

Meet Our Partners Series

Surviving & Thriving: Texas A&M University's Improved Self Study Process for the SACSCOC Decennial Report

Friday, December 3, 2021 | 12:30-1:00 PM ET

Lightning Talk Series

Surviving & Thriving: Texas A&M University's Improved Self Study Process for the SACSCOC Decennial Report

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HOSTED BY



Dr. Alicia Dorsey

Associate Vice President for Academic
Effectiveness & Planning; SACSCOC Liaison
Texas A&M University-College Station



Suzanne Carbonaro

Director of Academic
Partnerships
AEFIS

Today's Agenda

- Planning for data collection for SACSCOC self study
- Importance of collaboration
- Role of technology
- Survival and sustainability of processes for the future

Start with best practices in mind

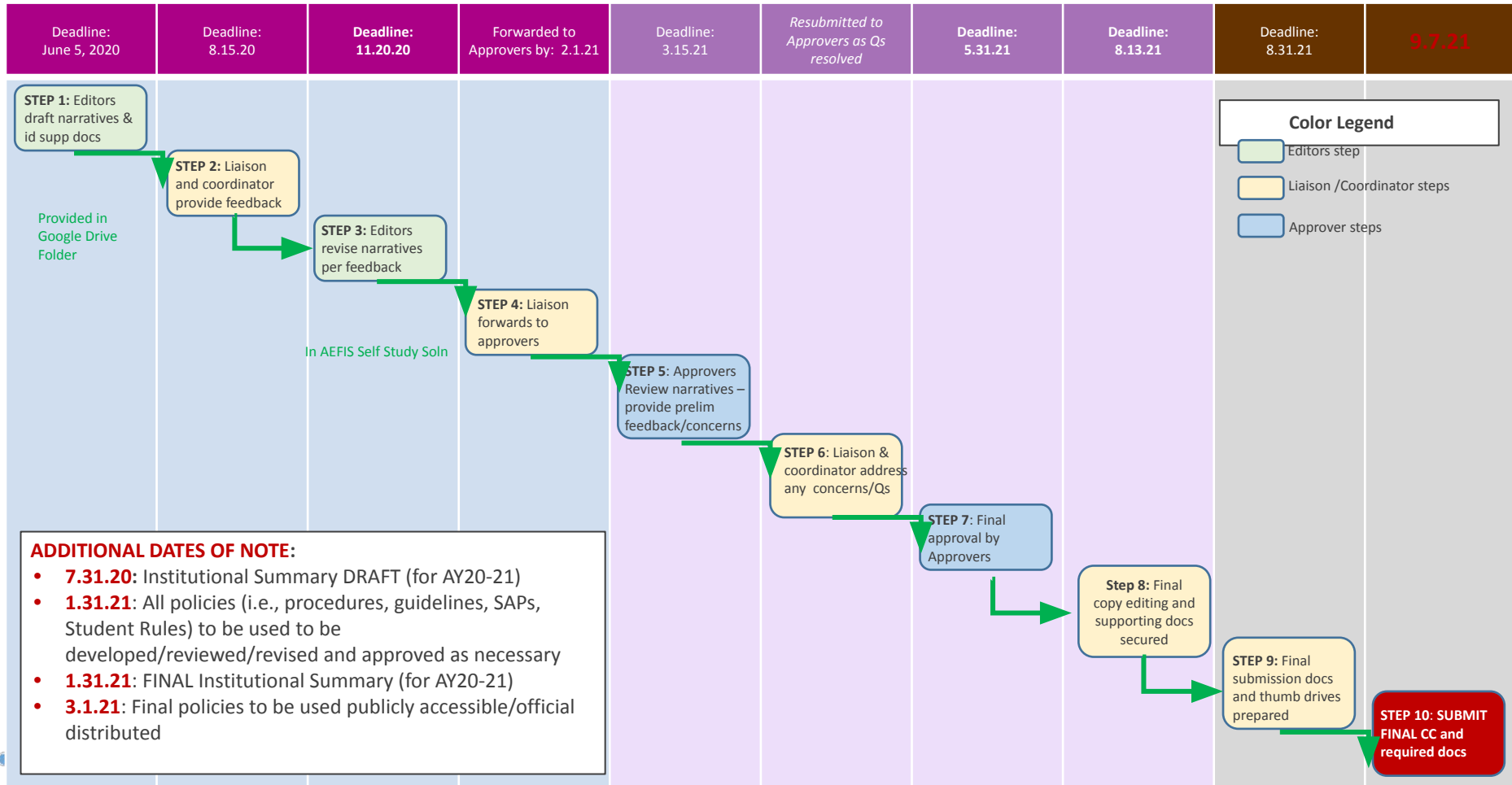
- Create a functional workflow
- Determine what the final outcome look like
- Ensure that the experience is easy for reviewers/easy for editors

SACSCOC COMPLIANCE CERTIFICATION PREPARATION

Phase 1: Narratives developed

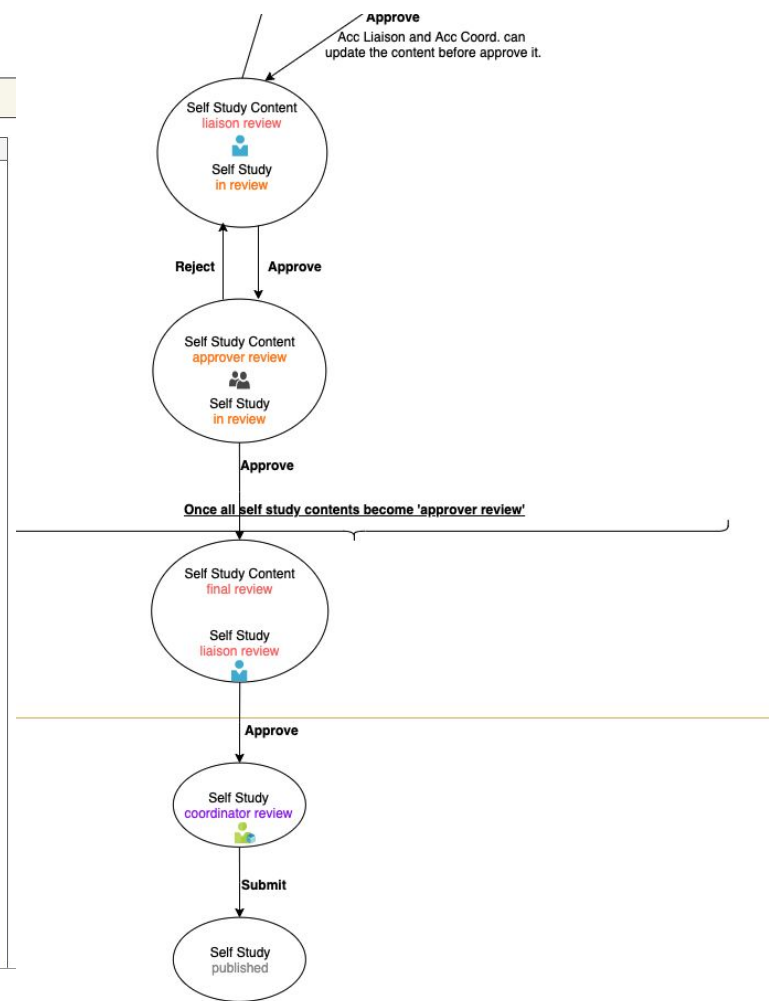
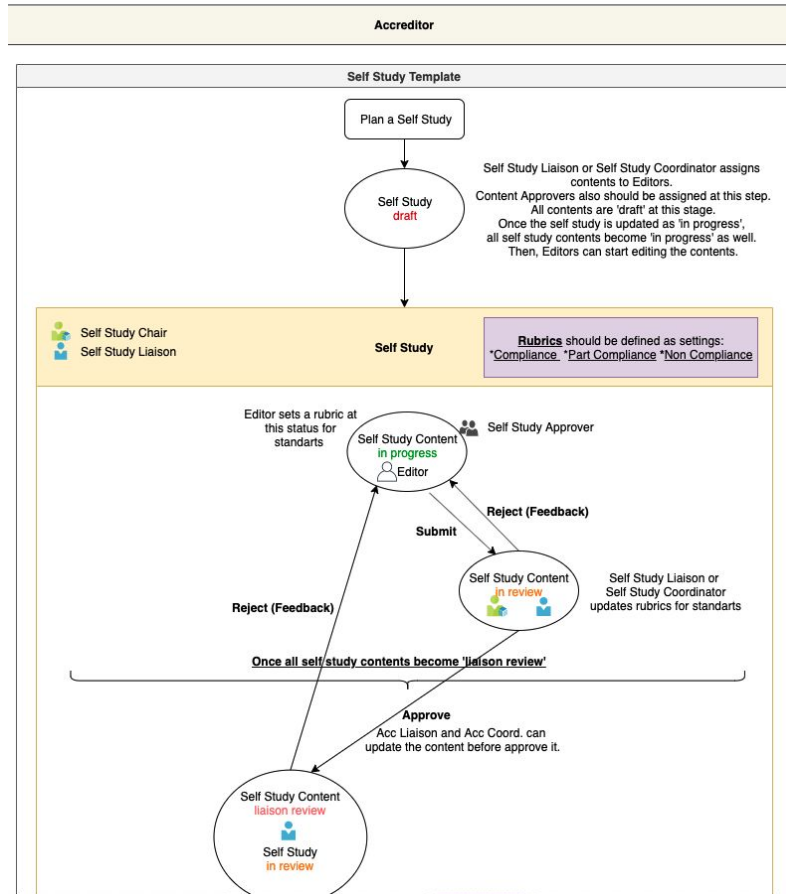
Phase 2: Narratives Finalized and Approved

Phase 3: CC FINALIZED



Self Study Content Workflow (SACSCOC)

<https://aefisdev.atlassian.net/browse/AEFIS-9559>



SACSCOC Compliance Certification WORKFLOW ROLES

EDITORS –

- Points of contact for each standard; standards are likely to have more than one EDITOR
- EDITORS need to be able to indicate status (as a “draft” or first assessment of status) –
 - COMPLIANCE
 - NON-COMPLIANCE
 - PARTIAL COMPLIANCE
- *Options should be CONTINUE LATER or SUBMIT at end of each standard*
- Should be able to link docs in the Document Library that have been tagged to be included in the standard¹
- Once submitted for review, Editors should not be able to edit until/unless returned for them with requests for revisions
- Once ACCRED LIAISON approves the standard, Editors no longer able to edit (though will still have access to the assigned standards to read revisions)

APPROVERS –

- Likely to be VPs and/or Provost – role will be to review content under their respective purview and approve final content
- Should be able to edit narrative as well as insert general Notes (as with functionality on the Data Collection Forms)
- *Besides options to CONTINUE LATER or SUBMIT, Approvers should also be able to REJECT WITH CONCERNS (thus sending back to Liaison/Coordinator for edits) or APPROVE*
- Once approved, Approver no longer able to edit, though will keep access so to be able to review as so desired

ACCREDITATION LIAISON –

- Final approver for each standard; will be the last role to indicate final status
 - COMPLIANCE
 - NON-COMPLIANCE
 - PARTIAL COMPLIANCE
- Should be able to edit narratives and/or add documents or Notes regardless of the step in the workflow
- Only Accreditation Liaison (or Coordinator) able to push standard forward to APPROVERS

ACCREDITATION COORDINATOR –

- Able to assign/change roles, add or edits narratives, or add notes at any step in the workflow
- Able to upload documents to the Document Library and associate with relevant standards
- POC with AEFIS for submission preparation

And then...COVID-19 Hit

- How did the pandemic affect this process for you?
- What are your lessons learned from this?
- But besides wrecking the workflow, did your end goals change? Would you have changed your approach?

Flexibility is key

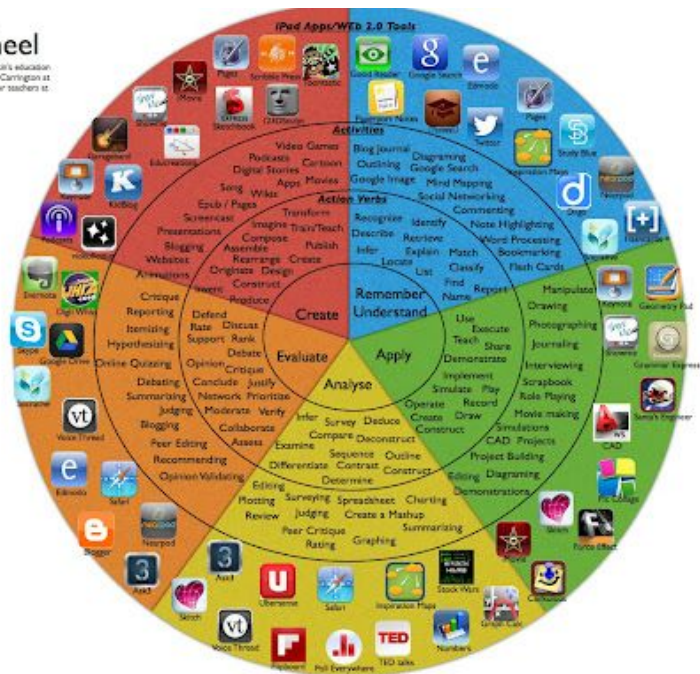
- Start in advance (18-months)
 - But...
- Reality is so much will change in a matter of months
 - So...
- What you want the offsite reviewers to receive is a lens into the university that is as current possible
 - How...

Pedagogy is driver; Technology is the accelerator

-Michael Fullan

iPadagogy Wheel

Originally discovered on the website of Paul Hippo's education consultancy site (ipadblog.org.uk) adopted by Allan Carrington at the University of Auckland and further modified for teachers at Zealand Public Schools.



Technology

- Far better to make changes on the fly
- Single source of truth – did not have to worry about version control
- Switch out documents quickly and easily
- Know where to go to make the changes
- Living document
- Product the document that day

Surviving

- Plan
- Flexibility
- Technology

Thriving

- Planning for the writing process
- Planning for the reviewing process
- Planning for the user experience

Thank You!

Q&A



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Lightning Talk Series

Addressing Problems of Practice: Collaborating with Your Community to Establish a Foundation to Collect Meaningful Data

Friday, December 3, 2021 | 3:45-4:15 PM ET


PRESENTER



Dr. Mike Rudolph
Director of Institutional
Effectiveness
University of Kentucky

Assessment Professionals Hub

Learn from the best at the 2021 SACSCOC Annual Conference!
December 3 & 6, 2021




LIVE EVENTS

Live Event | December 3 @ 3:45 PM - 4:15 PM ET

Lightning Talks Series—Addressing Problems of Practice: Collaborating with Your Community to Estab...

Digital transformation of your assessment processes is exciting but challenging at the same time. Setting up assessment proficiency scales, translating these scales for your programs and institution, and ensuri...

[Attend →](#)

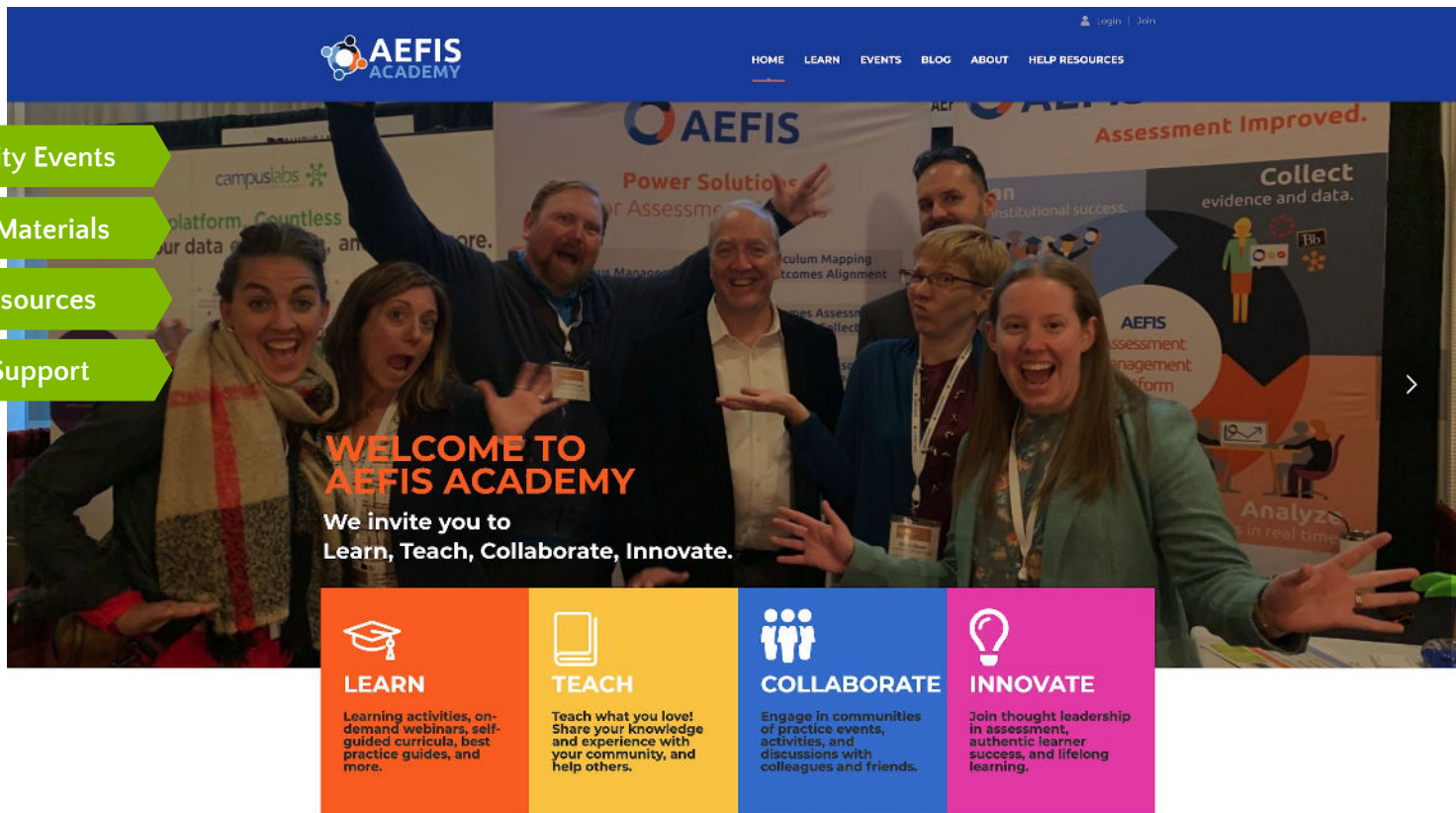


Community Events

Training Materials

Help Resources

Client Support



The banner features a group of five people (three men and two women) smiling and waving at the camera. They are standing in front of a backdrop that includes the AEFIS logo and various text elements such as "Power Solutions for Assessment", "Assessment Improved.", "Collect evidence and data.", and "Analyze in real time". The AEFIS logo is prominently displayed in the top left corner of the banner. The text "WELCOME TO AEFIS ACADEMY" is overlaid in large, bold, orange letters. Below this, the text "We invite you to Learn, Teach, Collaborate, Innovate." is displayed in white. At the bottom of the banner, there are four colored boxes (orange, yellow, blue, and pink) each containing an icon and a title: "LEARN" (graduation cap icon), "TEACH" (book icon), "COLLABORATE" (three people icon), and "INNOVATE" (lightbulb icon). Each box also contains a short description of the activity.

WELCOME TO AEFIS ACADEMY

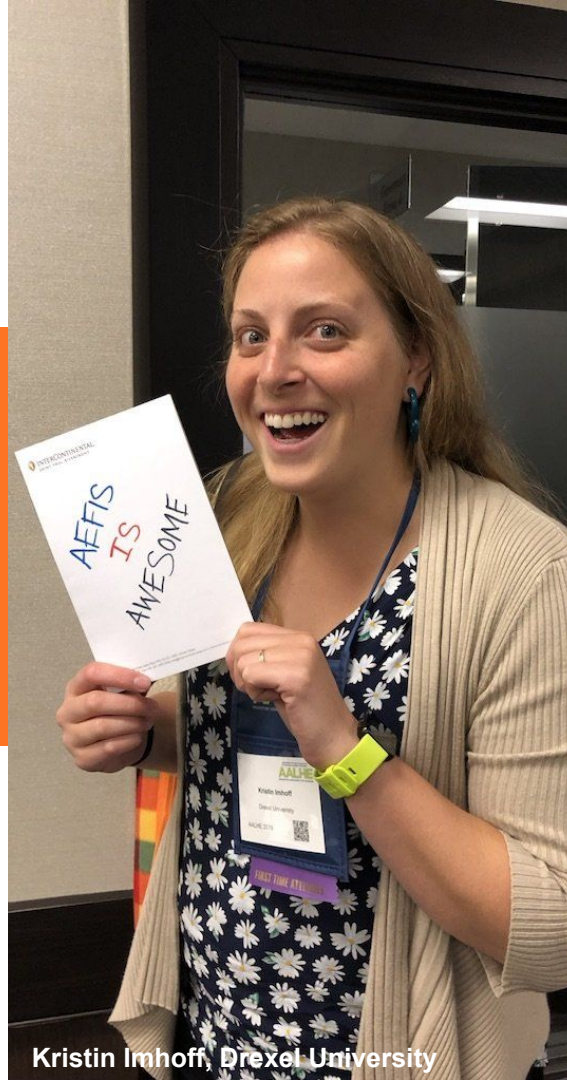
We invite you to
Learn, Teach, Collaborate, Innovate.

LEARN	TEACH	COLLABORATE	INNOVATE
Learning activities, on-demand webinars, self-guided curricula, best practice guides, and more.	Teach what you love! Share your knowledge and experience with your community, and help others.	Engage in communities of practice events, activities, and discussions with colleagues and friends.	Join thought leadership in assessment, authentic learner success, and lifelong learning.

How can AEFIS help you?

What are your ideas?

www.aefis.com



Kristin Imhoff, Drexel University