

<b>SACS Compliance Certification</b>			
<b>Reaffirmation Year 2011 (Compliance certification due March 2010)</b>			
<b>The Principle of Integrity</b>		<b>Compliance Coord/Editor</b>	<b>Source of Documentation or Actions Required</b>
1.1	The institution operates with integrity in all matters ( <i>not addressed by the institution in its Compliance Certification</i> )		
<b>Core Requirements</b>		<b>Compliance Coord/Editor</b>	<b>Documentation or Actions Required</b>
2.1	<b>Degree-granting Authority</b> - The institution has degree-granting authority from the appropriate government agency or agencies.	Claude Richards	President's Office
2.2	<b>Governing Board:</b> 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 contractual, employment, or personal or familial financial interest in the institution.	Claude Richards	President's Office
2.3	<b>Chief Executive Officer</b> – The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.	Claude Richards	President's Office
2.4	<b>Institutional Mission</b> – 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.	Claude Richards	College Catalog

Core Requirements		Compliance Coord/Editor	Documentation or Actions Required
2.5	<b>Institutional Effectiveness</b> – 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 that the institution is effectively accomplishing its mission.	Barbara Perry	
2.6	<b>Continuous Operation</b> – The institution is in operation and has students enrolled in degree programs.	Doug Guiler	Data Bases
2.7.1	<b>Program Length</b> – The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level. . . The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.	Glenn Ricci	College Catalog
2.7.2	<b>Program Content</b> – The institution offers degree programs that embody a coherent course of study that is compatible with its stated purpose and is based upon fields of study appropriate to higher education.	Glenn Ricci	College Catalog
2.7.3	<b>General Education</b> – The institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. . . 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. 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.	Glenn Ricci	College Catalog

Core Requirements		Compliance Coord/Editor	Documentation or Actions Required
2.7.4	<b>Course Work for Degrees</b> – 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.	Mary Jo Rager	College Catalog
2.8	<b>Faculty</b> – The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.	Mary Jo Rager	
2.9	<b>Learning Resources and Services</b> – 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.	Denise English	
2.10	<b>Student Support Services</b> – The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.	Kelli Colborne	

<b>Core Requirements</b>		<b>Compliance Coord/Editor</b>	<b>Documentation or Actions Required</b>
2.11.1	<b>Financial Resources</b> – 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 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, (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.	Sue Fagan	Annual Budgets Financial Reports to SACS Annual Financial Report Cost Analysis Report
2.11.2	<b>Physical Resources</b> – The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.	Mikki Byerley	
2.12	<b>Quality Enhancement Plan</b> – The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement. <i>(Not applicable for compliance certification document.)</i>	Gary Sligh	
<b>Comprehensive Standards</b>		<b>Compliance Coord/Editor</b>	<b>Documentation or Actions Required</b>
<b>3.1: Institutional Mission</b>			
3.1.1	<b>Mission</b> - 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.	James Cason	College Catalog Board Minutes

<b>3.2: Governance and Administration</b>			
3.2.1	<b>CEO evaluation/selection</b> - The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.	James Cason	Board Minutes
3.2.2	<b>Governing Board Control</b> - The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: 3.2.2.1 institution's mission; 3.2.2.2 fiscal stability of the institution; 3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services; and 3.2.2.4 related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.	James Cason	
3.2.3	<b>Board Conflict of Interest</b> - The board has a policy addressing conflict of interest for its members.	James Cason	
3.2.4	<b>External Influence</b> - The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.	James Cason	
3.2.5	<b>Board Dismissal</b> - The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.	James Cason	
3.2.6	<b>Board/Administration Distinction</b> - 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.	James Cason	
3.2.7	<b>Organizational Structure</b> - The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.	Cathy Green	Organization Chart
3.2.8	<b>Qualified Administrative/Academic Officers</b> - The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.	Tim Kane	Human Resources

<b>Comprehensive Standards</b>		<b>Compliance Coord/Editor</b>	<b>Documentation or Actions Required</b>
3.2.9	<b>Faculty/Staff Appointment</b> - The institution defines and publishes policies regarding appointment and employment of faculty and staff.	Tim Kane	Rules and Procedures
3.2.10	<b>Administrative staff evaluations</b> - The institution evaluates the effectiveness of its administrators on a periodic basis.	Tim Kane	Human Resources
3.2.11	<b>Control of Intercollegiate Athletics</b> - The institution’s chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution’s intercollegiate athletics program	Sue Fagan	Financial Services
3.2.12	<b>Fund-raising activities</b> - The institution’s chief executive officer controls the institution’s fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated.	Sue Fagan	Grant Sign-off form, cabinet minutes, and president’s signature on all grant applications.
3.2.13	<b>Institution-related foundations</b> - Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation, and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission.	Sue Fagan	Foundation By-laws Board Rules
3.2.14	<b>Intellectual property rights</b> - 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. This applies to students, faculty, and staff.	Pat Campbell	Rule? Procedure?
<b>3.3: Institutional Effectiveness</b>			
3.3.1	<b>Institutional Effectiveness</b> - 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: 3.3.1.1 educational programs, to include student learning outcomes 3.3.1.2 administrative support services 3.3.1.3 educational support services 3.3.1.4 research within its educational mission, if appropriate 3.3.1.5 community/public service within its educational mission, if appropriate.	Barbara Perry	Core Principles and Learning Outcomes?

<b>Comprehensive Standards</b>	<b>Compliance Coord/Editor</b>	<b>Documentation or Actions Required</b>
<b>3.4: Educational Programs: All Educational Programs (includes all on-campus, and distance learning programs and course work)</b>		
3.4.1	<b>Academic program approval</b> - The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.	Glenn Ricci
3.4.2	<b>Continuing education/service programs</b> - The institution's continuing education, outreach, and service programs are consistent with the institution's mission.	Cathy Green
3.4.3	<b>Admission policies</b> - The institution publishes admissions policies consistent with its mission.	Kelli Colborne
3.4.4	<b>Acceptance of Academic Credit</b> - The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, 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.	Kelli Colborne
3.4.5	<b>Academic policies</b> - The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.	Gerri Tulley
3.4.6	<b>Practices for awarding credit</b> - 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.	Glenn Ricci
		Curriculum Committee Minutes

<b>Comprehensive Standards</b>		<b>Compliance Coord/Editor</b>	<b>Documentation or Actions Required</b>
3.4.7	<b>Consortia relationships/contractual agreements</b> - The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.	Tanya Rocker	
3.4.8	<b>Noncredit to credit</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.	Kelli Colborne	
3.4.9	<b>Academic support services</b> - The institution provides appropriate academic support services.	Jacque Busboom	
3.4.10	<b>Responsibility for curriculum</b> - The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.	Mary Jo Rager	Curriculum Committee Membership
3.4.11	<b>Academic program coordination</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.	Becky Nathanson	Program Managers and Department Chairs??
3.4.12	<b>Technology use</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.	Doug Guiler	Technology Committee Minutes
<b>3.5: Educational Programs: Undergraduate programs</b>			
3.5.1	<b>College-level competencies</b> - The institution identifies college-level general education competencies and the extent to which graduates have attained them.	Mary Jo Rager	

<b>Comprehensive Standards</b>		<b>Compliance Coord/Editor</b>	<b>Documentation or Actions Required</b>
3.5.2	<b>Institutional credits for a degree</b> - At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of credits required for the degree through instruction offered by the participating institutions.	Pat Campbell	College Catalog
3.5.3	<b>Undergraduate program requirements</b> - The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.	Pat Campbell	College Catalog
3.5.4	Applicable to Baccalaureate level only	N/A	N/A
<b>3.6: Educational Programs: Graduate and Post-Baccalaureate Professional Programs – Not applicable</b>			
<b>3.7: Faculty</b>			
3.7.1	<b>Faculty competence</b> - The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See Commission guidelines “Faculty Credentials”)	Mary Jo Rager	
3.7.2	<b>Faculty evaluation</b> - The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.	Tim Kane	Educational Services/Human Resources Data

<b>Comprehensive Standards</b>		<b>Compliance Coord/Editor</b>	<b>Documentation or Actions Required</b>
3.7.3	<b>Faculty development</b> - The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.	Margie Nichols	Human Resources Records SPD Professional Development Center
3.7.4	<b>Academic freedom</b> - The institution ensures adequate procedures for safeguarding and protecting academic freedom.	Jacque Busboom	
3.7.5	<b>Faculty role in governance</b> - The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.	Becky Nathanson	Rules and Procedures
<b>3.8: Library and Other Learning Resources</b>			
3.8.1	<b>Learning/information resources</b> - The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.	Denise English	Library records/hours
3.8.2	<b>Instruction of library use</b> – The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.	Denise English	
3.8.3	<b>Qualified staff</b> - 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.	Denise English	Human Resources Records
<b>3.9: Student Affairs and Services</b>			
3.9.1	<b>Student rights</b> - The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.	Tanya Rocker	

<b>Comprehensive Standards</b>		<b>Compliance Coord/Editor</b>	<b>Documentation or Actions Required</b>
3.9.2	<b>Student records</b> - The institution protects the security, confidentiality, and integrity of its student records and maintains special security measures to protect and back up data.	Kelli Colborne	
3.9.3	<b>Qualified staff</b> - The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs.	Margie Nichols	Human Resources Records
<b>3.10: Financial Resources</b>			
3.10.1	<b>Financial stability</b> - The institution's recent financial history demonstrates financial stability.	Sue Fagan	Financial Resources
3.10.2	<b>Submission of Financial Statements</b> - The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution.	Sue Fagan	Planning & Research files Financial Resources files
3.10.3	<b>Financial aid audits</b> - The institution audits financial aid programs as required by federal and state regulations.	Donna MacDonald	Financial Air files Financial Resources files
3.10.4	<b>Control of finances</b> - The institution exercises appropriate control over all its financial resources.	Sue Fagan	Rules and Procedures
3.10.5	<b>Control of sponsored research/external funds</b> - The institution maintains financial control over externally funded or sponsored research and programs.	Sue Fagan	

<b>3.11: Physical Resources</b>			
3.11.1	<b>Control of physical resources</b> - The institution exercises appropriate control over all its physical resources.	Mikki Byerley	
<b>Comprehensive Standards</b>		<b>Compliance Coord/Editor</b>	<b>Documentation or Actions Required</b>
3.11.2	<b>Institutional environment</b> - The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.	Mikki Byerley	
3.11.3	<b>Physical facilities</b> - 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.	Mikki Byerley	
<b>Institutional Responsibility for Commission Policies</b>			
3.12	<b>Substantive Change</b> - The institution notifies the Commission of changes in accordance with the substantive change policy and when required, seeks approval prior to the initiation of changes. .	Barbara Perry	
3.13	<b>Policy compliance</b> - The institution complies with the policies of the Commission on Colleges. <i>(Note: This standard should not be addressed by the Institution in its Compliance Certification.)</i>		To be completed by SACS
3.14	<b>Publication of accreditation status</b> - 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.	Donna MacDonald	

<b>Federal Requirements</b>		<b>Compliance Coord/Editor</b>	<b>Documentation or Actions Required</b>
4.1	<b>Student achievement</b> - The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.	Gerri Tulley	Accountability Reports
4.2	<b>Program Curriculum</b> - The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded.	Becky Nathanson	College Catalog
4.3	<b>Publication of policies</b> - The institution makes available to students and the public current academic calendars, grading policies, and refund policies.	Tanya Rocker	Website College Catalog Syllabi
4.4	<b>Program length</b> - Program length is appropriate for each of the institution's educational programs.	Pat Campbell	
4.5	<b>Student complaints</b> - The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.	Kelli Colborne	
4.6	<b>Recruitment materials</b> - Recruitment materials and presentations accurately represent the institution's practices and policies.	Kelli Colborne	
4.7	<b>Title IV program responsibilities</b> - The institution is in compliance with its program responsibilities under Title IV of the <i>1998 Higher Education Amendments</i> . (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Secretary of Education.)	Barbara Perry	