## PRELIMINARY REPORT OF THE REAFFIRMATION COMMITTEE

### Statement Regarding the Report

*The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of the Commission's policies and procedures. Final interpretation of the* Principles of Accreditation *and final action on the accreditation status of the institution rest with SACSCOC Board of Trustees..*

**Name of the Institution:**          **St. Petersburg College**

**Date of the Review:**          **April 2017**

**COC Staff Member**:          **Cheryl D. Cardell, Vice President**

**Chair of the Committee**:          **Dr. William R. Fannin**
          **Professor of Management,**
          **University of Texas of the Permian Basin**
          **Odessa, Texas**

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**Part I.    Overview and Introduction to the Institution**

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*To be completed by the On-site Reaffirmation Committee.*

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**Part II. Assessment of Compliance**

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*Sections A thru E to be completed by the Off-Site Review Committee and the On-Site Reaffirmation Committee. An asterisk before the standard indicates that it will be reviewed by the On-Site Reaffirmation Committee even if the off-site review determines **Compliance**.*

**A.    Assessment of Compliance with Section 1: The Principle of Integrity**

   **1.1    The institution operates with integrity in all matters. (Integrity)**

   **Compliance**

   The data and information provided to the off-site committee seemed to be accurate and reflected St. Petersburg College's honest reporting of its compliance with principles.

**B.    Assessment of Compliance with Section 2: Core Requirements**

   **2.1    The institution has degree-granting authority from the appropriate government agency or agencies.  (Degree-granting authority)**

   **Compliance**

   St. Petersburg College is authorized to offer baccalaureate and associates degrees, and technical certificates.  Supporting documentation from the Florida Board of Education, SACSCOC, and the Board of Trustees rules are provided in support of the College's degree-granting authority.  The College also includes history of its transition from a junior college to a four-year institution along with approvals for new degrees added since the last reaccreditation.

   **2.2    The institution has a governing board of at least five members that is the legal body with specific authority over the institution.  The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program.  The board is not controlled by a minority of board members or by organizations or interests separate from it.  Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.**

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. **(Governing board)**

### Non-Compliance

Florida Statute 1001.61 calls for St. Petersburg College to have a five member Board of Trustees appointed by Florida's Governor with approval by the Florida Senate. The Board has policy-making and oversight roles provided by Florida statute and policies of the Florida State College System. The Board approves the College's budget, hires and evaluates top management, has audit and Compliance and other policy-making and financial control function typical of a public institution's governing board.

The Board operates in a very transparent fashion, with meetings open to the public and advance publication of meeting dates and times. Sample agendas and Board minutes confirm the operation of the Board within this open structure. Brief biographies for each Board member show no apparent financial interest in the institution.

The College has marked itself in partial compliance with this standard since the Governor has not appointed replacements or re-appointed two members whose terms have expired. It is unclear from the documentation provided by the College whether the two members whose terms have expired continue to serve. If they do not continue in service until replaced the Board would have fewer than five Board members.

**2.3** The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. *(See the Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.")* **(Chief executive officer)**

### Compliance

SPC has a CEO/President, who reports directly to the Board of Trustees. Presidential duties are defined by statute, and ensure that the president's primary responsibility is to the institution.

The current president announced his resignation, effective June 30, 2017, and a search is currently underway for his replacement. Documentation is provided detailing the process by which the president is selected. Additionally, documentation of the process currently underway to hire a new president is included.

**2.4**    The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional mission)**

   **Compliance**

St. Petersburg College has a clear mission.  The institutional vision and values also support the College's mission.  A clear process is delineated addressing the teaching and learning purpose of the institution.  The process of reviewing the mission is included in the documentation and supported by Board of Trustee rules.

The Committee's review of St. Petersburg College's mission statement confirms that its mission statement is clearly defined, comprehensive, and appropriate to higher education. St. Petersburg's mission statement is aligned with Florida statutes.  As defined by the Florida statutes, St. Petersburg College is a state college; therefore the college does not conduct research.  The college publishes its mission statement in its annual budget strategic planning documentation, the College website, College Catalogs, Student Handbook, and in the Board of Trustees Welcome Packet. The mission statement addresses teaching and learning as well as public service through enriching "….our communities through education, career development and self-discovery." The college also addresses teaching and learning as well as public service within its 13 value statements.

**2.5**    The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional effectiveness)**

   **Compliance**

The Committee's review of St. Petersburg College's *The SPC 7/24 Initiative: Seven major Focuses*, *24 observable projects*; *Strategic Issues Council Overview*; and *the Premise and Guiding Principles of the Student Achievement Organizational Structure* confirms the college has an institution wide-research based planning and evaluation process. During the 2010-2011 academic year, a new president was hired, and the college wrapped up its previous three-year planning process and developed a new strategic planning process. For the past six years, this new process has defined how the institution operates and has shaped the college to a culture of focused ongoing continuous improvement.

The key elements of the institution's continuous improvement process are the review of the college mission, the development of annual Key Strategic Priorities (Annual BOT planning retreats), review of these Key Strategic Priorities (includes assessment of education, administrative, academic and student services, and community service units), and the college-wide operating budget development process.

As required by BOT Rule 6Hx23-1.02, St. Petersburg College's Board of Trustees reviews the mission statement every three years and the strategic plan annually. The

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last mission review took place on June 21, 2016. As revealed in the BOT Strategic Plan minutes (December 2011; 2012; 2013; 2014; 2015; 2016) the last strategic planning review took place on December 13, 2016. Feedback provided from the annual BOT strategic planning retreat to develop emerging priorities led to changes to the Key Strategic Priorities for 2016-2017 (as well as years 2011-12; 2012-13; 2013-14; 2014-15; 2015-16). The Committee's review of the Annual BOT Strategic Planning Retreats for years 2011-12; 2012-13; 2013-14; 2014-15; 2015-16 indicates the college has in place, an institutional review of mission, goals, and outcomes and it's clear the process is on-going.

St. Petersburg College also documents its continuous improvement focus through three processes: 1) weekly webinars focused on strategic initiatives, 2) Outcomes Assessment, 3) Strategic Planning Process.


**2.6** The institution is in operation and has students enrolled in degree programs. **(Continuous operation)**

   **Compliance**

St. Petersburg College opened in 1927 and has been continuously operating since that date with changes in name, programs offered, and teaching locations as the college evolved.  The College began to offer bachelor's degrees in 2002 and has done so continuously since that date.


**2.7.1** The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program length)**

   **Compliance**

The institution offers programs that range from Post-Secondary Adult Vocational Certificates and diplomas through baccalaureate degrees.  All associate degrees require a minimum of 60 semester credit hours and all baccalaureate degrees require at least 120 semester credit hours.  As documentation, the institution provided charts showing the hours required in each program, a copy of the *2016/2017 College Catalog*, and Florida Statute 1007.25.

For the Post-Secondary Adult Vocational Programs offered by the institution, credit is measured in clock hours.  The number of clock hours in each program is defined by Florida Department of Education Curriculum Frameworks.

**2.7.2** The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program content)**

**Compliance**

The institution offers the Associate of Arts (AA), Associate of Science (AS), Bachelor of Applied Science (BAS), and Bachelor of Science (BS) as defined by Rule 6A-14.030 in the Florida College System.

The Associate of Arts degree is designed for transfer students and requires 36 general education semester credit hours. The AA also requires an additional 24 semester credit hours that, "build knowledge and competencies in increasing levels of complexity."

The Associate of Science degree requires 15 general education semester credit hours with the remaining 45 hours satisfied through State requirements, Curriculum Frameworks and employer needs as revealed through Advisory Committees.

The Bachelor of Science degrees, which are offered in many curricular areas, usually require an Associate of Arts degree for admission. However, the Bachelor of Applied Science degree prepares students for management positions and usually requires an Associate of Science degree for admission.

All courses utilize the leveling procedures provided by the Florida Statewide Course Numbering System, which ensure competencies are built across all levels and programs.

**\*2.7.3** In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. **(General education)**

**Compliance**

In its program of study description for an AA degree, the institution states a clear rationale for its general education component as introducing students to knowledge essential to (1) study further in the major, (2) develop educated members of the community and the world, and (3) provide the foundation for becoming informed, independent thinkers, who can comprehend, evaluate, and address the issues that

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human beings face in their personal lives, careers, and community affairs. The general education component supports the institution's mission statement to "promote student success and enrich our communities through education, career development and self-discovery." The college catalog demonstrates that in each degree offering, the institution, in compliance with requirements of Florida statutes, the Florida State Board of Education, and its own Board of Trustees, requires a substantial component of college level general education coursework that ensures breadth of knowledge. In its Associate of Arts, Bachelor of Applied Science and Bachelor of Science degrees, the institution requires a minimum of 36 hours of general education course credits; in its Associate of Science degree the institution requires a minimum of 15 hours of general education course credits. In all of its degree offerings, the institution requires at least one course from the categories of humanities/fine arts, social/behavioral sciences, and mathematics. The catalog course descriptions of these courses, including the Humanities/Fine Arts courses, confirm that the courses present sufficient breadth of knowledge and are not skills focused. The institution's participation in Florida's Common Course Numbering System and its own periodic course review process further ensures that the general education component is at the collegiate level. All general education requirements are clearly identified in the college catalog on the institution's website and through links for each program of study the institution provides students with Academic Pathways, a course sequence listing that includes general education courses.

2.7.4    The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (*See the Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach."*) **(Course work for degrees)**

   **Compliance**

   The institution provides instruction and controls quality for all coursework for every degree offering.

   A sample Associate-level (A.S. Business Administration Banking/Finance Subplan) and a sample Baccalaureate-level degree (B.S. Elementary Education) were cited as evidence of meeting this standard with course listings, as well as the last term the courses were taught. The institution's catalog further confirms that every course required for each program or degree is being offered.

*2.8    The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. **(Faculty)**

   **Compliance**

The institution's definition of "adequacy" is to have full-time faculty provide academic oversight and teach more than half of the semester hours in each modality, on each campus, and within each discipline. The institution uses the percentage of student semester hours taught by full-time faculty as its measure of adequacy. The goal is to maintain a 55%:45% full-time to adjunct faculty ratio. Evidence was provided in several tables which disaggregated data by campus, by modality, and by discipline. In all cases where the goal was not met, an appropriate explanation was provided.

The normal teaching load for full-time associate-level instructors is 36 credit hours annually which includes fall, spring, and summer semesters. Faculty may elect to teach 30 credit hours with a salary adjustment. Full-time baccalaureate faculty are on a 12-month contract that requires a load of 42 credit hours which includes advising.

With appropriate approvals, faculty may elect to teach overload. During academic year 2015/2016, 79% of the 389 full-time faculty taught overload. These were subdivided as follows:
- 70 taught the maximum overload of 9 classes,
- 91 taught 4-6 additional classes, and
- 142 taught 1-3 additional courses.

The Compliance Certification provided comparative data from the Florida Department of Education 2015 Fact Book. The data demonstrate that the fall 2014 student to faculty ratio at the institution was comparable to that of peer institutions in Florida and exceeded 2014 state averages in all applicable degree categories.

To document that the number of full-time faculty was sufficient to ensure quality, the institution provided
- improvement in course success rates data,
- results from employer surveys,
- Community College Survey of Student Engagement Survey (CCSSE) results, and
- Survey of Entering Student Engagement (SENSE) data.


2.9    The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning resources and services)**

   **Compliance**

The College has library facilities on seven campuses: Clearwater, Tarpon Springs, St. Petersburg/Gibbs, Seminole, Health Education Center, Midtown, and Allstate. The Health Education Center, Midtown, and Allstate campuses are in St. Petersburg. An examination of a Florida map indicates that all campuses are within an hour's drive of St. Petersburg. The libraries on the Seminole and St. Petersburg/Gibbs campuses are joint-use facilities with the local public libraries, and the library on the Clearwater site is slated to be replaced this year with a new joint-use facility partnering with the public

library.  A 2011 reorganization at the institution integrated the libraries of the institution with learning resources/tutorial services in an effort to provide a more interactive learning dynamic for academic and student support.  The current mission statement of the resulting department, Learning Resources Services, places an emphasis on improving learning and academic success.  The schedule of the libraries varies by location.  All libraries are open evening hours and feature an area with student computers for learning support.

Learning Centers are located within all campus libraries, offering tutoring services in major subject areas.  Some campuses also have specialized labs, such as writing studios and science labs.  Hours for each Center vary by location and are posted on the Learning Centers webpage.  Operating hours for many Centers include evening and weekend availability.  Centers are staffed with full-time and part-time tutors in areas of subject specialization, augmented by over 200 volunteer faculty members.  Additionally, online tutoring is available 24/7 through Smarthinking.

An increasingly high proportion of resource support offered by the libraries is in digital form.  In recent years, as digital resources were added the libraries began reducing the size of physical collections.  Some spaces for book stacks were converted to areas for computers and collaborative study, and for interaction between tutors and students.  Students and faculty have secure sign-in access to 143 electronic databases featuring hundreds of thousands of articles, eBooks, and more, with most content in full-text form.  These electronic resources are available anytime on any of the College's campuses and by online learners.  A list of databases by academic area reflects content support for all degree programs in the curriculum.  According to the collection development policy, all College librarians are involved in the materials selection process and analyze gaps and weaknesses in collections.  Academic departments have librarians assigned to them as subject liaisons, and these liaisons work with their faculty in building collections.  A materials request form may be found on the library webpage.  A College-wide Library Committee is another mechanism by which librarians consult with faculty.

In addition, the institution's students and employees may walk into the libraries of any Florida university or college and check out materials through a reciprocal borrowing agreement signed by all state college and university presidents.  Students and employees may also request materials from other universities and colleges through an interlibrary loan form on the library webpage.

The library website features 197 guides to research created by librarians, including assistance with finding information in many subject areas, citation help, and more.  Contact information for reference assistance is also available on the website.  Students may reach reference librarians by phone, email, or by chat through the statewide Ask-a-Librarian service.

The institution uses the CCSSE national survey and an in-house Enrolled Student Survey (ESS) to assess learning resource services.  Most recent results indicate that the library and out-of-class computers rank the highest among all academic and student support services in terms of student satisfaction.

**\*2.10** The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. **(Student support services)**

### Compliance

The institution offers a broad array of student services. The institution has effectively used data on its student population to ensure the appropriateness of its programming. There is a strong emphasis on services and activities to enhance student success, including:

- Out-of-class support such as tutoring and computer labs
- Career and academic advising
- An on-line tool to recommend courses tailored to a student's goals ("My Learning Plan")
- New student orientation (both online and in person)
- An early alert and student coaching system.

Because students take courses at a variety of campuses and modalities (including online and dual enrollment), many student services offices operate at multiple locations in addition to being available electronically. Programming is offered at almost every site, although due to close proximity of some sites, some services are shared.

The institution provided evidence that its efforts have, in fact, contributed to gains in student success indicators. The narrative offered a strong array of assessment indicators that show the institution's continuous improvement focus.

**2.11.1** The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. **(Financial resources and stability)**

### Compliance

The College provided an audit as prepared by the State of Florida's Auditor General. The audit demonstrated a solid financial position when noncurrent liabilities such as pension liabilities and compensated absences as required under GASB are excluded. The institution's Unrestricted Net Assets Excluding Plant (UNAEP) shows a strong, positive balance when these GASB-required elements are excluded. Other financial

indicators show sufficient liquidity (e.g., current ratio).  While the institution's net position has eroded slightly in the last few years, underlying resources are clearly sufficient, and the trend has been appropriately managed.

The Auditor General provided a management letter which did not contain any findings.

Budget documentation was provided demonstrating that there was campus input into the preparation and that the budget development followed the College's strategic plan as a pathway.  Board Minutes confirmed Board approval of the budget.  The budget addressed the impact of the state's limitation on tuition increases.  The material provided showed a relatively flat enrollment during the past four years


**2.11.2**  The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical resources)**

   **Compliance**

The College operates facilities on ten sites comprising 355 acres and 115 buildings. Master Plans have been developed for each campus in order to plan for the continued growth and development of the College at each specific site.   The College provided a listing outlining the items needed to keep deferred maintenance in line and a listing of those projects which were completed.  Material was submitted which showed the priority of types of repairs which will be addressed.  This indicates that the core physical infrastructure is being thoughtfully addressed in conjunction with the planned strategic development of the College.

Documentation from the student survey showed overall student satisfaction with the facilities on the various campuses.  Space utilization details showed that the College is experiencing stable space utilization.  The details do suggest that there is strong utilization in laboratories which may require attention.


**2.12**  The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. **(Quality Enhancement Plan)**

**C.** **Assessment of Compliance with Section 3: Comprehensive Standards**

**3.1.1** The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. **(Mission)**.

**Compliance**

St. Petersburg College has a clear mission. In addition to the mission, there is a vision statement and 13 values to guide the institution. The mission and vision are found throughout campus on posters and plaques to ensure the visibility of these guiding statements. Several document samples are provided that show how the mission is tied to budgeting, grant writing, and other activities.

The Committee's review of St. Petersburg College's mission statement confirms that its mission statement is comprehensive and directs the college's operations. The college strategic plan, key strategic priorities, and budget requests for college initiatives are aligned with the college's mission and value statements. The college reviews its mission statement every three years as required by BOT Rule 6Hx23-1.02. As reviewed in the minutes, the Board of Trustees (January 15, 2013 and June 21, 2016) reviews and approves the mission statement. The mission statement is communicated and disseminated to the college's constituencies through the annual budget strategic planning documentation, the College website (About-Mission), College Catalogs, Student Handbook, is accessible from Employee sites, is hung on walls throughout the College's campuses, and is referenced in operational documents and other disseminated materials.

**3.2.1** The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. **(CEO evaluation/selection)**

**Compliance**

St. Petersburg College has sufficient policies and practices in place to ensure the selection and periodic evaluation of the President are occurring. There are references to Board of Trustees rules, Florida statutes, BOT meeting minutes, BOR manual, and a copy of the most recent President's performance evaluation. The evaluation process is clear and occurs annually.

**3.2.2** The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing board control)**

**3.2.2.1** the institution's mission

**Compliance**

St. Petersburg College is a member of the Florida College System and is authorized by Florida statute 1004.65 to be "an independent, separate, legal entity created for the operation of a Florida College System institution." As

such, the institution has a mission statement, updated in 2013.  Board of Trustees rules mandate a 3-year review cycle for the mission state.  The latest mission statement revision, which occurred in 2013, was reapproved by the Board in 2016.

**3.2.2.2** the fiscal stability of the institution

**Compliance**

The College has provided documentation the Board has reviewed and approved the budget.

Fiscal responsibility for SPC is given to the Board of Trustees by the Florida State Legislature, and State Board of Education.  Additionally, the President and other college administrators work closely with the Board of Trustees to ensure state funds are wisely distributed.  The most recent audit of the fiscal year ending June 30, 2016 is included and the auditors did not identify any deficiencies or instances of non-compliance.  The Institution appears to have a solid financial position.

**3.2.2.3** institutional policy

**Compliance**

SPC has the authority to monitor policy Compliance and has clearly defined procedures for; reviewing policy, suggesting changes to policy, and adopting new policies.  The procedures in place allow "anyone" to suggested changes to policy with the appropriate committee oversight.  A recent example is provided and was related to college admissions requirements.

**3.2.3**  The governing board has a policy addressing conflict of interest for its members. **(Board conflict of interest)**

**Compliance**

St. Petersburg College has policies and processes in place to inform Board members about conflicts of interest.  Several state statutes, Board of Trustees rules, and references to the Florida Constitution are included to address Board member conflicts of interests.  Additionally, when Board members are appointed, they attend an orientation session and receive a comprehensive manual covering their responsibilities and ethical obligations.  The institution has a Trustee Orientation website with links to various references.  The College has appointed its own Board Attorney, separate from the College's General Counsel.

**3.2.4**  The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. **(External influence)**

**Compliance**

The members of the Board of Trustees serve without pay as public servants. Their actions and responsibilities are governed by Florida law and Florida State College System policy including conflict of interest regulation. Each board member must file a conflict of interest statement identifying in potential business or personal matters which might be viewed as a conflict of interest or commitment. There are no signs of undue influence on the board from outside bodies.

St. Petersburg College Board members are held to the standards set forth in the Constitution of the State of Florida. Board of Trustees rules and procedures are written to outline standards of conduct related to remaining free from external influence. Board members must file financial disclosures to identify any potential conflicts of interest. Furthermore, the State of Florida understands that Board members are involved in business activities that often "intersect with the educational community" and that these interactions do not disqualify individuals from serving on the Board. Potential conflicts of interest are reviewed prior to Board members being confirmed.

**3.2.5**  The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board dismissal)**

   **Compliance**

St. Petersburg College is governed by Florida statutes, which cover local officers; Board of Trustee members are considered local officers in the eyes of the State of Florida. The College has Board rules covering specific reasons for which a Board member could be suspended or dismissed, and these reasons are in line with the Florida Constitution. Furthermore, Board members facing potential suspension or dismissal are covered by due process rights as outlined in the Florida Constitution and Florida Statute 112.52. No Board member has ever been suspended or dismissed.

**3.2.6**  There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. **(Board/administration distinction)**

   **Compliance**

St. Petersburg College has several Board of Trustees rules to distinguish between policy-making, and administering and implementing policy. The Board of Trustees is charge with adopting rules that are recommended by the College president. Responsibilities are sufficiently distinct and in line with good practice. Communication about policies is found on several websites ranging from institutional control through the legislature and state board of education websites. Also, Board rules and procedures are available in the college catalog, faculty manual, student handbook, and Trustees welcome guide.

**3.2.7**  The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. **(Organizational structure)**

   **Compliance**

St. Petersburg College has an appropriate organizational structure that reflects the major areas of the College. The organizational chart is available on the College's human resources website and clearly lists personnel in support of the various divisions of the College. There is a clear process in place for reviewing the College's organizational structure.

**\*3.2.8** The institution has qualified administrative and academic officers with the experience and competence to lead the institution. **(Qualified administrative/academic officers)**

**Compliance**

The institution provided an extended table outlining educational qualifications and summarizing professional experience of each administrative and academic officer. The outlined credentials were consistent with the provided job descriptions. The organizational chart was clear and showed a logical division of responsibilities.

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

**Compliance**

The institution ensures that policies regarding appointment, employment, and evaluation of all personnel are published and widely available by providing links to policies, procedures and forms on its website. On its website, the institution publishes its Board of Trustees Rules and College Procedures which provides rules and procedures regarding hiring, position classifications, evaluations, and general employment matters. All employment procedures are published on the institution's Human Resources website, including job classifications, salary schedules, and employment policies. The institution's Faculty Manual, published on its website, contains faculty related hiring procedures. Evaluation policies and procedures for all employees of the institution, including faculty, are published in the Board of Trustees Rule 6Hx23-2.10 and Procedure P6Hx23-2.10. To demonstrate implementation of published employment policies, the institution provides evidence in the form of sample job postings and evaluations of faculty and staff.

**3.2.10** The institution periodically evaluates the effectiveness of its administrators. **(Administrative staff evaluations)**

**Compliance**

St. Petersburg College has a thorough process for evaluation of administrators. The evaluation process is closely tied to the strategic priorities and occurs annually. Administrators also enter personal goals to be evaluated. Evaluation criteria are set to meet the needs of academic and non-academic administrators. Examples of evaluations were provided for both senior administration and other staff..

**3.2.11** The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. **(Control of intercollegiate athletics)**

### Compliance

The St. Petersburg College President has authority over intercollegiate athletics. The Athletic Director reports to the Senior VP of Student Services and serves as the President's delegate over athletics. The institution is a member of the Florida College System Activities Association (FCSAA) and must adhere to the Association's academic standards. The cumulative GPA for each sports team is provided in the Compliance narrative with all teams having a cumulative GPA of 2.6 or higher, which complies with the FCSAA. The institution has an Athletic club specifically focused on fundraising for athletic programs although it is not clear what oversight is in place for the Club's fund-raising activities.

**3.2.12** The institution demonstrates that its chief executive officer controls the institution's fund-raising activities. **(Fund-raising activities)**.

### Compliance

The St. Petersburg College President's job description includes responsibility for all College fund-raising activities. The institution has a Foundation, which serves as a direct support organization per written Board of Trustees procedures. The Executive Director of the foundation reports to the College President. The institution has specific policies to address fundraising by student organizations as well.

**3.2.13** For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution. **(Institution-related entities)**

### Compliance

The College maintains control over three related entities: St. Petersburg College Foundation Inc., the Institute for Strategic Policy Solutions, Inc., and the Leepa-Rattner Museum of Art, Inc. All three are tax exempt organizations, with the president serving in an ex-officio role on the board of each and a member of the College's Board of Trustees on the board of each. All three have been established under Florida law to meet the needs of the College. The relationship of the entities to the College and the dissolution of liability are outlined in the Articles of Incorporation. The Board of Trustees for the College controls the use of facilities and receives audits of each organization. Specific members of the college leadership team are in leadership roles of each entity.

**3.2.14** The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property.  These policies apply to students, faculty, and staff. **(Intellectual property rights)**

**Compliance**

The institution provides a clear intellectual property policy that applies to students, faculty and staff.  Board of Trustees Rule 6Hx23-1.35 defines intellectual property, while Board of Trustees' Procedure P6Hx23-1.351 delineates and defines specific types of intellectual property.

The policy addresses ownership and revenue distribution of materials. If the effort is college-supported the material and subsequent revenue belongs to the college.  If the work is initiated by the individual with "incidental use" of the institution's facilities or resources, then ownership and any subsequent revenue resides with the individual. Ownership of work for hire projects reside with the institution, unless stipulated in advance

**3.3.1** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas **(Institutional Effectiveness)**:

**\*3.3.1.1** educational programs, to include student learning outcomes

**Compliance**

St. Petersburg College's academic program assessment is comprised of three components: 1) Annual Viability Reports, 2) a three-year program assessment, and 3) a four-year comprehensive program review, which include follow-up reports. The Academic Effectiveness and Assessment (AEA) department oversees and supports the assessment process in conjunction with Institutional Research and Curriculum Services departments.  All active academic programs participate in the three assessment components. The institution currently has 103 active programs and 37 inactive programs. Regardless of modality, all academic programs follow the same assessment process. In 2001, the College was granted authority to offer baccalaureate level programs. Student learning outcomes assessment for baccalaureate programs began five years after the first enrollment semester.

All three assessment component reports are located within the Education Outcome Assessment website that is open to the public. The college provided as evidence six academic programs assessment reports: three associate of science degrees and three bachelor of applied science degrees (Environmental Science, Web Development, Music Industry Recording Arts, Dental Hygiene, Public Safety, and Technology Development Management) for 2012-2013 (3year cycle), 2014-2015 (off-cycle programs) and 2015-2016 (3 year cycle) as well as access to the Education Outcome Assessment website to view all

assessment reports. The 2015-2016 assessment plans do not include follow-up reports; these will not be available until August 2017.

In 2013, St. Petersburg College formed the Academic Assessment Sub-Committee to oversee and assist academic programs with program assessment. The sub-committee provides annual reports on the strengths and weaknesses of institution's academic assessment and makes recommendations for changes to the Assessment, Curriculum, and Teaching Oversight Committee. As reviewed in the college's Academic Program Assessment Cycle, Program Improvement Cycle, Academic Assessment Sub-Committee Charge, and the 2014 Summer Institute, there is a structure in place for the assessment of program student learning outcomes and program outcomes.

Academic Deans use the Academic Program Assessment Reports (APAR) to move through the three year assessment cycle of program learning outcomes within the Educational Outcome Assessment website. The three-year cycle allows time for programmatic changes to take effect before the next reporting cycle.

**3.3.1.2** administrative support services

**Non-Compliance**

From 2010-2014, St. Petersburg College's Academic Effectiveness and Assessment Department (AEA) reviewed and researched other ways to conduct assessment of all of its Planning Units, which led the college to adopt the Florida State College at Jacksonville's assessment model in 2014. The AEA worked with the College's Executive Committee to determine which departments supported student success. Some departments remained solitary planning units, while other departments were grouped together in planning units.

St. Petersburg College has defined the following as Administrative Support Services units: Institutional Research & Effectiveness, Grants, Finance, Human Resources, Staff Development, Information Technology Services, Marketing, Facilities, President's Office, and Foundation.   Each administrative support unit creates annual plans that focus on operational performance and quality of services provided to stakeholders that are aligned to the institution's strategic objectives and division goals.  Each unit outcome is identified and developed with input from front-line staff, managers, directors, and senior leadership. AEA manages annual assessment of administrative units. The annual reports are located within the Education Outcome Assessment website that is open to the public.   The college provided as evidence three administrative assessment reports (Grants, Finance, & Staff Development) for 2014-2015 and 2015-2016 as well as access to the Education Outcome Assessment website to view all assessment reports. The 2015-2016 assessment plans do not include follow-up reports; these will not be available until August 2017.

Each unit assessment report goes through a review and approval process. Unit Assessment Leads submit completed reports in the Educational Outcome

Assessment website. These are reviewed and approved by AEA, Unit Area Reviewers, and one or more Senior Vice Presidents. Annually, the institution's President, as part of this evaluation, submits a description of the college's successes and challenges. This evaluation is the President's Office unit assessment report. In 2012, St. Petersburg College created a Strategic Issues Committee Structure to increase integration of faculty and staff with institutional improvement process. Each Non-academic unit shares their respective assessment reports with their associated Strategic Oversight Committee.

St. Petersburg College appears to have a fairly robust assessment process for administrate support units, but evidence of this process is only provided for three of the ten administrative units. The samples provided are thorough, yet it is difficult to determine compliance because of an uneven presentation of evidence.

The committee's review of the college's Annual *Assessment Reports* and *Follow-up Reports* for 2014-2015, and 2015-2016 (no follow-up report) for Administrative Units; and the President's Annual Self Evaluation (2015-2016), confirms that the college has identified expected outcomes for its Administrative Support Service Units, analyzes the results of the assessment of these outcomes, and has made improvements to the units based on the analysis of results. However, the committee could not locate the assessment reports for Human Resources (2015-2016), Information Technology Services (2015-2016), Facilities (2015-2016), Foundation (2014-2015; 2015-2016) and the President's Office (2014-2015).

### 3.3.1.3 academic and student support services

#### Non-Compliance

From 2010-2014, St. Petersburg College's Academic Effectiveness and Assessment Department (AEA) reviewed and researched other ways to conduct assessment of all of its Planning Units, which led the college to adopt the Florida State College at Jacksonville's assessment model in 2014. The AEA worked with the College's Executive Committee to determine which departments supported student success. Some departments remained solitary planning units, while other departments were grouped together in planning units.

St. Petersburg College has defined the following as Academic and Student Support Services units: Enrollment Support, Online Student Services, Curriculum Services, CETL, International Programs, Student Services (The College Experience), Student Support Services, Disability Services, Student Life, Admissions and Records, Financial Aid, Recruitment, and Campus Plans. Each academic and student support services unit creates annual plans that focus on operational performance and quality of services provided to stakeholders that are aligned to the institution's strategic objectives and division goals. Each unit outcome is identified and developed with input from front-line staff, managers, directors, and senior leadership. AEA manages annual assessment of academic and student support services units. The annual reports are located within the Education Outcome Assessment website that is

open to the public.   The college provided as evidence four academic and student support services assessment reports (International Programs, Accessibility Services, Financial Aid, and Campus-St. Petersburg/Gibbs) for 2014-2015 and 2015-2016 as well as access to the Education Outcome Assessment website to view all assessment reports. The 2015-2016 assessment plans do not include follow-up reports; these will not be available until August 2017.

Each unit assessment report goes through a review and approval process. Unit Assessment Leads submit completed reports in the Educational Outcome Assessment website. These are reviewed and approved by AEA, Unit Area Reviewers, and one or more Senior Vice Presidents. Annually, St. Petersburg College's President, as part of this evaluation, submits a description of the college's successes and challenges. This evaluation is the President's Office unit assessment report. In 2012, the institution created a Strategic Issues Committee Structure to increase integration of faculty and staff with institutional improvement process. Each non-academic unit shares their respective assessment reports with their associated Strategic Oversight Committee.

The committee's review of the college's Annual *Assessment Reports* and *Follow-up Reports* for 2014-2015, and 2015-2016 (no follow-up report) for Academic and Student Support Services Units; and the President's Annual Self Evaluation (2015-2016), confirms that the college has identified expected outcomes for its Academic and Student Support Service Units, analyzes the results of the assessment of these outcomes, and has made improvements to the units based on the analysis of results. However, the committee could not locate the assessment reports for Enrollment Support (2015-2016) and the Campus Plans (2015-2016 for Health Education Center, Downtown/Midtown, and Tarpon Springs).

**3.3.1.4** research within its mission, if appropriate

### Not Applicable

Not applicable, no research it its mission. This standard does not apply to St. Petersburg College. Research is not including in the college's mission statement.

**3.3.1.5** community/public service within its mission, if appropriate

### Non-Compliance

From 2010-2014, St. Petersburg College's Academic Effectiveness and Assessment Department (AEA) reviewed and researched other ways to conduct assessment of all of its Planning Units, which led the college to adopt the Florida State College at Jacksonville's assessment model in 2014. The AEA worked with the College's Executive Committee to determine which departments supported student success. Some departments remained solitary planning units, while other departments were grouped together in planning units.

St. Petersburg College has defined the following as Community and Public Service units: Collaborative Labs, Workforce, Partnerships, and International Programs (contained in academic & students support service units and Community Service unit).   Each academic and community services unit creates annual plans that focus on operational performance and quality of services provided to stakeholders that are aligned to the institution's strategic objectives and division goals.  Each unit outcome is identified and developed with input from front-line staff, managers, directors, and senior leadership. AEA manages annual assessment of community service units. The annual reports are located within the Education Outcome Assessment website that is open to the public. The college provided as evidence two community and public service assessment reports (Workforce and Collaborative Labs) for 2014-2015 and 2015-2016 as well as access to the Education Outcome Assessment website to view all assessment reports. The 2015-2016 assessment plans do not include follow-up reports, these will not be available until August 2017.

Each unit assessment report goes through a review and approval process. Unit Assessment Leads submit completed reports in the Educational Outcome Assessment website. These are reviewed and approved by AEA, Unit Area Reviewers, and one or more Senior Vice Presidents. Annually, St. Petersburg College's President, as part of this evaluation, submits a description of the college's successes and challenges. This evaluation is the President's Office unit assessment report. In 2012, the institution created a Strategic Issues Committee Structure to increase integration of faculty and staff with institutional improvement process. Each non-academic unit shares their respective assessment reports with their associated Strategic Oversight Committee.

The committee's review of the college's Annual *Assessment Reports* and *Follow-up Reports* for 2014-2015, and 2015-2016 (no follow-up report) for Academic and Student Support Services Units; and the President's Annual Self Evaluation (2015-2016), confirms that the college has identified expected outcomes for its Community and Public Service Units, analyzes the results of the assessment of these outcomes, and has made improvements to the units based on the analysis of results. However, the committee could not locate the assessment reports for Partnerships (2015-2016) and International Programs (2014-2015, 2015-2016).  The College provided as evidence one completed year of assessment plans for the defined Community and Public Service Units.

3.3.2  The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. **(Quality Enhancement Plan)**

3.4.1  The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**

**Compliance**

Program approval processes at the institution include input from faculty and administration, and must include a Feasibility Study. New programs must also reflect appropriate state rule and law as designated through the State *Common Prerequisite Manual*, the *FLDOE Curriculum Frameworks*, the *Guiding Principles and Policies for Baccalaureate Programs*, and Administrative *Rule* 6A-14-030.

In the Compliance Certification, the institution provided a flow chart of the curriculum approval process that delineates approval by both faculty and administration. Artifacts from the approval of the A.S in Biotechnology where used to document that the process is followed.

**3.4.2** The institution's continuing education, outreach, and service programs are consistent with the institution's mission. **(Continuing education/service programs)**

**Compliance**

The institution offers a variety of noncredit activities and programs which reinforces their stated mission: to promote student success and enrich our communities through education, career development and self-discovery. One example is a number of campus libraries, developed in cooperation with local communities and available for community use. Also, the institution offers a Workforce Institute with two areas of focus: Learn to Earn and Life-Skills classes. Learn to Earn courses provide opportunities, in collaboration with industry partners, for students to quickly and frugally upgrade job skills. While Life-Skills classes are designed to assist individuals with issues arising from child care, parenting, divorce and even test preparation. The institution cited many other examples, all of which support and are consistent with the institution's mission.

**\*3.4.3** The institution publishes admissions policies that are consistent with its mission. **(Admissions policies)**

**Compliance**

The policies for Admission are appropriate to the mission of the college. They are defined by Florida State Statute as well as Florida Board of Education policy. They have been codified by the Board of Trustees and are published in the College Catalog and available on the website through that format. Some programs have specific admissions policies, largely in the allied health disciplines. Procedures exist for the institution's own students or students who attended other institutions to enter the baccalaureate programs. The institution also provided details on admissions policies governing dual enrollment and early college.

**3.4.4** The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the

academic quality of any course work or credit recorded on the institution's transcript. *(See Commission policy "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures."* ) **(Acceptance of academic credit)**

### Compliance

The institution publishes policies in its catalog and its Board of Trustees College Procedures that include criteria for evaluating, awarding, and accepting credit for transfer and prior learning that are consistent with its mission to "promote student success and enrich our communities through education, career development and self-discovery", and ensures through sound practices that the course work and learning outcomes are at the collegiate level and comparable to its degree programs. The institution's policy on transfer credit, College Procedure P6Hx23-4.06, published in the college catalog, establishes that transfer credit is evaluated by the Director of Admissions and Records with guidance and participation from the Academic Deans. As a participant in Florida's Statewide Course Numbering System, the institution awards transfer credit by articulation for course work taken at a participating institution under the stated provisions of that system. That system has practices in place to safeguard the integrity of academic equivalency, including faculty committees that evaluate equivalency of coursework and equivalency of faculty credentials, as well as a uniform course taxonomy to ensure equivalency of course level. College Procedure P6Hx23-4.06 requires all other transfer credit to be evaluated on a course-by-course basis to determine equivalency to institution coursework. Under the policy, if a course is initially deemed nontransferable, the student may seek reconsideration with supporting documentation, such as the course instructor's credentials and the course syllabus, which is evaluated by the Director of Admissions and the appropriate Academic Dean. College Procedure 6Hx23-4.17, also published in the college catalog, establishes the policies and procedures for awarding credit from non-traditional sources, including Advanced Placement, International Baccalaureate, credit by examination (credit by assessment), and experiential learning. This policy establishes the procedures and requirements for awarding credit for these forms of prior learning including information regarding minimum scores and course equivalencies for Advanced Placement and CLEP, and the techniques and procedures required for awarding credit for experiential learning through the institution's Experiential Learning program. This policy establishes the maximum amount of credit that can be awarded and the grade recorded on the transcript, and ensures that credit is only awarded for prior learning equivalent to the learning outcomes of the course for which credit is awarded. The institution also publishes on its website the listing of industry certifications for which course credit is awarded through a statewide articulation agreement.

**3.4.5** The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. **(Academic policies)**

### Compliance

The institution publishes academic polices on its website. Links are provided in various other publications such as the *Faculty Manual*, the *Student Handbook*, and the *College*

*Catalog*.  New employees are introduced to the policies during an orientation for staff; students are made aware of the policies through *Smart Start*.  The Marketing and Strategic Communications office is charged with keeping policies accurate and current.

To ensure the policies adhere to good educational practice, new policies and changes to existing policies are vetted through the Vice President in charge of the area covered by the policy, general counsel, and appropriate cross-functional institution-wide committees.  The Strategic Issues Council, which is overseen by the President, gives final approval.


**3.4.6**   The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. **(Practices for awarding credit)**

### Compliance

By procedure established by its Board of Trustees and participation in the Florida Statewide Course Numbering System, the institution employs sound and acceptable practices for determining the amount of course credit regardless of format or delivery method.  The institution's Board of Trustees College Procedure P6Hx23-3.04 contains definitions of credit hours and clock hours consistent with the federal regulations. The amount and level of credit for the institution's courses aligns with comparable courses at other higher education institutions in Florida through the institution's participation in Florida's Statewide Course Numbering System.  Under that system, statewide discipline-specific faculty advisory committees guide a determination of the amount and level of course credit after reviewing course equivalency profiles.  Procedure P6Hx23-3.04 also establishes a faculty driven curriculum review process for proposed new or revised courses, including a review of determination of credit hours, which requires multiple reviews by faculty, the submitting Dean, Curriculum Services, the Curriculum and Instruction Council, and the Deans/Provosts Council.  Existing courses are also reviewed every three years by faculty and staff for a determination of continued compliance with the institution's standards.  Appendix G of the institution's Curriculum and Instructional Manual provides a methodology for determination of course credit to be awarded.  Procedure P6Hx23-3.04 also requires a course delivered in an online or blended delivery mode to satisfy the same required contact hours and learning outcomes of the face-to-face instructional counterpart. A faculty team reviews all courses converted from a face-to-face course to an alternative delivery mode to ensure equivalency.


**3.4.7**   The institution ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, ensures ongoing **Compliance** with the *Principles* and periodically evaluates the consortial relationship and/or agreement against the mission of the institution**.** *(See the Commission policy "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.")* **(Consortia relationships/contractual agreements)**

### Not applicable

The institution does not participate in any consortial relationships or contractual relationships with other institutions regarding student instruction.

**3.4.8** The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. **(Noncredit to credit)**

**Compliance**

Pursuant to Florida Statute 1007.01 and as set forth in Florida's Statewide Articulation Manual, the institution awards credit for noncredit coursework through statewide articulation agreements to students who are progressing from post-secondary adult vocational programs.  The Articulation Manual identifies the programs that have defined articulations and the amount of credit that can be articulated.  These determinations are made based upon recommendations of statewide program-specific faculty groups to ensure course credit equivalency.  The institution provides a sample of a Statewide Agreement Worksheet Summary as an example of the process.  On its Career Connections website the institution publicizes the non-credit statewide articulation agreements and provides students access to the articulated credit process.  In addition, the institution has local articulation agreements with high schools through which it awards course credit that were developed by program faculty through a process of assessments and content crosswalks to ensure course equivalency.  The institution publicizes these agreements on its website and provides high school students access to receive credit.  The institution provides examples of these crosswalks and articulation agreements.  College Procedure 6Hx23-4.1 also establishes policies and procedures for awarding credit for noncredit prior learning.

**3.4.9** The institution provides appropriate academic support services. **(Academic support services)**

**Compliance**

The college provides resources for both faculty and students.  For faculty there are opportunities for professional development and enhancing pedagogy.as well as support for attending conferences and gaining knowledge about online learning.

Students are provided services that are evaluated annually.  These include Smart Start (New Student Orientation) that can be delivered either face-to-face or online as well as a number of other services.  A Learning Resource Center on each campus is available to enhance student academic success.  Academic Advising and Career services have been brought together through training and upgrading of advising staff as well as online advising resources.  There is an office of Accessibility Services and multiple testing centers.  The institution has many programs targeted to specific populations such as TRIO (first-generation and low-income students), English as a second language, WOW (women entering or re-entering college after a time lapse), veterans, and an Honors College.  The counseling programs makes available up to three free counseling sessions for students.

**3.4.10** The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty. **(Responsibility for curriculum)**

### Compliance

Rule 6Hx23-3.04 of the institution's Board of Trustees Rules and Procedures clearly states that the "development of curriculum is primarily the responsibility of faculty." By this Rule, every credit course and program of the institution is developed by faculty. The Rule designates faculty to "investigate the need for addition, revision, or deletion of a course or program." Faculty initiating a curriculum change consult with other faculty and the dean under whom the course or program is administered. The curriculum change undergoes a thorough review and revision process before being presented to the Curriculum and Instruction Committee. This committee, with a majority faculty composition, reviews the proposed curriculum change for compliance with institutional standards of student focus, academic quality, structural integrity, and articulation assurance. The committee recommends approval of the curriculum change to the Senior Vice President of Instruction and Academic Programs who makes a final review and forwards the change to the Board of Trustees for approval. In order to ensure the quality of curriculum, members of the Curriculum and Instruction Committee are provided a Curriculum Review Checklist that provides benchmarks of academic quality and student focus for new and modified courses and programs. Program and learning outcomes assessments ensure effectiveness of curriculum and are faculty driven. Program assessment reports are created by program faculty, program directors, and deans and are peer reviewed through the Academic Assessment Committee whose members are faculty from a cross-section of disciplines. In addition, every three years every academic program undergoes a comprehensive review. By policy and procedures, the institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.

**\*3.4.11** For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic program coordination)**

### Non-Compliance

The institution assigns an academic program coordinator for each program. Each academic program coordinator should meet the required academic qualifications for their area according to the Faculty Credentialing Handbook.

Deans oversee the curricula in their area in coordination with the academic program coordinators. Curriculum changes must also be brought to the Curriculum and Instruction committee for oversight of quality.

Credentialing for most academic program coordinators seems appropriate and meets the standards set forth in the Faculty Credentialing Handbook. However, one program coordinator (Architectural Design and Construction Technology) does not seem to meet the Academic Requirements set forth in the Faculty Credentialing Handbook.

**3.4.12** The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. **(Technology use)**

### Non-Compliance

Funding information technology is a stated priority for the institution, as documented in Board of Trustees policy that specifies an allocation goal of between thirty to seventy percent of yearly institutional resources. The current annual budget designates more than $4 million for replacement/refresh of technology, with much of that applied to technology for classrooms and faculty/staff. Hardware is updated on a four-year cycle. SPC leadership and technical staff select new technology. Each campus has at least one room with interactive audio/video or video conferencing capability so that courses can be transmitted across multiple campuses. An institution-wide wireless network may be accessed at all facilities by students via single secure sign-in and by guests via self-registration. The wireless network supports multiple device types, both Apple and PC-based, including mobile devices, tablets, and laptops. Communications systems link voice mail and fax service to email, and provide phone service and chat services for students and employees. All students and employees can access the full suite of Microsoft Pro Plus products at no additional cost for students, and may have access to a terabyte of cloud based storage. An institution-wide SharePoint system allows faculty and staff to access and share documents.

A technology support team provides training and support for students, faculty, and staff. A help desk may be reached from 7:00 a.m. to midnight, seven days a week, by phone, email, or online chat. The Online Learning and Services department offers support and training with classroom and faculty technology. The Instructional Technology Manager works with the Center for Excellence in Teaching and Learning to schedule educational opportunities and to create course materials and tutorials for faculty, especially for those who will be teaching online and are required by the institution to have certification training. This group also answers email and phone requests for assistance. In addition, instructional design specialists work with faculty to create engaging course content.

Before students can access an online course, they are required to complete an orientation to the learning management system. In order to graduate, all students must demonstrate proficiency in information technology, either through completing a computer/information literacy exam or by taking a specified class in information literacy. Students may reach technical support for online classes, including the learning management system, through a webpage maintained by the Online Learning and Services department. An annual institutional survey includes questions designed to assess student satisfaction with technology and students' perceptions of the importance of technology. In the most recent survey, students reported a high level of satisfaction and those levels have been increasing in recent years.

The curriculum of the institution includes a broad range of programs, including many of a scientific, technical, or medical nature. There is no indication of faculty input in the review and selection process of technology specific to these type of programs, or a mechanism for receiving satisfaction feedback from instructors. It is clear that the

College has sufficient technological infrastructure, but the institution fails to demonstrate how technology is meeting the objectives of specific programs.

**3.5.1**  The institution identifies college-level general education competencies and the extent to which students have attained them. **(General education competencies)**

### Compliance

The General Education Competencies identified by the institution are grouped into five categories:

- Critical Thinking,
- Communication,
- Scientific and Quantitative Reasoning,
- Information and Technology Fluency, and
- Global Socio-Cultural Responsibility.

The Competencies adhere to the requirements of the Board of Trustees Procedure P6Hx23-4.32, State Board of Education Rule 6A-14.0303, and Florida Statute 1007.25, and were approved by the Board of Trustees.

General Education is conducted in a three-year ongoing cycle.  In the summer of 2015, a General Education Assessment Committee was created to oversee assessment of the General Education Program.

The assessment process includes both direct and indirect assessment measures for each General Education Competency.  Results from the 2015/2016 Assessment of Critical Thinking, Informational and Technology Fluency, and Ethics were included as documentation that the institution was measuring the extent to which students attained the General Education Competencies.

**3.5.2**  At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. *(See the Commission policy "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.")* **(Institutional credits for a degree)**.

### Compliance

Board of Trustees Procedures specify that baccalaureate degrees conferred by the institution must include at least 30 semester hours of credit earned from the institution. For associate degrees, 25% of coursework must be taken from the institution. Documentation provided by the institution showed how residency requirements were specified on a degree audit and an unofficial transcript.

**3.5.3**  The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. *(See the Commission policy "The*

*Quality and Integrity of Undergraduate Degrees."*) **(Undergraduate program requirements)**

### Compliance

The institution clearly states the requirements for each of its degrees. All degree requirements including general education hours and elective options are indicated in the institution's catalog.

The State of Florida mandates the General Education Core Course options for all Florida College System institutions which guarantees uniformity of general education courses.

**3.5.4** At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree. **(Terminal degrees of faculty)**

### Non-Compliance

The institution provided information by course sections and instructor and not by course hours within the major. The Off-Site Reaffirmation Committee found the presentation hard to follow, given that there were no summary data on a major-by-major basis that showed the institution's calculation of the percentage of courses taught by faculty holding an appropriate terminal degree.. For some fields (in addition to Dental Hygiene), the institution would have benefited from an explanation and justification of what it considers to be an appropriate terminal degree. The provided Credentialing Guidelines were the SACSCOC "Faculty Credentials" Guidelines, which do not address what constitutes an appropriate terminal degree. In addition, the institution did not discuss how instruction might vary by location or delivery method.

**3.6.1** The institution's post-baccalaureate professional degree programs, and its master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. **(Post-baccalaureate program rigor)**

### Not Applicable

**3.6.2** The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. **(Graduate curriculum)**

### Not Applicable

**3.6.3** At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. *(See the Commission policy "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.")* **(Institutional credits for a degree)**

**Not Applicable**


**3.6.4** The institution defines and publishes requirements for its graduate and post-graduate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. **(Post-baccalaureate program requirements)**

**Not Applicable**


**3.7.1** The institution employs competent faculty members qualified to accomplish the mission and goals of the institution.  When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.  For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. *(See Commission guidelines "Faculty Credentials.")* **(Faculty competence)**

**Non-Compliance**

The institution has a process for hiring and credentialing highly qualified faculty who can assist the institution in meeting its mission and goals.  In addition to the faculty guidelines detailed by the State of Florida and applicable accrediting agencies, the institution has established faculty credentialing guidelines.  These guidelines state that the institution "requires that all courses be taught by instructors with a Doctorate (preferred) or Master's degree in the field, a terminal degree, or a Master's degree with 18 graduate credits in the field".  The guidelines continue to state, however, that in some cases the institution offers programs "designed by the state of Florida to specifically meet workforce demands of the communities it serves". For these programs, faculty may be alternatively credentialed using a portfolio detailing credentials and experience stored within the institution's electronic faculty credentialing system. The general rule of thumb for alternative credentialing due to industrial work experience is that instructors with a bachelor's degree must have 10 years of experience within the discipline and those with an associate degree must have 20 years of experience within the discipline.  Alternatively-credentialed faculty are limited to teaching a small subset of courses within the appropriate discipline.

A review of the Faculty Rosters for Fall 2016 and Spring 2017, identified several faculty who appear to lack adequate academic qualifications and/or need further justification of other qualifications.  These are listed in the Request for Justifying and Documenting Qualifications of Faculty.


**3.7.2** The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. **(Faculty evaluation)**

**Non-Compliance**

The institution has a robust faculty evaluation system.  The institution evaluates faculty in instructional strategies, contributions to the College/Mission/Values, professional development and scholarship, and a faculty growth plan.  Pass rates in their courses along with the results from the Student Survey of Instruction help faculty develop a professional development and growth path each year. While the institution provided a list of several faculty who were evaluated, only one full time faculty member's evaluation was submitted. There was no evidence of part-time and adjunct instructor evaluations.

**3.7.3**   The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners. **(Faculty development)**

**Compliance**

Florida Administrative Rule 6A-14.0411 sets the expectation that the Board of Trustees establishes procedures for ensuring continued faculty development.  The Human Resources Office maintains records of mandatory training of faculty and the Center for Teaching and Learning, developed in 2010, provides training for new faculty as well as other professional development programs for full-time and adjunct faculty.

Faculty are expected to remain current in their discipline and to pursue activities to improve their teaching.  Several professional development activities are provided online and during a college-wide professional development day.  Comprehensive plans for individual faculty development are a part of the faculty's annual evaluation process.  Funding is also provided for full-time faculty to attend a professional conference at least every two years.

**3.7.4**   The institution ensures adequate procedures for safeguarding and protecting academic freedom. **(Academic freedom)**

**Compliance**

The institution's Board of Trustees Rule 6Hx23-3.01 and Procedure P6Hx23-3.01, published online, linked from the institution's web page, and referenced in the institution's Faculty Manual, ensure adequate procedures for safeguarding and protecting academic freedom.  Rule 6Hx23-3.01 recognizes academic freedom as "essential to teaching and learning" and states that faculty are free to "exercise and embrace academic freedom."   Procedure P6Hx23-3.01 further delineates the protection of academic freedom in the classroom, in research and publication, and in expressing opinions as citizens, and states that proper exercise of academic freedom shall not be grounds for faculty contract nonrenewal or termination.  It also establishes a procedure for faculty redress in the event of alleged abridgment of academic freedom.  In addition, faculty may address any alleged academic freedom interference to the Employee Grievance Committee established by Board of Trustees Procedure P6Hx23-2.021.  The institution states that no academic freedom complaints have been made since the last SACSCOC reaffirmation.

**3.7.5**  The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. **(Faculty role in governance)**

### Compliance

The institution has clear expectations for faculty participation beyond teaching. These expectations begin with a faculty member's job description, which lists responsibilities such as committee membership, curriculum development and sponsorship of student organizations.

The Faculty Governance Organization has a multi-site structure, and provides opportunities for faculty members to give input on administrative decisions. In fact, the chair of the Senate Executive Board serves on the President's Executive Team with input on budgetary and policy discussions. The Faculty Governance Organization promotes faculty participation in a wide array of campus-wide standing committees, including the Academic Assessment Committee, Curriculum and Instruction Committee, Compensation Committee, Grievance Committee, and Technology Committee.

Finally, the Center for Excellence for Teaching and Learning is a standing committee comprised of faculty designed to improve teaching across campuses with the Lead Faculty Associate serving on the President's Executive Team.

**3.8.1**  The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. **(Learning/information resources)**

### Compliance

In 2011, a reorganization at the College moved writing tutors into library facilities to create a unit entitled Learning Resources Services. The stated mission of Learning Resources emphasizes instructional support "facilitated by staff tutors, guest faculty tutors, and trained peer tutors." Students may receive simultaneous assistance from librarians and writing tutors in information gathering, evaluating, documenting, and writing.

The College has library facilities on seven campuses. All facilities provide wireless access. The St. Petersburg/Gibbs campus library encompasses approximately 50,000 square feet with eleven study rooms, two conference rooms, and 143 computers for students. A writing studio on the second floor contains another 42 computers. There is another general learning support area at the St. Petersburg/Gibbs campus with 42 student computers two study rooms, and an area with accessible equipment for those with specific disabilities. In addition, there are four specialized learning support areas on campus, assisting the following student types: anatomy and physiology, music in recording industry, TRIO students, and those working with sign language. Hours are posted on the website. The library is open six days a week, and hours Monday through Thursday extend to 9:00 p.m. to support evening classes. The Clearwater campus library has 38,214 square feet with seven study rooms, 80 computers for student use, a writing studio, and a small law collection supporting paralegal studies.

There is a general learning support area in another facility consisting of almost 6,000 square feet with two study rooms and 53 student computers. Also, the Clearwater campus has a science lab, a sign language lab, a computer lab supporting TRIO students, and a lab for students majoring in Computer and Information Technology. The library and most of the labs are open into the evening during the week.  The campus library at Seminole has almost 10,000 883 square feet with 63 student computers, eight study rooms, and an Innovation Lab featuring emerging technologies designed for collaborative learning.  The library is open seven days a week, with hours until 9:00 p.m. Monday through Thursday.  The library on the Tarpon Springs campus has over 10,000 square feet with 98 student computers and seven study rooms.  It is open six days a week with Monday through Thursday hours until 9:00 p.m.  The library also contains a lab for anatomy and physiology students.  In addition, the Tarpon campus has a sign language lab.  The library at the Health Education Center in Pinellas Park has 30 student computers and five study rooms, and is open six days a week including hours to 9:00 p.m. Monday through Thursday.  The Health Education Center also has a learning support area in another room consisting of more than 2,000 square feet with ten computers for student use.  It is open five days each week, including Monday through Thursday evenings.  The library at the Midtown Center campus in St. Petersburg is open Monday through Thursdays from 8:00 a.m. to 8:00 p.m. and Fridays from 7:30 until 1:00.  It has three study rooms and houses 27 student computers, 19 iPads, and three Apple TVs.  Two learning support areas outside the library consist of 2,725 square feet and have 24 computers for students.  The library at the Allstate Center campus, also in St. Petersburg, is open from noon until 7:00 p.m. on Monday through Thursday, and has two study rooms, areas for writing assistance and legal research, and twelve student computers.  An eighth instructional site of the College, located in St. Petersburg and called the Downtown Campus, has no library but features a small collection of print resources, access to electronic resources, and two learning support areas which together provide operating hours six days a week, with Monday through Thursday availability into the evening.  One of the writing tutors at the Downtown Campus is also a librarian.

Usage data provided in the Compliance report indicate heavy usage for the libraries and learning resource areas. The libraries on the St. Petersburg/Gibbs and Seminole campuses are joint use facilities reflecting partnerships between the College and the public libraries of each city.  In 2017, the library on the Clearwater campus will be replaced by a joint use facility, again with a College and local public library partnership.

In addition to library and learning support facilities at the eight sites listed above, the institution offers 24/7 support to students through its learning management system, including Pearson's Smarthinking and toolkits for a variety of courses that are produced by the Online Learning Services department in conjunction with faculty and tutors. Library resources through its webpage are also available 24/7, providing student and faculty access to full-text journal articles, eBooks, and streaming videos.  Through the library webpage, students may email and text librarians for assistance and contact the Ask-a-Librarian virtual chat service.  Librarians have created research guides supporting a number of subjects within the curriculum, and they are also accessible through the website.  Resources available through the website may be reached by students at any of the College's campuses and by online learners.  A higher proportion of students are enrolling in online and hybrid courses, and in recent years the libraries have placed increasing emphasis on provision of electronic resources.  A list of 143 databases by academic area contained in the Compliance report reflects content

support for all degree programs in the curriculum.  All campus libraries have a collection of physical books and periodicals, as reflected in a table within the Compliance report.   The institution's collection development policy states that all College librarians are involved in the materials selection process.  Academic departments have librarians assigned to them as subject liaisons.  These liaisons consult with faculty in building collections.

In addition, students and employees may go to libraries of any Florida university or college and check out materials, through a reciprocal borrowing agreement signed by all state college and university presidents.  Through the joint use facilities at St. Petersburg and Gibbs, students also have access to the 118,000 public library books and 15,000 audiovisual and software items at those sites.  Students and employees may request materials from other universities and colleges through an interlibrary loan form on the library webpage.

Recent survey results place the library highest among all academic and student support service areas in terms of student satisfaction.  Campus facilities, educational support services, and out-of-class computers are also ranked very favorably by students.  Almost 85% of respondents report using the libraries in the most recent year.

**3.8.2**  The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. **(Instruction of library use)**

### Compliance

The institution provides regular and timely instruction in library use in a number of ways.  An introduction to the Learning Resources department is a component of the institution's Smart Start Orientation for new students and returning at-risk students.

Librarians teach three courses in the curriculum.  Each course may be taken as an elective and entitles students to one semester hour credit.  The Electronic Research Strategies course introduces students to concepts of effective and efficient information retrieval, and appropriate techniques for analyzing, organizing, and presenting information.  A more advanced version of Electronic Research Strategies is designed for the honors student and presents more advanced concepts and techniques.  The third course focuses on the internet as an effective research tool.  Sections of these courses are offered to online and face-to-face learners.  Results from recent evaluations indicate that student satisfaction with instruction, organization and preparation, and engagement is high and compares well with student feedback in other courses.

Librarians also provide instruction and workshops in a number of different classes throughout the curriculum.  Typically, an online research guide or instructional video is created by a librarian in association with the lesson content.  A form for faculty to request instruction is on the library webpage.  Student surveys indicate that these workshops are viewed as successful in helping students more effectively use resources and have confidence in the process.

In addition, librarians provide one-on-one reference assistance during hours of operation in person, by telephone, and by e-mail.  Librarians at SPC work within the

learning management system to provide orientation and guidance.  The library website features 197 guides to research created by librarians, including assistance with finding information in many subject areas, citation help, and more.  During the most recent completed academic year, these research guides were viewed over 400,000 times.  A statewide Ask-a-Librarian reference service assists students via online chat from 10:00 a.m. until midnight on Sunday through Thursday, and from 10:00 a.m. to 5:00 p.m. Friday and Saturday.

Assistance is also offered by tutors in Learning Centers.  Faculty and adjunct faculty often work with tutors to provide help in their areas of expertise.  In a recent semester, 259 faculty worked a total of over 8,000 hours in learning centers outside the classroom.  Surveys indicate that assistance offered through the learning centers is viewed as very helpful.  Additionally, online tutoring is accessible by students through Smarthinking 24 hours a day, seven days a week.  Almost 12,000 Smarthinking sessions occurred in the most recent academic year, and 96% of students viewed the sessions favorably.

**3.8.3**   The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. **(Qualified staff)**

**Non-Compliance**

For each employee, the roster included in the Compliance report includes the campus associated with that individual, the position title, degrees held, summary of professional experience, and recent professional development history.  The roster presents evidence of a sufficient number of qualified library and learning resource staff at the following campuses:  Clearwater, Downtown, the Health Education Center, Midtown, Seminole, St. Petersburg/Gibbs, and Tarpon Springs.  All librarians have American Library Association-accredited master's degrees, and Learning Center staff such as instructional support specialists possess graduate and undergraduate degrees in specified subject areas.  All staff on the roster demonstrate extensive recent professional development activity.

The Compliance narratives for CR 2.9 and CS 3.8.1 list a library facility on the Allstate Center campus in St. Petersburg.  A table within the CS 3.8.3 narrative lists number and type of library personnel associated with each campus, and combines the St. Petersburg/Gibbs and Allstate campuses as a single location.  The staff roster lists no individuals associated with the Allstate campus.  The report lacks documentation to indicate a sufficient number of qualified staff at the Allstate Center location.

**3.9.1**   The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. **(Student rights)**

**Compliance**

Policies are published on the institution's website, in the College Catalog as well as in the Student Handbook. Within the website, these rights and responsibilities are

featured on a link called "Student Right to Know" that indexes a number of policies and appears to be a very user friendly way to access these policies.  Policies are clear and cover a broad range of topics, including academic polices affecting students, safety and security, grievance and appeals procedures, the presence of a Student Ombudsman Office, discrimination, sexual harassment, to name a few.

**3.9.2**   The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. **(Student records).**

  **Compliance**

The policies for Student Records includes mandatory FERPA training.  The policies for students are published in the College Catalog and are available through the website.  The measures to secure electronic data are designed in accord with Florida State Law and seem appropriate.

**3.9.3**   The institution provides a sufficient number of qualified staff—with appropriate education or experience in the student affairs area—to accomplish the mission of the institution. **(Qualified staff)**

  **Compliance**

The compliance report included position descriptions and staff rosters summarizing the education and experience of student support staff.  The staff have appropriate degrees and levels of experience for the positions they hold; often staff members hold appropriate degrees designated as the "preferred" degree for the position. There is a weekly professional staff training session for Student Affairs staff as well as other training opportunities made available.

**3.10.1** The institution's recent financial history demonstrates financial stability. **(Financial stability)**

  **Compliance**

The College demonstrated the ability to maintain fund balances during a time of limitations on tuition increases as set forth by the State of Florida and consistent student enrollment. Tables were provided summarizing key financial data from FY 2013 through FY 2016.  The staff of the College has appropriate experience and credentials to administer the financial operation of the College.

**\*3.10.2** The institution audits financial aid programs as required by federal and state regulations. **(Financial aid audits)**

  **Compliance**

The College was found to be an eligible institution under the Higher Education Act of 1965 based upon notice received by the United States Department of Education. The

financial aid program is subject to audit each fiscal year, with the College being included in the report of the State Audit by Auditor General of the State of Florida to address Federal Financial Aid Programs.  St. Petersburg College was noted as having two issues in the 2014 audit which were addressed and the College was found to be in compliance with the 2016 audit.  Details were provided for both Federal and State aid programs.

**3.10.3** The institution exercises appropriate control over all its financial resources. **(Control of finances)**

**Compliance**

The College did not have identified any deficiencies in internal control that would be considered a material weakness in the four fiscal year audits provided.  Financial and budgetary material are provided to the Board and the leadership of the College in a timely basis in conformance with College Policy.  Internal control policies and procedures ensure appropriate separation of duties, and purchasing oversight.

**3.10.4** The institution maintains financial control over externally funded or sponsored research and programs. **(Control of sponsored research/external funds)**

**Compliance**

The College has approved operating procedures for the submittal of requests for external sponsored programs and for their utilization.  The staff has qualifications which demonstrate their knowledge of handling external funding.  External sponsored programs are subject to the audit of the institution and no deficiencies were found. The College has an approved Indirect Cost Rate.

**3.11.1** The institution exercises appropriate control over all its physical resources. **(Control of physical resources)**

**Compliance**

The College maintains an inventory of facilities and equipment as outlined by the state of Florida.  Procedures are in place to protect property through the proper disposal of obsolete and no-longer needed equipment, with reporting made to the Board.

Deferred maintenance is addressed through an inventory of needed items and a schedule for replacement and renewal.  A Deferred Maintenance Master Plan, along with a priority plan, of items completed to address deferred maintenance, renovation and new construction was provided.  The College has implemented a work order control program to manage needed repairs as discovered to prevent a backlog of maintenance items and to provide documentation of items which have repeated repair issues.

**3.11.2** The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. **(Institutional environment)**

   **Compliance**

   The College provided continuity of operations and emergency preparation planning documents which demonstrated campus-wide planning for unforeseen emergencies. The plans, complete with procedures and contact information, laid out a systematic approach to address emergency situations. Continuity of operation post disaster was addressed. Evidence of testing of the plan was provided.

   The report provided occupational health and safety procedures. The College has an Office of Campus Safety comprised of public safety officers.

**\*3.11.3** The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. **(Physical facilities)**

   **Compliance**

   SPC provided thorough information on its academic campuses and centers, vocational centers, support sites, undeveloped locations, and dual enrollment partnership sites. Master plans, deferred maintenance plans, and routine/preventative maintenance plans were provided to support the appropriateness of the College's physical facilities. Feedback gathered from surveys shows that facilities are adequate for the College's mission.

   The College has twelve locations. Each site has a specific master plan for the continued growth and development of the College at this specific site. The College provided a listing outlining the items needed to keep deferred maintenance in line, a listing of those projects which were completed, and a four year Deferred Maintenance Master Plan. Material was submitted which showed the priority of types of repairs to be addressed. This indicates that the core physical infrastructure is being thoughtfully addressed in conjunction with the planned strategic development of the College.

   The College provided the results of student surveys from the previous four years addressing student perception on the adequacy of the facilities. There was strong concurrence that it has adequate facilities to support the mission of the institution.

   Space utilization showed that the College is relatively stable in space utilization from year to year with slight variances between the years.

**3.12.1** The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. *(See the Commission policy "Substantive Changes for Accredited Institutions.")* **(Substantive change))**

   **Compliance**

St. Petersburg College has had numerous substantive changes in the last decade. It has closed some programs and added others. The institution provides a thorough summary of the substantive change notices and proposals since its last reaffirmation. All indications are that St. Petersburg College has followed SACSCOC policy on substantive changes.

**3.13.1** The institution complies with the policies of the Commission on Colleges. **(Policy Compliance)**

### *3.13.1. "Accrediting Decisions of Other Agencies"

**Applicable Policy Statement**. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

**Documentation**: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

#### Compliance

St. Petersburg College is accredited by a number of programmatic accrediting bodies. It has provided documentation from each indicating accreditation the status. This included some termination of accredited status which occurred at the time programs were closed.

### 3.13.2 "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures"

**Applicable Policy Statement**. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their joint and dual academic awards (as defined in this policy). These awards must address the requirements set forth in the SACSCOC policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the awards, (2) the quality of credits recorded on their transcripts, and (3) **Compliance** with accreditation requirements

**Documentation**: The institution should provide evidence that it has reported to the Commission all dual and joint awards (as defined in this policy) that included signed final copies of the agreements outlining the awards In addition,

the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

### Not Applicable

The College report states, "St. Petersburg College (SPC) does not have any collaborative agreements with other institutions as defined in the SACSCOC policy: Agreements Involving Joint and Dual Academic Awards."

## *3.13.3 "Complaint Procedures Against the Commission or Its Accredited Institutions"

**Applicable Policy Statement**. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. *(See FR 4.5).* The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.

**Documentation**: When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

### Compliance

Policies for complaints are published in the Student Handbook, College Catalog and Planner. These are available on the College website.

The institution provided a template that identified categories of complaints. Each type of complaint had a specific person or office that was responsible for the maintenance of records and the location of the records. A description of the elements of the record and the complaint review was described in the chart.

## 3.13.4 "Reaffirmation of Accreditation and Subsequent Reports"

***3.13.4.a. Applicable Policy Statement.** An institution includes a review of its distance and correspondence education programs in the Compliance Certification. An institution includes a review of all its branch campuses and its off-campus instructional sites.

**Documentation**: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to (1) its distance and correspondence education programs and courses, (2) its branch campuses, and (3) its off-campus instructional sites. The

institution should describe its process for incorporating the review and analysis of these programs.

### Compliance

The institution seems to hold courses and programs to the same standards regardless of modality.  The institution recently created a new department that oversees distance learning with an Associate VP position that serves on the President's Executive Team.

Online students are afforded the same services as Face-to-Face students including advising, library services and other academic support services. Faculty and programs are held to the same standard regardless of modality or location.

**3.13.4.b. Applicable Policy Statement.** If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review.  The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.

**Documentation**:  The institution should provide a description of the system operation and structure or the corporate structure if this applies.

### Compliance

The College is one of 28 institutions within the Florida College System, but the College has its own independent Board. The individual campuses that make of St. Petersburg College are set up to meet the specific needs of their respective communities and provide access for the citizens as determined by the College's local board of trustees.

St. Petersburg College has an appropriate mission as a member institution of the Florida College System.  The college is governed by policies of the State of Florida, Florida Department of Education, and the State Board of Education.

### 3.13.5 "Separate Accreditation for Units of a Member Institution"

**\*3.13.5.a.  Applicable Policy Statement.** .All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation.  All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

**Documentation:**  For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity.  The institution should provide evidence of this for each of its

branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

**Not Applicable**

**3.13.5.b**. **Applicable Policy Statement.** If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country

**Implementation**: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. *No response required by the institution.*

**Not Applicable**

**3.14.1** A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. **(Publication of accreditation status)**

**Compliance**

St. Petersburg College accurately reports its accredited status and provides the required information in its catalog, website, and other major publications.

**D.     Assessment of Compliance with Section 4: Federal Requirements**

**\*4.1**    The institution evaluates success with respect to student achievement consistent with its mission.    Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations, student portfolios; or other means of demonstrating achievement of goals. **(Student achievement)**

**Compliance**

St. Petersburg College's student achievement measures are defined through four methods: the SPC College Experience student success initiatives; the Deans Academic Success Plan; academic program evaluation measures; and Florida State Comparison Measures. These four methods provide data to track and improve student achievement for:  enrollment; retention; graduation; course completion; job placement rates; and state licensing examinations data. The committee's review of the Florida State Comparison Measures 2015-2016, Lower Division Business 2014-2015 Viability Report,  Dean's Academic Success Plan 2016-2017, and the 2013-2014 College Experience Report  confirms the college evaluates the success of its students through 1) enrollment; 2) retention; 3) transfer  4) graduation/completion rates; 5) job placement rates; 6) licensure exam pass rates; 7) college preparatory; 8) course completion; 9; persistence and 10)progression confirms the college has identified student achievement measures consistent with its mission .

The Florida College System (FSC) sets performance funding measures and benchmarks for all measures with the exception of persistence and progression. FSC funds four measures:  Job Placement, Completion Rates, Retention Rates, and Completer Entry Level Wages.  As reviewed in the FSC College System Performance Funding FY 2015-2016, SPC received a Silver Ranking for exceeding the FSC's threshold for the four measures, by which it was awarded roughly $1.2 million dollars in performance funding. The criteria and results are evaluated annually through a college-wide workgroup to determine ways to improve and are presented to the Board of Trustees as reviewed in the Board of Trustees meeting (February 2015). This confirms the college evaluates the success of students for the established criteria and threshold of acceptability.

**\*4.2**    The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. **(Program curriculum)**

**Compliance**

To achieve the mission "… to maximize open access for students, respond to community needs for post-secondary academic education and career degree education, and provide associate and baccalaureate degrees that will best meet the state's employment needs…", the institution offers Associate of Science degrees with embedded certificates, Associate of Arts degrees, and Baccalaureate programs and certificates.  The curriculum is developed by faculty with expertise in the field following the guidelines and policies of the Florida Department of Education. The institution has 38 Advisory Committees for its AS degree programs.  The AA degree is part of a 2 + 2

model with the State's University System.  Selected baccalaureate degrees offered by the institution are to meet specific employment needs in the community and/or state.

**\*4.3**    The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of policies)**

   **Compliance**

   Policies are published in the College Catalog and the Student Handbook and Planner. They are also available through the website.

**\*4.4**    Program length is appropriate for each of the institution's educational programs. **(Program length)**

   **Compliance**

   The programs offered by the institution follow the guidelines provided by the Florida Department of Education in its *Curriculum Frameworks*.  The AA, AS, BAS, and BS conform to the program lengths established by Florida Statute, Administrative Rules, State-Wide Articulation agreements, and Florida Department of Education *Common Prerequisite Manual*.

**\*4.5**    The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (*See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions."*) **(Student complaints)**

   **Compliance**

   Policies for complaints were published in the Student Handbook, College Catalog and Planner.  These are available on the College website.

   The institution provided a template that identified categories of complaints.  Each type of complaint had a specific person or office that was responsible for the maintenance of records and the location of the records.  A description of the elements of the record and the complaint review was described in the chart.  Examples of complaints were provided.

**\*4.6**    Recruitment materials and presentations accurately represent the institution's practices and policies. **(Recruitment materials)**

   **Compliance**

   The materials proved were reflective of the College and its programs and procedures. To ensure accuracy all materials are developed in conjunction with the College's Office of Marketing and Strategic Communication.  That office is charged with assuring accuracy and compliance with appropriate policies and laws.

**\*4.7**  The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) **(Title IV program responsibilities)**

### Compliance

The College was found to be an eligible institution under the Higher Education Act of 1965 based upon noticed received by the United States Department of Education.

The financial aid program is subject to audit each fiscal year, with the College being included in the report of the State Audit by the Auditor General of the State of Florida to address Federal Financial Aid Programs.  St. Petersburg College was noted as having two issues in the 2014 audit which were addressed and the College was found to be in compliance with the 2016 audit.

**\*4.8**  An institution that offers distance or correspondence education documents each of the following: **(Distance and correspondence education)**

**4.8.1**  demonstrates 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 by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

### Compliance

Students are assigned unique usernames and passwords which provide them access to registration, MyCourses learning management system, e-mail, SharePoint, and Technical Assistance.  Guidelines for establishing acceptable passwords are presented during the application process.  Proctored testing, on-site testing, and remote proctored testing through ProctorU, although not required, are available for faculty teaching online courses.  Spring 2016, 16,800 students enrolled in 563 unique online courses.  Over 6,500 students took a test on-site, 819 were tested with remote proctoring, and 315 arranged for proctoring at an off-site testing center.

The institution does not offer any correspondence courses.

**4.8.2**  has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

### Compliance

The institution has a written procedure for protecting the privacy of students enrolled in distance education courses.  The policy is posted on the College

website. The Right of Privacy is the same for both online and traditional students. Access to student directory information is protected by the Family Education Rights and Privacy Act (FERPA). Additionally, the institution has privacy policies and procedures for the internet, e-mail, and Social Security Numbers.

The institution does not offer any correspondence courses.

**4.8.3** has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

### Compliance

The institution does not have any additional student charges associated with verification of student identity. However, students who opt to take proctored exams apart from the institution's proctored testing sites or remotely using ProctorU do incur additional costs. These costs are explained on the MyCourses Support and Student Service Hub. At the time of registration for an online class, there is a note notifying the student of possible additional charges for test proctoring.

**\*4.9** The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. *(See the Commission policy "Credit Hours.")* **(Definition of credit hours)**

### Compliance

Through application of its Board of Trustees Procedure P6Hx23-3.04 and Rule 6Hx23-4.17, the institution awards credit hours in a manner that conforms to commonly accepted practices and to Commission policy. Procedure P6Hx23-3.04 establishes the credit hour as the primary unit of measurement in awarding credit and its definition of a credit hour is consistent with the federal definition. Procedure P6Hx23-3.04 also requires a course delivered in an online or blended delivery mode to satisfy the same required contact hours and learning outcomes as its face-to-face instructional counterpart. Appendix G of the institution's Curriculum and Instructional Manual also provides a methodology for determination of course credit to be awarded. Board of Trustees Rule 6Hx23-4.17 establishes procedures for awarding credit from nontraditional sources to ensure the awarded course credit complies with the institution's credit policies. The college catalog, published on the institution's website, clearly identifies the amount of credit hours to be awarded for each course.

**E. Additional observations regarding strengths and weaknesses of the institution. (optional).**

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**Part III.**      **Assessment of the Quality Enhancement Plan**

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*To be completed by the On-Site Reaffirmation Committee.*

**A.**      **Brief description of the institution's Quality Enhancement Plan**

**B.**      **Analysis of the Acceptability of the Quality Enhancement Plan**

1.      ***An Institutional Process***. *The institution uses an institutional process for identifying key issues emerging from institutional assessment.*

2.      ***Focus of the Plan***.  *The institution identifies a significant issue that (1) focuses on learning outcomes and/or the environment supporting student learning and (2) accomplishes the mission of the institution.*

3.      ***Institutional Capability for the Initiation, Implementation, and Completion of the Plan***.  *The institution provides evidence that it has sufficient resources to initiate, implement, sustain, and complete the QEP.*

4.      ***Broad-based Involvement of Institutional Constituencies***.   *The institution demonstrates the involvement of its constituencies in the development and proposed implementation of the Plan.*

5.      ***Assessment of the Plan***.  *The institution identifies goals and a plan to assess the achievement of those goals.*

**C.**      **Analysis and Comments for Strengthening the QEP**

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**Part IV.**     **Third-Party Comments**

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*To be completed by the On-Site Reaffirmation Committee.*

If an institution receives Third-Party Comments, the institution has an opportunity to respond to those comments and the On-Site Reaffirmation Committee reviews the response as part of its comprehensive evaluation of the institution.

The Committee should check one of the following:

\_\_\_\_    No Third-Party Comments submitted.

\_\_\_\_    Third-Party Comments submitted. *(Address the items below.)*

*1.  Describe the nature of the Comments and any allegations of Non-Compliance that may have been part of the formal Third-Party Comments;*

*2.  Indicate whether the Committee found evidence in support of any allegations of Non-Compliance.*

*If found to be out of compliance, the Committee should write a recommendation and include it in Part II under the standard cited with a full narrative that describes why the institution was found to be out of compliance and the documentation that supports that determination.  In this space, reference the number of the Core Requirement, Comprehensive Standard, or Federal Requirement and the recommendation number cited in Part II.*

*If determined to be in compliance, explain in this space the reasons and refer to the documentation in support of this finding.*

| APPENDIX A | |
|---|---|
| **Roster of the Off-Site Reaffirmation Committee** | **Roster of the On-Site Reaffirmation Committee** |
| Dr. William R. Fannin - **CHAIR**<br>Professor of Management<br>University of Texas of the Permian Basin<br>Odessa, TX<br><br>Dr. Robert R. Burkhardt<br>Library Director and Accreditation Liaison<br>Athens, AL<br><br>Mr. Michael L. Dixon<br>Dean of Instructional Support Services<br>Midland College, Midland, TX<br><br>Mr. Simeon (Sim) E. Ewing**\***<br>Vice Chancellor and Chief Operating Officer<br>The University of Virginia's College at Wise<br>Wise, VA<br><br>Dr. Barbara S. Hatfield<br>Provost and Vice Chancellor, Academic<br> and Student Affairs<br>Louisiana State University at Alexandria<br>Alexandria, LA<br><br>Dr. Mary Hensley<br>District President/CEO<br>Blinn College, Brenham, TX<br><br>Dr. Douglas A. Oblander<br>Vice Chancellor for Student Development<br>University of South Carolina - Beaufort<br>Bluffton, SC<br><br>Mr. Warren R. Puneky<br>Dean, Business and Technology<br>Delgado Community College<br>New Orleans, LA<br><br>Ms. Misty R. Rasmussen<br>Accreditation Officer<br>Austin Community College<br>Austin, TX<br><br>**SACSCOC Staff Coordinator**<br>Dr. Cheryl D. Cardell<br>Vice President, SACSCOC | |

*(Refer to "Directions for Completion of the Report of the Reaffirmation Committee.")*

Form edited May 2016

# APPENDIX  B

**Off-Campus Sites or Distance Learning Programs Reviewed**
*(Refer to "Directions for Completion of the Report of the Reaffirmation Committee.")*

Form edited May 2016

# APPENDIX C

**List of Recommendations**
**Cited in the Report of the Reaffirmation Committee**
*(Refer to "Directions for Completion of the Report of the Reaffirmation Committee.")*