



SACSCOC Accreditation and Your Role

Why is Accreditation Important?

- ④ The *Principles of Accreditation* by SACSCOC articulate standards, which are fundamentally important to us as an institution of higher education committed to providing a quality educational environment and experience for all students.
- ④ Accreditation is essential to maintaining our reputation as an institution providing a high quality educational experience.
- ④ Failure to comply with the Principles of Accreditation by SACSCOC has serious financial consequences, including loss of the ability to award federal student aid.

What is your role in the accreditation process?

Involvement of every faculty and staff member at the College is essential to the success of the reaffirmation process!

Quality Enhancement Plan (QEP)

- ④ Participate in the selection of the topic through on-going, comprehensive planning and evaluation.
- ④ Support the QEP through active participation.
- ④ Participate in writing the plan with a focus on student learning/success.
- ④ Be involved with the initiation, implementation, and/or completion of the plan.
- ④ Commit the necessary resources for the success of the plan (time, expertise, money, etc.)
- ④ Participate in the assessment of the plan.
- ④ Participate in the review of the QEP by the SACSCOC on-site committee during its 3-day visit to CCC.
- ④ Be informed – know what the QEP is, how it was selected, and how it will be implemented.

Compliance Certification

- ④ Methodically document the College's compliance with each of the standards in the *Principles of Accreditation*. Each faculty and staff member has a fundamental responsibility to document the College's compliance with the standards in their area of responsibility.
- ④ Make a compelling case for the College's compliance when writing assigned standards.
- ④ Provide institutional memory and documentary evidence to support narratives for standards relating to your area.
- ④ Participate actively in the on-site visit by the SACSCOC on-site committee.

Standards Specific to Your Role: All Faculty

The reaffirmation process is the collective responsibility of our entire College community! However, the following standards are specifically aligned with your responsibilities at the College.

Standard 2: Mission – the institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. (*Institutional mission*) [CR]

- 🗣️ It is the responsibility of all members of the College community to support the goals of the College's mission through strategic planning and assessment.

Standard 6.4: The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.

Standard 7.2: The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.

- 🗣️ The QEP is an integral component of the reaffirmation process and reflects the College's commitment to enhance overall institutional quality and effectiveness by focusing on an issue the College considers important to improving student learning outcomes and/or student success.
- 🗣️ The QEP only works if all College members (faculty, staff, students, trustees, etc.) work together.

Standard 8: Student Achievement – (a) *Student achievement* [CR]; and (b) *Student outcomes: educational programs*.

- 🗣️ Student learning and student success are at the core of the College's mission.
- 🗣️ The College focuses on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for all its educational programs.

Standard 10.4: The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters; (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy; and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Standard 10.6: An institution that offers distance or correspondence education (a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit; (b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs; and (c) ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

Standard 10.8: The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments; and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.