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We’re on a mission to empower an era of better learning with innovative technologies that put better data into the hands of administrators, faculty, and students everywhere.

With our combined resources and 20 years of service to higher ed, we look forward to helping more institutions improve student learning, program quality, and institutional effectiveness.

Visit us at Booths 201/203 and join our presentation April 8 @ 1:30pm to learn more.
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## Exhibit Hall

## Keyword Index
LETTER FROM THE PRESIDENT

WELCOME to the Higher Learning Commission 2018 Annual Conference, “Innovation and Transformation.” You will find a rich array of speakers and sessions, providing insight into our theme and the rapidly changing world of higher education. Increased pressure for accountability from the public, changing demographics and increased competition are among the many catalysts driving innovation at our colleges and universities. New ways of using data analytics and alternative business models are transforming teaching, learning and student success.

You will learn about the internal and external activities of the Higher Learning Commission (HLC) and our strategic directions of Value to Membership, Innovation, Student Success, Thought Leadership and Advocacy (VISTA). The Partners for Transformation group, a blue ribbon panel on accreditation for the 21st century, is looking at three areas: Relationship to the Triad and Beyond, the Revolution of Postsecondary Education: The Unbundling, and Student-Focused Accrediting Agencies. Other groups are working on student success definitions and initiatives, helping HLC determine the best ways to assure accountability within the context of a wide range of institutions. A final group of representative institutions is spending time on the critical area of innovation. Thought papers are being developed on several related topics. As to advocacy, HLC is actively engaged in the reauthorization of the Higher Education Act and other pending or proposed legislation.

Throughout the conference, you will no doubt hear some discussions about the salient social issues on campuses across the country and the possible intersect with accreditation. We would be remiss not to engage in dialog about their impact on the overall educational experience of our students, the faculty and staff, and those holding higher education accountable. For better or worse, regardless of political affiliation, this is a disruptive moment for our member institutions. It is indeed a transformative period for higher learning, one during which actions will lead to a long-term imprimatur on how our colleges are proactive in finding solutions.

Take the time to use our mobile app and plan out your time during the conference to make your attendance most productive. Visit the Exhibit Hall and network with fellow attendees, as we often hear meeting new people and sharing ideas are among the most valuable takeaways from the conference. Our Conference Committee worked hard to provide you an excellent experience based on input from membership; you will see your suggestions were invaluable and heard.

I want to give a special “shout out” to the dedicated staff at HLC and our passionate, experienced and hard-working Board members. As always, we are so grateful for our Peer Corps, Academy mentors and others who willingly give their valuable time and experience to assure and advance quality for hundreds of thousands of students in the HLC region. Have a great experience this year at the conference, and thank you for your participation!

Barbara Gellman-Danley
President, Higher Learning Commission
Do You Know Who Your Grads Work For? We Can Help.

COMPREHENSIVE LABOR MARKET ANALYTICS FOR HIGHER ED

VIST US AT BOOTH #204

OPTIMIZING STUDENT PROGRESSION: WHY PERSONALIZATION IS KEY FOR COMPLETION
Presentation Date & Time: April 9, 2018 • 10:00 am – 11:00 am
Location: Hyatt Regency Chicago, Plaza A/B

See how students can effectively plan to achieve their goals with full context for essential academic decisions and then confidently register with conflict-free schedules that maximize credit hours while balancing life’s obligations.

Presenter:
Dan Webb
Director of Strategic Partnerships
dan.webb@civitaslearning.com

EMERGING STUDENT SUCCESS TRENDS & COMMUNITY INSIGHTS: WHAT DO THE DATA SAY?
Presentation Date & Time: April 9, 2018 • 11:15 am – 12:15 pm
Location: Swissotel, Alpine

Higher education has long relied on cohort-level data and national best practices to accelerate degree completion. This session will explore the surprising realities behind higher education’s “empty promise” and take a closer look at what the data really tell us about why students succeed or struggle—and what we can do about it.

Presenter:
Laura Malcolm
Co-Founder & Senior Vice President, Outcomes & Strategy
laura.malcolm@civitaslearning.com
WELCOME TO THE ANNUAL CONFERENCE

THANK YOU to the 2018 Annual Conference Program Planning Committee

This selected group of faculty and administrative leaders at HLC member institutions played a key role in writing the Call for Proposals, reviewing submissions and planning the General Program for this year’s conference. The committee was designed to represent the range of institutional types included in HLC’s membership in order to ensure relevant programming for all conference attendees.

HLC thanks the following committee members:

**Community Colleges**
- Leslie Bleskachek, Minnesota State College Southeast
- Jill Carlson, Santa Fe Community College
- Harry Faulk, Mountwest Community and Technical College
- Phillip Garber, Elgin Community College
- Jim Simpson, Scottsdale Community College
- Donna Statzell, Hennepin Technical College

**Private, Not-for-Profit Colleges and Universities**
- Eric Bolger, College of the Ozarks
- Caryn Chaden, DePaul University
- Mary Ann Danielson, Creighton University
- Gayle Kearns, Southwestern Christian University
- Kristin Stehouwer, Northwood University

**Private, For-Profit Colleges and Universities**
- Sue Darby, National American University
- Jan Garfield, Walden University

**Regional Colleges and Universities**
- Janet Smith, Pittsburg State University
- Becky Timmons, University of Arkansas-Fort Smith
- Mike Wilds, Northeastern State University

**Research Institutions**
- Kelly Funk, Michigan State University
- Dev Venugopalan, University of Wisconsin-Milwaukee
- Karen Zunkel, Iowa State University

**Tribal Colleges and Universities**
- Koreen Ressler, Sitting Bull College

The 2019 Annual Conference Program Planning Committee, including some returning members from 2018, is already at work on developing the Call for Proposals for next year’s conference.

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| **REGENCY BALLROOM FOYER** | **BALLROOM LEVEL / HYATT WEST TOWER** |
| **Sat, April 7** | **Mon, April 9** |
| 7:00 am–5:00 pm | 9:00 am–5:00 pm |
| **Sun, April 8** | **Tues, April 10** |
| 9:00 am–5:00 pm | 7:00–10:30 am |

| **ZURICH BALLROOM FOYER** | **SWISSOTEL** |
| **Sat, April 7** | **Mon, April 9** |
| 6:30 am–3:30 pm | 10:00 am–5:00 pm |
| **Sun, April 8** | 10:00 am–5:00 pm |
STAY CONNECTED

Complimentary Wireless Internet
The 2018 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.
- Create an account to take and save notes and access your schedule on multiple devices.
- Create your own personalized schedule.
- Scan the list of attendees and add personal appointments to your schedule.
- Evaluate presentations.
- Look up the name of your HLC staff liaison.
- View the exhibitors and locate their booths.
- View the hotel floor plans.
- Get important updates, presentation changes and more.

Download the HLC conference app for free to an iPhone, iPad or Android device by following these instructions:

1. **In the iTunes or Google Play store:**
   - Search for “AttendeeHub,” an app by CrowdCompass.

   OR

   - **On your mobile device browser:**
     - Visit https://crowd.cc/s/1fgT2.

2. **Download AttendeeHub**, then search within the app for the event “2018 HLC Annual Conference.”

3. **Enter the password HLC2018AC.** Follow the instructions to verify your account.

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 #HLC2018 to join the conversation.

MARK YOUR CALENDAR

for future HLC Annual Conference dates:

2019 April 5–9
2020 April 17–21
PARKING AT THE HYATT
Paging 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 sticker. 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. In the East Tower, you can pick up discount stickers at the Registration Desk or the Information Desk located in the Grand Ballroom Foyer; in the West Tower, pick up stickers at the Information Desk, located in the Regency Ballroom Foyer.

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.

NAVIGATING THE HOTEL
Sessions at the Swissotel
The Presidents Program and some sessions in the General Program will be held at the Swissotel Chicago, which is a short walk from the Hyatt.

Outdoor Route: Walk east along Wacker Drive. Cross Columbus Drive, and the Swissotel will be on your right about halfway down the block. Enter the lobby and follow signs to the HLC meeting rooms.

Indoor Pedway Route: An entrance to the pedway is located on the Concourse Level of the Hyatt’s East Tower. Follow signs to the HLC meeting rooms.

Walking Between Sessions
Most breaks between sessions are 15 minutes long. If you are crossing between the East and West Towers of the Hyatt, or between the Hyatt and the Swissotel, be sure to leave promptly in order to arrive at the next session on time.

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

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

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 in the East Tower and the Crystal Ballroom in the West Tower.
HYATT REGENCY CHICAGO

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.
SWISSOTEL
GUEST MAP

1ST FLOOR
EVENT CENTRE

LUCERNE LEVEL

PEDWAY FROM HYATT TO SWISSOTEL

KEY

Pedway–Hotel Connectors
Pedway–Alternate Routes
Pedway Access
ATTENDEE RESOURCES

During your time at the conference, take advantage of these resources to learn more about HLC programs and processes and to connect with the HLC staff and attendees.

ATTENDEE LOUNGE

The Attendee Lounge is an area where conference participants can rest, refresh and access resources. The lounge includes charging stations, water, seating and small tables for working or networking.

The following HLC resources are located within the Attendee Lounge:

- Assurance Lab
- Accreditation Information Desk
- Liaison Appointment Desk

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, a sample from a mock AQIP Pathway institution is provided as a resource to institutions that are transitioning to the Assurance System.

HLC staff members will be at the Accreditation Information Desk to assist with questions. These samples will be available in the Attendee Lounge and will remain accessible online after the conference.

HLC thanks the institutions that have shared their submissions for the benefit of others. The following sample Assurance Arguments are available to view:

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

CONNECTING WITH YOUR HLC STAFF LIAISON

HLC staff liaisons will be available for brief meetings during the following times. These meetings should be used for introductions and quick questions (typically no more than five minutes) to enable the staff liaisons to meet as many representatives from their institutions as possible.

To reserve an appointment time, please leave your business card with the HLC staff member at the appointment desk in the Attendee Lounge. 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.

Tom Bordenkircher
Sunday 11:00 am–12:00 pm
4:00–5:00 pm
Monday 1:00–3:00 pm

Stephanie Brzuzy
Sunday 3:00–4:00 pm
Monday 1:00–2:00 pm

A. Gigi Fansler
Sunday 3:00–4:00 pm
Monday 3:00–4:00 pm

Barbara Johnson
Sunday 1:00–2:00 pm
Monday 10:00–11:00 am

Andrew Lootens-White
Sunday 3:00–4:00 pm
Monday 11:00 am–12:00 pm

John Marr
Sunday 10:00–11:00 am
3:00–4:00 pm
Monday 11:00 am–12:00 pm
3:00–4:00 pm

Eric Martin
Sunday 10:00–11:00 am
Monday 3:00–4:00 pm

Jeffrey Rosen
Sunday 3:00–5:00 pm
Monday 2:00–3:00 pm

Karen Solomon
Monday 10:00 am–12:00 pm

Linnea Stenson
Sunday 4:00–5:00 pm
Monday 10:00–11:00 am
1:00–2:00 pm

Mary Vanis
Sunday 2:00–3:00 pm
Monday 10:00–11:00 am
CONVERSATION AND CLOSING QUESTIONS WITH HLC STAFF LIAISONS
Attend an informal question-and-answer session with staff liaisons on Tuesday morning.

8:00–9:30 AM
Stephanie Brzuzy
Andrew Lootens-White
John Marr
Jeffrey Rosen
Columbus Hall E–F

A. Gigi Fansler
Eric Martin
Karen Solomon
Mary Vanis
Columbus Hall I–J

9:45–11:15 AM
Tom Bordenkircher
Barbara Johnson
Linnea Stenson
Columbus Hall E–F

ACCREDITATION SHARE FAIR
Sunday, April 8, 2:30–4:00 pm | Exhibit Hall
The Share Fair provides an opportunity for all conference attendees to learn from institutions that have successfully completed an accreditation process. Representatives of institutions invited to discuss a designated process will describe their experience and answer questions through informal discussion and displays in the Exhibit Hall.

The Resource Guide in your conference bag includes more information on these institutions, including details on who to contact for more information about their accreditation experiences.

ACADEMIES POSTER FAIR:
SHOWCASING THE JOURNEY TO INSTITUTIONAL IMPROVEMENT
Monday, April 9, 10:00 am–12:00 pm | Exhibit Hall
The HLC Academies Poster Fair is an opportunity for current and former Academy institutions to showcase their efforts. Posters will be displayed by 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
Sunday, April 8–Monday, April 9 | Exhibit Hall
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. For a full schedule of SIG meetings, see p. 33.

You can’t be distinctive doing the same thing as everyone else.

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SPECIAL SESSIONS

Sessions marked “by invitation only” are open only to attendees who have been directly invited by HLC prior to the conference. If you are interested in attending one of these sessions at next year’s conference, contact a member of the HLC staff for more information.

Participant sign-in will be required for sessions that provide prerequisite training for certain types of review, as indicated in the descriptions.

Presidents as Peer Reviewers
This session is for all presidents who are peer reviewers in the Standard and Open Pathways. Participant sign-in is required.

Substantive Change Training
This comprehensive workshop qualifies peer reviewers to participate in substantive change visits and panels for HLC, and will feature a short case study for table discussion. Participant sign-in is required for each session in this series.

Substantive Change Chair Training
Change chairs, by invitation only, will be trained during this session. Participant sign-in is required.

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

GRAND BALLROOM FOYER
BALLROOM LEVEL / EAST TOWER

8:30–9:15 AM / OPENING PLENARY SESSION

PATHWAYS IN PRACTICE: ADDRESSING CHALLENGES IN PEER REVIEW
Jamie Stanesa, Higher Learning Commission
Join this 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 and IAC members

9:30 AM–12:00 PM / SPECIAL SESSION FOR PRESIDENTS
SIGN-IN REQUIRED

PRESIDENTS AS PEER REVIEWERS
Michael Westerfield, William Woods University; Kathy Bijak, Higher Learning Commission
Evaluation of board and institutional governance, planning, finance and oversight of the entire education enterprise often fall to college and university presidents on peer review teams. This session offers a condensed, intensive training on conducting accreditation evaluations across the board and the unique roles that presidents must fill. Target audience: Presidents who are new or experienced peer reviewers
9:30 AM–12:15 PM / SPECIAL SESSIONS FOR IAC MEMBERS
SIGN-IN REQUIRED

9:30–11:30 AM
INSTITUTIONAL ACTIONS COUNCIL ANNUAL MEETING
Pat Newton-Curran, Anthea Sweeney, Sharon Ulmer, Barbara Johnson, Kerry Lofton and Angela Sales, 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

11:35 AM –12:15 PM
INSTITUTIONAL ACTIONS COUNCIL NEW MEMBER ORIENTATION
Pat Newton-Curran, Sharon Ulmer, Kerry Lofton and Angela Sales, Higher Learning Commission
This session provides an overview of the assignment and review process for Institutional Actions Council (IAC) committees and hearings. New IAC 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

9:30–10:45 AM / CONCURRENT SESSIONS

AQIP PATHWAY SYSTEMS APPRAISALS
Carla Connor, Dunwoody College of Technology; Rob Spohr, Montcalm Community College
This presentation provides an overview of the Systems Portfolio and Systems Appraisal processes and offers review strategies. Target audience: AQIP Pathway peer reviewers

CONDUCTING OPEN PATHWAY YEAR 4 ASSURANCE REVIEWS
Jeffrey Rosen, Higher Learning Commission; Janet Smith, Pittsburg State University
This presentation will focus on the Year 4 Assurance Review of the Open Pathway. The presentation will highlight 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, and will introduce new guidance documents for peer reviewers to assist them in conducting these reviews. This presentation will be repeated at 2:45 p.m. Target audience: Standard and Open Pathway peer reviewers

FOCUS ON EVIDENCE: CORE COMPONENT 4.C.—PERSISTENCE AND COMPLETION
Tom Bordenkircher, Higher Learning Commission; Scott Safranski, St. 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 sample evidence statements and report their recommendations for improvement. Facilitators will also discuss various types of evidence that institutions might provide to meet Core Component 4.C. Target audience: All peer reviewers

FOCUS ON EVIDENCE: CORE COMPONENT 5.A.—INSTITUTIONAL FINANCES
John Marr, Higher Learning Commission; William Tammone, Macomb Community College
This session will focus on writing evidence statements for Core Component 5.A., on institutional finances. Following a general presentation, peer reviewers will work in small groups to evaluate sample evidence statements and report their recommendations for improvement. Facilitators will also discuss various types of evidence that institutions might provide to meet Core Component 5.A. Target audience: All peer reviewers
INTERPRETING FINANCIAL STATEMENTS DURING PEER REVIEW

J. Lee Johnson, Siena Heights University; Jeffrey Slovak, Governors State University

In this time of enormous change and financial pressures for higher education, peer reviewers should pay particular attention to an institution's financial state when evaluating its capacity to sustain its mission. This presentation offers reviewers the opportunity to discuss how to interpret and evaluate financial data in order to formulate an assessment of an institution’s present and future financial condition. **Target audience: All peer reviewers**

WORKSHOP: WRITING EFFECTIVE TEAM REPORTS

Steve Kapelke, Consultant to the Higher Learning Commission; Andrew Lootens-White, Higher Learning Commission

This session will help team chairs understand the key characteristics of good team reports and some common pitfalls to avoid. By examining several examples, attendees will learn specific strategies to write stronger, more effective team reports. **Target audience: Experienced team chairs**

11:00 AM–12:00 PM

EVALUATING FACULTY QUALIFICATIONS: THE CRITICAL ROLE OF PEER REVIEWER JUDGMENT

Eric Martin, Higher Learning Commission; Irene Kovala, Maricopa Community College District-Glendale Community College

The revised Assumed Practice B.2.a. became effective on September 1, 2017. To date, the steady application of sound peer reviewer judgment has worked: This presentation provides an update on the implementation of the revised Assumed Practice, offers advice for reviews and suggests limits. This presentation will be repeated at 1:30 p.m. **Target audience: All peer reviewers**

GOVERNANCE STRUCTURES IN HIGHER EDUCATION AND THE CRITERIA FOR ACCREDITATION

Sam Kerr, Lynn, Jackson, Shultz & Lebrun; David Wendler, Martin Luther College (retired)

Governance structures in higher education institutions are becoming more and more diverse. This presentation will explore various issues related to institutional governance and methods through which teams can effectively address those issues. **Target audience: Experienced team chairs**

PATHWAYS EVALUATION PROJECT

Jeffrey Rosen and Jamie Stanesa, Higher Learning Commission

In 2012–13, HLC introduced the Standard and Open Pathways, along with an online Assurance System that was designed to facilitate reviews. Over the past two years, HLC staff members embarked upon an evaluation of the pathways to better understand how well they were working for member institutions. Attend this presentation to learn the evaluation project’s key findings and recommendations. **Target audience: All peer reviewers**

PEER REVIEW AND INTERIM MONITORING

Steve Kapelke, Consultant to the Higher Learning Commission

The purpose of interim monitoring is to 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 includes an overview of the types of interim monitoring, the evaluation team’s roles and responsibilities, and what topics teams should expect to see addressed by monitoring. **Target audience: All peer reviewers**

REVIEWING INSTITUTIONS WITH EMBEDDED MONITORING

Scott Safranski, St. Louis University

Conducting reviews that include embedded monitoring can be challenging for teams, as they have to address monitoring concerns while conducting the rest of the visit. In this presentation, an experienced team chair will provide advice and tips for managing both aspects of a comprehensive evaluation with embedded monitoring. **Target audience: All peer reviewers**
11:00 AM–12:00 PM

**USING THE ASSURANCE SYSTEM FOR AQIP PATHWAY REVIEWS**
Linnea Stenson and Jon Davenport, Higher Learning Commission
This presentation will provide an overview of how to use the capabilities of the Assurance System to conduct AQIP Pathway Systems Appraisals and Comprehensive Quality Reviews. A question-and-answer period will follow the presentation. **Target audience: AQIP Pathway peer reviewers**

12:00–1:30 PM

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

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

1:30–3:45 PM

**SUBSTANTIVE CHANGE CHAIR TRAINING**
Tamas Horvath and Tom Bordenkircher, 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 reviewers who have been selected as change chairs**

1:30–2:30 PM

**SUBSTANTIVE CHANGE PROCESSES**
Pat Newton-Curran and Marisol Gomez, 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 on the change process. Anyone completing this session will be able to participate in program change reviews. **Target audience: Reviewers who wish to conduct substantive change reviews**

2:45–4:00 PM

**CONDUCTING LOCATION, BRANCH CAMPUS, MULTI-LOCATION AND MULTI-CAMPUS REVIEWS**
Vince Coraci, Marisol Gomez and Pat Newton-Curran, Higher Learning Commission
This session 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 conduct substantive change reviews**

4:15–5:15 PM

**COMPETENCY-BASED EDUCATION AND DIRECT ASSESSMENT**
Jeffrey Rosen, Higher Learning Commission
The U.S. Department of Education regularly issues new regulations and guidelines affecting the review of both direct assessment and credit-based forms of competency-based education. 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 conduct substantive change reviews**
CONTRACTUAL REVIEWS
Anthea Sweeney and Tamas Horvath, Higher Learning Commission
This presentation will introduce contractual reviews and provide an overview of HLC’s approach to determining when contractual arrangements are permissible. The session will not include a discussion of HLC’s recently published Shared Services Guidelines, which relate to Change of Control transactions, rather than Institutional Change policy.

Target audience: Reviewers who wish to conduct substantive change reviews

A CRITICAL ANALYSIS OF THE CRITERIA FOR ACCREDITATION AND THE CORE COMPONENTS
Sam Kerr, Lynn, Jackson, Shultz & Lebrun; David Wendler, Martin Luther College (retired)
This session will provide a critical review of the Core Components in answer to the following questions: What are the Core Components really asking? What evidence could support what each Core Component is asking for? This session will prove helpful to both new and experienced peer reviewers. Target audience: All peer reviewers

ANATOMY OF AN OPEN OR STANDARD PATHWAY VISIT
Susan Murphy, National American University; Michael Westerfield, William Woods University
For institutions on the Standard and Open Pathways, a team visit typically lasts a day and a half, with various interactions with the institution. This session will focus on setting the team’s agenda, review and discussion prior to the visit, activities during the visit, and post-visit deliberations and activities. Target audience: Standard and Open Pathways peer reviewers

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

EVALUATING DISTANCE EDUCATION
Barbara Johnson, Higher Learning Commission; Mary Vanis, Higher Learning Commission
This presentation will provide information on policies related to distance delivery and the protocol for reviewing distance-delivered programs, both distance and correspondence education, during accreditation visits. Target audience: All peer reviewers, IAC members

EVALUATING FACULTY QUALIFICATIONS: THE CRITICAL ROLE OF PEER REVIEWER JUDGMENT (REPEAT)
Eric Martin, Higher Learning Commission; Irene Kovala, Maricopa Community College District-Glendale Community College
The revised Assumed Practice B.2.a. became effective on September 1, 2017. To date, the steady application of sound peer reviewer judgment has worked! This presentation provides an update on the implementation of the revised Assumed Practice, offers advice for reviews and suggests limits. Target audience: All peer reviewers, experienced team chairs

HLC’S DIVERSITY INITIATIVE: RECRUITING AND RETAINING A DIVERSE PEER CORPS
Jo Lynn Autry Digranes, Oklahoma City University; Pat Dolly, Oakland University (retired); Benjamin Young, Ivy Tech Community College (retired)
The HLC Peer Corps’ Diversity Committee launched new efforts this year in the areas of peer reviewer recruitment and retention. Join this session to learn more about these initiatives and about how every peer reviewer can contribute to this important effort. Target audience: All peer reviewers
2:45–4:00 PM

AQIP PATHWAY COMPREHENSIVE QUALITY REVIEWS
Karen Stewart, Consultant and HLC Peer Reviewer
The Comprehensive Quality Review (CQR), part of a broader 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

ASSIGNING SANCTIONS
Anthea Sweeney and Mary Vanis, Higher Learning Commission
How do peer reviewers and team chairs determine when to recommend a sanction during a comprehensive evaluation 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

CONDUCTING OPEN PATHWAY YEAR 4 ASSURANCE REVIEWS (REPEAT)
Jeffrey Rosen, Higher Learning Commission; Janet Smith, Pittsburg State University
This session will focus on the Year 4 Assurance Review of the Open Pathway. The presentation will highlight 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, and will introduce new guidance documents for peer reviewers to assist them in conducting these reviews. Target audience: Standard and Open Pathways reviewers

FEDERAL COMPLIANCE: 2018 UPDATE FOR PEER REVIEWERS
Andrew Lootens-White, Higher Learning Commission; David Wendler, Martin Luther College (retired)
Presenters will provide a general update on HLC’s Federal Compliance program, followed by a listening session about what is working well and what might be improved from a peer reviewer standpoint. Target audience: All peer reviewers

FOCUS ON EVIDENCE: CORE COMPONENT 4.B.—ASSESSMENT OF STUDENT LEARNING
Susan Murphy, National American University; Michael Westerfield, William Woods University
This session will focus on writing evidence statements for Core Component 4.B., on assessment of student learning. Following a general presentation, peer reviewers will work in small groups to evaluate sample evidence statements and report their recommendations for improvement. Facilitators will also discuss various types of evidence that institutions might provide to meet Core Component 4.B. Target audience: All peer reviewers

FOCUS ON EVIDENCE: CRITERION 5
Ingrid Gould, University of Chicago; Barbara Johnson, Higher Learning Commission
Building upon recent pathways training, this session will focus on writing evidence statements for Criterion 5 and will include a discussion of the intersecting pieces among the Core Components. Target audience: All peer reviewers

THE ROLE OF THE FINANCIAL REVIEWER ON PEER REVIEW TEAMS
Irene Kovala, Maricopa Community College District-Glendale Community College; Matt Fowler, Illinois Eastern Community Colleges
What should peer reviewers be looking for when evaluating an institution's finances? If a team doesn’t include a CFO, how does the chair guide the other reviewers on Criterion 5, and its relationship to the rest of the Criteria? Join this session to learn more about the role of the financial reviewer on the evaluation team from two seasoned reviewers and college presidents. Target audience: All team chairs
4:15–5:15 PM

CHANGES IN THE TRAVEL EXPENSE REIMBURSEMENT PROCESS
Susan Pyne-Torres and Eva Sitek, Higher Learning Commission
In summer 2018, HLC will introduce a new online travel booking system for peer reviewers. Making reservations, capturing receipts and submitting expense reports will all happen virtually at the click of a few buttons. Attend this presentation to learn more about the new process. Training will also be offered by webinar after the conference. **Target audience: All peer reviewers**

DEALING WITH DIFFICULT TEAM MEMBERS AND INSTITUTIONAL LEADERS DURING PEER REVIEW
Karen Kirkendall, University of Illinois at Springfield (retired); A. Gigi Fansler, Higher Learning Commission
How do team chairs manage a team member who refuses to participate productively in the team deliberations, or who talks too much about their own institution during the visit? How do chairs work with a college president who wants to linger in all of the team’s meetings with faculty and staff? Experienced reviewers will offer their insights about managing such challenges, and then open a discussion. **Target audience: All team chairs**

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

LISTENING SESSION ON THE CRITERIA FOR ACCREDITATION
Andrew Lootens-White, Higher Learning Commission
In this session, HLC staff members will discuss the efforts underway to review and update the Criteria for Accreditation, providing a synopsis of survey results and other data that resulted in the alpha version of the Criteria revision. Participants’ comments will help guide the forthcoming beta version. **Target audience: All peer reviewers**

REVIEWING NON-FINANCIAL INDICATORS: FURTHER CONSIDERATIONS
Stephanie Brzuzy, Higher Learning Commission
The non-financial indicators were implemented by HLC approximately four years ago. This presentation will discuss recent trends in the areas of persistence and graduation rates along with current expectations for reviewers on indicator 7. **Target audience: All peer reviewers**

THE WORK OF THE TEAM CHAIR: INFORMATION FOR EXPERIENCED REVIEWERS CONSIDERING THE ROLE
Eric Martin and John Marr, Higher Learning Commission
Ever considered becoming a team chair, or just wondered what the role requires? Join this session to learn more about the roles and responsibilities of the team chair, as well as HLC’s annual nomination and selection process. **Target audience: Experienced peer reviewers**

WHEN A CASE GOES TO AN IAC HEARING: INFORMATION FOR TEAM CHAIRS AND IAC MEMBERS
Linnea Stenson, Higher Learning Commission; David Wendler, Martin Luther College (retired)
This presentation will explain the IAC Hearing process and how a team chair can best prepare for a hearing. Topics will include the team chair’s responsibilities before, during and after the hearing. IAC members will benefit from this session by learning more about the hearing format and process. **Target audience: New team chairs, IAC members**
USE YOUR JUDGMENT

SERVE ON THE HLC PEER CORPS

HLC’s Peer Corps is now accepting applications. Peer reviewers use their professional judgment, knowledge and experience in higher education to assure that institutions in HLC’s 19-state region comply with the Criteria for Accreditation and to help advance institutional quality.

In order to form teams that represent the full range of its member institutions, HLC is particularly seeking the following types of applicants:

- Chief financial officers, budget directors and those in related roles
- Faculty and administrators from medical schools, especially those who are M.D.s
- Student affairs and senior enrollment management officers
- Faculty and administrators from Tribal Colleges and Universities
- Full-time faculty, especially those in the fine and performing arts, health professions and STEM fields
- Members of the following racial or ethnic groups: American Indian or Alaska Native; Asian and Native Hawaiian or other Pacific Islander; Black or African-American; Hispanic or Latino

LEARN MORE AND APPLY AT HLCOMMISSION.ORG/PEER.
APPLICATIONS ARE DUE APRIL 30, 2018.
FIND SESSIONS BY EXPERIENCE LEVEL AND PATHWAY

Presentations in the Accreditation Workshop are labeled by experience level and pathway to help each attendee create the experience best suited to their knowledge and needs. All sessions are open to all attendees.

The ORIENTATION track is designed for attendees who are new to accreditation and for ALOs who are new to the role. Presentations in this track provide core information, delivered primarily by members of the HLC staff, about regional accreditation and pathways processes at HLC, and feature a nuts-and-bolts introduction to the Assurance System.

The PREPARATION track is designed for institutions already preparing their Assurance Argument or Systems Portfolio for an upcoming review. This track offers practical information and guidance on preparing for the review, working with staff liaisons and team chairs, and assembling and guiding institutional teams.

In the presentations on the Criteria for Accreditation, HLC staff liaisons and experienced peer reviewers will walk through each of the Criteria in detail, discussing their content, context and intent. Each presentation is offered three times.

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 a brief overview of the annual conference itself and provide tips about how to make the most of the available opportunities. All Pathways and Candidacy

8:00–8:45 AM

HLC PATHWAYS AND CRITERIA FOR ACCREDITATION
Karen J. Solomon, Jeffrey Rosen and Linnea Stenson, Higher Learning Commission
This presentation provides an overview of each accreditation process that leads to Reaffirmation of Accreditation. A review of all of the Criteria for Accreditation will help attendees determine where they may need additional in-depth work on specific Criteria during the day. All Pathways and Candidacy

PREPARING FOR THE COMPREHENSIVE EVALUATION
Andrew Lootens-White, Higher Learning Commission; Benjamin Young, Ivy Tech Community College (retired); Larry Sanderson, New Mexico Junior College
In this presentation, an Accreditation Liaison Officer, team chair and HLC staff liaison will discuss how to prepare for a successful comprehensive evaluation and site visit. Topics will include working successfully with HLC liaisons, crafting a visit agenda, providing information for the student survey, arranging site logistics and using resources available on HLC’s website. All Pathways and Candidacy
ASSURANCE ARGUMENT EVIDENCE: NO MORE HIDE AND SEEK!
Jeanette McGreevy, Mercy College of Health Sciences
This presentation will help institutions eliminate the hunt for Assurance Argument evidence by assigning responsibilities to every academic program and administrative office as appropriate to their roles and functions. This cost-free, efficient system tells the institution exactly where the evidence should be and monitors submissions by individual offices or programs and by individual Core Components. All Pathways and Candidacy

INTEGRATING STRATEGIC PRIORITIES AND COLLEGE ACTIVITIES WITH THE CRITERIA FOR ACCREDITATION
Susan Tarnowski, Narren Brown and Renee Guyer, South Central College
This presentation describes South Central College’s process for intentionally aligning its strategic priorities and activities with HLC’s Criteria for Accreditation. The presenters will demonstrate how aligning the college’s Strategic Enrollment Management and Master Academic Plans and the goals of Achieving the Dream participation with the Criteria informs the work of the college. AQIP Pathway

MULTI-CAMPUS REVIEWS
Mary Sue Marz, Eastern Michigan University
A multi-campus visit is included as part of the comprehensive evaluation for institutions with one or more branch campuses. Learn how to prepare for these visits, including working with the peer review team and the HLC staff, submitting campus data to HLC and preparing campus-based staff members for meetings with peer reviewers. All Pathways and Candidacy

ON CAMPUS AND IN THE FIELD: THE ROLE OF PEER REVIEWERS IN THE ACCREDITATION PROCESS
Jamie Stanesa, Higher Learning Commission; Michael Westerfield, William Woods University
The presenters will provide an overview of the role of peer review in the accreditation process, then discuss the role that peer reviewers often play in the preparation of their own institution’s Assurance Arguments and Systems Portfolios. All Pathways and Candidacy

REVIEWERS AND NEIGHBORS: MUTUAL ASSISTANCE IN DEVELOPING ASSURANCE ARGUMENTS
Luis Montes, University of Central Oklahoma; Lee Anne Paris, Oklahoma Christian University; Gary Steward, University of Central Oklahoma
Neighboring institutions can serve as resources to an institution preparing for an HLC review process. Peer reviewers within an institution also provide valuable experience in preparing for these processes. The presenters will describe the steps taken to prepare for HLC reviews, as well as how institutional members interact to guide each other’s practice. Standard Pathway, Open Pathway

WRITING THE SYSTEMS PORTFOLIO: FOCUS ON CATEGORIES 1 AND 6
Rob Spohr, Montcalm Community College; Carla Connor, Dunwoody College of Technology
The Writing the Systems Portfolio series is meant for institutions who are writing their Systems Portfolio, or will be doing so soon. This presentation will focus on strategies to employ when writing to AQIP Categories 1 and 6. AQIP Pathway
### THE CRITERIA FOR ACCREDITATION

These sessions will walk participants through the Criteria in detail, discussing their content, context and intent. **All Pathways and Candidacy**

#### CRITERIA 1 AND 2

*Mary Vanis, Higher Learning Commission; Jo Beth Cup, Adler University*

This presentation will be repeated at 10:15 a.m. and 1:45 p.m.

#### CRITERION 3

*A. Gigi Fansler, Higher Learning Commission; Monica Varner, University of Tulsa*

This presentation will be repeated at 10:15 a.m. and 1:45 p.m.

#### CRITERION 4

*Barbara Johnson, Higher Learning Commission; Rex Ramsier, University of Akron*

This presentation will be repeated at 11:30 a.m. and 3:00 p.m.

#### CRITERION 5

*John Marr, Higher Learning Commission; William Tammone, Macomb Community College*

This presentation will be repeated at 11:30 a.m. and 3:00 p.m.

### 10:15–11:15 AM

#### ADDITIONAL LOCATIONS: ENLIGHTENMENT FROM THE SUBSTANTIVE CHANGE PROCESS

*Constance Thurman and Michelle Johnson, Carl Sandburg College*

This presentation will discuss Carl Sandburg College’s experience with the HLC substantive change process for adding a location. The presenters will share the critical components of a positive outcome for the application, documentation and site visit, including alignment of the substantive change process with the comprehensive evaluation and embedding a culture of assessment within the college. **All Pathways and Candidacy**

#### BOARD ACTIONS, INSTITUTIONAL UPDATES AND POLICY CHANGES: ADDITIONAL INFORMATION FOR ALOs

*Stephanie Brzuzy and Linnea Stenson, Higher Learning Commission*

This session, especially for institutional Accreditation Liaison Officers (ALOs), provides an overview of 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. **All Pathways and Candidacy**

#### HOW TO ENSURE YOUR SYSTEMS PORTFOLIO RESULTS MEASURE YOUR PROCESSES

*Tracy Noldner, Southeast Technical Institute*

Ever had a peer reviewer comment that your institution’s results are great, but the data don’t measure the process? Do you have lots of data in your Systems Portfolio, but you don’t know what it really means? This presentation will help take the mystery out of the Systems Portfolio’s results sections. **AQIP Pathway**

#### INCORPORATING STUDENT AFFAIRS INTO ACCREDITATION

*Jodi Koslow Martin, North Park University; Renee Hill, Columbus State Community College; Andy Chambers, Missouri Baptist University*

Student affairs professionals are experts in student retention and success. In this presentation, senior-level student affairs administrators who are peer reviewers will discuss the role of student affairs in the accreditation process and encourage fellow practitioners to consider becoming peer reviewers. **All Pathways and Candidacy**

#### 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 and topics for 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. **Open Pathway**
10:15–11:15 AM

WRITING THE SYSTEMS PORTFOLIO: FOCUS ON CATEGORIES 2 AND 3
Rob Spohr, Montcalm Community College; Carla Connor, Dunwoody College of Technology
The Writing the Systems Portfolio series is meant for institutions who are writing their Systems Portfolio, or will be doing so soon. This presentation will focus on strategies to employ when writing to AQIP Categories 2 and 3. AQIP Pathway

THE CRITERIA FOR ACCREDITATION

CRITERIA 1 AND 2 (REPEAT)
Mary Vanis, Higher Learning Commission; Jo Beth Cup, Adler University
This presentation will be repeated at 1:45 p.m.

CRITERION 3 (REPEAT)
A. Gigi Fansler, Higher Learning Commission; Monica Varner, University of Tulsa
This presentation will be repeated at 1:45 p.m.

11:30 AM–12:30 PM

BOTTOM UP: A MOLECULAR APPROACH TO EVIDENCE
Alan Heisel and Bonnie Unal, University of Missouri-Saint Louis
Organizing information and coordinating people are essential steps in creating the foundation for a strong Assurance Argument. In this presentation, the Accreditation Liaison Officer and Assurance System Coordinator of the University of Missouri–St. Louis discuss tools and strategies for organizing a large group of stakeholders during the evidence collection and writing process. All Pathways and Candidacy

FROM CHALLENGE TO CHANGE
Joyce Hill, Gregory Hillis and Sherrell Wheeler, New Mexico State University Alamogordo
This presentation recounts deficiencies identified following an accreditation visit and the institution’s response in the areas of assessment, online instruction and evidence documentation. The presenters will share ideas to help attendees convert perceived shortcomings into positive and enduring change. Standard Pathway

PREPARING INSTITUTIONAL FINANCES FOR EVALUATION
J. Lee Johnson, Siena Heights University; Jeffrey Slovak, Governors State University
During this time of enormous change and financial pressures in higher education, peer reviewers will 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 1:45 p.m. All Pathways and Candidacy

SELECTING AND IMPLEMENTING A TIMELY, MANAGEABLE AND MEANINGFUL QUALITY INITIATIVE
Barbara Andereck, Ashley Biser and Andrea Colvin, Ohio Wesleyan University
This presentation will describe how Ohio Wesleyan University developed a Quality Initiative that built upon an upcoming project (an AAC&U VALUE project) that included funding and that would involve other institutions and relate to accreditation, to maximize impact and minimize extra commitments. Open Pathway

THE YEAR 4 ASSURANCE ARGUMENT: PROCESS, EVIDENCE AND REVIEW
Jeffrey Rosen, Higher Learning Commission; Janet Smith, Pittsburg State University
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 this “mid-cycle” review on the Open Pathway. Open Pathway
TRANSFORMING AQIP PATHWAY PROCESSES: PEER REVIEWERS SHARE FATAL MISTAKES INSTITUTIONS MAKE

Jill Carlson, Santa Fe Community College; Jim Perry, Owens Community College; Lisa Schlotterhausen, Riverland Community College; Michael Seward, Minnesota State Community and Technical College

Experienced peer reviewers share the eight fatal flaws they have observed that impact institutions’ ability to function successfully on the AQIP Pathway. Join this interactive seminar and learn how to avoid having peer reviewers identify failure to understand the basics of continuous quality improvement as a strategic issue. AQIP Pathway

WRITING THE SYSTEMS PORTFOLIO: FOCUS ON CATEGORIES 4 AND 5

Rob Spohr, Montcalm Community College; Carla Connor, Dunwoody College of Technology

The Writing the Systems Portfolio series is meant for institutions who are writing their Systems Portfolio, or will be doing so soon. This presentation will focus on strategies to employ when writing to AQIP Categories 4 and 5. AQIP Pathway

THE CRITERIA FOR ACCREDITATION

CRITERION 4 (REPEAT)

Barbara Johnson, Higher Learning Commission; Rex Ramsier, University of Akron

This presentation will be repeated at 3:00 p.m.

CRITERION 5 (REPEAT)

John Marr, Higher Learning Commission; William Tammone, Macomb Community College

This presentation will be repeated at 3:00 p.m.

12:15–1:45 PM

BUFFET LUNCH

A complimentary buffet lunch for all registered attendees will be served in the Exhibit Hall. Attendee badge required.

1:45–2:45 PM

DON’T SWEAT THE COMPREHENSIVE EVALUATION: BUILDING FUN INTO THE ASSURANCE ARGUMENT PROCESS

Thomas Paradis, Rose Campbell and Nandini Ramaswamy, Butler University

A comprehensive self-study process needn’t be intimidating. Butler University incorporated existing committees and traditional Criteria teams to move efficiently through the inclusive process. The institution focused on fun and educational ways, including charrettes, to increase stakeholder involvement and ensure institutional transparency, while eliminating the mystery of the comprehensive evaluation. Standard Pathway

PREPARING FOR MANDATED FOCUSED VISITS

Marc Willis, Carl Albert State College; Billie Unger, Blue Ridge Community and Technical College

This presentation is geared toward institutions that have a focused visit scheduled for the future. What will the report look like? How is the team visit organized? Learn from institutions that have recently (and successfully) completed this form of HLC monitoring. Standard Pathway, AQIP Pathway

PREPARING INSTITUTIONAL FINANCES FOR EVALUATION (REPEAT)

J. Lee Johnson, Siena Heights University; Jeffrey Slovak, Governors State University

During this time of enormous change and financial pressures in higher education, peer reviewers will 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 evaluation. All Pathways and Candidacy
1:45–2:45 PM

REAFFIRMATION OF ACCREDITATION: LESSONS LEARNED FROM TWO LARGE PUBLIC INSTITUTIONS
Judith Ouimet, Indiana University Bloomington; Laurie Bellows, University of Nebraska-Lincoln; Dennis Groth, Indiana University Bloomington
This presentation will focus on Indiana University Bloomington’s and University of Nebraska–Lincoln’s recent experiences and lessons learned in the Reaffirmation of Accreditation process. Specifically, the presenters will compare and contrast how they organized their reaccreditation committees, collected and assembled evidence, and developed their Assurance Arguments. Open Pathway

THE AQIP PATHWAY’S COMPREHENSIVE QUALITY REVIEW
Karen 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 an 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. AQIP Pathway

USING THE ASSURANCE SYSTEM
Janet 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 login information, managing text and attachments, identifying gaps in the Assurance Argument and using the system’s many features for maximum benefit. Standard Pathway, Open Pathway

3:00–4:00 PM

ADVICE FROM A SALTY DOG: USING EVIDENCE TO SUCCESSFULLY SUPPORT AN ASSURANCE ARGUMENT
Roberta Derlin, New Mexico State University
This interactive session will help institutions pick and choose evidence to successfully support Assurance Arguments. The strategies will include using existing accreditation information and institutional reports in meaningful ways and deciding when enough is enough. The “salty dog” is an experienced peer reviewer who will guide the discussion and activities. All Pathways and Candidacy

FROM QUALITY INITIATIVE TO MEANINGFUL INSTITUTIONAL PRACTICE: FOUNDATIONS OF EXCELLENCE
Suzanne Walker, Janet Bland and Nicole Livengood, Marietta College
Sustaining institutional momentum to create lasting change after an accreditation cycle is complete can be challenging. In this session, members of Marietta College will share how four years later they continue to use the results of their Quality Initiative with Foundations of Excellence to shape campus culture, policy and curriculum. Open Pathway
I-WE-YOU: CRAFTING A TRANSFORMATIVE ASSURANCE ARGUMENT AND SITE VISIT
Holly Baumgartner, Ohio Northern University; Karen Mohar, Lourdes University; Kevin Cole, University of Sioux Falls
University Assurance Argument writers and their site visit team chair share insights on crafting a successful comprehensive evaluation experience through campus engagement and peer reviewer collaboration. Assurance work transformed tensions, reminding the campus of its mission to serve the individual, the community and future students. Standard Pathway, Open Pathway

INSIGHTS ON EMBEDDED MONITORING
Scott Safranski, St. Louis University; Jane Wood, Mount Marty College
An institutional representative 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. Standard Pathway, AQIP Pathway

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 evaluations. The presenters will give a live demonstration and answer questions about the system as well as next steps for use in the AQIP Pathway. AQIP Pathway

USING THE ASSURANCE SYSTEM: BEYOND THE BASICS
Janet Smith, Pittsburg State University
This session 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. Standard Pathway, Open Pathway

THE CRITERIA FOR ACCREDITATION

CRITERION 4 (REPEAT)
Barbara Johnson, Higher Learning Commission; Rex Ramsier, University of Akron

CRITERION 5 (REPEAT)
John Marr, Higher Learning Commission; William Tammone, Macomb Community College

4:15–5:15 PM

THE FEDERAL COMPLIANCE PROGRAM: OVERVIEW
A. Gigi Fansler and Cecilia Torres, Higher Learning Commission; Mona Walters, Edison State Community College
Learn about the components of HLC’s Standard, AQIP and Open Pathway evaluations that satisfy the requirements of the U.S. Department of Education and other regulatory agencies. Addressing the Federal Compliance Program should be built into institutions’ timeline and planning when preparing for HLC evaluation. This presentation will also provide an in-depth look at the document institutions file with HLC and how to complete it successfully. All Pathways and Candidacy
**THE ROLE OF HLC STAFF LIAISONS IN THE ACCREDITATION PROCESS**  
Attend one of these final sessions to learn more about the role of the HLC staff liaison and have an open-ended discussion with liaisons on issues related to accreditation at HLC.

**All Pathways and Candidacy**

- **COLUMBUS HALL E–F**  
  Karen Solomon and Jeffrey Rosen
- **COLUMBUS HALL G–H**  
  Andrew Lootens-White and Stephanie Brzuzy
- **COLUMBUS HALL I–L**  
  Tom Bordenkircher and Mary Vanis
- **GRAND BALLROOM A**  
  Barbara Johnson and Linnea Stenson
- **GRAND BALLROOM B**  
  Eric Martin and John Marr

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**ACREDITATION SHARE FAIR**

Representatives of the following institutions have been invited by HLC to discuss their successful completion of designated accreditation processes:

**STANDARD PATHWAY**

- Comprehensive Evaluation  
  Little Priest Tribal College  
  Newman University  
  United Theological Seminary

**AQIP PATHWAY**

- Comprehensive Evaluation With Comprehensive Quality Review  
  Nebraska Methodist College of Nursing and Allied Health  
  Northwood University

**OPEN PATHWAY**

- Comprehensive Evaluation  
  Arapahoe Community College  
  Chadron State College  
  Creighton University  
  Eastern New Mexico University  
  University of Illinois at Chicago  
  University of Nebraska-Lincoln  
  University of Wisconsin-Platteville

- Quality Initiative Report  
  Indiana University Bloomington  
  West Liberty University

- Year 4 Assurance Review  
  Adler University  
  Barton County Community College  
  Indiana University-Purdue University Indianapolis  
  Southeast Community College Area  
  University of Mary

*The Resource Guide in your conference bag includes more information on these institutions, including details on who to contact throughout the year to discuss their accreditation experiences.*

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**SUNDAY, APRIL 8, 2:30–4:00 PM | EXHIBIT HALL**
ACADEMY PRESENTATIONS
DURING THE GENERAL PROGRAM

HLC’S ACADEMIES are multi-year, structured 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.

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

INFORMATION ABOUT THE ACADEMIES

MONDAY
1:30–2:30 PM / HELPING INSTITUTIONS IMPROVE: HLC’S ACADEMIES AND WORKSHOPS
Destiny M. Quintero, Higher Learning Commission

INFORMATIONAL PRESENTATIONS BY ACADEMY SENIOR SCHOLARS

These presentations, by the subject-matter experts who design the curriculum and activities for all Academy events, expand on the theories and strategies shared during the Academies.

SUNDAY
1:30–2:30 PM / SEEING THE WHOLE ELEPHANT: AN INTEGRATED, CULTURAL APPROACH TO STUDENT SUCCESS
Susan Hatfield, Higher Learning Commission

MONDAY
3:00–4:00 PM / LEARNING AS THE IMPETUS FOR ASSESSMENT
Gloria Rogers, Higher Learning Commission

INFORMATIONAL PRESENTATIONS BY ACADEMY INSTITUTIONS

SUNDAY
11:15 AM–12:15 PM / FROM DATA TO INSIGHT: BUILDING INFORMATION SYSTEMS TO BETTER SERVE STUDENTS
Persistence and Completion Academy

3:00–4:00 PM / CREATING A SUSTAINABLE, CULTURALLY INFORMED GENERAL EDUCATION FRAMEWORK
Assessment Academy

3:00–4:00 PM / PERSISTENT PATHWAYS: INTEGRATING HLC ACADEMY AND NATIONAL REFORM EFFORTS
Persistence and Completion Academy
MONDAY

1:30–2:30 PM / MAINTAINING QUALITY ASSESSMENT OF STUDENT LEARNING IN FISCALLY CHALLENGING TIMES
Assessment Academy

3:00–4:00 PM / ACCUMULATING SUCCESS: THE THREE-BUCKET APPROACH TO STUDENT PERSISTENCE
Persistence and Completion Academy

4:15–5:15 PM / SUPPORTING CRITERION 4 WITH INSTITUTIONAL OUTCOMES
Assessment Academy

SHOWCASE OF ACADEMY PROJECTS

MONDAY

10:00 AM–12:00 PM / ACADEMIES POSTER FAIR

ROUNDTABLE DISCUSSIONS FOR ACADEMY MEMBERS

These mentor-facilitated sessions provide an opportunity for current Academy participants to discuss emerging trends and common issues in assessment and persistence and completion work.

SUNDAY

1:30–2:30 PM / ASSESSMENT ACADEMY ROUNDTABLE: LEADING THE ASSESSMENT PROCESS
Facilitators: Joan Hawthorne, University of North Dakota; Roberta Teahen, Ferris State University

1:30–2:30 PM / PERSISTENCE AND COMPLETION ACADEMY ROUNDTABLE: TURNING DATA INTO INFORMATION
Facilitators: Robert (Bob) Haas, Marion Technical College; Fnu Mihir, Arkansas State University

4:15–5:15 PM / ASSESSMENT ACADEMY ROUNDTABLE: ASSESSING COCURRICULAR LEARNING
Facilitators: Bertha Avila, Arizona Western College; Mary Ann Danielson, Creighton University

4:15–5:15 PM / PERSISTENCE AND COMPLETION ACADEMY ROUNDTABLE: FROM ACCESS TO SUCCESS
Facilitators: Rhoda Wolle, Wisconsin Lutheran College; Tracy Morris, Illinois Central College

MONDAY

4:15–5:15 PM / ASSESSMENT ACADEMY ROUNDTABLE: CONNECTING ASSESSMENT AND STRATEGIC PLANNING
Facilitators: Jonathan Keiser, City Colleges of Chicago; Ranfen Li, University of Illinois at Chicago

4:15–5:15 PM / PERSISTENCE AND COMPLETION ACADEMY ROUNDTABLE: SUPPORTING THE NON-TRADITIONAL LEARNER
Facilitators: Peter Wielinski, Minnesota State Community and Technical College; Joseph Rives, Western Illinois University
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.

PARTICIPATING INSTITUTIONS

ASSESSMENT ACADEMY

Coconino County Community College: Critical Thinking Facets of General Education
College of the Ouachitas: Assessing Institutional Student Learning Outcomes—Year 2
DeVry University: Retooling DeVry University’s Common Learning Outcomes
Grand Canyon University: #WeAreGenEd
Grand Rapids Community College: College Action Project: Strengthening GRCC Systems for the Assessment of General Education
Hocking College: Embedded Assessment
Purdue University Fort Wayne: Integrating Assessment and Curricular Renewal to Bring Coherence in a State-Mandated General Education Program
Maricopa Community Colleges-GateWay Community College: GLO: GateWay Learning Outcomes
Northwestern Health Sciences University: Spillover—Celebrate Unexpected Benefits
Phillips Community College of The University of Arkansas: Access WithSuccess
Pima Community College: General Education Assessment at Pima Community College: A Grassroots Approach to Transformation
Rosalind Franklin University of Medicine and Science: Interprofessional Learning Outcomes for All Graduates
South Dakota State University: Academic Quality Assurance and Improvement: An Update
South Mountain Community College: Finding Success ... After the Academy
Southwest Minnesota State University: Charting a Path to Assess Student Outcomes: Moving From Frustration to Fruition
Three Rivers College: Assessment and Program Review for Improved Learning (APRIL)
University of Phoenix: Faculty Engagement and Assessment Planning
University of the Rockies: Evolving Systems of Evidence-Led Improvement: A Marriage of Data and Organizational Systems
Washtenaw Community College: Shifting Culture Through Assessment

PERSISTENCE AND COMPLETION ACADEMY

Casper College: Casper College Data Quality Evolution 2014–18
Northeastern State University: Improving Persistence Through Co-requisite Developmental Education and Understanding Student Definitions of Success
Nueta Hidatsa Sahnish College: Don’t Just Survive—THRIVE
Walden University: Preparation + Opportunity = Success
Wayne State College: Data Analysis and Strategy Refinement
Western Nebraska Community College: Designing an Engaging Advising Process

MONDAY, APRIL 9, 10:00 AM–12:00 PM | EXHIBIT HALL
TRIBAL COLLEGE PRESENTATIONS
DURING THE GENERAL PROGRAM

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

WISDOM SHARING SESSIONS FOR TRIBAL COLLEGE REPRESENTATIVES

Except as noted, these sessions are all located in the Tribal College Learning Center, housed in the Michigan 1 meeting room, Concourse Level, East Tower.

SUNDAY

INFORMATIONAL
10:00–11:00 AM / UTILIZING CAMPUS KAIZEN EVENTS FOR INSTITUTIONAL IMPROVEMENT
Stacey Mortensen and Lori Nelson, Nueta Hidatsa Sahnish College

PANEL
1:30–2:30 PM / REAL PEERS TRANSFORM ACCREDITATION PROCESSES INTO MEANINGFUL PRACTICE
Koreen Ressler, Sitting Bull College; Waylon Baker, Nueta Hidatsa Sahnish College; Betty Redleaf, Little Priest Tribal College; Babatunde Alokolaro, Higher Learning Commission

ROUNDTABLE
4:15–5:15 PM / ACHIEVING THE DREAM ROUNDTABLE DISCUSSION
Facilitator: Koreen Ressler, Sitting Bull College

MONDAY

INFORMATIONAL
10:00–11:00 AM / SPECIALIZED ASSESSMENT AND ACCREDITATION FOR INDIGENOUS EDUCATION
Anna Fellegy and Roxanne DeLille, Fond du Lac Tribal and Community College

ROUNDTABLE
GRAND BALLROOM A
BALLROOM LEVEL / EAST TOWER
12:15–1:30 PM / LUNCH AND DISCUSSION WITH TRIBAL COLLEGE REPRESENTATIVES
Facilitator: Barbara Gellman-Danley, Higher Learning Commission

INFORMATIONAL
GRAND BALLROOM A
BALLROOM LEVEL / EAST TOWER
1:30–2:30 PM / ACCREDITATION PROCESSES
Pat Newton-Curran and Mary Vanis, Higher Learning Commission

INFORMATIONAL
3:00–4:00 PM / DEVELOPMENT OF THE CENTER FOR DINÉ STUDIES B.A. PROGRAM
James Mckenzie, Diné College

INFORMATIONAL
4:15–5:15 PM / EFFECTIVE PRACTICES FOR DISTANCE EDUCATION AT A TRIBAL COLLEGE
Lisa Azure and Leah Hamann, United Tribes Technical College

TRIBAL COLLEGE LEARNING CENTER

CONNECT • SHARE • LEARN
HLC hosts the Learning Center as a place for representatives of Tribal Colleges and Universities to gather and exchange ideas, featuring informational presentations and roundtable discussions designed for and led by members of these institutions.

SUNDAY, APRIL 8–MONDAY, APRIL 9 | MICHIGAN 1, CONCOURSE LEVEL, EAST TOWER
**SPECIAL INTEREST GROUP MEETINGS**

**SPECIAL INTEREST GROUP (SIG) MEETINGS** meetings are informal sessions facilitated by conference attendees. SIG meetings provide an opportunity for participants to share ideas in a small group and to network with colleagues who share interest in a specific topic, come from similar institutions or serve in similar roles. All meetings take place in the Riverside Exhibit Hall, Exhibit Level, East Tower, except as noted.

**SUNDAY, APRIL 8**

<table>
<thead>
<tr>
<th>Time</th>
<th>SIG AREA 1 Branch Campus Issues and Accreditation</th>
<th>Joseph Rives, Western Illinois University</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15 AM–12:15 PM</td>
<td>SIG AREA 2 Program Review, Faculty Qualifications and Lessons Learned From Preparing for a Site Visit</td>
<td>Melanie Davis, A. T. Still University of Health Sciences</td>
</tr>
<tr>
<td>1:30–2:30 PM</td>
<td>SIG AREA 3 Accreditation and Faith-Based Institutions</td>
<td>Rodney Harrison, Midwestern Baptist Theological Seminary; Lisa Beatty, Emmaus Bible College; Andrew Keck, Luther Seminary</td>
</tr>
<tr>
<td></td>
<td>SIG AREA 4 Developing a Growth Mindset in Students (GRIT, Resilience)</td>
<td>Peter Wielinski, Minnesota State Community and Technical College</td>
</tr>
</tbody>
</table>

**MONDAY, APRIL 9**

<table>
<thead>
<tr>
<th>Time</th>
<th>SIG AREA 1 Best Practices for Developing an Institutional Assessment Plan</th>
<th>Fiorella Penaloza, Cleveland University-Kansas City</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00–11:00 AM</td>
<td>SIG AREA 2 Faculty Qualifications Policies and Your Institution</td>
<td>David Callejo Perez, Saginaw Valley State University</td>
</tr>
<tr>
<td>11:15 AM–12:15 PM</td>
<td>SIG AREA 3 The Role of Curriculum and Assessment in Implementing Guided Pathways</td>
<td>Bruce Moses, Pima County Community College District</td>
</tr>
<tr>
<td>1:30–2:30 PM</td>
<td>SIG AREA 4 Faculty-Driven Development Models to Foster Student Outcomes</td>
<td>Lynn Marie Burks, DeVry University</td>
</tr>
</tbody>
</table>

**ATLANTA: BALLROOM LEVEL / WEST TOWER**

**The Changing Landscape in Higher Education in Arkansas**

Martin Eggensperger, Arkansas State University-Mountain Home
SUPPORT STUDENT LEARNING

Jump-Start Improvement With an HLC Assessment Workshop
June 2018 | Oak Brook, Illinois

EMERGING LEADERS IN ASSESSMENT INDIVIDUAL WORKSHOP | JUNE 18–19
New assessment professionals learn terminology and processes that are fundamental to assessing and improving student learning outcomes.

STRATEGIC ASSESSMENT TEAM WORKSHOP | JUNE 20–21
Teammates collaborate to develop assessment plans aimed at producing evidence of student learning that can be used for continuous improvement.

Learn more at hlcommission.org/workshops. Early bird pricing available until April 23.
NAVIGATING THE GENERAL PROGRAM

The following details are included in the General Program schedule to help attendees choose presentations that fit their interests.

PRESENTATION TYPE labels indicate who is presenting:
- Keynote and Featured Presentations: Invited researchers and thought leaders in higher education.
- HLC Presentations: HLC staff members, experienced peer reviewers or HLC consultants.
- Academy Presentations: Participants or leaders in HLC’s Academies.
- Institutional Presentations: Representatives of HLC member institutions.
- Viewpoint Presentations: Higher education experts from outside HLC’s institutional membership.
- Exhibitor Presentations: Vendors of higher education support services and technologies.

New SESSION FORMAT labels indicate how the content will be delivered:
- Informational presentations feature an HLC staff member, a keynote or featured speaker, or institutional representatives presenting policy, research or promising practices. Time for questions will be included at the end of each session.
- Panel presentations include multiple speakers engaging in dialogue on their respective experiences around a common topic. Time for questions will be included at the end of each session.
- Interactive sessions are 90 minutes and invite extensive discussion or hands-on work by attendees.
- Roundtable sessions provide facilitated forums for institutions that are of a similar type or are engaged in similar work to share ideas.

TARGET AUDIENCE labels designate the types of institutions that may benefit most from the presentation, chosen from the following list:
- Community Colleges
- Faith-Based Colleges and Universities
- Large 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 and Universities

Presentations with no target audience listed are suitable for all institutional types.

GENERAL PROGRAM
SUNDAY, APRIL 8

7:00–8:00 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.

8:00–8:30 AM

HLC WELCOME ADDRESS
Barbara Gellman-Danley, Higher Learning Commission
HLC President Barbara Gellman-Danley kicks off the General Program 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.
8:30–9:30 AM
KEYNOTE PRESENTATION / TECHNOLOGY, THE LIBERAL ARTS AND THE NEW LEARNING ECONOMY
José Bowen, Goucher College
No one can teach information not yet discovered for jobs not yet invented, but we know what skills employers want: complex problem solving in diverse groups. Colleges need to transform for the new learning economy, where employees are valued not by how much they know, but by how much they can learn. The speaker will sign books in the Exhibit Hall from 11:45 a.m. to 12:30 p.m.

10:00 AM–12:00 PM
ACCREDITATION LIAISON OFFICERS (ALOs): AN OVERVIEW OF THE ROLE AND WHAT’S NEW AT HLC
Pat Newton-Curran and Mary Vanis, Higher Learning Commission
This two-hour workshop will provide an overview of the role of the ALO for both new and continuing ALOs. A variety of topics will be addressed, including HLC’s decision-making processes and recent changes to HLC policy. Come prepared with questions.

10:00–11:30 AM
ASSESSMENT AS STRATEGY
José Bowen, Goucher College
In this workshop with the Sunday keynote speaker, participants will think how to assess big outcomes that may be difficult to measure, rather than assessing those that may be easy to measure but have little bearing on strategy. Participants will talk about what’s important in their unique contexts, and then determine how to begin assessing those things that are crucial to the institution, program, classroom and students. Target audience: Large Universities, Mid-size Colleges and Universities, Small Colleges and Universities

10:00–11:00 AM
THE AQIP PATHWAY
Linnea Stenson and Stephanie Kramer, Higher Learning Commission
This presentation will provide an overview of the AQIP Pathway, including its eight-year cycle activities and the continuous quality improvement (CQI) principles that provide the foundation for those activities.

THE OPEN PATHWAY
Jeffrey Rosen, Higher Learning Commission
This presentation will review the activities and events that take place on the Open Pathway, addressing the eligibility factors that permit institutions to participate in this pathway, the Quality Initiative process, the unique qualities of the Year 4 Assurance Review and the Year 10 comprehensive evaluation.

A TRANSFORMATIONAL NEW FACULTY ORIENTATION PROGRAM
Gary Meyer, Marquette University
This presentation focuses on the development and implementation of an innovative and transformative new faculty orientation program. Lessons from two years of implementation will be shared, along with specific instructions that can be used to create a similarly meaningful experience at attendees’ own institutions. Target audience: Faith-Based Colleges and Universities, Mid-size Colleges and Universities, Private, Not-for-Profit Colleges and Universities
BUILDING AN INTENTIONAL CAMPUS-WIDE COMMITMENT TO PERSISTENCE
Facilitator: Philip Garber, Elgin Community College; Jessica Lauritsen, Hennepin Technical College; Matt Fowler, Illinois Eastern Community Colleges
How do institutions reorganize themselves operationally to ensure students remain successful? This presentation will discuss high-impact practices that matter across all institutions. A technical and a community college will compare and contrast the strategies they undertake through affiliations with HLC and other organizations to achieve impressive gains in persistence. **Target audience:** Community Colleges, Public Colleges and Universities, Small Colleges and Universities

CREATING A TRANSPARENT BUDGET ALLOCATION PROCESS FOR ACADEMIC COLLEGES
Gary Wood, Robert Ducoffe and Scott Menke, University of Wisconsin-Parkside
This presentation will describe the development and implementation of a rational and transparent budget allocation formula used to distribute resources across the four academic colleges at the University of Wisconsin-Parkside. **Target audience:** Mid-size Colleges and Universities, Public Colleges and Universities

DEVELOPING A COMPETENCY-BASED EDUCATION PROGRAM: THE JOURNEY, THE CHALLENGES
Charles Komp, Richard Nelson and Kate Ferrel, Nicolet Area Technical College
Development of a competency-based education (CBE) model in a rural district poses unique challenges and opportunities. This presentation will describe the path to CBE followed by Nicolet College as it endeavors to expand access for non-traditional adult learners to high-quality credentials in high-demand occupations. **Target audience:** Community Colleges, Public Colleges and Universities, Small Colleges and Universities

EFFECTIVE USE OF ePORTFOLIO AND BADGING TO ASSESS COCURRICULAR LEARNING
Sandra Bowles, The University of Charleston
The presenter will share the design and implementation of a series of ePortfolio courses developed to document and assess cocurricular learning in a professional program as required for both HLC and specialized accreditation. Sample assignments, reflection prompts, reflections, badging requirements and the faculty’s handling of the evaluation process will be covered. **Target audience:** Large Universities, Mid-size Colleges and Universities, Small Colleges and Universities

HARNESSING THE CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION FOR STUDENT-COMMUNITY CONNECTION
Heidi Keeler and Ronald Shope, University of Nebraska Medical Center; Sharon Neu Young, Medical College of Wisconsin
This presentation will focus on how the self-assessment process required by the Carnegie Community Engagement Classification can drive development of student and community-focused infrastructure to include centralized resources, cocurricular tracking and metrics. Two medical colleges will address unique needs of post-graduate institutions in linking specialized education with community engagement. **Target audience:** Private, Not-for-Profit Colleges and Universities, Public Colleges and Universities

HOSTING A PEER REVIEW TEAM
Steven Lewis, Three Rivers College; Susan Murphy, National American University
Institutions are sometimes uncertain how to prepare for and host peer reviewers on their campus. Seasoned peer reviewers will discuss the role of peer review, how peer reviewers evaluate an institution, what to expect from a visiting peer review team and how to effectively host and accommodate the team. **Target audience:** Community Colleges, Mid-size Colleges and Universities, Public Colleges and Universities
10:00–11:00 AM

INNOVATING GATEWAY COURSE INTERVENTIONS: THE PLUS EFFECT ON STUDENT LEARNING
Stephanie Preschel and Mirra Anson, University of Iowa
Peer Led Undergraduate Study (PLUS) is an academic support intervention, created by examining institutional data and course assessments, that seeks to enhance student proficiency needed for both a math and a science gateway course. This session will share information about PLUS and outcomes, and facilitate discussion for implementation at other institutions. **Target audience: Large Universities, Mid-size Colleges and Universities, Public Colleges and Universities**

INNOVATIVE APPROACHES TO A SUCCESSFUL ASSURANCE ARGUMENT
Lyn Sabino and Shannon Helfinstine, Aultman College of Nursing and Health Sciences
This presentation will reflect on one college’s past, present and future approaches to preparing the Standard Pathway Assurance Argument. Two different approaches will be shared, noting the advantages and disadvantages and the results achieved in each experience. Audience participation will engage attendees both with and without experience and encourage sharing of accreditation plans and processes. **Target audience: Community Colleges, Mid-size Colleges and Universities, Private, Not-for-Profit Colleges and Universities**

INTEGRATING FAITH-BASED MISSION INTO ACADEMIC PROGRAM LAUNCH AND REVIEW PROCESSES
James Mello, Franciscan University of Steubenville; Joseph Friona, University of Saint Francis
This presentation focuses on the integration of key aspects of faith-based higher education into institutional processes that consider, launch, approve and evaluate academic programs. The integration of mission and values into the process, criteria and standards of program approval and review are vital to securing proper institutional approval and commitment. **Target audience: Faith-Based Colleges and Universities**

PERSISTENCE AND COMPLETION STRATEGIES FROM THE HEARTLAND
Suzanne Sydow, Wayne State College; Jill Russell, University of Nebraska at Omaha; Andreia Nebel, Clarkson College
Discover how three institutions are meeting Core Component 4.C. through an Open Pathway Quality Initiative, a Persistence and Completion Academy project, and an analytics project with tools to share. The presenters will provide examples and discuss the challenges they faced and strategies they developed as their initiatives were completed. **Target audience: Mid-size Colleges and Universities, Private, Not-for-Profit Colleges and Universities, Public Colleges and Universities**

PROGRAM REVIEW: FRAMEWORK, PROCESS AND LESSONS LEARNED 10 YEARS LATER
Deborah Hardy, Kathleen Gravens and Lynne Gabriell, Lakeland Community College
This presentation will identify the role and importance of department and program review. Lakeland Community College’s initial department and program review framework and components will be reviewed. The presenters will discuss modifications to the process along with the current framework and components to ensure continuous improvement. **Target audience: Community Colleges, Mid-size Colleges and Universities, Small Colleges and Universities**

TRIBAL COLLEGE WISDOM SHARING: UTILIZING CAMPUS KAIZEN EVENTS FOR INSTITUTIONAL IMPROVEMENT
Stacey Mortensen and Lori Nelson, Nueta Hidatsa Sahnish College
This presentation will focus on explaining how institutions can use a Kaizen Event with process mapping, a continuous improvement tool previously used in manufacturing and industry, to lead an effort in institutional improvement. The presenters will teach participants how to utilize this process at their own schools. **Target audience: Community Colleges, Tribal Colleges and Universities, Small Colleges and Universities**
GREAT JOBS AND GREAT LIVES: MEASURING IMPORTANT GRADUATE OUTCOMES

Jessi Gordon, The Gallup Organization

This presentation will focus on the findings from the Gallup-Purdue Index, the only nationally representative survey of college graduates. The Gallup-Purdue Index evaluates the long-term success of graduates in their pursuit of great jobs and great lives, as measured by the Gallup Employee Engagement Index and Gallup-Sharecare Well-Being Index. **Target audience: Large Universities, Mid-size Colleges and Universities**

OPTIMIZING STUDENT PROGRESSION: WHY PERSONALIZATION IS KEY FOR COMPLETION

Dan Webb, Civitas Learning

Institutions can improve persistence and completion rates with enhanced registration services, increased advising bandwidth, and visibility into demand, fill rates and degree progression. See how students can effectively plan to achieve their goals with full context for essential academic decisions and then confidently register with conflict-free schedules that maximize credit hours while balancing life’s obligations.

11:15 AM–12:15 PM

FEATURED PRESENTATION / UNDERSTANDING THE FEDERAL LANDSCAPE

Terry Hartle, American Council on Education

Terry Hartle will provide an update on the federal agenda for higher education and accreditation. Providing perspective on the current political environment, Hartle will address questions like: What could be the results of the renegotiation on rules such as borrower defense to repayment and gainful employment? When will Congress tackle the Higher Education Act re-authorization? And what outcomes could result from the U.S. Department of Education’s support for apprenticeship and worker training programs?

AN OVERVIEW OF HLC’S TEACH-OUT POLICY AND PROCEDURE

Anthea Sweeney, Higher Learning Commission; Sam Kerr, Lynn, Jackson, Shultz & Lebrun

Institutions suspending or ceasing operations must submit to HLC a provisional plan that ensures enrolled students can complete their studies within a reasonable time frame. When the assistance of teach-out receiving institutions is required, additional expectations apply. This presentation will provide a detailed overview and clarifications of HLC’s teach-out policy and procedure.

HLC’S APPROVAL PROTOCOL FOR DIRECT ASSESSMENT AND CREDIT-BASED COMPETENCY-BASED EDUCATION

Jeffrey Rosen, Higher Learning Commission

Each year, HLC refines its approval protocol for competency-based education in order to keep in step with federal priorities. This presentation will review HLC’s approach to approving both credit-based programs and direct assessment programs, review how the two forms differ and address best practices for submitting an application.

KEY INSIGHTS: TEAM DETERMINATIONS FOR COMPREHENSIVE EVALUATIONS

Barbara Johnson, Higher Learning Commission

This presentation provides an overview of the Core Components most frequently cited by teams in comprehensive evaluations and highlights the reasons teams determined institutions did not fully meet a Core Component. This presentation will be repeated Monday at 1:30 p.m.

THE STANDARD PATHWAY

Karen Solomon, Higher Learning Commission

This presentation will discuss the elements of the Standard Pathway cycle and share insights on how to demonstrate quality assurance and quality improvement in an Assurance Filing. More than half of the session will be focused on audience questions and concerns about the pathway, elements of the technology and other issues attendees may want to explore.
FROM DATA TO INSIGHT: BUILDING INFORMATION SYSTEMS TO BETTER SERVE STUDENTS
Kevin McNamara, Colorado Christian University
This presentation will explore how to extract valuable insight from data that institutions possess. The presenter will discuss the purpose and creation of a data warehouse as well as methods to encourage data-influenced decision making. Emphasis will be placed on how to accomplish these goals with limited resources or experience. Target audience: Faith-Based Colleges and Universities, Private, Not-for-Profit Colleges and Universities, Small Colleges and Universities

ASSESSING GENERAL EDUCATION WITH PERFORMANCE TASKS: TALES FROM TWO (CONTRASTING) INSTITUTIONS
Joan Hawthorne, University of North Dakota; Cari Lott, McPherson College
This presentation will describe performance tasks as a flexible, effective strategy for general education outcomes assessment. The presenters will explain the rationale, development and implementation in both a large, public institution where tasks are in their fifth year of use and a small, private institution just beginning use. Target audience: Large Universities, Mid-size Colleges and Universities, Small Colleges and Universities

ASSESSMENT BEYOND: HIGHLIGHTING THE CONTRIBUTIONS OF STUDENT AFFAIRS
Kristen Salomonson, Nicholas Campau and Joy Pufhal, Ferris State University
This presentation shares Ferris State University’s efforts to establish and sustain a comprehensive program of assessment in student affairs. The discussion will provide real-world advice on starting and maintaining a robust assessment program. Content includes specific strategies, an overview of yearly assessment activities and how this work supports accreditation efforts. Target audience: Community Colleges, Mid-size Colleges and Universities, Public Colleges and Universities

CHICAGoland Hispanic-serving institutions: regional collaboration across sectors
David Potash, City Colleges of Chicago-Wilbur Wright College; Kyle Westbrook, Partnership for College Completion
This panel will present the progress made by Chicagoland’s 16 Hispanic-Serving Institutions as part of a larger collaborative effort to improve the student success pipeline, increase Hispanic professional roles in the academy, and facilitate inter- and intra-institutional cooperation. Target audience: Community Colleges, Mid-size Colleges and Universities, Public Colleges and Universities

COMPLIANCE: IMPLEMENTING PROFESSIONAL LICENSURE AND CERTIFICATION DISCLOSURES
Ronald Brownie, Northern State University; Kenny Heard, University of Mississippi Medical Center
This presentation will focus on guiding principles for developing policies, processes and procedures to comply with federal Professional Licensure/Certification (PLC) pre-education requirement disclosures for the public and individual students. The presenters will describe the steps taken to implement PLC disclosures at two public institutions. Target audience: Faith-Based Colleges and Universities, Large Universities, Mid-size Colleges and Universities

DIGITAL BADGES FOR WORKFORCE TRAINING AND CONTINUING EDUCATION
Kathleen Radionoff, Madison Area Technical College
This presentation will introduce the concept of digital badges and demonstrate how badges can be used to document both technical and soft skills attainment for credit and non-credit students. The presenter will discuss a case study from Madison Area Technical College’s School of Professional and Continuing Education. Target audience: Community Colleges, Private, Not-for-Profit Colleges and Universities, Public Colleges and Universities
IMPROVING PROGRAM REVIEW WITH TEMPLATES, DATA AND INTERPRETIVE REPORTS
Leah Zuidema, Jim Bos and Ryan Zonnefeld, Dordt College
This presentation shares how Dordt College is continuously improving a new reporting template and process for assessment and program review. The template is populated with program-specific data from Institutional Research and leads programs through a guided process of data analysis and interpretation. **Target audience: Faith-Based Colleges and Universities, Private, Not-for-Profit Colleges and Universities, Small Colleges and Universities**

LAUNCHING A HYBRID, PROFESSIONAL PRACTICE DOCTORAL PROGRAM
Jennifer Douglas, Vernon Smith and Lori Woeste, American Public University System
This presentation will focus on the institutional process for launching two hybrid, professional practice doctoral programs. After discussing the accreditation process, the presenters will then outline the project plan for building curriculum, developing systems infrastructure and mapping the student experience. The presenters will include lessons learned and resources for project management. **Target audience: Large Universities, Mid-size Colleges and Universities**

NON-ACADEMIC PROGRAM REVIEW: EVALUATING STUDENT SERVICES AND ADMINISTRATIVE DEPARTMENTS
Edward Hummingbird, Southwestern Indian Polytechnic Institute
This presentation will detail a framework for formally evaluating non-academic units (administrative departments and student services). The framework is based on six fundamental pillars used to ensure departmental sustainability and promote institutional vitality. The presenter will identify the data indicators used to support those pillars for a comprehensive departmental evaluation. **Target audience: Community Colleges, Public Colleges and Universities, Tribal Colleges and Universities**

PREDICTIVE ANALYTICS: ARE YOU READY?
David Rudden, Elgin Community College; John Bollweg, College of DuPage; Maya Evans, Oakton Community College; Amy Humke, McHenry County College
This panel presentation will share four institutions’ experiences of introducing predictive analytics into the institutional decision-making process, with a focus on how the initial experiences were shaped by the institutions’ readiness for technology adoption. The presenters will share opportunities and challenges related to discussions around predictive analytics from their respective institutions’ experiences. **Target audience: Community Colleges, Public Colleges and Universities, Small Colleges and Universities**

PREPARING FOR THE COMPREHENSIVE EVALUATION AND SITE VISIT ON THE AQIP PATHWAY
Heather Albinger, Brenda Wolfe and Chris Daood, Waukesha County Technical College
This presentation focuses on activities and tools used to prepare for the AQIP Pathway comprehensive evaluation and site visit. The presenters will highlight Waukesha County Technical College’s use of its learning management system to organize the process and facilitate teaching, in order to create a shared understanding of the AQIP Pathway and readiness for the visit. **Target audience: Community Colleges, Mid-size Colleges and Universities, Small Colleges and Universities**

STARTING FROM SCRATCH: PREPARING FOR THE COMPREHENSIVE EVALUATION VISIT
Gerri Pavone and William Tammone, Macomb Community College
This presentation describes the process and preparation efforts that led to a successful comprehensive evaluation visit. A newbie to accreditation and an experienced peer reviewer team up to share best practices and lessons learned for collecting evidence, writing the Assurance Argument, engaging the campus community and preparing for the visit. **Target audience: Community Colleges, Mid-size Colleges and Universities, Public Colleges and Universities**
11:15 AM–12:15 PM

**USING CONTEMPLATIVE PRACTICES TO PROMOTE COLLEGE STUDENT SUCCESS AND RETENTION**

*Molly Beauregard and Valerie Weiss, College for Creative Studies*

This presentation will introduce and discuss a consciousness-based, integrated education model, implemented at the College for Creative Studies (Detroit). The presenters will remark upon the feasibility and acceptability of meditation programming in the college setting, as a method to activate institutional change and promote student learning, creativity and lasting success. **Target audience: Faith-Based Colleges and Universities, Private, Not-for-Profit Colleges and Universities**

**NACUBO ECONOMIC MODELS PROJECT**

*Jacalyn Askin, NACUBO; Beth Reissenweber, Augsburg University*

Institutions face an abundance of economic challenges, including the need for high tuition and discount rates, decreased public funding and escalating costs. Using the work of the National Association of College and University Business Officers (NACUBO) Economic Models Project, the session will help participants identify a path that is guided by their institutions’ mission and the value that it provides. **Target audience: Private, Not-for-Profit Colleges and Universities**

**DEFINING, DOCUMENTING AND REPORTING ON FACULTY QUALIFICATIONS AND TESTED EXPERIENCE**

*Stacy Becker, Digital Measures; Mark Smith, University of Northern Colorado*

As a result of HLC’s 2015 clarification of faculty qualifications, many institutions have worked rigorously to define policies, procedures and documentation around the concept of tested experience. Learn how to create a centralized location for documenting and monitoring these qualifications, along with tables and reports that can be used back on campus.

12:15–1:30 PM

**LUNCH (PRE-REGISTRATION REQUIRED)**

A luncheon for pre-registered attendees will be served in the Exhibit Hall. Ticket required.

1:30–2:30 PM

**FEATURED PRESENTATION / LIVING-LEARNING COMMUNITIES (LLCs) THAT WORK: A BEST PRACTICES MODEL**

*Karen Kurotsuchi Inkelas, University of Virginia*

This presentation will review the major findings of the National Study of Living-Learning Programs, a nearly two-decade study of academic programs based in college residence halls. In addition to summarizing the effects of LLCs on student success, the presenter will introduce the empirically developed LLC Best Practices Model, designed to inform institutions on how to design and sustain effective LLCs.

**AQIP PATHWAY SYSTEMS PORTFOLIOS: PROVIDING EVIDENCE FOR THE CRITERIA**

*Rob Spohr, Montcalm Community College; Stephanie Kramer, Higher Learning Commission; Carla Connor, Dunwoody College of Technology*

Even though much of the work within the AQIP Pathway is guided by the AQIP Pathway Categories, HLC expects that all member institutions demonstrate that they meet the Criteria for Accreditation. With an eye to what evidence 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.
PREPARING FINANCES FOR HLC REVIEW
Jeffrey Slovak, Governors State University; 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?

REVIEWING FACULTY QUALIFICATIONS: INSIGHTS FOR INSTITUTIONS ON WHAT PEER REVIEW TEAMS WILL DO
Eric Martin, Higher Learning Commission; Irene Kovala, Maricopa Community College District-Glendale Community College
This presentation will share information on how HLC peer reviewers are trained to review faculty qualifications. HLC institutions may find the training and guidance provided to peer reviewers helpful in their own preparation for visits with HLC’s revised Assumed Practice B.2.a. now in effect.

THE OPEN PATHWAY YEAR 4 ASSURANCE ARGUMENT: PROCESS, EVIDENCE AND REVIEW
Jeffrey Rosen, Higher Learning Commission; Janet Smith, Pittsburg State University
This presentation is designed for institutions preparing for their Year 4 Assurance Review in the Open Pathway. An experienced peer review team chair and the Open Pathway director will address common misperceptions and focus on how best to position an institution to update HLC about its activities. This presentation will be repeated Monday at 3:00 p.m.

WHAT INSTITUTIONS SHOULD CONSIDER WHEN SUBMITTING INTERIM REPORTS
Steve Kapelke, Consultant to the Higher Learning Commission; Tom Bordenkircher, 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.

ASSESSMENT ACADEMY ROUNDTABLE: LEADING THE ASSESSMENT PROCESS
Facilitators: Joan Hawthorne, University of North Dakota; Roberta Teahen, Ferris State 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. Target audience: Academy Participants

PERSISTENCE AND COMPLETION ACADEMY ROUNDTABLE: TURNING DATA INTO INFORMATION
Facilitators: Robert (Bob) Haas, Marion Technical College; Fnu Mihir, Arkansas State 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. Target audience: Academy Participants

SEEING THE WHOLE ELEPHANT: AN INTEGRATED, CULTURAL APPROACH TO STUDENT SUCCESS
Susan Hatfield, Higher Learning Commission
Schools often address HLC’s standards on general education, assessment and persistence and completion in isolation. This fragmented approach yields sterile data, instead of information that offers genuine utility for improvement. This presentation explores an integrated approach to promoting student success that can frame and contextualize standards related to student learning and retention.
1:30–2:30 PM

**A BOARD’S ROLE UNDER ACCREDITATION SANCTIONS**
Lee Lambert, Mark Hanna and Sylvia Lee, Pima County Community College District

Pima Community College (PCC) experienced massive change in the period between being placed on Probation in 2013 and removal of sanction in 2017. The entire college leadership has changed, including a new board. PCC’s model of strengthening governance is a case study of the board’s role in self-assessment, internal policy review and improved accountability. **Target audience: Community Colleges, Mid-size Colleges and Universities, Minority-Serving Colleges and Universities**

**A CURRICULUM INNOVATION FOR INTERPROFESSIONAL EDUCATION**
Janice Odiaga, Rosemarie Suhayda and Joanne Miller, Rush University

This presentation focuses on how Rush University aligned with HLC’s Core Component 4.B. to develop a quality improvement project. The presenters will explain how assessment of student learning outcomes and evaluation of quantitative and qualitative data accelerated change to improve the original project design and implementation process. **Target audience: Private, Not-for-Profit Colleges and Universities**

**ACCREDITATION LIFE CYCLE: STRATEGIES FOR SUSTAINING MOMENTUM**
Mary Ann Danielson and Gail Jensen, Creighton University; William Mangan, College of Saint Mary

Accreditation is no longer a once-every-10-years event, and institutions often find themselves challenged with ensuring a sustained approach to continuous improvement. This presentation addresses both the challenges and successful strategies that two institutions are implementing to sustain the momentum. **Target audience: Faith-Based Colleges and Universities, Mid-size Colleges and Universities, Private, Not-for-Profit Colleges and Universities**

**BASE CAMP: EQUIPPING STUDENTS FOR A SUCCESSFUL COLLEGE JOURNEY**
Sheryl Haile, Craig Haile and Eric Bolger, College of the Ozarks

This presentation will discuss a summer bridge program created to bolster student development, success and retention among high-risk students. The presenters will share the BASE CAMP program model and pedagogical approach, the collaborative contributions of administrators, faculty, staff and student peers, the impact on persistence and retention, and discussion of program expansion. **Target audience: Faith-Based Colleges and Universities, Private, Not-for-Profit Colleges and Universities, Small Colleges and Universities**

**GET MEANINGFUL PROGRAM ADVICE FROM A BUSINESS/INDUSTRY LEADERSHIP TEAM**
Laura Berry, North Arkansas College

Want more than once-a-year advice from your academic program’s Advisory Committee? North Arkansas College’s informed and engaged Business/Industry Leadership Team (BILT) for the Networking/IT program clearly identifies course outcomes annually, informs about regional industry changes and needs, and even helped the college successfully apply for a National Science Foundation grant. **Target audience: Community Colleges, Small Colleges and Universities**

**HOW TO REVITALIZE AND ADVANCE ASSESSMENT PRACTICES**
Joseph Levy, National Louis University; Renee Aitken, Wright State University; Kathleen Gorski, Waubonsee Community College

Institutions face the challenge of enhancing or creating systematic and meaningful processes for assessment that promote continuous improvement of student learning. This panel presentation will include contextual information on assessment, discuss expanding and advancing assessment practice at multiple institutions, and share advice and helpful resources for this work. **Target audience: Community Colleges, Large Universities, Private, Not-for-Profit Colleges and Universities**
MEASURABLE STRATEGIC PLANNING AND RESOURCE ALLOCATION
Michael Chipps, John Blaylock and Derek Bierman, Northeast Community College
The presenters will share the integrated approach to Northeast Community College’s Vision 2020 Strategic Plan, which was supported by ongoing evaluation, project-based milestone accountability and effective resource allocation efforts. Innovative practices have been designed to balance the strategic plan objectives and operational needs to achieve 20 key performance indicators by the year 2020. Target audience: Community Colleges, Tribal Colleges and Universities

REALIGNING WITH THE 21ST-CENTURY WORKFORCE
Amanda Seidenzahl and Ken Warden, University of Arkansas-Fort Smith; Maria Markham, Arkansas Department of Higher Education
This presentation will focus on innovative programming to engage the next generation in high-demand opportunities in the regional workforce. The presenters will share how collaborative partnerships with the state, postsecondary, and secondary education, as well as industry, have created multiple pathways for student success. Target audience: Community Colleges, Mid-size Colleges and Universities, Public Colleges and Universities

THE WHY AND HOW OF IMPLEMENTING AN OPEN TEXTBOOK INITIATIVE
David Ernst, University of Minnesota-Twin Cities; Tanya Grosz and Joel Johnson, University of Northwestern–St. Paul
This presentation will explain what open textbooks are, why they provide a practical and innovative solution to the student debt crisis, and how the Open Textbook Network helped the University of Northwestern–St. Paul grow its open textbook initiative. The presenters will provide strategies for beginning open textbook initiatives. Target audience: Community Colleges, Private, Not-for-Profit Colleges and Universities, Public Colleges and Universities

TRANSFORMING FACULTY PERFORMANCE IN COMPETENCY-BASED EDUCATION WITH A COMMUNITY OF PRACTICE
Kathe Kacheroski and Amanda Tanner, Capella University
This presentation will discuss Capella University’s 2016 AQIP Pathway Action Project, a faculty community of practice designed to enhance the quality of assessment feedback in the FlexPath direct assessment competency-based education option. The structure and results of the initiative will be shared. Participants will consider applications for communities of practice at their campuses. Target audience: Private, For-Profit Colleges and Universities, Private, Not-for-Profit Colleges and Universities, Public Colleges and Universities

TRIBAL COLLEGE WISDOM SHARING: REAL PEERS TRANSFORM ACCREDITATION PROCESSES INTO MEANINGFUL PRACTICE
Koreen Ressler, Sitting Bull College; Waylon Baker, Nueta Hidatsa Sahnish College; Betty Redleaf, Little Priest Tribal College; Babatunde Alokolaro, Higher Learning Commission
The goals of this presentation are to encourage Tribal College and University (TCU) administrators and faculty to become peer reviewers or support colleagues in doing so and to prompt discussion of ways that TCUs can make accreditation and assessment processes their own and make them meaningful in the cultural context of the tribal communities they serve. Target audience: Tribal Colleges and Universities

BEST PRACTICES IN THE ASSESSMENT OF CURRENT AND NEW PROGRAMS
Robert Atkins, Gray Associates, Inc.; Lance Bolton, Pikes Peak Community College; DeWayne Frazier, Iowa Wesleyan University
Participants will learn how to assess the fit between an institution’s programs and external markets. This presentation will identify sources for data on student demand, employment opportunities, competition and degree fit. Institutional leaders will describe a process that enables better and faster decisions while building consensus among faculty and administrators.
1:30–2:30 PM

**BETTER PLANNING. BETTER DATA. BETTER LEARNING FOR ALL**

*John McGrath, Watermark*

Taskstream, Tk20 and LiveText are now united under a new name: Watermark. Learn how Watermark empowers institutions to engage educators and students with better data for learning. Watermark’s solutions for assessment and accreditation planning, learning outcomes measurement and ePortfolios can help advance institutional effectiveness, improve program quality and enrich student learning across the institution.

**K–14 STUDENT SUCCESS: STRATEGIC PARTNERSHIP, ALIGNMENT AND INNOVATION**

*Maria Moten and Chad Taylor, Harper College*

The Northwest Educational Council on Student Success (NECSS) is a partnership between high school superintendents and the local community college president. This presentation will share insights on K–14 student success initiatives that ensure all high school and college graduates have the opportunity for post-secondary and career readiness and success.

**OUTCOMES-BASED DATA AND THE ASSESSMENT OF NON-ACADEMIC UNITS**

*Bruce Kelley, University of South Dakota; Jake Glover, IDEA*

How can non-academic units better identify and leverage information they already possess to assess and improve programs and initiatives across campus? This presentation will describe how student ratings data are being used to assess and improve the impact of a center for teaching and learning.

2:30–4:00 PM

**ACCREDITATION SHARE FAIR**

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 discuss their experience with the process and answer questions. A full listing of participating institutions is provided on p. 28.

3:00–4:30 PM

**ASSESSING GRADUATE PROGRAMS: PRACTICAL AND INNOVATIVE STRATEGIES**

*Felix Wao, University of Oklahoma*

This session will center on innovative and practical strategies for assessing student learning at the graduate level. The session facilitator will share lessons learned from case studies of several graduate programs that have successfully implemented assessment processes from articulating student learning outcomes to making concrete curricular adjustments. **Target audience: Faith-Based Colleges and Universities, Large Universities, Minority-Serving Colleges and Universities**

**EMERGING TECHNOLOGIES IMPACTING TOMORROW’S STUDENTS**

*Vickie Cook and Ray Schroeder, University of Illinois at Springfield*

This presentation will focus on teaching and learning in the 21st century, addressing the need to utilize technologies to more effectively connect students to their future work and careers. The presenters will use engaged discussion to critically review technology trends in relation to preparing students for the future. **Target audience: Community Colleges, Private, Not-for-Profit Colleges and Universities, Public Colleges and Universities**

**LEARNING TO CHANGE OUR BRAINS: THE VIEW FROM NEUROSCIENCE**

*Catherine Marienau, DePaul University; Kathleen Taylor, Saint Marys College of California*

Disruptive ideas require major shifts in our beliefs and patterns, yet most brains tend to rely on what they already know. Neuroscience illuminates the key role of emotions in learning to change our brains, and therefore our minds. This session will engage participants in “brain-aware” approaches to facilitating such learning. **Target audience: Mid-size Colleges and Universities, Minority-Serving Colleges and Universities, Private, Not-for-Profit Colleges and Universities**
3:00–4:00 PM

FEATURED PRESENTATION / PAYING THE PRICE—COLLEGE COSTS, FINANCIAL AID AND THE BETRAYAL OF THE AMERICAN DREAM
Sara Goldrick-Rab, Temple University

One of the most sustained and vigorous public debates today is about the value—and, crucially, the price—of college. But an unspoken, outdated assumption underlies all sides of this debate: If a young person works hard enough, they’ll be able to get a college degree and be on the path to a good life. This presentation explains why that’s simply not true anymore and shows in detail exactly why. Following the presentation, the speaker will sign books in the Exhibit Hall from 4:15 to 5:00 p.m.

BASIC UNDERSTANDINGS IN INSTITUTIONAL CHANGE
Tamas Horvath, Tom Bordenkircher and Marisol Gomez, Higher Learning Commission

This presentation will offer a basic overview of the substantive change process, covering different types of change requests, reviews and 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.

PARTNERS FOR TRANSFORMATION: PANEL DISCUSSION
Karen Solomon, Higher Learning Commission; Jeanie Webb, Rose State College; Larry Skogen, Bismark State College; Robert Stein, Missouri Higher Education Coordinating Board and Consultant, Educational Partnerships

HLC’s 2020 strategic plan called for the development of a think tank to identify innovative ideas on the transformational role of quality assurance in higher education. This group, Partners for Transformation, is exploring how accreditation can be re-framed for the 21st century. Members will share their perspectives on key issues as the group’s subcommittees develop thought papers for consideration by the HLC membership.

WRITING TO THE CRITERIA: CRITERION 5
Barbara Johnson, Higher Learning Commission; Ingrid Gould, University of Chicago

This presentation will focus on helping institutions develop material that addresses Criterion 5. Following a general review of HLC’s expectations, the facilitators will discuss various types of evidence institutions may provide to meet Criterion 5.

CREATING A SUSTAINABLE, CULTURALLY INFORMED GENERAL EDUCATION FRAMEWORK
Susanne Auer and Dawn Frank, Oglala Lakota College

This presentation focuses on how a Tribal College transformed its general education framework to align it with the institution’s vision, mission and strategic plan and the community’s culture. The presenters will share how they use student learning outcome data to improve the performance of students, courses, programs, the assessment system and the institution. **Target audience: Minority-Serving Colleges and Universities, Small Colleges and Universities, Tribal Colleges and Universities**

PERSISTENT PATHWAYS: INTEGRATING HLC ACADEMY AND NATIONAL REFORM EFFORTS
Jenny Schanker, Michigan Community College Association; Timothy Sherwood and Kelly Perez-Vergara, Oakland Community College

Oakland Community College is intentionally aligning its work in HLC’s Persistence and Completion Academy with participation in the Michigan Guided Pathways Institute. These initiatives both focus on institutional transformation supporting increased student success. Presenters will explain the synergy between the initiatives and provide examples of crossover projects applicable to both. **Target audience: Community Colleges, Public Colleges and Universities**
3:00–4:00 PM

A HOLISTIC APPROACH TO INFORMATION ACCESSIBILITY USING AN OPEN-SOURCE FRAMEWORK
Charlene Widener and Loren Morris, Hutchinson Community College
This presentation will focus on how Hutchinson Community College used open-source software to develop an accessible information system that integrates the student information system and the learning management system. The presenters will discuss how the interface is being used and plans for its future use. **Target audience: Community Colleges, Mid-size Colleges and Universities, Public Colleges and Universities**

ADDRESSING THE NEW MAJORITY: SERVING NON-TRADITIONAL STUDENTS
Becky Takeda-Tinker, Karen Ferguson and Pamela Toney, Colorado State University-Global Campus
This presentation will provide tips on engaging, retaining and moving non-traditional students toward academic and workplace success. The panel features members of the university’s student enrollment, advising, financial services and academic departments, who will share key concepts based on data and experience. **Target audience: Mid-size Colleges and Universities, Minority-Serving Colleges and Universities, Public Colleges andUniversities**

ASSESSING ART PROGRAMS
Facilitator: Becky Timmons, University of Arkansas-Fort Smith; Peter Schade, Oakland Community College; Lyle Salmi, Millikin University
Measuring student learning for ambiguous outcomes in performance learning and art and design is a challenge. Moreover, it is difficult to make improvements in student learning. In this presentation, faculty from two institutions share good practice for assessing and improving learning in art. **Target audience: Community Colleges, Private Colleges and Universities**

ASSESSING THE EFFECTIVENESS OF COCURRICULARS IN SUPPORT OF STUDENT LEARNING
Sandra Yang, Jeffrey Reep and Brian Burns, Cedarville University
This presentation focuses on the effectiveness of cocurricular experiences in improving student learning and how one university developed processes for assessing student learning. After an introduction showing the relationship between cocurricular experiences and the Criteria for Accreditation, professionals in this area will present the means and processes they have developed. **Target audience: Mid-size Colleges and Universities, Small Colleges and Universities, Private, Not-for-Profit Colleges and Universities**

BUILDING CAMPUS-WIDE APPROACHES TO TARGETED ASSESSMENT
Facilitator: Caryn Chaden, DePaul University; Katherine Reichley, Otterbein University; Timothy Delicath, Missouri Baptist University
This presentation will discuss the way two institutions approached the challenge of creating a consistent process for assessing very different aspects of their enterprise: In reimagining program review across the campus, Otterbein University developed a process for regularly assessing administrative units, while Missouri Baptist University created a campus-wide approach to measuring student learning from a variety of collection points and hence developing a more complete evaluation of student outcomes. **Target audience: Mid-size Colleges and Universities, Private, Not-for-Profit Colleges and Universities**

CAMPUS CONNECT: THE STUDENT, FACULTY AND COLLEGE EXPERIENCE
Lynette Barcewicz and Robert Neuteboom, Rasmussen College
Academic deans from Rasmussen College share the benefits of Campus Connect, a telepresence platform that creates a synchronous, multi-location learning environment, for students, faculty and the overall college experience. Innovative practice, student perception and positive outcomes illustrate the value this technology offers distance learners as an alternative to fully online instruction. **Target audience: Community Colleges, Private, For-Profit Colleges and Universities, Private, Not-for-Profit Colleges and Universities**
DEMYSTIFYING PROGRAM REVIEW: BEST PRACTICES AND MODEL PROGRAMS
Lee Bash and Kathleen Bash, Graceland University
This presentation will provide an overview of best practices associated with program review, particularly relating to prioritization and continuous quality improvement. This will be followed by an in-depth review of model programs, and in particular, a model that received a positive citation in a recent comprehensive evaluation visit. Target audience: Mid-size Colleges and Universities, Private, Not-for-Profit Colleges and Universities

RAISING RETENTION AND ACHIEVEMENT: COMPELLING SUCCESS WITH STUDENT TRANSFORMATIVE LEARNING RECORD
Jeff King, University of Central Oklahoma
Student Transformative Learning Record (STLR) is an all-campus, curricular and cocurricular initiative developing students’ beyond-disciplinary skills, readying them for employment and society. In place at the University of Central Oklahoma for four years, STLR is producing compelling retention and student success gains via evidence-based learning assessed by faculty and staff using AAC&U VALUE rubrics, badging and a mobile app. Target audience: Minority-Serving Colleges and Universities, Private, Not-for-Profit Colleges and Universities

USING FACULTY WORKLOAD REPORTS FOR RESOURCE EFFICIENCY: AN AQIP PATHWAY ACTION PROJECT
Karl Kunkel, Sue Wilde and Charles McAllister, Southeast Missouri State University
An AQIP Pathway Action Project at Southeast Missouri State University involved creating faculty workload reports, with a partnership emerging between the Budget Office and Academic Affairs. These reports are now used to monitor faculty workload assignments, address discrepancies, determine overload compensation, ensure workloads reflect accepted guidelines and allocate faculty resources in an equitable and efficient manner. Target audience: Mid-size Colleges and Universities, Public Colleges and Universities

ECONOMIC IMPACT STUDIES FOR HLC ASSURANCE MODELS
Sam Paul, Emsi; Laura Busey, Blue Ridge Community and Technical College
Blue Ridge Community and Technical College has partnered with Emsi to conduct an economic impact study. This study quantifies the impact of Blue Ridge and its alumni on their regional economy, and the return to students and taxpayers. The study will inform the college’s evidence statements for HLC regarding institutional effectiveness, its Federal Compliance filing and its grant-writing work.

PROGRAM REVIEW, STRATEGIC PLANNING AND BUDGETING: DATA TOOLS TO IMPROVE STUDENT SUCCESS
Jim Moran and Lisa Bonneau, University of South Dakota; David Raney, Nuventive
Student success drives institutional decision making at the University of South Dakota (USD). Linking analytics to strategic planning and program review at the department level better informs decisions and leads to more effective resource allocations across the university. Hear how USD is improving institutional effectiveness and student success by using the Nuventive Improvement Platform.

THE INTERSECTION OF FREE SPEECH, ACADEMIC FREEDOM AND DISCRIMINATORY MISCONDUCT
Hayley Hanson, Husch Blackwell
Institutions strive to support free expression while protecting the rights and safety of all community members. The presenter will discuss legal obligations surrounding free speech and academic freedom, and offer practical considerations for identifying, planning for and responding to expressive conduct that may cross into infringing others’ rights or violating law.
3:00–4:00 PM

WIDS CURRICULUM MANAGEMENT SYSTEM HELPS WITH ACCREDITATION REVIEW

Melinda Schroeper, Worldwide Instructional Design System (WIDS)—Wisconsin Technical College System Foundation; Lynn Neitzel, Blackhawk Technical College

Defining outcomes and student success curriculum measures for continuous improvement is essential to accreditation success and critical for meeting ongoing AQIP Pathway requirements. Learn how one college uses WIDS Outcome Assessment Planning to efficiently plan, analyze and close the assessment loop while maintaining a historical archive of improvement data.

4:15–5:15 PM

BECOMING A PEER REVIEWER AT HLC

Babatunde Alokolaro, Krystan Cannon and Christine Engel, Higher Learning Commission

HLC peer reviewers learn about best practices and institutional challenges, contribute expertise and become better equipped to help their own institutions. Attend this presentation to find out about requirements, expectations, the application process and training for peer reviewers.

EVALUATING DISTANCE EDUCATION: ARE YOU READY?

Mary Vanis, Higher Learning Commission; Cheryl Ann Murphy, University of Arkansas, Fayetteville

This presentation will provide information on key aspects of 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.

HLC AND LUMINA FOUNDATION

Karen Solomon, Higher Learning Commission; Debra Humphreys, Lumina Foundation

In the past year, HLC has launched several exciting initiatives, funded in part by Lumina Foundation. This presentation will outline HLC’s efforts to better understand and set expectations regarding student success, as well as its focus on institutional innovation and the conceptualization of a 21st-century accreditation agency. A timeline of opportunities for the membership to respond to the recommendations being developed will be shared.

HLC’S STUDENT OPINION SURVEY

Stephanie Brzuzy and Vince Coraci, Higher Learning Commission

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

LISTENING SESSION ON THE CRITERIA FOR ACCREDITATION

Eric Martin and Andrew Lootens-White, Higher Learning Commission

In this session, HLC staff members will discuss the efforts underway to review and update the Criteria for Accreditation, providing a synopsis of survey results and other data that resulted in the alpha version of the Criteria revision. Participants will be asked to comment on that version to help guide the forthcoming beta version.

ASSESSMENT ACADEMY ROUNDTABLE: ASSESSING COCURRICULAR LEARNING

Facilitators: Bertha Avila, Arizona Western College; Mary Ann Danielson, Creighton 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. Target audience: Academy Participants
PERSISTENCE AND COMPLETION ACADEMY ROUNDTABLE: FROM ACCESS TO SUCCESS
Facilitators: Rhoda Wolle, Wisconsin Lutheran College; Tracy Morris, Illinois Central 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. Target audience: Academy Participants

A COMMUNITY COLLEGE’S TRANSFORMATION OF ONLINE EDUCATION: JEOPARDY TO EXCELLENCE
Sherrell Wheeler, New Mexico State University Alamogordo
This presentation describes issues surrounding a community college’s substantive change in distance education and how the radical changes led to a strong program that ensures true quality in students’ online education. This presentation will include processes and policy changes that ensure the quality of course design, course delivery and student support services. Target audience: Community Colleges, Small Colleges and Universities, Tribal Colleges and Universities

ACCREDITATION VISITS: PERSPECTIVES FROM PRESIDENTS, A PEER REVIEWER AND AN ALO
Robert (Bob) Haas and Ryan McCall, Marion Technical College; Jane Vangsness Frisch, North Dakota State College of Science
Preparing for a comprehensive evaluation site visit can be challenging. The presenters will provide practical suggestions to create the reports and prepare for the visit from the perspective of college presidents, a peer reviewer and an Accreditation Liaison Officer (ALO) from two community colleges that recently completed successful visits. Target audience: Community Colleges, Mid-size Colleges and Universities, Small Colleges and Universities

BUILDING BRIDGES, NOT WALLS: CONTINUING CONSTRUCTION
Jonah Rice, Southeastern Illinois College; Terry Wilkerson, Rend Lake College
This presentation continues discussion of the partnerships among three community colleges presented at last year’s conference. The participating colleges have extended their collaborative work to transform each institution as co-providers for programs as well as services. Broader policies have been developed to allow campus leaders to bridge programs and services faster to serve constituents. Target audience: Community Colleges, Mid-size Colleges and Universities, Small Colleges and Universities

“COPE”: A BUDGET-NEUTRAL QUALITY INITIATIVE TO HARNESS TIME AND RESOURCES
Judy Shackelford and Cheryl Huffman, St. John’s College
This presentation will focus on a Course Outcome Plan and Evaluation (COPE) as a Quality Initiative that is budget neutral and harnessed faculty and leadership committee time and resources to enhance course outcomes. The COPE assesses the congruence and impact of course activities toward meeting course outcomes. Target audience: Faith-Based Colleges and Universities, Private, Not-for-Profit Colleges and Universities, Small Colleges and Universities

LINKING ASSESSMENT, PLANNING AND BUDGETING FOR RESOURCE ALLOCATION DECISIONS
Brett Powell and Wrenette Tedder, Henderson State University
Strategic planning goals must be supported by a thoughtful resource allocation process to ensure that university resources are directed toward achievement of the goals. Henderson State University has adopted a resource allocation process that connects the primary functions of planning, budgeting and assessment of institutional effectiveness, along with alignment with mission. Target audience: Mid-size Colleges and Universities, Public Colleges and Universities, Small Colleges and Universities
**PASSING THE TEST: DEVELOPING, IMPLEMENTING AND IMPROVING GUIDED SELF-PLACEMENT**

Matthew Simpson, Hal Higdon and Vivian Elder, Ozarks Technical Community College

This presentation describes the development and implementation of guided self-placement as a replacement for traditional placement exams. The presenters will detail the creation of an ongoing collaborative system for assessment, using both qualitative and quantitative evidence, and the use of results for continuous improvement to promote student success.

**Target audience:** Community Colleges

**TRIBAL COLLEGE WISDOM SHARING: ACHIEVING THE DREAM ROUNDTABLE DISCUSSION**

Facilitator: Koreen Ressler, Sitting Bull College

Join other Tribal College representatives for a roundtable discussion on Achieving the Dream progress and projects. **Target audience:** Tribal Colleges and Universities

**CHANGING HISTORY: REDESIGNING TEACHING AND LEARNING IN INTRODUCTORY HISTORY CLASSES**

Andrew Koch, John N. Gardner Institute for Excellence in Undergraduate Education; Kevin Brown, Lansing Community College; James Grossman, American Historical Association

This presentation will focus on the presenters’ analysis of unacceptably high failure rates in one of higher education’s highest-enrollment courses, Introductory U.S. History. It will also explore why this issue matters to both the discipline and postsecondary education at large, and how course redesign can and should be connected with HLC quality improvement efforts. **Target audience:** Community Colleges

**BEYOND COMPLIANCE: TURNING DATA INTO ACTION**

Shannon LaCount, Campus Labs

Join this presentation to learn how an enterprise-wide approach to data management can lead to more informed decisions and drive better results for the institution. From accreditation and planning to faculty development and learning outcomes, see how the Campus Labs platform brings everything together for a holistic solution.

**STUDENT ID VERIFICATION: CHEATERS BEWARE! WE KNOW WHO YOU ARE**

Jeff Maynard and Mark Sarver, Biometric Signature ID

This presentation will look beyond current technologies to assure academic integrity and prevention of financial aid fraud. BioSig-ID, a software-only biometric technology, has been successfully implemented with 70,000 students. BioSig-ID has reduced proctoring costs, deterred cheating and caught cheaters. BioSig-ID has allowed schools to achieve their academic integrity and accreditation goals.
GENERAL PROGRAM
MONDAY, APRIL 9

7:00–8:30 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.

8:30–9:30 AM
KEYNOTE PRESENTATION / THE NEUROSCIENCE OF INNOVATION
Helen Fisher, Rutgers University
Innovators can be categorized into four basic groups according to their style of thinking and behaving: explorers, builders, directors and negotiators. This presentation explores how each type is predisposed to innovate and how individuals can capitalize on their own style of creativity and reach into the minds of others—to work effectively together and stimulate innovation. Following the presentation, the speaker will sign books in the Exhibit Hall from 10:00 to 10:45 a.m.

10:00 AM–12:00 PM
FEDERAL COMPLIANCE OVERVIEW
A. Gigi Fansler and Cecilia Torres, Higher Learning Commission; Mona Walters, Edison State Community College
This in-depth workshop will provide an overview of HLC's Federal Compliance Program, its history and the topics it covers.

10:00–11:00 AM
EFFECTS ON AND FROM THE COMPOSITE FINANCIAL INDEX (CFI)
Jeffrey Slovak, Governors State University; Jeffrey Rosen, Higher Learning Commission
This presentation reports on research on the role of college financial health, as measured by the CFI, in college operations and outcomes. The effort examines the effects of measures of a college’s organizational structure on its CFI, as well as the effects of both structure and CFI on outcome variables, including graduation rates, post-graduation earnings and loan default rates.

FACULTY QUALIFICATIONS: IMPLEMENTATION STRATEGIES AND TOOLS FOR SUCCESS AT TWO HLC INSTITUTIONS
Eric Martin, Higher Learning Commission; Carolinda Douglass, Northern Illinois University; Michael Wood, Delta College
In this presentation, two distinctly different HLC institutions will share insights and offer practical advice on the steps they have taken to comply with HLC’s revised faculty qualifications requirement. Internally developed reporting tools will also be featured.
10:00–11:00 AM

**PATHWAYS EVALUATION PROJECT**
Jamie Stanesa, Higher Learning Commission

In 2012–13, HLC introduced the Standard and Open Pathways, along with an online Assurance System that was designed to facilitate reviews. Over the past two years, HLC staff members embarked upon an evaluation of the pathways to better understand how well they were working for member institutions. Attend this presentation to learn the evaluation project’s key findings and recommendations.

**WRITING TO THE CRITERIA: CRITERION 4**
Andrew Lootens-White, Higher Learning Commission; David Wendler, Martin Luther College (retired)

This presentation will focus on helping institutions develop material that addresses Criterion 4. Following a general review of HLC’s expectations, the facilitators will discuss various types of evidence institutions may provide to meet Criterion 4.

**A 21ST-CENTURY APPROACH TO URBAN CIVIC ENGAGEMENT**
Sumie Song, Gregor Thuswaldner and Richard Kohng, North Park University

This presentation will examine a Quality Initiative that anticipates trends of the 21st-century work environment by seeking to prepare civically engaged citizens. Program development and assessment will show how the initiative has sought to leverage the surrounding city as both the subject of and context for students’ learning. **Target audience: Faith-Based Colleges and Universities, Private, For-Profit Colleges and Universities**

**ACADEMIC ADVISING AT COMMUNITY COLLEGES**
Facilitator: Leslie Bleskachek, Minnesota State College - Southeast; Erin Landers, Kaskaskia College; Shelley Lammers, Northeast Community College

Two community colleges will share their experience as they set out to transform academic advising. **Target audience: Community Colleges, Public Colleges and Universities**

**BUILDING INSTITUTIONAL CAPACITY TO USE DATA EFFECTIVELY**
Susan Wood and Monica Torres, New Mexico State University-Dona Ana Community College

This presentation will focus on how an institution can build its capacity to use data routinely and effectively. The presenters will guide participants through an activity to develop a framework to analyze, report and use data to make decisions that impact student success. **Target audience: Community Colleges, Mid-size Colleges and Universities, Small Colleges and Universities**

**COMMUNITY COLLEGE BENCHMARKING BUILDS EVIDENCE TO SUPPORT HLC’S CRITERIA**
Lou Guthrie, Johnson County Community College; Joe DeHart, Des Moines Area Community College; Melissa Giese, Metropolitan Community College-Kansas City

How does an institution measure the impact of Quality Initiatives? What evidence is used to show the college is supporting its mission? Presenters from three community colleges will share how they are using benchmarking data to provide evidence in support of the Criteria for Accreditation using innovative metrics and data visualizations. **Target audience: Community Colleges**

**ENHANCING ACADEMIC FISCAL VIABILITY THROUGH FACULTY INVOLVEMENT AND SHARED GOVERNANCE**
Paul Koch, Michael Poster and Alan Sivell, St. Ambrose University

This presentation will focus on how St. Ambrose University has engaged faculty through the Faculty Finance Committee (FFC), a faculty governance committee, in reviewing the fiscal viability of academic programs. The CAO, CFO and chair of the FFC will describe the process and the data used to further this initiative. **Target audience: Faith-Based Colleges and Universities, Mid-size Colleges and Universities, Private, Not-for-Profit Colleges and Universities**
INNOVATIVE APPROACHES TO DUAL CREDIT
Facilitator: Jill Carlson, Santa Fe Community College; Julie Furst-Bowe, Chippewa Valley Technical College; Beth Williams, Stark State College
This presentation will cover two models for helping high school students succeed in dual credit programs. Stark State’s program was designed to offer students who did not meet dual credit enrollment standards for admission the opportunity to become college ready and earn college credit while completing high school. At Chippewa Valley Technical College, dual enrollment has become a major strategy for recruiting and retaining students. Target audience: Community Colleges, Public Colleges and Universities

INTRODUCTION TO BRAIN-BASED LEARNING, LEADERSHIP AND LAUGHTER FOR REAFFIRMATION OF ACCREDITATION
Peter Jonas, Cardinal Stritch University
A variety of studies show that humor not only increases leadership skills, but also enhances the learning environment and increases the effectiveness of organizations. This presentation provides a synthesis of brain research on using humor to improve leadership and learning for the comprehensive evaluation process. A related presentation focusing on practical applications will be offered Tuesday at 9:45 a.m. Target audience: Large Universities, Mid-size Colleges and Universities, Small Colleges and Universities

REDESIGNING A COLLEGE-WIDE ASSESSMENT SYSTEM
Angela Landt, Northeast Wisconsin Technical College; Steve Miller, Wisconsin Indianhead Technical College
Two technical colleges in Wisconsin recently revised their college-wide academic assessment process. In this panel discussion, the speakers will describe the changes that were made, the tools that are now in use and the impacts they have seen from these changes. Target audience: Community Colleges

STARTING FROM SCRATCH: DESIGNING A NEW SERVICE LEARNING CLASS
Benjamin Drury, Morton College
Developing a service learning class can absolutely benefit students—but what do they want to do? In this presentation, participants will see assessment evidence used to create a case for a successful service learning course related to sociology, as well as tools to measure student outcomes. Target audience: Community Colleges, Minority-Serving Colleges and Universities, Small Colleges and Universities

THE ASSOCIATION OF CHIEF ACADEMIC OFFICERS (ACAO) DIGITAL FELLOWS PROGRAM AND STUDENT PERSISTENCE
Constance Johnson, Colorado Technical University; Kathy Johnson, Indiana University-Purdue University Indianapolis; Patricia Rogers, Winona State University
This presentation will focus on the experience of three chief academic officers participating in the ACAO Digital Fellows program. The goal of this program is to explore ways to use digital technology to increase retention, persistence and graduation among undergraduates, especially those who are first generation, low income or students of color. Target audience: Large Universities, Mid-size Colleges and Universities, Minority-Serving Colleges and Universities

TRIBAL COLLEGE WISDOM SHARING: SPECIALIZED ASSESSMENT AND ACCREDITATION FOR INDIGENOUS EDUCATION
Anna Fellegy and Roxanne DeLille, Fond du Lac Tribal and Community College
Indigenous education does not stem from the same philosophical roots as Western education. Indigenous programming benefits from evaluation processes that share an indigenous perspective. This presentation will examine indigenous evaluation practices from institutional accreditation to classroom-level assessment. Target audience: Community Colleges, Minority-Serving Colleges and Universities, Tribal Colleges and Universities
10:00–11:00 AM

VITA (VOLUNTEER INCOME TAX ASSISTANCE) SUPPORTING THE COMMUNITY COLLEGE MISSION
Jim Simpson, Maricopa Community Colleges-Scottsdale Community College; Amelia Dalton, Internal Revenue Service

This presentation will demonstrate how to use the IRS-sponsored VITA program to improve the quality of life in an institution’s community by providing service learning experiences while helping those in need. VITA offers high-quality, collaborative, affordable and accessible opportunities that enable learners to achieve lifelong educational, professional and personal goals. Target audience: Community Colleges, Large Universities, Mid-size Colleges and Universities

TRAINING GOVERNING BOARDS ON THEIR ROLE IN THE ACCREDITATION PROCESS
Kenneth Urban, Urban Ingenuity, LLC

Many trustees come to board service at two- and four-year institutions with little if any experience related to the accreditation process. This presentation lays out important considerations around training current and new trustees on the process and purpose of accreditation, and the board’s role in the process. Target audience: Community Colleges, Mid-size Colleges and Universities, Public Colleges and Universities

CURRICULUM AND CATALOG: ACCURATE, ENGAGING AND EFFICIENT
Jake Morrow, DIGARC

Can an institution keep up with changing accreditation requirements and competition for students and also increase efficiency? Over 550 colleges and universities have partnered with Digarc to eliminate chaos from the management of curriculum and catalogs. See how Curriculog and Acalog produce consistent data across curriculum, catalog, web and student information systems.

11:15 AM–12:15 PM

FEATURED PRESENTATION / WORKFORCE NEEDS AND THE T-SHAPED INDIVIDUAL
Phil Gardner, Michigan State University

Disruption lies ahead in many guises, whether in the workplace, social connections or political processes. Handling disruption requires skills, competencies, attitudes and behaviors beyond what students typically receive through their higher education experience. How do institutions prepare students for their future? Can the T-professional model serve as a lens to transform learning experiences?

ADVANCED UNDERSTANDINGS IN INSTITUTIONAL CHANGE
Tamas Horvath, Tom Bordenkircher and Marisol Gomez, Higher Learning Commission

This presentation will offer an understanding of how to navigate through complex substantive change processes, such as program and certificate applications; the Notification Program for Additional Locations; combining change requests, including embedded changes; specialized change requests; and institutional responses, especially in cases of denial recommendations.

COMPOSITE FINANCIAL INDEX 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 composite score trends within the HLC region.
MAKING THE MOST OF YOUR EVIDENCE
Anthea Sweeney, Higher Learning Commission
This presentation will review and explore how institutions can maximize the impact of their evidence as they prepare to successfully meet HLC expectations in a variety of contexts, including comprehensive evaluations, focused visits and interim reports.

QUALITY INITIATIVE PROCESS: GOOD PRACTICE PANEL
Jeffrey Rosen, Higher Learning Commission; Wes Chapin, University of Wisconsin-River Falls; Shawn Bina, Vermilion Community College; Susan Warner Taylor, Baldwin Wallace University
This presentation will review the approaches taken by three institutions to developing their Quality Initiative Proposals, assigning personnel and executing tasks associated with the project, and completing their final report to HLC; it will address best practices for organizing and executing a successful project.

THE AQIP PATHWAY'S COMPREHENSIVE QUALITY REVIEW
Karen 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 an 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.

A CULTURALLY GROUNDED, STUDENT-LED APPROACH TO PEER MENTORING PROGRAM DEVELOPMENT
Reeverson Descheny, Barbara Harvey, Ashley Lee and Kristin Mitchell, Diné College
The Diné College Peer Mentor Program is an innovative, student-led approach to helping students in a culturally grounded way that is unique and draws from the strengths of Diné philosophy and cultural teachings. The Peer Mentors aim to impact, improve and transform interactions within the Diné College community. Target audience: Minority-Serving Colleges and Universities, Tribal Colleges and Universities

ASSESSMENT AND THE “GOOD LIFE”: TELEOLOGICAL FOUNDATIONS FOR INSTITUTIONAL EFFECTIVENESS
John Lommel, Grace College and Seminary
This presentation will describe how developing a teleological foundation for assessment engages faculty members by changing discussions about assessment to center on the flourishing of faculty members and students. The presenter will critique current assessment discussions and share how connecting assessment to the “good life” changes the culture of assessment. Target audience: Faith-Based Colleges and Universities, Private, Not-for-Profit Colleges and Universities, Small Colleges and Universities

CONNECTING CONTINUOUS PLANNING, BUDGETING AND INSTITUTIONAL ASSESSMENT
Randall Stiles, Angela Voos and Michael Latham, Grinnell College
In 2011, Grinnell College adopted a continuous planning model designed with both institutional agility and adaptive capacity in mind. This presentation will focus on the linkage between the continuous planning process with its six overarching strategies, the college’s institutional learning outcomes, its measures of institutional effectiveness, and budgeting. Target audience: Minority-Serving Colleges and Universities, Private, Not-for-Profit Colleges and Universities, Small Colleges and Universities
11:15 AM–12:15 PM

DEFINING QUALITY: A NEW QUALITY FRAMEWORK FOR COMPETENCY-BASED EDUCATION
Deb Bushway, Northwestern Health Sciences University; Charla Long, Competency-Based Education Network
In response to questions regarding the quality of competency-based education (CBE), the Competency-Based Education Network (C-BEN) gathered a group of leading CBE and accreditation experts to create the Quality Framework for Competency-Based Programs. In this session, attendees will use the new framework to review a fictional program. 
Target audience: Private, For-Profit Colleges and Universities, Private, Not-for-Profit Colleges and Universities

DISCUSSION OF A COMPREHENSIVE EVALUATION VISIT BY THE ACCREDITATION LIAISON OFFICER AND TEAM CHAIR
Jean Deller, Trine University; David Wendler, Martin Luther College (retired)
Do you have a comprehensive evaluation visit looming in your future? Join this lively discussion between an Accreditation Liaison Officer and an HLC team chair, in which they share what was done well and what could have been improved upon when HLC recently visited Trine University. Target audience: Faith-Based Colleges and Universities, Mid-size Colleges and Universities

MAPPING INSTITUTIONAL DIVERSITY EFFORTS TO HLC’S CRITERIA FOR ACCREDITATION
Jeanetta Sims, University of Central Oklahoma; Chaunda Scott, Oakland University; E. Paulette Isaac-Savage, University of Missouri-Saint Louis
This presentation assists institutions in demonstrating their institutional diversity efforts in Assurance Arguments from the perspectives of two HLC peer reviewers. The presenters will offer attendees a matrix that maps various types of diversity-related evidence directly to HLC’s Criteria for Accreditation. Target audience: Community Colleges, Large Universities, Public Colleges and Universities

MEETING STUDENTS WHERE THEY ARE: BUILDING STUDENT SUCCESS PATHWAYS
Alan Bearman and JuliAnn Mazachek, Washburn University of Topeka
This presentation focuses on how Washburn University, an urban public university, faces multiple challenges in improving student success due to changing demographics. In particular, it will demonstrate how institutions can raise their retention rates as students from underrepresented groups increase in number by meeting students where they are on the preparation scale. Target audience: Community Colleges, Mid-size Colleges and Universities, Public Colleges and Universities

THE AUGGIE PLAN: INNOVATING HOW WE THINK ABOUT TRANSFER
Derrick Lindstrom, Minneapolis Community and Technical College; Ron Blankenship, Augsburg College
This presentation focuses on an innovative transfer partnership between public and private institutions, grounded in student development theory and equity and inclusion work. Learn how an innovative approach has transformed the transfer conversations in Minnesota, helping students make the transition from undecided to an associate’s degree and into over 50 bachelor’s degrees. Target audience: Community Colleges, Private, Not-for-Profit Colleges and Universities

USING ASYNCHRONOUS FORUMS TO ENGAGE FACULTY, INCLUDING ADJUNCTS, IN ASSESSMENT
Richard Ansson, Lisa Mitchell and Kathleen Schnier, University of Phoenix
This presentation addresses an institutional approach for engaging adjunct faculty in assessment of student learning through data sharing and reporting mechanisms. An asynchronous meeting space affords participants flexible attendance times. Faculty members review curriculum maps, course syllabi and student learning assessment results and provide feedback and recommendations through templated reports. Target audience: Large Universities, Private, For-Profit Colleges and Universities, Public Colleges and Universities
ADVISING BY RE-DESIGN: MOVE ADVISING TO THE NEXT LEVEL OF IMPACT
John Gardner, John N. Gardner Institute for Excellence in Undergraduate Education; Kathy Stockwell, Fox Valley Technical College; Charlie Nutt, NACADA: The Global Community for Academic Advising; Casey Self, College of Integrative Sciences and Arts
This session will profile several HLC institutions that have joined the initial rollout of a national project focused on evidence to evaluate and the redesign the entirety of their academic advising experience. Called the Academic Advising Excellence Process, the effort is designed to help institutions generate and implement comprehensive evidence and assessment recommendations to improve their academic advising efforts. **Target audience:** Community Colleges

ACCREDITATION LIKE A BOSS! TIPS FOR CONNECTING ASSESSMENT AND ACCREDITATION
Bonni Graham, Scantron
Does your institution struggle to show how its course and program assessments help demonstrate compliance with accreditation criteria? This session provides how-to tips from Scantron's assessment experts, including deconstructing accreditation requirements into accessible concepts, writing reliable and valid items, and analyzing test and item statistics to drive continuous improvement.

EMERGING STUDENT SUCCESS TRENDS AND COMMUNITY INSIGHTS: WHAT DO THE DATA SAY?
Laura Malcolm, Civitas Learning
Higher education long relied on cohort-level data and national best practices to accelerate degree completion and help more low-income and first-generation students achieve college success. This presentation will explore the surprising realities behind higher education’s “campfire wisdom” and take a closer look at what the data really say about why students succeed or struggle—and what we can do about it.

TURNING AN INSTITUTIONAL CHALLENGE INTO AN OPPORTUNITY TO RADICALLY IMPROVE USE OF DATA
John Van Weeren, ASR Analytics; Nicola Richmond, Pima Community College
Pima Community College teamed with ASR Analytics to implement a data-informed decision-making framework that addressed accreditation shortcomings. A comprehensive data warehouse and business intelligence system support this environment. Focusing on the mission and strategic plan informed solution requirements and improved collegewide access to data, technology, reports and visualization design.

12:15–1:30 PM
LUNCH AND DISCUSSION WITH TRIBAL COLLEGE REPRESENTATIVES
Facilitator: Barbara Gellman-Danley, Higher Learning Commission
This roundtable with the HLC president 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 and Universities

1:30–2:30 PM
FEATURED PRESENTATION / DISRUPTIVE FORCES CHANGING THE HIGHER EDUCATION LANDSCAPE
Alana Dunagan, Clayton Christensen Institute
Do boot camps, badges and alternative credentials have the potential to disrupt higher education—or the degree itself? How can traditional institutions learn from these models while maintaining their missions and commitment to quality? This presentation provides new research from the Clayton Christensen Institute on these important questions.
1:30–2:30 PM

CHANGE OF CONTROL, STRUCTURE OR ORGANIZATION: A KEY HLC POLICY IN A TRANSFORMING LANDSCAPE
Eric Martin, Higher Learning Commission; Sam Kerr, Lynn, Jackson, Shultz & Lebrun
HLC’s Change of Control reviews are increasing in frequency and complexity as higher education transforms through mergers and acquisitions, as well as significant changes in governance, legal control and administrative components. This presentation will convey trends regarding Change of Control, along with the circumstances that require HLC review, and will explain the unique timeline, process and strategies for success.

HELPING INSTITUTIONS IMPROVE: HLC’S ACADEMIES AND WORKSHOPS
Destiny Quintero, Higher Learning Commission
HLC offers elective programs and services to aid its members in strategically addressing some of the leading concerns in higher education. Providing attendees with valuable information to evaluate when considering participating in HLC’s programming, this presentation will explore the structure and goals of these programs, including the Academies and HLC’s workshops on assessment and supporting student success, and how they can help in the pursuit of institutional improvement.

KEY INSIGHTS: TEAM DETERMINATIONS FOR COMPREHENSIVE EVALUATIONS (REPEAT)
Barbara Johnson, Higher Learning Commission
This presentation provides an overview of the Core Components most frequently cited by teams in comprehensive evaluations and highlights the reasons teams determined institutions did not fully meet a Core Component.

TRIBAL COLLEGE WISDOM SHARING: ACCREDITATION PROCESSES
Pat Newton-Curran and Mary Vani, Higher Learning Commission
This presentation will cover recent updates at HLC regarding policy and processes. There will be a brief review and update on recent topics related to institutional change. Attendees may bring questions for a Q&A period at the end of the session. Target audience: Tribal Colleges and Universities

MAINTAINING QUALITY ASSESSMENT OF STUDENT LEARNING IN FISCALLY CHALLENGING TIMES
Lori Baker-Sperry and Nancy Parsons, Western Illinois University
With serious budget constraints and concerns about enrollment, Western Illinois University anticipates that fiscal challenges are the “new reality.” The university’s assessment model has adapted and evolved to accommodate these fiscal challenges while embracing robust assessment. The presenters will offer some practical solutions to create lean, efficient and meaningful assessment practices. Target audience: Community Colleges, Mid-size Colleges and Universities

ASSESSING SUMMER BRIDGE AND FIRST-YEAR STUDENT SUCCESS PROGRAMS
Leah Adams-Curtis, Knox College; Polly Albright, Earlham College; Laura Behling, Knox College
Knox College and Earlham College, two selective liberal arts colleges, have developed programs for new students facing challenges in higher education (first generation, low income and students of color). The presenters will describe these programs and their assessment and show how the results guide improvement of Knox’s summer bridge and Earlham’s Library Immersion Fellows program. Target audience: Private, Not-for-Profit Colleges and Universities, Small Colleges and Universities

ASSESSMENT UPGRADE: USING TECHNOLOGY AND SOCIAL MEDIA TO IMPROVE ASSESSMENT
Lisa Bonneau, University of South Dakota
The implementation of assessment software can lead to a concomitant update of assessment strategies on a campus. This presentation outlines the strategies used during the software implementation process at the University of South Dakota and describes subsequent initiatives that have been developed to move the institution forward in improving the assessment of student learning. Target audience: Public Colleges and Universities
Doubling Graduation Rates in Three Years and Awards in Five
Yash Morimoto and Julie Gallegos, Santa Fe Community College
Helping students graduate is what Santa Fe Community College (SFCC) decided to focus on five years ago when it created its strategic plan. Since then SFCC has used data and integrated strategic planning to double its number of awards and its graduation rate. This presentation will focus on the college’s challenges and successes. Target audience: Community Colleges,
Mid-size Colleges and Universities, Public Colleges and Universities

General Education Program Review: A Model for Effective Collaboration
Sherman Elliott, Rebecca Foy and Laura Terry, Grand Canyon University
This presentation will focus on the methodology and outcomes of one institution’s program review of its general education program. The presenters will share how this design encourages collaboration and engagement among faculty across the institution and provides actionable data demonstrably aligned to mission-based learning outcomes and assessment. Target audience: Community Colleges, Faith-Based Colleges and Universities, Large Universities

I-We-You: Crafting a Transformative Assurance Argument and Site Visit
Holly Baumgartner, Ohio Northern University; Karen Mohar, Lourdes University; Kevin Cole, University of Sioux Falls
University Assurance Argument writers and their site visit team chair share insights on crafting a successful comprehensive evaluation experience through campus engagement and peer reviewer collaboration. Assurance work transformed tensions, reminding the campus of its mission to serve the individual, the community and future students. Target audience: Mid-size Colleges and Universities, Private, Not-for-Profit Colleges and Universities, Small Colleges and Universities

Maintaining Momentum Between HLC Evaluation Visits
Karen Zunkel, Iowa State University; Robert McMaster and Joseph Shultz, University of Minnesota-Twin Cities
This presentation will highlight enhancements and processes two institutions introduced to maintain accreditation-related momentum between HLC evaluations. Target audience: Large Universities, Public Colleges and Universities

PIEs and SPIs: Delicious, Sneaky Continuous Improvement and Strategic Planning
Sharon Katterman and Sadya Khan, Moraine Valley Community College
Learn how one community college has aligned its AQIP Pathway processes with its strategic planning. Moraine Valley’s newly developed PIE (Plan, Improve and Evaluate) principles and SPIs (Strategic Planning Indicators) are tools being used to manage processes and increase the institution’s awareness of and engagement with data usage for continuous improvement. Target audience: Community Colleges

Quarterbacking the Co-curricular Assessment Process: Winning Teamwork
Paula Kinney, Kelly Danaher and Wesley Brooks, Iowa Wesleyan University
Assessment of student learning in cocurricular programs is an important component of student learning. However, cocurricular assessment lags behind curricular assessment. This presentation discusses the process of developing cocurricular assessment strategies using athletics as a case study. Target audience: Private, Not-for-Profit Colleges and Universities, Small Colleges and Universities

Using Technology to Improve Student Engagement
Facilitator: Michael Wilds, Northeastern State University; Elise Fisher, William Jewell College; Ben Schears, Northwest Kansas Technical College; Evangeline Varonis, Hiram College
This presentation will discuss recent advancements in technology designed to improve student engagement. The panelists will focus on the use of mobile applications to collect feedback from students and push campus event notifications, as well as faculty and staff development, marketing, student support, and learning assessment design when implementing and supporting a one-to-one Apple iPad initiative. Target audience: Private, Not-for-Profit Colleges and Universities
1:30–2:30 PM

WIN-WIN-WIN: WHEN A BUSINESS, A HOSPITAL AND A COLLEGE COLLABORATE
Michael McLaughlin, Nichelle Cline and Jana Pownell, Kirkwood Community College
This presentation will focus on a partnership that a hospital, a community college and a health records vendor undertook to provide a realistic learning environment. The presenters will discuss how the partnership was created and how the system is utilized to assess student performance in the simulated clinical environment. Target audience: Community Colleges, Mid-size Colleges and Universities, Public Colleges and Universities

ENHANCED ACADEMIC OVERSIGHT OVER DUAL CREDIT: NACEP’S NEWLY REVISED STANDARDS
Adam Lowe, National Alliance of Concurrent Enrollment Partnerships; Deanna Jessup, Indiana University Bloomington; Kent Scheffel, Lewis and Clark Community College
The National Alliance of Concurrent Enrollment Partnerships’ (NACEP’s) newly revised national standards and HLC’s Assumed Practices ensure that college courses offered by high school instructors are as rigorous as courses offered on the sponsoring college campus. Learn how NACEP’s standards provide specific strategies an institution can follow to align its coursework with HLC’s expectations. Target audience: Community Colleges, Private, Not-for-Profit Colleges and Universities, Public Colleges and Universities

SHIFTING PROCESSES: MOVING FROM CONTENT TAUGHT TO KNOWLEDGE LEARNED
Patricia Borchert, Metropolitan State University; Donna Jones, eLumen
Meaningful program assessment requires a shift in focus to emphasize what graduates should be able to do, not just topics covered—requiring faculty to embrace new assessment methods, measures and language. Join Metropolitan State University and eLumen as they discuss ways these challenges can be addressed by adopting systematic and meaningful processes.

STUDENT SUCCESS AND MINDSET: SOLUTIONS FOR THE NOW GENERATION
Jahmad Canley, LAUNCH Student Success; Colton Woo, Klass App
Success—it’s what we want for all students. The question that always remains is how to teach it in a way that sticks. This interactive presentation explores and demonstrates the success of combining mindset, skill set and technology to increase student success during the critical first three weeks, months and terms.

2:30–3:00 PM

ICE CREAM SOCIAL
Attendees are invited to the Exhibit Hall to network with colleagues, enjoy ice cream and meet the exhibitors one last time. For those attending sessions in the West Tower, ice cream will be also be served in the Regency Ballroom Foyer during the same time.

3:00–4:30 PM

CULTURE CHANGE IN TEACHING THROUGH TRANSFORMED CLASSROOMS AND PROFESSIONAL DEVELOPMENT
Gail Burd and Jane Hunter, University of Arizona
Teaching approaches that use evidence-based, active learning and student-centered instruction have been shown to improve student learning. The University of Arizona is beginning to change faculty culture through peer-led faculty learning communities and teaching in collaborative learning spaces designed for student engagement. Target audience: Large Universities, Minority-Serving Colleges and Universities, Public Colleges and Universities
MAPPING REASONING FOR CRITICAL THINKING INSTRUCTION ACROSS DISCIPLINES AND INSTITUTIONS

Dona Warren and Vera Klekovkina, University of Wisconsin-Stevens Point; Jeanne Ryan, Mid-State Technical College

Concept, argument and dialog maps provide a platform for more efficient instruction, assessment and collaboration across disciplines and institutions. This presentation will demonstrate how graphical representations of reasoning have improved critical thinking instruction across the curriculum at both a four-year regional comprehensive university and a two-year technical college. **Target audience: Community Colleges, Mid-size Colleges and Universities, Public Colleges and Universities**

TRANSFORMING AQIP PATHWAY PROCESSES: PEER REVIEWERS SHARE FATAL MISTAKES INSTITUTIONS MAKE

Jill Carlson, Santa Fe Community College; Janna Oakes, Regis University; Janet Fontenot, Southwestern Illinois College

Experienced peer reviewers share the eight fatal flaws they have observed that impact institutions’ ability to function successfully on the AQIP Pathway. Join this interactive seminar and learn how to avoid having peer reviewers identify failure to understand the basics of continuous quality improvement as a strategic issue. **Target audience: Community Colleges, Mid-size Colleges and Universities, Public Colleges and Universities**

3:00–4:00 PM

HLC'S STUDENT SUCCESS INITIATIVES

Karen Solomon, Stephanie Brzuzy and Anthea Sweeney, Higher Learning Commission

With funding from Lumina Foundation, HLC launched two groups focused on student success in 2016. The Testing Student Success Data group is researching critical macro and micro characteristics and variables that measure why students succeed, and the Defining Student Success Data group is developing a glossary of terms and exploratory thought papers. This presentation will provide an update on their work.

THE HLC COMPLAINTS PROCESS FOR INSTITUTIONAL STAKEHOLDERS

Zach Waymer, Higher Learning Commission

The presentation provides an overview of the HLC complaints process used by students, faculty, staff and other institutional stakeholders to submit complaints about accredited institutions’ compliance with the Criteria for Accreditation. The presentation includes information about how the process works, who is involved, expected outcomes, and data and insights.

THE OPEN PATHWAY YEAR 4 ASSURANCE ARGUMENT: PROCESS, EVIDENCE AND REVIEW (REPEAT)

Jeffrey Rosen, Higher Learning Commission; Janet Smith, Pittsburg State University

This presentation is designed for institutions preparing for their Year 4 Assurance Review in the Open Pathway. An experienced peer review team chair and the Open Pathway director will address common misperceptions and focus on how best to position an institution to update HLC about its activities.

WRITING TO THE CRITERIA: CRITERION 3

Linnea Stenson, Higher Learning Commission; Monica Varner, University of Tulsa

This presentation will focus on helping institutions develop material that addresses Criterion 3. Following a general review of HLC’s expectations, facilitators will discuss various types of evidence institutions may provide to meet Criterion 3.

ACCUMLATING SUCCESS: THE THREE-BUCKET APPROACH TO STUDENT PERSISTENCE

Christine Austin and Hanna Norton, Arkansas Tech University

This interactive session recounts one institution’s progress in HLC’s Persistence and Completion Academy. Use Arkansas Tech University’s bucket approach to learn about the value, process and preliminary outcomes of the Academy. **Target audience: Mid-size Colleges and Universities, Public Colleges and Universities**
3:00–4:00 PM

LEARNING AS THE IMPETUS FOR ASSESSMENT
Gloria Rogers, Higher Learning Commission
In the crush to satisfy both external and internal demands to produce evidence of “closing the loop,” educators have lost sight of the value assessment can bring to both students and faculty. This presentation will focus on the proper roles of students and faculty by making them central to the assessment process. Target audience: Large Universities, Mid-size Colleges and Universities

EMBRACING COLLABORATION AND STRUCTURAL CHANGE TO SUPPORT THE MILITARY-CONNECTED STUDENT
Robert James, Henry Ford College; Katherine Giardello, Michigan Community College Association; Rebecca Myszenski, Mott Community College
This presentation will share insights and promising practices in the field from the collaborative efforts of the Consortium of Military Veteran Educators, the Midwestern Higher Education Compact and the Multi-state Collaborative on Military Credit, in addition to connecting insights to individual institutional change efforts supporting the military-connected student. Target audience: Community Colleges, Mid-size Colleges and Universities, Small Colleges and Universities

EVIDENCE-BASED EDUCATIONAL DEVELOPMENT: TRANSFORMING THEORY AND PRACTICE OF FACULTY DEVELOPMENT
Eric Kyle and Larry Hughes, Nebraska Methodist College of Nursing and Allied Health
This presentation will share the results of an AQIP Pathway Action Project intended to establish an evidence-based teaching and learning center. The presenters will provide an overview of evidence-based educational system guidelines being used to direct educational development initiatives and assessment measurements. Target audience: Private, Not-for-Profit Colleges and Universities, Public Colleges and Universities, Small Colleges and Universities

EXECUTING A DYNAMIC ENROLLMENT MODEL
Jessica Daniels, Randy Bergen and Ryan Gunderson, Bethel University
This presentation will describe the strategy and execution of a shift from a cohort model to rolling entry or “dynamic enrollment” for nontraditional and graduate programs offered in face-to-face and online modalities. The changes and challenges related to operations, curriculum, student support, academic advising, enrollment and technology will be addressed. Target audience: Mid-size Colleges and Universities, Private, Not-for-Profit Colleges and Universities, Small Colleges and Universities

FOCUS ON IMPROVEMENT: ALIGNING ACCOMPLISHMENTS TO MISSION AND HLC CRITERIA
Alison Witherspoon and Tiffany Hamlett, American College of Education
This presentation will share a model for encouraging, documenting and sharing improvements, aligned to the institutional mission and HLC's Criteria for Accreditation, that can be implemented at any type of institution. The process utilizes technology to improve record keeping and collaboration while organically promoting continuous improvement. Target audience: Private, For-Profit Colleges and Universities, Private, Not-for-Profit Colleges and Universities, Public Colleges and Universities

INTEGRATING WORKFORCE DEVELOPMENT WITH ACADEMICS
Mona Walters, Edison State Community College
The integration of workforce development with academics is critical to the success of students, academic programs, and business and industry partners. This presentation focuses on using strategic visioning to plan for the integration and partnering of a new, innovative center for workforce development with students, faculty, business and industry. Target audience: Community Colleges
LESS IS MORE: INCREMENTAL CHANGES CAN IMPACT LARGER OUTCOMES
Philip Garber, Elgin Community College; Ileo Lott, Oakton Community College; Ricardo Segovia, Triton College
This presentation focuses on how incremental changes in the behaviors of students or faculty impact larger institutional outcomes like persistence or completion. The presenters will share student-level data from community colleges involved in the Achieving the Dream network. **Target audience: Community Colleges**

ON PROBATION—NOW WHAT?
Bradley Bennett and Seth Carter, Colby Community College
This presentation will focus on how to handle the rough waters of Probation. The presenters will provide insight on how one institution was able to successfully navigate being placed on Probation by HLC. **Target audience: Community Colleges, Small Colleges and Universities**

POLYSYNCHRONOUS DELIVERY: INCREASING STUDENT SATISFACTION WITH FLEXIBLE TEACHING AND LEARNING
W. Robert Smith, Missy Skurzewski-Servant and Lea Ann Turner, Mid-State Technical College
This presentation will focus on polysynchronous course delivery that enables students to attend classes on or off campus, in real time or after the scheduled class time. The presenters are an administrator, an institutional technology specialist and an instructor. Polysynchronous delivery enables students to learn when and where it is best for them. **Target audience: Community Colleges, Faith-Based Colleges and Universities, Minority-Serving Colleges and Universities**

TRIBAL COLLEGE WISDOM SHARING: DEVELOPMENT OF THE CENTER FOR DINÉ STUDIES B.A. PROGRAM
James Mckenzie, Diné College
This presentation will focus on the development of an indigenous culturally-based B.A. program at a Tribal College. Presenters will discuss the unique nature of this initiative, data collected from the college and outside community, and the challenges and opportunities in finding a balance between community, cultural identity and considerations for accreditation. **Target audience: Community Colleges, Minority-Serving Colleges and Universities, Tribal Colleges and Universities**

SARA: WE’RE PAST THE “EASY STUFF”
Jennifer Parks, Midwestern Higher Education Compact; John Lopez, Western Interstate Commission for Higher Education
This presentation will review several topics related to SARA (State Authorization Reciprocity Agreements), including data on state members and participating institutions, recent state authorization policy developments and strategic directions for SARA. **Target audience: Large Universities, Small Colleges and Universities**

ENGAGING INSIGHTS FROM THE NATIONAL SURVEY OF STUDENT ENGAGEMENT
Jillian Kinzie, Indiana University
Results from the National Survey of Student Engagement (NSSE) offer institutions helpful diagnostics about strengths and shortcomings in the undergraduate student experience. This presentation will highlight recent findings on student persistence, high-impact practices and diversity education and demonstrate effective uses of NSSE results in accreditation self-studies and quality improvement plans.

RETHINKING GENERAL EDUCATION ASSESSMENT: ALIGNING TOOLS WITH METHODS
Brandon Combs, University of Central Arkansas
This session explores the use of Taskstream and Aqua by Watermark to support institutional and competency-based general education assessment. The presenter will share his experiences implementing the products at two institutions, the functionality and purpose of each system, and how they are used to meet institutional and regional accreditation needs.
4:15–5:15 PM

**CONTRACTUAL ARRANGEMENTS REVISITED**
Anthea Sweeney and Tom Bordenkircher, Higher Learning Commission
This presentation will provide a general introduction to basic third-party arrangements and will differentiate among the scenarios requiring notification versus HLC approval, with an emphasis on the institution’s ongoing accountability for the success of such arrangements.

**CREDIT HOUR REVIEW: EXPECTATIONS, CONSIDERATIONS AND PROCESS**
Jeffrey Rosen and Cecilia Torres, Higher Learning Commission; Mona Walters, Edison State Community College
This presentation will review HLC’s expectations related to documenting institutional compliance with policies related to the credit hour in the Federal Compliance Review. It will also include some examples of best practices to help institutions document appropriate credit hour allocations for institutional courses and programs.

**LISTENING SESSION ON ACCREDITATION FOR THE 21ST CENTURY**
David Wendler, Martin Luther College (retired)
Given the changing nature of HLC institutions, it is time for the membership to have conversations about the evolution of accrediting agencies. As part of the work of its Partners for Transformation think tank, HLC is looking for thoughts and suggestions regarding the future of accreditation. This will be an opportunity to share your ideas.

**LISTENING SESSION ON MINORITY-SERVING INSTITUTIONS**
A. Gigi Fansler and John Marr, Higher Learning Commission
This listening session is an opportunity for Minority-Serving Institution (MSI) representatives to discuss issues and challenges facing MSIs as well to provide feedback related to accreditation and institutional needs.

**ASSESSMENT ACADEMY ROUNDTABLE: CONNECTING ASSESSMENT AND STRATEGIC PLANNING**
Facilitators: Jonathan Keiser, City Colleges of Chicago; 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. **Target audience: Academy Participants**

**PERSISTENCE AND COMPLETION ACADEMY ROUNDTABLE: SUPPORTING THE NON-TRADITIONAL LEARNER**
Facilitators: Peter Wielinski, Minnesota State Community and Technical College; Joseph Rives, Western Illinois 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. **Target audience: Academy Participants**

**SUPPORTING CRITERION 4 WITH INSTITUTIONAL OUTCOMES**
Melanie Davis, Jane Hawthorne and Forrest Bollow, A. T. Still University of Health Sciences
HLC’s Criterion 4 specifically requires the institution to demonstrate responsibility for, and evaluation of, the quality and effectiveness of its educational programs and processes. This presentation will focus on how A.T. Still University successfully developed institutional outcomes and processes for institutional review of discipline-focused curriculum. **Target audience: Mid-size Colleges and Universities, Private, Not-for-Profit Colleges and Universities**
ADVISING AT PRIVATE, NOT-FOR-PROFIT INSTITUTIONS
Facilitator: Eric Bolger, College of the Ozarks; Tisha Hess, Millikin University; Sue Rattin, Olivet Nazarene University
Academic advising is a critical tool for student retention and success. Two institutions will share models for implementing and assessing academic advising in order to support student success. Target audience: Private, Not-For-Profit Colleges and Universities

DEBRIEFING VIRTUAL SIMULATION: BEST PRACTICE RECOMMENDATIONS
Randy Gordon, Dee McGonigle and Rebecca Sisk, Chamberlain University
This presentation will discuss how the Debriefing for Meaningful Learning and the Plus-Delta debriefing methods were used to conduct debriefing sessions following immersion in synchronous and asynchronous virtual learning environments in two graduate nursing programs. The lessons learned and best practice recommendations are generalizable for all simulation populations. Target audience: Community Colleges, Large Universities, Mid-size Colleges and Universities

INSTITUTIONAL PLANNING AND RESEARCH: LEADING UP, DOWN, ACROSS AND OUT
Erica Holmes, Charles Stewart Mott Community College
This presentation focuses on effective strategies for planning and research professionals to implement college-wide programs by leading up to senior executives, leading down, leading across and leading out to the external college community. Attendees will learn how to meet the challenges of leading people who are not supervisees and get results. Target audience: Community Colleges, Mid-size Colleges and Universities, Public Colleges and Universities

LEARNING TO CONTINUOUSLY IMPROVE BEYOND ACTION PROJECTS
Renee Guyer and Susan Tarnowski, South Central College
Originally, South Central College associated AQIP Pathway participation with Action Projects. As the college has matured, it has recognized that there are many means of continuous improvement beyond those provided by Action Projects. The presenters will describe the college’s expansion into process mapping and the use of A3 problem solving and how this has increased participation in accreditation efforts. Target audience: Community Colleges, Public Colleges and Universities, Small Colleges and Universities

MAINTAINING A POSITIVE INSTITUTIONAL CULTURE ON A SHOESTRING BUDGET
Facilitator: Gayle Kears, Southwestern Christian University; Allison Langford, Southwest Baptist University; Adrian Hinkle, Southwestern Christian University
With the impact of decreasing budgets across all higher education, small not-for-profit, faith-based institutions are doing more with less. Learn a conceptual framework from two small faith-based institutions for building campus morale, capacity, professional development and flexible revenue through key initiatives. Target audience: Small Colleges and Universities, Private, Not-For-Profit Colleges and Universities

SELF-SERVICE METRIC MONITORING: EMPOWERING STAFF TO IMPROVE STUDENT OUTCOMES
Brittany Jackson Kairis and Christian Collins, City Colleges of Chicago District Office
This presentation highlights City Colleges of Chicago’s efforts to facilitate large-scale, aligned organizational change by providing administrators, faculty and staff with direct access to data. The OpenBook tool and built-in Strategic Dashboard empower employees to monitor progress toward key goals and take action to improve institutional and student outcomes. Target audience: Community Colleges, Large Universities, Public Colleges and Universities

STUDENT SUCCESS: SUCCESSES, FAILURES AND FUTURE PLANS
Chris Crawford, Black Hills State University; Lynette Olson, Pittsburg State University; Charles Snare, Chadron State College
Student success at the state comprehensive university involves complex multi-divisional collaborations. These approaches are generally strategic, but execution of these solutions only sometimes achieves goals. This presentation focuses on the student success journey of three regional comprehensive universities. Target audience: Mid-size Colleges and Universities, Public Colleges and Universities, Small Colleges and Universities
TRIBAL COLLEGE WISDOM SHARING: EFFECTIVE PRACTICES FOR DISTANCE EDUCATION AT A TRIBAL COLLEGE
Lisa Azure and Leah Hamann, United Tribes Technical College
This presentation will provide an overview of four strategies that have been implemented successfully to increase the success and completion of students in online courses. The presenters will share specific information and examples of practices they have used during years of experience. Target audience: Community Colleges, Small Colleges and Universities,
Tribal Colleges and Universities

SUPPORTING INSTITUTIONAL EFFECTIVENESS WITH COURSELEAF
Shari Friedman, CourseLeaf from Leepfrog Technologies
An institution’s catalog is an important source of evidence during an accreditation review. Come learn how CourseLeaf helps institutions effectively manage and communicate their education programs, curricula, learning outcomes and general education competencies.

USING FACULTY DATA TO PROMOTE STUDENT SUCCESS
Kathleen Gibson, APL nextED
Over 60 years of research shows that faculty are the single most important factor in ensuring student success. Explore how innovative solutions can help you use data to support faculty, build efficiencies, inform planning and report performance—all to promote greater student success.

A FRAMEWORK AND GUIDANCE TO IMPROVE

APPLY NOW FOR HLC’S ACADEMIES

FOCUS ON STUDENT LEARNING WITH THE ASSESSMENT ACADEMY
Gain access to new ideas and techniques to:
• Document effective practices in assessing and improving student learning
• Develop assessment leaders and mentors within the institution
• Establish a sustainable institutional commitment to assessing and improving student learning

Applications for the fall 2018 cohort are due May 31.

HLC’s Academies are multi-year, structured programs that help institutions develop customized projects aimed at institutional improvement. Learn more and apply at hlccommission.org/academies.
CONVERSATION AND CLOSING QUESTIONS WITH HLC STAFF LIAISONS
Join fellow attendees and HLC staff liaisons for this informal question-and-answer session.

8:00–9:30 AM
Stephanie Brzuzy, Andrew Lootens-White, John Marr and Jeffrey Rosen
A. Gigi Fansler, Eric Martin, Karen Solomon and Mary Vanis

9:45–11:15 AM
Tom Bordenkircher, Barbara Johnson and Linnea Stenson

SEMINARS ON QUALITY IMPROVEMENT
The final day of the General Program features 90-minute professional development seminars. In these interactive sessions, attendees will engage in discussion and hands-on learning guided by experienced practitioners from a variety of organizations and fields.

8:00–9:30 AM
DRAMATICALLY INCREASING STUDENT ENGAGEMENT WITH “REAL TALK”
Jodi Breithart, Lansing Community College
Real Talk is a method to build rapport with students while creating relevant and life-changing learning experiences. The presenter will share her experience with using Real Talk in both the classroom and online settings, and the strength it has created, not only in student success rates, but also in the personal and professional satisfaction of the instructor.
Target audience: Community Colleges, Mid-size Colleges and Universities, Minority-Serving Colleges and Universities

INNOVATION FOR QUALITY IMPROVEMENT: A DESIGN THINKING WORKSHOP
Bryan Kujawski and Kathe Kacheroski, Capella University
This seminar will engage participants in the process of applying Design Thinking as a method for innovating in higher education. The presenters will share a case study to show a concrete example of this method at work and will facilitate an interactive workshop of the Design Thinking experience. Target audience: Private, For-Profit Colleges and Universities, Private, Not-for-Profit Colleges and Universities, Public Colleges and Universities

SHARING OUR STORIES: NARRATIVES OF ASSESSING STUDENT LEARNING
Natasha Jankowski and Gianina Baker, University of Illinois at Urbana-Champaign (NILOA)
This seminar focuses on how to effectively communicate institutional assessment of student learning to external audiences. Participants will explore the Excellence in Assessment designation resources, national views of student learning and various perspectives on developing narratives. Participants will leave with a peer-reviewed narrative on student learning outcomes assessment work. Target audience: Community Colleges, Minority-Serving Colleges and Universities, Public Colleges and Universities
8:00–9:30 AM

**SUPPORTING PERSONAL AND INSTITUTIONAL WELLNESS WITH MINDFULNESS**
Ed Cunliff, University of Central Oklahoma; Ashley Harness, Oklahoma City University

This seminar will focus on research-based models for assisting institutions and individuals to maintain balance in environments that are unstable. This experiential workshop exposes participants to research and practice of mindfulness and ways of integrating it in their institutions. The facilitators share over 60 years of practice in various forms of mindfulness.

**Target audience:** Community Colleges, Mid-size Colleges and Universities, Private, Not-for-Profit Colleges and Universities

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**THE CHANGE MAKER’S TOOLKIT: CREATING SHARED VISION AND SUSTAINING MEANINGFUL CHANGE**
Julia Williams and Matthew Lovell, Rose-Hulman Institute of Technology

This seminar will focus on two specific skills that faculty and administrators need to develop as change leaders on their campuses. In this interactive session, campus leaders will explore strategies for creating a shared vision and sustaining meaningful change initiatives.

**Target audience:** Private, Not-for-Profit Colleges and Universities, Public Colleges and Universities, Small Colleges and Universities

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**CONNECTING MORE INCLUSIVELY: CREATING A USER-FRIENDLY WORKPLACE FOR STAFF AND STUDENTS**
Ralph Brandt, RDR Group

The importance of connecting has everything to do with successful outcomes. Although issues of race and gender are not neglected in this workshop, the material will consider diversity as “any difference that makes a difference.” Participants will consider what differences might be causing disconnects for them in their work with students or colleagues on campus. This session is a stand-alone program, though participants may benefit from also attending “Connecting Competencies” at 9:45 a.m.

**Target audience:** Large Universities, Mid-size Colleges and Universities, Small Colleges and Universities

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**GETTING STARTED WITH STRATEGIC PLANNING**
Kim Silver, The Silver Line

This seminar is designed to engage institutional representatives in the key practices to support good strategic planning. The session will present core concepts and case examples and provide tools and small moments of interactive discussion opportunities to support organizational leaders as they think about starting a strategic planning process. This presentation will be repeated at 9:45 a.m.

**Target audience:** Large Universities, Mid-size Colleges and Universities, Small Colleges and Universities

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**THE NEUROSCIENCE OF TEACHING AND LEARNING**
Helen Fisher, Rutgers University

Anthropologist Helen Fisher, the Monday keynote speaker, shows how to use her data on four basic inherited styles of thinking and behaving to build better teams in class, research and management, as well as to create more effective communication between colleagues and between teachers and students.

**Target audience:** Large Universities, Mid-size Colleges and Universities, Small Colleges and Universities

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9:45–11:15 AM

**A STRUCTURED APPROACH FOR EVALUATING PROCESSES: PROCESS MAPPING**
Bonnie Slykhuis and Machelle Sabin, Des Moines Area Community College

Having a standard method to effectively evaluate, design and implement process changes can save time and money, enhance service to students, improve employee morale and help meet accreditation requirements. This seminar will teach participants a structured approach to evaluating and improving work processes.

**Target audience:** Community Colleges, Private, For-Profit Colleges and Universities, Public Colleges and Universities
CULTIVATING REFLECTIVE TEACHING FOR INTEGRATIVE LEARNING
Mays Imad and Brooke Anderson, Pima County Community College
This seminar will share research that suggests that although times have changed, Gen Z seeks the same thing that our ancestors sought: a holistic education. Such an education integrates the professional and the personal, the effective and the academic. Integrative education is neither novel nor formidable, and its real importance lies at the individual level. Target audience: Community Colleges, Mid-size Colleges and Universities, Minority-Serving Colleges and Universities

PRACTICAL APPLICATIONS OF BRAIN-BASED LEARNING, LEADERSHIP AND LAUGHTER FOR REAFFIRMATION OF ACCREDITATION
Peter Jonas, Cardinal Stritch University
The presenter will utilize a hands-on approach and interactive style to help participants further develop their leadership skills, in order to enhance the learning environment and increase the effectiveness of organizations. The integration of humor as a tool for leadership and as a change agent will be emphasized. Target audience: Large Universities, Mid-size Colleges and Universities, Small Colleges and Universities

PROTECTING AND PURSUING THE TRUTH IN THE POST-TRUTH ERA
Mark Canada, Indiana University Kokomo
Truth is under siege. In this seminar, participants will consider the role that educators can play to preserve a respect for fact and sound theory, teach information literacy and critical thinking, and inspire a passion for truth-seeking among students and the general public. Topics include “fake news” (past and present), conceptions of and approaches to truth, and pedagogy in a variety of disciplines. Target audience: Private, Not-for-Profit Colleges and Universities, Small Colleges and Universities, Mid-sized Colleges and Universities

STUDENT VOICES ON STUDENT SUCCESS
Wendy Paszkiewicz, Adler University
This workshop, delivered in a fishbowl format, will feature students from HLC member institutions in a moderated discussion about self-care and wellness as they pertain to student persistence and success. Students will share their thoughts on what factors contribute to their ability to succeed, as well as barriers academic institutions create that cause stress and distract students from focusing on the attainment of a degree. Attendees will have the opportunity to ask questions. Target audience: Large Universities, Mid-size Colleges and Universities, Small Colleges and Universities

ASSESSING THE HARD-TO-ASSESS
Linda Suskie, Assessment and Accreditation Consultant
Some curricular and cocurricular learning goals are especially hard to assess. Some are promises that can’t be kept; some can’t be assessed with graded assignments; learned processes are harder to assess than products; and we can’t see into the soul. Come explore how to address each of these challenges. Target audience: Large Universities, Mid-size Colleges and Universities, Small Colleges and Universities

CONNECTING COMPETENCIES: CREATING CULTURE CHANGE AROUND INCLUSION AND DIVERSITY
Ralph Brandt, RDR Group
The session looks at five strategic skills that are necessary to connect with a wider scope of individuals—causing a marked improvement in employee engagement, student satisfaction and overall institutional performance. Participants will work with the facilitator to analyze situations in which they could afford to connect better with a person or group of people, and develop concrete ideas for strengthening that connection. Target audience: Large Universities, Mid-size Colleges and Universities, Small Colleges and Universities
GETTING STARTED WITH STRATEGIC PLANNING (REPEAT)
Kim Silver, The Silver Line
This seminar is designed to engage institutional representatives in the key practices to support good strategic planning. The session will present core concepts and case examples and provide tools and small moments of interactive discussion opportunities to support organizational leaders as they think about starting a strategic planning process. Target audience: Large Universities, Mid-size Colleges and Universities

STUDENT SUCCESS: INCREASING FIRST-YEAR STUDENT ENGAGEMENT FOR MALES OF COLOR
Jà Hon Vance, JV Educational Consultants; Said Sewell, Lincoln University
This workshop is designed to help higher education institutions address the challenges of student success and completion by strengthening their first-year and second-year student success programs while creating innovative techniques that will engage students to improve retention as well as increase enrollment and graduation rates. Target audience: Large Universities, Mid-size Colleges and Universities

CALL FOR PROPOSALS

HLC invites presentation proposals for its 2019 annual conference, taking place April 5–9 in Chicago. The 2019 conference will focus on how institutions of higher learning can work with students to create roadmaps for student success.

The conference will provide forums for discussion of innovative programming and support services that meet students where they are and help them achieve success. In addition, presenters and attendees will explore how accreditors can establish realistic definitions and measurements of success, reflecting students’ goals for their education and institutions’ unique missions while still ensuring accountability and educational quality.

HLC INVITES PROPOSALS ON INNOVATIVE PROGRAMS, SERVICES OR INITIATIVES THAT SUPPORT STUDENT SUCCESS, SUCH AS:

- New classroom approaches that foster student engagement and learning
- Student support models that reach at-risk students and promote increased belonging and inclusion
- Administrative innovations that help students navigate institutional structures and processes
- Delivery formats and technologies that transform the way students learn or reach non-traditional students
- Programs for a changing economy, including creative community partnerships to enhance student learning and career development
- Living-learning communities that promote student success and retention

HLC encourages proposals with presenters from two or more institutions discussing similar innovative programs or practices, as well as those that demonstrate a connection with HLC processes and the Criteria for Accreditation.

PROPOSALS WILL BE ACCEPTED STARTING JUNE 18, 2018.
MORE INFORMATION AVAILABLE AT HLCOMMISSION.ORG/CONFERENCE.
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### HLC THANKS the 2018 Annual Conference Sponsors

#### Gold Level

- **Watermark**
  - Booth 201–3

#### Silver Level

- **Civitas Learning**
  - Booth 204

#### Bronze Level

- **Husch Blackwell LLP**
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### EXHIBITOR DIRECTORY

#### ACAT 318
705 N. 2nd St., Ste. C, Clarksville, TN 37040
ACAT is a proven approach for learning outcomes assessment in the major. ACAT uses flexible content and customized reporting to ensure the best fit with departmental teaching and learning goals. ACAT is available for 12 disciplines. [collegeoutcomes.com](http://collegeoutcomes.com)

#### AEFIS, LLC 414
1429 Walnut St., 10th Floor, Philadelphia, PA 19102
AEFIS is the complete solution for the assessment of learning and continuous improvement on your campus. Our assessment management platform enables easy automation of evaluation, supports individual student assessment, facilitates curriculum review, streamlines campus-wide accreditation processes, and helps to achieve your strategic and educational goals. [aevis.com](http://aevis.com)

#### APL nextED 214
87 E. Long Lake Rd., Valparaiso, IN 46383
APL nextED is a comprehensive Faculty Management Solution (FMS) for managing faculty data and workflow.
FLOOR PLAN
APL nextED provides all stakeholders involved in the faculty life cycle with a solution to manage workflows for course staffing, activity tracking, evaluation, tenure and promotion, accreditation preparation, professional development and recruiting. www.aplnexted.com

**Showcase presentation:** Using Faculty Data to Promote Student Success (Monday, 4:15 p.m.)

**APPerson**
304
17315 Studebaker Rd., Cerritos, CA 90703

DataLink Ascend is an assessment management solution that combines high-speed scanning and best-in-class support with a cloud-based platform for exam scoring, reporting, analysis, communication and online testing. apperson.com

**Showcase presentation:** Using Faculty Data to Promote Student Success (Monday, 4:15 p.m.)

**ASR Analytics, LLC**
320
1389 Canterbury Way, Potomac, MD 20854

ASR is the leading independent, technology-agnostic analytics provider in higher education. Our Student Success Analytics (SSA) solution provides the data models and visualizations tailored to meet an institution’s specific requirements. SSA provides comparative, longitudinal analysis at consistent points in time across the student life cycle. asranalytics.com/products/higher-education

**Showcase presentation:** Turning an Institutional Challenge Into an Opportunity to Radically Improve Use of Data (Monday, 11:15 a.m.)

**AVISO Retention**
220
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: Aviso Connect, Aviso Engage and Aviso Predict. avisoretention.com

**Biometric Signature ID**
315
708 Valley Ridge Circle, Ste. 8, Lewisville, TX 75057

Biometric Signature ID has created BioSig-ID: a NO hardware biometric password that captures a student’s gestures as they draw their password. The strongest form of authentication, this password provides positive proof of student identity. “Real” time forensic reports unique to BioSig-ID uncover and stop imposters and fraud. Meets all compliance requirements. biosig-id.com

**Showcase presentation:** Student ID Verification: Cheaters Beware! We Know Who You Are (Sunday, 4:15 p.m.)

**Blackboard, Inc.**
316
1111 19th St. NW, Washington, DC 20036

Blackboard is the world’s leading education technology company. We challenge conventional thinking and advance new models of learning in order to reimagine education and make it more accessible, engaging and relevant to the modern-day learner and the institutions that serve them. blackboard.com

**Campus Labs**
309–11
298 Main St., Buffalo, NY 14202

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 1,100 public and private colleges and universities. campuslabs.com

**Showcase presentation:** Beyond Compliance: Turning Data Into Action (Sunday, 4:15 p.m.)

**Chalk & Wire Learning Assessment, Inc.**
400
1565 Pt. Abino Rd. South, Ridgeway, ON L0S 1N0, Canada

Chalk & Wire’s award-winning assessment platform, CWPro, provides comprehensive solutions for robust reporting, ePortfolios for faculty and students, experiential learning and accreditation management tools. Our process-based approach makes start-up painless and gets you the data you need quickly. Build your badging or micro-credentialing program with MyMantl™ and make your institution stand out from the competition! chalkandwire.com

**Chipper**
303
281 Summer St., 2nd Floor, Boston, MA 02210

Chipper is a study planning and productivity tool which optimizes students’ most valuable asset: time. Chipper provides intelligent suggestions to help students overcome procrastination, empowering them by showing exactly what to do to successfully complete their coursework, stay on track and graduate on time. getchipper.com
CIVITAS LEARNING 204
100 Congress Ave., Ste. 300, Austin, TX 78701
Civitas Learning is a student success company delivering the clearest path to improved higher education outcomes. The company’s Student Success Intelligence Platform leverages each institution’s unique data to find and distribute the strongest signals across the student life cycle. civitaslearning.com

Showcase presentations: Optimizing Student Progression: Why Personalization is Key for Completion (Sunday, 10:00 a.m.)
Emerging Student Success Trends and Community Insights: What Do the Data Say? (Monday, 11:15 a.m.)

CLA+ 102
215 Lexington Ave., New York, NY 10016
CLA+ measures college students’ critical thinking and writing skills. Institutions use CLA+ to estimate institutional and individual growth, research the efficacy of general education programs and curriculum changes, and demonstrate individual, class and institutional proficiency. cae.org/cla

CONCOURSE, BY INTELLIDEMIA 112
244 5th Ave., Ste. J-290, New York, NY 10001
Concourse has been providing superior syllabus management since 2007. Our leading cloud-based platform allows you to manage syllabus templates, achieve consistency, run reports, expand access, ensure compliance and streamline workflow from within your existing environment, seamlessly. intellidemia.com

CURRICULUM AND CATALOG: ACCURATE, ENGAGING AND EFFICIENT (Monday, 10:00 a.m.)

CULTURAL INTELLIGENCE CENTER 212
678 Front Ave. NW, Ste. 340, Grand Rapids, MI 49504
The Cultural Intelligence Center provides research-based, innovative solutions for assessing, predicting and improving cultural intelligence (CQ). CQ measures and predicts students’ capability to relate and work effectively in culturally diverse situations. The CQ Assessment is the only academically validated tool in the world that measures cultural intelligence. culturalq.com

DIGARC 317
5015 South Florida Ave., 3rd Floor, Lakeland, FL 33813
Digarc provides academic catalog and curriculum management solutions to more than 550 clients of all sizes. Curriculum, our curriculum management solution, liberates faculty and committees from broken curriculum approval processes. Gain control of forms, steps, and agendas, and shorten approval cycles. Acalog showcases your catalog with complete, accurate information and reduces administrative production cycles. digarc.com

Showcase presentation: Curriculum and Catalog: Accurate, Engaging and Efficient (Monday, 10:00 a.m.)

DIGITAL MEASURES 219–21
220 E. Buffalo St., Floor 5, Milwaukee, WI 53202
Digital Measures focuses exclusively on web-based data management, reporting and digital workflows for higher education. Gain fast, accurate access into your faculty’s teaching, research and service accomplishments to streamline HLC accreditation. Three out of five of the leading U.S. universities trust Activity Insight, with more than 400,000 faculty members sharing stories of personal and institutional success. digitalmeasures.com

Showcase presentation: Defining, Documenting and Reporting on Faculty Qualifications and Tested Experience (Sunday, 11:15 a.m.)

DMACC BUSINESS RESOURCES—WORKPLACELEAN 302
1111 E. Army Post Rd., Des Moines, IA 50315
Workplacelean provides lean (process improvement) programs and services to help higher education institutions become more efficient. workplacelean.org

EAB 207
1920 E. Parham Rd., Richmond, VA 23228
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. eab.com

eLUMEN, INC. 420
514 N. 3rd St., Ste. 203, Minneapolis, MN 55401
eLumen’s curriculum and assessment management system supports a holistic approach to ensuring student success that integrates curriculum and catalog management, program planning, outcomes assessment, accreditation, student engagement, ePortfolios, badging, degree audits and extended transcripts. elumenconnect.com

Showcase presentation: Shifting Processes: Moving From Content Taught to Knowledge Learned (Monday, 1:30 p.m.)

CONCOURSE 312
244 5th Ave., Ste. J-290, New York, NY 10001
Concourse has been providing superior syllabus management since 2007. Our leading cloud-based platform allows you to manage syllabus templates, achieve consistency, run reports, expand access, ensure compliance and streamline workflow from within your existing environment, seamlessly. intellidemia.com

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Showcase presentation: Shifting Processes: Moving From Content Taught to Knowledge Learned (Monday, 1:30 p.m.)
### EMSI 314
409 S. Jackson St., Moscow, ID 83843
Emsi is a labor market analytics firm that helps colleges and universities articulate their regional economic impact, align programs with local industry, give students a career vision, and track alumni outcomes. Emsi data include labor market data, job postings and résumés. [economicmodeling.com](http://economicmodeling.com)
**Showcase presentation:** Economic Impact Studies for HLC Assurance Models (Sunday, 3:00 p.m.)

### eSCIENCE LABS 319
1500 W. Hampden Ave., Sheridan, CO 80110
eScience Labs collaborates with hundreds of higher education institutions to provide a practical laboratory experience to students engaged in online and blended learning. Through a combination of hands-on science lab kits, virtual learning tools and customized digital curriculum, eScience Labs helps higher education institutions expand and strengthen science comprehension. [eSciencelabs.com](http://eSciencelabs.com)

### ETS 211
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. [ets.org/highered](http://ets.org/highered)

### FIT FACULTY, LLC 218
P.O. Box 253, Sparta, MI 49345
Fit Faculty is a targeted, affordable, easy-to-learn data management system designed to aid colleges in the storage and management of faculty qualification information. Designed by educators, for educators, it will aid in course assignments and confirmation of qualifications. [fitfaculty.com](http://fitfaculty.com)

### GARDNER INSTITUTE 208
123 E. Main St., Ste. 201, Brevard, NC 28712
The Gardner Institute partners with postsecondary institutions to improve teaching, learning, retention and completion. The Institute guides the development and implementation of plans to transform the first-year and transfer experiences; gateway courses; or retention for specific cohorts. [jngi.org](http://jngi.org)

### GRAY ASSOCIATES, INC. 104
355 Sudbury Rd., Concord, MA 01742
Gray Associates is a higher education consulting firm. Our work has included institutional strategy development, acquisition analysis, new campus location evaluation and individual program feasibility studies. Recently, we have helped institutions across the country select the best programs to Start, Stop, Sustain or Grow at their campus locations and online. [GrayAssociates.com](http://GrayAssociates.com)
**Showcase presentation:** Best Practices in the Assessment of Current and New Programs (Sunday, 1:30 p.m.)

### HIGHER EDUCATION RESEARCH INSTITUTE 413
457 Portola Plaza, 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 postsecondary 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. [heri.ucla.edu](http://heri.ucla.edu)

### HUSCH BLACKWELL LLP 205
Offices nationwide
With offices throughout the U.S., Husch Blackwell’s team of education lawyers is here to support you in serving students and mission through compliance, accreditation, student aid, data privacy and security, nondiscrimination, Clery Act, employment, administrative action, litigation counsel, legal audit and training services—many offered at predictable, flat fees to meet the unique needs of your institution. [huschblackwell.com](http://huschblackwell.com)
**Showcase presentation:** The Intersection of Free Speech, Academic Freedom and Discriminatory Misconduct (Sunday, 3:00 p.m.)

### IDEA 307
301 S. 4th St., Ste. 200, Manhattan, KS 66502
IDEA, a nonprofit organization established in 1975, improves learning in higher education through quality research, effective assessment systems and professional development for both faculty and administrators. [IDEAedu.org](http://IDEAedu.org)
**Showcase presentation:** Outcomes-Based Data and the Assessment of Non-academic Units (Sunday, 1:30 p.m.)

### INDIANA UNIVERSITY—NATIONAL SURVEY OF STUDENT ENGAGEMENT 408
1900 E. 10th St., Eigenmann Hall, Ste. 419S, Bloomington, IN 47406
The National Survey of Student Engagement (NSSE) and its affiliated surveys, FSSE and BCSE, help institutions assess quality in undergraduate education and strengthen the learning environment. Topical modules on learning with technology, inclusivity and cultural diversity, global learning, and updated reports and online tools provide evidence of educational effectiveness. [nsse.iub.edu](http://nsse.iub.edu)
**Showcase presentation:** Engaging Insights From the National Survey of Student Engagement (Monday, 3:00 p.m.)

### INTERFOLIO 410
1400 K St. NW, Floor 11, Washington, DC 20005
Interfolio provides a full suite of faculty-focused technology to support every stage in the faculty lifecycle, from hiring through tenure. [interfolio.com](http://interfolio.com)

### LAUNCH STUDENT SUCCESS 306
9008 S. K St., Tacoma, WA 98444
LAUNCH provides a student success curriculum and program for students, faculty and staff. [launchstudentsuccess.com](http://launchstudentsuccess.com)
**Showcase presentation:** Student Success and Mindset: Solutions for the Now Generation (Monday, 1:30 p.m.)
OASIS TECHNOLOGIES 416
845 Bella Vida Blvd., Orlando, FL 32828
Oasis provides software as a service support for K–12 and higher education (Student Information System and Learning Management), including support for institutional assessment and accreditation document management and more.

OASIS TECHNOLOGIES
2018 HLC Annual Conference Program Book
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 excellence with SPOL. spol.com

The Learning House, Inc., is an academic program manager that offers a broad portfolio of technology-enabled education solutions. With a focus on data-driven decision making, Learning House is on the leading edge of higher education, delivering more students, more graduates and better outcomes. learninghouse.com

Times Higher Education (THE) is the leading authority on higher education, a provider of data-led insights and editorial intelligence and publisher of the THE World University Rankings. timeshighereducation.com

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. turningtechnologies.com

Tutor.com works with institutions to provide personalized support to students through 24/7 online tutoring and provides access to reporting tools, allowing administrators and instructors to identify student knowledge gaps. tutor.com

Unit4 is a fast-growing leader in enterprise applications for service organizations, having successfully deployed to over 1,000 colleges and universities. Our cloud Student Information System (SIS), Unit4 Student Management, is fully integrated with our ERP, Performance Management, and Research Management solutions for an institution-wide solution driving institutional and student success. unit4.com/us

Watermark’s mission is to put better data into the hands of administrators, educators and learners everywhere in order to empower them to connect information and gain insights into learning which will drive meaningful improvements. Through its innovative educational intelligence platform, Watermark supports institutions in developing an intentional approach to learning and development based on data they can trust. watermarkinsights.com

Showcase presentations: Better Planning. Better Data. Better Learning for All (Sunday, 1:30 p.m.); Rethinking General Education Assessment: Aligning Tools With Methods (Monday, 3:00 p.m.)

Weave is a 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. weaveeducation.com

WIDS—Worldwide Instructional Design System is a web-based instructional design system built around a proven performance-based learning and assessment model. Colleges use WIDS software and consulting services to design and store outcomes, curriculum maps, rubrics, assessment plans and improvement strategies. wids.org

Showcase presentation: WIDS Curriculum Management System Helps With Accreditation Review (Sunday, 3:00 p.m.)

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- Scantron Booth 321: Amazon Echo
- SmarterServices Booth 110: $50 Amazon Gift Card
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- Watermark Booth 201–3: $200 Donation to the Educational Charity of the Winner’s Choice
- WIDS—Worldwide Instructional Design System Booth 308: $100 Amazon Gift Card
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