



SACSCOC Accreditation and Your Role

Why is Accreditation Important?

- ① 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.
- ① Accreditation is essential to maintaining our reputation as an institution providing a high quality educational experience.
- ① 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)

- ① Participate in the selection of the topic through on-going, comprehensive planning and evaluation.
- ① Support the QEP through active participation.
- ① Participate in writing the plan with a focus on student learning/success.
- ① Be involved with the initiation, implementation, and/or completion of the plan.
- ① Commit the necessary resources for the success of the plan (time, expertise, money, etc.)
- ① Participate in the assessment of the plan.
- ① Participate in the review of the QEP by the SACSCOC on-site committee during its 3-day visit to CCC.
- ① Be informed – know what the QEP is, how it was selected, and how it will be implemented.

Compliance Certification

- ① 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.
- ① Make a compelling case for the College's compliance when writing assigned standards.
- ① Provide institutional memory and documentary evidence to support narratives for standards relating to your area.
- ① Participate actively in the on-site visit by the SACSCOC on-site committee.

Standards Specific to Your Role: Curriculum Program Manager

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 3.1.b: An institution seeking to gain or maintain accredited status offers all coursework required for at least one degree program at each level at which it awards degrees. (Coursework for degrees) [CR]

- For at least one degree program at the associate degree level, the College offers the range of coursework necessary for a student to earn the degree to ensure quality of the College's educational programs, to maintain the integrity of each level of degree offered, and to fulfill the College's mission as a degree-granting higher education provider.

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 9.2: The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. (Program length) [CR]

- This standard applies to all programs, including competency-based programs, whether the program is based on the credit hour or not.