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March 2020

# *SACSCOC and Me*

*timeline >>>*

*April 2020*

**Compliance Report** – Off-site review of Compliance Certification

**QEP** – Submit recommendation for lead QEP evaluator. Select winner of Success Network logo contest.

*May 2020*

**Compliance Report** – Receive report from off-site review. Advisory visit (May 20-21) with SACSCOC Vice President.

**QEP** – Complete draft presentation to share with SACSCOC Vice President. Complete student-produced video outlining benefits of the Success Network.

*June-August 2020*

**Compliance Report** – Respond to off-site recommendations in Focused Report

**QEP** –Finalize QEP document.

*September 2020*

Submit Focused Report and QEP to on-site committee for review.

*October 2020*

On-site visit – October 26-29

## **SACSCOC and COVID-19** *Does the pandemic affect our accreditation?*

When the College announced it was closing the week of March 16-20, my husband saw a question on Facebook that asked, “Will this affect our accreditation?” I wanted to address a few questions that our current pandemic situation might have raised in your minds regarding our accreditation.

### **Did canceling classes March 16-20 affect our accreditation?**

No, it did not. We submitted our revised academic calendar to SACSCOC since we are required to publish calendars and make them available to the public, but doing so did not negatively impact our accreditation.

### **Can I just give students the grade they have at this point? Or can I give my final exam now and not move my class online?**

No, these are not acceptable options. Why not? We are on record with SACSCOC as a credit hour institution, and our credit hours are based on contact hours. For example, in the NCCCS, 3 lecture hours over a 16-week semester (48 hours) equals 3 credit hours. To give a student a grade when he/she has only

completed half of the contact hours would violate the SACSCOC standards of program length (9.2), credit hours (10.7), and integrity (1.1). Shortening the academic term could also have significant financial aid implications. It is important that we demonstrate continued instruction to the end of the semester as best as we can, realizing that for hands-on, lab-based classes, this might result in grades of incomplete that are finished at a later date. **Did the switch of traditional classes to online classes violate any principles?**

No, it did not. SACSCOC has a guideline on “Emergency Temporary Relocation of Instruction” with which we had to comply, but since we are approved for distance learning, we simply had to notify them of the change and rationale.

### **Will the pandemic impact the pending reaffirmation visits?**

Maybe. At this time, the off-site reviews are still scheduled for April but might be pushed to May. At this point, it is unknown whether our October on-site visit will be impacted. Stay tuned! ◇

# QEP Development Team Update

Your QEP Development Team is hard at work researching, deliberating, planning, and crafting a comprehensive QEP implementation document. An implementation timeline encompassing necessary personnel, structure, and resources has been submitted to President Hunnicutt and his executive team. Currently, the larger QEP Development team has been divided into small teams as follows: management, assessment, professional development, and marketing.

## Management

The management team has tackled the complex task of proposing the structure and operation of the Success Network. This includes the timeline for a controlled rollout, development of the intake and caseload management process through utilization of Aviso, creation of job descriptions for a Success Coach and the Dean of Success Network along with caseload assignment criteria.

## Assessment

The assessment team is charged with determining how we know the QEP is achieving success and making adjustments accordingly. Based upon the student success outcomes in retention, progression, and graduation, measureable objectives have been identified. The QEP goal to assign every student a success coach will be gradually rolled out. As such, we will identify a systematic random student cohort sample. The cohort sample will be measured against historical benchmarks for progress, as well as the attainment of reaching set targets (similar to the NCCCS Performance Measures).

## Professional Development

The professional development team is working to establish training based on student development theory/advising models for Success Coaches and



general informational sessions for team NASH. COVID-19 has impacted progress due to a cancelled conference. However, the team has tapped into N.C. experts and resources from NACADA to complete their work.

## Marketing

The marketing team is concentrated on building campus-wide awareness. A logo contest has been initiated which will be followed up with a tag line contest. Students in the Broadcasting & Production program will be producing several videos demonstrating the benefits of the Success Network.

For more details, check out this [link to the snapshot](#) which was shared with the off-site team.

## What did we learn in the listening tour?



Throughout the fall and early spring semesters, the QEP development team met with members of team Nash and NCC students to share elements of the Success Network and gain valuable feedback. Key takeaways from team Nash members included the importance of finding the right expert to become a success coach. Team members sought to better understand how a success coach enhances all the great things we currently do for students (see inset *What is a success coach?*). Many shared the importance of building a team of dedicated success coaches focused squarely on supporting students and ensure the plan is funded. Students consistently shared how they valued holistic support, care, and empathy. Their “go to” person would take an interest in their academic, mental, physical, and emotional welfare.

## Success Network >>> Making Connections

# What is a success coach?

*A success coach acts as a coach, guide, and mentor for a student throughout his/her program to inspire, motivate, support, and challenge him/her.*

Most of us in our interactions with students take on qualities of a coach. After all, that ideal of care is what Blue Love is all about! But our capacity to provide consistent, high touch, follow-up and follow-through with each NCC student’s holistic needs is constrained by our primary responsibilities. A dedicated success coach will collaborate with you and each student to make sure he/she is getting connected to the help and resources needed for his/her personalized success. The success coach supports enrollment, student development, and retention services while ensuring high quality learning. In collaboration with faculty, staff, and community partners, success coaches provide advising, mentoring, individualized support, and advocacy.



The Success Network will utilize a case management model of facilitation. A student will be assigned a dedicated success coach who provides care collaboration with success partners to meet each student’s holistic needs.

# Who is SACSCOC?

*Brief description of our accrediting body*



The Southern Association of Colleges and Schools Commission on Colleges is the recognized regional accrediting body in the eleven U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher education that award associate, baccalaureate, master's, or doctoral degrees. The Commission on Colleges' Board of Trustees is the representative body of the College Delegate Assembly and is charged with carrying out the accreditation process.

## Mission Statement

The mission of the Southern Association of Colleges and Schools Commission on Colleges is to assure the educational quality and improve the effectiveness of its member institutions.

## Core Values

The Southern Association of Colleges and Schools Commission on Colleges has six core values. They are:

- Integrity
- Continuous Quality Improvement
- Peer Review/Self-Regulation
- Accountability
- Student Learning
- Transparency

To gain or maintain accreditation with the Commission on Colleges, an institution must comply with the standards contained in the Principles of Accreditation: Foundations for Quality Enhancement and with the policies and procedures of the Commission on Colleges. The Commission on Colleges applies the requirements of its Principles to all applicant, candidate, and member institutions, regardless of type of institution (public, private for-profit, private not-for-profit).

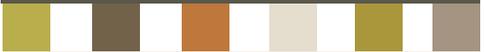
Citation: [www.sacscoc.org/about-sacscoc/](http://www.sacscoc.org/about-sacscoc/)



## On Assessment...

*Assessment cannot be separated from instruction. It is not an "add on." It is what we do every day as teachers. The cyclical process of triangulating - analyzing, questioning, and assessing - is embedded in instruction. It is simply how we teach.*

*--Clare Landrigan & Tammy Mulligan*



## What is a QEP?

As part of our reaffirmation of accreditation, we are required to create a Quality Enhancement Plan, known affectionately as a QEP. The purpose of the QEP is to enhance student learning or student success through identification of an institutional weakness and creation of a project to address that need.

*final thoughts...*

**AFTER THREE MONTHS OF STAYING  
IN MY OFFICE UNTIL 11:00 PM**



**THIS IS ME, RUNNING TO THE UPS STORE  
TO SHIP THE ACCREDITATION SELF-STUDY REPORT**

*coming soon >>>*

## *In The Next Issue*

*QEP Timeline*

*Expectations of the QEP*

*Assessment Standards*

*SACSCOC 101*