Standard by Standard
Some Instructions on Writing for SACSCOC

Keith DeFoer, Associate VP for Academic Affairs
Jason A. Pierce, Provost & VP for Academic Affairs

Introductions & Overview
Introductions

Dr. Keith DeFoor
- Accreditation liaison at YHC, 2014-present
- 11 reports submitted to SACSCOC
- 16 institutional reports reviewed as SACSCOC committee member, including four as chair
- Former instructor of composition (Music)

Dr. Jason A. Pierce
- Accreditation liaison at two institutions, 2009-2018
- 11 reports submitted to SACSCOC
- 10 institutional reports reviewed as SACSCOC committee member
- Former instructor of composition (English)

Overview
1. Knowing Your Audience
2. Understanding the Standards
3. Maintaining Focus
4. Presenting Clearly
5. Q&A
Knowing Your Audience

- Who will read your compliance document?
  - Members of off-site committees (e.g., reaffirmation, fifth-year)
  - Members of on-site committees (e.g., reaffirmation, substantive change)
  - SACSCOC staff members & consultants
  - SACSCOC Board of Trustees members
- Policy statement: “Reports Submitted for SACSCOC Review”

See Handout #1
Understanding the Standards

• Parse each standard.

Standard 10.7 (*Policies for awarding credit*)
The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format and mode of delivery.

Understanding the Standards

• Parse each standard.
• Compare parallel standards from the 2012 and the 2018 *Principles of Accreditation*.

Understanding the Standards

CS 3.2.9 (*Personnel appointment*)
The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

Standard 5.5 (*Personnel appointment and evaluation*)
The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.
Maintaining Focus

- Remain on topic throughout the narrative for each standard.
- Straying off topic may lead the reader(s) to review your responses other standards.

See Handout #2

Presenting Clearly
Presenting Clearly
• Use headers related to components of the standard to provide your reader with "signposts."
• Use visual aids to complement or highlight materials from the supporting documentation.
• Let someone else read the narratives to ensure they make sense.
• Pay careful attention to Standard 14.3.

Questions & Answers

THANK YOU
Please complete and submit your session evaluation!

Keith DeFeo
kdefeo@yhc.edu

Jason A. Pierce
jpierce@yhc.edu