Assessment shouldn’t feel like a waste of time and resources. With over 16 years of experience working with over 600 institutions of higher education, we’ll help you cultivate and grow meaningful assessment practices and harness better data for learning campus-wide.

Learn more by joining our session, “Aligning Culture with Technology to Produce Better Data for Learning” on Sunday, April 2nd at 1:00pm in Plaza Ballroom A-B.

Visit taskstream.com to learn more
04 Annual Conference Resources

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- Schedule of Conference Services
- Stay Connected
- Tribal College Learning Center
- Parking at the Hyatt
- Food at the Annual Conference
- HLC Resource Center
- Hyatt Floor Map

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20 Pathways Workshop

28 General Program

- Academy Presentations During the General Program
- Tribal College Presentations During the General Program
- Sunday
- Monday
- Tuesday

66 Exhibit Hall

74 Keyword Index
Willkommen! Bienvenue! Welcome! (Cabaret)

Welcome to the Higher Learning Commission 2017 Annual Conference, Navigating the Future. You will find a rich array of speakers and sessions, each reflecting the key issues in American higher education. I encourage your full participation and engagement in the next few days as we review progress on HLC’s strategic directions, Beyond the Horizon, and new vistas for exploration.

Higher education faces some very interesting challenges regarding state disinvestment, pressure for measurable metrics and accountability for student success, a shifting political landscape and an increased focus on a variety of social issues. The annual conference program will demonstrate a focus on all of these issues. Inspiring leaders, social activists and innovators will provoke many vibrant discussions.

Attendees will also have access to many sessions about the accreditation process as well as exposure to a myriad of institutional examples and best practices. We will discuss the most current agenda at the federal level including increased regulations and the debates that will be held around them. Speakers will address the federal environment and implications for accreditation. The Presidents Program focuses on student success as well as advocacy. We want to involve our members in how accreditation is seen at the national level and ways institutional leaders might participate in our messaging.

Colleges and universities are facing increased pressure and scrutiny of many social issues. Sessions will explore the social function of accreditation and our role in the discussions about many of the historical values of the academy. Peer reviewers face these challenges regularly as we navigate the future. Speakers will address academic freedom in a changing world, higher education in a 21st-century economy, the evolving federal agenda, innovation strategies, student access and achievement, equity and diversity, the power of human connectivity in college, the undergraduate experience and the overall impact of college on learners. As always, there will be a focus on quality assurance as it weaves throughout each of these salient topics.

Throughout the conference, we are pleased to present progress on the strategic directions, which were introduced last year—Value to Members, Innovation, Student Success, Thought Leadership and Advocacy. Through support from a Lumina Foundation grant, activities are underway to dive deeply into the student success agenda and create avenues to new innovations. As a value to our members, conference sessions reflect greater input from you regarding priorities for accreditors. Our speakers are indeed thought leaders, sharing rich and vibrant suggestions on ways to strengthen higher education.

I want to acknowledge the continuous support and time commitment of the Higher Learning Commission Board of Trustees, who will be present throughout the next few days. Their passion for accreditation is immeasurable. Please show your collective appreciation for the annual conference staff, as they work diligently throughout the year to bring you measurable value for your attendance. The entire HLC family is excited that you are with us on this journey, and we look forward to you having a productive and enjoyable annual conference.

Barbara Gellman-Danley
President, Higher Learning Commission
### ACCURACY

With 22 years of excellence in software development, the CourseLeaf Suite delivers intuitive online solutions to help manage certification.

We understand your catalog may be the single most important source of evidence during an accreditation review. Come learn how CourseLeaf helps you effectively manage and communicate your educational programs, curricula, learning outcomes, and general education competencies.

[CourseLeaf.com](http://CourseLeaf.com)

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## Learning Outcomes Assessment

Make assessment easier with Xitracs Assessment™ and Xitracs Programs™.

### General and Course Assessments

Score sample sets of student work against outcomes with linked rubrics. Teaching faculty can easily enter course assessment scores for aligned outcomes. Integrate with Blackboard and Canvas LMS. gradebooks.

### Qualitative Assessment Reporting

Easily set up program reporting fields using the terminology you want. Include quantitative assessment data. Link program reports to plans.

### Keep On Track

Use the dynamic snapshot to view and proactively track progress. Drill-down into program or course outcome assessments. Flag exceptions or gaps. Preview or publish reports at any time.

Please come by our booth to see how Xitracs can help you meet your assessment, planning and compliance reporting needs. Or contact us at 1-877-4-XITRACS (1-877-494-8722) to learn more.
Stay Connected

**Complimentary Wireless Internet**
The 2017 annual conference features complimentary wireless internet access throughout the public spaces, meeting rooms and Exhibit Hall. Information on how to access the wireless internet will be posted on conference signage and in the mobile app.

**Conference Mobile App**
Enhance your conference experience by taking advantage of the mobile app. With the mobile app, you can:
- Download presentation slides and handouts.
- Access the event schedule at any time.
- Create your own personalized schedule.
- Add personal appointments to your schedule.
- Take notes during presentations and email them for later viewing.
- Evaluate presentations.
- Look up the name of your HLC staff liaison.
- Scan the list of attendees.
- View the exhibitors and locate their booths.
- View the hotel floor plans.
- Get important updates, presentation changes and more.
- Create an account to take/save notes and access your schedule on multiple devices.

**Download the HLC Conference App for Free**
- Visit https://crowd.cc/hlc-2017 from any device
- Search “Higher Learning Commission” in the iTunes or Google Play store
- Scan the QR code:

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### Schedule of Conference Services

#### HLC REGISTRATION DESK
Grand Ballroom Foyer
Gold (Ballroom) Level, East Tower

<table>
<thead>
<tr>
<th>Thurs, March 30</th>
<th>Sun, April 2</th>
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<tbody>
<tr>
<td>3:00–7:00pm</td>
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<tr>
<th>Fri, March 31</th>
<th>Mon, April 3</th>
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<tr>
<td>7:00am–5:00pm</td>
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<tr>
<th>Sat, April 1</th>
<th>Tues, April 4</th>
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<tr>
<td>7:00am–5:00pm</td>
<td>7:00–10:30am</td>
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#### HLC INFORMATION DESKS
Need help with the mobile app? Have questions about the conference? Visit an HLC Information Desk.

**Grand Ballroom Foyer: Gold (Ballroom) Level, East Tower**

<table>
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<tr>
<th>Friday, March 31</th>
<th>Sun, April 2</th>
<th>Tues, April 4</th>
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**Gold (Ballroom) Level, West Tower**

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<thead>
<tr>
<th>Crystal Ballroom Foyer</th>
<th>Sat, April 1</th>
<th>Tues, April 4</th>
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<table>
<thead>
<tr>
<th>Regency Ballroom Foyer</th>
<th>Sun, April 2</th>
<th>Mon, April 3</th>
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<td>7:00am–5:00pm</td>
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#### EXHIBIT HALL SCHEDULE

**Sat, April 1**

<table>
<thead>
<tr>
<th>11:30am–4:30pm</th>
<th>Exhibit Hall Open</th>
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<tbody>
<tr>
<td></td>
<td>HLC Resource Center Open</td>
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</table>

**Sun, April 2**

<table>
<thead>
<tr>
<th>6:45am–3:00pm</th>
<th>Exhibit Hall Open</th>
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<td></td>
<td>HLC Resource Center Open</td>
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<table>
<thead>
<tr>
<th>6:45–8:00am</th>
<th>Complimentary Continental Breakfast</th>
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<tbody>
<tr>
<td>10:00am–12:00pm</td>
<td>Accreditation Share Fair</td>
</tr>
<tr>
<td>10:00am–2:00pm</td>
<td>HLC Cafe Open</td>
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<tr>
<td>3:00–5:00pm</td>
<td>Exhibit Hall Closed</td>
</tr>
<tr>
<td>5:00–6:30pm</td>
<td>Welcome Reception</td>
</tr>
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**Mon, April 3**

<table>
<thead>
<tr>
<th>6:45am–3:00pm</th>
<th>Exhibit Hall Open</th>
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<tr>
<td></td>
<td>HLC Resource Center Open</td>
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<table>
<thead>
<tr>
<th>6:45–8:00am</th>
<th>Complimentary Continental Breakfast</th>
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<tr>
<td>10:00am–12:00pm</td>
<td>Academies Poster Fair</td>
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<tr>
<td>10:00am–2:00pm</td>
<td>HLC Cafe Open</td>
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<tr>
<td>1:45–3:00pm</td>
<td>Ice Cream Social</td>
</tr>
</tbody>
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**Social Media**
Stay in touch with HLC and other attendees throughout the conference on Twitter. Receive reminders about upcoming sessions, see pictures of conference highlights, and share your own experiences. Follow HLC @hlcommission and use hashtag #HLC2017 to join the conversation.
Food at the Annual Conference

SUNDAY
6:45–8:00am  Complimentary Continental Breakfast
              Exhibit Hall
12:15–1:30pm  Lunch Break
              HLC Cafe: Exhibit Hall
              Market Chicago: Hyatt Lobby
              American Craft Kitchen & Bar: Hyatt Lobby
              The Living Room: Skyway Level, West Tower
5:00–6:30pm   Annual Conference Welcome Reception
              Exhibit Hall: Complimentary appetizers with cash bar

MONDAY
6:45–8:15am  Complimentary Continental Breakfast
              Exhibit Hall
12:15–1:30pm  Lunch Break
              HLC Cafe: Exhibit Hall
              Chicago Market: Hyatt Lobby
              Food Court: Illinois Center
              American Craft Kitchen & Bar: Hyatt Lobby
              The Living Room: Skyway Level, West Tower

TUESDAY
7:30–8:30am  Complimentary Coffee
              Grand Ballroom Foyer
8:00–11:00am  HLC Cafe
              Grand Ballroom Foyer

HLC CAFE
Hyatt will offer a variety of fresh food items for purchase including coffee, soft drinks, sandwiches, salads and snacks at the locations and times listed below.
Sunday, April 2  10:00am–2:00pm: Exhibit Hall
Monday, April 3  10:00am–2:00pm: Exhibit Hall
Tuesday, April 4  8:00–11:00am: Grand Ballroom Foyer

Mark Your Calendar
FOR FUTURE HLC ANNUAL CONFERENCES
2018  April 6–10
2019  April 5–9

Hotel and Area Restaurants
For additional breakfast and lunch options, the Hyatt features a number of restaurant choices, including American Craft Kitchen & Bar, The Living Room and Market Chicago.

Market Chicago on the main floor has offerings for those who want to pick up a quick snack, a sandwich, breakfast items, Starbucks coffee and more. It’s a great option on Sunday, along with the HLC Cafe, when many of the restaurants at the Illinois Center are closed.

The Illinois Center features a wide variety of food options during the lunch hour. Accessible via indoor walkways, it’s a great option during inclement weather. It is open for lunch on Monday and Tuesday but closed on Sunday.

For dinner, Stetson’s Modern Steak & Sushi and American Craft Kitchen & Bar are open at the Hyatt. In addition, Chicago offers an extensive range of restaurants for all budgets and tastes. Visit the mobile app for a list of nearby restaurants with special HLC discounts.

Parking at the Hyatt
Parking is available in both towers of the Hyatt Regency Chicago. Conference attendees are eligible for a 50 percent discount on parking.

Hyatt Guests
The discounted rates should appear on your hotel bill. You do not need a discount ticket. Please check with the hotel registration desk if the rate is not properly reflected on your bill. Once you have paid for parking, you will have in–out privileges during the course of your stay.

Non-Hyatt Guests:
You will need to obtain a discount sticker to attach to your parking ticket on each day that you park to obtain the reduced rate. Pick up discount stickers at the annual conference registration desk in the Grand Ballroom foyer in the East Tower.

Important note for non-Hyatt guests: Do not pay for parking upon arrival. You will not be able to use the discount if you have prepaid your parking.

Tribal College Learning Center
Sunday, April 2–Monday, April 3
Michigan 1: East Concourse Meeting Rooms, East Tower
Visit the Tribal College Learning Center to find out more about the missions, roles, cultures and contributions of these HLC-affiliated colleges and universities. This year the Learning Center will feature informational presentations and roundtable discussions (for a listing, see page 30). Special thanks to the Institute of American Indian Arts and Sitting Bull College for their support of the Learning Center.
Do you want to learn more about HLC programs, services and current projects? Would you like to meet your staff liaison? Are you interested in meeting with other attendees for conversations on topics of shared interest? Visit the HLC Resource Center in the Exhibit Hall. HLC staff members will be on hand to answer your questions during Exhibit Hall hours. The Resource Center will also host HLC’s Assurance Lab, Accreditation Share Fair and Academies Poster Fair, as well as Special Interest Group Meetings facilitated by attendees.

**Assurance Lab**
Sample Assurance System submissions from a variety of institutions are provided so attendees may see how others have organized materials and provided evidence. In addition to samples from Standard and Open Pathway institutions, this year a partial sample from a mock AQIP Pathway institution is being provided as a resource to institutions that are beginning to transition to the Assurance System.

HLC staff members will be on hand to assist with questions. These samples will be available in the Exhibit Hall and will remain accessible online after the conference.

HLC thanks the following institutions for providing their Assurance Arguments as samples:

- Blue Ridge Community and Technical College
  Standard Pathway
- Ohio Christian University
  Standard Pathway
- Tohono O’odham Community College
  Standard Pathway
- Marian University
  Open Pathway
- Marshall University
  Open Pathway
- New Mexico Junior College
  Open Pathway
- Kansas State University
  Open Pathway
- Talos Community and Technical College
  AQIP Pathway

**Academies Poster Fair: Showcasing the Journey to Institutional Improvement**

**Monday, April 3, 10:00am–12:00pm**
The HLC Academies Poster Fair is an opportunity for current and former Academy institutions to showcase their efforts. Posters will be displayed from institutions that are at various stages of the Assessment Academy and the Persistence and Completion Academy. Representatives from participating institutions will be in attendance to discuss their Academy experience and answer questions about their projects.

**Special Interest Group Meetings**

Special Interest Group (SIG) meetings are informal sessions facilitated by conference attendees that provide an opportunity for participants to share ideas in a small group. These meetings can be a great way to network with colleagues who share your interest in a specific topic, come from similar institutions or serve in similar roles.

All meetings take place within the designated SIG areas in the Exhibit Hall, on the Purple (Exhibit) Level in the East Tower, unless otherwise noted.

**SUNDAY, APRIL 2**

<table>
<thead>
<tr>
<th>Time</th>
<th>SIG Area</th>
<th>Topic</th>
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<tbody>
<tr>
<td>10:00–11:00am</td>
<td>SIG Area 1</td>
<td>Closing the Gap With Data for Strategic Planning and Accreditation Fnu Mihir, Assistant Vice Chancellor of Institutional Effectiveness, Arkansas State University</td>
</tr>
<tr>
<td></td>
<td>SIG Area 2</td>
<td>Library Assessment Valerie Nye, Library Director, Institute of American Indian Arts</td>
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<td></td>
<td>SIG Area 3</td>
<td>Institutional Assessment Using the AAC&amp;U VALUE Rubrics Amy Gort, Dean of Arts and Sciences, Augsburg College</td>
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<tr>
<td>11:15am–12:15pm</td>
<td>SIG Area 1</td>
<td>Finance and Strategic Planning: Transparency and Success Susan Lindahl, Chief Financial Officer and Chief Operating Officer, Kansas City Kansas Community College</td>
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</tbody>
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**Accreditation Share Fair**

**Sunday, April 2, 10:00am–12:00pm**
The Share Fair offers attendees the opportunity to learn about the distinctive processes and requirements associated with HLC’s Pathways for Reaffirmation of Accreditation. Institutions that have recently completed an accreditation process will be on hand to discuss their experience with the processes and answer questions.

A list of participating institutions is included on page 58 of the Resource Guide in your conference bag and includes contact information for the institutions and URLs for their online reports.
New Deans (First Two Years)  Darcy Litzerman, Dean, Front Range Community College

Tips and Tricks for Successfully Communicating Assessment to Faculty  Felix Wao, Director of Academic Assessment, University of Oklahoma

Assessing General Education at Private Colleges with Significant Pre-professional Majors  Jane Wood, Vice President for Academic Affairs and Dean, Mount Marty College

1:00–2:00pm

Strategies to Support Effective Online Instruction  Jon Johnson, Director, Instructional Technology and eLearning, Red Rocks Community College

New Chief Academic Officer Challenges  Renee Porter, Campus Provost, Belleville, and Professor, Lindenwood University

Persistence and Completion at Selective Colleges  Randall J. Stiles, Associate Vice President for Analytics, Grinnell College

Equivalency Using Tested Experience  Bruce Moses, Assistant Vice Chancellor for Accreditation and Quality Improvement, Pima County Community College District; Autym Henderson, Academic Affairs Specialist, City Colleges of Chicago

4:00–5:00pm

Arkansas Chief Academic Officers  Martin Eggensperger, Vice Chancellor for Academic Affairs, Arkansas State University-Mountain Home, and Debby King, Vice Chancellor for Instruction, Phillips Community College of The University of Arkansas

Columbian Concourse Level, West Tower

11:15am–12:15pm

The University of Wisconsin System and Applying HLC Criteria  Carleen M. Vande Zande, Associate Vice Chancellor, University of Wisconsin-Oshkosh

Institutional Research: Issues and Innovation  Jeanne Kueter, Assistant Director of Institutional Research, Lake Forest Graduate School of Management

SIG Area 1

Assessing the Leader Within  Cheryl Boncuore, Dean, Faculty and Degree Programs, Lake Forest Graduate School of Management

SIG Area 2

Implicit Bias Awareness  Richard Prystowsky, Provost, Lansing Community College

SIG Area 4

1:00–2:00pm

Kansas AQIP  Adam Borth, Director of Research and Assessment, Seward County Community College/Area Technical School

SIG Area 1

Accreditation Management Within Large, Multi-campus Systems  Keith Werosh, District Director, Assessment and Accreditation, City Colleges of Chicago-Harold Washington College

SIG Area 2

Performance-Based Funding in a Time of Limited Resources  Gregory Nichols, President, Salina Area Technical College

SIG Area 3

Graduates: Where Have They Gone and What Are They Doing?  Pamela Shay, Senior Vice President, Accreditation and Institutional Effectiveness, Franklin University

SIG Area 4

Enacting Diversity Ideals at a Liberal Arts College  Nelson Bingham, Professor of Psychology, Earlham College

SIG Area 4

2:30–3:30pm

Ohio AQIP Coalition  Bruce Massis, Accreditation Liaison Officer, Columbus State Community College

New Orleans Ballroom Level, West Tower

MONDAY, APRIL 3

10:00–11:00am

Best Practices in Assembling and Organizing Evidence for Assurance Arguments  Nancy Showers, Executive Director of Planning, Quality and Accreditation, Oakland Community College

SIG Area 1

Rural Community Colleges: Strategic Enrollment Planning  Tad Pfeifer, Director of Institutional Effectiveness, Mid-Plains Community College

SIG Area 2

Columbian Concourse Level, West Tower
Connecting With Your HLC Liaison

HLC staff liaisons will be available for brief meetings at the HLC Resource Center during the following times. This time should be used for introductions and quick questions (typically no more than five minutes), to enable the staff liaisons to meet as many of their institutions as possible.

To reserve an appointment time, please leave your business card with the HLC staff member at the Resource Center desk. The desk attendant will begin accepting cards 30 minutes prior to the liaison’s arrival. Appointments will be scheduled on a first-come, first-served basis until slots are filled.

Don’t know the name of your staff liaison? Check your institution’s listing in the conference mobile app or at one of the iPad kiosks in the Hyatt.

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Sunil Ahuja</td>
<td>2:00–3:00pm</td>
<td>1:00–2:00pm</td>
</tr>
<tr>
<td>Tom Bordenkircher</td>
<td>11:00am–12:00pm</td>
<td>10:00am–12:00pm</td>
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<tr>
<td>Stephanie Brzuzy</td>
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<td>Barbara Johnson</td>
<td>11:00am–12:00pm</td>
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<td>Andrew Lootens-White</td>
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<tr>
<td>Eric Martin</td>
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<td>Jeffrey Rosen</td>
<td>10:00–11:00am</td>
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<tr>
<td>Karen Solomon</td>
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<td>2:00–3:00pm</td>
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<td>Linnea Stenson</td>
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<td>Anthea Sweeney</td>
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<tr>
<td>Mary Vanis</td>
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Conversation and Closing Questions With Staff Liaisons

Attend a Conversation and Closing Questions With HLC Staff Liaisons session on Tuesday morning for an informal question-and-answer time with your staff liaison.

8:00–9:00am
- Sunil Ahuja ....................... Room K–L
- Linnea Stenson .................. Room K–L
- Anthea Sweeney ................. Room I–J
- Mary Vanis ........................Room I–J
- Andrew Lootens-White ..... Room K–L
- Eric Martin ....................... Room I–J
- Jeffrey Rosen ..................... Room G–H
- Barbara Johnson ................. Room K–L
- Andrew Lootens-White .... Room K–L
- Eric Martin ....................... Room I–J
- Jeffrey Rosen ..................... Room G–H
- Karen Solomon ................. Room K–L

Navigating the Hotel

Crossing Between Towers

Allow at least 15 minutes to walk between the East and West Towers on the Bronze (Concourse) Level. Most session breaks during the General Program have been scheduled for 30 minutes to allow time for transit.

If you are on the Green (Lobby) Level, the covered crosswalk on Stetson Avenue may provide the quickest route between towers.

Look for HLC signage throughout the hotel to indicate the best routes to meeting rooms.

Escalator Outages

One set of escalators between the concourse and ballroom levels in the East Tower are currently inoperable. Pay close attention to signage throughout the hotel indicating alternate routes. Returning attendees, please note that travel times from the East Tower Gold (Ballroom) Level to the West Tower meeting rooms will increase relative to previous years because of these outages.

Keynote Viewing Options

To ease traffic into and out of the Grand Ballroom, the keynote presentations on Sunday and Monday mornings will be simultaneously broadcast to Columbus Hall C–F in the East Tower and Crystal Ballroom B in the West Tower.

Access to the Exhibit Hall

The Exhibit Hall can be accessed from the Gold (Ballroom) Level in the East Tower. Escalators to the Exhibit Hall are located near Columbus Hall as well as behind the Grand Ballroom.

Indoor Routes to Restaurants and Shops

In case of inclement weather, a number of food and shopping options are accessible within the Hyatt or via an underground pedway. See “Food at the Annual Conference” on page 7 for more information.
WELCOME TO HYATT REGENCY CHICAGO. Meeting rooms, ballrooms, restaurants and guest amenities are listed in alphabetical order and color coded by floor. For help, dial Guest Services at Extension 4460.

ESCALATORS, ELEVATORS AND RESTROOMS are indicated on each floor. Elevators are conveniently located throughout the hotel for guests with disabilities or where no escalator is present.

CROSSING BETWEEN TOWERS: Cross between towers via the Skybridge or the Concourse. You may also cross from the lobby level via the crosswalk on Stetson Drive.
Pathways in Practice: Evaluating Governance, Finance and Student Success

This year’s professional development program for peer reviewers will focus on what can be some of the most difficult areas of peer review: evaluating an institution’s governance practices and finances, as well as its efforts to ensure—and measure—student success.

Sessions will focus on evaluating evidence in these critical areas, and provide tips for using open-forum discussions and Criteria discussions to gather additional evidence while on campus. Reviewers will learn tips for facilitating productive deliberations on their teams, or advance their skills as substantive change reviewers. Attendees will also learn when and how to recommend a sanction or monitoring, when warranted, and for team chairs, what to expect if a case ends up at an IAC hearing.

Finally, there are several sessions to help all reviewers enhance their skills in reviewing finances during a comprehensive evaluation, Systems Appraisal or Assurance Review.

SIGNING IN
Participant sign-in is required for some of these sessions, as indicated in the schedule. Be sure to sign in at your table or at the back of the room to confirm your attendance in these sessions.

8:00 AM–2:30 PM / NEW TEAM CHAIR TRAINING
SIGN-IN REQUIRED FOR ALL SESSIONS

BY INVITATION ONLY NEW TEAM CHAIR TRAINING: AQIP PATHWAY
Karen J. Stewart, Consultant and HLC Peer Reviewer
This workshop for team chairs provides an opportunity for participants to discuss various challenges in the creation of team reports, such as addressing differences in quality and tone in various evidentiary statements, managing team dynamics and deadlines, and crafting a consistent, well-supported and meaningful final report. HLC leaders will use information from this working session to plan and implement new training for incoming and continuing peer reviewers and team chairs. Target audience: New team chairs

7:45–8:45 AM
COFFEE AND INFORMAL NETWORKING

SPECIAL SESSION
BY INVITATION ONLY NEW TEAM CHAIR TRAINING: AQIP PATHWAY
Karen J. Stewart, Consultant and HLC Peer Reviewer
This workshop for team chairs provides an opportunity for participants to discuss various challenges in the creation of team reports, such as addressing differences in quality and tone in various evidentiary statements, managing team dynamics and deadlines, and crafting a consistent, well-supported and meaningful final report. HLC leaders will use information from this working session to plan and implement new training for incoming and continuing peer reviewers and team chairs. Target audience: New team chairs

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BY INVITATION ONLY NEW TEAM CHAIR TRAINING: AQIP PATHWAY
Karen J. Stewart, Consultant and HLC Peer Reviewer
This workshop for team chairs provides an opportunity for participants to discuss various challenges in the creation of team reports, such as addressing differences in quality and tone in various evidentiary statements, managing team dynamics and deadlines, and crafting a consistent, well-supported and meaningful final report. HLC leaders will use information from this working session to plan and implement new training for incoming and continuing peer reviewers and team chairs. Target audience: New team chairs
BY INVITATION ONLY NEW TEAM CHAIR TRAINING: STANDARD AND OPEN PATHWAYS
Karen Kirkendall, University of Illinois at Springfield; Gigi Fansler, Lincoln College
This workshop for team chairs provides an opportunity for participants to discuss various challenges in the creation of team reports, such as addressing differences in quality and tone in various evidentiary statements, managing team dynamics and deadlines, and crafting a consistent, well-supported and meaningful final report. HLC leaders will use information from this working session to plan and implement new training for incoming and continuing peer reviewers and team chairs. **Target audience: New team chairs**

8:30 – 9:15 AM / OPENING PLENARY SESSION
PATHWAYS IN PRACTICE: EVALUATING GOVERNANCE, FINANCE AND STUDENT SUCCESS
Jamie Stanesa, Higher Learning Commission
Join this opening session to hear about the state of the Peer Corps at HLC, including progress on various initiatives and anticipated changes for the coming year. **Target audience: All peer reviewers**

9:30 AM – 5:15 PM / TEAM CHAIR TRAINING SERIES
SIGN-IN REQUIRED FOR ALL SESSIONS

9:30 – 10:45 AM / WHEN A CASE GOES TO AN IAC HEARING: INFORMATION FOR TEAM CHAIRS
Karen J. Solomon, Higher Learning Commission; David Wendler, Martin Luther College
Being a team chair includes the possibility of explaining your team’s decision at an IAC hearing. This presentation explains the hearing process, the team chair’s responsibilities, and how to prepare for a hearing. **Target audience: Experienced team chairs**

11:00 AM – 12:00 PM / HLC’S ASSURANCE SYSTEM 2.0: BEYOND THE BASICS
Janet V. Smith, Pittsburg State University
Join this presentation for a quick look at some of the best—and most underused—features of HLC’s Assurance System, followed by a period for questions and answers about the system’s various nuances and capabilities. **Target audience: All team chairs**

1:30 – 2:30 PM / WRITING DESCRIPTIONS FOR INTERIM REPORTS
Steve Kapelke, Consultant on Accreditation
When recommending monitoring, a team should outline specifically what the institution must provide in its interim report. Such clarity is important for the IAC’s review of the case, but also for the institution’s staff and faculty members who need to provide follow-up. Attend this presentation to learn how to write clear and specific descriptions for the institution and the IAC. **Target audience: All team chairs**

2:45 – 4:00 PM / CONSISTENCY AND CONSENSUS IN PEER REVIEW: A CASE STUDY
Karen Peterson Solinski, Higher Learning Commission
This presentation will provide an examination of the forces that work for or against consistency and consensus, and what teams can do—individually and collectively—to be more certain that their decisions are consistent within a team dynamic, are supported by all members of that team, and are also consistent, as far as possible, with other HLC decisions. **Target audience: All team chairs, IAC members**

4:15 – 5:15 PM / EVALUATING THE PEER CORPS
Jan Garfield, Walden University; Rex Ramsier, University of Akron; Rachel Zibrat, Higher Learning Commission; Steve Kapelke, Consultant on Accreditation
This presentation will feature a demonstration of the new Peer Corps evaluation tool and corresponding process, followed by discussion of current results, issues and opportunities for improving service and training. **Target audience: All team chairs**
**BY INVITATION ONLY** 9:30–11:30AM / INSTITUTIONAL ACTIONS COUNCIL ANNUAL MEETING
Pat Newton-Curran, Karen Peterson Solinski, Sharon Ulmer, Barbara J. Johnson, Denise Malcolm and Kerry Lofton, Higher Learning Commission
Open to current and selected members of the Institutional Actions Council (IAC), this session serves as the annual meeting of the IAC. The session includes presentations on the IAC’s role in decision making at HLC and on the legal aspects of the IAC’s work. The session will include time for questions and discussion. **Target audience: New and returning IAC members**

**BY INVITATION ONLY** 11:35AM–12:15PM / INSTITUTIONAL ACTIONS COUNCIL NEW MEMBER ORIENTATION
Pat Newton-Curran, Sharon Ulmer, Denise Malcolm and Kerry Lofton, Higher Learning Commission
This session is for new IAC members only, and provides an overview of the assignment and review process for IAC committees and hearings. New members will also have time to ask questions of HLC staff members about the process, timing and logistics for these assignments. **Target audience: New IAC members**

**9:30 AM–12:00 PM / SPECIAL SESSION FOR PRESIDENTS**
**SIGN-IN REQUIRED**
**BY INVITATION ONLY** PRESIDENTS AS PEER REVIEWERS
Michael W. Westerfield, William Woods University; Kathy Bijak, Higher Learning Commission
Designed for presidents who are new to the Peer Corps or those wanting a refresher, this session offers a condensed, intensive training on conducting accreditation evaluations across the board and the unique roles these leaders must fill. Participants will leave this session prepared to serve as peer reviewers. **Target audience: Presidents of member institutions who are new to peer review or experienced reviewers who need pathways training**

**9:30 AM–12:15 PM / SPECIAL SESSION FOR IAC MEMBERS**
**SIGN-IN REQUIRED FOR ALL SESSIONS**
**BY INVITATION ONLY** 9:30–11:30AM / INSTITUTIONAL ACTIONS COUNCIL ANNUAL MEETING
Pat Newton-Curran, Karen Peterson Solinski, Sharon Ulmer, Barbara J. Johnson, Denise Malcolm and Kerry Lofton, Higher Learning Commission
Open to current and selected members of the Institutional Actions Council (IAC), this session serves as the annual meeting of the IAC. The session includes presentations on the IAC’s role in decision making at HLC and on the legal aspects of the IAC’s work. The session will include time for questions and discussion. **Target audience: New and returning IAC members**

**9:30 AM–12:15 PM**
**SPECIAL SESSION FOR IAC MEMBERS**
**SIGN-IN REQUIRED FOR ALL SESSIONS**

**SPECIAL SESSION**
COLUMBUS HALL G–H GOLD (BALLROOM) LEVEL EAST TOWER

**BY INVITATION ONLY** AQIP PATHWAY PEER REVIEW—THE FOCUS IS ON “PROCESS”
Carla Pogliano, Dunwoody College of Technology
In AQIP Pathway reviews, whether Action Project reviews, Systems Appraisals or Comprehensive Quality Reviews, the focus is on process and the continued improvement of that process. As peer reviewers, how do we define process? How do we differentiate between a process and a group of random activities an institution has undertaken? These and other process-related issues will be explored in an interactive educational discussion. **Target audience: AQIP Pathway peer reviewers**

**OPEN PATHWAY YEAR 4 ASSURANCE ARGUMENT: PROCESS, EVIDENCE AND REVIEW**
Janet V. Smith, Pittsburg State University; Jeffrey Rosen, Higher Learning Commission
This presentation will focus on the Year 4 Assurance Review of the Open Pathway. The presentation will provide an overview of the Year 4 review, highlighting differences between the Year 4 and Year 10 Assurance Reviews, with a focus on the format and challenges for reviewers conducting this type of review. **Target audience: Team chairs and all peer reviewers**
WRITING TO THE CRITERIA: CORE COMPONENT 2.A.—GOVERNANCE
Mary I. Vanis, Higher Learning Commission; Kristin L. Mallory, BridgeValley Community and Technical College
Facts, context and meaning all come together in a good evidence statement. Building upon recent peer reviewer training on writing evidence statements, this session will focus on writing statements for Core Component 2.A., on governance. Following a general presentation, peer reviewers will work in small groups to evaluate specific examples and report out at the end of the session. Target audience: All peer reviewers; recommended for presidents

WRITING TO THE CRITERIA: CORE COMPONENT 4.B.—ASSESSMENT OF STUDENT LEARNING
Tom Bordenkircher, Higher Learning Commission; Sandra L. Cassady, St. Ambrose University
Building upon recent peer reviewer training on writing evidence statements, this session will focus on writing statements for Core Component 4.B., on assessment of student learning. Following a general presentation, peer reviewers will work in small groups to evaluate specific examples and report out at the end of the session. Facilitators will also discuss various types of evidence that institutions might provide to meet Core Component 4.B. Target audience: All peer reviewers

11:00 AM–12:00 PM

INFORMATION SESSION
COLUMBUS HALL A–B
GOLD (BALLROOM) LEVEL
EAST TOWER

PEER REVIEW AND INTERIM MONITORING
Steve Kapelke, Consultant on Accreditation
The purpose of interim monitoring is to gather specific information from the institution, evaluate the institution’s progress in addressing its challenges or changes, or gather evidence pertaining to plans the institution has presented in previous documents. This presentation will include an overview of the types of interim monitoring, the evaluation team’s roles and responsibilities in recommending monitoring, and what topics future evaluation teams should expect to see addressed by monitoring. Target audience: All peer reviewers

INFORMATION SESSION
GRAND BALLROOM C–D SOUTH
GOLD (BALLROOM) LEVEL
EAST TOWER

THE NEW ERA IN REVIEWING NON-FINANCIAL INDICATORS
Stephanie Bruzy and Sunil Ahuja, Higher Learning Commission
The non-financial indicators were implemented by HLC approximately three years ago. This presentation will discuss new trends in the area of persistence and graduation rates, with implications specifically for indicator 7. This presentation will be repeated at 4:15 p.m. Target audience: All peer reviewers
11:00 AM–12:00 PM

THE PEER CORPS DIVERSITY INITIATIVE: PROGRESS AND NEXT STEPS
Babatunde Alokolaro, Higher Learning Commission; Benjamin F. Young, Ivy Tech Community College of Indiana; Jo Lynn Autry Digranes, Oklahoma City University; Sherilyn Poole, Governors State University; Barbara J. Johnson, Higher Learning Commission; Patricia Dolly, Oakland University
Learn more about the efforts and progress over the past year to enhance diversity in HLC’s Peer Corps—and how you can help in the coming year. **Target audience: All peer reviewers**

12:00 – 1:30 PM

PEER CORPS LUNCHEON AND RECOGNITION
Jamie Stanesa and Barbara Gellman-Danley, Higher Learning Commission
**Target audience: All peer reviewers**

1:30 – 5:15 PM / SUBSTANTIVE CHANGE TRAINING SERIES
SIGN-IN REQUIRED FOR ALL SESSIONS

1:30 – 3:45 PM

BY INVITATION ONLY SUBSTANTIVE CHANGE CHAIR TRAINING
Tamas Horvath, Sunil Ahuja and Vince Coraci, Higher Learning Commission
This presentation is intended to provide information to team chairs regarding HLC’s expectations and processes for evaluating program change applications and conducting change visits. **Target audience: Experienced substantive change chairs**

1:30 – 2:30 PM

SUBSTANTIVE CHANGE PROCESSES
Pat Newton-Curran and Vince Coraci, Higher Learning Commission
This general session will provide an overview intended primarily for new change reviewers and for any change reviewers who want a refresher. Anyone completing this session will be considered able to participate in program change reviews. **Target audience: Reviewers who wish to be trained to conduct substantive change reviews**

2:45 – 3:45 PM

CONTRACTUAL REVIEWS
Anthea M. Sweeney and Tamas Horvath, Higher Learning Commission
This presentation will introduce peer reviewers to contractual reviews and provide an overview of HLC’s approach to determining when contractual arrangements are permissible within the parameters for reviewing these programs. **Target audience: Reviewers with legal, financial or contractual experience**
4:15–5:15 PM

COMPETENCY-BASED EDUCATION AND DIRECT ASSESSMENT
Jeffrey Rosen, Higher Learning Commission
For several years, the U.S. Department of Education has regularly issued new regulations and guidelines affecting the review of both direct assessment and credit-based forms of competency-based education. Both forms are regulated by HLC. In this presentation, peer reviewers will learn about the opportunities and challenges faced by institutions that wish to implement these programs, as well as HLC's expectations with respect to reviewing these programs. **Target audience:** Reviewers who wish to be trained to conduct substantive change reviews

CONDUCTING LOCATION, BRANCH CAMPUS, MULTI-LOCATION AND MULTI-CAMPUS REVIEWS
Vince Coraci and Pat Newton-Curran, Higher Learning Commission
This presentation will prepare peer reviewers to conduct location visits. HLC assures the quality of additional locations and campuses through its initial approval process and subsequently through multi-location and multi-campus visits. **Target audience:** Reviewers who wish to be trained to conduct substantive change reviews

1:30–2:30PM

AVOIDING PITFALLS IN PEER REVIEW
Michael W. Westerfield, William Woods University; Janet V. Smith, Pittsburg State University
Institutional visits are underway in the Pathways for Reaffirmation of Accreditation model. Learn from two peer reviewers what common peer reviewer pitfalls are occurring during these visits. Peer reviewers will be able to engage in discussion of the more common pitfalls and leave with a better understanding of how to serve as an effective peer reviewer for HLC. **Target audience:** All peer reviewers

CONSUMER PROTECTION AND REGIONAL ACCREDITATION AT HLC
Karen Peterson Solinski, Higher Learning Commission
The federal emphasis on higher education “quality” and recent state investigations of certain institutions have expanded the focus of quality assurance to include institutional practices related to marketing, recruiting and admissions. Federal officials have stressed that they expect accreditors to ensure these areas are included in, if not central to, the work of accreditation. What challenges does this evolving responsibility pose for institutions, peer reviewers and accreditors? **Target audience:** All peer reviewers; recommended for IAC members

IMPLEMENTING THE CRITERIA: KEY INSIGHTS FOR PEER REVIEWERS
Barbara J. Johnson, Higher Learning Commission
This presentation will provide an analysis of institutional outcomes from comprehensive evaluations completed since the implementation of the Criteria for Accreditation in 2013. The presentation will outline the primary Core Components requiring additional institutional attention. **Target audience:** All peer reviewers

REVIEWING UNIQUE INSTITUTIONS
Ray Crossman, Adler University; Lee Bash, Graceland University
This discussion focuses on some of the less common institutional types in HLC’s membership, such as small single-purpose institutions, graduate-student-only institutions, faith-based institutions, allied health schools, and conservatories/arts schools. The presenters will provide some context for reviewing these institutions, based on their own experiences working for or reviewing them, and will provide some advice for approaching these review assignments. **Target audience:** All peer reviewers
1:30–2:30 PM

**USING THE ASSURANCE SYSTEM FOR AQIP PATHWAY REVIEWS**

Linnea A. Stenson and Jon Davenport, Higher Learning Commission

Join this session for an introduction to the new Assurance System for AQIP Pathway Systems Appraisals and Comprehensive Quality Reviews, followed by a period for questions and answers about its various nuances and capabilities.

**Target audience:** AQIP Pathway peer reviewers

**INFORMATION WITH Q&A**

**COLUMBUS HALL A–B**

GOLD (BALLROOM) LEVEL

EAST TOWER

2:45–4:00 PM

**AQIP PATHWAY ACTION PROJECT REVIEWS**

Jill Wright, Illinois Central College

Action Projects are central to the continuous improvement process at AQIP Pathway institutions. During this presentation, peer reviewers will learn how to identify essential elements of good Action Projects and the metrics used to evaluate them. **Target audience:** AQIP Pathway peer reviewers

**INFORMATION SESSION**

**COLUMBUS HALL A–B**

GOLD (BALLROOM) LEVEL

EAST TOWER

**PANEL DISCUSSION**

**ROOSEVELT 3**

EAST CONCOURSE MEETING ROOMS, EAST TOWER

**FACILITATING OPEN-FORUM DISCUSSIONS DURING COMPREHENSIVE EVALUATION VISITS (REPEAT)**

Becky Timmons, University of Arkansas-Fort Smith; Brett Andrews, Newman University

Comprehensive evaluation teams are encouraged to use open-forum discussions during their visits, but how do these work in practice? What strategies work best for facilitating open conversation with a variety of people in the room? How should these be “staffed” with members of the team? Join this panel discussion to hear about the planning and execution of these sessions during three comprehensive evaluation visits.

**Target audience:** All peer reviewers

**WORKING SESSION**

**COLUMBUS HALL G–H**

GOLD (BALLROOM) LEVEL

EAST TOWER

**REACHING CONSENSUS IN TEAM DELIBERATIONS**

Sam Kerr, Consultant and HLC Peer Reviewer; David Wendler, Martin Luther College; Susan Murphy, National American University

Teams face multiple and often complex issues during a review, and may need to spend time unbundling the issues, working through conversations and ultimately working toward consensus on team findings and recommendations. Participants in this session will explore a number of strategies addressing each of these components. Extra effort by team members during this process can assist the entire team in developing sound, reasoned decisions.

**Target audience:** All peer reviewers

**WORKING SESSION**

**COLUMBUS HALL C–F**

GOLD (BALLROOM) LEVEL

EAST TOWER

**WRITING TO THE CRITERIA: CORE COMPONENT 4.C.—STUDENT PERSISTENCE AND COMPLETION**

Karen J. Solomon, Higher Learning Commission; Scott R. Safranski, Saint Louis University

This session will focus on writing evidence statements for Core Component 4.C., on student persistence and completion. Following a general presentation, peer reviewers will work in small groups to evaluate specific examples and report out at the end of the session. Facilitators will also discuss various types of evidence that institutions might provide to meet Core Component 4.C. **Target audience:** All peer reviewers

**WORKING SESSION**

**COLUMBUS HALL K–L**

GOLD (BALLROOM) LEVEL

EAST TOWER

**WRITING TO THE CRITERIA: CORE COMPONENT 5.A.—INSTITUTIONAL FINANCES**

Andrew Lootens-White, Higher Learning Commission; William Tammone, Colorado Community College System

Building upon recent peer reviewer training on writing evidence statements, this session will focus on writing statements for Core Component 5.A., on institutional finances. Following a general presentation, peer reviewers will work in small groups to evaluate specific examples and report out at the end of the session. Facilitators will also discuss various types of evidence that institutions might provide to meet Core Component 5.A., as well as various issues and challenges in evaluating this Core Component.

**Target audience:** All peer reviewers
ASSIGNING SANCTIONS
Anthea M. Sweeney and Mary I. Vanis, Higher Learning Commission
How do peer reviewers and team chairs determine when to recommend a sanction during a comprehensive visit? In this presentation, HLC staff members will explain each of the sanctions, including Notice and Probation, and will describe the situations in which each is warranted. Target audience: All team chairs, IAC members

FEDERAL COMPLIANCE Q&A
Karen Peterson Solinski and Cecilia E. Torres, Higher Learning Commission
Join this session to ask specific questions you may have about HLC’s Federal Compliance Program. Target audience: All peer reviewers

THE AQIP PATHWAY’S COMPREHENSIVE QUALITY REVIEW
Karen J. Stewart, Consultant and HLC Peer Reviewer
The Comprehensive Quality Review (CQR), part of a broader comprehensive evaluation, assures the higher education community and the public that the institution continues to meet the Criteria for Accreditation and the Federal Compliance Requirements, and also determines whether the institution demonstrates advancing organizational maturity in relation to the AQIP Pathway Categories. Attend this presentation to learn more about the expectations and logistics of the CQR. Target audience: AQIP Pathway peer reviewers

THE NEW ERA IN REVIEWING NON-FINANCIAL INDICATORS (REPEAT)
Stephanie Brzuzy and Sunil Ahuja, Higher Learning Commission
The non-financial indicators were implemented by HLC approximately three years ago. This presentation will discuss new trends in the area of persistence and graduation rates, with implications specifically for indicator 7. Target audience: All peer reviewers
The Pathways Workshop is intended to help institutional faculty, administrative leaders and Accreditation Liaison Officers (ALOs) prepare for accreditation reviews in all pathways.

**NEW THIS YEAR: SPECIAL SERIES IN THE MORNING**
Based on feedback from past attendees, these series provide content targeted to attendees with different levels of experience in accreditation and to institutions at different stages of preparation for upcoming comprehensive evaluations. All morning sessions are appropriate for institutions in candidacy and all pathways.

The “**Orientation to HLC Accreditation**” series is designed for attendees who are new to accreditation or for ALOs who are new to this role within their institutions. This series provides core information, delivered primarily by members of the HLC staff, about regional accreditation and pathways processes at HLC, and features a nuts-and-bolts introduction to the Assurance System.

The “**Preparing for a Comprehensive Evaluation**” series is designed for institutions already preparing their Assurance Arguments or Systems Portfolios for an upcoming review. This series offers practical information and guidance on preparing for the review, working with staff liaisons and team chairs, and assembling and guiding institutional teams. Members of the HLC staff and peer reviewers will also provide a detailed overview of the Criteria for Accreditation, discussing the content, context and intent of specific Criteria and the types of evidence institutions can provide to demonstrate compliance.

Both series converge in a presentation on Federal Compliance at 11:15 a.m., appropriate for all attendees. Afternoon electives are targeted to the pathways designated in each presentation description.

### 7:00–8:30 AM

**COFFEE AND INFORMAL NETWORKING**

### 7:15–7:45 AM

**ACCREDITATION 101 FOR FIRST-TIME ATTENDEES**
Andrew Lootens-White, Higher Learning Commission
This presentation will provide first-time attendees with a basic overview of accreditation in higher education and HLC’s role in that landscape. The presentation also will include an overview of the annual conference itself and provide tips about how to make the most of the available opportunities.

### 8:00 –11:00 AM / ORIENTATION TO HLC ACCREDITATION

**8:00 –9:15AM / HLC PATHWAYS FOR REAFFIRMATION OF ACCREDITATION**
Karen J. Solomon, Jeffrey Rosen and Linnea A. Stenson, Higher Learning Commission
This session provides an introduction to HLC’s Pathways to Accreditation, as well as the Criteria for Accreditation. Speakers will describe the timeline and requirements for each pathway and provide an overview of the five Criteria for Accreditation at HLC.

**9:15 –10:00 AM / USING THE Assurance SYSTEM**
Janet V. Smith, Pittsburg State University
This presentation provides an overview of how to use HLC’s Assurance System to prepare for a comprehensive evaluation visit, including assigning log-in information, managing text and attachments, identifying gaps in the Assurance Argument, and using the system’s many features for maximum benefit.
10:15–11:00 AM / ON CAMPUS AND IN THE FIELD: PEER REVIEW AND THE ROLE OF THE PEER REVIEWER IN THE ACCREDITATION PROCESS
Jamie Stanesa, Higher Learning Commission; Lee Bash, Graceland University

Following an overview of the role of peer review in the accreditation process, the presenters will turn to the role that peer reviewers often play in the preparation of their own institution’s Assurance Arguments and Systems Portfolio. Their work engages three integrated strategies: inclusive engagements with stakeholders, extended interaction and preparation with the institution’s board, and a longitudinal approach to improving systems and processes.

8:00–11:00 AM / PREPARING FOR A COMPREHENSIVE EVALUATION

8:00–8:45 AM
PLANNING FOR A SUCCESSFUL SITE VISIT
Barbara J. Johnson, Higher Learning Commission; Ingrid Gould, University of Chicago

In this presentation, an experienced ALO and a member of the HLC staff will discuss how to prepare for a successful comprehensive evaluation and site visit. The session will cover such topics as working successfully with HLC liaisons, crafting a visit agenda with the team chair, providing information for the student survey, arranging site logistics, and using resources available on HLC’s website.

INTENSIVE SESSIONS ON THE CRITERIA

In these sessions, presenters will walk through each of the Criteria for Accreditation in detail, discussing their content, context and intent.

9:00–9:30 AM
CRITERIA 1 AND 2
Mary I. Vanis, Higher Learning Commission; Kristin L. Mallory, BridgeValley Community and Technical College

This presentation will be repeated at 9:45 a.m.

CRITERION 3
Tom Bordenkircher, Higher Learning Commission; Monica Varner, Southwestern Oklahoma State University

This presentation will be repeated at 10:30 a.m.

CRITERION 5
Andrew Lootens-White, Higher Learning Commission; William Tammone, Colorado Community College System

This presentation will be repeated at 9:45 a.m.

9:45–10:15 AM
CRITERIA 1 AND 2 (REPEAT)
Mary I. Vanis, Higher Learning Commission; Kristin L. Mallory, BridgeValley Community Technical College

CRITERION 4
Barbara J. Johnson, Higher Learning Commission; Kathryn Swanson, Augsburg College

This presentation will be repeated at 10:30 a.m.

CRITERION 5 (REPEAT)
Andrew Lootens-White, Higher Learning Commission; William Tammone, Colorado Community College System
10:30–11:00 AM

CRITERION 3 (REPEAT)
Tom Bordenkircher, Higher Learning Commission; Monica Varner, Southwestern Oklahoma State University

CRITERION 4 (REPEAT)
Barbara J. Johnson, Higher Learning Commission; Kathryn Swanson, Augsburg College

11:15AM–12:15PM

THE FEDERAL COMPLIANCE PROGRAM: OVERVIEW
Karen Peterson Solinski, Higher Learning Commission
Learn about the U.S. Department of Education’s compliance components in HLC’s Standard, AQIP and Open Pathway evaluations. Preparation for addressing Federal Compliance should be built into every institution’s timeline and planning process in preparing for HLC evaluation. This presentation will also provide an overview of the Federal Compliance form and how to complete it.

12:15–1:30 PM

BUFFET LUNCH
A complimentary buffet lunch for all attendees will be served in the Exhibit Hall.

1:30–2:30 PM

PREPARING INSTITUTIONAL FINANCES FOR EVALUATION
J. Lee Johnson, Siena Heights University
During this time of enormous change and financial pressures in higher education, institutions should expect that peer reviewers will be asked to pay particular attention to an institution’s financial state when evaluating its capacity to sustain new initiatives, partnerships or construction. This presentation will assist attendees in preparing their institution’s finances for such an evaluation. This presentation will be repeated at 4:00 p.m.

PREPARING FOR MANDATED FOCUSED VISITS
Sue Darby, National American University; Steven Herbert, Xavier University; Michelle L. McMillen, Arkansas State University Mid-South
Does your institution have a focused visit scheduled for the future? What will your report look like? How is the team visit organized? Learn from institutions that have recently (and successfully) completed this form of HLC monitoring.

A CART-BEFORE-THE-HORSE APPROACH TO WRITING THE SYSTEMS PORTFOLIO
Deborah A. Loper and Kathy Kiser-Miller, Colorado Mountain College
This presentation focuses on how one college reversed its approach to writing the Systems Portfolio to garner greater involvement, accuracy and efficiency. The presenters will take participants through the steps used to create a better portfolio, with particular attention to the Criteria for Accreditation. Writing stages and timelines will be provided.
**PREPARING FOR A PRODUCTIVE OPEN PATHWAY SITE VISIT**  
Glendali Rodriguez and Meridith Drzakowski, University of Wisconsin-Stout; Gar E. Kellom, Winona State University  
This presentation will focus on the steps taken by the University of Wisconsin-Stout to prepare for a successful Open Pathway site visit. The presenters include the Accreditation Liaison Officer and Associate Vice Chancellor from UW-Stout and the chair of the site visit team.

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**THE AQIP PATHWAY SYSTEMS PORTFOLIO**  
Rob Spohr, Montcalm Community College  
This presentation will provide an overview of the Systems Portfolio, review common mistakes, and offer writing strategies. This presentation will be repeated at 2:45 p.m.

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**CAMPUSWIDE QUALITY INITIATIVE PROJECTS: PANEL DISCUSSION**  
Monica Varner, Southwestern Oklahoma State University; Holly L. Baumgartner, Lourdes University; Karen M. Mohar, Lourdes University  
A small private and a state institution will provide case studies of their Quality Initiative projects, one campuswide and focused on retention and one faculty-specific and focused on course transformation. Both processes created robust Quality Initiative efforts involving collaboration and engagement from initiation and design through implementation and assessment.

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**THE AQIP PATHWAY AND THE ASSURANCE SYSTEM**  
Stephanie Kramer and Andrew Lootens-White, Higher Learning Commission  
This presentation provides a quick look at the new Assurance System for AQIP Pathway Comprehensive Quality Reviews. The presenters will give a live demonstration and answer questions about the system as well as next steps for use in the AQIP Pathway.

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**THE OPEN PATHWAY YEAR 4 ASSURANCE ARGUMENT: PROCESS, EVIDENCE AND REVIEW**  
Janet V. Smith, Pittsburg State University and Jeffrey Rosen, Higher Learning Commission  
This presentation will focus on the Year 4 Assurance Review of the Open Pathway, highlighting differences between the Year 4 and Year 10 reviews and offering concrete strategies for preparing for the “mid-cycle” review on the Open Pathway. This presentation will be repeated at 4:00 p.m.

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**LEADING FROM THE MIDDLE**  
Gayle Kearns and Adrian Hinkle, Southwestern Christian University  
This presentation describes how a small, private, faith-based liberal arts institution was faced with a turnover in the provost, president and board of regents chairman roles within one year of a comprehensive evaluation. Learn strategies for keeping faculty and staff morale raised through inclusive and flexible structures in preparation for a comprehensive evaluation.

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**BOARD ACTIONS, INSTITUTIONAL UPDATES AND POLICY CHANGES: ADDITIONAL INFORMATION FOR ALOs**  
Sunil Ahuja and Stephanie Brzuzy, Higher Learning Commission  
This session, especially for institutional ALOs, provides an overview of some of the additional responsibilities for ALOs with respect to the institution’s relationship with HLC, including the annual Institutional Update, Board Actions, changes to HLC policies, reporting requirements, surveys and email communications.
ALIGNING AQIP PATHWAY CATEGORY EVIDENCE AND EVIDENCE FOR THE CORE COMPONENTS
Joan K. Costello, Inver Hills Community College; Susan Tarnowski and Renee Guyer, South Central College
This presentation explores creating intersections between the AQIP Pathway Categories and the Core Components of the Criteria for Accreditation. With these intersections identified, institutions will determine appropriate evidence and a format or structure for their Systems Portfolio that reflects the institutional culture while making clear how quality improvement activities align with the Core Components.

THE AQIP PATHWAY’S COMPREHENSIVE QUALITY REVIEW
Karen J. Stewart, Consultant and HLC Peer Reviewer
The Comprehensive Quality Review (CQR), part of a broader comprehensive evaluation, assures the higher education community and the public that the institution continues to meet the Criteria for Accreditation and the Federal Compliance Requirements, and also determines whether the institution demonstrates advancing organizational maturity in relation to the AQIP Pathway Categories. Attend this presentation to learn more about the expectations and logistics of the CQR. This presentation will be repeated at 4:00 p.m.

PREPARING FOR A VISIT WITH EMBEDDED MONITORING
Beth Jernberg, University of Sioux Falls; Threasia L. Witt, Davis and Elkins College; Wrenette Tedder, Henderson State University
Institutional representatives will offer different models of how to address HLC-assigned monitoring within an Assurance Argument, and a peer review team chair will provide additional insight about how the team identifies and writes to the issues. Attendees will gain ideas about potential ways their institution can address embedded monitoring.

THE AQIP PATHWAY SYSTEMS PORTFOLIO (REPEAT)
Rob Spohr, Montcalm Community College
This presentation will provide an overview of the Systems Portfolio, review common mistakes, and offer writing strategies.

USING THE ASSURANCE SYSTEM—BEYOND THE BASICS
Janet V. Smith, Pittsburg State University
This presentation provides a 20-minute demonstration of some of the Assurance System’s more advanced, or lesser known, features, and then provides time for participants to ask questions about the system and its capabilities.

CRYSTAL BALLROOM A
GREEN (LOBBY) LEVEL
WEST TOWER

GRAND BALLROOM C–D
GOLD (BALLROOM) LEVEL
EAST TOWER

COLUMBUS HALL A–B
GOLD (BALLROOM) LEVEL
EAST TOWER

COLUMBUS HALL C–F
GOLD (BALLROOM) LEVEL
EAST TOWER

CRYSTAL BALLROOM A
GREEN (LOBBY) LEVEL
WEST TOWER

COLUMBUS HALL I–J
GOLD (BALLROOM) LEVEL
EAST TOWER

COLUMBUS HALL G–H
GOLD (BALLROOM) LEVEL
EAST TOWER

2:45–3:45PM

OPEN PATHWAY

35,000 WORDS: SMALL COLLEGE, SMALL STAFF, LARGE JOB, LITTLE TIME
Sharon Procter, Nadine L. Ashton and Laurie T. Evans, College for Creative Studies
The College for Creative Studies is a small, private art and design college that recently completed its comprehensive evaluation. In the course of preparing its Assurance Argument, the college faced several unexpected obstacles. The presenters will share their experiences to help attendees who are in their writing process.

THE AQIP PATHWAY’S COMPREHENSIVE QUALITY REVIEW
Karen J. Stewart, Consultant and HLC Peer Reviewer
The Comprehensive Quality Review (CQR), part of a broader comprehensive evaluation, assures the higher education community and the public that the institution continues to meet the Criteria for Accreditation and the Federal Compliance Requirements, and also determines whether the institution demonstrates advancing organizational maturity in relation to the AQIP Pathway Categories. Attend this presentation to learn more about the expectations and logistics of the CQR. This presentation will be repeated at 4:00 p.m.

PREPARING FOR A VISIT WITH EMBEDDED MONITORING
Beth Jernberg, University of Sioux Falls; Threasia L. Witt, Davis and Elkins College; Wrenette Tedder, Henderson State University
Institutional representatives will offer different models of how to address HLC-assigned monitoring within an Assurance Argument, and a peer review team chair will provide additional insight about how the team identifies and writes to the issues. Attendees will gain ideas about potential ways their institution can address embedded monitoring.

THE AQIP PATHWAY SYSTEMS PORTFOLIO (REPEAT)
Rob Spohr, Montcalm Community College
This presentation will provide an overview of the Systems Portfolio, review common mistakes, and offer writing strategies.

USING THE ASSURANCE SYSTEM—BEYOND THE BASICS
Janet V. Smith, Pittsburg State University
This presentation provides a 20-minute demonstration of some of the Assurance System’s more advanced, or lesser known, features, and then provides time for participants to ask questions about the system and its capabilities.

CRYSTAL BALLROOM A
GREEN (LOBBY) LEVEL
WEST TOWER

GRAND BALLROOM C–D
GOLD (BALLROOM) LEVEL
EAST TOWER

COLUMBUS HALL A–B
GOLD (BALLROOM) LEVEL
EAST TOWER

COLUMBUS HALL C–F
GOLD (BALLROOM) LEVEL
EAST TOWER

CRYSTAL BALLROOM A
GREEN (LOBBY) LEVEL
WEST TOWER

COLUMBUS HALL I–J
GOLD (BALLROOM) LEVEL
EAST TOWER

COLUMBUS HALL G–H
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ENGAGING THE CAMPUS IN ACCREDITATION: ARGUMENT AND SITE VISIT
Wendy Sherman Heckler and Katherine G. H Reichley, Otterbein University
Learn from Otterbein University’s recently completed and successful comprehensive evaluation that had a wide-reaching institutional impact. Hear how the campus participated in writing the Assurance Argument and prepared for the site visit. More than 190 members of our campus community engaged in meetings with HLC reviewers during the visit.

THE QUALITY INITIATIVE
Jeffrey Rosen, Higher Learning Commission
This presentation covers the process of the Quality Initiative Proposal and Report and discusses the most common approaches to and topics of the Quality Initiatives to date. The Director of the Open Pathway will discuss the different ways institutions might customize the Quality Initiative experience to their greatest benefit. A practical set of tips and steps concludes the presentation.

4:00–5:00PM

THE ROLE OF THE HLC STAFF LIAISONS IN THE ACCREDITATION PROCESS
Attend this session to learn more about the role of the HLC staff liaison.

PREPARING INSTITUTIONAL FINANCES FOR EVALUATION (REPEAT)
J. Lee Johnson, Siena Heights University
During this time of enormous change and financial pressures in higher education, institutions should expect that peer reviewers will be asked to pay particular attention to an institution’s financial state when evaluating its capacity to sustain new initiatives, partnerships or construction. This presentation will assist attendees in preparing their institution’s finances for such an evaluation.

PREPARING FOR MULTI-CAMPUS REVIEWS
Ingrid Gould, University of Chicago
A multi-campus visit is included as part of the comprehensive evaluation for institutions with multiple branch campuses. Peer reviewers will visit a sampling of the institution’s campuses and inform the team conducting the comprehensive evaluation about the quality of the branch campuses. Attend this presentation to learn more about how to prepare for these visits, including working with the team and the HLC staff, submitting campus data to HLC for peer reviewers, and preparing campus-based staff members for meetings with reviewers.

WHAT HAPPENED TO THE CRITERIA COMMITTEES? ANOTHER ORGANIZATIONAL APPROACH
Jo Lynn Autry Digranes, Kent Buchanan, and Kelly M. Meredith, Oklahoma City University
In organizing for its Year 4 Open Pathway Assurance Argument that included an embedded report, Oklahoma City University did not use the Criteria committees that were common for past reviews. Instead, the university utilized existing campus committees, councils and offices to address the Core Components and provide evidence. The presenters will share what they learned from the experience to guide preparation for the next review cycle.
PREPARING FOR AN AQIP PATHWAY COMPREHENSIVE QUALITY REVIEW
Patricia B. Frohrib, Michele A. Zick and Christopher J. Matheny, Fox Valley Technical College
The presenters will share their institution’s experience of preparing for and completing the AQIP Pathway Comprehensive Quality Review (CQR) in April 2016. Key elements of the yearlong process that will be covered in the presentation include the feedback on the Systems Portfolio and Systems Appraisal, the development of the CQR committee, the Federal Compliance review, the Quality Highlights Report and the development of the visit agenda.

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UTILIZING AQIP PATHWAY SYSTEMS PORTFOLIO WRITING FOR ORGANIZATIONAL LEARNING AND IMPROVEMENT
Heather Schmidt Albinger, Ann M. Krause-Hanson and Brenda L. Wolfe, Waukesha County Technical College
This presentation focuses on utilizing the writing of the AQIP Pathway Systems Portfolio to stimulate improvement thinking at a two-year community college. The presenters will share the seven-team process co-led by a faculty member and an administrator, along with their guiding documents created to align 41 key processes to the AQIP Subcategory questions, the Criteria for Accreditation and the institution’s strategic goals.

THE OPEN PATHWAY YEAR 4 ASSURANCE ARGUMENT: PROCESS, EVIDENCE AND REVIEW (REPEAT)
Janet V. Smith, Pittsburg State University; Jeffrey Rosen, Higher Learning Commission
This presentation will focus on the Year 4 Assurance Review of the Open Pathway, highlighting differences between the Year 4 and Year 10 reviews and offering concrete strategies for preparing for the “mid-cycle” review on the Open Pathway.
Sunday, April 2 / 10:00am–12:00pm

The Accreditation Share Fair offers attendees the opportunity to learn about the distinctive processes and requirements associated with HLC’s Pathways for Reaffirmation of Accreditation. Institutions that have recently completed an accreditation process will be on hand to discuss their experience with the process and answer questions.

Participating institutions

**AQIP Pathway**
- North Dakota State College of Science
- Red Rocks Community College

**Standard Pathway**
- Mercy College of Ohio
- Tohono O’odham Community College

**Open Pathway**
- Carl Sandburg College
- Cedarville University
- Maricopa Community Colleges—Estrella Mountain Community College
- Medical College of Wisconsin
- Minnesota State University, Mankato
- Missouri State University
- New Mexico Junior College
- Northwest Missouri State University
- Principia College
- Rush University
- University of Arizona
- University of Arkansas at Pine Bluff
- University of Cincinnati—Clermont College
- University of Minnesota—Twin Cities
- University of Wisconsin-Stout

The Resource Guide in your conference bag includes contact information for these institutions and URLs for their online reports.

Riverside Exhibit Hall • Purple (Exhibit) Level • East Tower
HLC’s Academies are programs aimed at assisting institutions to define, develop and implement comprehensive strategies for institutional improvement. A variety of sessions in the General Program have been designed for attendees who are current Academy participants or interested in learning more about the Academies.

**INFORMATION ABOUT THE ACADEMIES**

**MONDAY**

4:00–5:00PM / SERVING MEMBER INSTITUTIONS: HLC’S INSTITUTIONAL IMPROVEMENT PROGRAMS
Destiny M. Quintero and Amber Holloway, Higher Learning Commission

**PRESENTATIONS BY ACADEMY INSTITUTIONS**

**SUNDAY**

10:00–11:00AM / DEVELOPING MEANINGFUL DATA TO SUPPORT STUDENT SUCCESS
Ronald Kawanna, Corey McDonald and Kevin Riordan, South Suburban College

11:00AM–12:15PM / DESIGNING AN UNDERGRADUATE CURRICULUM WITH EMBEDDED ASSESSMENT
Kimberly Kilgore and Dayton Ford, Saint Louis College of Pharmacy

1:00–2:00PM / GETTING TO YES: BUILDING INSTITUTIONAL CONSENSUS TO STRATEGICALLY ADDRESS STUDENT SUCCESS
Andy Chambers, Amy Goodberlet and Timothy A. Delicath, Missouri Baptist University

2:30–3:30PM / EXPERIMENTAL ACCESS TO STUDENT MINDSET: AN INTRUSIVE MENTORING APPROACH
Sherri C. Smith, Michael Smith and Sabrina C. Jones, Marshall University

4:00–5:00PM / WHERE ARE THEY NOW? THE WORK OF ASSESSMENT AFTER THE ACADEMY: A CASE STUDY
Marcus Kolb and Russell D. Baker, Ivy Tech Community College of Indiana

**MONDAY**

1:00–2:00PM / RECOMMITTING TO A CULTURE OF INQUIRY: THE SOUTH DAKOTA STATE UNIVERSITY ASSESSMENT ACADEMY
Mary Kay Helling, South Dakota State University

**SHOWCASE OF ACADEMY PROJECTS**

**MONDAY**

10:00AM–12:00PM / ACADEMIES POSTER FAIR: SHOWCASING THE JOURNEY TO INSTITUTIONAL IMPROVEMENT
Academy Presentations During the General Program

**Note:** For full details on all presentations, refer to the General Program schedule.

**ROUNDTABLE DISCUSSIONS FOR ACADEMY MEMBERS**

These mentor-facilitated sessions provide an opportunity to discuss emerging trends and common issues in assessment and student success work.

**SUNDAY**

1:00–2:00PM / ASSESSMENT ACADEMY ROUNDTABLE: SUSTAINABLE ASSESSMENT  
Facilitators: Christine Savi, University of Arizona; Sandra Harris, Walden University

1:00–2:00PM / PERSISTENCE AND COMPLETION ACADEMY ROUNDTABLE: USING DATA TO SUPPORT STUDENT SUCCESS  
Facilitators: Gesele Durham, University of Wisconsin-Milwaukee; Glenda Gallisath, Rosalind Franklin University of Medicine and Science

2:30–3:30PM / CROSS-ACADEMY ROUNDTABLE: INITIATIVE MANAGEMENT WITH LIMITED RESOURCES  
Facilitators: Felix Wao, University of Oklahoma; Sarita A. Rhonemus, Bluefield State College

4:00–5:00PM / ASSESSMENT ACADEMY ROUNDTABLE: MOVING FROM A TEACHING-CENTERED TO A LEARNING-CENTERED CULTURE  
Facilitators: Joan Hawthorne, University of North Dakota; Julio Rivera, Carthage College

4:00–5:00PM / PERSISTENCE AND COMPLETION ACADEMY ROUNDTABLE: PATTERNS OF STUDENT PROGRESSION  
Facilitators: Fnu Mihir, Arkansas State University; Randall J. Stiles, Grinnell College

**MONDAY**

2:30–3:30PM / ASSESSMENT ACADEMY ROUNDTABLE: STRENGTHENING LEARNING OUTCOMES  
Facilitators: Shari L. Jorissen, Walden University; Ranfen Li, University of Illinois at Chicago

2:30–3:30PM / PERSISTENCE AND COMPLETION ACADEMY ROUNDTABLE: ADMINISTRATIVE ACTION  
Facilitators: Helen Wood, Persistence and Completion Academy Mentor; Holly Andress-Martin, Culver-Stockton College

**PRESENTATIONS BY ACADEMY SENIOR SCHOLARS**

These presentations cover topics pertinent to Academy Project development and expand on the theories and strategies shared during the Academies.

**SUNDAY**

10:00 AM–12:00PM / STUDENT LEARNING AND STRATEGIC PLANNING (INTERACTIVE WORKSHOP)  
Gloria J. Rogers, Higher Learning Commission

**MONDAY**

1:00–2:00PM / IT TAKES A VILLAGE: PROMOTING STUDENT SUCCESS  
Susan Hatfield, Higher Learning Commission
SESSIONS OPEN TO ALL ATTENDEES

These presentations are delivered by representatives of HLC member tribal colleges and universities and aimed toward attendees from peer institutions of the types identified.

SUNDAY

10:00–11:00AM / STEM FOR ECONOMIC DEVELOPMENT
Target audience: Tribal colleges; small colleges and universities

1:00–2:00PM / FACULTY AND STUDENT RESEARCH AS A CATALYST FOR CIVIC ENGAGEMENT
Target audience: Tribal colleges; community colleges

2:30–3:30PM / INTEGRATING STUDENT TRACKING AND FEEDBACK TO GUIDE STUDENT SUCCESS
Target audience: Tribal colleges; public colleges and universities

4:00–5:00PM / PREPARATIONS FOR THE COMPREHENSIVE EVALUATION
Target audience: Tribal colleges; community colleges

SESSIONS FOR TRIBAL COLLEGE REPRESENTATIVES

SUNDAY

11:15AM –12:15PM / TRIBAL COLLEGE WISDOM SHARING: WRITING TO THE CRITERIA
Jo Lynn Autry Digranes, Oklahoma City University

MONDAY

7:30–8:15AM / TRIBAL COLLEGE WISDOM SHARING: ACCREDITATION PROCESSES
Pat Newton-Curran and Mary I. Vanis, Higher Learning Commission

10:00–11:00AM / TRIBAL COLLEGE WISDOM SHARING: BECOMING A MEMBER OF HLC’S PEER CORPS
Babatunde Alokolaro, Higher Learning Commission; Donna Brown, Minnesota State University Moorhead; Robert Martin, Institute of American Indian Arts (Member, HLC Board of Trustees)

11:15AM–12:15PM / TRIBAL COLLEGE WISDOM SHARING: DATA-BASED DECISION MAKING
Koreen Ressler, Sitting Bull College
How do you best assess student success?

Simple answer: **via**

Capture, measure, and report learning experiences – no matter where they happen.

Learn what’s possible. Visit our booth for a full demonstration.

**Attend our Showcase Presentation**

The University Journey of Assessment and Student Success

Dr. Carrie McCray, Associate Dean of Academic Assessment

William Woods University

Sunday, April 2 | 2:30-3:30pm | Plaza AB

LiveText.com | 1-866-LiveText
Two New Ways to Navigate the Program

**PRESENTATION TYPE**
All presentations in the General Program are labeled to indicate who is presenting:

- **Keynote and Featured Presentations**
  Invited researchers and intellectual leaders in higher education.

- **HLC Presentations**
  HLC staff members, experienced peer reviewers or consultants.

- **Academy Presentations**
  Institutions enrolled in HLC’s Academies.

- **Institutional Presentations**
  Representatives from HLC member institutions.

- **Tribal College Presentations**
  Representatives from HLC member Tribal Colleges and Universities.

- **Viewpoint Presentations**
  Higher education experts from outside HLC’s institutional membership.

- **Exhibitor Presentations**
  Vendors of higher education support services and technologies.

**TARGET AUDIENCE**
Institutional presentations are labeled with the types of institutions that the presenters identified as most likely to benefit from attending, chosen from the following list:

- Community Colleges
- Faith-Based Colleges and Universities
- Large Colleges and Universities
- Mid-size Colleges and Universities
- Private, For-Profit Colleges and Universities
- Private, Not-for-Profit Colleges and Universities
- Public Colleges and Universities
- Small Colleges and Universities
- Tribal Colleges

If no target audience is indicated, then a presentation is suitable for all institutional types.

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**6:45–8:00 AM**

**COMPLIMENTARY CONTINENTAL BREAKFAST**
Start your day with a complimentary continental breakfast in the Exhibit Hall. Visit with the exhibitors and network with your colleagues.

**RIVERSIDE EXHIBIT HALL**
PURPLE (EXHIBIT) LEVEL
EAST TOWER

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**8:00–8:30 AM**

**WELCOME ADDRESS**
Barbara Gellman-Danley, Higher Learning Commission
HLC President Barbara Gellman-Danley kicks off the annual conference with an update on the organization’s strategic plan and a discussion on the state of HLC in light of a fast-changing national landscape.

**GRAND BALLROOM A–F**
GOLD (BALLROOM) LEVEL
EAST TOWER
KEYNOTE ADDRESS / ACADEMIC FREEDOM IN A CHANGING WORLD

Introduction: David Wissmann, Member, HLC Board of Trustees
Keynote Speaker: Geoffrey R. Stone, University of Chicago

American colleges and universities today face new and difficult challenges in their efforts to reconcile their long-standing commitment to academic freedom and freedom of expression with the changing makeup, attitudes and needs of a new generation of students. How can institutions of higher learning navigate these challenges in a way that fulfills their most fundamental values? This session will include time for the presenter to answer audience questions and will be followed by a book signing in the Exhibit Hall.

10:00AM–12:00PM

ACCREDITATION SHARE FAIR

The Share Fair offers attendees the opportunity to learn about the distinctive processes and requirements associated with HLC’s Pathways for Reaffirmation of Accreditation. Institutions that have recently completed an accreditation process will be on hand to discuss their experience with the process and answer questions. See page 27 for a list of participating institutions.

STUDENT LEARNING AND STRATEGIC PLANNING (INTERACTIVE WORKSHOP)

Gloria J. Rogers, Higher Learning Commission

This two-hour interactive workshop will discuss how student learning assessment and strategic planning both begin with institutional mission, which then flows to the formulation of specific goals, data collection, evaluation, actions and monitoring. This presentation will demonstrate how both of these processes can provide an institution with actionable data that can lead to the improvement of student learning and institutional effectiveness.

SKILLS ENHANCEMENT FOR FACULTY AND ADMINISTRATORS: MAKING ACADEMIC CHANGE HAPPEN (INTERACTIVE WORKSHOP)

Ella Ingram and Julia M. Williams, Rose-Hulman Institute of Technology

This two-hour, interactive workshop focuses on risk assessment and the development of strategic relationships as two specific skills that faculty and administrators need to promote successful change on their campuses. Target audience: Public colleges and universities; private, not-for-profit colleges and universities

STUDENT SUCCESS AND PROGRAM QUALITY: GIVING FACULTY THE DATA (INTERACTIVE WORKSHOP)

Tracy L. Dryden and Michael Poellinger, Western Technical College

This two-hour, interactive workshop will discuss how Western Technical College bolstered its culture of continuous improvement by putting data into the hands of the faculty. Learn how it brought students, staff and faculty together in a non-threatening program evaluation tied to the 10 Components of Career Pathway Development. Walk away with materials to help reframe program evaluation at your college. Target audience: Mid-size colleges and universities; community colleges

10:00–11:00 AM

DEVELOPING MEANINGFUL DATA TO SUPPORT STUDENT SUCCESS

Ronald Kawanna, Corey McDonald and Kevin Riordan, South Suburban College

In this presentation members of the South Suburban College Persistence and Completion Academy team will share their progress to date and lessons learned, focusing on applicable takeaways that might prove useful to other institutions.
10:00–11:00 AM

A MULTI-INSTITUTION FACULTY DEVELOPMENT PROGRAM THAT WORKS
Tracy L. Wacker and Roy Barnes, University of Michigan-Flint; Erin Yezbick, Baker College
This presentation will outline the development and sustainability of an inter-institutional faculty development consortium in Flint, Michigan. The consortium not only promotes pedagogical improvements through joint sponsorship of workshops and programs, but also facilitates collegiality and collaborative projects across institutions. **Target audience:** Community colleges; mid-size colleges and universities

ASSESSING OUR MISSION AT AN INSTITUTIONAL LEVEL
Keri Franklin and Mark Woolsey, Missouri State University
The presentation will describe the Quality Initiative project that Missouri State University conducted. The presenters will discuss the writing of the report, the obstacles and problem solving present in university assessment, how the Quality Initiative changed over time to become a university process increasingly important to faculty, staff and student development, and its impact on assessing student learning on campus. **Target audience:** Large universities

MOVING BEYOND SANCTION
Harold Shank and Jeffrey A. Dimick, Ohio Valley University
Institutions facing sanction can successfully use their relationship with HLC to improve their educational product. Rather than seeing sanction negatively, we can view it as a powerful means of change and advancement. **Target audience:** Private, not-for-profit colleges and universities; small colleges and universities

PERFORMANCE LEARNING AND CUBAN IMMERSION: A PATH TO PEER-REVIEWED EXCELLENCE
Brian K. Justison and Andre J. Kely, Millikin University
This presentation will illustrate performance learning through international education as a path to peer-reviewed excellence. The presenters will share proven strategies for developing artistic exchanges between Cuba and the United States while articulating the creation and assessment of learning goals for international education, applied music and ensemble performance. **Target audience:** Private, not-for-profit colleges and universities; public colleges and universities

PLANNING A SUCCESSFUL TEACH-OUT
Sam Kerr, Consultant and HLC Peer Reviewer; Letha B. Zook, The University of Charleston; Ronald Shape, National American University
A decision to close an educational program, part of an institution, or the entire institution requires thoughtful planning. Many constituencies are affected by such decisions. This panel discussion will touch on a number of topics that impact a successful teach-out process, including planning, budgeting, communication planning, approvals and programming, and will also discuss other topics, such as the impact on institutional culture, teach-out plans, teach-out arrangements and involvement of constituents, especially students and faculty.

PREPARATION FOR THE SITE VISIT: PRESIDENT, ACCREDITATION LIAISON OFFICER AND PEER REVIEWER PERSPECTIVES
Robert (Bob) Haas, Marion Technical College; Jane Vangsness Frisch, North Dakota State College of Science; Ryan McCall, Marion Technical College
This presentation will focus on lessons learned about preparing for a successful site visit from the perspectives of a president, an Accreditation Liaison Officer (ALO) and a peer reviewer from different colleges who have recently experienced site visits. The presenters will offer suggestions to help institutions put their best foot forward during the visit. **Target audience:** Community colleges; small colleges and universities
PUTTING ACADEMICS FIRST IN THE PLANNING PROCESS
Charles W. Perkins, Barton County Community College
Barton County Community College’s planning process starts with academics working on a two-year academic plan from August to November. The plan goes to all department heads in January so that it can be vetted by all supporting departments to ensure they are making academics’ needs and goals a priority in their budgeting process. **Target audience:** Community colleges; mid-size colleges and universities

STEM FOR ECONOMIC DEVELOPMENT
Casmir I. Agbaraji, Shania Gamble and Peter Romine, Navajo Technical University
The presenters will discuss the sustainability of STEM programs atNavajo Technical University and explain how it is using these programs to create jobs in the Navajo Nation. A central vision, based on the long-term needs of the Navajo Nation, has driven curriculum development, experiential teaching methods, and an approach that ties STEM to the Navajo Nation’s efforts to attract industry while building a long-term entrepreneurial business culture and critical efforts to resolve health and other issues. **Target audience:** Tribal Colleges; small colleges and universities

ADVANCING THE EQUITY IMPERATIVE AND COMPLETION AGENDA THROUGH GATEWAY COURSE CONTINUOUS QUALITY IMPROVEMENT EFFORTS
Andrew Koch, John N. Gardner Institute for Excellence in Undergraduate Education; Scott Newman, Oklahoma State University Institute of Technology-Okmulgee; David G. Underwood, Arkansas Tech University
This presentation will share lessons from the John N. Gardner Institute’s Gateways to Completion (G2C) course transformation project. Presenters will offer case studies from two institutions involved in the effort to illustrate what can be done to mitigate the gateway course failure issue on many campuses—an issue that, if left unaddressed, will undermine the best-intentioned institutional equity and student completion efforts.

ARE YOU READY FOR ACCREDITATION REVIEW?
Shari Friedman and Carol Malmgren, CourseLeaf from Leepfrog Technologies
CourseLeaf software’s catalog and curriculum management modules help your institution prepare for accreditation review. CourseLeaf’s partnership with schools provides an accurate academic catalog to meet student needs, helps meet policy requirements, supports easy maintenance of faculty listings, and facilitates appropriate oversight and archiving of curricular information.

CREATING REPORTS TO STREAMLINE HLC ACCREDITATION
Stacy Becker, DigitalMeasures; Janet V. Smith, Pittsburg State University
Driven by HLC’s recent updates to the faculty qualifications guidelines, Digital Measures worked with several universities 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.

FROM POPULARITY CONTEST TO IMPROVEMENT: ADOPTING IASYSTEM COURSE EVALUATIONS
Philip I. Kramer and Michelle Li-Kuehne, College of Saint Benedict and Saint John’s University; Deborah Smith, University of Washington
For decades, these presenters’ institutions used home-grown course evaluations. In 2015–16, they adopted IASystem course evaluations. The change from the old system to the new system is dramatic. For the first time, faculty are using the results of IASystem course evaluations as another important tool in the improvement of teaching and learning.
What’s Your Evidence? Utilizing TK20 Reports for Accreditation

Shannon Helfinstine, Aultman College of Nursing and Health Sciences; Stephen Halbrook, Tk20

Join this presentation to hear how Aultman College used Tk20 to prepare for its successful November 2016 HLC accreditation visit. You’ll learn how this institution focused on health care careers has been using Tk20 to assess learning outcomes at the course and institution levels, as well as how it used Tk20 in its HLC Assurance Argument and assessment monitoring report for the 2016 visit.

11:15 AM–12:15 PM

Featured Presentation / Is the Federal Agenda for Higher Education Transforming?

Introduction: Christine Downey-Schmidt, Member, HLC Board of Trustees
Featured Speaker: Terry Hartle, American Council on Education (ACE)

In this presentation, Terry Hartle will share his views on the federal agenda for higher education and accreditation. Providing perspective on the political environment, Hartle will address questions like: What are the potential outcomes of the changing landscape at the U.S. Department of Education? When Congress tackles the Higher Education Act reauthorization, what will be the focus? And what presidential agenda items related to higher education are a priority?
GENERAL PROGRAM: Sunday

LEADING FROM THE MIDDLE
Gayle Kearns and Adrian Hinkle, Southwestern Christian University
This presentation describes how a small, private, faith-based liberal arts institution was faced with a turnover in the provost, president and board of regents chairman roles within one year of a comprehensive evaluation. Learn strategies for keeping faculty and staff morale raised through inclusive and flexible structures in preparation for a comprehensive evaluation.

Target audience: Private, not-for-profit colleges and universities; small colleges and universities

PRESENTING MATERIALS FOR FINANCIAL PANEL REVIEWS: A PEER REVIEWER’S PERSPECTIVE
Larry D. Grieshaber, Maryville University of St. Louis
This presentation focuses on reports on finances that are submitted to Financial Review Panels. Suggestions for submitting materials for review that clearly communicate the institution’s understanding of its financial position and realistic plans for financial recovery will be offered. Participants will have an opportunity to engage in discussion.

Target audience: Public colleges and universities; private, not-for-profit colleges and universities

DESIGNING AN UNDERGRADUATE CURRICULUM WITH EMBEDDED ASSESSMENT
Kimberly Kilgore and Dayton Ford, Saint Louis College of Pharmacy
This presentation focuses on the use of course-embedded assignments to assess program outcomes using AAC&U’s VALUE Rubrics. St. Louis College of Pharmacy has two years of assessment results for three program outcomes: critical thinking, written communication and conceptual understanding of scientific and mathematical principles.

Target audience: Public colleges and universities; private, not-for-profit colleges and universities

CREATING INTERNATIONAL PARTNERSHIP AGREEMENTS THAT FOSTER GLOBAL CITIZENSHIP
Christine M. Imbra, St. Cloud State University; Paola Nicolini, University of Macerata
The presenters will highlight a successful international partnership agreement that they established and direct between St. Cloud State University (United States) and the University of Macerata (Italy), including a model they developed to guide their work. The agreement focuses on global experience, competence, exchange and citizenship.

Target audience: Mid-size colleges and universities; public colleges and universities

PERSISTENCE AND COMPLETION: HLC’S NEXT STEPS
Sunil Ahuja and Stephanie Brzuzy, Higher Learning Commission
Persistence and completion have become increasingly important markers of quality, as well as the focus of social, political and economic expectations of higher education. How is HLC reviewing institutional performance with regard to persistence and completion, and what are the implications for institutions and peer reviewers? This presentation will be repeated Monday at 2:30 p.m.

LEADING FROM THE MIDDLE
Daniel S. Suvak and Megan Donaldson, Walsh University
The presenters will discuss the use of Appreciative Inquiry, a tool that builds on success, in their planning process. An inclusive Appreciative Inquiry summit opened their strategic planning. Ideas from the summit were winnowed, refined and then presented to key implementers, who added accountability, timelines, budgets, outcomes and metrics. Finally, a subcommittee of the board readied the plan for approval. Target audience: Faith-based colleges and universities; small colleges and universities
FEATURED PRESENTATION / BELONGING 2.0: LOOKING ACROSS CAMPUS

Introduction: Andrew Lootens-White, Higher Learning Commission
Featured Speaker: Terrell Strayhorn, The Ohio State University

Building upon his presentation at the 2016 HLC Annual Conference, Terrell Strayhorn returns to explore the implications of belonging theory across campus—in students’ interactions with administrators, faculty and other campus staff as well as these groups’ interactions with each other. He will share his insights about how these interactions shape the culture of a campus community, what they communicate explicitly and implicitly about an institution’s openness to difference and inclusion, and ultimately, how such interactions contribute to—or detract from—students’ ability to succeed academically and socially. His central message will be that belonging is key to educational success.

QUALITY PEER REVIEW TO CREATE BEST PRACTICES FOR ONLINE LEARNING

Julie L. Dilling and Matthew Hurtienne, Moraine Park Technical College

Online quality standards ensure a collaborative and engaging environment to promote student success. Peer review provides an effective and efficient means for facilitating the implementation of online quality standards. This presentation will share successful strategies that create rich connections among faculty while improving the quality of online courses.

Target audience: Tribal Colleges; mid-size colleges and universities

TRIBAL COLLEGE WISDOM SHARING: WRITING TO THE CRITERIA

Jo Lynn Autry Digranes, Oklahoma City University

This workshop will focus on writing to the Criteria for Accreditation when preparing your Assurance Argument. The presenter will focus specifically on the kinds of evidence that Tribal Colleges and Universities can use to make the case for Reaffirmation of Accreditation with HLC. Open to all attendees from Tribal Colleges and Universities. Target audience: Tribal Colleges

ACADEMIC PROGRAM SELECTION AND ASSESSMENT

Robert G. Atkins, Gray Associates; Bettie Truitt, Black Hawk College

Learn how to analyze markets for current and potential programs using data on student demand, employment opportunities, competition and degree fit. The presenters will share their insights on how to run an effective program portfolio evaluation process, including an overall approach and methodology to stack rank all academic programs; interpretation and weighting of specific metrics; and real-time examples of analysis of specific programs by location.

CONTINUOUS PROOF OF STUDENT ID: AUTHENTICATION THROUGHOUT THE COURSE

Jeff Maynard, Biometric Signature ID

BioSig-ID is the world’s first biometric password, no hardware required. See why it is the right biometric choice to use for student authentication. This presentation will showcase BioProof-ID, a legal online witness application and forensic audit reports to uncover suspicious activities.

GETTING YOUR CURRICULUM WORKFLOW UNDER CONTROL IS EASIER THAN YOU THINK

Wes Miller, DIGARC

Curriculum processes impact many stakeholders throughout an institution. Take control of your campus curriculum workflow and eliminate the tradition of pushing papers from department to department and committee to committee. Learn how DIGARC’s game-changing software, Curriculog, gives you full control of forms, steps, notifications and agendas, and greatly shortens approval cycles.

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THE AQIP PATHWAY
Linnea A. Stenson and Stephanie Kramer, Higher Learning Commission
This presentation will briefly review the AQIP Pathway’s established continuous quality improvement (CQI) underpinnings, its timeline and processes, and common institutional experiences. Those interested in AQIP are invited to learn more about how the pathway works and to ask questions to determine institutional fit.

THE OPEN PATHWAY
Jeffrey Rosen, Higher Learning Commission
The Open Pathway splits quality assurance from quality improvement. This presentation is designed for those who are new to the process and will cover how the Open Pathway approaches these two elements, how the Assurance System operates, the difference between reviews conducted during Year 4 and Year 10, and the role of the Quality Initiative.

THE STANDARD PATHWAY
Karen J. Solomon, Higher Learning Commission
New to the Standard Pathway? Stop in and learn about the review cycle and expectations for a focus on quality improvement.

WRITING TO THE CRITERIA: CORE COMPONENT 4.B.—ASSESSMENT
Tom Bordenkircher, Higher Learning Commission; Sandra L. Cassady, St. Ambrose University
This presentation will focus on helping institutions develop material that addresses Core Component 4.B., on assessment of student learning. Following a general review of HLC expectations, facilitators will discuss various types of evidence that institutions might provide to meet Core Component 4.B.

ASSESSMENT ACADEMY ROUNDTABLE: SUSTAINABLE ASSESSMENT
Facilitators: Christine Savi, University of Arizona; Sandra Harris, Walden University
This session offers Academy members engaged in similar work a chance to share their perspectives and practices. Academy mentors will be on hand to facilitate the conversation. Interested participants are invited to bring their team’s stories, challenges and promising practices to the table.

GETTING TO YES: BUILDING INSTITUTIONAL CONSENSUS TO STRATEGICALLY ADDRESS STUDENT SUCCESS
Andy Chambers, Amy Goodberlet and Timothy A. Delicath, Missouri Baptist University
Like many institutions, the Missouri Baptist University (MBU) system has seen its share of challenges with student retention and completion. In this presentation, MBU will share the wins, improvement opportunities and self-discoveries attained through participation in the Persistence and Completion Academy, and how the knowledge gained can be used by others seeking to facilitate student success.

PERSISTENCE AND COMPLETION ACADEMY ROUNDTABLE: USING DATA TO SUPPORT STUDENT SUCCESS
Facilitators: Gesele Durham, University of Wisconsin-Milwaukee; Glenda Gallisath, Rosalind Franklin University of Medicine and Science
This session offers Academy members engaged in similar work a chance to share their perspectives and practices. Academy mentors will be on hand to facilitate the conversation. Interested participants are invited to bring their team’s stories, challenges and promising practices to the table.

FACULTY QUALIFICATIONS AT HLC INSTITUTIONS: UPDATES AND UNDERSTANDINGS ONE YEAR LATER
Eric V. Martin and Mary I. Vanis, Higher Learning Commission
This presentation will convey updates and enable further understanding regarding HLC’s expectations for faculty qualifications at affiliated institutions. Time for questions and answers will be allotted.

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ACCREDITATION AND THE ROLE OF THE STUDENT AFFAIRS PROFESSIONAL
Victoria Livingston, University of Wisconsin-Platteville
Student affairs can have a significant impact on an institution’s ability to demonstrate the holistic influence of curricular and cocurricular experiences on student learning. This presentation will identify the role of student affairs in accreditation and in creating a culture of documenting and reporting student learning. Target audience: Public colleges and universities

CHANGING TACK: SAILING TOWARD THE INCLUSIVE FUTURE OF ASSESSMENT
Rebecca Baranowski, Kathleen Iudicello and Norma Jimenez Hernandez, Maricopa Community Colleges-Estrella Mountain Community College
This presentation is intended to provide a model for documenting assessment efforts through the Comprehensive Assessment Tracking System (CATS) launched in fall 2012 at Estrella Mountain Community College in Avondale, a Maricopa County Community College. For an inclusive and future-focused system, faculty can take CATS to the next level by addressing the learning needs of underrepresented students for inclusivity as well as the work of staff for equity. Target audience: Community colleges; public colleges and universities

WORKING HAND-IN-HAND: PROGRAMMATIC ASSESSMENTS AND INSTITUTIONAL OUTCOMES
Frederick Burrack and Christopher J. Urban, Kansas State University
This presentation will focus on managing programmatic and institutional assessment in ways that promote authentic assessment within disciplinary contexts and enable the collection and reporting of institutional data. The presenters will demonstrate examples of processes and technologies to integrate data from a variety of sources into a seamless continuum. Target audience: Large universities; public colleges and universities

FACULTY AND STUDENT RESEARCH AS A CATALYST FOR CIVIC ENGAGEMENT
Lynn Aho and Jesse Koenig, Keweenaw Bay Ojibwa Community College
A very small community college involves students in course-embedded and faculty-led research to enhance learning of information skills and ethics and to promote civic engagement. Target audience: Tribal Colleges; community colleges

RAISING THE BAR: NARROWING THE SUCCESS GAP BETWEEN ONLINE AND ON-SITE LEARNING
Abour H. Cherif, Journal of Higher Education Management; Margaret A. Martyn and Farahnaz Movahedzadeh, City Colleges of Chicago-Harold Washington College
This presentation focuses on raising the bar to narrow the success gap between online and on-site education. Qualitative data collected from faculty show that the root causes of the difference are not inherent in the online modality, but in other factors. The presenters will show how to use the result to enhance student learning. Target audience: Mid-size colleges and universities; small colleges and universities
FACILITATING HIGHER LEARNING WITH THE ADULT BRAIN IN MIND (INTERACTIVE WORKSHOP)
Catherine A. Marienau and Kathleen Taylor, Saint Mary’s College of California
This two-hour, interactive workshop will synthesize trends in neuroscience and illuminate brain function with regard to developing adults’ capacities to learn and know in more complex ways. Participants will enlarge their repertoire in brain-aware approaches to facilitating adult learning. Embodied and metaphorical approaches will be emphasized, using engaging illustrations. **Target audience:** Public colleges and universities; private, not-for-profit colleges and universities

MICHIGAN G2C—A CROSS-SECTOR GATEWAY COURSE AND PATHWAYS IMPROVEMENT PROJECT (INTERACTIVE WORKSHOP)
Andrew Koch, John N. Gardner Institute for Excellence in Undergraduate Education; Jenny Schanker, Michigan Community College Association; Susan M. Awbrey, Oakland University; Martine C. Rife, Lansing Community College; Tabitha T. Mingus, Western Michigan University
This two-hour, interactive workshop describes a new, Kresge Foundation–funded course transformation project involving eight HLC member institutions in Michigan. Presenters will offer examples of course improvement approaches used by institutions participating in the project and demonstrate how the project is being linked with statewide guided pathway and institutional learning community efforts.

HIGHER EDUCATION IN THE ERA OF CONSUMER PROTECTION
Karen Peterson Solinski, Higher Learning Commission
The federal emphasis on higher education “quality” and recent state investigations of certain institutions have expanded the focus of quality assurance to include institutional practices related to marketing, recruiting and admissions. Federal officials have stressed that they expect accreditors to ensure these areas are included in, if not central to, the work of accreditation. What challenges does this evolving responsibility pose for institutions, peer reviewers and accreditors? This presentation will be repeated Monday at 11:15 a.m.

THE AQIP PATHWAY SYSTEMS PORTFOLIO
Rob Spohr, Montcalm Community College
The presenter will provide an overview of the Systems Portfolio, review common mistakes and offer writing strategies.

THE OPEN PATHWAY YEAR 4 ASSURANCE ARGUMENT: PROCESS, EVIDENCE AND REVIEW
Janet V. Smith, Pittsburg State University; Jeffrey Rosen, Higher Learning Commission
This presentation will focus on the Year 4 Assurance Review of the Open Pathway, highlighting differences between the Year 4 and Year 10 reviews and offering concrete strategies for preparing for the mid-cycle review on the Open Pathway. This presentation will be repeated Monday at 1:00 p.m.
2:30–3:30PM

CROSS-Academy Roundtable: Initiative Management with Limited Resources
Facilitators: Felix Wao, University of Oklahoma; Sarita A. Rhonemus, Bluefield State College
This session offers Academy members engaged in similar work a chance to share their perspectives and practices. Academy mentors will be on hand to facilitate the conversation. Interested participants are invited to bring their team’s stories, challenges and promising practices to the table.

Experimental Access to Student Mindset: An Intrusive Mentoring Approach
Sherri C. Smith, Michael Smith and Sabrina C. Jones, Marshall University
During its participation in the Persistence and Completion Academy, Marshall University developed an experimental intrusive mentoring program, designed for underserved “middle-ability” freshmen. The presenters will share how the mentoring initiative itself helped them to explore student mindset, while the controlled experiment insured that they would be able to develop a strategic triage approach to student risk.

Advancing Our Quality Initiative: From Proposal to Report, and Beyond
Steven Hawks, Robert McMaster and Joseph B. Shultz, University of Minnesota-Twin Cities
Representatives from an institution in one of the first cohorts to complete HLC’s Quality Initiative process will outline their institution’s Quality Initiative from beginning to final report, and beyond. They will discuss their process and share tips and suggestions on how to successfully navigate this new process. Target audience: Large universities; public colleges and universities

Bottoms Up: Using a Grassroots Approach for University Assessment
Breckie Church, Jennifer R. Banas and Blase E. Masini, Northeastern Illinois University
In this interactive presentation, participants will exchange ideas with colleagues who use bottom-up assessment (program-driven) or top-down assessment (administrative-driven) to understand strengths, weaknesses, successes and failures of each. The bottom-up approach used by the presenters is slowly moving assessment from an inconsequential university requirement to a meaningful exercise for faculty. Target audience: Mid-size colleges and universities; minority-serving colleges and universities

Charting Your Course: Navigating the Future Through Integrated Planning
Ashley B. Buchman, Arkansas State University-Newport; Brad Patterson and Sharon Downs, University of Arkansas at Little Rock
Integrated planning is a powerful tool to assess efficiency and effectiveness, plan for improvement, and align initiatives with the priorities and student learning outcomes of the institution. Presenters will lead attendees through an integrated planning process and help them create an action plan for implementation at their college or university. Target audience: Public colleges and universities

First-Year Survey and Reforming the Student Success Prediction Model
Jennifer Schneider and Amy C. Robertson, Colorado State University
Colorado State University created the Taking Stock Program and Survey to better understand students’ first-year experiences, provide success opportunities and improve retention. In the presentation, the presenters will share the details of the instrument, the process to create it and evidence for a successful retention initiative. Target audience: Public colleges and universities; large universities
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<td><em>Kevin M. David and Angela Sivadon, Tulsa Community College</em></td>
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<td><strong>NAVIGATING THE FUTURE IN ACADEMICS FOR STUDENTS WITH SIGNIFICANT DISABILITIES</strong></td>
<td><em>William Cario, Wanda Routier and Carol Burns, Concordia University</em></td>
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<td><strong>PROGRAM EVALUATION FACULTY LOVE: REAL DATA, REAL BUY-IN, REAL RESULTS</strong></td>
<td><em>Bethine Ellie, Deb Stencil and Karen Turner, Northcentral Technical College</em></td>
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<td><strong>THE ROLE OF ADJUNCT (CONTINGENT) FACULTY IN THE ACCREDITATION PROCESS</strong></td>
<td><em>Joanne Barnes and Stacy Hammons, Indiana Wesleyan University</em></td>
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<td><strong>INTEGRATING STUDENT TRACKING AND FEEDBACK TO GUIDE STUDENT SUCCESS</strong></td>
<td><em>Edward Hummingbird, Southwestern Indian Polytechnic Institute</em></td>
<td>Tribal Colleges; public colleges and universities</td>
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2:30–3:30PM

THE UNIVERSITY JOURNEY OF ASSESSMENT AND STUDENT SUCCESS
Carrie L. McCray, William Woods University and Bob Budnik, LiveText
This presentation shares William Woods University’s (WWU’s) assessment journey. From implementation to faculty buy-in, this session focuses on how WWU employed LiveText’s via™ assessment system to link data from general education and program-based assessment to annual reports—ultimately strengthening programs through curriculum changes and alignment of university objectives to course activities.

4:00–5:00PM

BASIC UNDERSTANDINGS IN INSTITUTIONAL CHANGE
Tamas Horvath, Sunil Ahuja and Vince Coraci, Higher Learning Commission
This presentation will offer a basic overview of the substantive change process, covering different types of change requests, types of reviews, types of recommendations, requirements for prior approval or notification, approval processes and timelines, opportunities for institutional response, the role of decision making, and more. The presentation is intended for institutional representatives who are new to institutional change.

EVALUATING DISTANCE EDUCATION: ARE YOU READY?
Barbara J. Johnson and Mary I. Vanis, Higher Learning Commission
The presentation will provide information on key aspects of distance education to assess an institution’s readiness for an evaluation of distance education. Guidelines established by the Council of Regional Accrediting Commissions (C-RAC) will serve as a resource for institutions preparing for the review of distance education.

NEW INSTITUTIONAL DESIGNATIONS: “FINANCIAL DISTRESS” AND “UNDER GOVERNMENTAL INVESTIGATION”
Eric V. Martin and Steve Kauffman, Higher Learning Commission
In fall 2016, HLC developed two institutional designations to respond quickly to developing situations at member institutions. The designations are used to indicate when an institution is in financial distress or under governmental investigation. This presentation addresses the conditions that bring these designations about, the procedure when they are implemented and implications for institutions and peer reviewers.

THE AQIP PATHWAY’S TRANSITION TO THE ASSURANCE SYSTEM
Andrew Lootens-White and Linnea A. Stenson, Higher Learning Commission; Karen J. Stewart, Consultant and HLC Peer Reviewer
After several years of piloting and implementing its Assurance System for the Standard and Open Pathways, HLC began the process of transitioning institutions on the AQIP Pathway to the system in fall 2016. This presentation will describe the transition timeline and include a demonstration of the AQIP Pathway activities that will take place in the Assurance System.

WRITING TO THE CRITERIA: CORE COMPONENT 4.C.—PERSISTENCE AND COMPLETION
Karen J. Solomon, Higher Learning Commission
This presentation will focus on helping institutions develop material that addresses Core Component 4.C., on student persistence and completion. Following a general review of HLC expectations, the presenter will discuss various types of evidence that institutions might provide to meet Core Component 4.C.

ASSESSMENT ACADEMY ROUNDTABLE: MOVING FROM A TEACHING-CENTERED TO A LEARNING-CENTERED CULTURE
Facilitators: Joan Hawthorne, University of North Dakota; Julio Rivera, Carthage College
This session offers Academy members engaged in similar work a chance to share their perspectives and practices. Academy mentors will be on hand to facilitate the conversation. Interested participants are invited to bring their team’s stories, challenges and promising practices to the table.
WHERE ARE THEY NOW? THE WORK OF ASSESSMENT AFTER THE ACADEMY: A CASE STUDY

Marcus Kolb and Russell D. Baker, Ivy Tech Community College of Indiana

Ever wonder what happens to institutions after they complete the Assessment Academy? It’s true, assessment never really ends, and neither does the work begun in the Academy. In this presentation Ivy Tech Community College will share the rest of the story—the successes and challenges of the three years post-graduation.

LEADING A CAMPUS TEAM TO NAVIGATE THROUGH THE COMPREHENSIVE EVALUATION

Andi Lassiter, Lynn Akey and Joan Roca, Minnesota State University, Mankato

What are some best practices to help your institution prepare for a comprehensive evaluation? This presentation will include discussion of how to gain broad campus community participation by assembling a team to help lead the process. Committee membership, information sharing, meeting topics and timelines will be shared.

Target audience: Mid-size colleges and universities

LEARNING OUTCOMES ANALYTICS: COLLECTION AND USE OF ASSESSMENT DATA

Steven Hawks, University of Minnesota-Twin Cities

Meaningful learning assessment is useful for faculty and programs. The University of Minnesota has created a process that provides faculty with data they can use to improve programs, and adopted the tools to support the process. This presentation will share concrete information the audience can use at their institutions. Target audience: Large universities; public colleges and universities

ONLINE ASSESSMENT OF STUDENT LEARNING: AN EFFICIENT AND SCALABLE MODEL

Karen DiGiacomo and Sheila Schmitz, Colorado State University-Global Campus

This presentation provides an online institution’s efficient model for assessment of student learning using data collected from embedded assignment rubrics within the institution’s learning management system. The presentation includes a discussion of the faculty’s role in analyzing data, reporting within Taskstream and closing the loop on assessment recommendations. Target audience: Public colleges and universities

PROCESS MAPPING FOR CONTINUOUS QUALITY IMPROVEMENT

Renee Guyer, Susan Tarnowski and Judy Zeiger, South Central College

The presenters will illustrate their use of process mapping as a tool for continuous quality improvement. Two processes were selected for mapping by subject-matter experts: admissions and student complaints/grievances. AQIP Steering Committee members participated as observers in a train-the-trainer model allowing the campus to incorporate process mapping throughout the college. Target audience: Community colleges; mid-size colleges and universities

RISING TO THE CHALLENGE: CREATING AN OPPORTUNITY CULTURE

Geoffrey Swindells, Northwestern University and Marianne Ryan, Loyola University of Chicago

This presentation will share a successful, scalable approach for assessing and reframing an organizational structure, establishing new initiatives, developing staff expertise and creating new opportunities that have paid dividends for both library staff and users, demonstrating the critical role of a 21st-century university library to its campus community. Target audience: Mid-size colleges and universities; small colleges and universities
4:00–5:00PM

STUDENT LEARNING ASSESSMENT: MINIMAL ASSEMBLY REQUIRED
Justin Blessinger, Chris Olson and Jay Kahl, Dakota State University
This presentation will detail how Dakota State University launched a pilot to collect student learning assessment data and not break the bank. This locally developed system (leveraging Word, Excel, SQL Server and Visual Studio) allows faculty members to submit data at their convenience, aligning data collection with routine grading done by faculty members. The session will be focused on how attendees could launch something similar at their respective campuses. Target audience: Public colleges and universities

PREPARATION FOR THE COMPREHENSIVE EVALUATION
Jane Latane and Ben Jose, Tohono O’odham Community College
Presenters from Tohono O’odham Community College will share their experience in completing the Year 4 comprehensive evaluation on the Standard Pathway. The presentation will include reviewing HLC’s web-based Assurance System, its new requirements, and its benefits and challenges; establishing and training a manageable team; gathering input from stakeholders; and the Federal Compliance process. Target audience: Tribal Colleges; community colleges

BRIDGING FACULTY DEVELOPMENT TO STUDENT LEARNING: TRAINING, INTERVENTION AND IMPACT
Sherry Jimenez, Marian University; Ken Ryalls, IDEA
Research suggests that faculty involvement in professional development activities positively affects pedagogy, student learning and the overarching culture of teaching and learning effectiveness at institutions. This presentation will describe an IDEA Impact Grant–funded study of the outcomes for student learning resulting from classroom interventions prompted by evidence-based faculty development initiatives.

TALK EARLY AND OFTEN: TECHNIQUES FOR EXCEEDING SURVEY RESPONSE EXPECTATIONS
Katricia G. Pierson, East Central University; Brad Zentner, Scantron Corporation
East Central University sees a more than 50 percent response rate on online course evaluations. Its secret to evaluation success? Communicate early and often about the goals, intentions, purpose and expectations of its course evaluation program. Join this presentation and learn how.

5:00–6:30PM

ANNUAL CONFERENCE WELCOME RECEPTION
End your day by networking with colleagues and enjoy complimentary appetizers with a cash bar in the Exhibit Hall.
MONDAY, APRIL 3

6:45–8:15 AM

COMPLIMENTARY CONTINENTAL BREAKFAST
Start your day with a complimentary continental breakfast in the Exhibit Hall. Visit with the exhibitors and network with your colleagues.

7:30–8:15 AM

TRIBAL COLLEGE WISDOM SHARING: ACCREDITATION PROCESSES
Pat Newton-Curran and Mary I. Vanis, Higher Learning Commission
This “bring your own breakfast” roundtable for attendees from Tribal Colleges is a time to review HLC’s accreditation processes. Please bring questions about preparation for evaluations, team visits, interim monitoring and the steps leading to official HLC actions. Open to all attendees from Tribal Colleges and Universities. Target audience: Tribal Colleges

8:30–9:30 AM

KEYNOTE PRESENTATION / HIGHER EDUCATION IN A 21ST-CENTURY ECONOMY
Introduction: David R. Anderson, St. Olaf College (Member, HLC Board of Trustees)
Keynote Speaker: Jeffrey Selingo, Author, “There Is Life After College”
A major economic shift is underway, as many of the jobs in today’s workforce are changing fundamentally. Higher education institutions will need to respond in the decade ahead even as they manage a changing student body, financial pressures and new technology. What are the skills students will need to succeed in the future? How can institutions arm their graduates with what’s needed to launch into the job market? What will a quality higher education look like in the decade ahead? And what does it all mean for accreditation? This session will be followed by a book signing in the Exhibit Hall.

BECOME A Peer Reviewer

Expand Your Role in Higher Education
HLC’s Peer Corps is now accepting applications. Peer reviewers use their knowledge and experience in higher education to improve institutional quality by assuring that institutions in HLC’s 19-state region are complying with the Criteria for Accreditation.

Information and application instructions can be found at hlcommission.org/peer-review.
ACADEMIES POSTER FAIR: SHOWCASING THE JOURNEY TO INSTITUTIONAL IMPROVEMENT

The HLC Academies Poster Fair is an opportunity for current and former Academy institutions to showcase their efforts. Posters will be displayed from institutions that are at various stages of the Assessment Academy and the Persistence and Completion Academy. Representatives from participating institutions will be in attendance to discuss their Academy experience and answer questions about their projects.

Assessment Academy Participants:
- Adler Graduate School
- Coconino County Community College
- College for Creative Studies
- College of the Ouachitas
- Grand Canyon University
- Indiana University-Purdue University Fort Wayne
- Inver Hills Community College
- Lake Michigan College
- Minnesota State University, Mankato
- Nebraska Wesleyan University
- Oakland Community College
- Oakton Community College
- Phillips Community College of The University of Arkansas
- Regis University
- Simpson College
- South Dakota State University
- Southern Illinois University Carbondale
- Southwest Minnesota State University
- Southwestern Christian University
- University of Northern Colorado
- University of Phoenix
- University of the Rockies
- Wilberforce University

Persistence and Completion Academy Participants:
- Franklin University
- Hutchinson Community College
- New Mexico Military Institute
- Nueta Hidatsa Sahnish College
- Oklahoma Panhandle State University
- Ursuline College
- Wayne State College

10:00 AM–12:00 PM

MAKING MEANINGFUL CONTRIBUTIONS TO STUDENT LEARNING OUTCOMES IN STUDENT AFFAIRS (INTERACTIVE WORKSHOP)

Tammy Russell, Sarah Simmons and Tonya Howden, Glen Oaks Community College

In this two-hour, interactive workshop, the presenters will share the outcomes of an empirical case study evaluating the impact of an on-campus training and support program designed to build the capacity of those in student affairs to establish, capture and document measurable and meaningful student learning outcomes. Particular emphasis is placed on applicability to small community colleges. Target audience: Community colleges; small colleges and universities

MEANINGFUL MAPPING: ALIGNING LEARNING EXPERIENCES TO ENHANCE STUDENT LEARNING (INTERACTIVE WORKSHOP)

Natasha Jankowski and David W. Marshall, University of Illinois at Urbana-Champaign

This two-hour, interactive workshop provides tools and resources on how to meaningfully map curriculum and learning experiences to align learning throughout an institution, keeping students at the center. The facilitators pull from research at the National Institute for Learning Outcomes Assessment (NILOA) and various institutional examples. Target audience: Mid-size colleges and universities; minority-serving colleges and universities
10:00–11:00 AM

**HLC’S STUDENT OPINION SURVEY**
Stephanie Bruzy and Vince Coraci, Higher Learning Commission

For all comprehensive evaluations, HLC conducts a student opinion survey to be used by the visiting teams. This presentation will address the policy, its current implementation and lessons learned since its introduction.

**KEY INSIGHTS: A REVIEW OF CORE COMPONENTS AND THE COMPREHENSIVE EVALUATION**
Barbara J. Johnson, Higher Learning Commission

This presentation will provide an overview of the Core Components most frequently cited by teams in comprehensive evaluations and insight into common reasons teams have determined an institution did not fully meet a Core Component.

**NAVIGATING THE AQIP PATHWAY’S ACTION PROJECT NETWORK**
Stephanie Kramer, Higher Learning Commission; Jill Wright, Illinois Central College

Action Projects are central to the continuous improvement process at institutions on the AQIP Pathway. During this presentation, participants will learn about essential elements of good Action Projects, the metrics used to evaluate them, and the basics of the technology supporting the network.

**PREPARING FINANCES FOR HLC REVIEW**
J. Lee Johnson, Siena Heights University

HLC expects that institutions are able to document evidence of their financial stability (or plans to develop a stronger footing, if there are challenges). What are HLC’s expectations in this regard, and what information is most helpful to peer reviewers? How can institutions best demonstrate that they meet HLC’s expectations and be forthcoming about financial challenges when they exist?

**CONTINUOUS IMPROVEMENT: DEVELOPING INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT PROCESSES**
Lyn Sabino and Shannon Helfinstine, Aultman College of Nursing and Health Sciences

This presentation focuses on the evolution of Aultman College’s institutional effectiveness (IE) function and how it supports continuous improvement across the college. It will cover the development of IE and assessment plans, the academic and cocurricular assessment processes, and internal and external reporting protocols. **Target audience: Small colleges and universities; private, not-for-profit colleges and universities**

**DATA FOR DEANS I: ESSENTIALS OF GOOD DATA PRACTICE**
James Kulich, Elmhurst College

Data to support decision making, assessment and accountability now flow freely, but often absent good guides for proper interpretation. This presentation is designed for deans and other campus leaders who must use data critically to get a sense of good practice in the use and interpretation of data. The second part of this two-part presentation will take place at 11:15 a.m. **Target audience: Public colleges and universities; private, not-for-profit colleges and universities**

**ESTABLISHING AN ACADEMIC PLANNING STRUCTURE AND PROCESS**
Tracy A. Chapman, Jessica Graner and Mary Ann Danielson, Creighton University

This presentation provides a step-wise institutional academic planning process that includes workforce-demand analysis, a streamlined new program proposal and approval process, aligning resource allocation with strategic initiatives, and planning for the “new normal” student populations, including the millennial workforce. **Target audience: Private, not-for-profit colleges and universities; public colleges and universities**
10:00–11:00 AM

EVIDENCE THAT CBE DELIVERS ON QUALITY, AFFORDABILITY, ACCESS AND SUCCESS GOALS
Kimberly Pearce, Capella University; Michelle Navarre Cleary, DePaul University; Kelle Parsons, American Institutes for Research
Evidence that competency-based education (CBE) delivers on its potential to address contemporary higher education goals of wider access, greater success, reduced cost and improved quality has until recently been limited. This panel presentation will share the results of a study on CBE learner outcomes led by the American Institutes for Research, highlighting two HLC member institutions. **Target audience:** Private, for-profit colleges and universities

EXPECTATIONS VS. REALITY DURING THE OPEN PATHWAY COMPREHENSIVE EVALUATION
Gayle L. Ormiston, David Hatfield, and Mary E. Reynolds, Marshall University
This presentation will share the changing perspectives of three key participants in Marshall University’s recent comprehensive evaluation: the institution’s provost and senior vice president for academic affairs, the chief writer of its Assurance Argument, and its Accreditation Liaison Officer. It will conclude with a dialogue between the presenters and attendees regarding best practices. **Target audience:** Mid-size colleges and universities; public colleges and universities

HISPANIC SUCCESS INITIATIVE: SUPPORT FOR HISPANIC STUDENTS AT NON–HISPANIC SERVING INSTITUTIONS
Luis D. Montes, Liliana Renteria Mendoza and Kristi Archuleta, University of Central Oklahoma
The Hispanic Success Initiative (HSI) was created to improve retention and completion rates for at-risk Hispanic students at the University of Central Oklahoma. The HSI incorporated mentoring and activities designed to improve self-knowledge and self-efficacy, increase knowledge of resources available and guide students to negotiate the various push-pull factors hindering student success. **Target audience:** Large universities; public colleges and universities

TRIBAL COLLEGE WISDOM SHARING: BECOMING A MEMBER OF HLC’S PEER CORPS
Babatunde Alokolaro, Higher Learning Commission; Donna Brown, Minnesota State University Moorhead; Robert Martin, Institute of American Indian Arts (Member, HLC Board of Trustees)
Learn more about the opportunities and rewards of becoming a member of the Peer Corps at HLC. This session will focus especially on faculty and administrators at Tribal Colleges and Universities as peer reviewers. Open to all attendees from Tribal Colleges and Universities. **Target audience:** Tribal Colleges

USING WIDS TECHNOLOGY FOR OUTCOMES-BASED PLANNING AND ASSESSMENT
Lea Ann Turner, Mid-State Technical College; Lynn Neitzel, Blackhawk Technical College; Terri Johnson, WIDS
Hear from two colleges about how they were able to streamline and sustain their assessment initiatives using Worldwide Instructional Design System’s (WIDS’) curriculum management system. WIDS provides a central repository to design and store outcomes, curriculum maps, rubrics, assessment plans and improvement strategies.
GRAND BALLROM E–F
GOLD (BALLROOM) LEVEL
EAST TOWER

Peter Felten, Charles C. Schroeder, Leo M. Lambert, Betsy O. Barefoot and John N. Gardner

FEATURED PRESENTATION / WHAT MATTERS MOST IN THE UNDERGRADUATE EXPERIENCE
Introduction: Noah Finkelstein, University of Colorado Boulder (Member, HLC Board of Trustees)
Featured Speakers: Peter Felten, Elon University; John N. Gardner, John N. Gardner Institute for Excellence in Undergraduate Education; Charles C. Schroeder, University of Missouri-Columbia; Leo M. Lambert, Elon University; Betsy O. Barefoot, John N. Gardner Institute for Excellence in Undergraduate Education
In their book “The Undergraduate Experience,” these authors identified six core themes that matter most for student success: learning, relationships, expectations, alignment, improvement and leadership. In this discussion the authors will explore why these themes are critically important for institutions and for students, and will illustrate how they are being put into action in a range of institutions. At a time when colleges and universities face intense and dynamic pressures, educators and leaders often struggle to make strategic decisions. This discussion will help institutions identify what matters most.

HIGHER EDUCATION IN THE ERA OF CONSUMER PROTECTION (REPEAT)
Karen Peterson Solinski, Higher Learning Commission
The federal emphasis on higher education “quality” and recent state investigations of certain institutions have expanded the focus of quality assurance to include institutional practices related to marketing, recruiting and admissions. Federal officials have stressed that they expect accreditors to ensure these areas are included in, if not central to, the work of accreditation. What challenges does this evolving responsibility pose for institutions, peer reviewers and accreditors?

OVERVIEW OF THE QUALITY INITIATIVE PROCESS
Jeffrey Rosen, Higher Learning Commission
All institutions on the Open Pathway will propose and conduct a Quality Initiative. This presentation provides an overview of the Quality Initiative process, from proposal submission to panel review, report submission and affirmation of genuine effort, and answers some of the frequently asked questions about the process.

PATHWAYS EVALUATION PROJECT
Karen J. Solomon, Higher Learning Commission
In September 2012, HLC began a three-year transition to phase out PEAQ (Program to Enhance Academic Quality) and replace it with the Standard and Open Pathways. With several years of implementation now complete, HLC staff members have designed and initiated an evaluation to determine if HLC has met the goals it set out to attain with the creation of these pathways.

THE AQIP PATHWAY’S COMPREHENSIVE QUALITY REVIEW
Karen J. Stewart, Consultant and HLC Peer Reviewer
The Comprehensive Quality Review (CQR), part of a broader comprehensive evaluation, assures the higher education community and the public that the institution continues to meet the Criteria for Accreditation and the Federal Compliance Requirements, and also determines whether the institution demonstrates advancing organizational maturity in relation to the AQIP Pathway Categories. Attend this presentation to learn more about the expectations and logistics of the CQR.

WRITING TO THE CRITERIA: CORE COMPONENT 2.C.—GOVERNANCE
Mary I. Vanis, Higher Learning Commission; William Tammone, Colorado Community College System
This presentation will focus on helping institutions develop material that addresses Core Component 2.C., on governance. Following a general review of HLC expectations, facilitators will discuss various types of evidence that institutions might provide to meet Core Component 2.C.
DATA FOR DEANS II: NEXT-GENERATION ANALYTICS ON YOUR CAMPUS
James Kulich, Elmhurst College
Next-generation analytics are rapidly becoming infused into many aspects of campus life, learning and operations. This presentation is designed to give deans and other campus leaders a general understanding of the possibilities afforded by modern analytics and guidance in shaping their use on campus. The first part of this two-part presentation takes place at 10:00 a.m. **Target audience:** Public colleges and universities; private, not-for-profit colleges and universities

DATA-DRIVEN ACADEMIC QUALITY
Becky Takeda Tinker, Jon Bellum and Brian Braido, Colorado State University-Global Campus
With a mission to advance student workplace success in a global marketplace, Colorado State University-Global (CSU-Global) has a strong focus on student ROI through its unique, data-driven academic quality paradigm. From curriculum development to faculty retention to student workplace advancement data, learn how CSU-Global strives to deliver an exceptional student experience. **Target audience:** Public colleges and universities; mid-size colleges and universities

DIRECT ASSESSMENT THROUGH A SUMMER ASSESSMENT WORKSHOP: LOGISTICS, BENEFITS, CHALLENGES
David LeVan and Brent Yoder, Hesston College
This presentation will focus on implementation of Hesston College’s Summer Assessment Workshop, which directly assesses the college’s learning outcomes. Presenters will reflect on workshop logistics, benefits and challenges, as well as the role the workshop’s quantitative and qualitative evidence plays in the cycle of improving learning across campus. **Target audience:** Private, not-for-profit colleges and universities; small colleges and universities

NURTURING A CAMPUS CULTURE AROUND EVIDENCE AND IMPROVEMENT
Joan Hawthorne, University of North Dakota; Jonathan Keiser, City Colleges of Chicago-Harold Washington College; Jeremy Penn, North Dakota State University
The culture for assessment varies from department to department and institution to institution. This presentation explores models and strategies for using campus culture to drive meaningful approaches to assessment. The topic will be approached from multiple institutional perspectives, including within community colleges, research institutions and student affairs. **Target audience:** Mid-size colleges and universities; large universities

PRACTICAL TIPS FOR NAVIGATING THE FEDERAL COMPLIANCE REPORT REQUIREMENTS
Claudia B. Douglass, Central Michigan University; Susan T. Rydell, Metropolitan State University
The data that are required to support the Federal Compliance narrative and appendixes are complex and under continuous refinement. Planning an effective data-collection process is essential. The types of data that are needed, an organizational strategy and responses to some questions by the review team will be presented. **Target audience:** Public colleges and universities; faith-based colleges and universities

TITLE IX INVESTIGATIONS: VIEWING BEST PRACTICES FROM INSIDE AND OUTSIDE
Kate Lawson, Xavier University; Joshua A. Engel, Lycurgus Group
This presentation will discuss two competing and (surprisingly?) consistent views on Title IX investigations. Xavier University’s Title IX coordinator addresses the university’s methodology on sex discrimination response, and a civil rights attorney addresses due process issues and schools that fall short of best practices. **Target audience:** Public colleges and universities; private, not-for-profit colleges and universities
CONNECTING WHAT’S POSSIBLE: PUTTING A SUSTAINABLE CULTURE OF ASSESSMENT IN PLACE
Melissa Kibrick, eLumen; Liz Medendorp and Shanna Montoya, Pueblo Community College
Whether meeting increased student success and workforce alignment mandates or achieving increasingly rigorous program approval and accreditation processes, institutions need to be thinking about how to make continuous improvement truly continuous. eLumen and Pueblo Community College will discuss how they are working to accomplish this today—and some of the challenges they see for tomorrow.

LUNCH AND DISCUSSION WITH TRIBAL COLLEGE REPRESENTATIVES
Host: Barbara Gellman-Danley, Higher Learning Commission
This roundtable with HLC President Barbara Gellman-Danley will provide an opportunity to discuss issues and challenges facing Tribal Colleges, as well as changes within HLC and their impact on Tribal Colleges. Open to all attendees from Tribal Colleges and Universities. Lunch will be provided. Target audience: Tribal Colleges

TRIBAL COLLEGE WISDOM SHARING: DATA-BASED DECISION MAKING
Koreen Ressler, Sitting Bull College
With strained resources, data-based decision making at Tribal Colleges is essential to the development of best practices geared toward student success. This presentation will provide an example of how a Tribal College uses data in its decision-making and resource allocation processes, while keeping in mind the best interest of the students it serves. Open to all attendees from Tribal Colleges and Universities. Target audience: Tribal Colleges

PREDICTABLE PROCTORING PROBLEMS: HOW SMARTERPROCTORING ADDRESSES ACCREDITING STANDARDS
Alan Manley, SmarterServices
This presentation will discuss proctoring challenges and accrediting standards that are requiring schools to have a formal proctoring plan. The presenter will review proctoring resources and limits and demonstrate how SmarterProctoring meets HLC’s standards.

12:00–1:00 PM

LUNCH AND DISCUSSION WITH TRIBAL COLLEGE REPRESENTATIVES
Host: Barbara Gellman-Danley, Higher Learning Commission
This roundtable with HLC President Barbara Gellman-Danley will provide an opportunity to discuss issues and challenges facing Tribal Colleges, as well as changes within HLC and their impact on Tribal Colleges. Open to all attendees from Tribal Colleges and Universities. Lunch will be provided. Target audience: Tribal Colleges

1:00–2:00 PM

AQIP PATHWAY SYSTEMS PORTFOLIOS: PROVIDING EVIDENCE FOR THE CRITERIA
Rob Spohr, Montcalm Community College
Even though much of the work within the AQIP Pathway is guided by the AQIP Pathway Categories, HLC expects that all member institutions demonstrate, with evidence, that they meet the Criteria for Accreditation. With an eye to what peer reviewers will be looking for, this presentation will cover how institutions can be mindful of the Criteria and Core Components as they are developing Systems Portfolios.

HLC COMPLAINTS PROCESS FOR INSTITUTIONAL STAKEHOLDERS
Zach Waymer, Higher Learning Commission
This presentation provides an overview of the process for students, faculty, staff and other stakeholders to file complaints with HLC about alleged violations of the Criteria for Accreditation by their institutions. Attendees will learn the difference between informal inquiries and formal complaints, how the process works, who is involved, expected outcomes, and data and insights gathered from the process.

IT TAKES A VILLAGE: PROMOTING STUDENT SUCCESS
Susan Hatfield, Higher Learning Commission
Efforts to promote student success are often assigned to a narrow range of student support offices implementing initiatives designed to reach specific populations of students. This presentation will explore an inclusive approach to establishing and sustaining a success-focused campus. Starting with an examination of the elements of culture, participants will be prompted to consider the roles that faculty can take to help facilitate their students’ success.
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<tr>
<th>Time</th>
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<td>1:00–2:00PM</td>
<td><strong>THE OPEN PATHWAY YEAR 4 ASSURANCE ARGUMENT: PROCESS, EVIDENCE AND REVIEW (REPEAT)</strong></td>
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<td><em>Janet V. Smith, Pittsburg State University; Jeffrey Rosen, Higher Learning Commission</em></td>
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<td>This presentation will focus on the Year 4 Assurance Review of the Open Pathway,</td>
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<td>highlighting differences between the Year 4 and Year 10 reviews and offering concrete</td>
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<td>strategies for preparing for the mid-cycle review on the Open Pathway.</td>
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<td><strong>RECOMMITTING TO A CULTURE OF INQUIRY: THE SOUTH DAKOTA STATE UNIVERSITY ASSESSMENT ACADeMY</strong></td>
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<td><em>Mary Kay Helling, South Dakota State University</em></td>
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<td>This presentation focuses on an institution-specific assessment academy that has been</td>
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<td>designed based on lessons learned at the HLC Assessment Academy and through locally</td>
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<td>gathered survey data. Presenters will share quantitative and qualitative data collected</td>
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<td>from across campus to identify focus areas in building a stronger culture of assessment</td>
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<td>and inquiry.</td>
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<td><strong>ANALYTICS AND ACTION: A FRAMEWORK FOR CROSS-SILO STUDENT SUCCESS PROGRAMMING</strong></td>
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<td><em>Nathan Miller, Columbia College</em></td>
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<td>This presentation will outline a framework that uses analytics in the design and evaluation</td>
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<td>of student success programs that span institutional silos. Discussions will identify gaps</td>
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<td>that hinder cross-silo coordination of institutional activities, with a focus on using</td>
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<td>analytics in program design, implementation and evaluation. <strong>Target audience:</strong> Private,</td>
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<td>not-for-profit colleges and universities; public colleges and universities</td>
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<td><strong>BRAIN-BASED LEARNING, LEADERSHIP AND LAUGHTER</strong></td>
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<td><em>Peter Jonas, Cardinal Stritch University</em></td>
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<td>A variety of theoretical and empirical studies show that individuals can use humor not</td>
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<td>only to increase leadership, but also to enhance the learning environment and increase</td>
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<td>the effectiveness of organizations. This presentation provides a synthesis of the brain</td>
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<td>research behind using humor to improve leadership and learning. <strong>Target audience:</strong> Public</td>
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<td>colleges and universities; private, not-for-profit colleges and universities</td>
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<td><strong>ENGAGING THE CAMPUS IN ACCREDITATION: MAINTAINING MOMENTUM BETWEEN VISITS</strong></td>
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<td><em>Wendy Sherman Heckler and Katherine G. H. Reichley, Otterbein University</em></td>
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<td>Otterbein University is in Year 3 of its 10-year accreditation cycle. Learn about the</td>
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<td>institution’s attempts to maintain momentum around accreditation-related topics between</td>
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<td>visits and check-ins. Methods to be covered include the role of governance committees,</td>
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<td>academic and administrative program review, and other engagement strategies. **Target</td>
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<td>audience:** Small colleges and universities; private, not-for-profit colleges and</td>
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<td><strong>ENHANCING CAPACITY FOR PROGRAM-LEVEL ASSESSMENT</strong></td>
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<td><em>Carleen M. Vande Zande, University of Wisconsin-Oshkosh</em></td>
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<td>In this presentation, participants will engage in an assessment plan review process for</td>
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<td>program-level assessment. The presenter will highlight the evaluation of program plans</td>
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<td>and feedback mechanisms through the use of an electronic program portfolio. Participants</td>
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<td>will identify essential qualities for effective assessment plans and engage in an evaluation</td>
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<td>process simulation. <strong>Target audience:</strong> Mid-size colleges and universities; private,</td>
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<td>not-for-profit colleges and universities**</td>
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OPEN EDUCATIONAL RESOURCES: A STRATEGY TO ENCOURAGE PERSISTENCE AND STUDENT SUCCESS
Lynette J. Olson and Brenda Frieden, Pittsburg State University
This presentation describes the journey of a mid-size, public regional comprehensive university’s adoption of Open Educational Resources (OER) as a strategy to meet goals in retention, persistence and completion. Participants will have an opportunity to discuss challenges and share strategies around the implementation of OER. Target audience: Public colleges and universities

STATE AUTHORIZATION RECIPROCITY AGREEMENT (SARA) NOW AND IN THE FUTURE
Jennifer L. Parks, Midwestern Higher Education Compact; John Lopez, Western Interstate Commission for Higher Education
This presentation will update attendees on progress in the State Authorization Reciprocity Agreement (SARA) and provide information about future developments. The presenters will answer frequently asked questions and solicit questions and discussion from audience members. Target audience: Large universities; small colleges and universities

THE RIGHT MATH AT THE RIGHT TIME: PROMOTING STATEWIDE COLLABORATION
Jenny Schanker, Michigan Community College Association; Jeff Morford, Henry Ford College; Pavel Sikorskii, Michigan State University
In 2015, Michigan joined a cohort of states working to strengthen the implementation of mathematics pathways linked to specific programs of study. A task force including representatives from public community colleges created recommendations to align learning outcomes, support faculty and improve mathematics outcomes for underprepared students in this decentralized state. Target audience: Community colleges; public colleges and universities

UNLOCK THE POWER OF YOUR DATA WITH CAMPUS LABS
Shannon LaCount, Campus Labs
When you make more connections with your data, you can make more informed decisions for your institution. Join us to learn how an enterprise-wide approach to data management can facilitate better results to empower your entire campus. From accreditation and planning to faculty development and learning outcomes, the Campus Labs platform brings everything together for a holistic solution.

NUMBERS ARE PEOPLE, TOO: ACADEMIC PROGRAM REVIEW
Susan A. Wood, Monica Torres and Mary Beth Worley, New Mexico State University-Dona Ana Community College
This presentation will describe how an institution uses data, reflection and dialogue to focus its program review efforts. The presenters will illustrate how reframing information—from disembodied data to representations of students with real-life needs and pressures—served as a catalyst for meaningful conversations about program improvement. Target audience: Community colleges; public colleges and universities
### 1:30–3:30PM

**ACREDITATION LIAISON OFFICERS (ALOs): AN OVERVIEW OF THE ROLE AND WHAT’S NEW AT HLC (INTERACTIVE WORKSHOP)**  
Mary I. Vanis and Pat Newton-Curran, Higher Learning Commission  
This two-hour, interactive workshop will provide an overview of the role of the Accreditation Liaison Officer (ALO) for both new and continuing ALOs. A variety of topics will be addressed, including where to find information about the relationship between institutions and HLC, decision-making processes and HLC policy, including recent changes. Come prepared with your questions.

**ACADEMIC PROGRAM REVIEW: AN INTEGRATED MODEL (INTERACTIVE WORKSHOP)**  
Jill Carlson and Camilla Bustamante, Santa Fe Community College  
This two-hour, interactive workshop will address academic program review (APR). Santa Fe Community College has successfully integrated a number of changes to the APR process. This approach, in combination with a peer-reviewed cohort model, has enabled faculty to more fully develop continuous quality approaches to program review, program improvement and strategic planning. **Target audience: Community colleges; mid-size colleges and universities**

### 1:45–3:00PM / ICE CREAM SOCIAL

**Network with colleagues and enjoy ice cream before your next session in the West Tower.**

**Network with colleagues, enjoy ice cream, meet the exhibitors and explore the HLC Resource Center one last time.**

### 2:30–3:30PM

**FEATURED PRESENTATION / CAMPUSES AS SELF-HEALING COMMUNITIES**  
*Introduction: Karla Leach, Western Wyoming Community College (Member, HLC Board of Trustees)*  
*Featured Speaker: Elena Quintana, Adler University*  
There has been much discussion of campus safety in recent years. Many campuses go through active shooter response, Title IX training or sexual assault response, and other types of crisis response that have become synonymous with campus safety. However, the way in which psychological, social and moral safety are experienced on campus on a day-to-day basis is often ignored. Creating an understanding of the global effects of trauma, the power of positive human connectivity, and opportunities for healing transforms campuses in unexpected ways.

**BECOMING A PEER REVIEWER AT HLC**  
Babatunde Alokolaro and Rachel Zibrat, Higher Learning Commission  
Would you like to serve as an HLC peer reviewer? Learn about the application process, the roles and expectations of peer reviewers, and the many ways you can contribute to HLC.

**CFI COMPOSITE SCORE TRENDS**  
J. Lee Johnson, Siena Heights University; Mike Seuring, Higher Learning Commission  
The U.S. Department of Education requires institutions to submit information annually to demonstrate they are maintaining the standards of financial responsibility necessary to participate in Title IV programs. HLC also uses the Department’s standard, which is a composite score of three ratios derived from an institution’s audited financial statements. This presentation provides an understanding of the composite score trends within the HLC region.
Persistence and completion have become increasingly important markers of quality, as well as the focus of social, political and economic expectations of higher education. How is HLC reviewing institutional performance with regard to persistence and completion, and what are the implications for institutions and peer reviewers?

**ASSESSMENT ACADEMY ROUNDTABLE: STRENGTHENING LEARNING OUTCOMES**
Facilitators: Shari L. Jorissen, Walden University; Ranfen Li, University of Illinois at Chicago
This session offers Academy members engaged in similar work a chance to share their perspectives and practices. Academy mentors will be on hand to facilitate the conversation. Interested participants are invited to bring their team’s stories, challenges and promising practices to the table.

**PERSISTENCE AND COMPLETION ACADEMY ROUNDTABLE: ADMINISTRATIVE ACTION**
Facilitators: Helen Wood, Persistence and Completion Academy Mentor; Holly Andress-Martin, Culver-Stockton College
This presentation will review and explore how institutions can maximize the impact of their evidence in preparation to successfully meet HLC expectations in a variety of contexts, including comprehensive evaluations, focused visits and interim reports.

**CONTINUOUS QUALITY IMPROVEMENT CASE: SCAFFOLDING ONLINE LEARNING USING MULTIMEDIA**
Na Li, Baker College
This presentation demonstrates a case in which a full cycle of continuous quality improvement (plan, act, assess, improve) was successfully completed. In this case, multimedia tools were developed to help improve student performance on one intended student learning outcome (i.e., mastering statistics and research skills) of an online M.B.A. program. Target audience: Private, not-for-profit colleges and universities; public colleges and universities

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**Evaluate Your Sessions**

Use the Survey feature in the session descriptions in the conference mobile app to answer a few brief questions on each session you attend. HLC relies on this feedback to improve the conference each year.

For every completed evaluation, you can enter to win a $25 gift card (name and email address required). (Limit: one card per person per day.) Winners will be announced daily.

**Don't Have the Mobile App?**
Use the iPad kiosks in the Grand and Regency Ballroom foyers and the Exhibit Hall to complete the survey.
**2:30–3:30PM**

**ENABLED OR DISABLED BY ONLINE PROGRAM MANAGERS?**  
Randy Bergen, Bethel University  
This presentation focuses on how Bethel University evaluated online program management companies, decided against such a partnership, and then instituted major changes in order to grow adult and graduate online enrollments without external support. The presenter will share processes to help universities that are also considering these partnerships. **Target audience: Private, not-for-profit colleges and universities; small colleges and universities**

**EXTENDING PROFICIENCY FRAMEWORKS AND VALUE RUBRICS TO PROFESSIONAL PROGRAMS**  
Carleen M. Vande Zande, University of Wisconsin-Oshkosh; Kay Jansen and Diane Smith, University of Wisconsin-Milwaukee  
This presentation highlights professional development for faculty who transitioned to a proficiency framework within professional programs. Using the AAC&U VALUE Rubrics as a foundation, faculty become familiar with proficiency assessment, establishing criteria, and assessment design. Follow-up data and recommendations are integrated throughout the presentation. **Target audience: Public colleges and universities; mid-size colleges and universities**

**STUDENT SUCCESS NAVIGATORS: IMPROVING STUDENT SATISFACTION AND RETENTION THROUGH ADVISING**  
Kristi N. Hottenstein and Nathan Venske, Jackson College  
This presentation focuses on an intentional, relationship-based advising model for improving student satisfaction and retention. The presenters will use quantitative data from the Student Satisfaction Inventory and their institutional research office to show that reducing advising loads and moving from transactional to relational advising is a recipe for success. **Target audience: Community colleges; public colleges and universities**

**THE ROLE OF THE BOARD AND CEO IN ACCREDITATION**  
David W. Wilson, Patricia Penkoske and Michael D. Shonrock, Lindenwood University  
This presentation will address suggestions from the Association of Governing Boards (AGB) and the Council for Higher Education Accreditation (CHEA) for effective practices for CEOs and governing boards with regard to matters of accreditation. Steps being taken by Lindenwood University’s president to provide leadership on accreditation and steps being taken to address Lindenwood board member engagement in accreditation will be highlighted. **Target audience: Private, not-for-profit colleges and universities; mid-size colleges and universities**

**TIPS AND TOOLS FOR NAVIGATING INSTITUTIONAL CULTURE AND CHANGE**  
Victoria Livingston, Sharon Klavins and James Romesburg, University of Wisconsin-Platteville  
Presenters will share their experiences and lessons learned from playing key roles in crafting their campus’s Assurance Argument and managing evidence collection. This presentation will address the impact of campus culture on writing and evidence collection processes and identify potential strategies for navigating these challenges. **Target audience: Public colleges and universities; private, not-for-profit colleges and universities**
General Program: Monday

**BEST PRACTICES FOR FACULTY EVALUATIONS**
Hayley Hanson, Husch Blackwell
This presentation will focus on policies for faculty evaluation, the evaluation process and tips for addressing performance deficiencies.

**UNDERSTANDING THE ONLINE COLLEGE STUDENT: CULTIVATING DATA-DRIVEN ENROLLMENT PRACTICES**
Julie Delich, The Learning House
The preferences and behaviors of online learners have changed significantly in recent years. Reaching this population requires timely, accurate data. Join Julie Delich, Vice President of Enrollment at Learning House, as she shares tips for driving enrollment based on key findings from an annual survey of 1,500 online college students.

**ADVANCED UNDERSTANDINGS IN INSTITUTIONAL CHANGE**
Tamas Horvath and Sunil Ahuja, Higher Learning Commission
This presentation will offer an understanding of how to navigate through complex substantive change processes, such as certificates; the Notification Program for Additional Locations; combining change requests, including embedded changes; specialized change requests, such as two-year institutions seeking to offer baccalaureate programs; and institutional responses, especially in cases of denial recommendations.

**CREDIT HOUR REVIEW: EXPECTATIONS, CONSIDERATIONS AND PROCESS**
Karen Peterson Solinski and Cecilia E. Torres, Higher Learning Commission
As part of the Federal Compliance Program, HLC is expected to review institutional adherence to federal credit-hour expectations at the time of an institution’s comprehensive evaluation. Learn about what information is expected from the institution, how to best convey unique circumstances regarding both credit- and clock-hour models, and how HLC’s process for reviewing an institution’s credit-hour submission works.
LISTENING SESSION ON IMMIGRATION
Tom Bordenkircher and Steve Kauffman, Higher Learning Commission
This listening session will provide attendees an opportunity to discuss how rapidly changing policies for U.S. immigration are affecting institutions across the region.

LISTENING SESSION ON THE CRITERIA FOR ACCREDITATION
Eric V. Martin and Andrew Lootens-White, Higher Learning Commission
Required by policy to conduct a thorough review of the Criteria for Accreditation every five years, the HLC Board of Trustees also has committed to fine-tuning the Criteria annually to ensure clear understanding of expectations and to be responsive to a fast-changing higher education landscape. This listening session is an opportunity for participants to raise issues and make suggestions regarding the improvement of the Criteria.

SERVING MEMBER INSTITUTIONS: HLC’S INSTITUTIONAL IMPROVEMENT PROGRAMS
Destiny M. Quintero and Amber Holloway, Higher Learning Commission
This presentation will explore the structure and benefits of two of HLC’s elective education programs, the Academies and Professional Development Week. Both programs strategically address two leading concerns in higher education: assessment of student learning and student persistence and completion. Those considering applying to the Academies or attending a workshop during Professional Development Week are encouraged to attend.

CHANGING THE CULTURE OF ASSESSMENT IN THE STUDENT AFFAIRS DIVISION
Shari K. Nelson, University of North Dakota
This presentation focuses on an institutional division's efforts to transform the culture of assessment from non-existent to collaborative, cohesive and integrated. The presenter will share specific steps implemented in this process, including building a committee whose charge is to assist departments in gaining a greater understanding of effective assessment practices. **Target audience:** Public colleges and universities; mid-size colleges and universities

DYNAMIC, HARMONIOUS AND CONSEQUENTIAL ASSESSMENT
Christine Tabone, Felicia Ramirez and Heather Nothum, Maricopa Community Colleges-Paradise Valley Community College
Assessment is an evolving, non-linear process that depends on a harmonious relationship between data, dialogue and decision making. The presenters will facilitate a roundtable work session emphasizing critical reflection on the assessment process and using strategies to make a difference. **Target audience:** Community colleges; public colleges and universities

EFFECTIVE PROCESSES, STRUCTURES AND TECHNIQUES TO ENHANCE YOUR CAMPUS VISIT
Karan Powell and Jennifer Helm, American Public University System
This presentation will focus on the structures, processes and techniques that American Public University System is using to prepare for an upcoming comprehensive evaluation in 2017. Participants will learn practical tips on how to engage stakeholders in the Assurance Review process and prepare for the campus visit. **Target audience:** Private, for-profit colleges and universities; private, not-for-profit colleges and universities
EXCELLENCE IN ASSESSMENT DESIGNATIONS: LESSONS FROM THE FIELD
Natasha Jankowski, University of Illinois at Urbana-Champaign; Jeff Grann, Capella University; Mo Bischof, University of Wisconsin-Madison; Julia M. Williams, Rose-Hulman Institute of Technology
This presentation will feature four 2016 Excellence in Assessment Designees, a new national recognition of campuses that successfully integrate assessment practices across campus to provide evidence of student learning outcomes that are representative of all students. The presentation will include a focus on sharing promising practices and overcoming barriers to implementation. **Target audience:** Public colleges and universities; private, not-for-profit colleges and universities

FROM ASSESSMENT TO CURRICULUM IMPROVEMENT
Claudia B. Douglass, Central Michigan University
Central Michigan University has gained faculty support for the assessment of student learning in all of its programs. Within three years, more than 50 percent of the programs are making significant, data-driven curriculum improvements. Learn how the assessment of student learning outcomes, student achievement and program improvement have become institutionalized. **Target audience:** Public colleges and universities; mid-size colleges and universities

IMPROVING WHAT WE DO: USING LEAN TO ADAPT TO CHANGE
Bonnie Slykhuis, Des Moines Area Community College
Des Moines Area Community College (DMACC) is using Lean tools to improve processes and drive change within the institution. The presenter will share case studies on how this successful program has helped DMACC and other colleges become proactive at driving change to improve service and communication, reduce costs, increase efficiency and empower employees. **Target audience:** Community colleges; private, for-profit colleges and universities

LAUNCHING AN OPEN TEXTBOOK INITIATIVE AND Z DEGREE
Janet B. Sommers, Daniel R. Crane and Tanya L. Grosz, University of Northwestern - St. Paul
This presentation will focus on the implementation of an open textbook initiative as both a recruitment and retention strategy. The presenters will discuss the rationale for the initiative, the strategies for implementation, and the culminating launch of a zero-cost textbook degree (Z degree). **Target audience:** Private, not-for-profit colleges and universities

PREPARING NEW FACULTY, STUDENT AND CAMPUS LEADERS FOR THE FUTURE
Charlene Widener, Tricia Paramore and Carter File, Hutchinson Community College
This presentation will discuss three programs at Hutchinson Community College—the New Faculty Teaching Academy, Introduction to Leadership Class, and Leadership Academy—designed to prepare the institution and students for the future. The presenters will discuss each of the programs and provide information for anyone interested in developing similar initiatives. **Target audience:** Community colleges; mid-size colleges and universities

PRIORITIZING PROGRAMS ACCORDING TO QUANTITATIVE AND QUALITATIVE FACTORS
Kathleen Clausion Bash and Lee Bash, Graceland University
This presentation will provide a review of how faculty and staff at a small, private institution have developed the program review process over 10 years to integrate assessment, budgeting and planning, concluding with a focus on the rubric that now enables the prioritization of programs according to a set of qualitative and quantitative factors. **Target audience:** Private, not-for-profit colleges and universities; small colleges and universities
TRIBAL COLLEGE WISDOM SHARING: STUDENT SUCCESS AT TRIBAL COLLEGES
Bill Sayre, Institute of American Indian Arts; Koreen Ressler, Sitting Bull College
How can we help our students achieve their goals? Are there instances where we are unintentionally creating roadblocks to degree completion without being aware of it? How can we tell that our initiatives to improve student success are making a difference? The presenters will provide brief answers to these questions for their own institutions, and then participants will be asked to share their own experiences. Open to all attendees from Tribal Colleges and Universities. Target audience: Tribal Colleges

TRIBAL COLLEGE CHANGE AGENTS? INVOLVING FACULTY IN STUDENT SUCCESS IMPROVEMENT PROCESSES
Sara Stein Koch, John N. Gardner Institute for Excellence in Undergraduate Education; Janie A. Diels, Alma College; Kristin Hoffner, Arizona State University; Emily S. Logan, Kirkwood Community College; Lynn M. Murray, Pittsburg State University
Efforts to improve student success have not sufficiently engaged the faculty—a crucial omission—largely because they have not been invited! This presentation will feature faculty members sharing their experiences in assessment and planning processes to improve student success to encourage attendees to increase engagement of their faculty.

MAKING STUDENT DATA ACTIONABLE TO INFORM STRATEGIES FOR INSTITUTIONAL SUCCESS
Tom McNamara, Nuro Retention
How can student success indicators be managed to support the overall health of an institution in the ever-evolving digital world? Copley Systems will highlight solutions for online and competency-based learning programs.

CALL FOR PROPOSALS

2018 Annual Conference: Innovation and Transformation
HLC invites presentation proposals for its 2018 annual conference, being held April 6–10 in Chicago. The 2018 conference will highlight Innovation and Transformation, addressing major changes in higher education brought on by new technologies, credentials, providers and public policy priorities. The conference will provide forums to explore how institutions can embrace the opportunities presented by transformative change, and how accreditation can facilitate this evolution while continuing to assure quality and promote student success.

Proposals will be accepted starting June 15, 2017. More information will be available on the annual conference website, annualconference.hlcommission.org.
FEATURED PRESENTATION / STUDENT VOICES ON ACADEMIC SUCCESS

Introduction: Michael Chipps, Northeast Community College (Member, HLC Board of Trustees)
Featured Speaker: Wendy Paszkiewicz, Adler University

This workshop, delivered in a fishbowl format, will feature a moderator guiding students from HLC member institutions in a discussion about self-care and wellness as they pertain to student persistence and success. Informed by conference content and personal experiences, students will share their thoughts on what factors contribute to their ability to succeed in an academic setting. Students will also discuss barriers academic institutions create that cause stress and distract students from focusing on the attainment of their respective degrees. Conference attendees will have the opportunity to ask questions and seek clarity on what the students shared in the fishbowl discussion. This session will be capped at 250 participants.

8:00–9:00 AM

HLC’S APPROVAL PROTOCOL FOR DIRECT ASSESSMENT AND CREDIT-BASED COMPETENCY-BASED EDUCATION (REPEAT)
Jeffrey Rosen, Higher Learning Commission

This presentation will describe the opportunities and challenges of implementing credit-based competency-based education and direct assessment programs, the federal regulatory environment for these programs, emerging best practice guidelines, and HLC’s requirements for approval.

WHAT INSTITUTIONS SHOULD CONSIDER WHEN SUBMITTING INTERIM REPORTS
Steve Kapelke, Consultant on Accreditation; Karen J. Solomon, Higher Learning Commission

This presentation will include an overview of the process involved in submitting an interim report and how the analysis is done, a discussion of the most common topics assigned to institutions and what types of evidence are typically most helpful, and suggestions about how institutions can respond effectively to ensure they are meeting HLC’s expectations.
EVERYONE’S A CAPTAIN: LAUNCHING FACULTY DEVELOPMENT WITH LIMITED RESOURCES
Barbara D. Wright and Beth Pauley, The University of Charleston
This presentation will focus on the creation of a three-track faculty development program that met the needs of undergraduate and graduate faculty when few resources were available. Quantitative data show high levels of participation and satisfaction. Qualitative data suggest a positive impact on faculty culture. **Target audience:** Small colleges and universities; private, not-for-profit colleges and universities

GETTING A GRIP ON DATA: WAUKESHA COUNTY TECHNICAL COLLEGE’S DATA AND INFORMATION TEAM
Dawn A. Voigt and Viktor Brenner, Waukesha County Technical College
Waukesha County Technical College’s (WCTC’s) Data and Information AQIP Pathway Action Project created an inventory of data elements that details how the college collects and stores data that support instruction. WCTC used logic models to map out milestones along the Critical Student Path and identified key data elements for monitoring each step. **Target audience:** Community colleges; public colleges and universities

INTEGRATING HLC REQUIREMENTS INTO DAILY OPERATIONS BETWEEN COMPREHENSIVE EVALUATIONS
Meridith Drzakowski, University of Wisconsin-Stout; Jan Garfield, Walden University
This presentation will focus on actions that institutions can take to integrate HLC standards into campus processes to generate buy-in for comprehensive evaluations and increase the effectiveness of Open Pathway Quality Initiatives. The presentation will be modeled after the Malcolm Baldrige National Quality Award (MBNQA) criteria for performance excellence. **Target audience:** Mid-size colleges and universities; small colleges and universities

FIRST-YEAR EXPERIENCE PROGRAM FOR FEMALE STUDENTS IN STEM MAJORS
Xiaohong Li, Sam Houston State University
The purpose of this presentation is to examine how a first-year experience (FYE) program impacted female students’ persistence or graduation rates. The presenter will use quantitative data collected from a public university in Texas to show that participating in the FYE program did help female students succeed in STEM majors. **Target audience:** Public colleges and universities

9:15–10:15 AM

CONVERSATION AND CLOSING QUESTIONS WITH HLC STAFF LIAISONS
Join your colleagues and HLC staff liaisons for this informal question and answer session.

**Institutional Presentation**

COLUMBUS HALL G–H
GOLD (BALLROOM) LEVEL
EAST TOWER

**Institutional Presentation**

CRYSTAL BALLROOM C
GREEN (LOBBY) LEVEL
WEST TOWER

**Institutional Presentation**

COLUMBUS HALL C–F
GOLD (BALLROOM) LEVEL
EAST TOWER

**Viewpoint Presentation**

GRAND BALLROOM A
GOLD (BALLROOM) LEVEL
EAST TOWER

**HLC Presentation**

CRYSTAL BALLROOM A
GREEN (LOBBY) LEVEL
WEST TOWER

**HLC Presentation**

COLUMBUS HALL I–J
GOLD (BALLROOM) LEVEL
EAST TOWER

**HLC Presentation**

COLUMBUS HALL G–H
GOLD (BALLROOM) LEVEL
EAST TOWER

**HLC Presentation**

COLUMBUS HALL K–L
GOLD (BALLROOM) LEVEL
EAST TOWER

**HLC Presentation**

COLUMBUS HALL I–J
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**HLC Presentation**

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**HLC Presentation**

COLUMBUS HALL K–L
GOLD (BALLROOM) LEVEL
EAST TOWER
A MODEL TO DEVELOP AND SUSTAIN HIGH-QUALITY CURRICULUM AND MEANINGFUL ASSESSMENT PRACTICES
K. Laurie Dickson and Melinda Treml, Northern Arizona University
Northern Arizona University is implementing a model of support for academic programs to generate consistent progress toward sustaining curriculum design and assessment practices. The presenters will discuss how the model links institutionally required processes (e.g., program review) to faculty support systems, builds crucial relationships, and aligns short- and long-term planning at the academic program level. **Target audience:** Public colleges and universities; mid-size colleges and universities

BUILDING BRIDGES, NOT WALLS: COMMUNITY COLLEGES REINVENTING RELATIONSHIPS
Jonah L. Rice, Southeastern Illinois College; Terry Wilkerson, Rend Lake College; Tim Bellamey, Shawnee Community College
This case study provides concrete methods of collaborative venues that three rural, Midwestern community colleges have created as they navigate the uncharted waters of higher education. Concrete examples of such nimble responses will be evaluated in regard to successes and challenges. **Target audience:** Community colleges; small colleges and universities

GOT SURVEY DATA? SUPPORT YOUR STRATEGIC PLAN AND ASSURANCE ARGUMENT
Kristin A. Hobson, Judith A. Ouimet and Dennis P. Groth, Indiana University Bloomington
This presentation will focus on national survey data as a tool for supporting initiatives aligned with strategic plans and as evidence in Assurance Arguments. The presenters will show how they mapped data from the National Survey of Student Engagement (NSSE) onto their campus’s strategic plan and used the results for programmatic planning and evidence in their Assurance Argument. **Target audience:** Large universities; small colleges and universities

HOW LIFE-CYCLE ANALYTICS ARE DELIVERING TRANSFORMATIVE STUDENT SERVICES
Beth Ingram, North Dakota State University; Jane Kuhn, Northern Arizona University
Higher education’s success depends on understanding students as individuals with unique histories and long-term goals. This understanding relies on data linking students’ experiences with their lives before enrollment and after graduation. The focus of the presenters’ discussion will be the “hows” and “whys” of the analytical infrastructure required to do this. **Target audience:** Public colleges and universities; large universities

ONLINE COMPLIANCE: WHAT IS THAT?
Lisa Clark, University of Northwestern Ohio
Assignment of credit hours, Federal Compliance, accreditation, instructional time: Do these terms concern you when it comes to managing your institution’s online program offerings? This educational presentation is intended to help prepare attendees for upcoming regional accreditation and Federal Compliance reviews of programs offered online. **Target audience:** Private, not-for-profit colleges and universities

10:30–11:30 AM
CLOSING SESSION: STRESS AND STRATEGIES FOR MENTAL HEALTH IN ACADEMIA
Introduction: Jacquelyn Elliott, Central Arizona College (Member, HLC Board of Trustees)
Featured Speakers: Grady Osten-Garner and Kevin Osten-Garner, Adler University
Academia is in a stressful time, with budget cuts, mass violence events, political polarization and increasing student mental health needs. Taken together, these stressors are decreasing the health and wellness of educators and administrators alike. Participants in this interactive workshop will learn (1) what burnout, compassion fatigue and vicarious trauma are; (2) strategies for early detection in self and others; (3) strategies for early intervention with self and others; and (4) institutional steps to increase awareness and resources.
### Exhibit Booth Numbers

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### Exhibitor Directory

**Note:** Although these companies are participating in the Exhibitor Program, their products and services are not endorsed by HLC.

#### Academic Keys 162

**P.O. Box 162, Storr, CT 06268**

Academic Keys provides the highest-quality faculty and senior administrator services. Services include online recruiting, diversity advertising, targeted email advertising, 4 Levels Executive Search (KeySearch, Custom Search, Cluster Hires, and Interim), and a 1 million candidate database. Flexible recruitment solutions let you customize to suit your needs. [www.AcademicKeys.com](http://www.AcademicKeys.com)

#### AEFIS, LLC 124

1429 Walnut St., 10th Floor, Philadelphia, PA 19102

AEFIS offers the complete solution for assessment of learning and continuous improvement for higher education. Its innovative web-based platform enables easy automation of evaluation, supports individual student assessment, facilitates outcomes-based curriculum review, streamlines accreditation and helps to achieve your strategic educational goals campuswide. [www.aefis.com](http://www.aefis.com)

#### Aviso Retention 123

1275 Kinnear Rd., Columbus, OH 43212

Aviso Retention is a student retention solution that helps institutions solve some of the biggest challenges in higher education: keeping students engaged, optimizing the chances of student success and avoiding attrition. Aviso drives student retention by combining and applying three key tools—expertise, support software and predictive analytics. [www.avisoretention.com](http://www.avisoretention.com)
AXIOM EDUCATION 103
4 Research Dr., Shelton, CT 06484
Axiom’s faculty reporting software automatically combines multiple sources of data into a set of faculty activity reports (accreditation management software) that are available to faculty, chairs and administrators and can be made available to institutional websites via the Mentor web services platform. www.axiomeducation.com

BIOMETRIC SIGNATURE ID 163
708 Valley Ridge Circle, Ste. 8, Lewisville, TX 75057
BioSig-ID is the world’s first biometric password, no hardware required, used for authentication and proof of identity for online students. www.biosig-id.com

Showcase Presentation: Continuous Proof of Student ID: Authentication Throughout the Course (Sunday, 11:15 a.m.)

CAMPUS LABS 106–7
210 Ellicott St., Ste. 200, Buffalo, NY 14203
Founded in 2001, Campus Labs empowers institutions to make valuable connections with their data. We offer a complete set of integrated solutions for areas such as assessment, retention, teaching and learning, student engagement, and institutional effectiveness. We’re proud to serve more than 1,000 public and private colleges and universities. www.campuslabs.com

Showcase Presentation: Unlock the Power of Your Data With Campus Labs (Monday, 1:00 p.m.)

CHALK & WIRE LEARNING ASSESSMENT INC. 130
1565 Point Abino Rd. S. Ridgeway, ON L0S 1N0, Canada
Chalk & Wire has provided expert coaching, value-added assessment systems and end-to-end accreditation solutions for nearly two decades. An all-in-one package includes ePortfolios, Accreditation Management, report authoring (Exhibit Rooms and PDF output), EdTPA™, field placement/experiential learning, custom statistical reporting and analytics, and real-time dashboards reporting progress over time. www.chalkandwire.com

CLA+ 142
215 Lexington Ave., New York, NY 10016
CLA+ is a performance-based assessment that measures and benchmarks general education outcomes on both the institutional and individual student levels. Our standardized instrument measures critical thinking skills that help an institution better understand student ability and development. www.cae.org/cla

COLLEGIATE SUPPORT SERVICES/GLOBAL FINANCIAL AID SERVICES, INC. 119
10467 Corporate Dr. Gulfport, MS 39503
At Collegiate Support Services, we tailor consulting solutions to fit the challenges and strategic goals of our clients. Colleges and universities look to us for best practice recommendations to improve student service, maintain compliance and grow and maintain enrollment in the most efficient manner. www.collegiatesupportservices.com

CONCORD USA, INC. 127
1 Dunwoody Pk., Ste. 103, Atlanta, GA 30338
Accreditation management and assessment reporting softwares. www.concord-usa.com

COURSELEAF FROM LEEPFROG TECHNOLOGIES 160–61
2105 ACT Circle, Iowa City, IA 52245
Leepfrog Technologies empowers higher education with software to promote student and faculty success. The CourseLeaf® suite transforms your online catalog into a dynamic, student-engaging environment, while providing robust tools to streamline curriculum approval processes and deliver error-free scheduling. Tight integration with the SIS keeps your data accurate and in sync. www.courseleaf.com

Showcase Presentation: Are You Ready for Accreditation Review? (Sunday, 10:00 a.m.)

DIGARC 146–47
5015 South Florida Ave., 3rd Floor, Lakeland, FL 33813
DIGARC is the leading provider of academic catalog and curriculum management software for higher education. Acalog™, our groundbreaking catalog product, engages
students and prospects with a rich set of web features, including a mobile-friendly interface. Curriculog™, our curriculum management solution, streamlines curriculum reviews and approval processes. www.digarc.com

Showcase Presentation: Getting Your Curriculum Workflow Under Control Is Easier Than You Think (Sunday, 11:15 a.m.)

DIGITAL MEASURES 165–66
301 N. Broadway, 4th Floor, Milwaukee, WI 53202
Gain fast access into faculty teaching, research and service accomplishments to streamline accreditation and HLC’s reporting requirements. Simplify preparing annual faculty activity reports, promotion and tenure documents and CVs, plus keep faculty profiles on your campus website current. Fifty percent of HLC-accredited schools at the top 500 universities leverage Digital Measures software. www.digitalmeasures.com

Showcase Presentation: Creating Reports to Streamline HLC Accreditation (Sunday, 10:00 a.m.)

EAB | ROYALL & COMPANY 131
1920 East Parham Rd., Richmond, VA 23228
Royall & Company, a division of EAB, helps colleges and universities strengthen core revenue streams, achieve enrollment and fundraising goals, and build long-term relationships with students, parents and alumni through innovative, data-enabled marketing services.

www.eab.com/technology/royall-and-company

Showcase Presentation: Connecting What’s Possible: Putting a Sustainable Culture of Assessment in Place (Monday, 11:15 a.m.)

ELUMEN, INC. 122
514 N. 3rd St., Ste. 203, Minneapolis, MN 55401
eLumen’s mission is to provide the tools faculty need to design curriculum around learning outcomes, assess that curriculum for student learning outcome attainment, and use both our processes and our data to deliver individual student success while at the same time meeting institutional needs for quality improvement and accreditation in a way that maximizes faculty control over curriculum and assessment. www.elumenconnect.com

Showcase Presentation: Connecting What’s Possible: Putting a Sustainable Culture of Assessment in Place (Monday, 11:15 a.m.)

ESCIENCE LABS 129
1500 W. Hampden Ave., Building 2, Sheridan, CO 80110
eScience Labs collaborates with hundreds of higher education institutions to provide a traditional hands-on laboratory experience to students engaged in online and blended science learning. www.eScienclabs.com

ETS 105
660 Rosedale Rd., Princeton, NJ 08541
At nonprofit ETS, we advance quality and equity in education for people worldwide by creating high-quality assessments based on rigorous research. Institutions of higher education rely on ETS to help them demonstrate student learning outcomes and promote student success and institutional effectiveness. www.ets.org/highered

GRAY ASSOCIATES, INC. 113
355 Sudbury Rd., Concord, MA 01742
Gray Associates is a strategy consulting firm focused on higher education. We help education clients develop fact-based institutional and marketing strategies that maximize outcomes for students, the school and its constituencies.

www.GrayAssociates.com

Showcase Presentation: Academic Program Selection and Assessment (Sunday, 11:15 a.m.)

HELIX EDUCATION 133
175 South West Temple, Ste. 700, Salt Lake City, UT 84101
Helix Education provides colleges and universities a comprehensive suite of technology and services to power enterprise enrollment growth eight times faster than the industry average. www.helixeducation.com

Showcase Presentation: From Popularity Contest to Improvement: Adopting IASystem Course Evaluations (Sunday, 10:00 a.m.)

IASYSTEM—UNIVERSITY OF WASHINGTON 114
4311 11th Ave. NE, Ste. 430, Seattle, WA 98195
IASystem is the University of Washington’s course evaluation system, providing a consistent framework for gathering, analyzing and reporting student feedback on course design and instructional quality. www.iasystem.org

Showcase Presentation: Best Practices for Faculty Evaluations (Monday, 2:30 p.m.)

IDEA 137
301 S. 4th St., Ste. 200, Manhattan, KS 66502
IDEA is a national nonprofit organization dedicated to improving teaching, learning and leadership at colleges and universities. For more than 40 years, we’ve provided our partner
institutions with comprehensive, research-based assessment instruments and professional development solutions unparalleled in the field. [www.IDEAedu.org](http://www.IDEAedu.org)

**Showcase Presentation:** Bridging Faculty Development to Student Learning: Training, Intervention and Impact (Sunday, 4:00 p.m.)

**INTELLUS LEARNING** 125
4410 El Camino Real, Ste. 101, Los Altos, CA 94022
Intellus Learning supports great teaching and learning in higher education with intelligent analytics that help faculty and institutions select and recommend the best content for each student. [www.intelluslearning.com](http://www.intelluslearning.com)

**INTERFOLIO** 112
1400 K St. NW, 111th Floor, Washington, DC 20005
Interfolio's products address the complex shared-governance workflows of hiring, promotion and tenure and provide advanced faculty activity reporting technology to help faculty harness the voluminous and varied activity data that must be reported regularly to administrators for internal reviews, compliance and accreditation. [www.interfolio.com](http://www.interfolio.com)

**INVOLVE SOLUTIONS** 158
395 Totten Pond Rd., Ste. 403, Boston, MA 02451
Invoke's CoursEval system is a flexible software with multiple applications, including student ratings of instruction, peer evaluations, ratings of clinical/experiential class rotations and evaluations of student competencies. Our Invoke Live solution uncovers immediate, actionable insights to make confident decisions, combining qualitative and quantitative methods to yield enhanced results. Visit [www.invoke.com](http://www.invoke.com) and [www.course-evaluation.com](http://www.course-evaluation.com) for more information.

**IOTA360** 155
3957 Westerter Plwy., Ste. 160, Richmond, VA 23233
Get faculty activity/credentialing, course evaluations and assessments all in one, easy-to-use, fully integrated system (or purchase modules separately). Improve your course delivery and student learning with more informed, data-driven decisions. Our system streamlines faculty course assignments and eliminates scheduling errors, making your accreditation reporting simpler, faster and easier. [www.iota360.com](http://www.iota360.com)

**THE JOHN N. GARDNER INSTITUTE** 135
123 E. Main St., Brevard, NC 28712
The John N. Gardner Institute (JNGI) partners with postsecondary institutions or systems to improve teaching, learning, retention and completion. JNGI guides the development and implementation of plans to transform the first-year or transfer experiences; gateway courses; or retention for specific cohorts. The institute also offers student success–focused convenings and events. [www.jngi.org](http://www.jngi.org)

**THE LEARNING HOUSE, INC.** 108
427 S. Fourth St., Ste. 300, Louisville, KY 40202
The Learning House, through its proprietary cloud-based technology platform, helps colleges and universities create, manage and grow high-quality online degree programs and courses. Partnering with more than 60 schools, Learning House enables institutions to efficiently and affordably achieve their online education goals. [www.LearningHouse.com](http://www.LearningHouse.com)

**LIVETEXT INC.** 144–145
1 W. Harris Ave., La Grange, IL 60525
LiveText provides e-Portfolio, learning assessment and accreditation management tools, expert consulting services, and broad support services to help continuously improve higher education. LiveText assists institutions in evaluating performance-based student learning achievement, ensuring faculty and administrators can collect, measure and report on actionable data for continuous improvement of the academic experience. [www.livetext.com](http://www.livetext.com)

**MBS SERVICE COMPANY, INC.** 109
2711 W. Ash St., Columbia, MO 65203
MBS Service Company is the industry leader in course material fulfillment. We serve higher education institutions in North America and students around the world. We provide state-of-the-art technology and superior knowledge of the textbook industry to simplify fulfillment and increase options while lowering student costs. [www.mbsdirect.net](http://www.mbsdirect.net)
MCGRaw-Hill Education 140
2 Penn Plaza, New York, NY 10121
At McGraw-Hill Education, we believe that our contribution to unlocking that brighter future lies with the application of our deep understanding of how learning happens and how the mind develops. It exists where the science of learning meets the art of teaching. www.mheducation.com

National Center for Competency Testing 134
7007 College Blvd., Overland Park, KS 66211
NCCT is an independent certification organization that has tested more than 475,000 candidates throughout the United States. Our certifications include medical assisting, medical office assisting, ECG technician, surgical technology, phlebotomy, insurance billing and coding, and patient care technician. NCCT offers both academic and experiential routes of qualification for certification. www.nccTinc.com

National Management Resources Corporation 138
113 Corporate Park East Dr., LaGrange, GA 30241
National Management provides services exclusively to private institutions of higher learning. Services include plant maintenance and repair, custodial, landscape maintenance, event planning and setup, security and construction management. With National, facilities will look their best for recruitment, retention and fundraising. www.teamnational.com

Nuventive 152
3332 W. Foster Ave., Ste. 190, Chicago, IL 60625
The Nuventive team is dedicated to supporting student success by making data actionable. The Nuventive platform works to network institutional data and inform stakeholder strategies to provide the most positive impact on student outcomes, directly impacting student success, retention and completion. www.nuventive.com

Showcase Presentation: Making Student Data Actionable to Inform Strategies for Institutional Success (Monday, 4:00 p.m.)

Nuventive, LLC 167
9800B McKnight Rd., Ste. 255, Pittsburgh, PA 15237
Our work focuses on achievement and continuous improvement. Nuventive services and technology solutions help institutions become learning organizations, able to perform and adapt to fulfill their mission, linking critical performance metrics to action-oriented planning. www.nuventive.com

Showcase Presentation: Using Data to Improve: The Provost Office’s Perspective (Monday, 1:00 p.m.)

Online Learning Consortium 151
P.O. Box 1238, Newburyport, MA 01950
OLC is a not-for-profit, member-driven organization providing free resources on our website (quality scorecards for online/blended learning, Online Learning Journal, etc.) along with supporting services, including independent, third-party review of online/blended programs that can lead to an OLC endorsement, consulting services, a speakers bureau and professional development workshops. www.onlinelearningconsortium.org

PACAT Inc. 136
705 N. 2nd St., Ste. C, Clarksville, TN 37040
The Area Concentration Achievement Test (ACAT) delivers a critical balance between locally generated and nationally referenced instruments for assessing learning in the major. Available for 12 baccalaureate disciplines, ACAT provides faculty with flexible content to ensure the best fit with departmental teaching and learning goals. ACAT can be administered using pencil and paper or computer. www.collegeoutcomes.com

Proctorio 148
6840 Indian School Rd., Scottsdale, AZ 85251
Proctorio is an automated proctoring solution designed to uphold academic integrity in all testing scenarios. www.proctorio.com

Questionmark 150
35 Nutmeg Dr., Ste. 330, Trumbull, CT 06611
Questionmark provides assessment and portal solutions that enable organizations to measure knowledge, skills and attitudes for certification, channel expertise, workforce learning and regulatory compliance. www.questionmark.com

Ruffalo Noel Levitz 156
1025 Kirkwood Pkwy. SW, Cedar Rapids, IA 52404
Ruffalo Noel Levitz (RNL) fuels higher education enrollment management and fundraising innovation for more than 1,800 colleges and universities. As a recognized leader in student retention, RNL is committed to helping institutions meet their goals for student success and completion. Our innovative solutions identify the most at-risk students and increase retention and graduation rates. Learn how our full range of solutions can help you reach your goals at www.RuffaloNL.com

Scantron 159
1313 Lone Oak Rd., Eagan, MN 55121
Need a better course evaluation or assessment solution? Scantron provides intelligent assessment, data management and analytics solutions that turn raw data into actionable results. www.scantron.com

Showcase Presentation: Talk Early and Often: Techniques for Exceeding Survey Response Expectations (Sunday, 4:00 p.m.)

Smarterservices LLC 110
2005 Cobb’s Ford Rd., Prattville, AL 36066
We provide SmarterMeasure, a content-agnostic assessment engine; a library of learner readiness assessments, including the Learning Readiness Indicator™ (LRI); and SmarterProctoring, a comprehensive, multi-modal proctoring service. www.smarterservices.com

Showcase Presentation: Predictable Proctoring Problems: How SmarterProctoring Addresses Accrediting Standards (Monday, 11:15 a.m.)
SOFTWARE SECURE, A PSI BUSINESS  157
90 Oak St., Newton Upper Falls, MA 02462
Remote Proctor Now (RPNow) by PSI/Software Secure is a self-service model for secure online remote proctoring and identity verification. Using a computer webcam and an internet connection, RPNow offers students a flexible and low-cost way to take an online proctored exam anytime or any place they choose—with integrity. www.softwaresecure.com

STRAIGHTERLINE  126
1201 S. Sharp St., Ste. 110, Baltimore, MD 21230
StraighterLine offers flexible and affordable online college courses at a fraction of the cost. Currently offering over 60 online courses, all evaluated and recommended by the American Council on Education (ACE) and accepted by over 300 institutions, StraighterLine is a leader in making college education more affordable. www.straighterline.com

STRATEGIC PLANNING ONLINE LLC  153
5411 N. University Dr., Ste. 203, Coral Springs, FL 33067
Strategic Planning Online (SPOL) helps institutions automate the strategic planning, budgeting, assessment, credentialing and accreditation processes. We enable your institution to collaborate about institutional effectiveness while defining objectives, setting goals, conducting assessments and measuring results. Bring the entire team together to work toward continuous improvement and institutional. www.spol.com

TASKSTREAM  100–101
71 W. 23rd St., New York, NY 10010
Taskstream helps colleges and universities gather, organize and use better data for learning campuswide. Since 2000, our user-friendly software and unmatched supporting services have provided hundreds of institutions with the foundation and flexibility to grow meaningful assessment practices in order to improve student learning and program quality. www.taskstream.com

Showcase Presentation: Aligning Culture With Technology to Produce Better Data for Learning (Sunday, 1:00 p.m.)

THIRD COAST HIGHER EDUCATION  132
3435 N. Sheffield Ave., Ste. 207, Chicago, IL 60657
Services include financial aid audit and federal program review support; compliance assessment; financial aid systems support; business process and staffing assessment; staff training and interim staffing solutions. With over 40 years of financial aid experience, Third Coast Higher Education has the direct financial aid experience to assist your institution. www.thirdcoasthighereducation.org

TK20  139
8303 N. Mopac Expwy., Ste. A210, Austin, TX 78759
Tk20 simplifies assessment and streamlines accreditation by combining all the tools you need into one comprehensive system that’s easy to use and tailored to fit your school. www.tk20.com

Showcase Presentation: What’s Your Evidence? Utilizing Tk20 Reports for Accreditation (Sunday, 10:00 a.m.)

TURNING TECHNOLOGIES  111
255 W. Federal St., Youngstown, OH 44503
Turning Technologies’ interactive solutions are designed to support proven learning theories and help enhance learning outcomes. Seamlessly poll with PowerPoint over any application or on the web or conduct self-paced assessments. Collect student responses through the use of web-enabled mobile devices or clickers and gather detailed reports. www.turningtechnologies.com

TUTOR.COM  143
555 W. 18th St., New York, NY 10011
Tutor.com’s individualized learning services give students access to over 3,600 tutors anytime, from any device. By combining one-to-one tutoring with diagnostic evaluations, Tutor.com also helps your faculty increase engagement and gives you early visibility into student challenges www.tutor.com

UCLA-HIGHER EDUCATION RESEARCH INSTITUTE  104
3005 Moore Hall, Los Angeles, CA 90095
The Higher Education Research Institute (HERI) at UCLA, an interdisciplinary center for research, evaluation, information, policy studies and research training in post-secondary education, administers the Cooperative Institutional Research Program: CIRP Freshman Survey, the Your First College Year survey, the Diverse Learning Environments survey, the College Senior Survey, and the triennial HERI Faculty Survey. www.heri.ucla.edu
WEAVE 154
P.O. Box 4463, Greensboro, NC 27404
Weave is the leading provider of software for accrediting bodies, schools and universities to up-level all facets of educational institutions. We provide a platform that vastly simplifies processes so customers can focus on their highest priorities.
www.weaveeducation.com

WIDS—WORLDWIDE INSTRUCTIONAL DESIGN SYSTEM 128
6602 Normandy Ln. Madison, WI 53719
WIDS is a web-based instructional design system built around a proven performance-based learning and assessment model. Colleges use WIDS software to define and align outcomes, develop rubrics and assessment plans, and analyze assessment results to drive program improvement and curriculum integrity. Manage curriculum through WIDS approval, templates, and syllabi archives. www.wids.org

Showcase Presentation: Using WIDS Technology for Outcomes-Based Planning and Assessment (Monday, 10:00 a.m.)
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- Phillip Kramer - Director, Office of Academic Review and Curricular Advancement
- Michelle Li-Kuehne - Associate Professor, Accounting and Finance Department
- Deborah Smith - Technology Project Manager, IASystem, University of Washington