

## Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. St. Petersburg College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.
2. St. Petersburg College has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.
3. St. Petersburg College has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

### Accreditation Liaison

Name of Accreditation Liaison **Sabrina Crawford**

Signature \_\_\_\_\_

Date **2/20/17**

### Chief Executive Officer

Name of Chief Executive Officer **Bill Law**

Signature \_\_\_\_\_

Date **2/20/17**

## Part 3. INSTITUTIONAL ASSESSMENT OF COMPLIANCE

**Directions:** For each of the Core Requirements, Comprehensive Standards, and Federal Requirements listed below, the institution should place an “X” before the judgment of compliance and then add narrative in support of its judgment in accordance with directions requested in the category description.

- |                        |  |
|------------------------|--|
| ___ Compliance         | The institution meets the requirement and provides a convincing argument in support of its determination and provides documents or a sampling of documents (or electronic access to the documents) demonstrating compliance.   |
| ___ Partial Compliance | The institution meets some, but not all, aspects of the requirement. For those aspects meeting the requirement, the institution provides a convincing argument in support of its determination and provides a list of documents or sampling of documents (or electronic access to the documents) demonstrating compliance. For those aspects not meeting the requirement, the institution provides the reason for checking partial compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance. |
| ___ Non-Compliance     | The institution does not meet the requirement and provides the reason for checking non-compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.   |

**Note 1:** Several of the standards/requirements require that an institution provide a policy. When developing policies and procedures addressing the requirement outlined in a standard, an institution may want to refer to a best practice statement approved by the SACSCOC Board of Trustees that outlines criteria for a functional policy and procedures for implementation. The document, “Developing Policy and Procedure Documents,” can be found at <http://www.sacscoc.org/policies.asp>.

**Note 2:** All standards/requirements marked with an asterisk will be reviewed by both the Off-Site Reaffirmation Committee and the On-Site Reaffirmation Committee regardless of the judgment rendered at the time of the off-site review.

## Section 1: THE PRINCIPLE OF INTEGRITY

- 1.1** The institution operates with integrity in all matters. **(Integrity)**  
(This statement should **not** be addressed by the institution in its Compliance Certification. It may be addressed in the Off-Site Reaffirmation Committee Report if the review of information and documentation provided in the institution’s Certification causes evaluators to question the accuracy or candid presentation of materials. )

## Section 2: CORE REQUIREMENTS

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

- 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)**

☐ Compliance      ☒ Partial Compliance      ☐ Non-Compliance

**Narrative:**

- 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 Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.") **(Chief Executive Officer)** (Note: If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy "Core Requirement 2.3: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification.)

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**\*2.7.3** In each undergraduate program, the institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) 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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

- 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 Commission policy "Core Requirement 2.7.4: Documenting an Alternative Approach.")* **(Course work for Degrees)** *(Note: If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, "Core Requirement 2.7.4: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification).*

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

- \* 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.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications **(Faculty)**

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

- 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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

- \*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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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.

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions. (**Financial Resources**)

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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. (**Quality Enhancement Plan**). (Note: This requirement is not addressed by the institution in its Compliance Certification.)

## Section 3: COMPREHENSIVE STANDARDS

### Institutional Mission, Governance, and Effectiveness

#### 3.1 Institutional Mission

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

#### 3.2 Governance and Administration

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**3.2.2.2** the fiscal stability of the institution

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**3.2.2.3** institutional policy

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

3.2.3	The governing board has a policy addressing conflict of interest for its members. <b>(Board conflict of interest)</b>
___x___ Compliance	___ Partial Compliance
___ Non-Compliance	
<b>Narrative:</b>	
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. <b>(External influence)</b>
___x___ Compliance	___ Partial Compliance
___ Non-Compliance	
<b>Narrative:</b>	
3.2.5	The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. <b>(Board dismissal)</b>
___x___ Compliance	___ Partial Compliance
___ Non-Compliance	
<b>Narrative:</b>	
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. <b>(Board/administration distinction)</b>
___x___ Compliance	___ Partial Compliance
___ Non-Compliance	
<b>Narrative:</b>	
3.2.7	The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. <b>(Organizational structure)</b>
___x___ Compliance	___ Partial Compliance
___ Non-Compliance	
<b>Narrative:</b>	
* 3.2.8	The institution has qualified administrative and academic officers with the experience and competence to lead the institution. <b>(Qualified administrative/academic officers)</b>
___x___ Compliance	___ Partial Compliance
___ Non-Compliance	
<b>Narrative:</b>	



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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

### 3.3 Institutional Effectiveness

\* **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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**3.3.1.2** administrative support services

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**3.3.1.3** academic and student support services

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☐ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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)** **(Note: This requirement is not addressed by the institution in its Compliance Certification.)**

# PROGRAMS

## 3.4 All Educational Programs

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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 the Commission policy "Collaborative Academic Arrangements: Policy and Procedures.")*  
**Acceptance of academic credit** **Note:** *Although not listed as a reference in the Principles of Accreditation, see also the Commission policy "The Quality and Integrity of Undergraduate Degrees.")*

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

<p><b>3.4.7</b> The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the <i>Principles</i>, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (<i>See the Commission policy "Collaborative Academic Arrangements."</i>) <b>(Consortia relationships/contractual agreements)</b></p> <p><input checked="" type="checkbox"/> Compliance      <input type="checkbox"/> Partial Compliance      <input type="checkbox"/> Non-Compliance</p> <p><b>Narrative:</b></p>
<p><b>3.4.8</b> 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. <b>(Noncredit to credit)</b></p> <p><input checked="" type="checkbox"/> Compliance      <input type="checkbox"/> Partial Compliance      <input type="checkbox"/> Non-Compliance</p> <p><b>Narrative:</b></p>
<p><b>3.4.9</b> The institution provides appropriate academic support services. <b>(Academic support services)</b></p> <p><input checked="" type="checkbox"/> Compliance      <input type="checkbox"/> Partial Compliance      <input type="checkbox"/> Non-Compliance</p> <p><b>Narrative:</b></p>
<p><b>3.4.10</b> The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. <b>(Responsibility for curriculum)</b></p> <p><input checked="" type="checkbox"/> Compliance      <input type="checkbox"/> Partial Compliance      <input type="checkbox"/> Non-Compliance</p> <p><b>Narrative:</b></p>
<p><b>*3.4.11</b> 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. <b>(Academic program coordination)</b></p> <p><input checked="" type="checkbox"/> Compliance      <input type="checkbox"/> Partial Compliance      <input type="checkbox"/> Non-Compliance</p> <p><b>Narrative:</b></p>
<p><b>3.4.12</b> 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. <b>(Technology use)</b></p> <p><input checked="" type="checkbox"/> Compliance      <input type="checkbox"/> Partial Compliance      <input type="checkbox"/> Non-Compliance</p> <p><b>Narrative:</b></p>

### 3.5 Educational Programs: Undergraduate 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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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 "Collaborative Academic Arrangements."*) (**Institutional credits for a degree**).

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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**)

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

### 3.6 Educational Programs: Graduate and Post-Baccalaureate Professional Programs

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

☐ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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)**

☐ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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 "Collaborative Academic Arrangements.") **(Institutional credits for a degree)**

☐ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☐ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

### 3.7 Faculty

**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 the Commission guidelines "Faculty Credentials.") **(Faculty competence)**

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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)**

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

## 3.8 Library and Other Learning Resources

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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)**

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

### 3.9 Student Affairs and Services

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

## RESOURCES

### 3.10 Financial and Physical Resources

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance



**Narrative:**

### 3.11 Physical Resources

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**\*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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

## INSTITUTIONAL RESPONSIBILITY FOR COMMISSION POLICIES

- 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 Commission policy "Substantive Change for Accredited Institutions.") (**Substantive change**)

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

- 3.13** The institution complies with the policies of the Commission on Colleges. (**Policy compliance**)  
(**Note:** Institutions are responsible for reviewing the following Commission policies and providing evidence of compliance with those that are applicable. Those that have an asterisk are policies that include a federal mandate. Policies can be accessed at <http://www.sacscoc.org/policies.asp>.)

**\*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      ☐ Partial Compliance      ☐ Non-Compliance      ☐ Not applicable

**Narrative:**

**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.

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance      ☐ Not applicable

**Narrative:**

### **\*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      ☐ Partial Compliance      ☐ Non-Compliance      ☐ Not applicable

**Narrative:**

### **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      ☐ Partial Compliance      ☐ Non-Compliance      ☐ Not applicable

**Narrative:**

**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 within that system.

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance      ☐ Not applicable

**Narrative:**

### **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.

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance      ☐ Not applicable

**Narrative:**

**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.***

☐ Compliance      ☐ Partial Compliance      ☐ Non-Compliance      ☐ Not applicable

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

## 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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

\* **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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

\* **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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

\* **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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

- \* **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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

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

☒ Compliance      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

**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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

- \* **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      ☐ Partial Compliance      ☐ Non-Compliance

**Narrative:**

Form Updated: May 2016