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Part II	Institutional Summary, list of degrees, and off- site locations and distance and correspondence education.	Instructions now state "Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit to one-half page. "	<i>History and Characteristics</i> : Brief history of institution, current mission, geographic service area, composition of student population, distinctive features, admissions policies (open, selective, etc.), list of peers if appropriate. <i>List of Degrees</i> (A.S., B.A., B.S., M.A., Ph.D., certificates) List degrees with majors or concentrations and number of graduates in the academic year prior to report submission (provide term dates)	<i>Off-site Locations and Distance Ed</i> List locations apart from the main campus where $\geq 50\%$ of credit hours toward a degree can be obtained primarily through f2f classes; list programs where $>50\%$ of credit hours are delivered through distance ed					

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Part III CR 2.8	Faculty	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.	<ul style="list-style-type: none"> • Include evidence for all campuses and other sites, including online; disaggregate FT faculty by program, discipline, modality, & site • What are the institution's definitions of terms such as "full-time faculty," "regular/permanent faculty," "student-faculty ratio" • How does the mission of the institution determine the number and type of faculty employed? • How does the institution determine the number of full-time faculty needed to achieve its mission? • What is the responsibility of the full-time faculty and do they constitute a sufficient resource for carrying out basic faculty functions? • What are the ways in which members of the institution other than full-time faculty carry out some of these functions? • What are the institution's policies on employment of part-time or adjunct faculty? <p><i>RM p. 24-25</i></p>	<ul style="list-style-type: none"> • <i>Definitions of terms such as full-time faculty, regular/permanent faculty, student-faculty ratio</i> • <i>Data such as number of faculty; student-faculty ratios; faculty loads; proportion of courses taught by full-time faculty, part-time faculty, and graduate assistants; peer institution comparisons, etc.</i> • <i>Use SACS template or create table to disaggregate faculty per parameters</i> • <i>A narrative describing the relation of the type and number of faculty to the mission of the institution</i> • <i>Policies describing the role of full-time faculty (and others) in carrying out the basic functions of the faculty described in the rationale</i> • <i>Policies governing the employment of part-time faculty and graduate assistants</i> • <i>SACS template</i> 					

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CR 2.10	Student Support Services	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.	<ul style="list-style-type: none"> • Include evidence for all campuses and other sites, including online; include info on all programs; address entire requirement (previously abbreviated); • What are the student support programs and services provided by the institution that serve all levels of students? • How do the student support programs and services effectively promote the mission of the institution for all types of students? • How do student support programs and services promote student learning and enhance their development? • How are the student support programs and services assessed for their effectiveness and adequacy? What is evidence that the programs are effective? <p><i>RM p. 26-27</i></p>	<ul style="list-style-type: none"> • <i>Descriptions of the various student support programs and services at all sites and via all modalities</i> • <i>Narrative relating the student support services and programs to the mission of the institution</i> • <i>Assessment procedures for student support services and programs</i> 					

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CS 3.2.8	Qualified admin & acad officers	The institution has qualified administrative and academic officers with the experience and competence to lead the institution.	<ul style="list-style-type: none"> • Include evidence for all campuses and other sites, including online; identify major decision-makers (senior level) • What evidence exists showing that persons holding key leadership positions in the institution are qualified to carry out their responsibilities? • If staff with nontraditional credentials have been appointed, what evidence in their background and experience justifies their employment? • What evaluation mechanisms are in place for the periodic review of the institution's academic and administrative officers? <p><i>RM</i> p. 43</p>	<ul style="list-style-type: none"> • <i>Organizational chart, names of those appointed to academic and administrative posts, and position descriptions</i> • <i>Curricula vitae and transcripts for senior-level academic and administrative officers (highlight evidence for nontraditional credentials)</i> • <i>Written performance evaluations of academic and administrative officers</i> • <i>SACS Template</i> 					

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CS 3.3.1.1	IE educational programs	<p>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:</p> <p>3.3.1.1 educational programs, to include student learning outcomes</p>	<ul style="list-style-type: none"> • Include evidence for all campuses and other sites, including online • How do the educational programs support the institution's mission? • How are expected outcomes clearly defined in measurable terms for each educational program? • What is the evidence of assessment activities for each educational unit? • What is the evidence for broad-based participation in assessment activities? • How are periodic reviews in which programmatic outcomes such as retention, graduation rates, employer and alumni satisfaction, and the like assessed, reviewed, and used for improvements? • How does the institution's use of assessment results improve educational programs? <p><i>RM p. 48-51</i></p>	<ul style="list-style-type: none"> • <i>Documentation of goals and expected outcomes for educational programs</i> • <i>Documentation of the regular evaluation of those outcomes (min 3 yrs data)</i> • <i>Documentation of the use of the findings from assessment to improve the institution</i> • <i>Examples of <u>improvements</u> (not just changes - must verify they did improve things) in programs across colleges and on various sites that resulted from the assessment process</i> 					

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CS 3.4.3	Admissions policies	The institution publishes admissions policies that are consistent with its mission.	<ul style="list-style-type: none"> • Include evidence for all campuses and sites, including online; address all admissions policies • How are admissions policies for the institution and for specific programs based on widely accepted standards for undergraduate and graduate applicants? • What evidence exists that admissions policies for the institution and for specific programs are consistent with the stated mission of the institution? • What evidence exists that the standards for admissions to the institution and specific programs are <u>clear, reasonable, and consistently implemented</u>? • How does the institution show that admissions requirements are appropriate to identify qualified students who have the ability to complete a program successfully? • How does the institution disseminate admissions policies and are they consistently published everywhere? <p><i>RM</i> p. 56</p>	<ul style="list-style-type: none"> • <i>Undergraduate and graduate catalogs that include admissions policies, standards, and procedures</i> • <i>Institutional and specific program brochures and other recruitment materials stating admissions policies and procedures</i> • <i>Documents describing how the institution evaluates applications and makes admissions decisions</i> • <i>Minutes or other documents showing evidence that the institution regularly evaluates its admissions policies in accordance with good practices in higher education</i> • <i>System policy or legislation regarding admissions policies and procedures</i> 					

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CS 3.4.11	Academic program coordination	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.	<p>Include evidence for all campuses and other sites, including online; identify majors in programs; identify coordinators for those programs; include info for all programs;</p> <ul style="list-style-type: none"> • What evidence exists that the coordinator for each major, curricular area, or concentration in an undergraduate or graduate degree program has the qualifications and credentials for leadership in the development and review of the curriculum? • What evidence exists that the coordinator provides oversight for assessing the quality of the curriculum for the respective undergraduate or graduate degree programs and for ensuring that the curriculum, as well as the delivery of the curriculum, is educationally sound? <p><i>RM</i> p. 64</p>	<ul style="list-style-type: none"> • <i>Create spreadsheet of program coordinators, their areas of responsibility, and their qualifications</i> • <i>Description of coordinator responsibilities</i> • <i>Include on and off campus programs</i> 					

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CS 3.11.3	Physical facilities	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.	<p>Include evidence for all campuses and other sites, including online; provide information on maintenance of facilities; look at user satisfaction; address all facilities;</p> <ul style="list-style-type: none"> • Is there a master facility plan in place designed to meet current and future needs of the institution? How is it revised and updated? • What is the institution's plan for routine and preventative maintenance? • What is the institution's deferred maintenance plan? • How do the physical facilities support the needs of the institution's educational programs, support services, and other mission-related activities? • How does the institution provide adequate physical facilities at off-campus sites? <p><i>RM</i> p. 84-85</p>	<ul style="list-style-type: none"> • <i>Plan for routine, preventative, and deferred maintenance</i> • <i>Facilities satisfaction survey results</i> • <i>Most recent 3- to 5-year annual capital budget</i> • <i>Evidence that the institution has facilities that adequately support the mission of the institution</i> • <i>A video or other visual means to provide a "walking tour" of all the institution's facilities</i> • <i>Facilities master plan including a campus map</i> 					

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CS 3.13 A,B,C	Policy compliance	The institution complies with the policies of the Commission on Colleges.	<p>Respond to SACSCOC policies that apply to</p> <p>3.13 A: Accrediting Decisions of other [US DOE] agencies</p> <p>3.13 B: Complaint Procedures against the Commission or Its Accredited Institutions</p> <p>3.13 C: Distance and Correspondence Education</p> <ul style="list-style-type: none"> •How does the institution integrate commission policy expectations into its operations? •Is there an appointed accreditation liaison with the commission who is familiar with Commission policies? <p><i>RM</i> p. 87</p> <p>3.13 A: http://www.sacscoc.org/pdf/081705/accredit%20decisions%20of%20others.pdf</p> <p>3.13 B: http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf</p> <p>3.13 C: http://www.sacscoc.org/pdf/Distance%20and%20correspondence%20policy%20final.pdf</p>	<p>3.13 A: <i>List US DOE recognized agencies that currently accredit the institution or the institution's programs; provide date of most recent review and any actions taken, including reasons; provide copies of statements used to describe the institution or its programs submitted to each accrediting body; list any terminations of accreditation, including dates and reasons (voluntary or involuntary);</i></p> <p>3.13 B: <i>Record of complaints received by the institution must be available to the Commission upon request. Provide documentation on how the institution maintains its record including the individuals/offices responsible for the maintenance of the records, elements of a complaint review that are included in the record, and where the records are located.</i></p> <p>3.13 C: <i>verification that the institution has incorporated an assessment of its compliance with standards that apply to its</i></p>					

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FR 4.1	Student achievement	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.	<ul style="list-style-type: none"> • Include evidence for all campuses and other sites, including online <i>RM</i> p. 93	<ul style="list-style-type: none"> • <i>Sample documentation of student achievement such as trend data showing course completion by discipline, pass rates on state licensing exams, job placement rates by degree program, and others</i> 					
FR 4.2	Program curriculum	The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.	<ul style="list-style-type: none"> • Include evidence for all campuses and other sites, including online; address curriculum that allows for transfer/experiential learning; • How are existing programs an outgrowth of the mission and goals of the institution? • What evidence exists that the programs are appropriate to diplomas, certificates, and degrees awarded by the institution? • What evidence exists that the curriculum is appropriate to the programs? <i>RM</i> p. 94	<ul style="list-style-type: none"> • <i>Description of the mission of the institution and how the curricula are related to that mission</i> • <i>Documentation that the curricula are consistent with the diplomas, certificates, and degrees awarded by the institution and consistent with good practices in higher education</i> 					

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FR 4.3	Publication of policies	The institution makes available to students and the public current academic calendars, grading policies, and refund policies.	<ul style="list-style-type: none"> • Include evidence for all campuses and other sites, including online; provide evidence that materials were posted/distributed; include all programs; • How does the institution make current academic calendars, grading policies, and refund policies available to students and other constituents? <i>RM</i> p. 94-95	• <i>Publications and Web pages including information about academic calendars, grading policies, and refund policies</i>					

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FR 4.4	Program length	Program length is appropriate for each of the institution's educational programs.	<ul style="list-style-type: none"> • Include evidence for all campuses and other sites, including online; define "appropriate" and identify measures of it; • What criteria does the institution use to determine the appropriateness of program length? • How is the program length sufficient for students to gain mastery of the subject matter? <p><i>RM</i> p. 95</p>	<ul style="list-style-type: none"> • <i>Documentation of the criteria used in determining program length- state requirements</i> • <i>Documents identifying program length (e.g., catalogs, curriculum approval policies, approved curriculum, minutes of curriculum committees, program brochures, program review reports, academic policy manual, degree planning worksheets)</i> • <i>ABET or other professional accrediting agency requirements/guidelines</i> • <i>sample of sufficient completion for students to perform well in licensure exams or other indicators of high achievement</i> 					

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FR 4.5	Student complaints	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 <i>Commission policy "Complaint Procedures against the Commission or its Accredited Institutions."</i>)	<ul style="list-style-type: none"> • Include evidence for all campuses and other sites, including online; provide policies & procedures; provide examples of resolutions; include info on all programs • What are the policies and procedures governing student complaints? • How are the policies and procedures governing student complaints disseminated? • What is the evidence that the publicized policies and procedures are followed when resolving student complaints? <p><i>RM</i> p. 95-96</p>	<ul style="list-style-type: none"> • <i>Policies and procedures for addressing student complaints</i> • <i>Evidence that the published policies and procedures are followed when resolving student complaints (examples)</i> • samples from academic and academic Integrity issues, traffic and parking, residence hall issues, academic, anonymous complaints system, harassment or discrimination issues 					

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FR 4.6	Recruitment materials	Recruitment materials and presentations accurately represent the institution's practices and policies.	Include evidence for all campuses and other sites, including online; provide the materials and the related policies and procedures ; <ul style="list-style-type: none"> • Do recruitment materials and presentations accurately represent the institution's practices, policies, and academic programs? • How does the institution ensure that its recruitment materials and presentations accurately represent the institution? RM p. 97	<ul style="list-style-type: none"> • <i>Publicized recruitment materials found in institutional advertisements, brochures, catalogs, Web sites, presentations etc.</i> • <i>Documents such as lists of course offerings, schedules, etc., if relevant</i> • <i>Evidence materials are reviewed prior to dissemination</i> 					

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FR 4.7 CS 3.10.3	<p>Title IV program response.</p> <p>Financial aid audits</p>	<p>FR 4.7 The institution is in compliance with its program responsibilities under Title IV of the <i>most recent Higher Education Act as amended</i>. (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.)</p> <p>CS 3.10.3 The institution audits financial aid programs as required by federal and state regulations.</p>	<p>Include evidence for all campuses and sites, including online; provide most recent external audit of federal financial aid programs; provide most recent external audit of state financial aid programs; provide documentation from auditor indicating audit schedule and frequency; provide recent copies of correspondence received from the US DOE related to delays in receiving, or not receiving, federal awards audit information;</p> <ul style="list-style-type: none"> • What issues exist with Title IV programs for the institution, if any? • Has the institution been placed on the reimbursement method? • Has the institution been required to obtain a letter of credit in favor of the US DOE? • Have complaints been filed with the US DOE regarding the institution? • Do the independent audits of the institution's financial aid programs evidence significant noncompliance? • Are there significant impending litigation issues with respect to financial aid activities? 	<ul style="list-style-type: none"> • <i>Copies of all recent, relevant correspondence from the U.S. Department of Education</i> • <i>Copies of institutional responses to U.S. Department of Education correspondence</i> • <i>Negotiated settlement agreements for the payoff of any fines or monies owed in connection with program or fiscal audits</i> • <i>Copies of any reports on compliance from the U.S. Department of Education</i> <p><i>Cont. from Issues column</i></p> <ul style="list-style-type: none"> • Are there significant unpaid dollar amounts due back to the US DOE? • Has adverse communication been received from the US DOE? If so, what was the institution's response? • What is the institution's student loan default rate? • Is the institution aware of infractions to regulations which would jeopardize Title IV funding? <p>RM p. 82; 97-98</p>					

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FR 4.8.1	Distance and correspon-dence education	An institution that offers distance or correspondence education 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. (See Commission policy "Distance and Correspondence Education.")	How does the institution demonstrate that the student who registers in the distance or correspondence education course or program is the same student who participates in and completes the course or program and receives credit? What office(s) is responsible for ensuring that the provisions of this standard are enforced? <i>RM</i> p. 98-99	<i>Methods used to verify the identity of the student enrolled in distance education courses or programs</i>					

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FR 4.8.2	Distance and correspondence education	An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs. (See Commission policy "Distance and Correspondence Education.")	Because the institution is obligated to select a verification method for the identification of students enrolled in such programs, how does the institution protect the privacy of students enrolled in distance or correspondence education? What office(s) is responsible for ensuring that the provisions of this standard are enforced? <i>RM</i> p. 98-99	<i>Written procedure regarding the protection of privacy of the student enrolled in distance education courses or programs; evidence the procedure is followed.</i>					

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FR 4.8.3	Distance and correspondence education	An institution that offers distance or correspondence education 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. (See Commission policy "Distance and Correspondence Education.")	Do the institution's written procedures for notifying students of any projected additional student charges associated with verification include the appropriate provisions of the standard? What office(s) is responsible for ensuring that the provisions of this standard are enforced? <i>RM</i> p. 98-99	<i>Written procedure addressing the notification of projected additional student charges associated with verification of student identity; evidence the procedure is followed.</i>					

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FR 4.9	Definition of credit hours	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 Commission policy “Credit Hours.”)	<ul style="list-style-type: none"> • What is the institution's definition of a credit hour? • How does the institution define credit hour when it applies to laboratories, studios, internships, or distance education? <p><i>RM</i> p. 99-100</p>	<ul style="list-style-type: none"> • <i>Policy for determining credit hours awarded, including the definition of a credit hour used by the institution</i> • <i>Evidence the institution is consistent in providing information regarding its definition of credit hour (publications incl websites and catalog pages)</i> • <i>Evidence the institution consistently applies its definition in the awarding of credit</i> 					

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QEP Impact Report	QEP		10-page limit in addition to executive summary. 1. a succinct list of the initial goals and intended outcomes of the Quality Enhancement Plan; 2. a discussion of changes made to the QEP and the reasons from making those changes; 3. a description of the QEP's impact on student learning and/or the environment supporting student learning, as appropriate to the design of the QEP (to include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP); and 4. a reflection on what the institution has learned as a result of the QEP experience.	Assessment results and evidence they were used to make any changes in the plan; meeting minutes of QEP oversight committee Reminder: all supporting documentation must be included in the 10-page limit					