microsoft Office (at least 2010) and have some experience with pivot tables.

Target Audience: Faculty and institutional research staff whose primary responsibilities include either providing data and analysis to administrators or using data for departmental improvement.
Program Track: Helping Institutions Succeed
Content Level/Track: Beginner, Track A

W-10   Strategic Planning: Aligning the Head and the Heart of an Institution
Dr. Karla Moore, Dean of Institutional Effectiveness and Assessment, Daytona State College, Daytona Beach, FL**;** and **Dr. Nancy Morgan,** Consultant, Momentum Performance Group, New Smyrna Beach, FL

Location: C148, Level 1, KBHCCD

Does strategic planning make your head ache or your heart throb? This workshop examines strategic planning as the heartbeat of an institution and a process that can cross organizational silos and achieve institutional transformation. Participants will learn what a strategic plan is, what its potential can be, and what is required to align it to other institutional planning (operational and tactical). This workshop takes you through an intuitive step-by-step approach to strategic planning that ensures long-term success. The content is presented from a practitioner's perspective and includes audience input and discussion about current planning practice.

Target Audience: Those who are responsible for, lead, or actively engage in planning activities on behalf of a postsecondary institution.
Program Track: Helping Institutions Succeed
Content Level/Track: Intermediate, Track A

W-11   Developing, Implementing, and Scoring Performance Assessments in the Arts and Humanities
Dr. John Hathcoat, Assistant Professor and Associate Director of University Outcomes Assessment, James Madison University, Harrisonburg, VA**; Ms. Nikole Gregg,** Graduate Assistant: Quantitative Psychology, James Madison University, Harrisonburg, VA**; and Mr. Nick Curtis,** Graduate Assistant: Assessment and Measurement, James Madison University, Harrisonburg, VA

Location: C150, Level 1, KBHCCD

This interactive session examines strategies for assessing student learning outcomes in the arts and humanities. Session participants explore the benefits and limitations of focus groups and performance-based assessments to assess such outcomes. This is accomplished with an illustrative example wherein faculty members at James Madison University have used a mixed-methods approach to develop, implement, and score student responses to a cultural work. This includes examining the benefits and limitations of focus groups and criteria for selecting a cultural work for student responses during such activities. Central to this process is the creation of a scoring rubric. Participants are introduced to common procedures used to develop a rubric, evaluate products using holistic and analytic rubrics, and conduct a Q-sorting procedure that one may employ toward the development of a rubric. Q-sorts provide a method for empirically identifying features of student responses that meet student learning outcomes along a continuum. Limitations of this strategy for developing rubrics are also addressed.

Target Audience: This workshop targets assessment practitioners and administrators who are interested in learning about common strategies and obstacles encountered when assessing student learning in arts and humanities programs. This session also targets an audience who is interested in exploring different strategies for creating and validating rubrics used to assess student performance.
Program Track: Assessing Student Learning Outcomes
Content Level/Track: Beginner, Tracks A & B

W-12   Helping Institutions Succeed: Adaptive Leadership for Challenging Times
Dr. Chaudron Gille, Vice Provost, University of North Georgia, Dahlonega, GA

Location: C156, Level 1, KBHCCD

Adaptive capacity is having the critical skills and abilities to understand context and to recognize and seize opportunities. This workshop will focus on increasing adaptive leadership capacity through exposure to models of leadership development and reframing. The workshop will showcase strategies for building administrative resiliency, taking responsibility, and owning the organization's challenges. Considerable time will be devoted to practical applications in leading change in the shared governance model of higher education through consensus building, rational decision making, negotiation, and symbolic behaviors.

Target Audience: This workshop is targeted to people who want to develop their capacity for leading change or who aspire to positions of leadership. In addition to those in traditional leadership roles, others such as accreditation liaisons, QEP directors, and coordinators of the Compliance Certification can benefit from the leadership development strategies presented in this workshop.
Program Track: Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

W-13   Navigating an Accreditation Review: Crafting a Compliance Certification
Dr. Thomas Cleary, Vice Chancellor, Alamo Colleges District, San Antonio, TX

Location: C155, Level 1, KBHCCD

This workshop will provide an overview of the accreditation process and review strategies that colleges and universities have used to successfully demonstrate their compliance with SACSCOC standards and requirements. The areas most cited for noncompliance will be reviewed along with recommendations to avoid these pitfalls. Thirty actionable suggestions for crafting a successful compliance certification document will also be discussed. Workshop participants will receive tips and tools to help them build more student-centered, data-driven, and performance-based institutions (and associated reaffirmation responses).

Target Audience: This session will be directed at those individuals responsible for crafting the compliance certification report response at their institutions.
Program Track: Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

W-14 Evaluating the Quality of Academic Degree Program Assessment
Dr. Allison Ames, Assistant Assessment Specialist and Assistant Professor, James Madison University, Harrisonburg, VA**; Mr. Tom Waterbury,** Program Assessment Support Services Consultant, James Madison University, Harrisonburg, VA**;** and **Ms. Madison Holzman,** Program Assessment Support Services Consultant, James Madison University, Harrisonburg, VA

Location: C141, Level 1, KBHCCD
Initial concerns about whether academic degree programs are conducting assessment has evolved into concerns about whether these programs are conducting high-quality assessment. By this, we mean assessment that answers important questions, produces results that are trustworthy, and leads to logical interventions to improve programs. From this perspective, James Madison University developed a system to evaluate degree program assessment reports (corresponding to CS 3.3.1.1). These reports are evaluated on 14 elements, each scored using a 4-point behaviorally anchored rubric. Attendees will be trained on this rubric, which is perhaps the most comprehensive in higher education, and will apply those skills to evaluate actual assessment reports.

Target Audience: Assessment coordinators and others whose primary responsibility is managing their institution's Fifth-Year Interim Report and reaffirmation reports. Faculty interested in program-level assessment of their academic degree programs will also be interested.
Program Track: Assessing Student Learning Outcomes
Content Level/Track: Beginner, Tracks A & B

Noon - 5:30 p.m.	**Resource Room** Sponsored by iOTA360 (See examples of Reaffirmation Reports, QEPs, Fifth-Year Interim Reports, QEP Impact Reports, and substantive changes from peer institutions. For a list of these institutions, see the Resource Room handout in your registration materials.) **Location:** D224, Level 2, KBHCCD
1:00 p.m. – 4:00 p.m.	**Pre-Conference Workshops** (Advanced registration required; refreshments are included for all workshops)

W-15 Developing and Implementing Effective Administrative Unit Assessment Plans
Mrs. Kala Perkins-Holtsclaw, Director of Institutional Research, Lincoln Memorial University, Harrogate, TN**;** and **Ms. Jaime Williams,** Assessment Coordinator, Virginia Tech, Blacksburg, VA

Location: C156, Level 1, KBHCCD

Engaging in annual cycles of continuous improvement provides administrative units with opportunities to enhance the quality of their functions and services through data collection and reflection. At Virginia Tech, this process is referred to as administrative unit assessment. The goal of this workshop is to guide administrative unit leaders and assessment personnel through the steps of developing an effective administrative unit assessment plan and to share tips on gaining buy-in from campus constituents for implementation. Upon workshop completion participants will be able to define an administrative unit process, describe the administrative unit assessment cycle, and assist administrative units in writing mission statements, developing administrative and student learning outcomes, choosing measures, designing targets, presenting findings, and making changes for improvement.

Target Audience: Assessment personnel, administrative unit leaders, general administrators, vice presidents, and other institutional leaders responsible for assessment reporting that corresponds with Comprehensive Standards 3.3.1.1-3.3.1.5.

Program Track: Reflecting for Improvement
Content Level/Track: Beginner, Tracks A & B

W-16   Love the One You're With: Using Excel's Analysis Toolpak for Assessment

Dr. Wendy Kallina, Director of Academic Analytics, Kennesaw State University, Kennesaw, GA**;** and **Mr. Eric Atchison,** Director of System Analysis, Research, and Enrollment Management, Mississippi State Institutions of Higher Learning, Jackson, MS

Location: C147, Level 1, KBHCCD

Assessment doesn't have to bring the heartache of buying specialized software. Excel's Analysis Toolpak can be used for exploration, analysis, and visualization of data. In this intermediate hands-on workshop, participants will use the Excel add-in to explore and analyze student data gathered using the VALUE Written Communication Rubric. Basic statistical methods (e.g., correlation, t-tests, cross-tabs, ANOVA) and analysis strategies for categorical and continuous data will be covered. Interpretation of the data and next steps will be a focus for discussion.

Target Audience: Sample data are the VALUE Written Communication rubric data. This session may be of interest to faculty and staff who are responsible for addressing the QEP, CS 3.3.1.1, CS 3.5.1, or FR 4.1, as well as individuals who are simply seeking to expand their knowledge and use of Excel.
Program Track: Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Track A

W-17   Bird by Bird: A Practical Guide to Preparing for Reaffirmation

Dr. Loraine Phillips, Associate Provost for Academic Effectiveness, Georgia Institute of Technology, Atlanta, GA**;** **Dr. Rebecca Lewis,** Director of Assessment and Accreditation, The University of Texas at Arlington, Arlington, TX**;** and **Dr. Glenn Phillips,** Institutional Research Associate, The University of Texas at Arlington, Arlington, TX

Location: C148, Level 1, KBHCCD

Anne Lamott's now-famous aphorism about taking care of a large project piece by piece sets the stage for an integrative workshop on the reaffirmation process as experienced by one large research institution in the southwest. The workshop illustrates how a process-oriented approach to reaffirmation can result in a quality product while still leaving room to breathe. The workshop is organized in four phases: Preparation, Execution, Visit, and Response. The workshop provides participants with ample resources and personal experiences that will help them prepare for impending or distant visits.

Target Audience: Assessment professionals and those involved in the reaffirmation process at institutions going through the reaffirmation process in the next two to five years.
Program Track: Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

W-18   A Generative Approach to Analyzing Mission Statements

Dr. Blaise Ferrandino, Professor of Music, Texas Christian University, Fort Worth, TX**;** **Dr. Catherine Wehlburg,** Associate Provost for Institutional Effectiveness, Texas Christian University, Fort Worth, TX**;** and **Dr. Edward McNertney,** Director of the TCU Core Curriculum and QEP, and Associate Professor of Economics, Texas Christian University, Fort Worth, TX

Location: C150, Level 1, KBHCCD

SACSCOC standards require institutions to have mission statements and to evaluate them periodically (CR 2.4, CS 3.1), but there is little practical advice provided in higher education about how to do so. This workshop will provide such practical advice by presenting a framework to facilitate creating, analyzing, and modifying mission statements. The framework consists of a set of four criteria (situational factors, philosophical elements, aspirational aspects, and operational processes). These criteria will also form the basis for seeing mission statements as generative of institutional goals and program mission statements and goals. In order to gain an understanding of the reciprocal connections, participants in this workshop will learn how to analyze mission statements and how to align them with institution-level goals and program-level mission statements, goals, and outcomes.

Target Audience: This session is designed for those who work with reviewing and/or creating institutional and/or departmental or unit mission statements and goals.
Program Track: Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

W-19   From Macro to Micro: Aligning University Planning and Assessment

Dr. Angela Coleman, Associate Vice President, Institutional Effectiveness, University of South Alabama, Mobile, AL**;** and **Dr. Julie Estis,** Director, Quality Enhancement Plan, University of South Alabama, Mobile, AL

Location: C145, Level 1, KBHCCD

Building a successful institutional effectiveness plan and translating that success to reporting units requires an integrated and inclusive approach to strategic planning and assessment. Each must be relevant and meaningful to the entire campus community if assessment units are to buy in to the process. Participants will learn components of effective planning, processes for identifying meaningful performance indicators, and avenues for increasing transparency. In this interactive session, participants will work together to apply these concepts to practical scenarios, creating strategies for implementation on their own campuses and alignment of unit-level and university expectations for institutional effectiveness.

Target Audience: This session is designed for university faculty, staff, and administrators who are responsible for building a culture of assessment and leading institutional effectiveness efforts for the university, its units, and/or academic programs.
Program Track: Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

W-20   The A to Z of QEP: A Boot Camp for New QEP Directors and QEP Committee Members

Dr. Michael Record, Associate Vice Chancellor of Academic Affairs and QEP Director, Keiser University, Fort Lauderdale, FL**;** and **Dr. Kathleen Gibson-Dee,** QEP Director, Lower Division Mathematics and Statistics Unit Director, Math and Math Education Instructor, University of South Florida St. Petersburg, St. Petersburg, FL

Location: C155, Level 1, KBHCCD

Using two different institutions as a case study of successful QEP development, this workshop presents a comprehensive overview of the QEP process emphasizing the power of a QEP to strengthen an institution that integrates quality improvement efforts into its existing planning, assessment, and student support systems. Participants will have an opportunity to practice some of the skills involved in creating a successful QEP, and they will leave with not only ideas, but also examples of materials from the case study institutions' experience. The workshop serves as a comprehensive overview of the QEP process from topic proposal to impact report. The two case study institutions are very different but both have had positive outcomes in following SACSCOC guidelines in order to generate successful QEPs. Participants will receive a resource manual of materials the two institutions used throughout the lifespans of their QEPs.

Target Audience: QEP directors and QEP leadership team members.
Program Track: Reflecting for Improvement
Content Level/Track: Beginner, Track B

W-21   The Hard Way or the Easy Way: Core Outcomes Assessment

Dr. Glenn James, Associate Provost for Institutional Effectiveness, University of the Incarnate Word, San Antonio, TX**;** and **Mr. David Stein,** Director of Assessment and Accreditation, University of the Incarnate Word, San Antonio, TX

Location: C141, Level 1, KBHCCD
It can be a painful process to coach, (coerce?), and conduct general education outcomes assessment; most of us share this activity with faculty and staff of varying levels of experience and skepticism. UIW is completing its fifth consecutive year of doing it "the easy way" and we're glad to share tips so others can do the same. Applying some great lessons from Dr. Catherine Wehlburg and Dr. Barbara Walvoord, this workshop follows the UIW journey to a

streamlined approach that has proven effective for five diverse areas of core learning--one assessment cycle actually completed in only three months, from inception to data analysis. Attendees will learn strategies for getting started, assembling a (small!) faculty working group, shepherding the process, setting milestones, collecting student work, scoring samples, doing analysis, and closing the loop. Workshop participants will leave with many samples and some process outlines tailored for their own institutions.

Target Audience: Anyone who would like to simplify how they conduct, lead, or coach the assessment of student learning, particularly in General Education (core) learning outcomes.
Program Track: Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Tracks A & B

6:00 p.m. – 8:00 p.m.	**2018 Annual Meeting Program Planning Committee Meeting**
	Location: Arts District 6, Level 2, Omni Hotel

Sunday, December 3

7:00 a.m. – 5:30 p.m.	**Registration Check-In**
	(Pick-up badges and registration materials.)
	Kiosks Sponsored by: Gray Associates, Inc.
	Location: Lobby D, Level 2, KBHCCD
8:00 a.m. - 4:30 p.m.	**Resource Room**
	Sponsored by: IOTA360
	Location: D224, Level 2, KBHCCD
8:00 a.m. – 11:00 a.m.	**Pre-Conference Workshops**
	(Advanced registration required; refreshments are included for all workshops)

W-22   Don't Lose Heart: Meaningful and Manageable Institutional Effectiveness
Dr. Leslie Culver, Director of Institutional Effectiveness, Loyola University, New Orleans, LA

Location: C145, Level 1, KBHCCD

Interested in demystifying and simplifying the institutional effectiveness process while making it meaningful to faculty and staff? Learn the language of assessment and how to organize the institutional effectiveness cycle into manageable components. This workshop presents straightforward techniques to develop strong student learning outcomes, identify appropriate assessment methods, succinctly report findings, and use data for improvement purposes. See concrete examples, avoid common mistakes, and effectively document the process. Discover how to engage faculty and staff while evolving campus culture toward more meaningful assessment. Bonus: obtain useful strategies for how to make the case for institutional effectiveness compliance in accreditation reports.

Target Audience: This session is designed for institutional research/institutional effectiveness staff members and others who have the primary responsibility for preparing their institution's response to Core Requirement 2.5 and Comprehensive Standard 3.1.1. Those new to their role or new to accreditation will particularly benefit.
Program Track: Assessing Student Learning Outcomes
Content Level/Track: Beginner, Tracks A & B

W-23   Developing an Assessment Culture: Strategic Approaches to Faculty Development in Assessment
Dr. Herb Amato, Associate Vice Provost, James Madison University, Harrisonburg, VA**; Ms. Andrea Pope,** Assessment Consultant/Graduate Student, James Madison University, Harrisonburg, VA**;** and **Ms. Madison Holzman,** Assessment Coordinator, James Madison University, Harrisonburg, VA

Location: C155, Level 1, KBHCCD

Assessment practice provides evidence of student learning outcomes (e.g., 3.3.1.). Developing a culture of assessment is difficult, but possible, through strategic faculty development initiatives. Presenters will describe a model for developing faculty expertise in assessment. Also, presenters will describe how quality can vary at each stage of the assessment cycle. By knowing where faculty members are in their understanding of assessment-wide, we can more strategically assist them and build our campus assessment culture. In addition to providing development strategies and working through case study scenarios, presenters will ask attendees to discuss strategies and challenges at their own institutions.

Target Audience: The content in this workshop is designed for higher education practitioners and assessment coordinators who have primary responsibility for preparing their institution's response to Comprehensive Standard 3.3.1.
Program Track: Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Tracks A & B

W-24   The Heart of Understanding Student Learning Outcomes Assessment: The Basics
Ms. Cheryl Gater, Assistant Provost and Director, University of Florida, Gainesville, FL**; and Mr. Rajeeb Das,** Senior Assessment and Program Evaluation Specialist, University of Florida, Gainesville, FL

Location: C142, Level 1, KBHCCD

How do I develop and measure student learning outcomes? What are the characteristics of "good" student learning outcomes? How can I build a structure for assessment planning and reporting for undergraduate, graduate, and professional degree programs? How can I have meaningful use of assessment result to improve programs? This workshop addresses the heart of these issues and more by providing a thorough understanding of student learning outcomes assessment and how the results are used for continuous improvements. Institutions have methods and practices for complying with Comprehensive Standard 3.3.1.1, but this workshop provides a foundation of best practices in assessment that supports faculty, academic programs, and reporting for accreditation.

Target Audience: The target audience includes anyone involved in developing, reviewing, or assessing student learning outcomes and those involved with Comprehensive Standard 3.3.1.1.
Program Track: Assessing Student Learning Outcomes
Content Level/Track: Beginner, Tracks A & B

W-25   Measuring the Quality of Assessment: Getting Started
Dr. Megan Good, Director of Academic Assessment, Auburn University, Auburn, AL**; and Dr. Chris Coleman,** Associate Director of Institutional Effectiveness, University of Alabama, Tuscaloosa, AL

Location: C152, Level 1, KBHCCD

Meta-assessment, or the process of evaluating the quality of assessment on campus, can be surprisingly useful. Specifically, this practice allows an assessment office to gain a pulse on assessment practices campus-wide, demonstrate assessment quality improvement over time, and identify areas for intervention. However, creating a meta-assessment infrastructure is challenging and involves many decisions. In this session, we will share two perspectives on key decision factors (e.g., timeline; criteria to include on a rubric). Participants will be invited to create action plans for implementing meta-assessment on their campuses.

Target Audience: The content in this session is designed for administrators and assessment practitioners who have primary responsibility for Comprehensive Standard 3.3.1.1 and are interested in developing a more holistic view/inventory of the assessment work on their campus.

Program Track: Assessing Student Learning Outcomes
Content Level/Track: Beginner, Tracks A & B

W-26   Creating a Manageable, Effective, and Sustainable Program Assessment Plan
Ms. Bethany Bodo, Director, Office of Assessment and Evaluation, Virginia Tech, Blacksburg, VA**; Dr. Steven**

Culver, Associate Provost for Institutional Effectiveness, Virginia Tech, Blacksburg, VA**;** and **Ms. Jessica Deslauriers,** Assessment Coordinator, Virginia Tech, Blacksburg, VA

Location: C144, Level 1, KBHCCD

Faculty are more likely to effectively and consistently implement assessment activities if they have a useful plan to guide them. This simplified step-by-step workshop is used to assist programs at Virginia Tech in developing an assessment plan. The goal of this session is to guide faculty through the steps involved in developing an effective and sustainable plan, thus enhancing an institutional culture of assessment. Topics include writing mission statements, differentiating and developing student learning and program outcomes, mapping techniques, measurement choice, target design, outcome-measure pair data analysis, action planning, "closing the loop" on previously developed plans, and data reporting.

Target Audience: This session is designed for faculty and department chairs as a simple introduction to putting together a manageable and effective assessment plan fulfilling both the requirements for Comprehensive Standard 3.3.1.1 and developing a culture of continuous program improvement. It may also be useful to assessment coordinators as they plan such capacity building workshops on their own campuses.
Program Track Assessing Student Learning Outcomes
Content Level/Track: Beginner, Tracks A & B

W-27   Building and Assessing the QEP: Keeping Faculty Engaged
Dr. Tisha Paredes, Assistant Vice President, Institutional Effectiveness and Assessment, Old Dominion University, Norfolk, VA**;** and **Ms. Remica Bingham-Risher,** Director, Improving Learning: QEP Initiatives, Old Dominion University, Norfolk, VA

Location: C146, Level 1, KBHCCD

The QEP is an initiative that affects student learning. The key to improving student learning is meaningful faculty engagement. Institutions need to find ways to sustain faculty involvement throughout the QEP process. How do we engage faculty in the QEP during the planning stages? How do we sustain their enthusiasm beyond the first year? After development and implementation, institutions must assess the QEP and gather meaningful data. This workshop will use one institution's QEP, now in its fifth year, to explore approaches on how to engage faculty in the planning, implementation and assessment stages of the QEP.

Target Audience: The target audience for this workshop are faculty and staff members who are in the development stage of their QEP.
Program Track Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Tracks A & B

W-28   Cultivating Deep Learning: Instructional Practices That Generate Rewarding Learning
Dr. Laura Dennis, Professor of French and Chair of World Languages, University of the Cumberlands, Williamsburg, KY**;** and **Mr. Leonard Geddes,** Former Associate Dean of Co-Curricular Programs, Lenoir-Ryne University, Hickory, NC

Location: C150, Level 1, KBHCCD

As content experts, professors are adept at teaching content to students. This entails an instructor-as-expert organizing his/her knowledge ahead of time and transmitting it to students. However, teaching content to students balances content with the audience. This method of instruction requires that educators know who their learners are when designing the course and where they are throughout the educational experience. Using this approach, educators can create the kinds of symbiotic environments that we envision, where teaching is invigorating and learning rewarding. Drawing upon a well-designed and successfully executed, metacognitive-based Quality Enhancement Plan, participants in this session will learn the instructional techniques that were infused in classrooms and the remarkable transformations that occurred among students and professors.

Target Audience: QEP committee members, researchers, professors, and instructors.
Program Track Teaching and Learning

Content Level/Track: Intermediate, Tracks A & B

W-29   Strategies to Successfully Monitor and Report Substantive Change

Dr. Lynne Crosby, Vice Provost and Associate Vice President for Academic Affairs, Austin Peay State University, Clarksville, TN

Location: C140, Level 1, KBHCCD

This interactive workshop focuses on identifying and implementing strategies to recognize, track, and report Substantive Change. Monitoring and reporting substantive changes in a timely manner can be challenging in an institutional culture of innovation and rapid response to community needs. Participants will engage in quizzes and scenario discussions, analyze class schedule reports and examples of potential substantive changes, discuss common challenges, and share strategies. Participants will obtain resources and templates for preparing Substantive Change correspondence and prospectus documents as well as increasing awareness of substantive change through institutional workshops, quizzes, alert mechanisms, tracking spreadsheets, and partnerships with key departments. This workshop will help institutions succeed in developing a policy, set of procedures, and framework for Substantive Change compliance.

Target Audience: SACSCOC Accreditation Liaisons, academic administrators, institutional effectiveness staff, and any other individuals tasked with monitoring and reporting substantive change.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

W-30   Moving from Disheartened to Delighted with Pivot Tables

Mr. Eric Atchison, Director of System Analysis, Research and Enrollment Management, Mississippi State Institutions of Higher Learning, Jackson, MS**;** and **Dr. Wendy Kallina,** Director of Academic Analytics, Kennesaw State University, Kennesaw, GA

Location: C147, Level 1, KBHCCD

Don't be disheartened when your task requires making multiple tables. Excel pivot tables can increase your ability to quickly and easily manipulate your data. This is a hands-on workshop using common types of institutional data. Participants will work through step-by-step exercises learning how pivot tables can be used to summarize data, combine data sets and create charts. Pivot tables can be used for enrollment data, assessment data, course grades, faculty workload, student credit hour production, as well as for data drawn from other sources such as IPEDS.

Target Audience: This session may be of interest to faculty and staff who are responsible for analyzing student data for CS 3.3.1., CS 3.5.1, or FR 4.1 as well as individuals who are familiar with Excel but are not familiar with using Pivot Tables.
Program Track Hot Topics
Content Level/Track: Intermediate, Tracks A & B

W-31   Improve Your U: Institution-Wide Approach to CS 3.3.1 and Continuous Improvement

Dr. Jen Wells, Director of Assessment, Kennesaw State University, Kennesaw, GA**;** and **Dr. Kevin Gwaltney,** Director of Planning, Kennesaw State University, Kennesaw, GA

Location: C141, Level 1, KBHCCD

Do you value institutional quality? Have you struggled to implement a system that uses assessment results for improvement? This session will describe a comprehensive and institution-wide approach to continuous improvement and quality enhancement. Participants will learn one way to demonstrate and verify improvement for units and educational programs across the institution, and will be invited to engage in activities and dialogue about implementing this approach at their own institution.

Target Audience: This session content is designed for institutional effectiveness and assessment leaders, professionals, coordinators, and others who are involved in the oversight and direction of university-wide assessment and/or for those with primary responsibility for
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Tracks A & B

W-32   Flipped Learning: The HEART of Student Success
Mr. Erik Christensen, Dean, Applied Sciences and Technologies, South Florida State College, Avon Park, FL

Location: C148, Level 1, KBHCCD

By reversing the traditional lecture and homework elements of a class and integrating engaged learning activities, you can transition your course from a teacher-centered to a learner-centered environment. This will completely change the dynamics of the classroom and make students more responsible for their own learning. Student attendance, engagement, participation, and conceptual understanding will sharply increase and result in vastly improved student learning outcomes. Come explore the possibilities offered by the flipped classroom model, engage with other participants, and leave with a personalized implementation plan and a variety of interactive engagement activities that you can implement immediately.

Target Audience: Faculty, academic deans, instructional technology designers, QEP directors, and others who are interested in innovative ways to actively engage students and improve teaching and learning, and increase student learning outcomes.
Program Track Teaching and Learning
Content Level/Track: Beginner, Tracks A & B

W-33   Helping Institutions Succeed by Building a Foundation for Reaffirmation
Dr. Divya Bhati, Associate Vice President, Institutional Effectiveness and Strategic Planning; Assistant Professor of Higher Education Administration, and SACSCOC Liaison, College of Charleston, Charleston, SC**; Dr. Karin Roof,** Director of Academic Assessment and Strategic Planning, College of Charleston, Charleston, SC**; Ms. Cara Dombroski,** Associate Director of Planning and Research, College of Charleston, Charleston, SC**;** and **Mr. Joshua Bloodworth,** Associate Director of Assessment and Accreditation, College of Charleston, Charleston, SC

Location: C156, Level 1, KBHCCD

The decennial reaffirmation of accreditation is a major undertaking for any institution and can appear enormously daunting. This workshop will provide guidance for managing a decentralized process with strong leadership including its organizational structure and activities that successfully involved more than 150 individuals on campus. This widespread involvement promoted greater understanding of SACSCOC standards and building a culture of accountability. Strategies on teamwork, assignments, document management, and accountability will be discussed. The participants will engage in activities applying the lessons learned to their own institutions and will leave the session with a toolbox of forms, processes, and strategies.

Target Audience: Individuals who are responsible for preparing their institution's Compliance Certification, individuals in leadership roles, and assessment coordinators and others whose primary responsibility is managing their institution's Fifth-Year Interim Report and reaffirmation reports.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

W-34   Compliance Certification Report: Mind Over Matter
Dr. John Sites, Vice Chancellor of Academic Affairs, Keiser University, Fort Lauderdale, FL**; Mr. Arthur Ortiz,** Chief of Staff, Department of Academic Affairs, Keiser University, Fort Lauderdale, FL**;** and **Dr. Margaret Sullivan,** Associate Vice Chancellor of Research and Innovation, Keiser University, Fort Lauderdale, FL

Location: C143, Level 1, KBHCCD

This workshop presents a comprehensive, value-added approach by which institutions at all levels can organize and implement a Reaffirmation of Accreditation/Compliance Certification project that is manageable, collegial, and

comprehensive, yet provides control, ensures results, responds to the requirements of the SACSCOC, and enhances programs and operations. Using a combination of a fictitious case study approach for deriving analytical responses to critical reaffirmation issues, as well as simulated "psychoanalytic-therapeutic technique" to ensure audience participation, participants will assist in critiquing group-generated and actual documents and materials, as well discuss major issues involved in the reaffirmation process. Actual "masked/neutralized" documentary packages of demonstrably effective materials will be supplied for analysis and modeling, as well as serving as conference takeaways.

Target Audience: This workshop is intended for campus leaders of accreditation reaffirmation projects, academic officers/deans, institutional effectiveness personnel, accreditation liaisons, and other personnel with responsibility for preparing their institution's Compliance Certification.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

W-35   Visualizing Impact: Creating One-Page Reports That Stimulate Actions
Dr. Michelle Hernandez-Perez, Assistant Director, Assurance of Learning and Assessment, Davies College of Business, University of Houston-Downtown, Houston, TX

Location: D161, Level 1, KBHCCD

Instructional assessment and effectiveness measures can generate a large assortment of information for the institution. However, a common complaint from faculty is that the effort and time used to generate the data do not lead to the expected in-depth dialogue or the development of appropriate actions. One-page reports limit the amount of information to only the essentials and place the focus on the audience of the report and the actions they are expected to take. Discussion will include examples of reports developed for faculty, administrators, or external accreditors on the areas of assessment and effectiveness. The audience will practice developing one-page reports, including graphs, for different groups. Audience must bring a laptop with Microsoft Excel and PowerPoint. Minimum skills on both programs are necessary.

Target Audience: Assessment coordinators, effectiveness administrators, and others whose primary responsibility is to guide discussion and ensure decisions are made based on collected data.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Tracks A & B

10:00 AM - 5:00 PM	**Educational Excellence Exposition**	
	Location: Exhibit Hall D, Level 2, KBHCCD	
10:00 AM - 10:30 AM	**Refreshment Break**	
	Sponsored by *AEFIS and The Learning House, Inc.*	
	Location: Exhibit Hall D, Level 2, KBHCCD	
10:00 AM – 10:30 AM	**Vendor Sessions I**	

VS-1   Best Practices in Program Portfolio Assessment
Mr. Bob Atkins, CEO, Gray Associates, Concord, MA

Location: D225, Level 2, KBHCCD

Participants will learn how to assess the fit between an institution's programs and markets. Gray will identify sources for data on student demand, employment opportunities, competition, and degree fit. Institutional leaders will describe a proven process that enables better and faster decisions, while building consensus among faculty and administrators.

VS-2   Are You Ready for Accreditation Review? Create a Department Schedule of Classes to Promote Student Success and Completion.

Ms. Carol Malmgren, Client Consultant, Courseleaf, Coralville, IA**;** and **Mr. Patrick Boateng,** CLSS Consultant,

CourseLeaf, Coralville, IA

Location: D226, Level 2, KBHCCD

Come learn how CourseLeaf's Section Scheduler (CLSS) lets you create the best class schedule with the right sections available at the right times, while complying with institutional policies and rules. Departments can create the right mix, spread and number of sections and faculty to aid with new program initiatives, improved student course planning, and increased student retention.

10:45 AM – 11:15 AM   Vendor Sessions II

VS-3   Assessment with a Crimson HEART
Ms. Ginger Bishop, Director of Institutional Effectivenss, University of Alabama, Tuscaloosa, AL**; Ms. Mary Ann Connors,** Assistant Director of Institutional Effectiveness, University of Alabama, Tuscaloosa, AL**;** and **Mr. Matthew Gulliford,** Senior Account Manager, Taskstream + Tk20 + LiveText, New York, NY

Location: D225, Level 2, KBHCCD

The mission of the Office of Institutional Effectiveness at The University of Alabama is to "support the community in meaningful, measurable, and manageable processes of quality improvement." In this session, speakers from The University of Alabama will share how they engage their academic and non-academic units in the assessment processes that meet the individual needs of those units. You'll learn how they leverage Taskstream-Tk20 as a centralized tool to support a diverse approach to assessment, accreditation, the QEP, and e-Portfolios. Join us to hear how a thoughtful, intentional approach to assessment helps The University of Alabama put their students at the HEART of education. Roll Tide!

VS-4   Why Am I Even Doing This?: Intentional Course Design for the Online Adult Student
Dr. Cherron Hoppes, Chief Academic Officer and Vice President, Helix, Englewood, CO

Location: D226, Level 2, KBHCCD

Why am I taking this class? How are the assignments and activities relevant? Am I achieving the objectives I set when I decided to get a degree? Your students want to know...and so does your institution. Course design should be strategic and outcome-based, with assessments that measure whether degree programs deliver on their promises. By intentionally designing online courses to engage nontraditional students in content and experiences, your institution can help them achieve better learning outcomes. Helix Education's instructional design team will share a design strategy that engages both students and faculty in online learning.

11:15 AM – 12:15 PM   Orientation for First Time Attendees

Dr. Belle Wheelan, President, SACSCOC, Decatur, GA
Location: Dallas Ballroom A, Level 3, Omni Hotel

This session is designed for individuals who are at-tending their first SACSCOC Annual Meeting. Topics to be presented will enable participants to under-stand regional accreditation, including SACSCOC, and get the most out of the conference.

11:30 AM – 12:00 PM   Vendor Sessions III

VS-5   Curriculum & Catalog: Accurate, Engaging and Efficient
Ms. Gina Monaghan, Account Executive, DIGARC, Lakeland, FL

Location: D225, Level 2, KBHCCD

Can your institution keep up with changing accreditation requirements and competition for students AND increase efficiency? Over 500 colleges and universities have partnered with Digarc to eliminate chaos from the management

of curriculum and catalogs. See how Curriculog and Acalog produce consistent data across curriculum, catalog, web and SIS.

VS-6   Using Analytics to Reach the Right Students with Precision to Raise Retention and Graduation Rates and Unlock Performance-Based Funding

Mr. Paul Dosal, Vice President of Student Affairs and Student Success Service, University of South Florida, Tampa, FL**;** and **Ms. Snowflake Rosen,** Regional Vice President of Strategic Partnerships, Civitas Learning, Austin, TX

Location: D226, Level 2, KBHCCD

This session will explain how USF implemented a Student Success Platform bringing people, processes and technology together to use analytics to identify and reach at-risk students with more precision. This work has raised the first-year retention rate to 90.02% - the highest in USF history, and pushed the six-year graduation rate to nearly 70%, potentially unlocking millions in state performance-based funding.

12:30 PM - 1:30 PM	**Luncheon for First-Time Attendees** (Advance registration required)
	Sponsored by: Equifax
	Location: Ballroom D3, Level 3, KBHCCD
	Moderator: Dr. Mary Kirk, Vice President, SACSCOC, Decatur, GA
12:30 PM - 1:30 PM	**Networking Luncheon** (Advance registration required)
	Sponsored by: Nuventive
	Location: Ballroom D4, Level 3, KBHCCD
1:00 PM – 1:30 PM	**Vendor Session IV**

VS-7   Cheaters Beware! We Know Who You Are. Implementing Student ID Verification with 70,000 Students. How We have Done it at Central Texas College.

Mr. Jim Yeonopolus, Chancellor, Central Texas College, Killeen, TX**;** and **Mr. Jeff Maynard,** CEO, Biometric Signature ID, Dallas, TX

Location: D226, Level 2, KBHCCD

We must look beyond current technologies to assure academic integrity and prevention of financial aid fraud. What authentication options do educators need to comply with FR 4.8.1 requirement for accreditation for online courses? Attendees will hear about one authentication technology, BioSig-ID, (biometric password) that has been successfully implemented at CTCD for over 6 years with 70,000 students. CTCD wanted to reduce proctoring costs and deter online cheating while meeting verification regulations for distance education as required by the Department of Education and SACSCOC. Jim Yeonopolus integrated BioSig-ID as part of the faculty and student authentication process. The outcome has been impressive and has allowed CTCD to achieve their academic integrity and accreditation goals. Visit us at Booth #924

1:45 PM – 2:45 PM	**CONCURRENT SESSIONS I**

CS-1   Faculty Qualifications

Dr. John Hardt, Vice President, SACSCOC, Decatur, GA**;** and **Dr. Michael Hoefer,** Vice President, SACSCOC, Decatur, GA

Location: Ballroom C4, Level 2, KBHCCD

Comprehensive Standard 3.7.1 in the *Principles of Accreditation* requires an institution to employ competent faculty who are qualified to accomplish its mission and goals. The institution is responsible for justifying and documenting the qualifications of its faculty. These sessions are designed to illustrate possible approaches to the additional documentation and justification that might be needed when faculty qualifications are not self-evident.

Target Audience: This session is designed for new-comers who have a basic understanding of accred-itation and the *Principles of Accreditation*, including Core Requirement 2.8 and Comprehensive Standards 3.4.11 and 3.7.1. Time will be allotted for questions from the audience.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-2   Student Services
Dr. Nuria Cuevas, Vice President, SACSCOC, Decatur, GA**;** and **Dr. Stephanie Kirschmann,** Vice President, SACSCOC, Decatur, GA

Location: D221, Level 2, KBHCCD

An effective student services program is integral to a sound educational experience. In this session, the facilitators will outline expectations related to student services programs and student complaints. A proposed new standard addressing student debt will be discussed briefly. In addition, pointers for responding to other key student services topics will be discussed.

Target Audience: This session is designed for academic and academic support personnel who have a basic understanding of accreditation and the *Principles of Accreditation*.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-3   The Role and Responsibilies of New Accreditation Liaisons
Dr. Charles Taylor, Vice President, SACSCOC, Decatur, GA

Location: D174, Level 1, KBHCCD

An institution's Accreditation Liaison (AL) is an important link between the Commission and the institution. This session will examine aspects of the role and responsibilities of the AL by exploring such questions as: Who is an AL and what role does that individual play in the accreditation review process? Why has the Commission stipulated that the institu-tion designate an AL and what are the expectations of the AL? What is the relationship between the AL and the Commission, especially with the Commission Vice President assigned to the institution? What are some of the critical challenges of the AL? What can the AL do to be successful throughout the accredita-tion process and beyond?

Target Audience: This session is designed for Accreditation Liaisons who have been recently appointed as well as those who are experienced.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-4   The First Draft of the Application for Membership: A Q&A Session
Dr. Mary Kirk, Vice President, SACSCOC, Decatur, GA**;** and **Dr. Ann Chard,** Vice President, SACSCOC, Decatur, GA

Location: C152, Level 1, KBHCCD

This session will provide an opportunity for pre-applicant institutions to seek clarification about the requirements on 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 mem-bership. Note: This session will not include a for-mal presentation. Attendees are requested to read Accreditation Procedures for Applicant Institutions at www.sacscoc.org, download an application for membership, and begin the process of reviewing the application, and preparing questions for this session.

Target Audience: Open only to representatives from institutions that have attended the Pre-Applicant Workshop held three times annually at the Commission office and that are currently engaged in preparing a first draft of the application for membership.
Program Track Helping Institutions Succeed

Content Level/Track: Beginner, Tracks A & B

CS-5   Navigating Substantive Change
Dr. Kevin Sightler, Director of Substantive Change, SACSCOC, Decatur, GA**;** and **Dr. Robin Zuniga,** Coordinator of Substantive Change, SACSCOC, Decatur, GA

Location: Ballroom C1, Level 2, KBHCCD

When an accredited institution significantly changes or expands its scope, a substantive change occurs. This session will review the types of changes included in the Commission's substantive change policy, approval and notification requirements, and reporting timelines. Participants should refer to Comprehensive Standard 3.12.1 of the *Principles of Accreditation* and to the substantive change policy. Time will be allotted for questions and discussion.

Target Audience: Anyone who is interested in learning more about the Commission's substantive change policy and procedures should attend this session.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-6   A Stitch in Time: Predictive Analytics as a Retention Tool Redux
Dr. Vern Lindquist, Dean of Faculty and Chief Academic Officer, Richard Bland College, Petersburg, VA**; Dr. J. Tyler Hart,** Dean of Enrollment Services, Richard Bland College, Petersburg, VA**; Ms. Kim Dupre,** Associate Dean of Student Support, Richard Bland College, Petersburg, VA**;** and **Dr. Kenneth LaTessa,** Chief Information, Strategy, and Innovation Officer, Richard Bland College, Petersburg, VA

Location: Ballroom C2, Level 2, KBHCCD

Last year, Richard Bland College of William & Mary presented information about its new Exceptional Student Experience program, which uses predictive analytics to identify at-risk students and assess their level of dropout risk. Now, two full years into the program, we will describe what changes we have made to the program, how our student retention numbers have been affected, and how other institutions can learn from our successes and challenges.

Target Audience: This session will be of interest to administrators, including chairs, deans, enrollment managers, directors of advising, and chief academic officers with primary interest and responsibility for student retention.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Track A

CS-7   What Happens When You Try a New Way of Teaching? Student Opinions of Team-Based Learning
Dr. Julie Estis, Director, QEP, University of South Alabama, Mobile, AL**;** and **Ms. Cecelia Martin,** Director of Assessment, University of South Alabama, Mobile, AL

Location: C140, Level 1, KBHCCD

Evidence-based, active learning approaches to teaching are implemented to improve academic success; however, faculty are often concerned with student impressions of the course when innovative instructional strategies are utilized. Since student opinions of instruction are central to tenure and promotion, this session provides insight on how to contend with faculty and student concerns related to a shift in pedagogical techniques. Team-based learning (TBL), implemented for our QEP, is a highly interactive approach to instruction. Using this approach during the session, participants will discover methods of translating student evaluations of teaching and explore data related to the impact of this pedagogical approach on student opinions of instruction.

Target Audience: Faculty, assessment coordinators, and academic administrators
Program Track Teaching and Learning
Content Level/Track: Intermediate, Tracks A & B

CS-8   The Student Mentoring Experience: A Three-Pronged Approach

Dr. Marilyn Kaplan, Associate Dean, University of Texas at Dallas, Richardson, TX**;** and **Mr. Thomas Henderson,** Assistant Dean, University of Texas at Dallas, Richardson, TX

Location: C141, Level 1, KBHCCD

What are Business Schools doing to increase the relevance and impact of student mentoring? One answer lies in an integrated approach that leverages resources, thought leadership, practices and initiatives across distinct degree program areas of a School of Management. Our business administration program offers a peer-to-peer student mentoring course that combines coursework with practice. Our Supply Chain Management program exposes students to leading industry professionals and mentors. Our Accounting program provides extensive faculty mentoring for its students. By capturing and leveraging best practices across these distinct student mentoring opportunities, there are unique opportunities to build a more integrated approach to mentoring that supports our program goals, and more important, offers our students a more integrated approach to mentoring, preparing students to become better mentors and leaders.

Target Audience: Faculty members and academic deans
Program Track Engaging Students
Content Level/Track: Intermediate, Track A

CS-9   Changing Higher Education's Economic Model
Mrs. Mary Lou Merkt, Vice President for Finance and Administration, Furman University, Greenville, SC**;** and **Dr. Jacalyn Askin,** Senior Fellow for Finance and Campus Management, NACUBO, Washington, DC

Location: C142, Level 1, KBHCCD

NACUBO has undertaken the Higher Education Economic Models Project to help colleges and universities navigate the challenging dynamics of changing financial and external realities. The project will assist institutional leaders in engaging in the difficult work of structural and cultural change. This session will discuss the interrelated underlying issues and present a framework that presidents, board members, chief business officers, provosts and other stakeholders can use to understand, analyze and develop new options for their institution's economic model.

Target Audience: Chief financial officers, chief academic officers, and presidents who are interested in and/or responsible for transforming their institutions to continue to deliver quality higher education in the 21st century.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

CS-10   A Community College and University Partnership Supporting BSN Degree Completion for Nursing Students
Dr. Melinda Mitchell Jones, Professor/Associate Dean, Texas Tech University Health Sciences Center, Lubbock, TX

Location: C144, Level 1, KBHCCD

As community colleges explore the cost and complexities of developing a BS in Nursing this presentation proposes another model to assist associate degree nursing students to earn a BSN. The "concurrent" admission agreement is not a radical departure from the benefits of articulation agreements between schools of nursing at the community college and the university. There is one key difference in that the articulation agreement involves only two parties, the college and the university; the "concurrent" admission agreement pulls in a third party, the student. As the student submits a declaration to seek admission with the university early in AD academic progression this triad partnership supports the educational advancement of the student at no additional cost to the college while still creating an academic trajectory that leads to the BSN. The model for the "concurrent" admission agreement facilitates placement for clinical training and, most important, sets the long-range plan for the student through the early relationship established with the university.

Target Audience: Academic deans, student affairs officers, academic advisors
Program Track Hot Topics
Content Level/Track: Intermediate, Track A

CS-11   Developing Minority Scholar Programs Using Data and Setting New Metrics

Ms. Courtney Brecheen, Associate Dean of Undergraduate Education, The University of Texas at Dallas, Richardson, TX**;** and **Ms. Kimberly Edwards,** Assistant Director, The University of Texas at Dallas, Richardson, TX

Location: C145, Level 1, KBHCCD

The presenters from the Office of Undergraduate Education at the University of Texas at Dallas (UT Dallas) will share details on how to implement a successful scholars program to provide specialized programming for select underrepresented minority (URM) students. The scholars program utilizes a team of student leaders, faculty, and staff from a diverse array of campus departments to provide mentorship and engagement through academic and social programming. The program serves URM students who need intensive academic support and personal motivation; it also provides an opportunity for students who are performing well academically to serve as mentors or student committee leaders. UT Dallas staff developed data collection strategies to establish benchmark measures and to use these results to improve the program. This session will share details on developing data collection strategies, creating new metrics, and using results to grow and sustain a robust scholar program to enhance URM students' curricular and co-curricular engagement.

Target Audience: Academic Affairs and Student Affairs personnel
Program Track Teaching and Learning
Content Level/Track: Intermediate, Track B

CS-12   Defining Success in the First Year: A Collaboration Between Academic and Student Affairs

Dr. Emily Coleman, Vice President, Student Services, University of the Cumberlands, Williamsburg, KY**; Dr. Barbara Kennedy,** Vice President, Academic Affairs, University of the Cumberlands, Williamsburg, KY**;** and **Dr. Susan Rose,** Associate Dean of Academic Affairs, University of the Cumberlands, Williamsburg, KY

Location: C146, Level 1, KBHCCD

Research has shown that half of all students who begin college fail to realize their goals. The University of the Cumberlands (UC) has attempted to address this problem by defining "success in the first year" through a collaborative approach, bridging Student Affairs and Academic Affairs. This interactive session will highlight the format and successes of UC's innovative first-year experience program (UC PREP), and provide group discussion around defining institutional success related to student retention and the first-year experience.

Target Audience: Faculty and administrators with student retention responsibilities
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Track A

CS-13   The Role of a Center for Teaching and Learning in Advancing Innovation

Dr. Debbie Cottrell, Vice President for Academic Affairs, Texas Lutheran University, Seguin, TX**; Dr. Chris Bollinger,** Professor of Communication and Director of the Center for Teaching and Learning, Texas Lutheran University, Seguin, TX**; Ms. Lisa Cradit,** Director of Academic Support, Texas Lutheran University, Seguin, TX**;** and **Dr. Corinne Castro,** Assistant Professor of Sociology, Texas Lutheran University, Seguin, TX

Location: C148, Level 1, KBHCCD

This session will consider the process for creating a Center for Teaching and Learning at a small, private institution and the student learning and faculty teaching needs that drove its creation. From that context, the session will examine how programming was built to ensure the fostering of innovation through a combined focus on diversity, new pedagogical delivery methods, experiential learning, and student success. Outcomes of these efforts will then be considered, including the establishment of a regional pedagogy conference. The session will conclude with audience discussion, although interactive components will be built into all parts of the presentation.

Target Audience: Faculty members, academic administrators, and others whose work is focused on teaching and learning.

Program Track Teaching and Learning
Content Level/Track: Intermediate, Track B

CS-14 Who Says Students Can't Pass Developmental Math?: Adaptive Learning at RBC

Dr. Matthew Smith, Chair, Mathematics and Computer Science, Richard Bland College, Petersburg, VA**; and Dr. Vern Lindquist,** Dean of Faculty and Chief Academic Officer, Richard Bland College, Petersburg, VA

Location: C155, Level 1, KBHCCD

Developmental mathematics is a significant barrier to graduation. In an effort to improve success and increase student momentum to complete gateway math courses successfully, we employed as the centerpiece for developmental math courses an online program that uses artificial intelligence, adaptive questioning, and offers targeted individual student instruction. The system uses an initial adaptive assessment to identify areas of weakness and to promote mastery of those topics through an individualized learning path. Success rates of our students taking developmental math courses has since increased 50% to 100%. Furthermore, highly motivated students completed all developmental math topics before mid-semester and thus became eligible to take credit-bearing math (college algebra) during the late-start session of the same semester. These students took the late-start course without any added cost. In our pilot semester, 100% of these eligible students successfully advanced into and excelled in college algebra. In the current semester, 88% of eligible students successfully leveled up mid-semester. Finally, we have also used this adaptive instructional tool in an intensive (18-day, 3 hours per day) Summer Bridge Program to improve course placement results for incoming freshmen who placed into developmental math. In our pilot, 86% of students were able to advance to college algebra before the start of their freshman year. The programs and pedagogical tools we used are easily adaptable at other institutions.

Target Audience: Mathematics faculty, remediation program coordinators, department chairs, and academic deans
Program Track Teaching and Learning
Content Level/Track: Beginner, Track A

CS-15 The Impact of Active Learning Strategies on Student Learning

Ms. Darci Cather, Professional and Organizational Development Liaison, South Texas College, McAllen, TX**; Dr. Anahid Petrosian,** Interim Vice President of Academic Affairs, South Texas College, McAllen, TX**; and Ms. Yolanda Jaramillo,** Project Director, HSI Grant, South Texas College, McAllen, TX

Location: C156, Level 1, KBHCCD

South Texas College, a primarily Hispanic-serving institution, has implemented an intensive active learning faculty development program in which more than half of its full-time faculty will be trained in active learning pedagogy by 2018. The program is designed to provide support and structure for faculty working together in professional learning communities. The program provides in-depth training on andragogy and pedagogy, contextualized in the teaching and learning environment. For one semester, faculty are immersed in an interactive classroom environment, that includes active learning strategies and technologies. Faculty then use this training to enhance their courses based on the principles and techniques they have learned. The faculty member and his/her peers then engage in reflective dialogue about student learning and corresponding teaching practices. This process creates a community of reflective practitioners who are committed to embracing modern theories of learning to create an engaging classroom experience for all students. In addition, active learning classrooms have been established to encourage strong engagement between faculty and students. The active learning classrooms offer flexibility as faculty are able to continually modify not only the learning environment but also changing pedagogy. Through this program, South Texas College has improved student engagement and learning. The results of this program will be discussed in terms of student success, persistence, course learning outcome attainment, and faculty and student perceptions of learning and engagement.

Target Audience: Individuals who are interested in active learning strategies, and academic program coordinators who are interested in implementing active learning strategies and programs at their own colleges.
Program Track Teaching and Learning
Content Level/Track: Intermediate, Track A

CS-16   Successful QEP Strategies: Vital Lessons from a Major Community College's "Start2Finish" Plan

Dr. Stephen Lambert, QEP Director, Hillsborough Community College, Tampa, FL**;** and **Dr. Jennifer Gangi,** Academic Assessment Officer, Hillsborough Community College, Tampa, FL

Location: D161, Level 1, KBHCCD

In this informational session, two key creators of Hillsborough Community College's "Start2Finish" QEP will share strategies for large-scale, high-stakes, longitudinal planning of a success initiative designed to improve the completion rates of first-time-in-college students and place them on a proper pathway to career success. Important areas of emphasis include achieving broad-based community involvement/support, coalescing academic and student services personnel to improve student advising, creating effective curricula for an advising-based first-year seminar, and assessing QEP student learning outcomes.

Target Audience: Individuals responsible for designing and implementing a QEP.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Track A

CS-17   Promoting Institutional Success Through an Academic Advising QEP

Dr. Eugene VanSickle, Professor of History, University of North Georgia, Dahlonega, GA**; Ms. Betsy Cantrell,** Director of Assessment and Accreditation, University of North Georgia, Oakwood, GA**;** and **Mr. Taurean Davis,** Assistant Director of Assessment, University of North Georgia, Dahlonega, GA

Location: D162, Level 1, KBHCCD

Through its QEP the University of North Georgia (UNG) is implementing a blended academic advising model that employs an "advising as teaching" pedagogy. This blended Academic Advising model focuses on teaching students to develop educational plans, utilize appropriate institutional resources, and engage in learning experiences that support educational goals. The emphasis on Academic Advising advances the mission of the institution while fostering a culture of student success by employing a model that can be applied to student services that enhance the overall learning environment. The session presents a summary of UNG's plan, lessons learned two years into the QEP, student learning outcomes for academic advising, and assessment tools used to measure student learning through academic advising.

Target Audience: Representatives from institutions beginning their QEP identification and design process, assessment coordinators, and individuals tasked with improving the learning environment through student services.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Track A

CS-18   Navigating Accreditation During Radical Transformation

Dr. Adrienne Cooper, Associate Provost, Bethune-Cookman University, Daytona Beach, FL**;** and **Dr. Helena Mariella-Walrond,** Provost and Senior Vice President, Bethune-Cookman University, Daytona Beach, FL

Location: D163, Level 1, KBHCCD

Under the leadership of its sixth president, Bethune-Cookman University is undergoing radical transformation to advance an agenda of academic excellence, resulting in significant changes in institutional leadership and structure since the last decennial review in 2010. This session will address how the university managed loss of institutional memory in advance of the Fifth-Year Interim Report and instituted a framework to develop a culture of assessment and continuous improvement, preserve institutional memory, maintain the momentum of the agenda, and ensure institutional sustainability in the accreditation process.

Target Audience: The target audience are those who have primary responsibility for managing the compliance certification process for the fifth-year and reaffirmation reports for their institution.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

CS-19   For. The. Love. Logistics of the On-Site Visit

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

Location: D164, Level 1, KBHCCD

Attention to every detail is key to having a successful on-site team visit. Having an excellent logistical team, including staff, faculty, and students, will help everything run smoothly. Through advanced and detailed planning, an institution can develop a communication plan, prepare accommodations, create properly stocked work spaces on and off campus, plan meals, arrange technology support, schedule interview requests, and even manage the unexpected with relative ease. Participants will be provided with planning documents and time lines that can be used or modified for their individual institution's on-campus visit. Discussion time for sharing strategies and challenges will also be given.

Target Audience: This session should be of interest to Accreditation Liaisons, Leadership Team members, and others who have primary responsibility for preparing for their institution's on-site visit.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

CS-20   Degrees with Certification Prep: Do Students Follow Through?
Dr. Heather Merrifield, Chair, Master's of Management Programs, Sullivan University, Louisville, KY**;** and **Dr. Jeff Johnson,** Professor, Sullivan University, Louisville, KY

Location: D166, Level 1, KBHCCD

A culture of assessment and focus on continuous improvement provides institutions the ability to identify where opportunities are present to improve student achievement and lead to greater long-term success. For degree programs that include professional certification preparation the question of whether students follow through with certification exists. This session will discuss study results that investigated the connection between a graduate-level project management course and successful completion of a PMI certification: whether students follow through and why they may choose not to.

Target Audience: Faculty, assessment coordinators, curriculum developers, and academic department chairs and deans
Program Track Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Tracks A & B

CS-21   Establishing an Institutional Effectiveness Framework: A Course Correction
Dr. Jennifer Hughes, Managing Director, Texas Tech University, Lubbock, TX**; Dr. Darryl James,** Vice Provost for Institutional Effectiveness, Texas Tech University, Lubbock, TX**;** and **Dr. Kathy Austin,** Assistant Vice President for Institutional Effectiveness, Texas Tech University, Lubbock, TX

Location: D167, Level 1, KBHCCD

Texas Tech University recently revised its approach to institutional effectiveness through a series of "course corrections." The impetus for this revision occurred as a result of deep, internal reflection about the university's existing institutional effectivenss structure. During the university's 2015 reaffirmation cycle, Texas Tech consciously selected a different "course" for how it managed continuous improvement. This presentation will focus on precise examples of how this "course correction" has strengthened institutional effectivenss. In addition, this presentation will discuss how the university is using decision support analytics to further mature its existing institutional effectiveness framework.

Target Audience: Faculty and staff who are responsible for implementing institutional effectiveness initiatives on their campus.
Program Track Helping Institutions Succeed
Content Level/Track: Advanced, Track B

CS-22   Data with a Heart: Reflections on the Success of ESL Students
Ms. Debra Denzer, Department Chair for ESL and World Languages, Georgia State University, Clarkston, GA**;** and

Dr. Patricia Gregg, Associate Director, Assessment and Review, Georgia State University, Clarkston, GA

Location: D168, Level 1, KBHCCD

As linguists and ethnographers, ESL faculty are accustomed to perceiving their students' successes, and to sharing their stories, in a narrative fashion. The faculty at Georgia State University's Perimeter College recognized that data were needed to evaluate their program and demonstrate its value to stakeholders. With the cooperation of the Office of Institutional Effectiveness, five cohorts of students who began at the college with an ESL requirement were tracked. Outcomes included exit from ESL, performance in collegiate-level English composition courses, GPA, credit hours earned, and graduation. Overall, these students had high levels of success, often exceeding college-wide norms, with no variation attributable to demographic characteristics or highest entrance test scores. Entry level of ESL and coming from certain high schools were found to be risk factors, and timely progression was an area for improvement program-wide. As a result of shared findings, the faculty identified several areas for attention, including admission, advising (during and after ESL) and curriculum revision.

Target Audience: Individuals interested in assessing and improving success of ESL students at their institution.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Track A

CS-23   Closing the Widest Loops: Reflecting on Outcomes across Stakeholder Groups
Dr. Diana Ashe, Director, Center for Teaching Excellence and Center for Faculty Leadership, University of North Carolina Wilmington, Wilmington, NC**; Dr. Andrew Mauk,** Associate Provost for Institutional Research and Planning, University of North Carolina Wilmington, Wilmington, NC**;** and **Dr. Matthew TenHuisen,** Associate Director, Center for Teaching Excellence and Center for Faculty Leadership, University of North Carolina Wilmington, Wilmington, NC

Location: D170, Level 1, KBHCCD

Two of the most vexing challenges in assessment come when we reach the institution level: (1) the need to ascertain the impact of our QEP and make informed recommendations about its fate beyond the initial five-year period; and (2) the need to share assessment findings in meaningful and productive ways across stakeholder groups that identify themselves as being outside the realm of those findings. How we focus on big-picture concerns, and rally others to share our focus, can make or break an institution's goals of continuous improvement. This session will share successful practices in improving institution-level assessment and lead participants in an interactive process to determine productive pathways for their own institutional assessment needs and to create an action plan for effectively reaching across stakeholder groups to follow that plan.

Target Audience: Assessment coordinators, faculty developers, QEP directors, institutional research/institutional effectiveness staff members
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Tracks A & B

CS-24   Cross-Evaluation of Rubrics for Capstone Project Assessment
Dr. Yan Luo-Beitler, Chair, Master Business and Management Programs, Keiser University, Fort Lauderdale, FL**;** and **Ms. Margaret Ryder,** Assistant Professor, Piedmont College, Demorest, GA

Location: D171, Level 1, KBHCCD

The rubric is a commonly accepted instrument in assessing student learning. Institutions and graduate business programs have used rubrics in the assessment of the capstone projects. This means of assessment, which has been considered direct, summative and internal, provides direct evidence of what students have or haven't learned from the program. This presentation not only shares the practices of using rubrics in Capstone Assessment, but also describes one approach to assess the validity and reliability of the Capstone Assessment rubrics by cross-evaluating the rubrics used in two MBA programs from two different institutions, in two different states.

Target Audience: Graduate business faculty, assessment coordinators, academic deans, and others. Familiarity with Core Requirement 2.5, Comprehensive Standard 3.3.1.1, and Federal Requirement 4.1 would be

relevant.
Program Track Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Track B

CS-25   The Evolution: When QEP 1.0 Outgrows the Name QEP to Make Way for QEP 2.0

Dr. Samantha Morgan-Curtis, Associate Professor, Director, Tennessee State University, Nashville, TN**; Dr. Pamela Burch-Sims,** Assistant Vice President for Effectiveness, Quality, and Assessment, Tennessee State University, Nashville, TN**;** and **Dr. Joel Dark,** Associate Dean, Professor, Tennessee State University, Nashville, TN

Location: D172, Level 1, KBHCCD

Tennessee State University (TSU) launched its Writing in the Disciplines initiative to promote and track transference of writing skills; the WRITE Program was initially launched as the first QEP. Using the momentum of the QEP Impact Report to continue enhancement of student learning and the learning environment, TSU has now drilled more fully into this data tracking students' writing through multiple courses. Now, WRITE is changing, evolving, and growing based on lessons learned, while making way for QEP 2.0. This session will allow TSU to share what we have done while seeking input from participants about how this transference should take place and how lessons from the first QEP should and do lead to the next.

Target Audience: The content in this session is designed primarily for faculty and assessment coordinators who have primary responsibility for constructing, implementing, and continuing the QEP.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-26   Preparing for Success: Perspectives on Hosting a SACSCOC Visiting Team

Dr. Trish Parrish, Vice President, Academic Affairs, Lindsay Wilson College, Columbia, KY**; Mr. Randall MacDonald,** Director of the Library, Florida Southern College, Lakeland, FL**;** and **Mr. Michael Schuchert,** Associate Vice President for Planning and Institutional Effectiveness, Marymount University, Arlington, VA

Location: D173, Level 1, KBHCCD

You have submitted the reports and are ready for the next phase of hosting a SACSCOC visiting team! As the date draws near, you will need to arrange accommodations, develop logistical plans, determine travel processes, and make restaurant reservations. While these tasks seem trivial in comparison to writing the reports, it is important not to overlook these details. This presentation will provide input from previous team members to help you mitigate mistakes as you prepare to host a Visiting Committee!

Target Audience: Accreditation Liaisons and other individuals responsible for site visit arrangements.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

CS-27   Beyond the (Online) Class: Planning for Quality Distance Education and Online Learning

Dr. Terry Di Paolo, Executive Dean of Online Instructional Services, Dallas County Community College District, Dallas, TX**;** and **Mr. Rodger Bennett,** Consultant Researcher, Dallas Colleges Online, Dallas County Community College District, Dallas, TX

Location: Dallas Ballroom C, Level 3, Omni Hotel

The Online Learning Commission's Quality Scorecard enables institutions to evaluate their provision of distance education programs across 75 indicators. The tool helps extend the institutional conversation about distance education beyond the confines of the online class to aspects such as infrastructure, student support, curriculum design and evaluation. This presentation explores "what happens next", how an institution moved from the Quality Scorecard to an improvement plan mapped closely to SACSCOC distance education policy and standards.

Target Audience: Those working to lead/support distance education and online learning as well as assessment coordinators

Program Track Hot Topics
Content Level/Track: Beginner, Tracks A & B

CS-28   The Heart of 3.4.11
Dr. Barclay Barrios, Associate Dean, Florida Atlantic University, Boca Raton, FL

Location: Dallas Ballroom D, Level 3, Omni Hotel

Comprehensive Standard 3.4.11 offers guidance on the qualification of academic program coordinators. The evolution of the university, including the increasing administrative function of chairs and program coordinators and the rise of interdisciplinary programs, complicates institutions' ability to meet this standard. This session will review several challenges to 3.4.11 and consider strategies members can use to insure the proper qualification of program coordinators.

Target Audience: Individuals who are responsible for credentialing at their institutions or who are working on interim or reaffirmation reports.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Track B

CS-29   Faculty Are Also the Heart of Education!: Engaging Our Faculty in Assessment
Dr. Catherine Wehlburg, Associate Provost, Texas Christian University, Fort Worth, TX

Location: Dallas Ballroom E, Level 3, Omni Hotel

Getting faculty to "do" assessment is one thing; getting faculty to really use the results of the process to improve teaching and learning is another. This session will focus on how to gain faculty engagement by focusing on student learning and using assessment as a transformative process rather than assessment to demonstrate accountability. Most faculty teach because they love the discipline, and faculty live in their discipline more so than in other "interdisciplinary" aspects to any individual institution. Assessment requirements typically come as a top-down mandate that is perceived as taking away time from working their "real job." However, without faculty at the heart of assessment, the process will always remain a bureaucratic, "check the boxes" type of activity. Without faculty engaged in the assessment process, meaningful and transformative change cannot occur

Target Audience: Assessment professionals and faculty engaged in the assessment process
Program Track Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Tracks A & B

CS-30   Effective Change Management in Associate Degree Granting Colleges
Dr. Edward Meadows, President, Pensacola State College, Pensacola, FL**; Dr. Karen Bowyer,** President, Dyersburg State Community College, Dyersburg, TN**; Dr. Joan Davis,** Chancellor, Delgado Community College, New Orleans, LA**;** and **Dr. Pam Boehm,** President, Hill College, Hillsboro, TX

Location: Dallas Ballroom F, Level 3, Omni Hotel

Effective Change Management in Associate Degree Granting Colleges

Target Audience: Presidents, vice presidents, deans and department chairs in associate granting colleges
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Track A

CS-31   Pushing Retention and Gradation Data out to Key Stakeholders Across Campus
Mr. Shawn Rainey, Executive Director of Planning and Institutional Research, Northern Kentucky University, Highland Heights, KY**;** and **Mr. Eric Fields,** Business Systems Analyst, Northern Kentucky University, Highland Heights, KY

Location: Dallas Ballroom G, Level 3, Omni Hotel

This presentation will show a large-scale project that NKU undertook to share official institutional data around retention and graduation with the broader campus in a easy-to-use application. Like many other campuses, the Office of Institutional Research at NKU was tracking the GRS cohorts from term to term on retention, GPAs, and graduation. The institutional research office had the ability to pull in other characteristics of the GRS cohorts to report back on specific populations(e.g., underrepresented minorities, low Income, first generation), or program participants (e.g., honors, co-curricular programs). This presentation will demonstrate how institutional research shared this longitudinal tracking data down to the individual major in a visual format that granted greater access and utility at NKU.

Target Audience: This session is geared for institutional effectiveness, assessment, and institutional research professionals who would like to push data access, transparency, and utility.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

2:45 PM - 3:15 PM	**Refreshment Break** Sponsored by *AEFIS and The Learning House, Inc.* Location: Exhibit Hall D, Level 2, KBHCCD

Book Signing by Dr. Saundra McGuire
Teach Students How to Learn: Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation
Location: Bookstore, Exhibit Hall D, Level 2, KBHCCD

3:15 PM – 4:15 PM   **CONCURRENT SESSIONS II**

CS-32   SACSCOC President Meeting with New CEOs
Dr. Belle Wheelan, President, SACSCOC, Decatur, GA

Location: D221, Level 2, KBHCCD

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

Target Audience: This session is designed for presidents or chancellors who have been in their current positions less than one year.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-33   The Quality Enhancement Plan
Dr. Steven Sheeley, Senior Vice President, SACSCOC, Decatur, GA

Location: Ballroom C4, Level 2, KBHCCD

This session will discuss components of an acceptable QEP as described in Core Requirement 2.12 and Comprehensive Standard 3.3.2 in the *Principles of Accreditation*.

Target Audience: Leadership Teams and others who are charged with the development and implementation of the QEP.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-34   Financial and Physical Resources
Ms. Donna Barrett, Director of Institutional Finance, SACSCOC, Decatur, GA

Location: Ballroom C2, Level 2, KBHCCD

A sound financial base and demonstrated financial stability are essential for all institutions of higher ed-ucation. This session will examine Core Requirement 2.11, Comprehensive Standard 3.10, and Federal Requirement 4.7 in the *Principles of Accreditation*.

Target Audience: Chief financial officers, chief exec-utive officers, and board members should find this session to be of interest.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-35   Preparing a Fifth-Year Interim Report
(This session will be repeated. See CS-131)
Ms. Shelia Luke, Coordinator of Commission Support, SACSCOC, Decatur, GA

Location: Ballroom C3, Level 2, KBHCCD

This session will discuss the components of SACSCOC's Fifth-Year Interim Report. Additional topics will include key pointers for institutions to consider when developing their documentation and feedback on select standards from the observations of committee members who review Fifth-Year Interim Reports.

Target Audience: This session is designed for individ-uals who are or will be contributing to the develop-ment of their institution's Fifth-Year Interim Report.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-36   Faculty Credentialing: Creating Institutional Buy-in and Good Practices
Ms. R. Ann Myers, Faculty Credentialing Coordinator and Professor Emeritus, James Madison University, Harrisonburg, VA**;** and **Ms. Tina Grace,** Policy/Planning Analyst, James Madison University, Harrisonburg, VA

Location: Ballroom C1, Level 2, KBHCCD

The presenters will discuss strategies used to gain institutional buy-in to create a sustainable and ongoing faculty credentialing process since their last successful review. They will suggest ways to obtain necessary information and methods for gaining cooperation when roadblocks are encountered. They will share ideas gained from 17 years of SACSCOC accreditation experience, lessons learned along the way and how a credentialing manual was developed to sustain the process.

Target Audience: This session, which addresses Comprehensive Standard 3.7.1, is designed for those responsible for developing and sustaining a system for documenting faculty qualifications and credentials.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

CS-37   Working Information: Developing a QEP for Campuswide Information Literacy Infusion
Dr. Jenny Williams, Director of the QEP/ Department Chair of Humanities and Languages, Spartanburg Community College, Spartanburg, SC**;** **Ms. Katherine Stiwinter,** Library Director, Spartanburg Community College, Spartanburg, SC**;** and **Mrs. Susan Moore,** Information Literacy Librarian, Spartanburg Community College, Spartanburg, South Carolina

Location: C140, Level 1, KBHCCD

With the development of the campuswide program "WIn: Working Information", Spartanburg Community College committed to a five-year program to establish information literacy as the norm for all graduates. This workshop illustrates faculty librarian collaboration to infuse information literacy skills and improved assignments throughout the curriculum. Presenters will share their processes and lessons learned thus far in the program. Participants will sample some of the activities used in Information Literacy Infusion Training and will see how support services combined forces with academics to produce a campuswide culture of Information Literacy.

Target Audience: This session is designed for individuals involved in QEP process as well as those interested in general education outcomes assessment.
Program Track Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Track A

CS-38   What the Academic Leader Needs to Know to Lead and Manage Online Learning
Dr. Anthony Pina, Associate Provost, Sullivan University, Louisville, KY

Location: C141, Level 1, KBHCCD

What do those called to lead online education at their institutions need to know? What can they do to advance e-learning at their institutions? What if the leader is a Director, Dean, Vice President or Provost with little prior experience leading or managing online/distance education? A new book, Leading and Managing e-Learning: What the e-Learning Leader Needs to Know, featuring the contributions of more than 50 e-learning professionals, provides the most comprehensive reference available for helping academic leaders and managers to make decisions regarding online/distance education at colleges and universities. Come and join one of the book's editors, an experienced distance education leader, as he shares insights from the authors on leading and managing e-learning. We will also be giving away copies of our other books on e-learning.

Target Audience: Academic leaders and managers at all levels whose responsibilities include online/distance education/e-learning at their institutions.
Program Track Hot Topics
Content Level/Track: Beginner, Tracks A & B

CS-39   The Power of Partnerships: Growth, Success and Million-Dollar Gifts
Mrs. Shelley Greene, Associate Vice President for Institutional Advancement, Randolph Community College, Asheboro, NC**; Mrs. Suzanne Rohrbaugh,** Vice President for Instructional Services, Randolph Community College, Asheboro, NC**;** and **Mrs. Marissa Mills,** SACSCOC Liaison, Randolph Community College, Asheboro, NC

Location: C142, Level 1, KBHCCD

Learn how Randolph Community College used the power of internal and external partnerships to move the needle on student growth and success while garnering a million-dollar gift along the way! Discover the secrets behind their accomplishments as they explain how the college used internal and external partners as a catalyst to create an educational culture enveloped in relationships.

Target Audience: The session is designed for faculty, staff, and administrators who are responsible for building a culture of student success and growth through holistic partnerships.
Program Track Hot Topics
Content Level/Track: Intermediate, Track A

CS-40   Mission Vitality and Academic Freedom in a Faith-Based Institution
Dr. Jeff Hall, Vice President for Academic Affairs, Covenant College, Lookout Mountain, GA

Location: C145, Level 1, KBHCCD

The session will consider practices and policies that ground organizations in a distinctive institutional mission. Distinctiveness of foundational mission is fundamental to differentiation and ultimately to survival in an increasingly competitive market. Greater faithfulness to a shared mission can create tensions with academic freedom; therefore, the interplay between mission and vibrant scholarly activity will be examined as well.

Target Audience: Institutional leaders who are responsible for ensuring the implementation of the mission in programs and personnel.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Track A

CS-41   Where the HEART Is: Virtual Student Services

Mr. Shadel Hamilton, Associate Vice President, Student Services, Saint Leo University, Saint Leo, FL**; Ms. Jessica Graves,** Student Life Specialist, Saint Leo University, Saint Leo, FL**; and Ms. Nancy Cheek,** Career Services Advisor, Saint Leo University, Saint Leo, FL

Location: C146, Level 1, KBHCCD

Engaging a worldwide population, including students who attend classes online and through satellite campuses, can be challenging. When building a sense of community aimed at increased retention, Academic Advising, Career Services, and Student Life must learn to utilize alternative methods and platforms to communicate and connect. This session will provide attendees the opportunity to take part in activities that demonstrate the challenges of nontraditional students and the dynamics of providing virtual student services to a worldwide population. See how virtual student engagement can help students feel more connected to the university and increase retention.

Target Audience: Student Services staff, including Virtual Student Life, Virtual Career Advising, and Virtual Academic Advising.
Program Track Engaging Students
Content Level/Track: Intermediate, Tracks A & B

CS-42   Engaging Students in Large-Scale Projects to Improve Student Learning
Dr. Jessica Murphy, Associate Professor and QEP Co-Director, The University of Texas at Dallas, Richardson, TX**; and Mr. Ryan Dorman,** Research Assistant, The University of Texas at Dallas, Richardson, TX

Location: C147, Level 1, KBHCCD

During a session on the QEP in 2016, we were surprised to learn how few institutions regularly involve students in the QEP topic-selection, development, and implementation processes. In this session, we will share some of our experience engaging students across campus through the QEP topic selection, development, and implementation. We will also advocate for an approach that ensures student voices are heard in any large-scale intervention to improve student learning. Presenters are a faculty member and student who worked side-by-side throughout the topic selection and development phases of the QEP at a research university.

Target Audience: Faculty and administrators interested in increasing the engagement of students in their accreditation processes.
Program Track Engaging Students
Content Level/Track: Intermediate, Track B

CS-43   UHD Gators Engage in the Community
Dr. Poonam Gulati Salhotra, Director, Center for Community Engagement and Service Learning, University of Houston-Downtown, Houston, TX**; and Ms. Krysti Turnquest,** Assistant Director, Center for Community Engagement and Service Learning, University of Houston-Downtown, Houston, TX

Location: C148, Level 1, KBHCCD

The Center for Community Engagement and Service Learning (CCESL) at UHD has developed several creative ways to engage students. Service learning (SL) courses provide opportunities for students to apply knowledge gained in the classroom to benefit the community in both traditional and distance learning settings. In addition to SL, UHD's QEP "Academic Achievement Through Community Engagement" (A+CE), also brings community issues into the classrooms. The CCESL awards grants to students to carry out community engagement projects that they are passionate about. Students are recognized for taking a certain number of SL or A+CE courses, and one student is recognized for Outstanding Community Service through the President's Award for Community Engagement. Each of these initiatives is paired with a comprehensive assessment strategy to ensure that the impact of UHD students is being captured. This presentation will highlight the many ways in which student engagement can take place and be measured by one institution.

Target Audience: Individuals who work in community engagement, service learning, or student services programs at their institution.
Program Track Engaging Students

Content Level/Track: Beginner, Tracks A & B

CS-44   Developing the Foundation of a Culture of Completion with a First-Year Experience Course

Ms. Sanci Teague, Dean of Transition Education, West Kentucky Community and Technical College, Paducah, KY**; Dr. David Heflin,** Associate Vice President of Academic Affairs, West Kentucky Community and Technical College, Paducah, KY**; and Ms. Tyra Henderson,** Associate Professor of English, West Kentucky Community and Technical College, Paducah, KY

Location: C155, Level 1, KBHCCD

More faculty are recognizing the value of a first-year experience course as the heart in the development of a culture of completion. This presentation outlines how West Kentucky Community and Technical College reinvented the first-year experience course with research-based instruction and faculty engagement. Participants will discuss policy, procedures and course design while gaining insight into how the first-year experience course is an effective retention and persistence tool. Three years of success and retention data are included.

Target Audience: Academic affairs leadership, academic deans, faculty, and student support services.
Program Track Teaching and Learning
Content Level/Track: Beginner, Track A

CS-45   Using Course Evaluation Results to Impact High-Level Change

Dr. Sedef Smith, Executive Director of Instruction and Faculty Development, Davies College of Business, University of Houston-Downtown, Houston, TX**; Ms. Emily Leffler,** Director, Business Analytics and Decision Support, Davies College of Business, University of Houston-Downtown, Houston, TX**; Ms. Emily-Rose Barry,** Director, Campus Success, Campus Labs, Buffalo, NY**; and Dr. Chase Cookson,** Campus and Faculty Development Specialist, The IDEA Center, Manhattan, KS

Location: C156, Level 1, KBHCCD

This session details systematic and ongoing efforts the University of Houston-Downtown's Davies College of Business has undertaken (since spring 2016) to use student course evaluation data to enhance the quality of instruction and student experience in its undergraduate and graduate programs. Specifically, the session documents the college's mixed-method (qualitative and quantitative) research initiative that is guided by the "data-driven decision-making cycle," a well-accepted method of data use to guide educational decision making and practice. The content to be presented includes the results and processes of this research, beginning with (1) Collecting data: students' perceptions of learning and instructional effectiveness are collected online at the end of each term using IDEA Student Ratings of Instruction (SRI) survey instruments. (2) Analyzing the data to turn it into information: quantitative data (i.e., student response rates and consistency (or lack thereof) in faculty's selection of appropriate learning objectives - a key element in IDEA SRIs) are analyzed along with qualitative data (i.e., students' open-ended comments on the surveys) to highlight areas where the college has improved as well as areas where further improvement is needed. (3) Responding to data to improve instructional practice: results from the qualitative and quantitative analysis are combined with expertise and understanding to generate 'actionable knowledge' that support high-level decision making (i.e., college leadership setting expectations, incentives, or norms) and support faculty development events to improve teaching and learning in the Davies College of Business.

Target Audience: Directors of instruction and faculty development, and other individuals who are responsible for improving the quality of teaching and learning on campus.
Program Track Reflecting for Improvement
Content Level/Track: Beginner, Track B

CS-46   Using CAS to Prepare Student Affairs Units for Institutional Accreditation

Dr. Amanda Chesser Drum, Executive Director of Strategic Engagement Initiatives, Texas A&M University Corpus Christi, Corpus Christi, TX

Location: D161, Level 1, KBHCCD

How does an institution ensure equity and excellence in student services areas in an ever-changing world? The Council for Advancement of Standards in Higher Education (CAS) self-study process provides a foundation for assessment of academic and student support services. Ongoing assessment, program review, and strategic planning utilizing these standards will ensure that institutions meet SACSCOC requirements, particularly related to Comprehensive Standards 2.10 and 3.3.1.3. The instruments for self-study, external review and strategic planning will be shared. Participants will be requested to share experiences and results with performing program review and strategic planning of student services areas.

Target Audience: Professionals seeking solutions for assessment and program review of Student Affairs/Student Services areas in preparation for institutional reaccreditation.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Tracks A & B

CS-47   From Probation to Compliance Utilizing the T.E.AM Approach
Dr. David Arreazola, Institutional Effectiveness and Assessment Director, Laredo Community College, Laredo, TX**;** and **Dr. Veronica Martinez,** Assessment and QEP Coordinator, Laredo Community College, Laredo, TX

Location: D162, Level 1, KBHCCD

Laredo Community College, a public two-year institution, went from being placed on probation in 2012 to completing the Fifth-Year Interim Report with no recommendations in 2015. This session will explore and discuss the challenges faced and how the T.E.AM approach (Technology, Engagement, Awareness, and Motion) was utilized to address these challenges. The presenters will review steps taken to help the institution excel and establish a foundation that allows the faculty and staff to focus on student success without the anxiety or unnecessary complexity typically associated with assessment.

Target Audience: Assessment coordinators and those responsible for completing department or unit assessment reports.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Track A

CS-48   Creating a Culture of Assessment
Mr. Michael Petroski, Director of Academic Assessment, Lynn University, Boca Raton, FL

Location: D163, Level 1, KBHCCD

Lynn University just completed their Fifth-Year Interim Report. Of all the standards, 3.3.1.1 caused the least amount of anxiety. This session will outline how a small private university went from viewing assessment as an accreditation-based exercise to a fully integrated and continuous part of our regular operations. Every degree, program, and major has several courses with rubrics tied to critical assignments. Every row in every rubric is tied to one, or several, Student Learning Outcomes (SLOs). Each fall, the faculty spend one week before the beginning of the term analyzing the data and planning what to do differently in the upcoming year. The data are presented as rubric row-level data for course-level improvements, as well as aggregated by SLOs for program-level improvements. Our culture of assessment is allowing for data-driven academic decisions, and to fully close the loop on the assessment process, not just in accreditation years, but every year. Through continuous assessment, we have become a better and much more accountable university.

Target Audience: Assessment coordinators, academic deans and others interested in continuous improvement.
Program Track Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Tracks A & B

CS-49   The Quality Enhancement Plan: Identifying and Using Applicable Data for Decision Making
Dr. Kimberly Lee, Vice President for Institutional Effectiveness, Albany Technical College, Albany, GA**; Ms. Barbara Brown,** Vice President for Student Affairs, Albany Technical College, Albany, GA**;** and **Dr. Mary Richardson,** Student Life and Athletic Director, Albany Technical College, Albany, GA

Location: D164, Level 1, KBHCCD

Choosing a focus for the QEP that is beyond a boutique intervention and is scalable for a broader audience requires a systematic review and analysis of applicable data. Considering that most colleges and universities collect an abundance of student demographic and academic performance data, selecting the appropriate data elements for consideration is best addressed when cross-pollinated teams engage in a systematic approach to identify interventions to improve student learning and achievement.   The integrated approach, including applicable quantitative and qualitative data, utilized to identify a scalable topic for the QEP will be addressed during this session.

Target Audience: This session is designed for college presidents, academic affairs, student affairs and institutional effectiveness professionals and others.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Track A

CS-50   Creating Buy-In: Supporting Success Through Effective Communication
Dr. Rollinda Thomas, Assistant Vice Chancellor for Academic Affairs, Fayetteville State University, Fayetteville, NC

Location: D166, Level 1, KBHCCD

Develop a successful assessment process by supporting faculty. This session will share strategies to empower unit heads and faculty with knowledge about the strategic use of assessment. The presentation will include examples of methods to create user-friendly resources, address unit and faculty needs, and engage faculty with successful messaging.

Target Audience: Assessment coordinators, administrators, and faculty involved in the assessment process.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Track B

CS-51   Elevating the Quality of Continuous Improvement in Support Units Through Meta-Assessment
Ms. Melissa Crews, Institutional Effectiveness and SACSCOC Coordinator, Texas A&M University Commerce, Commerce, TX**; Ms. Mary Cheek,** Assessment Coordinator and Institutional Effectiveness Liaison, Texas A&M University Commerce, Commerce, TX**; Dr. Shonda Gibson,** Acting Vice President for Student Access and Success; Associate Provost for Institutional Effectiveness; and SACSCOC Accreditation Liaison, Texas A&M University-Commerce, Commerce, TX**; and Dr. Dan Su,** Director of Institutional Research, Texas A&M University Commerce, Commerce, TX

Location: D167, Level 1, KBHCCD

In the process of collecting documentation of continuous improvement, institutions seldom have the opportunity to advance the quality of their planning, assessment, and continuous improvement efforts. We adapted a meta-assessment rubric for administrative staff who participate in institutional effectiveness processes to self-identify and reflect upon their support unit's level of quality rated as absent, developing, acceptable, or exemplary in planning assessing and improving efforts toward achieving their goals. Capturing an institutional inventory demonstrating the growth that our support units have experienced in the institutional effectiveness process informs our decisions in prioritizing outreach and developing resources to improve the quality of all support units' results and plans.

Target Audience: This session is designed for assessment coordinators, institutional effectiveness and research staff, and others providing ongoing support for meeting Comprehensive Standard 3.3.1.1.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Tracks A & B

CS-52   Measures of Student Achievement: Lies, Damn Lies, and Statistics in Higher Education
Dr. Belinda Prihoda, Director for Institutional Effectiveness, Tyler Junior College, Tyler, TX**; and Dr. Shirley Friar,** Senior Advisor, *Excelencia* in Education, Washington, DC

Location: D168, Level 1, KBHCCD

The Accreditation Reform and Enhanced Accountability Act (AREAA), a bill introduced in 2016, would have required the Department of Education to establish standards for student outcome data that accreditors must use when evaluating colleges. Minimum baseline thresholds to retain accreditation would have been established for metrics such as graduation rate, loan repayment rate, and loan default rate. Many of these metrics are faulty. New metrics that provide a more complete picture of a college's success should be developed, such as academic progress, financial risk, graduation rate, and workforce indices. Preliminary results of these indices for a small, rural, HBCU will be presented.

Target Audience: Individuals responsible for completing, compiling, and/or publishing student achievement data.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Track A

CS-53   Implementing an Effective Academic Program Assessment Feedback Process
Dr. Jeff Freels, Director of Institutional Assessment, The University of Texas at Austin, Austin, TX

Location: D170, Level 1, KBHCCD

Developing an efficient method of providing substantive qualitative feedback on academic program assessment efforts to many programs can be a significant challenge. That feedback, though, is just what programs often need to improve the quality of their efforts. At the University of Texas at Austin, we implemented a system to review the assessments of and provide actionable feedback to almost 300 academic programs. Through this system, and with minimal resources, we were able to make considerable gains in the quality of our program assessment efforts in less than one year. This session will introduce participants to that system.

Target Audience: Assessment coordinators and professionals who have responsibility for academic program assessment.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Track B

CS-54   Partnership to Integrate Regional and Disciplinary Accreditation Efforts
Dr. Libba McMillan, Associate Professor, Auburn University, Auburn, AL**;** and **Dr. Katie Boyd,** Assessment Specialist, Auburn University, Auburn, AL

Location: D171, Level 1, KBHCCD

One best-practice strategy to maintaining quality assessment is to be flexible to meet the needs of an institution's diverse programs. In addition to regional accreditation, many programs seek accreditation through disciplinary accreditors. The pursuit of disciplinary accreditation is useful to a program because formative and summative self-assessment improve learning outcomes, personnel, procedures, and services. Disciplinary accreditation often requires programs to conduct high-quality assessment. However, assessment reporting to the institution and processes required by disciplinary accreditors are not always aligned. Collaboration with faculty can streamline processes required by both accreditation bodies, alleviating duplication of reporting and associated departmental frustration. Assessment as a commitment becomes assessment as a way to truly evidence the strength of the education provided to students. The role of reflecting for improvement is hard work—requiring support and useful feedback at the strategic level (assessment administrators) and at the operational level (departmental/school). Participants will be encouraged to maintain flexible and collaborative assessment processes and explore applying similar techniques at their own institution.

Target Audience: Administrators, assessment personnel and/or departmental assessment coordinators whose primary role is to maintain and conduct systematic review of outcomes for Regional and National accreditation bodies.
Program Track Reflecting for Improvement
Content Level/Track: Beginner, Track B

CS-55   Faculty Buy-In, the Cornerstone of QEP Success
Dr. Kathy Clark, Associate Dean, Arts and Sciences, Florida SouthWestern State College, Fort Myers, FL**;** and **Dr.**

Eileen DeLuca, Associate Vice President, Academic Affairs, Florida SouthWestern State College, Fort Myers, FL

Location: D172, Level 1, KBHCCD

This presentation will focus on engendering college-wide support and buy-in for the creation, development and implementation of a First-Year Experience course and program. At a baccalaureate-granting state college in Florida, a team of faculty and staff successfully created, developed and implemented a First-Year Experience course and program as part of the college's reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges. From its inception, college-wide involvement and ownership of the development of a Quality Enhancement Plan was essential to its success. Examples of faculty-driven committee work, faculty-led professional development, faculty-led assessment and advisory groups, and faculty communities of practice will be reviewed. In addition, examples of marketing materials to target faculty and staff interest will be shared. Upon completion of the session, participants will have a variety of strategies they can use to engage faculty and staff at their own institutions.

Target Audience: Administrators and faculty involved in developing and implementing a QEP and/or developing a First-Year Experience course.
Program Track Teaching and Learning
Content Level/Track: Intermediate, Tracks A & B

CS-56   Operationalizing VALUE Rubric Dimensions: Case Studies on Interrater Agreement
Dr. Julie S. Gray, Institutional Research Associate, The University of Texas at Arlington, Arlington, TX**;** and **Ms. Melissa Brown,** Director of Assessment and Strategic Initiatives, The University of Tennessee at Knoxville, Knoxville, TN

Location: D173, Level 1, KBHCCD

This session will describe an approach for operationalizing AAC&U VALUE rubric dimensions for rating authentic student samples and focuses on maximizing interrater reliability. Attention will center on activities that highlight reaching a common language and a common understanding of how to code student essays based on the dimensions from the rubric. We will draw the case studies from rating days that used multiple rubrics. For example, we rated signature assignment prompts from several foundational component areas by operationalizing language in the Civic Engagement, Ethical Reasoning, and Critical Thinking VALUE rubrics.

Target Audience: Assessment coordinators who measure student attainment of general education objectives.
Program Track Assessing Student Learning Outcomes
Content Level/Track: Beginner, Track A

CS-57   Improved Continuous Tracking of Learning Outcomes Using a Learning Management System
Dr. Kim Meyer, Director, Center of Innovative Learning, University of North Texas Health Science Center at Fort Worth, Fort Worth, TX

Location: D174, Level 1, KBHCCD

This session will provide a demonstration of linking assessments to learning outcomes and then to program goals and accreditation standards using the CANVAS learning management system. Interactive discussion will allow participants to explore how this process works and how it might be applied at their own institution. This presentation and discussion will focus on how this process makes self-assessment a more continuous process. The discussion will highlight the opportunity to use this continuous review to implement student remediation and curriculum revision in a more timely manner.

Target Audience: Program directors, deans,compliance officers, and others involved in data collection/analysis for continuous self-study.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Track B

CS-58   Succeeding in the Compliance Certification Journey to Reaffirmation

Dr. Dennis Glenn, Vice President for Institutional Effectiveness and Dean of Accreditation, Point University, West Point, GA

Location: Dallas Ballroom C, Level 3, Omni Hotel

Developing a Compliance Certification report that leads to reaffirmation is a 2½-year journey which takes planning, institution-wide cooperation, and perseverance to the finish line. This session addresses the roles that personnel, infrastructural systems, and logistical processes and procedures can play in achieving a successful outcome. Multiple strategies and approaches are possible, and each institution must determine its best plan and then solve problems along the way. The numerous steps in the 2½-year process are presented, with an emphasis on producing a Compliance Certification report that succeeds, using the recent experiences of Point University as an example of one way (among many) to do so.

Target Audience: SACSCOC liaisons, administrators, and faculty members who have responsibility for preparing their institution's decennial Compliance Certification.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-59   Complying with 3.12.1 (Substantive Change) Does Not Have to Be Difficult
Dr. Daniel Mynatt, Interim Provost, University of Mary Hardin-Baylor, Belton, TX

Location: Dallas Ballroom E, Level 3, Omni Hotel

Comprehensive Standard 3.12.1 should not be difficult to document and demonstrate compliance. Yet it sometimes shows up on the Top 10 List of Most Frequently Cited *Principles* in Reaffirmation Reviews. In this session, the presenter will pull from his experience as Committee Chair to show why institutions often run afoul of 3.12.1. He will also provide some common sense guidelines for documenting compliance and staying in compliance.

Target Audience: Individuals who are responsible for preparing their institution's Compliance Certification.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-60   Preparing for Successful On-Site Committee Visits
Dr. Clayton Hess, President, Lincoln Memorial University, Harrogate, TN

Location: Dallas Ballroom F, Level 3, Omni Hotel

Preparing for successful On-Site Committee visits can be a challenge. This session explores strategies used by one institution to prepare for on-site committee visits. The same strategies and processes were used to prepare for Substantive Change Committee visits (leading to approval to offer graduate and professional degree programs) and a Reaffirmation Committee visit. All evaluations were successful and resulted in no recommendations from the on-site SACSCOC review committees. Specific suggestions will be offered, and participants will share their ideas and suggestions. A discussion of timelines, schedules, and training documents for substantive change and reaffirmation committee visits will be included.

Target Audience: The content of this session is designed for any higher education professional involved in preparing for an onsite committee review. The session may prove most beneficial for Accreditation Liaisons and Leadership Team members.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-61   Reimagining Competencies: Integrating Certifications into Academic Programs
Dr. Jonathan Vester, Vice President of Technology and Chief Information Officer, Nash Community College, Rocky Mount, NC

Location: Dallas Ballroom G, Level 3, Omni Hotel

Once a student completes a degree, the institution is committing to the public that the graduate possesses a prescriptive set of knowledge, skills, and abilities either gained through, or enhanced by, their college attendance. At most institutions, these are assessed almost exclusively through internal measures by the same faculty who delivered the course content. But what if the institution could also provide students, and their future employers, another level of assurance regarding the quality and depth of instruction? This session presents an approach taken by one community college to supplement the credentialing of curriculum programs by integrating external certifications into curriculum programs as a validation of established learning outcomes.

Target Audience: Faculty, academic planners, assessment coordinators, and others interested in alternative ways to demonstrate student learning beyond the gradebook.
Program Track Teaching and Learning
Content Level/Track: Intermediate, Track A

4:15 PM – 4:45 PM	**Book Signing by Dr. Saundra McGuire**
	Teach Students How to Learn: Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation
	Location: Bookstore, Exhibit Hall D, Level 2, KBHCCD

4:15 PM – 4:45 PM   **VENDOR SESSIONS V**

VS-8   How Xitracs Can Reduce the Reporting Workload for Strategic Planning, QEP and Annual Unit Reporting
Mr. Howard Taylor, Vice President Customer Liaison, Concord USA, Hopkins, MN

Location: D225, Level 2, KBHCCD

One of the major objectives of the Xitracs Assessment and Accreditation Management System is to reduce information collection workload by (a) making the interface simple for the information provider and (b) provide a one entry system where data entered for one report can be automatically be used in another.

VS-9   Driving Student Success and Improving Institutional Effectiveness with the TouchPoint™ Assessment Portfolio from ETS
Ms. Ann-Marie Stephenson, Manager of Assessment Solutions, ETS, Princeton, NJ

Location: D226, Level 2, KBHCCD

ETS is committed to developing testing solutions that meet the changing needs of the higher education sector to help your institution stay at the forefront of learning measurement, driving student success and improving institutional effectiveness. During this session, we will share information on our new TouchPoint™ Assessment Portfolio, which provides a comprehensive suite of data-gathering tools and support designed to enable robust understanding of student learning and student success. Institutions will be able to select among the TouchPoint Assessment Portfolio tools to research student knowledge, skills, behaviors and perspectives on the impact of curricular and co-curricular programs on their learning and success. The TouchPoint Assessment Portfolio provides the actionable and valid data institutions need to improve student retention, enhance curricula, inform continuous improvement initiatives and fulfill accreditation requirements.

5:00 PM - 6:15 PM	**SACSCOC First General Session**
	Location: Exhibit Hall E, Level 2, KBHCCD
	Presiding: Dr. Nancy Moody, President, Tusculum College, Greeneville, TN
	Music: Wiley College A Capella Choir, Wiley College, Marshall, TX
	Greetings: Dr. Belle Wheelan, President, SACSCOC, Decatur, GA
	Introduction of Speaker: Dr. Natalie Harder, Chancellor, South Louisiana Community College, Lafayette, LA
	Speaker: Mr. Curt Steinhorst, Certified Keynote Speaker, The Center for Generational Kinetics
	Topic: Crossing the Generational Divide in Education

We work in a time of unprecedented generational challenge and change. Four generations in the workforce. Five generations in the marketplace. And making matters worse, there is a tremendous amount of misinformation around generational differences. What we know for a fact: Strategies that work for one generation can be a complete turn-off for others. This generational divide makes your job more difficult and more important than ever. In this provocative presentation, Curt Steinhorst exposes new generational truths that directly impact leaders like you. Curt shares surprising data, firsthand stories, and step-by-step actions. You can rely on these actions to drive communication, engagement, recruiting, and more.

6:15 PM - 7:15 PM   **Opening Reception and Exposition**
Sponsored by: Campus Labs and CourseLeaf from Leepfrog Technologies
Location: Exhibit Hall D, Level 2, KBHCCD

6:30 PM – 7:00 PM   **POSTER SESSIONS**
Location: Exhibit Hall D, Level 2, KBHCCD

PS-1   The QEP Process: From On-site Recommendations Through the First Year
Dr. Colelia Allison, QEP Director, Lee College, Baytown, TX

Location: Exhibit Hall D, Level 2, KBHCCD

The path to an acceptable QEP can be a difficult task, starting with the on-site visit. Lee College was given three recommendations to address, including fiscal and human resource capabilities for the initiation, implementation, and completion of the plan; identify clear and measurable goals; and development of a clear and measurable assessment plan. This poster session will highlight the path and timeline from the recommendations, the process used to revise and implement the recommendations, the launch of the pilot, and changes and improvements made during this first year.

Target Audience: This topic is designed for faculty, staff, QEP directors and others involved in the QEP process on their campus.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Track A

PS-2   Developing a Student Mentor Program for At-Risk Undergraduate Students
Dr. Gina Claywell, Professor, Murray State University, Murray, KY

Location: Exhibit Hall D, Level 2, KBHCCD

This poster will display the steps taken to develop a student mentor program for connecting at-risk first-year students to their academic disciplines at a regional university. The student mentor program called "Partners for Success" matches students who have demonstrated success in their first two to three years with first-year underperforming students within the same departments. The poster will identify the processsm from planning to implementation, including securing a small grant from the University's Strategic Plan funds. The poster will also demonstrate how the program planners established objectives, identified mentors and prospective students, and carried out the program.

Target Audience: Academic deans, retention directors, department chairs, and program chairs who are involved in retention efforts within disciplines.
Program Track Engaging Students
Content Level/Track: Intermediate, Track A

PS-3   Tapping Creativity and Collaboration to Promote Polices to Students
Ms. Sue Erickson, Library Director, Virginia Wesleyan College, Norfolk, VA

Location: Exhibit Hall D, Level 2, KBHCCD

In response to a request from the college's administration to help promote the intellectual property policy to students, the library developed a new activity for new student orientation that effectively engaged students in

understanding their intellectual property rights and responsibilities and empowered them to think of themselves as creators. What began as a SACSCOC concern yielded an improved library orientation program for new students and a creative way to aid their understanding of an important college policy.

Target Audience: Individuals responsible for communicating institutional policies to students.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Track A

PS-4   Using an External Test for Assessment: A Quick Backwards-Mapping Strategy
Dr. Michelle Hernandez-Perez, Assistant Director, Assurance of Learning and Assessment, Davies College of Business, University of Houston-Downtown, Houston, TX

Location: Exhibit Hall D, Level 2, KBHCCD

Many institutions choose externally developed and administered tools to facilitate the assessment process as they provide a national benchmark for comparison and items are updated regularly. As faculty and courses change throughout the years, it is important to revisit the relationship between course and tool content. A survey was developed to assess not only which topics were covered in the courses but also the amount of time dedicated to their discussion. The results were then compared to the scores from the previous administration by item and area indicators. The findings as well as the dialogues they generated will be discussed.

Target Audience: Assessment coordinators, effectiveness administrators, and others whose primary responsibility is to guide discussion and ensure decisions are made based on collected data.
Program Track Reflecting for Improvement
Content Level/Track: Beginner, Tracks A & B

Monday, December 4

7:00 AM - 5:30 PM	**Registration Check-In**
	(Pick-up badges and registration materials.)
	Kiosks Sponsored by: Gray Associates, Inc.
	Location: Lobby D Level 2, KBHCCD

8:00 AM - 5:30 PM	**Resource Room**
	Sponsored by: IOTA360
	*Location***:** D224, Level 2, KBHCCD

7:30 AM - 8:45 AM	**Presidents' Breakfast**
	Sponsored by: Helix Education
	Location: Trinity Ballroom, Level 3, Omni Hotel
	Introduction of Speaker: Dr. G. David Johnson, Provost and Senior Vice President for Academic Affairs, University of South Alabama, Mobile, AL
	Speaker: Dr. Josie Ahlquist, Speaker, researcher, and author on digital leadership, Los Angeles, CA
	Topic: Higher Education Leadership in the Digital Age

What are the competencies required to be a leader in higher education in the face of the digital and social age? This engagement will explore digital communication skills, social media leadership frameworks, and digital decision-making, especially for highly visible campus leaders. Using the research from the presenter, as well as real examples from faculty, administrators, and university presidents, attendees will learn how to apply a strategic values-based approach for authentic engagement, transparent storytelling, and building campus community.

| 7:30 AM – 8:30 AM | **GROUP DISCUSSIONS I** |

GD-1   Strategies for Successful Fifth-Year Interim and QEP Impact Reports
Dr. Damon Wade, Associate Dean, Student Services and Enrollment Management, University of Virginia, Charlottesville, VA**; Ms. Shantya Plater,** Institutional Effectiveness and Accreditation Analyst, Old Dominion University, Norfolk, VA**; and Mrs. Shakira Hardison,** QEP Director, Grambling State University, Grambling, LA

Location: C141, Level 1, KBHCCD

Institutions have a difficult time articulating and documenting evidence to demonstrate compliance with *Principles* in the Fifth-Year Interim Report, particularly with Comprehensive Standard 3.3.1.1. The presenters will share how they articulated the story of compliance in their Fifth-Year Interim and QEP Impact Reports, as well as provide tips on how to create a bridge between the decennial review and the Fifth-Year Interim Report. This session will be an interactive group discussion for institutions to learn from each other and give their experience developing and evaluating the Fifth-Year Interim Report. The team will walk participants through (1) the do's and do not's; (2) discuss some of the fundamental components necessary for a successful SACSCOC review; (3) how to avoid compliance missteps; (4) how to develop strategies for avoiding missteps in compliance reporting; and (5) incorporate the QEP Impact Report as a part of the entire report.

Target Audience: Individuals responsible for organizing and chairing the Fifth-Year Interim and QEP Impact Reports at their institution.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

GD-2   A Heartfelt Approach to Faculty-Driven Assessment

Dr. Yan Luo-Beitler, Professor, Keiser University, Fort Lauderdale, FL**; and Dr. Manuel Rosa,** Assessment Committee Chair, Keiser University, Fort Lauderdale, FL

Location: C142, Level 1, KBHCCD

Assessment led by faculty is at the heart of all successful higher education institutions. While the process of collecting data varies across academic programs, more often the analysis and application of the data barely registers a pulse. This interactive session will discuss the assessment process at one online graduate school and offer suggestions for creating a compassionate culture where faculty use data from direct and indirect means to improve student learning. Best practices will also be solicited from the participants.

Target Audience: The target audience for this presentation would be assessment coordinators, academic deans and other faculty interested in enhancing the assessment process. Familiarity with Core Requirement 2.5, Comprehensive Standard 3.3.1.1, and Federal Requirement 4.1 would be helpful.
Program Track Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Track B

GD-3   Partnering with Students in Program-Level Assessment
Mr. Nicholas Curtis, Lead Assessment Consultant to Academic Programs, James Madison University, Harrisonburg, VA**; and Dr. Robin Anderson,** Unit Head of Graduate Psychology, James Madison University, Harrisonburg, VA

Location: C143, Level 1, KBHCCD

The goal of program-level assessment in higher education is to capture what students know, think, or do as a result of completing a program. Recently, higher education has experienced a push to more intentionally use the results of assessment for improvement of programs and student learning. This effort is proving difficult to achieve. Studies have shown that only 6 percent of the 146 nationally representative exemplary reports of assessment they reviewed evidenced true program-level learning improvement. Perhaps we are missing something. Throughout the assessment process, explicit efforts have been made to involve assessment experts, administration, and faculty in the process. However, fewer explicit efforts have been made to involve the most critical stakeholders: students. We will lead a discussion surrounding partnering with students in the program assessment process. The discussion will include examples of partnerships, potential benefits, and barriers to implementation.

Target Audience: Assessment professionals, academic program coordinators, and individuals looking to engage students at the program level.
Program Track Engaging Students
Content Level/Track: Intermediate, Tracks A & B

GD-4   Preparing a Monitoring Report for CS 3.3.1.1: Identify Your Strategy
Dr. Jennifer Hughes, Managing Director, Texas Tech University, Lubbock, TX**;** and **Dr. Craig Morton,** Associate Director, Texas Tech University, Lubbock, TX

Location: C149, Level 1, KBHCCD

This group discussion will focus on helping institutional representatives identify an overarching strategy for responding to a Monitoring Report on Comprehensive Standard 3.3.1.1. Presenters from Texas Tech University will discuss how they emphasized Texas Tech's revised institutional effectiveness process as the driving argument for compliance with CS 3.3.1.1. While each institution's context surrounding CS 3.3.1.1 is unique, the presenters will use the group discussion format as an opportunity to help colleagues think about developing an overarching strategy in their Monitoring Report. In the session, presenters will share electronic and hard copy materials that were used in Texas Tech's Monitoring Report.

Target Audience: Individuals who are responsible for preparing their institution's Monitoring Report on CS 3.3.1.1.
Program Track Reflecting for Improvement
Content Level/Track: Advanced, Track B

GD-5   Data Operationalization in Strategic Planning and Alignment with Compliance Standards
Dr. Kimberly Miloch, Interim Associate Dean, College of Health Sciences and Director, Quality Enhancement Programs, Texas Woman's University, Denton, TX**;** and **Dr. Mark Hamner,** Associate Provost, Institutional Research and Improvement, Texas Woman's University, Denton, TX

Location: C150, Level 1, KBHCCD

This session will highlight how performance indicators may be developed to measure progress in accomplishing goals of a strategic plan. Specifically, this presentation will outline how performance indicators can inform multiple institutional assessments and compliance standards, in addition to measuring strategic plan objectives. The discussion will center on data operationalization from benchmarking to alignment for continuous improvement.

Target Audience: Individuals engaged in strategic planning; data analysts; individuals responsible for preparing compliance certification, Fifth-Year interim reports and reaffirmation reports; and assessment coordinators.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Track B

GD-6   Beyond the Stick: Encouraging and Rewarding Commitment to Assessment
Mrs. Cynthia Groover, Compliance Officer, Georgia Southern University, Statesboro, GA**;** and **Dr. Teresa Flateby,** Associate Vice President for Institutional Effectiveness, Georgia Southern University, Statesboro, GA

Location: C148, Level 1, KBHCCD

How often do administrative and student support services staff view accreditation as their primary motivation for engaging in assessment? As assessment professionals, we know that not only faculty can benefit from actively using, not just collecting, assessment data. But how do we encourage and reward this same commitment from administrative and student support services staff? Facilitators and participants will discuss strategies for encouraging commitment to active participation in assessment beyond student learning outcomes, and beyond accreditation, and rewarding the effort this requires.

Target Audience: Assessment professionals responsible for promoting and maintaining institutional commitment to assessment and continuous improvement.
Program Track Reflecting for Improvement

Content Level/Track: Intermediate, Tracks A & B

GD-7   Navigating the Trump Factor in Higher Education: Civility and Engagement and Politics
Dr. Robert Smith, Dean, College of Public Affairs and Administration, University of Illinois Springfield, Springfield, IL

Location: C152, Level 1, KBHCCD

The presenter will lead a group discussion on the topic of incidents and events where the politics and policies of President Trump have served as a flashpoint for members of college and university communities to engage in divisive and disruptive activities that run counter to an environment of free speech and open sharing of diverse views and positions on campuses. This session seeks to develop a dialogue on the nature of these events and how institutions have responded and offered balanced venues for active debates and other engagement activities that have stressed civility and respect for others' viewpoints. Participants will share their own campus experiences on these events and incidents.

Target Audience: College and university academic and student affairs administrators and general faculty.
Program Track Engaging Students
Content Level/Track: Intermediate, Tracks A & B

GD-8   Developing the Next Generation of Academic Leaders
Dr. Yolanda Page, Vice President for Academic Affairs, Dillard University, New Orleans, LA**;** and **Mr. David Page,** Vice President for Enrollment Management, Dillard University, New Orleans, LA

Location: D160, Level 1, KBHCCD

As senior faculty and staff members retire, how do institutions help a new generation transition to leadership? What is the executive leader's role in such succession planning? Participants are invited to share good practices for identifying and developing faculty and staff so they aspire to and are prepared to assume leadership roles on campus and in the academy.

Target Audience: This session is designed for administrators and other key personnel who are responsible for succession planning.
Program Track Hot Topics
Content Level/Track: Beginner, Track A

GD-9   Creating a Collaborative Assessment of Student Writing
Ms. Lisa Mallory, Professor of English and English Program Coordinator, Atlanta Metropolitan State College, Atlanta, GA**;** and **Dr. Joan Lee Hildenbrand,** Professor of English, Atlanta Metropolitan State College, Atlanta, GA

Location: D169, Level 1, KBHCCD

This discussion will focus on creating a departmental approach to assessing writing learning outcomes. The basis of this discussion is what has been successfully done at Atlanta Metropolitan State College, a four-year institution in the University System of Georgia. This methodology is a move away from decontextualized writing to writing prompted from a contextualized situation—response to a text. Activities to be discussed include creating a rubric, participating in group grading followed by discussion of results, and using model benchmark papers that illustrate writing quality from strong to weak. This method of assessing learning outcomes is scalable and adaptable to a variety of subject areas.

Target Audience: This session is designed for assessment coordinators, department heads, and instructors.
Program Track Assessing Student Learning Outcomes
Content Level/Track: Beginner, Track A

9:00 AM - 10:00 AM   **SECOND GENERAL SESSION**
                    Location: Exhibit Hall E, Level 2, KBHCCD
                    Presiding: Dr. Nancy Moody, President, Tusculum College, Greeneville, TN

Music: Jazz Ensemble, University of North Texas, Denton, TX
LEADERSHIP AND SERVICE AWARDS
Introduction of Speaker: Mr. Madison C. Silvert, President, The Malcolm Bryant Corporation, Owensboro, KY
Speaker: Mr. Brandon Busteed, Executive Director, Education and Workforce Development, Gallup
Topic: The Coming Disruption

Many forces – internal and external – are creating pressure for significant transformation in higher education. From growing questions about the ROI of a college degree and declining public support for higher ed to rising costs and shifts in the demographics of the college-going population, change is afoot. Extensive Gallup research sheds light on the issues at bay and how institutions and accreditors can play a role in taking advantage of the opportunities arising out of the chaos.

10:00 AM - 10:30 AM **Refreshment Break**
Sponsored by: AEFIS and The Learning House, Inc.
Location: Exhibit Hall D, Level 2, KBHCCD

10:00 AM - 3:30 PM **Educational Expo**
Location: Exhibit Hall D, Level 2, KBHCCD

10:00 AM – 10:30 AM **VENDOR SESSIONS VI**

VS-10 Beyond Compliance: Turning Your Data into Action
Mr. Will Miller, Assistant Vice President of Campus Adoption, Campus Labs, Buffalo, NY

Location: D225, Level 2, KBHCCD

What happens when you stop looking at your data in a reactive way and adopt a more proactive approach? When you embrace the logic of emerging standards in higher ed, you can prepare for the future of data use on campus. Join us to learn how an enterprise-wide approach to data management can inspire you to make more informed decisions and drive better results for your institution. From accreditation and planning to faculty development and learning outcomes, see how the Campus Labs® platform brings everything together for a holistic solution.

VS-11 Creating Reports to Streamline SACSCOC Accreditation
Mr. Ray Whiting, Associate Vice President for Assessment, Augusta University, Augusta, GA**;** and **Ms. Laurisa Perlberg,** Senior Engagement Consultant, Digital Measures, Milwaukee, WI

Location: D226, Level 2, KBHCCD

Driven by SACSCOC's recent updates to the faculty qualifications guidelines, Digital Measures collaborated with Augusta University to leverage data already captured in their faculty activity reporting system—and turn this information into actionable reports. See report examples and learn how these institutions are instantly able to view summary-level data for faculty accomplishments and productivity.

10:30 AM – 11:30 AM **Special Session for Presidents**

Location: Trinity Ballroom, Level 3, Omni Hotel
Introduction of Speaker: Dr. Larry D. Hostetter, President, Brescia University, Owensboro, KY
Speaker: Mr. Robert Shibley, Executive Director, Foundation for Individual Rights in Education
Topic: Walking the Line: Responding to Campus Controversies While Respecting Everyone's Rights

Hardly a day goes by without a controversy on a college campus involving student or faculty free speech. In this media environment, institutions of higher education are often called upon to respond immediately to difficult

situations they've rarely, if ever had to deal with before. Mistakes are made, often ending in PR disasters and even lawsuits. An institution with the proper philosophy, preparation, and guidelines in place before these controversies arise can confidently walk the line and protect student and faculty rights while assuring all parties that their concerns are being heard.

10:30 AM – 12:00 PM   **CONCURRENT SESSIONS III – 90-minute sessions**
(60-minute sessions, which follow this list, are also being offered within this timeframe).

CS-62   Finance Training (Private Institutions)
Ms. Donna Barrett, Director of Institutional Finance, SACSCOC, Decatur, GA

Location: Ballroom C2, Level 2, KBHCCD

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 re-ports for accreditation purposes. As space is limited, this session is open to finance officers only.

Target Audience: The intended audience includes chief finance officers who work at private institutions.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-63   Is This a Significant Departure
Dr. Kevin Sightler, Director of Substantive Change, SACSCOC, Decatur, GA**;** and **Dr. Robin Zuniga,** Coordinator of Substantive Change, SACSCOC, Decatur, GA

Location: Ballroom C1, Level 2, KBHCCD

Is this new educational program a substantive change? It depends, in part, on whether it is a significant departure for your institution. How do you determine significant departure? In this session, you will 1) learn how SACSCOC defines significant departure, 2) review guiding questions for determining significant departure, and 3) apply a decision aid developed to help you assess the significant departure continuum. Examples will be provided. Time will be allotted for questions.

Target Audience: Anyone responsible for determining significant departures for substantive change should attend.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-64   Maintaining Quality and Managing Growth in Dual Enrollment/Concurrent Enrollment
Mr. Adam Lowe, Executive Director, National Alliance of Concurrent Enrollment Partnerships, Chapel Hill, NC**; Dr. Rhonda Tracy,** Chancellor, Kentucky Community and Technical College System, Versailles, KY**;** and **Dr. Stacy Edds-Ellis,** Dean of Academic Affairs, Professional and Technical Studies/SACSCOC Liaison, Owensboro Community and Technical College, Owensboro, KY

Location: Ballroom C3, Level 2, KBHCCD

Increased participation in dual enrollment necessitates new systems to effectively manage growth. The implications of dual enrollment (i.e., dual credit and concurrent enrollment) necessitate rethinking operational structures, how to oversee academic quality, and guiding students on degree and career pathways. This session will include three perspectives: a community/technical college, a statewide system, and a national program accreditor. Topics will include NACEP's national standards and accreditation, align institutional practice with SACSCOC's expectations, creating effective operational structures to adapt to new funding models, and strengthening degree and career pathways.

Target Audience: Assessment coordinators and others whose primary responsibility is managing their institution's Fifth-Year Interim Report and reaffirmation reports. Graduate business faculty, assessment coordinators, and academic deans.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

CS-65 Promoting, Tracking, and Recognizing Meaningful Engagement at a Large Institution

Dr. Irma VanScoy, Executive Director, USC Connect, University of South Carolina, Columbia, SC**; Dr. Pam Bowers,** Associate Vice President for Planning, Assessment and Innovation, University of South Carolina, Columbia, SC**; and Dr. Sandra Kelly,** Vice Provost and Dean of Undergraduate Studies, University of South Carolina, Columbia, SC

Location: C140, Level 1, KBHCCD

This session shares the journey of a major research university in integrating undergraduate students' experiences within and beyond the classroom over the last six years. Topics include defining experiences, encouraging and recognizing students' engagement in and learning from beyond the classroom experiences, record-keeping to track and verify student engagement in experiences, and faculty/staff engagement. The session will highlight the impact and challenges of implementing a graduation distinction and a homegrown record-keeping system. Participants will be asked to consider their own goals and contexts, how presented strategies may be relevant to their work, and observations or recommendations they can share from their own experiences.

Target Audience: QEP Directors, administrators, or other campus leaders developing or engaged in initiatives related to the recognition and integration of undergraduate student engagement beyond the classroom within their educational mission.
Program Track Engaging Students
Content Level/Track: Advanced, Tracks A & B

CS-66 Ethical Considerations in Data Ownership, Access, and Utilization in an Era of Big Data

Dr. Juliana Lancaster, Executive Director, Office of Plans, Policies and Analysis, Georgia Gwinnett College, Lawrenceville, GA

Location: C141, Level 1, KBHCCD

Big Data and various forms of predictive analytics continue to gain traction and institutions are encouraged to use data whenever possible and are particularly encouraged to make use of "Big Data" and complex modeling for purposes that go far beyond institutional planning and management. However, "data experts and critics alike worry that potential abuses of inferential data could imperil personal privacy, civil liberties, and consumer freedom" (Aspen Institute, 2010). We are accustomed to legal limitations on the use of data, but legalities lag behind technology and that lag creates opportunities for error and misuse, both intended and unintended. As access to data increases, we need to consider what usage guidelines are appropriate. This session will review potential concerns and issues around the use of available data from a variety of perspectives.

Target Audience: This session is designed for institutional researchers, data analysts, strategic planners, and others responsible for developing and utilizing data models and dashboards to support institutional decision making and planning.
Program Track Hot Topics
Content Level/Track: Intermediate, Tracks A & B

CS-67 A Quality Compliance Certification: Pathway to Institutional Success

Dr. Martha (Marty) Smith Sharpe, Vice Provost for Planning and Institutional Effectiveness (retired), Old Dominion University, Norfolk, VA**; and Ms. Susan Breeden,** University Registrar, University of Richmond, Richmond, VA

Location: C142, Level 1, KBHCCD

A quality Compliance Certification provides the basis for an effective and successful accreditation review, setting the tone for all subsequent steps in the process. Institutional self-assessment arising from a properly crafted

process adds value by identifying improvements to dovetail with ongoing institutional effectiveness activities. An experienced SACSCOC reviewer, Accreditation Liaison, and consultant will provide an overview of best practices that have proven successful at her own and other institutions, including: organizing for the Compliance Certification; thinking like the reviewer; using SACSCOC and internally developed resources; structuring the "perfect" chapter; formatting and presenting documentation; use of technology and common challenges.

Target Audience: Accreditation Liaisons and others charged with planning and implementing the Compliance Certification process. Most effective for members of classes 2020, 2021 and following.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-68   Teaching the Teachers: How to Make Core Assessment Relevant and Accessible
Dr. Glenn Phillips, Institutional Research Associate, The University of Texas at Arlington, Arlington, TX

Location: C144, Level 1, KBHCCD

One of the fundamental roadblocks to successful integration of core objectives into college classroom is a problem of language. While defined in legal-ese and assessment-ese on national, state, and institutional websites for faculty, the purpose and importance of the core objectives often gets lost in the language of assessment, accountability, and requirement. In an effort to connect faculty to the broader purpose and promise of core curriculum assessment, this project reenvisions how and where the core objectives are defined and suggests new content and design approaches for teaching teachers.

Target Audience: Assessment professionals looking to involve faculty in assessment practices.
Program Track Assessing Student Learning Outcomes
Content Level/Track: Beginner, Tracks A & B

CS-69   Using Logic Models to Help Institutional Initiatives Succeed
Dr. Xiaomei Song, Senior Research Associate, Georgia Southern University, Statesboro, GA

Location: C145, Level 1, KBHCCD

A logic model is a systematic and visual tool to present connections and shared understandings among program inputs, activities, outputs, outcomes, and long-term impacts. It depicts the linear sequencing of program activities against existing mechanisms of change toward an end result (e.g., cultural changes) to promote institution and program missions. This session will discuss how logic models can be used at the stages of program planning, implementation, and evaluation and reporting for institutional initiatives such as QEP. By applying logic models to a specific QEP example through hands-on activities, the session will explain how logic models can be used as a programmatic touchstone that facilitates planning, communication, implementations, engagement, SLOs assessment, program goals, missions, and strategic planning.

Target Audience: Directors, coordinators, and others whose responsibility is to design, develop, and oversee the effectiveness of programs such as QEP.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-70   Institutionalizing Open Educational Resources: Strategies and Tactics
Mr. Erik Christensen, Dean, Applied Sciences and Technologies, South Florida State College, Avon Park, FL

Location: C146, Level 1, KBHCCD

Adopting open educational resources (OER) textbooks can reduce the cost of higher education by up to 30 percent, while improving student success through higher grades and both increased enrollment and persistence compared to courses taught with traditional textbooks. Uninhibited by financial aid concerns over high textbook costs, every student will have full access their textbooks on the first day of class, which is huge! Come join us and learn ready-to-implement strategies and tactics on how to institutionalize the use of OER textbooks at your organization which will help make both your students and your institution more successful.

Target Audience: Faculty, academic deans, provosts, QEP Directors, and anyone else interested in improving access to higher education by reducing the cost of textbooks through the use of OER.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-71   Creating a Culture of College Completion

Dr. Rene Cintron, Executive Director, Education and Research, Louisiana Community and Technical College System, Baton Rouge, LA

Location: C148, Level 1, KBHCCD

Participants will be involved in an interactive presentation that integrates data analysis and best practices of opportunities for timely completion of college credentials. In recent years, specially designed accelerated opportunity initiatives have increased the number of students completing college credentials. The strategies to be discussed in this session include co-requisite courses, dual enrollment, prior learning assessments, military education credits, non traditional courses, and purposeful course scheduling.

Target Audience: Provosts, chief academic officers, deans, department chairs, articulation coordinators, campus directors, academic program coordinators, and others involved in retention and completion efforts.
Program Track Teaching and Learning
Content Level/Track: Intermediate, Track A

CS-72   8 Proven Steps to Effectively Lead Change in Higher Education

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

Location: C155, Level 1, KBHCCD

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

Target Audience: The content in this session is designed for faculty, staff, or administrators who wish to lead change at their institution.
Program Track Hot Topics
Content Level/Track: Intermediate, Tracks A & B

CS-73   Conversations That Matter: Strategies for Building a Sustainable Assessment Culture

Dr. Divya Bhati, Associate Vice President, Institutional Effectiveness and Strategic Planning; SACSCOC Liaison; Assistant Professor, Higher Education Administration, College of Charleston, Charleston, SC**;** and **Dr. Karin Roof,** Director of Academic Assessment and Strategic Planning, College of Charleston, Charleston, SC

Location: C156, Level 1, KBHCCD

How can you create an assessment culture where faculty and staff actively work to enhance the quality of programs while meeting institutional accountability expectations? How can assessors communicate to enhance trust, encourage collaboration, and improve learning? A sustainable culture of accountability and improvement requires assessment structures and processes, as well as deliberate, strategic individual actions. This presentation will provide a strong foundation for sustainable assessment through: (1) sharing best practices in assessment and educating the institutional community; (2) collecting and documenting evidence of student learning and (2) discussing the importance of continual communication of results to key stakeholders.

Target Audience: Assessment coordinators, academic deans, provosts, presidents, and individuals who are responsible for preparing their institution's Compliance Certification.
Program Track Assessing Student Learning Outcomes

Content Level/Track: Beginner, Tracks A & B

CS-74   Interstate Passport: Putting Learning Outcomes to Work

Dr. Patricia Shea, Director, Academic Leadership Initiatives, Western Interstate Commission for Higher Education, Boulder, CO**; Dr. Jane Sherman,** Passport State Coordinator, Western Interstate Commission for Higher Education, Boulder, CO**; Dr. Jim Moran,** Provost, University of South Dakota, Vermillion, SD**; and Dr. Laura Vidler,** Associate Dean, College of Arts and Sciences and Professor, University of South Dakota, Vermillion, SD

Location: D166, Level 1, KBHCCD

The Interstate Passport is a new program that facilitates the transfer process for students crossing state lines. It is an innovative approach to General Education transfer because it is based on learning outcomes, not individual courses. General Education course and credit patterns vary among institutions, but the learning outcomes they want their students to achieve are very similar. Based on these similarities, faculty teams from multiple states developed Passport Learning Outcomes (PLOs) in nine concept/skill areas. Passport institutions affirm that their learning outcomes are congruent with the PLOs and identify a "Passport Block" of courses through which the PLOs are achieved. Students who earn a Passport at one institution and transfer to another Passport institution will have completed all General Education requirements. As of July 2017, in its first year of operation, more than 20,000 Interstate Passports were awarded. A robust tracking system will evaluate student progress.

Target Audience: Faculty members and academic leaders from institutions offering undergraduate degrees interested in new ways to promote student success and the practical application of work currently underway on learning outcomes.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

CS-75   How to Help an Institution Succeed Through the Use of a Graduate School Online Writing Studio

Dr. Andrew Kirschner, Writing Studio Director, Keiser University, Fort Lauderdale, FL**; and Dr. Stephanie VanDeventer,** Writing Consultant, Keiser University, Fort Lauderdale, FL

Location: D175, Level 1, KBHCCD

This presentation will provide strategies to help an institution succeed through the use of an online writing studio. The methods to help institutions include (1) delivering presentations to faculty and students on the purpose of a writing studio; (2) training faculty on how to provide better quality feedback to students; (3) providing academic writing consultations to students that improve their academic performance, morale, and retention; (4) discussing how the writing studio helps to enhance the reputation of the university, recruitment, and enrollment; and (5) better preparing students for the workforce and their careers.

Target Audience: All faculty, administrators, admissions officers, advisors, and writing consultants.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

CS-76   Assessing General Education: Improving Student Learning

Dr. Tisha Paredes, Assistant Vice President, Institutional Effectiveness and Assessment, Old Dominion University, Norfolk, VA

Location: Dallas Ballroom E, Level 3, Omni Hotel

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

Target Audience: Faculty and staff involved with assessing general education.
Program Track Assessing Student Learning Outcomes

Content Level/Track: Intermediate, Tracks A & B

CS-77 So You Want to Be a (Better) SACSCOC Reviewer?

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

Location: Dallas Ballroom F, Level 3, Omni Hotel

This session is designed for those wish to become SACSCOC reviewers and those who already serve as SACOCOC reviewers and wish to hone their skills. It may also be of interest to participants who wish to better understand how reviewers are trained to approach their tasks. The presenter has chaired more than 40 reaffirmation teams—on and off-site—and will speak from her experience as a chair coaching team members. The session will cover the accreditation process and the roles of reviewers in it, discuss the various functions and audiences for the on-site and the off-site review, describe best practices in reviewing a case for compliance, and provide practice in analyzing and writing unacceptable, acceptable, and exemplary reviewer responses to compliance reports.

Target Audience: This session is designed for those wish to become SACSCOC reviewers and those who are already serving as SACOCOC reviewers and wish to hone their skills. It may also be of interest to participants who wish to better understand how reviewers are trained.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Track A

CS-78 The Heart of Compliance: Students and Your Policy Manual

Dr. Bryce Hantla, Assistant Director of Institutional Assessment, University of Houston-Downtown, Houston, TX**;** and **Mr. Paul Keith,** Vice President Administration, Chief Operating Officer College of Biblical Studies, Houston, TX

Location: Dallas Ballroom G, Level 3, Omni Hotel

If students are the heart of education, institutional policies and how these policies affect the student experience are the heart of compliance. Leading organizational change in smaller liberal arts colleges through continuous improvement is often about implementing sound processes. This session presents a widely applicable, highly adaptable policy revision process focused on implementing structural change across institutions. The presenters demonstrate how they facilitated continuous improvement through a cloud-based policy process in administrative and academic settings (engaging students, the board, and faculty), bringing added clarity and value to the student experience. The session also discusses how written policies can help facilitate your preparation for reaffirmation.

Target Audience: Policy manual managers, individuals responsible for preparing their institution's Compliance Certification, academic officers and administrators responsible for academic and administrative policy processes at their institution.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

CS-79 Keeping the Herd Headed West: Using Project Management to Guide Project Implementation

Dr. Lea Campbell, Director, Institutional Assessment, University of Houston-Downtown, Houston, TX**;** and **Ms. Kimberly Solomon,** Senior IT Project Manager and Compliance Analyst, University of Houston-Downtown, Houston, TX

Location: D221, Level 1, KBHCCD

Whether it's a large software implementation project or the launch of a division-wide initiative, staying on task and managing communication and multiple moving parts determines whether the project is a success or leaves everyone grossing. This presentation will utilize a case study drawn from the implementation of TK20 assessment management software to demonstrate how project management tools can be used to manage multifaceted projects.

Target Audience: This session is appropriate for staff or faculty who are tasked with managing projects or serving on project implementation teams.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

10:30 AM – 11:30 AM   CONCURRENT SESSIONS III- 60-minute sessions

CS-80   Evaluating Educational Quality
Dr. Barry Goldstein, Vice President, SACSCOC, Decatur, GA**; Dr. Mary Kirk,** Vice President, SACSCOC, Decatur, GA**; Dr. Stephanie Kirschmann,** Vice President, SACSCOC, Decatur, GA; and **Dr. Denise Young,** Vice President, SACSCOC, Decatur, GA

Using multiple scenarios, this session will engage attendees in simulating peer-review conversations related to educational quality.

Location: Ballroom C4, Level 2, KBHCCD

Target Audience: This session should be of interest to administrators and faculty whose primary responsibility lies with their institution's academic programs. Participants should have a working knowledge of accreditation and the *Principles of Accreditation*, specifically Core Requirement 2.7 and Comprehensive Standards 3.4.1–12, 3.5.1–4, 3.6.1–4, and 3.7.1–5.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-81   Library and Learning Resources
Dr. Crystal Baird, Vice President, SACSCOC, Decatur, GA

Location: D162, Level 1, KBHCCD

Institutions are expected to provide learning/information resources facilities, and services appropri-ate to their teaching, research, and service missions. This session will provide guidance in evaluating an institution's library services and learning resources in the *Principles of Accreditation* (Core Requirement 2.9 and Comprehensive Standard 3.8).

Target Audience: Library directors, librarians and those who supervise library and academic support services are targeted in this session.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-82   Using the *Resource Manual*: Advice to Institutions and Peer Reviewers
(This session will be repeated. See CS-109.)
Dr. Michael Johnson, Consultant, Atlanta, GA

Location: D163, Level 1, KBHCCD

If you have heard someone say, "Don't use the *Resource Manual* as a checklist," you may find this session interesting. If you have used the *Resource Manual* as a checklist, you may find this session interesting. If you are wondering about what might happen to the *Resource Manual* after action is taken on the proposed revision to the *Principles*, you may find this session interesting. Dr. Michael Johnson is recently semi-retired from SACSCOC. He will share his experiences working with the *Resource Manual* over the years, as well as working to prepare a draft of a revised *Resource Manual*.

Target Audience: Reviewers and institutional personnel preparing compliance materials.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-83   The Role of Chief Academic Officers and Accreditation
Dr. John Hardt, Vice President, SACSCOC, Decatur, GA

Location: Dallas Ballroom D, Level 3, Omni Hotel

The leadership of the chief academic officer sig-nificantly 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.

Target Audience: This session is designed for chief academic officers (provosts, vice-presidents, and deans) as well as other institutional administrators who work closely with them (e.g., presidents, deans, and Accreditation Liaisons).
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-84   It Takes a Village: Building a Case for Compliance Through Collaboration
Dr. Kimberly Faris, Accreditation Coordinator, University of North Texas, Denton, TX**; and Ms. Elizabeth Vogt,** Director of University Accreditation, University of North Texas, Denton, TX

Location: C147, Level 1, KBHCCD

Building a case for compliance can be a daunting task for any institution facing reaffirmation. Hear from a large, Tier 1 university's approach to the Compliance Certification using a collaboration of more than 60 writers, five writing groups, multiple technologies, and intensive peer review. The learning management system for the campus provided the platform for resources, writing submissions, review and feedback, while evidence was gathered in a centralized, shared evidence repository. This session will provide a successful model for building the infrastructure to support writers, for using accreditation principles to promote best practices, and for synergizing the campus throughout the reaffirmation process.

Target Audience: Individuals who are responsible for preparing their institution's Compliance Certification.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-85   Fostering a Culture of Institutional Effectiveness Through Coaching
Dr. Joseph Harrod, Associate Vice President for Institutional Effectiveness and Accreditation Liaison, The Southern Baptist Theological Seminary, Louisville, KY**; Dr. Adam Greenway,** Dean, Billy Graham School of Missions, Evangelism and Ministry, Vice President for Academic Services, The Southern Baptist Theological Seminary, Louisville, KY**; and Mr. Matthew Minier,** Associate Vice President for Enrollment Management, The Southern Baptist Theological Seminary, Louisville, KY

Location: D161, Level 1, KBHCCD

Institutions must develop a culture of effectiveness to promote planning, maintain health, and improve quality, but moving from process to culture can often prove difficult, especially when stakeholders perceive the process as a temporary mandate rather than an ongoing partnership. In this session, we show how principles from the discipline of coaching can facilitate an ongoing culture of effectiveness and offer a case study from our school's student success office.

Target Audience: Individuals responsible for leading and reporting institutional effectiveness for their institution.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Tracks A & B

CS-86   Fulfilling SACSCOC Requirements: Physical Resources
Mr. C. Ray Hayes, Chancellor, The University of Alabama System, Tuscaloosa, AL**; Dr. Dana Keith,** Vice Chancellor for Finance and Administration, The University of Alabama System, Tuscaloosa, AL**; and Dr. Chad

Tindal, Vice Chancellor for Risk and Compliance, Deputy General Counsel, The University of Alabama System, Tuscaloosa, AL

Location: D164, Level 1, KBHCCD

The three campuses within The University of Alabama System have all recently completed the reaffirmation process for accreditation. The presenters will discuss the requirements for demonstrating compliance with Core Requirement 2.11.2 and Comprehensive Standards 3.11.1, 3.11.2, and 3.11.3, all of which relate to physical resources. Examples from the System institutions' recent reaffirmations will be discussed.

Target Audience: Chief finance officers who work at public institutions should attend this session.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-87   Engaging the Digital Generation
Dr. Josie Ahlquist, Speaker, researcher, and author on digital, leadership, Los Angeles, CA

Location: D167, Level 1, KBHCCD

No matter your role on campus, there is some interaction with and influence of social media. While perceptions and fears may exist, higher education must strategically approach digital communication technologies with possibilities to build community online and in-person. Using the research of the presenter, this session will lay out what tech tools teens and young adults are on, their actual digital experiences and the opportunities that colleges and universities have to educate and empower the digital generation. Attendees will learn about digital engagement strategies, through the lens of student development and learning, as well as curriculum and tactics for digital student leadership education.

Target Audience: Individuals who are tasked with or have an interest in using social media to communicate with traditional-age college students.
Program Track Engaging Students
Content Level/Track: Beginner, Tracks A & B

CS-88   Let's Get Engaged: Examining Two Programs Designed to Engage First-Year Students
Dr. Barbara Packer-Muti, Executive Director, Institutional and Community Engagement, Nova Southeastern University, Fort Lauderdale, FL**;** and **Dr. Kevin Dvorak,** Professor and Executive Director of NSU Write from the Start Writing and Communication Center, Nova Southeastern University, Fort Lauderdale, Fl

Location: D168, Level 1, KBHCCD

This session examines two programs designed to engage first-year students in and out of the classroom so they become more involved with the social and academic life of the university, areas essential to student persistence and retention. The first program, a research-based learning community, ushers students into a scholarly community with the intention of having them complete research activities with university researchers in a variety of fields matched to the student's interest. The second program combines best practices from writing fellows and supplemental instruction programs to provide course-embedded writing assistance to students enrolled in first-year composition. Presenters will show how each program provides students with early connections to peers and faculty mentors to create experiential learning practices and how both have components that allow students to continue engaging with them throughout the remainder of their undergraduate years. Participants will discuss ways their own institutions can build programs like these efficiently

Target Audience: Faculty, deans and administrators
Program Track Engaging Students
Content Level/Track: Intermediate, Tracks A & B

CS-89   Changing Organizational Culture for Continual QEP Improvement
Dr. Lee Ann Clements, Associate Provost for Assessment and Academic Operations, Jacksonville University, Jacksonville, FL**;** and **Dr. Laura Atkins,** Director of Experiential Learning and Assistant Professor of Sociology,

Jacksonville University, Jacksonville, FL

Location: D170, Level 1, KBHCCD

This session explores campus culture and organizational change through the lens of Jacksonville University's QEP experience. The session addresses various shifts in the institution's path through QEP implementation toward the Fifth-Year Interim Report. Factors discussed include challenges of collaboration among various categories of collaborators (administrators, faculty, and staff), solidifying of roles, and ensuring buy-in. Survey data on campus culture for QEP is provided. Drawing from leadership theory, the campus case study and discussion, this session encourages attendees to consider ways that organizational change can be a catalyst for positive growth.

Target Audience: Directors of QEPs, managers of their institution's Fifth-Year Interim Reports, deans and academic administrators involved in integrative and interdisciplinary initiatives at their institutions.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Track B

CS-90   The Building Blocks of Teaching Excellence
Dr. Robin Bartoletti, Instructional Designer, University of North Texas Health Science Center at Fort Worth, Fort Worth, TX**;** and **Dr. Katherine Fogelberg,** Director of Quality Instruction for the UNTHSC School of Public Health, University of North Texas Health Science Center, Fort Worth, TX

Location: D171, Level 1, KBHCCD

Quality learning begins with quality teaching. Many university professors enter the classroom with little to no practice or training in the skills needed to successfully deliver information in the classroom, particularly those in the sciences. This session will explore one method of promoting excellence in teaching and learning to faculty. In 2016, the Center for Innovative Learning began a partnership with the School of Public Health to create a seminar series to improve classroom practice at the University of North Texas Health Science Center. The partnership includes a research study to accompany seminar series for faculty. The purpose of the study is to identify educational skills and knowledge that participants have confidence in as well as areas that participants are looking to improve. This session will take participants through the planning and delivery of the research process and the Teaching Excellence Seminar Series so they might plan the same kind of best-practice faculty development for their organization.

Target Audience: Developers of faculty professional development, program chairs, QEP leaders, instructional designers
Program Track Teaching and Learning
Content Level/Track: Intermediate, Track B

CS-91   Freshman Retention and Engagement: The Heart of the University
Dr. Tabetha Adkins, Dean of the University College, Texas A&M University Commerce, Commerce, TX**; Dr. Yvonne Villanueva-Russell,** Assistant Dean of Honors, Texas A&M University Commerce, Commerce, TX**; Dr. Ricky Dobbs,** Associate Provost for Academic Foundations, Texas A&M University Commerce, Commerce, TX**;** and **Dr. Shonda Gibson,** Associate Provost for Institutional Effectiveness, Texas A&M University Commerce, Commerce, TX

Location: D172, Level 1, KBHCCD

This session responds to a challenge many campuses currently face: freshmen retention. While many campuses began implementing freshmen retention efforts as early as the 1980s, these efforts were often disjointed, siloed, or isolated. This session first illustrates how one campus responded to the fragmented nature of our freshman retention efforts with a reinvented first-year experience. The session will then transition to an activity assessing the efforts participants are making on their own campuses. The session will end with a discussion of successful, aligned efforts and the strategies used to implement these efforts.

Target Audience: Deans, student development professionals, enrollment management professionals, provosts, university presidents, and other stakeholders who can effect change for retention efforts.

Program Track Engaging Students
Content Level/Track: Beginner, Tracks A & B

CS-92   Where the Paper Trail Ends: Implementing a New Online Assessment System
Dr. Christine Robinson, Executive Director, Office of Assessment and Accreditation, University of North Carolina at Charlotte, Charlotte, NC

Location: D173, Level 1, KBHCCD

Institutions of higher education are increasingly prompted to document systematic assessment processes; therefore, it is no longer an issue of whether to document assessment, but how to document assessment to respond to the requirements of SACSCOC accreditation. UNC Charlotte, a large public university of nearly 28,000 students and 1,600 full-time faculty, experienced a dramatic change to its assessment process by implementing Campus Labs' Compliance Assist to document all strategic plan updates, annual reports, and student learning outcome assessments and reports. This session details how the Office of Assessment and Accreditation collaborated with its faculty and staff to design a system and data entry templates to satisfy the reporting needs of its many departments, programs, and units and implemented a communication and training plan to ensure all responsible parties received the knowledge and training they needed to successfully transition from a Word document based system to an online assessment system.

Target Audience: Assessment coordinators and others who are responsible for the process of aggregating assessment and strategic plan documentation.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Track B

CS-93   Mining NSSE: Using Student Engagement Results for Continuous Improvement
Dr. Glenda Ferguson, Munroe Professor of Chemistry, Director of Assessment, Wesleyan College, Macon, GA**;**
Mrs. Dawn Nash, Vice President for Administration/Chief Financial Officer, Wesleyan College, Macon, GA**;** and **Dr. Regina Oost,** Cobb Alumnae Professor of English, SACSCOC Liaison, Wesleyan College, Macon, GA

Location: D174, Level 1, KBHCCD

This session focuses on how a small college can use National Survey of Student Engagement (NSSE) data to transform its curriculum, assessment and budgeting process, and institutional environment. Wesleyan College is typical of many small, liberal arts colleges in its commitment to student engagement and its relatively limited resources for institutional research. While in the past the college relied on measurements of student engagement to identify potential QEP topics, only recently has NSSE data been "mined" to support a number of improvement initiatives. These include its annual institutional effectiveness and budgeting processes, its revision of the general education program, its assessment of administrative and academic support units, and its development of strategies for addressing students' concerns about campus climate.

Target Audience: Faculty, assessment coordinators, administrators and others who are interested in incorporating NSSE data into their institutions' budgetary decision making, general education assessment and revision endeavors, campus climate initiatives and overall strat
Program Track Engaging Students
Content Level/Track: Beginner, Track B

CS-94   Anticipating and Overcoming Non-Learning Outcomes Assessment Pitfalls
Dr. Chris Orem, Associate Director of Institutional Research, James Madison University, Harrisonburg, VA**;** and
Ms. Tina Grace, Policy/Planning Analyst, James Madison University, Harrisonburg, VA

Location: Dallas Ballroom C, Level 3, Omni Hotel

Much attention is often paid (rightfully so) to the assessment of learning outcomes. However, assessing non-learning outcomes is still critical to demonstrating institutional effectiveness, and demonstrating compliance with these standards is still an issue for many institutions. While the challenges vary, many schools undoubtedly struggle to define and assess measurable outcomes that inform decision making and result in continuous

improvement. Intended for participants who are relatively new to non-learning outcomes assessment, this session will use the PLAIR model popularized by Fulcher, Good, Coleman, and Smith (2014) to provide common pitfalls units with non-learning outcomes face trying to show evidence of improvements. Strategies for overcoming these pitfalls will be discussed.

Target Audience: New assessment/institutional effectiveness coordinators and other professionals responsible for preparing/reviewing assessment reports with non-learning outcomes
Program Track Reflecting for Improvement
Content Level/Track: Beginner, Tracks A & B

11:45 AM – 1:15 PM	**President's Luncheon**
	Sponsored by: Digital Measures
	Location: Trinity Ballroom, Level 3, Omni Hotel
	Introduction of Moderator: Dr. Belle Wheelan, President, SACSCOC, Decatur, GA
	Moderator: Dr. Jonathan Alger, President, James Madison University, Harrisonburg, VA
	Panelists: Dr. Beverly Hogan, President, Tougaloo College, Tougaloo, MS and Dr. Teresa Sullivan, President, University of Virginia, Charlottesville, VA
	Topic: Presidents' Discussion on Free-Speech on Campus

12:15 PM - 1:15 PM	**Luncheon for Accreditation Liaisons** (Advance registration required)
	Sponsored by: ETS
	Location: Ballroom D3, Level 3, KBHCCD
	Moderator: Dr. Charles Taylor, Vice President, SACSCOC, Decatur, GA

12:15 PM - 1:15 PM	**Networking Luncheon** (Advance registration required)
	Sponsored by: National Management Resources Corporation
	Location: Ballroom D4, Level 3, KBHCCD

| 1:30 PM – 3:00 PM | **CONCURRENT SESSIONS IV – 90-minute sessions** |
| | *(60-minute sessions, which follow this list, are also being offered within this timeframe).* |

CS-95   Finance Training (Public Institutions)
Ms. Donna Barrett, Director of Institutional Finance, SACSCOC, Decatur, GA

Location: Ballroom C2, Level 2, KBHCCD

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. As space is limited, this session is open to finance officers only.

Target Audience: CFOs at public institutions consti-tute the intended audience.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-96   Motivation Is Not Enough: Supporting Students in Developing Skills for Success
Dr. Karen Huxtable, Senior Lecturer and Associate Director, University of Texas at Dallas, Richardson, TX**;** and
Dr. Gloria Shenoy, Director of Assessment, University of Texas at Dallas, Richardson, TX

Location: C140, Level 1, KBHCCD

Students bring high hopes to their pursuit of an education, but too often, they also experience obstacles that can interfere with their success. In this research-informed workshop participants will use case examples to identify typical obstacles and develop proactive strategies for faculty to help students. We can improve students' academic resilience and self-regulation and create an atmosphere that promotes help-seeking and autonomy. Being compassionate does not require that we lower our standards. Rather, we can help students understand what it takes to learn effectively, develop the self-discipline to do what it takes, and believe that their efforts will lead to success.

Target Audience: The content in this session is designed for faculty members, academic administrators, and instructors who create course policies in support of Core Requirement 2.10 and Comprehensive Standard 3.3.1.3.
Program Track Engaging Students
Content Level/Track: Intermediate, Tracks A & B

CS-97   Using Thinking Routines to Empower and Engage Students
Ms. Melinda Andrews, Faculty, Learning Framework, Richland College, Dallas, TX**; Ms. Amy Bell,** Faculty, History, Richland College, Dallas, TX**; and Ms. Rolanda Randle,** Faculty, Government, Richland College, Dallas, TX

Location: C141, Level 1, KBHCCD

Using teaching strategies known as Thinking Routines and Thinking Moves, Richland College faculty are empowering students to develop their learning power. In this interactive workshop, Richland College faculty will demonstrate these innovative teaching strategies and discuss the benefits of using this pedagogical approach to create an educational environment in which all students can succeed. This instructional practice reveals an effective teaching and learning structure that causes students to make their thinking visible to their instructors and promotes higher levels of student engagement with course curriculum.

Target Audience: College faculty, academic administrators, and staff members who directly support student learning
Program Track Teaching and Learning
Content Level/Track: Intermediate, Track A

CS-98   Beyond Discussion Boards: Moving Online Course Design to the 21st Century
Dr. Sherri Davis, Academic Dean and Director of the Center for Teaching Excellence and Learning, T. A. Lawson State Community College, Birmingham, AL

Location: C142, Level 1, KBHCCD

This session is designed to showcase creative and engaging strategies that enable distance education curriculum designers, administrators, and instructors to improve the learning environment and online classroom experience for students. Emphasis will be placed on utilizing Web 2.0 tools to provide online students with more robust learning experiences that not only improve rigor within online courses, but also require online students to demonstrate mastery of material or lessons delivered. The session will also focus on introducing techniques and tools to help distance education programs better ensure protections over the integrity of one's program and highlight ways to lessen academic dishonesty through leverage technologies, safeguards and course design approaches.

Target Audience: Individuals who are responsible for preparing, revising and/or assessing quality online learning courses.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Track B

CS-99   Diversity and Inclusion: The Heartbeat of Institutional Success
Dr. Phillip Wagner, Chair, Chancellor's Advisory Council on Diversity, Equity, and Inclusion; Director of General Education; Core Curriculum Coordinator, University of South Florida Sarasota-Manatee, Sarasota, FL

Location: C144, Level 1, KBHCCD

In this session, participants will grapple with the complexities of diversity, equity, and inclusion work in higher education. More and more, diversity has become a "hot topic" in the discourses of higher learning, leaving many faculty and administrators perplexed at how to create and sustain a campus environment that is inclusive for all while also fostering academic and institutional excellence. This session will explore some of the key distinctions in diversity work, outline key anxieties and myths about inclusion work, and build a case for why this work matters and how to do it successfully. Using the "CLEAR" framework, this session will equip participants to tend to inclusion in the areas of climate, representation, excellence, access, and success.

Target Audience: Assessment coordinators, faculty, senior leadership, as well as individuals involved in quality enhancement planning in the areas of diversity, equity, and inclusion.
Program Track Hot Topics
Content Level/Track: Beginner, Tracks A & B

CS-100   Title IX and ADA: Navigating the Changing Landscape
Dr. Lisa Abney, Faculty Facilitator for Academic Research and Community College Outreach, Northwestern State University, Natchitoches, LA**; Dr. Gregory Bouck,** Assistant Professor of Education, Northwestern State University, Natchitoches, LA**;** and **Ms. Lori LeBlanc,** Deputy Title IX Director, Northwestern State University, Natchitoches, LA

Location: C145, Level 1, KBHCCD

This session will focus on university adherence and implementation of Title IX and will also raise awareness of the potential intersectionality of students with the American with Disabilities Act (ADA).   It also will address changes to guidance regarding Title IX issued by the U.S. Department of Education in February 2017. The February Dear Colleague letter departs from previous guidance regarding LGBTQ student rights. Some speculate that additional guidance changes regarding Title IX related to gender equity may be forthcoming. This session will include case studies and application of information regarding Title IX.

Target Audience: Faculty and administrators, Title IX coordinators, ADA compliance personnel.
Program Track Hot Topics
Content Level/Track: Intermediate, Tracks A & B

CS-101   A Transfer Reform Agenda: An Exemplar and More Coming. How Does Your Institution Fit In?
Dr. John Gardner, President, John N. Gardner Institute for Excellence in Undergraduate Education, Brevard, NC**; Dr. Maribeth Ehasz,** Vice President for Student Development and Enrollment Services, University of Central Florida, Orlando, FL**;** and **Dr. Mike Rosenberg,** Technical Consultant for Transfer, John N. Gardner Institute for Excellence in Undergraduate Education, Newport, KY

Location: C146, Level 1, KBHCCD

Transfer is the new normal among today's undergraduates. While some institutions have emphasized this area, transfer has not yet reached the national level of priority as the other "first-year experience." But finally, there is a growing transfer reform movement, stimulated in part by philanthropy and by the stellar examples of what is possible-the University of Central Florida is a prime example. Where does your institution fit in? This session, based on the inspiration of UCF and a national environmental scan by the nonprofit John N. Gardner Institute funded by a prominent national foundation, will help you move your institution along the continuum from "transfer averse" to "transfer excellence." A case study of the replicable elements of institutional culture and processes for high performance with transfers will be linked with a broader overview of transfer improvement programs, funding initiatives, insights from practitioners, and future directions for improvement.

Target Audience: Individuals with overall institution-level responsibility for transfer students as well as those responsible for functional administrative areas, such as chief academic/student affairs/enrollment management officers.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

CS-102   A Qualitative Approach to Continuous Improvement in Academic Support
Mr. Dean Roughton, Dean of Arts and Sciences and Secondary Education, College of The Albemarle, Elizabeth

City, NC**;** and **Mr. Caleb Marsh,** Mathematics Instructor, Caldwell Community College and Technical Institute, Hudson, NC

Location: C155, Level 1, KBHCCD

This session presents a participatory qualitativeaction research study that explored math faculty experiences with Supplemental Instruction (SI) at two North Carolina community colleges with an eye toward continuous improvement. In addition, attendees will participate in breakout groups to discuss their own experiences as a lens to influence change in SI participation and efficacy at their own institutions.

Target Audience: Undergraduate faculty, department chairs, and deans; academic support coordinators; and others interested in using qualitative data to improve academic support services.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Track A

CS-103   Transforming Gateway Courses to Improve Teaching and Learning and to Advance Equity

Dr. Andrew Koch, Chief Operating Officer, John N. Gardner Institute for Excellence in Undergraduate Education, Brevard, NC**; Dr. Tristan Denley,** Executive Vice Chancellor of Academic Affairs, Board of Regents of the University System of Georgia, Atlanta, GA**; Dr. Michael Crafton,** Provost and Vice President of Academic Affairs, University of West Georgia, Carrollton, GA**; and Dr. Renva Watterson,** Vice President for Academic Affairs, Georgia Highlands College, Rome, GA

Location: C156, Level 1, KBHCCD

Gateway courses have historically served as higher education's chief "weeding out" experience. With shifting demographics and inequitable prior preparation for many students, this traditional function cannot remain unchanged if postsecondary institutions hope to fulfill their missions, maintain enrollments, and avoid becoming engines of inequality. This interactive session provides an update on lessons learned and actions taken as part of a University System of Georgia gateway course transformation project conducted in partnership with the North Carolina based nonprofit John N. Gardner Institute. The session provides content on national trends, institutional actions, and preliminary results of the project to date and furnishes opportunities for facilitated activities and discussion around the issue and possible solutions at your institution.

Target Audience: Target Audiences Include: faculty, center for teaching excellence/teaching and learning improvement program leaders, institutional effectiveness/QEP Leaders, academic affairs/undergraduate education leaders, and student success program leaders.
Program Track Teaching and Learning
Content Level/Track: Beginner, Track A

CS-104   Using CAS Standards for Student Affairs Program Review

Dr. Jen Wells, Director of Assessment, Kennesaw State University, Kennesaw, GA**; and Ms. Annemieke Rice,** Vice President, Campus Success, Campus Labs, Buffalo, NY

Location: D162, Level 1, KBHCCD

The CAS Standards are a valuable tool for program review. Those reviews can provide high-quality evidence for accreditation reporting, including responses for Core Requirement 2.10, Comprehensive Standard 3.3.1.3, and others. CAS program reviews may contribute to demonstrating an institution's commitment to continuous improvement. The CAS Standards can also guide development of learning outcomes, strategic planning, and other assessment efforts. During this session participants will learn the step-by-step process for implementing CAS program review, and the value and uses of the CAS Standards.

Target Audience: This session content is designed for assessment leaders, professionals, coordinators, and others who are involved in the oversight and direction of student affairs and student support services assessment.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-105   The VALUE Approach: Assessing for Learning, Reflecting to Improve

Dr. Kathryne Drezek McConnell, Senior Director of Research and Assessment, Association of American Colleges & Universities (AAC&U), Washington, DC**; and Dr. Terrel Rhodes,** Vice President for Quality, Curriculum and Assessment, AAC&U, Washington, DC

Location: D167, Level 1, KBHCCD

The session will provide an overview of the findings from AAC&U's VALUE/Multi-State Collaborative initiative on direct assessment of student learning. Building on the first overview report on the initiative, "On Solid Ground", the findings from the summer 2017 scoring of student work will be included. In addition to inviting the attendees to explore the findings, the session will also look at what campuses and are doing with the results to address accreditation responsibilities and improve student learning and success.

Target Audience: The intended audience includes assessment/institutional effectiveness professionals from both academic as well as student affairs, those who have assessment/IE in their supervisory portfolio (e.g., deans, chief academic officers).
Program Track Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Tracks A & B

CS-106   Data to Dashboard: Driving Continuous Improvement

Mr. Matt Wiley, Quality Enhancement Director and Associate Professor of Mathematics, Victoria College, Victoria, TX

Location: D221, Level 2, KBHCCD

Holding up a mirror to our institutions is technologically and philosophically difficult. At the same time, the barrage of available data needs to be delivered in a timely fashion to key players and strategic partners. Using our journey through the R statistical language to build a Shiny dashboard living on the Amazon Cloud, participants will evaluate the distinct stages of our design process, analyze the success of our implementation procedure, and create their own road map for increasing data-based improvement plans. In addition participants will understand trade-offs with various analytics tools, the rationale behind our choices, good questions to ask along the way, and the value of discrete design.

Target Audience: Institutional researchers, deans, assessment coordinators, and mid- to upper-level administrators who findsharing campus data stories with campus players important.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Tracks A & B

CS-107   Avoid Reaffirmation Heartache: Loves' Labor Be Lost on Poor Faculty Qualifications Documentation

Ms. Heidi Watt, Executive Director, Academic Program Quality, University of Central Florida, Orlando, FL**; and Ms. Coral Rojas,** Coordinator, Accreditation and Quality Assurance, University of Central Florida, Orlando, FL

Location: Dallas Ballroom F, Level 3, Omni Hotel

Faculty are at the HEART of every institution of higher education and yet, a comedy of errors can lead to a tragic ending if faculty qualifications are not documented effectively. Comprehensive Standard 3.7.1 (faculty competence) continues to be among those most cited for Track A and Track B institutions during both off-site and on-site reaffirmation reviews. The University of Central Florida (UCF) is a Track B, Level VI institution, and one of the largest in the nation. It successfully documented the teaching qualifications of more than 2,600 instructors its 2016 accreditation review that resulted in no recommendations. The successful approaches employed at UCF are adaptable for any size institution and can be adjusted to accommodate any budget. This session will review SACSCOC expectations with regard to documenting faculty competence for (CS 3.7.1) as well as companion standards that address sufficiency of full-time faculty (CR 2.8), academic coordination (CS 3.4.11), and terminal degrees of faculty (CS 3.5.4). The presenters will share UCF's successful practices for documenting and monitoring continuous compliance with each of these *Principles*, with primary emphasis on CS 3.7.1. Case studies will allow the audience to test their skills at developing a compelling case for documenting compliance and to learn from one

another's experiences. Proposed changes to the *Principles of Accreditation* and the potential impact for documenting faculty qualifications will also be addressed.

Target Audience: SACSCOC liaisons, chief academic officers, faculty administrators, institutional research professionals, and others responsible for preparing the Compliance Certification or the faculty roster.
Program Track Hot Topics
Content Level/Track: Beginner, Tracks A & B

1:30 p.m. – 2:30 p.m. **CONCURRENT SESSIONS IV - 60-minute sessions**

CS-108   Educational Programs - Undergraduate
Dr. Charles Taylor, Vice President, SACSCOC, Decatur, GA

Location: Ballroom C1, Level 2, KBHCCD

The quality of student learning is linked to the quality of an institution's educational programs and services. This session will focus on undergraduate education-al programs in the *Principles of Accreditation* (Comprehensive Standards 3.4 and 3.5). The session is designed to address general strategies for presenting a persuasive case for compliance with these standards and highlight some of the standards that consistently appear to pose difficulties for member institutions. The session is not designed to discuss each of these standards in detail, but time will be allotted for questions about these specific standards and their interpretation by peer review committees.

Target Audience: This session is designed for faculty and administrators who are responsible for under-graduate curriculum and instruction. Participants should have a basic understanding of accreditation related to Core Requirements 2.7.1 – 2.7.4 and Comprehensive Standards 3.5.1 – 3.5.4.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-109   Using the Resource Manual: Advice to Institutions and Peer Reviewers
Dr. Michael Johnson, Consultant, Atlanta, GA

Location: Ballroom C3, Level 2, KBHCCD

If you have heard someone say, "Don't use the *Resource Manual* as a checklist," you may find this session interesting. If you have used the *Resource Manual* as a checklist, you may find this session interesting. If you are wondering about what might happen to the *Resource Manual* after action is taken on the proposed revision to the *Principles*, you may find this session interesting. Dr. Michael Johnson is recently semi-retired from SACSCOC. He will share his experiences working with the *Resource Manual* over the years, as well as working to prepare a draft of a revised *Resource Manual*.

Target Audience: Reviewers and institutional personnel preparing compliance materials
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-110   Institutional Effectiveness: An Overview
Dr. Michael Hoefer, Vice President, SACSCOC, Decatur, GA

Location: Ballroom C4, Level 2, KBHCCD

This session will examine basic expectations about selected institutional effectiveness standards in the *Principles of Accreditation* (Core Requirement 2.5 and Comprehensive Standards 3.3.1 and 3.5.1, and Federal Requirement 4.1). Emphasis will be on comparing and contrasting essential compliance components associated with these four standards in the context of institutional mission.

Target Audience: This session should be of special interest to assessment professionals, institutional research officers, and others who are responsible for ensuring institutional effectiveness.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-111   Governance and Administration

Dr. Larry Earvin, Chief of Staff, SACSCOC, Decatur, GA**;** and **Dr. Barry Goldstein,** Vice President, SACSCOC, Decatur, GA

Location: Dallas Ballroom D, Level 3, Omni Hotel

This session will discuss the interpretations of the *Principles* 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* (CR 2.2 and CS 3.2). Time will be reserved for questions from the audience.

Target Audience:
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-112   Educational Programs Offered Through Collaborative Arrangements

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

SACSCOC requires that institutions ensure the quality of educational programs and courses offered through collaborative relationships (including contractual agreements, consortial relationships, dual, and joint degree programs) and periodically evaluate those agreements in light of the mission of the institution. This session will exam¬ine the obligations of institutions relative to academic collaborations as found in the *Principles* and in SACSCOC policies.

Location: Dallas Ballroom G, Level 3, Omni Hotel

Target Audience: The audience should include administrators and faculty who are responsible for establishing, implementing, or maintaining academic collaborative arrangements or contract instruction.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-113   Accelerating On-Ramps for Underprepared Students

Mrs. Megan Dotson, Associate Professor, Reading Program Coordinator, and Accelerate You! Director, West Kentucky Community and Technical College, Paducah, KY**;** and **Dr. David Heflin,** Associate Vice President of Academic Affairs, West Kentucky Community and Technical College, Paducah, KY

Location: C147, Level 1, KBHCCD

After years of developmental education redesign, West Kentucky Community and Technical College utilized institutional data, research, and pedagogical teaching and learning experiences to create a unique "on ramp" opportunity for underprepared students. Come learn how this innovative curricular design including meta-majors, cohorts, co-requisites, contextualization, a first-year experience course, and embedded tutors has led to cross-disciplinary efforts that are advancing student success to new echelons.

Target Audience: Administrators, program coordinators, faculty, and staff
Program Track Teaching and Learning
Content Level/Track: Intermediate, Track A

CS-114   Think Tank: A Small Institution's Solution to Improving Institutional Effectiveness

Dr. Karen Soul, Vice Provost for Academic Affairs, Centenary College of Louisiana, Shreveport, LA**;** and **Dr. Katherine Bearden,** Assistant Provost for Institutional Research, Centenary College of Louisiana, Shreveport, LA

Location: C148, Level 1, KBHCCD

Centenary College is a small liberal arts institution in Louisiana. Centenary's Institutional Research Office comprises one Assistant Provost for Institutional Research who supports many campuswide constituents. In 2016, the Assistant Provost for Institutional Research identified an area for improvement: while the college consistently gathered broad and rich data from multiple sources, the data was siloed and underutilized. To address this concern, she and the Vice Provost for Academic Affairs piloted a "think tank," a group of skilled faculty and staff with expertise and investment in data collection and analysis. The goal of this group was to combine and analyze multiple data sets to construct strong actionable information for administration, faculty, and staff. This session will present the process used to identify, gather, and support the Think Tank; reflections from members of the Think Tank; and outcomes of the pilot on personnel, student learning, and institutional improvement.

Target Audience: Assessment coordinators, institutional researchers, and accreditation liaisons
Program Track Reflecting for Improvement
Content Level/Track: Beginner, Tracks A & B

CS-115   Reflections on a Student Success Initiative: Lessons for Continuous Improvement
Ms. Carol Kent, Faculty/QEP Director, Richland College, Dallas, TX**; Ms. Rebecca Williams,** Faculty, Richland College, Dallas, TX**;** and **Mr. Patrick Moore,** Faculty, Richland College, Dallas, TX

Location: D161, Level 1, KBHCCD

A culture of improvement is at the heart of Richland College. Working as a team continuously to create and implement the college cycle of assessment, Richland College faculty members are achieving a spirit of institutional improvement that enhances the college's commitment to data-informed teaching practices. Faculty who were responsible for the planning, design, and creation of a major college student success initiative present six lessons they learned in enhancing a culture of improvement. These six lessons help establish a commitment to assessment in order to promote continuous improvement. Adhering to the *Principles of Accreditation*, Richland College reflects on how it engages in continuing efforts to improve student learning, as well as to enhance the quality of its instructional practices.

Target Audience: College faculty, and academic administrators and staff members
Program Track Reflecting for Improvement
Content Level/Track: Beginner, Track A

CS-116   We Didn't Report WHAT? Preventing a "Heart Attack" over Substantive Change
Dr. Bonnie Jones, Assistant Vice President for Institutional Research and Effectiveness, University of South Florida Sarasota-Manatee, Sarasota, FL

Location: D163, Level 1, KBHCCD

How can institutions possibly keep up with constant curricular and other substantive changes across campus to ensure that SACSCOC approval is obtained appropriately prior to initiation? The presenter will share a heart-healthy substantive change system that simplifies processes, diagnoses decisions as they are being made, monitors changes, ensures campus wide awareness, and maintains a viable database. At this interactive session, attendees will have the opportunity to discuss their current substantive change symptoms in small groups and share prescriptions for successful reporting and approval.

Target Audience: Institutional research and effectiveness administrators, provosts, deans, curriculum leads and coordinators, and faculty members who are involved in developing or advising others about curricular and campus changes that require substantive change reporting.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Track B

CS-117   Managing the Credentialing Process The Easy(er) Way!
Dr. Lisa Allison Jones, Dean, Academic Affairs, Jefferson College of Health Sciences, Roanoke, VA**;** and **Ms. Margie B. Vest,** Director of Online Learning and Continuing Education, Jefferson College of Health Sciences,

Roanoke, VA

Location: D164, Level 1, KBHCCD

The use of Classification of Instructional Programs (CIP) codes for faculty credentialing was discussed at the SACSCOC 2016 Annual Meeting. This idea was adopted and refined to meet the needs of a small private institution using the existing student management system and the faculty activity database. In this presentation, the use of CIP codes for graduate and undergraduate faculty will be discussed.

Target Audience: Individuals responsible for the credentialing of faculty and for preparing the faculty roster form.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

CS-118   Physical Resources
Ms. Deborah Hall, Vice President for Business and Finance, Brevard College, Brevard, NC

Location: D166, Level 1, KBHCCD

This session focuses on Comprehensive Standards 3.11.1 (control of physical resources), 3.11.2 (institutional environment), and 3.11.3 (physical facilities). A private institutional perspective will be presented with the opportunity for attendees to interact with an experienced finance reviewer. Topics will include items such as inventories, maintenance, risk as it relates to physical resources, safety, and security, with discussion on how to document and provide evidence for compliance.

Target Audience: This session is designed primarily for private finance officers.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-119   Assessing Critical Thinking Skills: Lessons from a QEP
Dr. David Knox, Director of Clemson Thinks2, Clemson University, Clemson, SC

Location: D168, Level 1, KBHCCD

In this session, the presenter will discuss the multiple aspects of creating and deploying an effective assessment system for a critical thinking skills program. The presenter will share his experiences and findings in helping to create and direct a very successful critical thinking skills improvement program: "Clemson Thinks2" (CT2). The session will focus on creating a robust and effective assessment system during the planning stage, choosing and utilizing standardized critical thinking tests, developing a system for critical thinking artifact collection and evaluation, and methods of collecting and understanding student subjective impressions of their critical thinking skills. The presenter will discuss methods of engaging students in the testing and assessment procedures to collect data that truly reflect student abilities. In addition, we will discuss methods to create in students the "critical thinking mind-set".

Target Audience: QEP committees, QEP directors, assessment directors, academic deans, and faculty
Program Track Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Track B

CS-120   Assess, Adjust, Assess Some More: A QEP Case Study
Dr. Laura Atkins, Director of Experiential Learning and Assistant Professor of Sociology, Jacksonville University, Jacksonville, FL**;** and **Dr. Lee Ann Clements,** Associate Provost for Assessment and Academic Operations, Jacksonville University, Jacksonville, FL

Location: D170, Level 1, KBHCCD

This session explores assessment processes through the example of Jacksonville University's QEP, which focuses on experiential learning. The session covers various mechanisms for collecting data on student learning including assessment of student work artifacts, campus events, student interviews and surveys. The audience will learn

about alignment of assessment tools with desired student learning outcomes. The session will also provide suggestions for engaging various campus collaborators in the assessment process. Finally, the session will address the complex issue of making necessary adjustments in data collection mechanisms. Drawing from the case study and discussion, attendees will be encouraged to consider creative strategies for ongoing improvement of assessment at their own institutions.

Target Audience: Assessment coordinators, directors of QEPs, managers of their institutions Fifth-Year Interim Reports and others involved in assessment of integrative and interdisciplinary initiatives at their institutions.
Program Track Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Track B

CS-121   Creating Transparency and Facilitating Utilization of Institutional Data
Mr. Shawn Rainey, Executive Director of Planning and Institutional Research, Northern Kentucky University, Highland Heights, KY**;** and **Mr. Dale Mahaney,** Systems Analyst, Northern Kentucky University, Highland Heights, KY

Location: D171, Level 1, KBHCCD

This presentation will show a large-scale collaborative project that Northern Kentucky University undertook to share official institutional data with the broad campus in an easy-to-use application. There was always some confusion on our campus about the differences between transactional data that could be pulled out of the campus enterprise system and the official snapshot data that were reported externally. Institutional research worked with Information Technology to make available the official campus data for enrollment, degrees, student credit hours, faculty, and staff. These data could be presented in the aggregate down to the departmental or major level. Business Objects was the platform used to present the data, but other platforms could have been used. The methodology we share could be replicated with other data visualization or business intelligence tools, whether they are freeware or purchased products.

Target Audience: This session is geared for institutional effectiveness, assessment, or institutional research professionals who would like to push data access, transparency, and utility.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-122   Online Student Support Scorecard Evaluation
Dr. Victoria Brown, Assistant Provost, Center for E-Learning, Florida Atlantic University, Boca Raton, FL**; Mr. Aritra Ghosh,** Graduate Research Assistant, Florida Atlantic University, Boca Raton, FL**;** and **Mr. Josh Strigle,** Director, E-Learning and Learning Support Centers, College of Central Florida, Ocala, FL

Location: D172, Level 1, KBHCCD

The Online Student Support Scorecard was designed to assist postsecondary institutions to evaluate the strengths and weaknesses of the service available for online students. The scorecard was developed based on the Distance and Correspondence Education policy statement. The developers wanted to ensure that online student support services were equivalent with the on-campus student. During the session, the scorecard will be used to evaluate the services at your institution. Discussions on how to improve online student support services will follow.

Target Audience: Experienced administrators for distance learning programs.
Program Track Engaging Students
Content Level/Track: Intermediate, Tracks A & B

CS-123   Keeping Your Compliance Heartbeat Steady During Times of Change
Dr. Katie Busby, Director, Institutional Research, Effectiveness, and Planning, University of Mississippi, University, MS**;** and **Dr. Karen Kate Kellum,** Associate Director, Institutional Effectiveness, University of Mississippi, University, MS

Location: D173, Level 1, KBHCCD

It seems that one constant in higher education is that the context in which we work is continually changing. Sometimes a great deal changes at once, new leadership, open leadership searches, retiring institutional research/effectiveness personnel, uncertain state budgets, new policies/procedures, and even revisions to the *Principles of Accreditation*. This session will explore some of the changes experienced at our institution that had the potential to affect compliance while preparing decennial and interim reports. The presenters will share strategies employed to facilitate continuous compliance during these times of change, and discuss the effectiveness of these techniques. Participants will be encouraged to identify tactics and approaches that will improve their ability to maintain and document compliance at their changing institutions.

Target Audience: Assessment coordinators and others responsible for preparing their institution's Compliance Certification and/or Fifth-Year Interim Report.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

CS-124   They're Here . . . Now What?
Ms. Liz Silvers, Director, Institutional Effectiveness, Research and Grants/SACSCOC Liaison, Caldwell Community College and Technical Institute, Hudson, NC**;** and **Ms. Margaret Hampson,** Vice President of Instruction, Caldwell Community College and Technical Institute, Hudson, NC

Location: D174, Level 1, KBHCCD

A successful on-site visit must be paired with a well-written compliance certification and QEP. As the SACSCOC Accreditation Liaison, you have worked hard to present an accurate portrayal of your college through words. Now the real fun begins. You can finally show off your college and your students. This session will prepare you through a step-by-step guide for hosting your on-site visiting committee. Planning, communication, and first impressions are paramount. No detail is too minor when it comes to a great experience for your on-site reviewers.

Target Audience: Individuals who are responsible for preparing and planning their college's compliance on-site visit.
Program Track Hot Topics
Content Level/Track: Beginner, Track A

CS-125   Removing Barriers to Student Success Through Virtual Tutoring
Dr. Kirk Bradley, Dean, Baccalaureate Studies and Academic Support, Pensacola State College, Pensacola, FL**;** **Ms. Erin Spicer,** Vice President, Academic and Student Affairs, Pensacola State College, Pensacola, FL**;** and **Mr. Michael Johnston,** Director, Institutional Research, Pensacola State College, Pensacola, FL

Location: D175, Level 1, KBHCCD

The Virtual Tutoring (VT) program at Pensacola State College supports student retention and success by expanding academic support services. The college offers high-quality, free tutoring in our math and writing labs at physical locations across our service district, and now with VT we are supporting those students unable to come to a physical site for help. Using open source software, which is accessed via the college's LMS, tutors offer online, synchronous tutoring to students from any location with any electronic device with Internet access. VT is offered at times most convenient to students, including late night and weekend hours.

Target Audience: Individuals who are responsible for academic support services.
Program Track Engaging Students
Content Level/Track: Beginner, Tracks A & B

CS-126   Blueprint for Success: Creating a Competency-Based College Bachelor Degree
Dr. Ali Esmaeili, Dean of Math, Science, and Bachelor Programs, South Texas College, McAllen, TX**;** and **Dr. Kevin Peek,** Bachelor Programs Coordinator, South Texas College, McAllen, TX

Location: Dallas Ballroom C, Level 3, Omni Hotel

Throughout the last 12 years, South Texas College (STC) has become a leader in the Community College Baccalaureate Movement. Its first Bachelor's Program in Technology Management was created in 2005, to provide an affordable and accessible pathway to degree completion to the citizens of Hidalgo and Starr counties. As a result of the success of this program, three additional bachelor's programs were approved: Computer and Information Technology (2008), Medical and Health Services Management (2011), and Organizational Leadership (2014). By all accounts, the programs are a resounding success. The student persistence rate averages 87 percent (significantly higher than the national average), nearly 92 percent of students graduate within three years or less, and to date, 1,176 students overall have graduated. The presentation will be divided into two segments. The first will provide a general overview of the evolution of these four bachelor's degrees from the conceptualization and implementation stages to their current form. The second will focus on our most recent bachelor's degree, the competency-based Bachelor's Degree in Organizational Leadership. We will discuss the challenges and rewards of creating the first competency-based bachelor's degree in a Texas community college, and how we are applying our experience to the elaboration of a new Bachelor's Degree in Computer Information Technology. We will conclude with a brief discussion of the applicability of our findings to the development of competency-based degree programs in other academic institutions and open the session to questions.

Target Audience: This session is designed for academic program coordinators, faculty, institutional research/institutional effectiveness staff members, and other personnel who would like to stay informed of developments and innovations in higher education.
Program Track Hot Topics
Content Level/Track: Intermediate, Track A

CS-127   Microsoft SharePoint and OneNote as Tools for the Fifth-Year Interim Report
Ms. Kelsey Kyne, Assistant Director of Outcomes Assessment and Strategic Planning, Florida State College at Jacksonville, Jacksonville, FL**;** and **Dr. Carrie Henderson,** Acting Vice President for Institutional Advancement and Associate Vice President for Institutional Effectiveness and Accreditation, Florida State College at Jacksonville, Jacksonville, FL

Location: Dallas Ballroom E, Level 3, Omni Hotel

While preparing the Fifth-Year Interim report can be a daunting task, initial organization and the use of effective tools can significantly ease the process. This session will review one institution's use of Microsoft SharePoint and OneNote to facilitate the Fifth-Year Interim Report writing process. Resources designed to support the process will also be shared. While not required, attendees will get the most out of the session by bringing an electronic device enabled with Microsoft SharePoint and OneNote. No prior experience with Microsoft SharePoint or OneNote is needed.

Target Audience: Accreditation Liaisons and other institutional effectiveness personnel will find this session most helpful.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Track A

2:30 PM – 3:00 PM   **VENDOR SESSION VII**

VS-12   The "New School" Method for Unlocking Graduate Outcomes Insights
Mr. Vince Jaguga, Senior Director of Alliances, Equifax, Atlanta, GA

Location: D225, Level 2, KBHCCD

If you're not able to provide your stakeholders with graduate data that's real-time, longitudinal, and free from self-reporting falsehoods, consider your methods "old school". Today, IR professionals have "new school" options available to more effectively gain insight on graduate outcomes and better support on-campus demands for data. In this presentation by Equifax, attendees will learn how to revolutionize their data collection processes used for key research areas such as first destination, mid-career income and industry, and more. Best practices and mini case study examples from current Equifax Graduate Outcomes projects will also be shared during this session.

2:45 PM - 3:15 PM   **Refreshment Break**

Sponsored by: AEFIS and The Learning House, Inc.
Location: Exhibit Hall D, Level 2, KBHCCD

3:15 PM – 4:15 PM   CONCURRENT SESSIONS V

CS-128   Using Accreditation to Enhance Institutional Improvement
Dr. John Hardt, Vice President, SACSCOC, Decatur, GA

Location: Dallas Ballroom D, Level 3, Omni Hotel

This session examines the benefits of building ac-creditation standards into your institutional process-es. Not only will this practice save time and money, but it will also foster good institutional practices.

Target Audience: This session is designed for anyone who is interested in not only addressing accreditation standards but also fostering institutional improvement. Accreditation Liaisons and Leadership Team members should find this topic to be of special interest.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-129   Theological Education
Dr. Steven Sheeley, Senior Vice President, SACSCOC, Decatur, GA

This session will offer an opportunity for discussion of accreditation issues specifically related to theolog-ical education.

Location: D175, Level 1, KBHCCD

Target Audience: Individuals who have an interest in or work with theological programs.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-130   Institutional Effectiveness: An Exploration of Selected FAQs
Dr. Nuria Cuevas, Vice President, SACSCOC, Decatur, GA**;** and **Dr. Alexei Matveev,** Director of Training and Research, SACSCOC, Decatur, GA

Location: Ballroom C1, Level 2, KBHCCD

In this session, the facilitators will engage participants in an exploration of proposed revisions to selected IE-related standards. Key proposed changes will be identified and highlighted. This session is a follow up to CS-110 (Institutional Effectiveness: An Overview).

Target Audience: This session should be of interest to assessment professionals, institutional research officers, and others who are responsible for ensuring institutional effectiveness.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-131   Preparing a Fifth-Year Interim Report
Ms. Shelia Luke, Coordinator of Commission Support, SACSCOC, Decatur, GA

Location: Ballroom C3, Level 2, KBHCCD

This session presents an outline of the Fifth-Year Review process and provides an overview of the components of the SACSCOC Fifth-Year Interim Report. Additional topics covered include key pointers for institutions to consider when developing their documentation and points to consider when preparing a report based on observation and feedback from evaluators who have reviewed Fifth-Year Interim Reports.

Target Audience: This session is designed for individuals who are responsible for or will be contributing to the development of the institution's Fifth-Year Interim Report.

Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-132   Shifting Investments to the Learner
Moderated by: **Dr. Beverly Hogan**, President, Tougaloo College
Panelists: **Ms. Kim Thanos**, Founder and CEO, Lumen Learning, Portland, OR; **Mr. Russ Seiter**, Founder, InSource Services Group, Greenville, SC; and **Ms. Liz Murphy**, CEO, CampusWorks, Bradenton, FL

Location: Ballroom C4, Level 2, KBHCCD

The higher education climate demands a thoughtful and creative look at how we invest our precious financial and human resources. If you are looking for opportunities to increase student services, leverage efficiencies, and improve the learner experience with the limited resources you have, attend this session and learn about cost-sharing strategies to generate more funding for student success initiatives.

Target Audience: Administrators from small colleges seeking innovative ways to operate with limited resources.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-133   For-Profit Institutions and Accreditation: A Discussion
Moderated by: **Dr. Charles Taylor**, Vice President, SACSCOC, Decatur, GA
Panelists: **Dr. Kimberely Kimberely Hall,** Executive Vice President and Provost, South College, Knoxville, TN**;** and **Dr. Jay Marr,** Chief Executive Officer, Sullivan University, Louisville, KY

Location: C145, Level 1, KBHCCD

A panel of current for-profit institution executives will provide helpful tips and suggestions related to accreditation including SACSCOC reaffirmation and substantive change processes. The session will also provide an opportunity for an open dialogue with attendees to discuss topics such as the submission of documents, issues of metrics and mergers, addressing financial difficulty, utilizing resources on the SACSCOC website, and communicating with your assigned SACSCOC vice president.

Target Audience: Institutional representatives from for-profit Institutions, including presidents, accreditation liaisons, and other staff who are involved with reaffirmation activities, are encouraged to attend.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

CS-134   Quality Matters: Course Design for Student Learning and Success
Dr. Dawn Ford, Executive Director, Walker Center for Teaching and Learning, The University of Tennessee at Chattanooga, Chattanooga, TN**; Dr. Elizabeth K. Crawford,** UC Foundation Associate Professor, The University of Tennessee at Chattanooga, Chattanooga, TN**;** and **Dr. David W. Rausch,** Vice Provost, Professor, The University of Tennessee at Chattanooga, Chattanooga, TN

Location: C140, Level 1, KBHCCD

The University of Tennessee at Chattanooga adopted Quality Matters (QM) in summer 2015 to implement a process for course review to ensure quality and consistency of online and hybrid courses through continuous improvement. QM provides an evidence-based rubric of 42 standards grounded in the alignment of course content, activities, and assessments with student learning outcomes. UTC's implementation of QM has involved faculty development, course design aligned with the rubric, and course review through peer evaluation. This session will provide a history and overview of QM, a discussion of the QM implementation process at UTC, and a review of a QM-certified course with an emphasis on alignment.

Target Audience: Faculty, department heads and deans, teaching and learning center directors
Program Track Teaching and Learning
Content Level/Track: Intermediate, Tracks A & B

CS-135   "Partners For Success": Engaging At-Risk Students in a Student Mentor Program
Dr. Gina Claywell, Professor, Murray State University, Murray, KY; and **Dr. Staci Stone,** Interim Dean, College of Humanities and Fine Arts, Murray State University, Murray, KY

Location: C141, Level 1, KBHCCD

This session describes a student mentor program for connecting at-risk first-year students to their academic disciplines. This college-level program matches select students with first-year underperforming students within the same departments. Presenters identify the steps taken from planning to implementation, including securing a small grant from the University's Strategic Plan funds. The presenters will detail the process of establishing objectives, identifying mentors and prospective students, and carrying out the program.

Target Audience: Academic deans, retention directors, department chairs, and program chairs who are involved in retention efforts within disciplines.
Program Track Engaging Students
Content Level/Track: Intermediate, Track A

CS-136   Jumpstarting Your Students' Success at Two-Year Colleges
Ms. Ember Cunningham, Director, Academic Coaching and Tutoring, Greenville Technical College, Greenville, SC

Location: C142, Level 1, KBHCCD

College can be a big hurdle for both our traditional and non-traditional students who are underprepared or may be attending college for the first time. As institutions of higher learning, we must find innovative and creative ways to engage the students throughout their college career. This session will assist institutions with thinking outside of the box to create initiatives that will engage their students prior to the start of the semester and introduce students to vital academic support services. Greenville Technical College will share how they implemented Jumpstart sessions to reach students who were recipients of the LIFE scholarship and enrolled in key transitional studies or gateway courses.

Target Audience: Individuals who are responsible for academic support services such as tutoring directors, tutoring coordinators, academic coaching coordinators, academic coaches, tutors, and math faculty.
Program Track Engaging Students
Content Level/Track: Beginner, Track A

CS-137   The HEART of the Matter: Maximizing Accessibility and Flexibility in Nursing Programs
Mrs. Donna Elmore, Vice President for Academic Affairs, Orangeburg-Calhoun Technical College, Orangeburg, SC; and **Mrs. Candance Tooley,** Dean of Nursing and Health Sciences, Orangeburg-Calhoun Technical College, Orangeburg, SC

Location: C144, Level 1, KBHCCD

Due to the rigor of nursing programs, it can sometimes be difficult to increase accessibility and flexibility for our students. Attend this session to learn how Orangeburg-Calhoun Technical College used a Department of Education Predominantly Black Institutions formula grant to modify scheduling, maximize lecture capture and simulation technology, and streamline retention efforts to create successful FLEX programs in Practical Nursing and Associate Degree Nursing.

Target Audience: Academic officers, deans, and program faculty
Program Track Hot Topics
Content Level/Track: Beginner, Track A

CS-138   Using an Institution's Strategic Plan to Drive Teaching and Learning Initiatives and Activities
Dr. Chris Stabile, Associate Vice Chancellor of Teaching and Learning, Keiser University, Fort Lauderdale, FL**;** and **Dr. Syeda Qadri,** Assistant Vice Chancellor of Institutional Research, Planning and Assessment, Keiser University, Fort Lauderdale, FL

Location: C146, Level 1, KBHCCD

Participants will learn how an institution can define the focus of their teaching and learning through the use of their strategic planning process in order to best serve the needs of their faculty and students. Keiser University developed a blended Teaching and Learning Community (TLC) to serve as an academic support unit for the university at large. Participants will find out that this blended approach implied that all members, including deans and students, are served by the TLC in areas such as new faculty acclimation sessions, hosting ongoing faculty development activities, organizing student learning sessions and tutoring, and providing academic resources for program chairs and deans. The session will focus on the methods used for the past five years to show how participants could analyze their current mode of teaching and learning structures and, will conclude with advice for the participants to reflect on ways that they can use what the university has learned about better practices of using a blended approach of their current teaching and learning resources, such as how to organize effective learning seminars to fostering faculty champions and collecting data on current efforts by the TLC.

Target Audience: Faculty development coordinators, faculty, academic deans, institutional effectiveness coordinators, or others responsible for planning and organizing teaching and learning efforts for their institution.
Program Track Teaching and Learning
Content Level/Track: Intermediate, Tracks A & B

CS-139   Engaging Students Through Quality Enhancement
Dr. Amy Andersen, Associate Provost, Academic Affairs, West Texas A&M University, Canyon, TX**;** and **Dr. Blake Decker,** Assistant Vice President for Institutional Effectiveness, Data, and Analytics, West Texas A&M University, Canyon, TX

Location: C147, Level 1, KBHCCD

How can your QEP encourage student engagement? This session will highlight the QEP at West Texas A&M University, Campus to Community (C2C): WT and Beyond. The primary goal of C2C is to use experiential learning as the vehicle to develop students capacity to transfer theory into practice in situations, communities, and environments while at the university and beyond. These opportunities are categorized into the pathways of undergraduate research, service learning, and career-focused experiences helping students engage in their coursework in new ways. An outline of the steps taken from choosing a topic to completion of the final version of the QEP will be discussed. Examples of current Experiential Learning Opportunities will be shared emphasizing the student engagement aspects of these opportunities. Plans for future curricular and co-curricular opportunities will also be shared and discussed.

Target Audience: This session is designed for administrators, directors, and/or faculty charged with choosing, writing, and implementing a QEP.
Program Track Engaging Students
Content Level/Track: Beginner, Track B

CS-140   Bringing the Simulation Lab into the Classroom
Mrs. Loana Hernandez, Assistant Dean of Allied Health, Coastal Bend College, Beeville, TX**; Dr. Beatriz Espinoza,** President, Coastal Bend College, Beeville, TX**;** and **Mrs. Julia Garcia,** Dean of Workforce Training, Coastal Bend College, Beeville, TX

Location: C148, Level 1, KBHCCD

Through simulations and practice of case scenarios, students actively engage in their learning and increase knowledge, mastery of skills, and confidence. For students, learning occurs from watching classmates, faculty, and mentors and reflecting on actions they take during a simulation. CBC has applied the use of high-end, user-friendly, hand-held technologies to engage students in the teaching and learning exchange. Leveraging resources and

faculty creativity, three low-cost innovative teaching grants over three years from the College Foundation have resulted in significant student engagement in the classroom, labs, and clinical settings. Examples of its application in biology, cosmetology and nursing will be provided. Faculty and students will share how much more engaged they are in the learning process from traditional didactic methods. Lessons learned and enhancements are already in place as the use of technology has proven to be successful.

Target Audience: Administrators and faculty who have student success at heart.
Program Track Engaging Students
Content Level/Track: Intermediate, Track A

CS-141   Engaging Faculty and Staff in Supporting Student Engagement and Reflection
Dr. Irma VanScoy, Executive Director, USC Connect, University of South Carolina, Columbia, SC**;** and **Dr. Amber Fallucca,** Associate Director, USC Connect, University of South Carolina, Columbia, SC

Location: C155, Level 1, KBHCCD

This session will share the challenges and successes of faculty/staff engagement over the six-year implementation of a QEP focused on integrative learning. The ongoing development of strategies was guided by assessment results and developed and changed over time. The session will address the broad view of the effectiveness of various approaches (grants, professional development), the importance of aligning with university priorities and building on unanticipated opportunities, how assessment results influenced practice, and examples of specific training that have proven effective.

Target Audience: QEP directors, administrators, or other campus leaders seeking strategies to build understanding and engagement related to their initiative and/or developing or implementing plans related to integrative learning, critical thinking, or similar topics.
Program Track Teaching and Learning
Content Level/Track: Advanced, Tracks A & B

CS-142   Students Who Muddle: A Pre-Intervention Plan to Effect Course Correction
Dr. Forrest Anderson, Associate Provost for Student Academic Success, Catawba College, Salisbury, NC**; Mr. Daryl Bruner,** Student Success Coordinator, Catawba College, Salisbury, NC**;** and **Ms. Kim Smith,** Director of Catawba to Career, Catawba College, Salisbury, NC

Location: C156, Level 1, KBHCCD

This session introduces participants to a historically overlooked group of students: sophomores and juniors in good academic standing who flounder through the curriculum and have a surprisingly good chance of not graduating. Presenters demonstrate how to use predictive data to identify students on course to fall into this group prior to their first semester of college. Presenters then share a successful intervention plan for proactively engaging these students in their first year to effect course correction by providing information about personal and academic support services before there's a demonstrated need. The session ends with a discussion of how to measure and use results of the pre-intervention plan.

Target Audience: Student academic success coordinators and faculty, staff, and others whose primary responsibility is student retention.
Program Track Engaging Students
Content Level/Track: Beginner, Track A

CS-143   Pride Points: Using Success-Focused Questioning to Overcome a Negativity Bias
Ms. Mary Cheek, Assessment Coordinator and Institutional Effectiveness Liaison, Texas A&M University Commerce, Commerce, TX**; Ms. Melissa Crews,** Institutional Effectiveness and SACSCOC Coordinator, Texas A&M University Commerce, Commerce, TX**; Dr. Shonda Gibson,** Associate Provost for Institutional Effectiveness; SACSCOC Accreditation Liaison, Texas A&M University Commerce, Commerce, TX**;** and **Dr. Dan Su,** Director for Institutional Research, Texas A&M University Commerce, Commerce, TX

Location: D161, Level 1, KBHCCD

In this session, we will share our experience with using a success-focused, positive question approach in efforts to document institutional effectiveness processes. We prompted faculty and staff to document points over the past academic year in which their unit was proud of their efforts; by eliciting these "points of pride," we primed faculty and staff to respond with positive reflection to counteract the negativity bias often evoked in documenting efforts toward continuous improvement. Lessons learned from this experience in using this success-focused question approach will be shared. In addition, we will discuss the future use of the generated information in an effort to drive positive changes to the assessment culture and to shape future assessment practices.

Target Audience: This session is designed for assessment coordinators, institutional effectiveness and research staff, and others providing ongoing support for meeting Comprehensive Standard 3.3.1.1.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Tracks A & B

CS-144   Reflection to Improve Assessment: Unveiling the "Heart" of Faculty Engagement
Mr. Rajeeb Das, Senior Program Evaluator and Assessment Specialist, University of Florida, Gainesville, FL**;** and **Dr. Timothy Brophy,** Director of Institutional Assessment, University of Florida, Gainesville, FL

Location: D162, Level 1, KBHCCD

Institutions seek to engage faculty with assessment, a critical component of institutional effectiveness. In this session, we share the results of a three-phase, multiyear study of our assessment processes and the degree to which faculty engage in this process meaningfully. We gathered data using three methods: surveys, stakeholder interviews, and faculty focus groups. Findings led to improved and streamlined assessment processes. We will share our findings, the strengths and limitations of our approach, and discuss the improvements that resulted from this study. Participants will discuss, evaluate, and translate our methodology for application at their own institutions.

Target Audience: Assessment coordinators and others whose primary responsibility is planning and reporting program goals and student learning outcomes.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Tracks A & B

CS-145   Evidence of Learning: E-portfolio as Assessment Infrastructure
Dr. Mike Simmons, Assistant Vice President of Academic Affairs, University of North Texas, Denton, TX**;** and **Mr. Adam Wear,** E-portfolio Coordinator, University of North Texas, Denton, TX

Location: D163, Level 1, KBHCCD

This presentation will show how a large-scale e-portfolio implementation can serve as the backbone of fundamental institutional innovation. Using the University of North Texas's "Career Connect" (QEP) initiative as an example, the session will lead participants in meaningful interaction about exploring and implementing an assessment infrastructure for the institution while empowering students to translate and demonstrate the skills developed in their course and co-curricular work. For UNT the Connect e-portfolio provides evidence of learning that is collected, connected, and showcased. It enhances assessment practices and communicates to key stakeholders two key factors for any project of this scope.

Target Audience: Faculty and staff responsible for, or interested in, comprehensive assessment innovation and technology, including e-portfolio. Individuals preparing QEP proposals. Institutional assessment coordinators and staff.
Program Track Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Tracks A & B

CS-146   Falling in Love with Program Reviews
Dr. Mark Morgan, Associate Vice President, Institutional Effectiveness, Seminole State College of Florida, Sanford, FL**;** and **Ms. Brittany Resmann,** Senior Analyst, Institutional Effectiveness, Seminole State College of Florida, Sanford, FL

Location: D164, Level 1, KBHCCD

Academic deans at Seminole State College of Florida love their annual program reviews. Their hearts race and they get starry-eyed while reviewing data on enrollments, graduates, and course completions. Come and discover how a collaborative approach between Academic Affairs and Institutional Research streamlined meetings, enhanced data displays, simplified planning and assessment activities, and strengthened results, all the things that deans love.

Target Audience: Assessment coordinators, academic deans, institutional researchers, and institutional planners.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Tracks A & B

CS-147   A Cultural Shift Toward Authentic Student Learning Outcome Assessment

Dr. Deborah Fontaine, Chair, English/Communications and Social Sciences Departments, Northwest Florida State College, Niceville, FL**;** and **Dr. Anne Southard,** Dean, General Education and Grants, Northwest Florida State College, Niceville, FL

Location: D166, Level 1, KBHCCD

At a midsize college lacking full-time institutional effectiveness staff, careful planning was essential to creating a climate of faculty-supported, authentic student learning assessment. Presenters will delineate this institution's strategies, both those designed in the project's planning stage and those adopted in response to unforeseen challenges. Participants will leave with concrete, practical strategies and materials for creating an implementation plan based on this institution's successful interim report submission. The plan will provide the flexibility to adapt to unique challenges while also including outlines of documentation and discussion procedures and strategies for avoiding common pitfalls.

Target Audience: Assessment coordinators and others whose primary responsibility is managing their institution's Fifth-Year Interim Report and reaffirmation reports and/or Compliance Certification.
Program Track Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Track A

CS-148   Making the Grade: Strengthening Learning Outcome Assessment Through Inter-Institutional Collaboration

Dr. Kimberly Miloch, Interim Associate Dean, College of Health Sciences and Director, Quality Enhancement Programs, Texas Woman's University, Denton, TX**; Dr. Barbara Lerner,** Interim Vice President, Enrollment Management, Texas Woman's University, Denton, TX**; Dr. Mark Hamner,** Associate Provost, Institutional Research and Improvement, Texas Woman's University, Denton, TX**;** and **Dr. Robert Placido,** Associate Provost, Technology and CIO, Texas Woman's University, Denton, TX

Location: D167, Level 1, KBHCCD

This presentation will guide participants in developing collaborative frameworks that streamline and strengthen learning outcome assessments related to general education (core) and QEPs The presentation will highlight specific strategies and inter-institutional collaborations utilized in data collection, assessment, and continuous improvement. In addition, lessons learned in streamlining assessment processes, and how these processes informed progress toward achievement of student learning outcomes, will be discussed. During the presentation, participants will engage in a short series of hands-on activities to help identify areas where assessment processes could be refined to generate more meaningful results.

Target Audience: Assessment coordinators, QEP directors, academic assessment directors or coordinators, and individuals with primary oversight of general education requirements, assessment, and QEPs.
Program Track Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Track B

CS-149   Creating Structures and Processes to Promote Success in Your Mission.

Dr. Michael Gillespie, QEP Director, University of South Florida Sarasota-Manatee, Sarasota, FL**;** and **Ms.**

Jennifer Post, QEP Administrator, University of South Florida Sarasota-Manatee, Sarasota, FL

Location: D168, Level 1, KBHCCD

This session focuses on the structural integration of student and faculty interests with our QEP goals, which themselves align with university, university system, and state government goals. An interactive presenting, polling, and discussion format will be used to identify generalizable themes among session participants.

Target Audience: This session is designed for faculty, staff, and administrators who would like improved alignment of structures and processes with institutional outcomes and beyond.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-150   Portfolio 2.0?: A Novel Role for Portfolios in Assessment and Accreditation
Dr. Jennifer Hill, Associate Director of Assessment, Duke University, Durham, NC**;** and **Dr. Matt Serra,** Director of Assessment, Duke University, Durham, NC

Location: D170, Level 1, KBHCCD

"Folio thinking" is a well-established construct among experts in portfolio design and pedagogy, due to its emphases on metacognition, critical self-reflection, integrative learning, and knowledge construction. To what extent can folio thinking, as an approach to learning and development, also characterize, situate, and support the practice of assessment? The session outlines and evaluates a novel portfolio initiative at Duke University, in which the portfolio space was enlarged to include an assessment and accreditation management tool. Our central objective is to provide faculty with structured, supported opportunities for presenting assessment findings, as well as collaborative and reflective discussions of meaning and impact. By situating an institutional assessment management tool in a portfolio space, this approach bridges the conceptual and perhaps cultural gaps between faculty understandings of teaching and learning and the iterative, cyclical practice of assessment.

Target Audience: The session is intended for college leaders and assessment practitioners who are interested in portfolios generally, but also in the creative visioning of broader applications to faculty development and assessment management.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Track B

CS-151   Logic Models: A Tool for Institutional Effectiveness Planning and Outcome Evaluation
Dr. Christiane Herber-Valdez, Director, Office of Institutional Research and Effectiveness; Assistant Professor, Medical Education, Texas Tech University Health Sciences Center at El Paso, El Paso, TX**;** and **Dr. Oliana Alikaj-Fierro,** Assistant Director of Accreditation and Effectiveness, Texas Tech University Health Sciences Center at El Paso, El Paso, TX

Location: D171, Level 1, KBHCCD

Extensively utilized by government agencies and evaluators, logic models are a conceptual model used for program planning, implementation, and evaluation of educational and social programs. Logic models not only serve as a tool to visually depict a "theory of change" by showing the connections between a program's resources, activities/strategies, intended outcomes, and long term impact, but also aid in identifying appropriate progress measures. In higher education units and academic programs, where mission success is long-term, logic models help in identifying short-term and intermediate outcomes, as well as appropriate evaluation/assessment methods, providing indicators of progress toward long-term goals. The Office of Institutional Research and Effectiveness at Texas Tech University Health Sciences Center at El Paso used logic modeling to facilitate institutional effectiveness planning and aid academic and administrative units in developing appropriate assessment plans for ongoing data collection and improvement. This session will introduce participants to logic modeling by providing an overview of logic models, as well as step-by-step instruction on how to create and utilize log models for institutional effectiveness planning and assessment of outcomes.

Target Audience: Individuals who are responsible for, participate in, or train staff and/or faculty in the development of evaluation/assessment plans for institutional effectiveness and ongoing improvement of administrative units and/or academic programs.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Track B

CS-152 Data Visualization to Drive Institutional Planning

Dr. Resche Hines, Assistant Vice President of Institutional Research and Effectiveness, Stetson University, DeLand, FL**;** and **Ms. Angela Henderson,** Director of Institutional Research and Effectiveness, Stetson University, DeLand, FL

Location: D172, Level 1, KBHCCD

This session will demonstrate how one institution transformed institutional data into interactive Business Intelligence reports in Microsoft Power BI to drive institutional planning. Harnessing university student and faculty databases, as well as StudentTracker and Bureau of Labor Statistics data, a series of shared reports were created to inform decision making across campus. Reports focus on metrics including student success, attrition, credit hours, subsequent enrollments of non-retained students and graduates, and program-specific employment projections. This session will discuss the evolution of BI at one institution as a primary tool for driving institutional planning, including report development, guiding culture to attain buy-in, and impact on decision-making processes.

Target Audience: This session is designed for attendees responsible for documenting institutional success measures or are interested in the use of interactive analytics to support decision making.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-153 From Diving to Thriving: How to Reinvigorate a Struggling QEP

Dr. Cara Smith, Director of Institutional Effectiveness, Georgia College and State University, Milledgeville, GA**; Dr. Costas Spirou,** Interim Associate Provost and Director of Graduate Studies, Georgia College and State University, Milledgeville, GA**;** and **Dr. Chris Ferland,** Assistant Vice President of Institutional Research and Effectiveness, Georgia College and State University, Milledgeville, GA

Location: D173, Level 1, KBHCCD

Sustaining a successful QEP for five years and beyond can be a formidable task for any university, especially if concerns begin to arise during the early stages. What seems to have been a brilliant plan on paper can quickly turn into an implementation fiasco. Fortunately, the flexibility built into the QEP process allows for adjustments and modifications that can get your plan back on track and make it even stronger. The facilitators of this session will share warning signs that a QEP is getting sidetracked, especially regarding assessment, and will offer practical solutions for identifying problems, troubleshooting, modifying, and documenting changes especially during the early to middle stages of implementation. Participants will learn helpful strategies to track the progression of their QEP and focus on how to make plan adjustments while in progress. Attendees will also have the opportunity to engage in guided group discussions that will allow them to work with colleagues to address aspects of their own QEP planning and/or implementation. The QEP Impact Report will be a featured element throughout the presentation.

Target Audience: QEP directors, QEP staff, assessment coordinators, Accreditation Liaisons, and individuals responsible for oversight and implementation of the QEP at their institutions.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Tracks A & B

CS-154 SLOs: The Heart of QEP Impact Reports!

Mr. Tony Strawn, Professor of Communications, QEP Director, Henderson Community College, Henderson, KY

Location: D174, Level 1, KBHCCD

Student Learning Outcomes (SLOs) are key to successful reaffirmation visits. They are critical in Comprehensive Standard 3.3.1.1 but some institutions may overlook the importance of developing, implementing, and assessing

SLOs in the QEP. Attend this session to learn how to develop SLOs for the QEP and then track and report the attainment of those SLOs in the QEP Impact Report. The presenter will share his knowledge gained as his institution's QEP Director, the QEP Lead Evaluator for eight on-site visits and as a member of the Committee to Review Fifth-Year Interim Reports, including the QEP Impact Report.

Target Audience: QEP Directors and team members, assessment coordinators, Fifth-Year Impact Report managers, and accreditation liaisons
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Track A

CS-155   Moving from a Disconnected Campus to a Culture of Assessment
Dr. Stephanie Kolitsch, Professor, University of Tennessee at Martin, Martin, TN**; Ms. Patty Flowers,** Assessment Coordinator, University of Tennessee at Martin, Martin, TN**; Dr. Jerald Ogg,** Provost/Vice Chancellor for Academic Affairs, University of Tennessee at Martin, Martin, TN**;** and **Dr. Victoria Seng,** Associate Vice Chancellor for Academic Affairs, University of Tennessee at Martin, Martin, TN

Location: D221, Level 2, KBHCCD

Many institutions struggle with engaging the entire campus community with the assessment process. In 2015, UT Martin was placed on probation by SACSCOC because it lacked a well-defined, established assessment process. This session will discuss our institution's transformation from having highly decentralized, minimally engaged assessment practices to practices that include centralized reporting, campus-wide engagement, accountability, and a culture of assessment. The roles of campus leadership, faculty and staff training, unit definition and ownership of goals and assessments, and transparency of the process will be discussed. As a result of these efforts, the institution was removed from probation in 2016. Materials and resources the institution used to guide the transformation will be shared.

Target Audience: Assessment coordinators and others whose primary responsibility is overseeing the institutional effectiveness process.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Track B

CS-156   From Zero to Pathway in One Year: A Pathway Case Study
Dr. Beth Stewart, Vice President of Instructional Services, Asheville-Buncombe Technical Community College, Asheville, NC**;** and **Ms. Heather Vaughn,** Chair of English, Asheville-Buncombe Technical Community College, Asheville, NC

Location: Dallas Ballroom C, Level 3, Omni Hotel

In the summer of 2015, Asheville-Buncombe Technical Community College decided to develop a pathway project for the AA and AS degrees. The project included two important features: pathways that allow students to graduate in two to three years and a return to faculty advising. Key components include enhanced career exploration, education about the transfer process to regional universities, and zero choice in course selection. The pathway project was implemented in the fall of 2016. Initial data shows a 20 percent increase in the number of new students taking ENG 111, a 37 percent increase in students taking the transfer orientation course, and a 26 percent increase in the number of students taking a gateway mathematics course in their first semester. Most important, no new cost was incurred by the pathway project. This concurrent session will illustrate the steps taken to develop and implement the pathway project, share initial data, and discuss next steps.

Target Audience: Faculty and administrators interested in improving retention and completion through guided pathways and enhanced advising.
Program Track Hot Topics
Content Level/Track: Beginner, Track A

CS-157   When the Wolf Leaves the Door: Sustaining Compliance Momentum Between Accreditation Reviews
Ms. Mickey Williford, Director of Accreditation, Augusta University, Augusta, GA**;** and **Mr. Justin Jerome,**

Institutional Effectiveness Program Coordinator, Augusta University, Augusta, GA

Location: Dallas Ballroom E, Level 3, Omni Hotel

Augusta University completed its first reaffirmation in 2016, following a consolidation and the reaffirmations of our legacy institutions. Having gained so much traction in documenting compliance with the *Principles of Accreditation* after years of SACSCOC reports and reviews, we feared momentum would wane when administrators no longer had imminent reporting deadlines within short sight. In this session, we will present our solution to the common challenge of sustaining and maintaining compliance following a reaffirmation. Using accreditation/compliance software and the SACSCOC *Resource Manual*, we have developed the SACSCOC Toolbox to serve as a repository to organize, store, and evaluate documentation and information related to compliance with the *Principles of Accreditation*. Since any tool is only as good as its users, we have also established a process that takes us to our next reaffirmation, including a multiyear plan for "auditing" compliance and review procedures that involve the administrators responsible for sustaining compliance.

Target Audience: Accreditation staff and administrators responsible for maintaining ongoing compliance and preparing for accreditation reviews.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Track B

CS-158   Faculty Credentialing: Building a Base for Quality and Consistency
Dr. Jeff Stewart, Provost and Vice President of Academic Affairs, Florida SouthWestern State College, Fort Myers, FL**;** and **Ms. Barbara Miley,** Coordinator, Accountability, Florida SouthWestern State College, Fort Myers, FL

Location: Dallas Ballroom F, Level 3, Omni Hotel

This presentation focuses on the development, implementation, and utilization of the instructional credentialing manual utilized at Florida SouthWestern State College. Using the *Principles of Accreditation* as a guide, the college developed the manual as part of its commitment to ensuring the quality and integrity of its academic programs. It outlines a standard practice for use in the certification process of qualified faculty. Examples of the successes and challenges will be reviewed. In addition, examples of the credentialing documents utilized in the process will be shared. Upon completion of the session, participants will have a better understanding of the strategies available for faculty credentialing that allow for building a foundation of stability, quality, and integrity.

Target Audience: Individuals who are involved in the selection and certification process of qualified faculty.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Track A

CS-159   Bridge to Becoming a Sophomore in a Semester: Accelerating Degree Completion
Ms. Cleopatra Allen, Assistant to the Provost and Director for Academic Initiatives, Jarvis Christian College, Hawkins, TX**; Dr. Glenell Pruitt,** Provost and Vice President for Academic Affairs and Professor of Social Work, Jarvis Christian College, Hawkins, TX**;** and **Dr. Marcus Chanay,** Vice President for Student Services and Enrollment Management, Jarvis Christian College, Hawkins, TX

Location: Dallas Ballroom G, Level 3, Omni Hotel

In today's culture of accountability, access and affordability, ensuring that students enroll in college, graduate in four years or less and acquire the requisite knowledge, skills and abilities has become an imperative. Accomplishing such for underserved and underrepresented populations can seem monumental. This session will explore the benefits and impact of an intentional and integrated approach to accelerating learning, incentivizing degree completion, and realizing student success outcomes, using an early start program as the medium. Special programmatic features and high-impact practices used to engage students and bolster learning will be discussed along withuture possibilities and frameworks.

Target Audience: This session is appropriate for administrators, faulty and staff in academic and student affairs who are involved in the development, design and implementation of first-year student programming.
Program Track Engaging Students

Content Level/Track: Beginner, Track A

CS-160   Preparing Problem Solvers for Life: How Our QEP Really Improved My Class
Dr. George Daniels, Assistant Dean, The University of Alabama, Tuscaloosa, AL

Location: C148, Level 1, KBHCCD

SACSCOC requires all institutions seeking reaffirmation of accreditation to have an acceptable QEP. The problem is not everyone is excited about the QEP. Rather than focus at the institutional level, this session shows how a single class can be made better by participating in an experiential learning QEP. The mass communication and diversity service learning class is focused problem solving. Attendees of this session at various stages of planning or execution of their QEP can expect to leave this session with new ideas for broad involvement and institutional improvement ONE CLASS AT A TIME.

Target Audience: Administrators, faculty and other individuals responsible for developing and implementing the institution's QEP.
Program Track Teaching and Learning
Content Level/Track: Beginner, Track B

4:30 PM – 5:30 PM   **CONCURRENT SESSIONS VI**

CS-161   Compliance Certification
Dr. Crystal Baird, Vice President, SACSCOC, Decatur, GA

Location: Ballroom C4, Level 2, KBHCCD

This session will provide guidance for institutions conducting an assessment of their compliance with the Commission's accreditation standards and preparing the Compliance Certification Report for review by Off-Site and On-Site Review Committees. Participants are expected to be familiar with the *Principles of Accreditation*; therefore, the session will focus on strategies for response, dividing the work of preparation, and presenting information effectively.

Target Audience: Individuals who are responsible for preparing their institution's Compliance Certification should find this session beneficial.
Program Track Helping Institutions Succeed
Content Level/Track: Beginner, Tracks A & B

CS-162   Infusing Consistent Syllabus Templates Across Your College: A Case Study
Ms. Sharon Craig, System Administrator, College Information Services, ITS, Rowan-Cabarrus Community College, Salisbury, NC

Location: Ballroom C2, Level 2, KBHCCD

The importance of a course syllabus cannot be understated; however, achieving consistency of information on your syllabi and ensuring faculty compliance regarding syllabus information and review can often be laborious with little success. With thousands of courses and sections running each semester, managing the flow and consistency of information can be difficult, especially when using outdated tools and deploying inefficient and time-consuming, labor-intensive processes. This session will highlight how Rowan-Cabarrus Community College leveraged technology to achieve institution-wide syllabus consistency, a more streamlined and less labor-intensive syllabus review, as well as outcome and assessment reporting for accreditation.

Target Audience: Administrators and academic staff responsible for the management of course syllabi and accreditation reporting of student learning outcomes.
Program Track Reflecting for Improvement

Content Level/Track: Intermediate, Tracks A & B

CS-163   Developing Competency-Based Education Programs Without Losing Your Accreditation
Dr. Myk Garn, Assistant Vice Chancellor for New Learning Models, University System of Georgia, Atlanta, GA

Location: Ballroom C3, Level 2, KBHCCD

Over the past nine months the Southeast CBE Regional Innovation Partnership (SCRIP) has worked with SACSCOC to address the major obstacles that need to be removed or addressed to successfully implement competency-based education (CBE). This session will describe and discuss the resulting report "Expanding CBE Course Credit Programs: Best Practices for Accreditation," which details accreditation concerns for both credit-hour/course-based and direct assessment CBE models. Session attendees will participate in a lively discussion about acceptable practices and regional accreditation guidelines and learn to anticipate obstacles in assessment and accreditation policies as a result of implementing CBE programs. Session attendees will also receive a copy of the SCRIP recommendations.

Target Audience: Individuals developing CBE programs and those addressing accreditation issues associated with deployment of CBE programs.
Program Track Hot Topics
Content Level/Track: Intermediate, Tracks A & B

CS-164   A Self-Sustaining Peer-to-Peer Mentoring Model for All Students
Ms. Hillary Beauchamp Campbell, Assistant Director for Undergraduate Programs, The University of Texas at Dallas, Dallas, TX**;** and **Ms. Courtney Brecheen,** Associate Dean of Undergraduate Education, The University of Texas at Dallas, Dallas, TX

Location: C140, Level 1, KBHCCD

Diverse student populations call for personalized engagement initiatives when the desired institutional result is full student retention. Highly specialized programs, while often successful in retaining students within a small or narrowly focused population, can incur high financial and human capital costs to the institution. No in its sixth year of implementation, the UT Dallas Freshman Mentor Program harnesses university resources and highly engaged upperclassmen, to facilitate a successful transition to the rigors of university life for incoming freshmen students. Refined processes for recruitment, candidate evaluation and selection, pairing, leadership development, service learning, and analyzing program efficacy are evolved core components of the UT Dallas Freshman Mentor Program. A positive academic correlation for students engaged as both freshmen and mentors, high retention rates within the program, and positive participant feedback are reflected in assessment measures for a program that feels both highly personalized and firmly established in the current campus culture.

Target Audience: QEP personnel, Academic Affairs personnel, Student Affairs personnel
Program Track Engaging Students
Content Level/Track: Intermediate, Tracks A & B

CS-165   Student 54, Where Are You? The Challenges of Improving Student Retention
Dr. Carol Yin, Director of Institutional Effectiveness, LaGrange College, LaGrange, GA**;** and **Dr. Karen Aubrey,** Vice President of Academic Affairs, LaGrange College, LaGrange, GA

Location: C141, Level 1, KBHCCD

This presentation focuses on first-to second-year retention at LaGrange College, a small private college in Georgia. The process by which institutional data was used to identify students who are at high risk for leaving will be discussed. Using complex data from a variety of sources in a meaningful way and sharing it with the appropriate groups on campus can bring its own set of challenges. Data such as grades, writing/tutoring center visits, academic progress rates, admission data, early alert information, and more were considered. Our presentation will review these data and end by describing where we are now in the process and how we hope to refine our work in this area.

Target Audience: Administrators, student life staff members, institutional researchers, faculty members, and any others who serve on an institution's retention committee or task force.
Program Track Hot Topics
Content Level/Track: Intermediate, Tracks A & B

CS-166   Engaging Students in Career and Academic Planning: The Evolution of a QEP

Mr. Scott Byington, Dean of Arts, Sciences and Advising, Central Carolina Community College, Sanford, North Carolina**; Mrs. Constance Boahn,** Department Chair, Engineering and Information Technologies, Central Carolina Community College, Sanford, NC**; Katherine Katherine Meadows,** Quality Enhancement Plan Coordinator and Chemistry Instructor, Central Carolina Community College, Sanford, NC**; and Mr. Scott Byington,** Dean of Arts, Sciences and Advising, Central Carolina Community College, Sanford, North Carolina

Location: C142, Level 1, KBHCCD

Early advising for career and program selection can reduce the time it takes for students to complete their programs. This early intervention helps students gain employment sooner and prevents them from exhausting financial aid. Central Carolina Community College's QEP "MAP: My Academic Pathway," is being implemented to engage students in career and program exploration through early advising. Through this presentation, attendees will learn about the career inventory students complete during early advising, data collection methods, and how our program pilot has informed and driven further refinement of our QEP. Attendees will leave this presentation with tools that can be implemented at their campus that may lead to timely student completion rates.

Target Audience: Our target audience is other two year institutions embarking on QEP implementation, looking for applicable methods and lessons learned.
Program Track Engaging Students
Content Level/Track: Intermediate, Track A

CS-167   QEP Development and Implementation: Opportunities and Challenges for the Small Liberal Arts College

Dr. Melinda Rice, QEP Director, Union College, Barbourville, KY**; and Mr. Karl Wallhausser,** Associate Professor of English, Union College, Barbourville, KY

Location: C144, Level 1, KBHCCD

This session focuses on special considerations that are important for the QEP team at small liberal arts colleges. The nature of a small college offers a number of advantages for QEP design and implementation and imposes some constraints. We will use our experience with the process of developing our QEP (on fostering higher-order thinking) and our first two years of implementation to illustrate ways of capitalizing on assets at small colleges and creatively responding to challenges. Areas of emphasis include use of the institutional mission, data collection and analysis, refinement of the project along the way, and strategies for working with faculty and administration.

Target Audience: Individuals who are responsible for designing and/or implementing their institution's QEP, especially those from smaller schools.
Program Track Teaching and Learning
Content Level/Track: Beginner, Tracks A & B

CS-168   Using Student Perceptions for Program-Level Assessment

Mr. Paul Turcotte, Director of Institutional Research and Assessment, Texas A&M University Central Texas, Killeen, TX**; and Dr. Jeffrey Kirk,** Associate Provost/Associate Vice President of Academic Affairs, Texas A&M University Central Texas, Killeen, TX

Location: C145, Level 1, KBHCCD

Indirect measures can be valuable additions to operational plans in assessing the effectiveness of academic programs. This session will demonstrate how one institution used student end-of-course surveys as an indirect measure in program-level assessments. Leveraging data already collected with end-of-course surveys efficiently employs an indirect measure. A simple aggregation of IDEA student end-of-course survey results at the program

level and the association of those aggregations to program student learning outcomes allows for their use in institutional efficiency. This session will include a discussion of the mechanics of using the results and in gaining faculty support.

Target Audience: Assessment coordinators and others whose primary responsible is managing their institution's assessment data.
Program Track Assessing Student Learning Outcomes
Content Level/Track: Beginner, Tracks A & B

CS-169   Pathways Implementation at Midland College: A Small College Perspective

Dr. Damon Kennedy, Dean of Social/Behavioral Sciences and Business, Midland College, Midland, TX**; Mr. Michael Dixon,** Dean of Instructional Support Services, Midland College, Midland, TX**; Mrs. Crystal Velasquez,** Research Associate, Midland College, Midland, TX**; and Mrs. Julia Vickery,** Director of Pathways Advising, Midland College, Midland, TX

Location: C147, Level 1, KBHCCD

With equity and completion as a foundation, pathways work has emerged as a clear opportunity for colleges and universities to streamline the educational process for students. Midland College began the pathways transformation in the summer of 2015. Assuming knowledge of high-altitude pathways goals, this presentation will analyze the challenges of ground-level implementation from a small community college perspective. Presenters will review successes and failures at Midland College, stressing the importance of building capacity and organizing for change. Crucial topics for discussion include leadership, institutional knowledge, campuswide communication and engagement as the building blocks for change. Presenters will further examine the details of the collection and use of data, development of common language, identification of meta-majors, and mapping with dual credit and university transfer in mind. Additional emphasis will be placed on reorganization (particularly in advising) to align institutional priorities with limited fiscal, physical, and human resources to ensure sustainability.

Target Audience: This session will prove beneficial to administrators, faculty, staff, particularly those accountable for pathways changes to operations within the small community college environment.
Program Track Hot Topics
Content Level/Track: Intermediate, Track A

CS-170   Changing Course Design Culture with Free and Open Resources

Dr. Anthony Pina, Associate Provost, Sullivan University, Louisville, KY

Location: C155, Level 1, KBHCCD

Our institution's initiative to adopt free/open educational resources into widely used courses resulted in higher student satisfaction, increases in perceived quality and significant savings for our students. The initiative also served as a catalyst for changes to our course design and development processes and culture. As a result, we are seeing increased course quality and improved relationships between faculty subject-matter experts and instructional designers. Join us to discover how free/open educational resources and changes in course design culture can benefit your students and institution. You will receive a comprehensive list of open educational resources and course design templates.

Target Audience: Provosts, academic deans, directors and others responsible for instructional/course design and development (classroom based, blended/hybrid, or online).
Program Track Hot Topics
Content Level/Track: Intermediate, Tracks A & B

CS-171   Breaking Barriers and Building Bridges to Online Student Success

Dr. Jimmy Smith, QEP Director, Wake Technical Community College, Raleigh, NC**; and Ms. Carrie Bartek,** Dean, College Initiatives and Assessments, Wake Technical Community College, Raleigh, NC

Location: C156, Level 1, KBHCCD

Want to improve online student success but face enrollment and "buy-in" obstacles? Learn how a large community college is using data, applying benchmarks, and creating innovations that reduce online learning barriers and support improved student outcomes. Diverse teams of faculty and staff have designed, deployed, and continually improve an e-learning orientation for students and an online teaching certificate for faculty.   IT collaboration has reduced enrollment impacts and ensures at-risk students take the orientation, and a new policy requires faculty to be certified before teaching online courses. Takeaway lessons learned and practical strategies for replicating on your campus.

Target Audience: Academic chairs or deans, chief technology officers, faculty, institutional researchers, vice presidents of academic and student affairs.
Program Track Hot Topics
Content Level/Track: Intermediate, Track A

CS-172   Developing an Institutional Definition of Credit Hours
Dr. Dennis Glenn, Vice President for Institutional Effectiveness and Dean of Accreditation, Point University, West Point, GA

Location: D161, Level 1, KBHCCD

Developing a definition of credit hours that applies to a growing variety of curricular formats and modalities, traditional classes, labs, internships, adult programs, online, experiential courses is challenging and a "hot issue" for most institutions. The commonly accepted definition and practices of 10 years ago are no longer sufficient to satisfy intensifying external demands. The policy and procedures that support compliance with Federal Requirement 4.9 are pertinent to other standards. This session will detail the issues involved and how Point University used an inclusive process to craft and implement its policy and procedures for determining how credit hours are awarded, including an institution-wide definition of credit hours.

Target Audience: Academic administrators, SACSCOC liaisons, and faculty members who have primary responsibility for preparing their institution's response to Federal Requirements 4.9 and 4.4 and Comprehensive Standard 3.4.6.
Program Track Hot Topics
Content Level/Track: Intermediate, Tracks A & B

CS-173   Show Me the Data!: Tracking Student Engagement and Using the Data to Make Meaningful Campus Decisions
Dr. Sri Sitharaman, Director of Institutional Research, Columbus State University, Columbus, GA**; Dr. Tina Butcher,** Interim Provost, Columbus State University, Columbus, GA**; Dr. Gina Sheeks,** Vice President for Student Affairs, Columbus State University, Columbus, GA**; and Dr. Kimberly McElveen,** Assistant Vice President for Institutional Assessment, Columbus State University, Columbus, GA

Location: D162, Level 1, KBHCCD

Institutions encourage student involvement in co-curricular activities because research shows that campus engagement has a positive correlation with retention and academics. A campus collaboration between Columbus State University's Academic Affairs and Student Affairs led to an initiative to systematically track student participation at events and evaluate results to make data-driven decisions. Session facilitators will share how event attendance is tracked and the difference in participation based on students populations to include low income, race, gender, first generation, residential, and honors. Furthermore, the results will show events with high attendance and the increases in student retention and GPAs. The session will include how the campus is using these data to view resources and make meaningful campus improvements.

Target Audience: Academic Affairs and Student Affairs professionals, academic deans, and assessment coordinators
Program Track Engaging Students
Content Level/Track: Intermediate, Track B

CS-174   Assessing the Assessment: Adding Value to Comprehensive Program Review

Dr. C. Dianne Raubenheimer, Director of Office of Research, Planning and Assessment, Meredith College, Raleigh, NC

Location: D163, Level 1, KBHCCD

Comprehensive Program Assessment, a.k.a. Program Review, typically includes a self-study and peer review process, and is a common practice at institutions of higher education. Using feedback from various constituents surveyed at the end of the review, namely, program coordinators, external reviewers, and internal reviewers, a number of process improvements have been made at Meredith College in the last few years. These include streamlining the focus for the review, developing clearer expectations, and providing guidelines and procedures for reporting results at various levels in the institution. In this session, survey results will be presented, the rationale for changes made provided and examples of significant programmatic improvements highlighted. Participants will also discuss approaches they have used to add value to the review processes at their institutions.

Target Audience: This session is intended for those interested in refining existing program review protocols and in how results can be used to foster institutional effectiveness (CR 2.5 and CS 3.3.1).
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Tracks A & B

CS-175   Beyond QEP: Sustaining and Scaling an Academic Support Initiative
Dr. Kimshi Hickman, Assistant Vice President for Enrollment Management, University of Texas at Arlington, Arlington, TX**; Dr. Julie Murphy,** Director, Peer Education Programs, The University of Texas at Dallas, Richardson, TX**; and Dr. Ne'Shaun Jones,** Director, Peer Education Programs, The University of Texas at Dallas, Richardson, TX

Location: D164, Level 1, KBHCCD

The purpose of a QEP is to enhance overall institutional quality and effectiveness by focusing on a topic that improves student learning and/or the learning environment. After the completion of the QEP cycle, it is desired to have an initiative that remains integrated into the fabric of the university. This session will review the QEP to decrease DFW rates for Math and Science at UT Dallas which has become a thriving Student Success Center. This center has been sustainable and proved scalable with unprecedented university growth. The presenters will share lessons learned on their institution's journey toward institutionalizing their quality enhancement program. Topics to be discussed include (1) initial planning and expansion (2) key stakeholders, (3) fiscal infrastructure, (4) factors for sustainability, and (5) factors for scalability.

Target Audience: This session is designed for administrators, department chairs, and higher education practitioners who are looking for examples of how to sustain and grow their QEP after completion.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Track A

CS-176   Crucial Conversations in Assessment: Thinking About What They Are and How to Have Them
Dr. Gloria Shenoy, Director of Assessment, University of Texas at Dallas, Richardson, TX

Location: D166, Level 1, KBHCCD

When stakes are high, opinions vary, and emotions are strong, you have the elements for a crucial conversation. Talking about student learning assessment often leads us to have a crucial conversation. Join this fast-paced interactive session as we discuss what crucial conversations are, strategies to handle them in the context of assessment, and presence of expert blind spots.

Target Audience: Anyone working in assessment, including faculty and administrators.
Program Track Assessing Student Learning Outcomes
Content Level/Track: Intermediate, Tracks A & B

CS-177   Utilizing a Graduate Exit Survey to Understand Student Needs and Successes
Dr. Shonda Gibson, Associate Provost for Institutional Effectiveness; and SACSCOC Accreditation Liaison, Texas

A&M University Commerce, Commerce, TX**; Dr. Dan Su,** Director of Institutional Research, Texas A&M University Commerce, Commerce, TX**; Ms. Melissa Crews,** Institutional Effectiveness and SACSCOC Coordinator, Texas A&M University Commerce, Commerce, TX**;** and **Ms. Mary Cheek,** Assessment Coordinator and Institutional Effectiveness Liaison, Texas A&M University Commerce, Commerce, TX

Location: D167, Level 1, KBHCCD

The Graduate Exit Survey (GES) serves an important role for Texas A&M University Commerce to collect information from applicants for graduation. The first survey launched in fall 2015, and has since received a high response rate (65 percent or above). The results have been widely shared with the colleges, departments, and service units for assessment, marketing, and continuous improvement purposes. Over the past four graduating terms, 2,067 undergraduate (80 percent response rate) and 1,994 graduate (78 percent response rate) students have completed the survey. In this presentation, a test of the instrument validity and reliability, analysis of students' self-reported employment information, student evaluation of academic/service experiences, and self-reported marketable skills will be discussed. Overall, students' responses have been positive and encouraging, yet meaningful as we are able to identify issues that deserve our immediate attention and action.

Target Audience: All who are concerned with institutional effectiveness and efforts toward continuous improvement.
Program Track Helping Institutions Succeed
Content Level/Track: Intermediate, Tracks A & B

CS-178   Assessing Achievement in an FYE Course and Program Through Assessment Triangulation
Dr. Eileen DeLuca, Associate Vice President of Academic Affairs, Florida SouthWestern State College, Ft. Myers, FL**;** and **Dr. Joseph van Gaalen,** Director of Academic Assessment, Florida SouthWestern State College, Ft. Myers, FL

Location: D168, Level 1, KBHCCD

The presenters will describe an assessment plan of an FYE course at a community-based college. One goal of the Cornerstone Experience is to engender critical thinking. The presenters will share a triangulation assessment plan incorporating a locally developed rubric, two nationally normed self-assessments, a locally developed self-assessment, and locally designed focus groups. Participants will learn how the plan provides a method of measuring critical thinking growth while simultaneously providing a measure of the effects of various instruments.

Target Audience: Assessment staff and faculty interested in coordinated and/or collaborative assessment practices.
Program Track Reflecting for Improvement
Content Level/Track: Intermediate, Track A

CS-179   Data-Driven Retention and Graduation
Dr. Ernest McNealey, Interim President, Allen University, Columbia, SC

Location: D170, Level 1, KBHCCD

In order to meet the challenge of student retention and college completion, institutions must move beyond the effect of issues like socio-economic status, test scores, grade point averages, and high school rigor, and address the more complex factors that are masked by summary data, common sense, and best practices. Measures of motivation, and what ACT calls academic confidence, are important dimensions to add to the equation. This session will identify and explore additional student attributes and institutional factors that can be collected and analyzed to build data-driven intervention strategies that will improve student success and institutional outcomes.

Target Audience: This session is intended for senior academic and student affairs officers, as well as other personnel responsible for policy and practice in shaping retention and graduation strategies.
Program Track Hot Topics
Content Level/Track: Intermediate, Track A

CS-180   Engaging Faculty in the Assessment and Improvement of Critical Thinking Using the CAT Instrument

Dr. Lynn Hogan, Director of Critical Thinking Initiatives, Florida State University, Tallahassee, FL**;** and **Dr. Kevin Harris,** Associate Director Center for Assessment and Improvement of Learning, Tennessee Technological University, Cookeville, TN

Location: D171, Level 1, KBHCCD

This session will explore the results of a 17-year nationwide project that was funded by the National Science Foundation and Tennessee Technological University to develop and disseminate an interdisciplinary instrument to assess critical thinking and real-world problem-solving skills. The presentation will examine the development, dissemination, and use of the instrument as part of broader campuswide efforts to improve critical thinking and real-world problem solving. Florida State University will discuss how they are using this instrument in their QEP to engage faculty assessing student learning outcomes and examining learning activities that are leading to improvements in students' critical thinking.

Target Audience: Individuals who are interested in the assessment and improvement of critical thinking including QEP, assessment, and teaching/learning directors, as well as faculty.
Program Track: Assessing Student Learning Outcomes
Content Level/Track: Beginner, Tracks A & B

CS-181   Informed Reflection: A Disciplined Approach to Institutional Change

Dr. Charles Miller, Associate Vice Chancellor for Institutional Effectiveness, South Louisiana Community College, Lafayette, LA**; Ms. Darcee Bex,** Dean of STEM, Transportation and Energy, South Louisiana Community College, Lafayette, LA**;** and **Ms. Christine Payton,** Director of Communications and Marketing, South Louisiana Community College, Lafayette, LA

Location: D172, Level 1, KBHCCD

Institutional change can come about through countless avenues. Often change is driven by factors external to the institution requiring a reactive response, but merely reacting to external demands does not ensure institutional excellence. A proactive path to organizational change is challenging but necessary to ensure positive results. This session will present one college's proactive approach to driving positive institutional change through monitoring, evaluating and acting upon employee perceptions, beginning with the development of a solid foundation through the strategic planning process and carrying on through structured employee engagement practices and communication. Evidence of the impact of this approach will be presented as well as lessons learned to date.

Target Audience: Senior administrators and institutional effectiveness administrators/coordinators
Program Track: Reflecting for Improvement
Content Level/Track: Intermediate, Tracks A & B

CS-182   Redefining Our QEP Student Cohort: A Consequential Midcourse Correction

Dr. Geoffrey Grimes, Professor of English and QEP Co-Chair, Mountain View College, Dallas, TX**; Mr. Darius Frasure,** Professor of English, Mountain View College, Dallas, TX**; Ms. Jody Cunningham,** Senior Research Analyst, Mountain View College, Dallas, TX**;** and **Mr. Luke Story,** Director, Academic Center for Writing, Mountain View College, Dallas, TX

Location: D173, Level 1, KBHCCD

This session explores a college's corrective actions to adjust to both unanticipated institutional and external factors that have influenced the evolution of its QEP. The presentation is divided into three segments: Part 1 reviews the data-driven processes that resulted in a 2012 SACSCOC Visiting Team's designation of Mountain View College's QEP as "a national model", Part 2 identifies a number of external factors that threatened to undermine the foundation of the whole Mountain View College's QEP initiative, and Part 3 examines the QEP Committee's subsequent responses to institutional data that helped the committee to define a new student cohort, to expand instructional resources to support both their learning and increased self-confidence, and to create a tracking system that will help us follow their paths toward a degree.

Target Audience: QEP committee leaders and assessment coordinators and others whose primary responsibility is managing their institution's Fifth-Year Interim Report and adapting institutional research to the facilitation of the QEP in its final five years.
Program Track: Reflecting for Improvement
Content Level/Track: Intermediate, Track A

CS-183   Assessing, Revising, and Improving Student Learning Outcomes
Dr. Frank Lee, Associate Professor and MSIS Program Coordinator, University of Mary Hardin-Baylor, Belton, TX

Location: D174, Level 1, KBHCCD

Creating effective and clear educational objectives are significant since they highlight expected student behavior as well as the specific conditions and standards of performance. The effective educational objectives will also help create appropriate educational activities and assessment. This session introduces an effective practice to assess, revise, and improve student learning outcomes using qualitative research software (QRS). The presenter will demonstrate and share the practice of using a QRS to create effective course and educational objectives. This session will help to identify the current and future activities to achieve higher levels of teaching and learning.

Target Audience: Faculty, assessment coordinators, and academic deans
Program Track: Assessing Student Learning Outcomes
Content Level/Track: Beginner, Track B

CS-184   Engaging Students Through Interfaith Studies
Dr. Mark Hanshaw, Interim Dean, School of Arts and Letters, Texas Wesleyan University, Fort Worth, TX**;** and **Mr. Noah Silverman,** Senior Director of Academic Initiatives, Interfaith Youth Core, Chicago, IL

Location: D175, Level 1, KBHCCD

The academic field of Interfaith Studies is flourishing at a remarkable pace. Given the relevance of educating students for civic leadership in a religiously diverse world, scholars from a range of academic disciplines are considering questions of religious diversity and interfaith engagement. As this field emerges, however, some key questions surface: What are the core competencies that define this field? What are robust models for teaching and learning about this topic? How might Interfaith Studies take shape in curricula? This session will introduce this burgeoning field of inquiry and share new research that speaks to its demand from students and the broader community.

Target Audience: Faculty and deans involved in either academic program development or pre-professional programming.
Program Track: Teaching and Learning
Content Level/Track: Beginner, Track B

CS-185   Perceived Discrimination Is a Plague on Diversity: Inoculate Your Institution!
Mrs. Roxanne Kemp, Dean of Online and General Education Programs, Parker University, Dallas, TX

Location: C146, Level 1, KBHCCD

In order to change the culture of any organization, change must first take place with strategic leaders who guide the direction of an organization and then with tactical leaders who carry out the initiatives and manage the processes. This presentation will address perceived discrimination and its threat to institutional culture and offer innovative approaches to improve upon existing organizational strategies. In response to SACSCOC's position on diversity, a synergy of organizational interventions will be discussed. The overarching goal of this presentation is to provide methods and strategies that will improve organizational culture and attachment.

Target Audience: The content in this session is designed for administrators and staff in higher education.
Program Track: Hot Topics
Content Level/Track: Intermediate, Tracks A & B

CS-186   The "Why" of the Story: Collaborative Learning and Intergenerational Life Review

Dr. Joanna Kain Gentsch, Director of Student Programs and Community Engagement, School of Behavioral and Brain Sciences, The University of Texas at Dallas, Richardson, TX

Location: D225, Level 2, KBHCCD

In order for students to find meaning and engagement in service learning, it must be both reflective and reciprocal. In an effort to create an effective field-based experiential learning opportunity for students with diverse majors, UTD piloted a "guided story-telling" class incorporating facilitated reminiscence and positively focused life review activities at two local senior facilities. This intergenerational approach has proven to be a powerful tool to enrich memories, create and strengthen social bonds and develop ways for participants to find meaning in life stories. With their instructor, students met weekly with seniors as well as on campus in class sessions for content-based lectures and discussions. Students were also assigned relevant readings, selected a theme, created and led a group session in the field, transcribed interviews, created a "remembrance book" for the senior participants, and wrote weekly reflective journals to evaluate the process and their personal experiences and growth.

Target Audience: Graduate and undergraduate faculty, academic deans, assessment coordinators and anyone interested in thinking creatively and resourcefully about student engagement and experiential learning.
Program Track: Engaging Students
Content Level/Track: Beginner, Track B

CS-187   Study Abroad: Understanding and Overcoming Its Barriers

Dr. Robert Springer, Executive Director of Institutional Effectiveness, Elon University, Elon, NC

Location: D226, Level 2, KBHCCD

Barriers to studying abroad may be obvious (e.g., financial constraints). But are the typical barriers to studying abroad accurate or are these preconceived notions that no longer hold? Seven years of graduating class information merged with other institutional databases creates a rich data source that provides a clearer picture to barriers for studying abroad. This presentation provides additional context to identified barriers with the use of logistic regression and it is used to help evaluate pre- and post-policy impact.

Target Audience: This presentation will be of benefit to those who a need to assess the impact of study abroad or those who may have a need to evaluate the effectiveness of policies.
Program Track: Reflecting for Improvement
Content Level/Track: Intermediate, Track B

Tuesday, December 5

7:00 AM - 10:00 AM	**Registration** Check-In (Pick-up badges and registration materials.) *Kiosks Sponsored by:* Gray Associates, Inc. *Location*: Lobby D Level 2, KBHCCD
7:00 AM - 10:00 AM	**Resource Room** *Sponsored by:* IOTA360 *Location***:** D224, Level 2, KBHCCD
7:30 AM - 8:45 AM	**Breakfast for Committee Chairs** (By invitation only) Trinity Ballroom 3, Level 3 Omni Hotel
7:30 a.m. - 8:45 a.m.	**2018 SACSCOC Annual Meeting Program Planning Committee Meeting** *Location:* D160, Level 1, KBHCCD

7:30 AM – 8:30 AM   **GROUP DISCUSSIONS II**
The group discussions for Tuesday are opportuniteis to engage in a Q&A session with institutional representatives involved in the devleopment of materials featured in the Resource Room. A form presentation will not be given.

GD-10   Q&A Session: Fifth-Year Interim Report, Track A from Resource Room
Dr. Ann Southard, Dean, General Education and Online Learning, Northwest Florida State College, Niceville, FL**;** and **Dr. Deborah Fontaine**, Chair, Communications, English, and Social Sciences, Northwest Florida State College, Niceville, FL

Location: C148, Level 1, KBHCCD

Target Audience: Representatives involved in the development of their institution's Fifth-Year Interim Report would benefit from this session.
Program Track: Helping Institutions Succeed
Content Level/Track: Beginner, Track A

GD-11   Q&A Session: Fifth-Year Interim Report, Track B from Resource Room
Dr. Mitzi Norris, Executive Director for Academic Effectiveness, University of Mississippi Medical Center, Jackson, MS

Location: C141, Level 1, KBHCCD

Target Audience: Representatives involved in the development of their institution's Fifth-Year Interim Report would benefit from this session.
Program Track: Helping Institutions Succeed
Content Level/Track: Beginner, Track B

GD-12   Q&A Session: QEP Impact Report from Resource Room
Ms. Ritamarie Tauer, Associate Provost, Academic Operations, Houston Baptist University, Houston, TX

Location: C146, Level 1, KBHCCD

Target Audience: Representatives involved in the development of their institution's QEP Impact Report would benefit from this session.
Program Track: Helping Institutions Succeed
Content Level/Track: Beginner, Track B

GD-13   Q&A Session: Substantive Change (New Off-Campus Instructional Site) from Resource Room
Dr. Jacqueline MacNeil, Executive Director of Institutional Effectiveness, Eckerd College, St. Petersburg, FL

Location: C143, Level 1, KBHCCD

Target Audience: Representatives involved in the development of their institution's Substantive Change prospectus for a new off-campus instructional site would benefit from this session.

Program Track: Helping Institutions Succeed
Content Level/Track: Beginner, Track A

GD-14   Q&A Session: Substantive Change (Level Change) from Resource Room
Dr. Barbara Gill, Director of Educational Research, Tallahassee Community College, Tallahassee, FL

Location: C149, Level 1, KBHCCD

Target Audience: Representatives involved in the development of their institution's Substantive Change prospectus for a level change would benefit from this session.
Program Track: Helping Institutions Succeed
Content Level/Track: Beginner, Track A

GD-15   Q&A Session: Substantive Change (New Program) from Resource Room
Ms. Laura Bower, Dean of Planning and Institutional Effectiveness, Cleveland Community College, Shelby, NC

Location: C152, Level 1, KBHCCD

Target Audience: Representatives involved in the development of their institution's Substantive Change prospectus for a new program would benefit from this session.
Program Track: Helping Institutions Succeed
Content Level/Track: Beginner, Track A

9:00 AM – 10:00 AM   **GROUP MEETINGS WITH SACSCOC STAFF**

Dr. Crystal Baird
Trinity Ballroom 4, Level 3, Omni Hotel

Dr. Michael Hoefer
C140, Level 1, KBHCCD

Dr. Nuria Cuevas
Ballroom C4, Level 2, KBHCCD

Dr. Mary Kirk
D170, Level 1, KBHCCD

Dr. Patricia Donat
C155, Level 1, KBHCCD

Dr. Stephanie Kirschmann
Ballroom D3, Level 3, KBHCCD

Dr. Larry Earvin
D163, Level 1, KBHCCD

Dr. Steven Sheeley
D171, Level 1, KBHCCD

Dr. Barry Goldstein
Ballroom C2, Level 2, KBHCCD

Dr. Charles Taylor
Ballroom C1, Level 2, KBHCCD

Dr. John Hardt
Ballroom D4, Level 3, KBHCCD

Dr. Denise Young
Ballroom C3, Level 2, KBHCCD

10:30 AM - Noon   **THIRD GENERAL SESSION AND CDA BUSINESS MEETING***
Location: Exhibit Hall E, Level 2, KHBCCD
Music: The Julius Quartet, Peak Fellowship Ensemble-in-Residence at the Meadows School of the Arts, Southern Methodist University, Dallas, TX
Introduction of Speaker: Dr. Nancy Moody, President, Tusculum College, Greeneville, TN
Speaker: Dr. Belle Wheelan, President, SACSCOC, Decatur, GA

*This session will conclude with a College Delegate Assembly Business Meeting and a report of accreditation and reaffirmation actions by SACSCOC. A vote will take place during the College Delegate Assembly Meeting. Upon entering Exhibit Hall E, the voting delegate for each member institution should proceed to the front section of the General Session seating to receive a paddle and participate in the vote.