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| **REPORT OF THE CANDIDACY COMMITTEE** |

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| **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:**

**Date of the Review:**

**SACSCOC Staff Member**:

**Chair of the Committee *(name, title, institution, city and state)***:

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

**Directions for Part I:** *Briefly describe the nature of the institution and its history, e.g., control, enrollment, and student characteristics. Describe the purpose of the committee visit and acknowledge the arrangements and hospitality extended by the institution. (Personal references may be included here). Delete these directions prior to printing the final report.*

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| Part II. Assessment of Compliance  |

**Directions for Part II:** *The Candidacy Committee Report does not contain recommendations. Write comments for each Standard listed in the report indicating the assessment by the Committee of the institution’s compliance or non-compliance. Include details to support the assessments. Comments may include, as appropriate, any observations which might assist the institution should it be granted Candidacy status. Delete these directions prior to printing the final report.*

**Section 1: The Principle of Integrity**

1.1 **The institution operates with integrity in all matters.**

 *(Integrity)* **[CR]**

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

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

**Section 2: Mission**

2.1 **The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.**

 *(Institutional mission)* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

**Section 3: Basic Eligibility Standard**

3.1 **An institution seeking to gain or maintain accredited status**

3.1a **has degree-granting authority from the appropriate government agency or agencies.**

 *(Degree-granting authority)* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

3.1.b **offers all course work required for at least one degree program at each level at which it awards degrees.** (For exceptions, see SACSCOC policy “Documenting an Alternative Approach.”)

 *(Course work for degrees)* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

3.1.c **is in operation and has students enrolled in degree programs.**

*(Continuous operation)* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

**Section 4: Governing Board**

4.1 **The institution has a governing board of at least five members that:**

 (a) **is the legal body with specific authority over the institution.**

(b) **exercises fiduciary oversight of the institution.**

(c) **ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.**

(d) **is not controlled by a minority of board members or by organizations or institutions separate from it.**

(e) **is not presided over by the chief executive officer of the institution.**

*(Governing board characteristics)* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

4.2.c selects and regularly evaluates the institution’s chief executive officer.

 *(CEO evaluation/selection)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

4.2.d defines and addresses potential conflict of interest for its members.

 *(Conflict of interest)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

**Section 5: Administration and Organization**

5.1 **The institution has a chief executive officer whose primary responsibility is to the institution.**

 *(Chief executive officer)* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

 *(Qualified administrative/academic officers)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

**Section 6: Faculty**

6.1 **The institution employs a sufficient number of full-time faculty members to support the mission and goals of the institution.**

*(Full-time faculty)* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

6.2. For each of its educational programs, the institution

6.2.a Justifies and documents the qualifications of its faculty members.

 *(Faculty qualifications)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

6.2.b Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

 *(Program faculty)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

**Section 7: Institutional Planning and Effectiveness**

7.1 **The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.**

*(Institutional planning)* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

 *(Administrative effectiveness)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

**Section 8: Student Achievement**

8.1 **The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.**

 *(Student achievement)* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

8.2.aStudent learning outcomes for each of its educational programs.

 *(Student outcomes: educational programs)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

8.2.bStudent learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

 *(Student outcomes: general education)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

8.2.c Academic and student services that support student success.

 *(Student outcomes: academic and student services)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

**Section 9: Educational Program Structure and Content**

9.1 **Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education.**

*(Program content)* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

9.2 **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. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.**

*(Program Length)* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

9.3 **The institution requires a general education component at the undergraduate level that:**

 (a) **is based on a coherent rationale.**

(b) **is a substantial component of each undergraduate degree program. 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.**

(c) **ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.**

*(General education requirements* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

**Section 10: Educational Policies, Procedures, and Practices**

10.2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

 *(Public information)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

10.5 The institution: (a) publishes admissions policies consistent with its mission; ensures that its recruitment materials and presentations accurately represent the institution’s practices, policies, and accreditation status; and (c) ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

 *(Admissions policies and practices)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

10.6 An institution that offers distance or correspondence education:

(a) ensures 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.

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

(c) ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

*(Distance and correspondence education)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

10.7The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

 *(Policies for awarding credit)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

**Section 11: Library and Learning/Information Resources**

11.1 **The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.**

*(Library and learning/information resources)* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

11.2 The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.

 *(Library and learning/information staff)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

11.3 The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources.

 *(Library and learning/information access)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

**Section 12: Academic and Student Support Services**

12.1 **The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.**

 *(Student support services)* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

12.4 The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

 *(Student complaints)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

**Section 13: Financial and Physical Resources**

13.1 **The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.**

*(Financial resources)* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

13.2 **The member institution provides the following financial statements:**

(a) **an institutional audit (orStandard Review Reportissued in accordance with *Statements on Standards for Accounting and Review* Services issued by the AICPAfor those institutions audited as part of a system-wide or statewide audit) 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.**

(b) **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.**

(c) **an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.**

*(Financial documents)* **[CR]**

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

13.6 The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution’s compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education.

 *(Federal and state responsibilities)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

13.7 The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities.

*(Physical resources)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

**Section 14: Transparency and Institutional Representation**

14.1 The institution (a) accurately represents its accreditation status and publishes the name, address, telephone number, and website address of SACSCOC in accordance with SACSCOC’s requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.

*(Publication of accreditation status)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

14.3 The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

 *(Comprehensive institutional reviews)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

14.4 The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy “Accrediting Decisions of Other Agencies.”)

*(Representation to other agencies)*

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

14.5 The institution complies with SACSCOC’s policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation*.

*(Policy compliance)*

*(Note: For applicable policies, institutions should refer to the SACSCOC website [http:/www.sacscoc.org])*

[Note: Committees must make a single determination of compliance for this standard.]

14.5.a **“Reaffirmation of Accreditation and Subsequent Reports”**

**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.

 (*Policy compliance: “Reaffirmation of Accreditation and Subsequent Reports”*)

14.5.b **“Separate Accreditation for Units of a Member Institution”**

**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. If the Southern Association of Colleges and Schools Commission on Colleges determines the unit should be separately accredited or the institution requests to be separately accredited, the unit may apply for separate accreditation from any institutional accrediting association that accredits colleges in that state or country

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

(*Policy compliance: “Separate Accreditation for Units of a Member Institution”*)

\_\_\_ Compliance

\_\_\_ Non-Compliance

Comment:

**Comments section (optional)**

This section is reserved for committees to provide comments that are not compliance-related but would be helpful feedback for the institution. Any comments placed in this section should not be construed as directives to the institution.

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

*To be completed by the Candidacy Committee.*

If an institution receives Third-Party Comments, the institution has an opportunity to respond to those comments and the Candidacy 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.*

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| **APPENDIX A** |
| **Roster of the Candidacy Committee** |

**APPENDIX B**

**Off-Campus Sites or Distance Learning Programs**

**Evaluated as Part of the Candidacy Review**

**APPENDIX C**

**Review of the Contingency Teach-Out Plan**