
University of South Florida

Consolidation Planning Study and Implementation Task Force

► **Tentative Meeting Dates**

April 25, 2018	Organizational Meeting of the Task Force (4 – 6 p.m.) <i>USF St. Petersburg Harbor Hall Community Room</i>
May 30, 2018	Task Force Call (4 - 5:30 p.m.)
June 29, 2018	Task Force Call (8:30 - 10 a.m.)
July 26, 2018.	Task Force Call (4 - 5:30 p.m.)
August 22, 2018	Task Force Call (4 - 6 p.m.) (Student Access reports) <i>USF Tampa, Marshall Student Center, Room 3707</i>
September 26, 2018	Task Force Call (4 - 5:30 p.m.)
October 24, 2018.	Task Force Meeting (4 - 6 p.m.) (Shared Governance/Transparency reports) <i>Location TBD</i>
November 29, 2018	Task Force Call (4 - 5:30 p.m.) (Student Success/Grad Program/Campus Identity reports)
December 4, 2018	Task Force Chair presents draft report to USF Board of Trustees <i>USF St. Petersburg, Student Center Ballroom</i>
December 20, 2018	Task Force Call (4 - 5:30 p.m.)
January 23, 2019.	Final Task Force Meeting (4 - 6 p.m.) <i>Location TBD</i>
February 15, 2019	Task Force work completed; final report deadline for submission to BOT

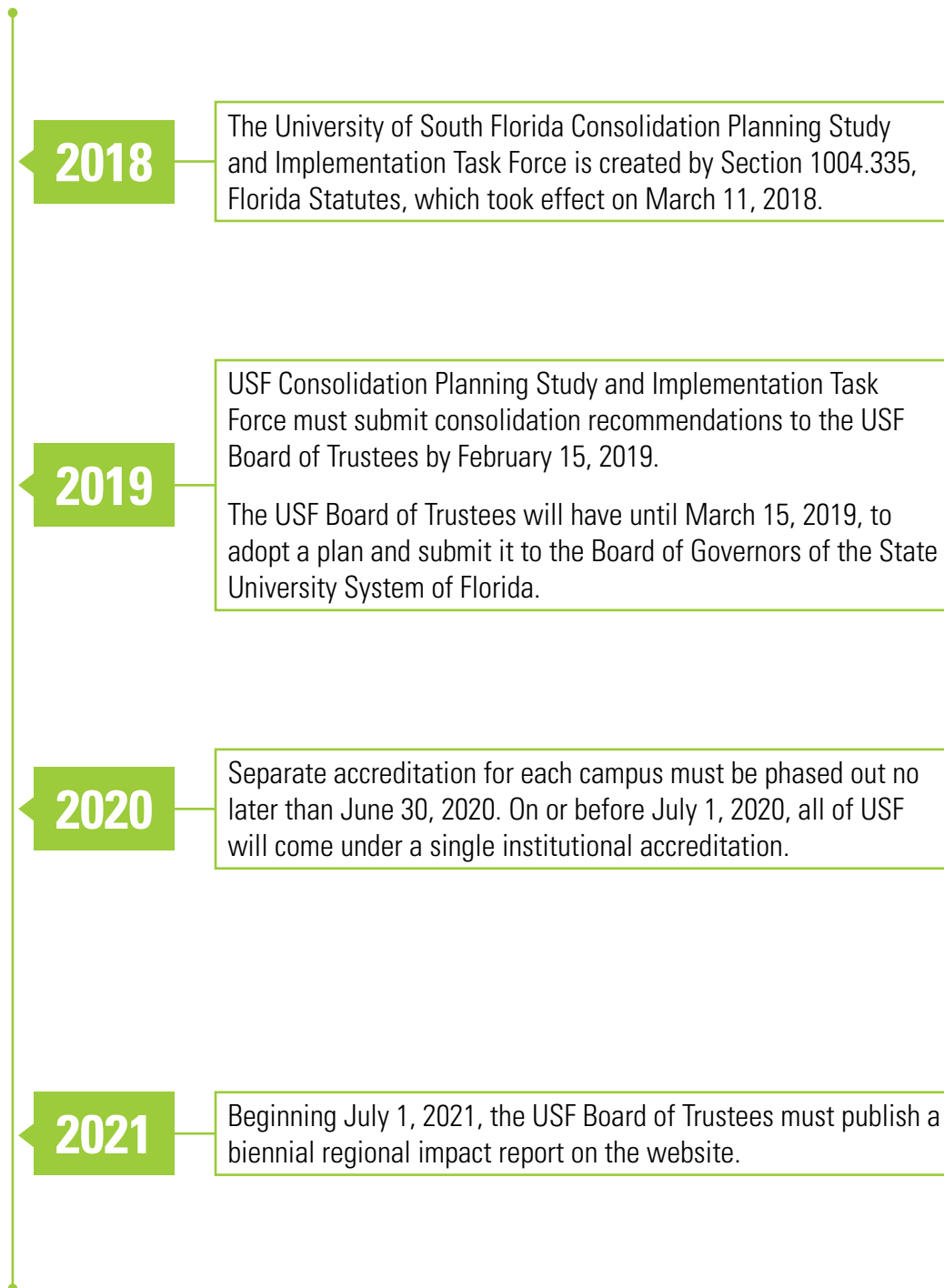
► **Sub-task force meetings/hearings will occur throughout May – November. Any in person meetings will rotate between USF institutions, all others will be by conference call.**

► **August - October 2018 Town Hall meetings will occur for USF faculty, students and staff at all USF institutions.**

► **Critical Board of Trustee Dates for Planning Purposes**

March 15, 2019	BOT Implementation Plan Due to Florida Board of Governors
December 15, 2019	Letter to SACS Due
March 15, 2020	Report to SACS Due
June 2020	SACS Board Meeting
July 1, 2020	Sections 1004.33 and 1004.34, Florida Statutes repealed

Timeline



Proposed Task Force Subcommittees

Guiding Principles for USF Consolidation

Approved April 23, 2018 by the USF BOT Consolidation, Accreditation and Preeminence Committee

- Strengthen USF's stature as a Preeminent Research University with national and global prominence;
- Embrace a model of "One University Geographically Distributed" while preserving campus identity – guided by a transparent and collaborative process;
- Commit to "Students First", through expanding access and raising educational attainment while continuing USF's national best practice of student success and diversity;
- Establish a clear, simple and unified leadership structure by aligning accountability with authority and valuing shared governance through engaging students, faculty and staff on all campuses;
- Assure consistency of high impact research across the university through establishing centers and programs of academic excellence on each campus;
- Enhance regional economic development while avoiding unwarranted duplication of academic programs, and
- Maximize performance, service quality and operational efficiencies through optimizing the utilization of faculty talent and technology across the University.

Key questions to consider when developing recommendations:

- How does USF continue compliance with SACS and professional accreditation standards during the transition?
- What must we do to ensure seamless continuity as a Preeminent Research University?

Student Access Subcommittee

Anddrikk Frazier, Chair
Alison Barlow
Byron Shinn
Staff Liaison: Caryn Nesmith

- a. Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid; and
- b. Other subject matters pertaining to student access as determined by the Chair of the Task Force that would support the work of the Task Force.

Recommendations due by: August 22, 2018

Shared Governance/Transparency

Melissa Seixas, Chair
Kayla Rykiel
Nicole Washington
Staff Liaison: Amy Farrington

- a. Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus;
- b. Establishing budget transparency and accountability regarding the review and approval of student fees among campuses, including fee differentials and athletic fees, to enable the identification of the equitable distribution of resources to each campus, including the University of South Florida Health;
- c. Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff at the University South Florida College of Marine Science, the University of South Florida Sarasota/Manatee, and the University of South Florida St. Petersburg; and
- d. Other subject matters pertaining to shared governance as determined by the Chair of the Task Force that would support the work of the Task Force.

Recommendations due by: October 24, 2018

Student Success/Academic Programs/Campus Identity Subcommittee

Michael "Mike" Griffin, Chair

Frederick "Rick" Piccolo

Dr. Tonjua Williams

Staff Liaison: Paige Beles Geers

- a. Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;
- b. Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;
- c. Developing the research capacity at each campus; and
- d. Other subject matters pertaining to Campus Strengths as determined by the Chair of the Task Force that would support the work of the Task Force.

Recommendations due by: November 29, 2018

Statutory Functions of the USF Consolidation Planning, Study and Implementation Task Force

Sec. 1004.34 requires the Task Force to develop and deliver recommendations on the identity and mission of each campus under one accreditation

No later than February 15, 2019, the task force shall submit a report to the Board that includes recommendations on the following:

- a. Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;
- b. Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;
- c. Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus;
- d. Developing the research capacity at each campus;
- e. Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid;
- f. Establishing budget transparency and accountability regarding the review and approval of student fees among campuses, including fee differentials and athletic fees, to enable the identification of the equitable distribution of resources to each campus, including the University of South Florida Health; and
- g. Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff at the University South Florida College of Marine Science, the University of South Florida Sarasota/Manatee, and the University of South Florida St. Petersburg.



**UNIVERSITY OF SOUTH FLORIDA CONSOLIDATION PLANNING, STUDY
AND IMPLEMENTATION TASK FORCE CHARTER**

A. PURPOSE:

The University of South Florida Consolidation Planning, Study and Implementation Task Force ("Task Force") is established pursuant to §1004.335 (1), Florida Statutes, to develop recommendations to improve service to students by phasing out the separate accreditation of the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee. This Charter is intended to facilitate the orderly operation of the Task Force in completing its recommendations.

The Task Force's recommendations are advisory and shall be submitted to the University of South Florida Board of Trustees ("Board") as provided in this Charter. The Board may designate a standing or ad hoc committee to receive the Task Force's recommendations.

B. MEMBERSHIP:

1. Membership on the Task Force is by appointment as provided in §1004.335, Florida Statutes. Statutory appointees to the Task Force shall be the Members of the Task Force. The Board shall assign personnel from each campus to staff the Task Force, but staff shall not be Members.
2. The Chair of the Task Force is appointed as provided in §1004.335, Florida Statutes, and is a Member of the Task Force. The Chair of the Task Force is the primary liaison to the Board, or its designated Board Committee, on Task Force matters and is the spokesperson for the Task Force.
3. The Chair of the Task Force may designate a Member of the Task Force to temporarily fulfill the Chair's responsibilities in the event the Chair is unavailable.
4. The Chair of the Task Force may also consult experts in university mergers and consolidations to assist the Task Force in developing recommendations.

C. CONFLICTS OF INTEREST:

Appointments to the Task Force are positions of public trust and therefore appointees are "bound to observe, in their official acts, the highest standards of ethics...regardless of personal considerations, recognizing that promoting the public interest and maintaining the respect of the people in their government must be of foremost concern." §112.311 (6), Florida Statutes.

Each Member of the Task Force will be independent from conflicts of interest with the University of South Florida System. For the purposes of the Task Force, independence is defined as having no undisclosed conflicts of interest that would impair the Member's impartiality and ability to carry out the Task Force's responsibilities.

Upon appointment, each member of the Task Force shall complete a Conflict of Interest Disclosure Form. Each Member shall also disclose any actual or perceived conflicts of interest as they arise.

D. RESPONSIBILITIES:

1. No later than **February 15, 2019**, the task force shall submit a report to the Board that includes recommendations on the following:

- (a) Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;

- b) Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;

- (c) Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus;

- (d) Developing the research capacity at each campus;

- (e) Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid; and

- (f) Establishing budget transparency and accountability regarding the review and approval of student fees among campuses, including fee differentials and athletic fees, to enable the identification of the equitable distribution of resources to each campus, including the University of South Florida Health.

- (g) Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff at the University South Florida College of Marine Science, the University of South Florida Sarasota/Manatee, and the University of South Florida St. Petersburg.

2. The Task Force's Recommendations should not include any item: that permits a lapse in institutional accreditation for any campus during the phasing-out process;

- or that impedes the ability of University of South Florida System students to graduate within 4 years after initial first-time-in-college enrollment.
3. The Task Force Chair, in consultation with Task Force Members, shall have discretion to select the most effective format(s) to present the Task Force's recommendations to the Board. Regardless of format, all of the Task Force's Recommendations shall be communicated to the Board.
 4. The Task Force's Recommendations are advisory to the Board. The decision to act on any of the Taskforce's recommendations rests solely with the Board.

E. MEETINGS

1. The Task Force shall meet at least 3 times prior to February 15, 2019. The Chair of the Task Force may organize additional meetings of the Task Force as deemed appropriate. Transportation expenses for Task Force members attending meetings in person shall be the same as those for state employees as provided by §112.061, Florida Statutes. Arrangements will be made for Task Force Members to attend via tele/video conference when unable to attend in-person.
2. Each Task Force meeting shall have an agenda prepared by the Chair of the Task Force in consultation with University Staff assigned to the Task Force. The agenda will be provided to members at least seven days in advance of meetings and minutes of each meeting shall be kept. Notice, stating the time, date, place and agenda or purpose of the meeting of shall be posted with reasonable notice on a designated University of South Florida Website, and shall be distributed through an appropriate University of South Florida list serve(s).
3. The most recent version of Roberts Rules of Order Newly Revised will be followed in conducting meetings of the Task Force.
4. The Chair of the Task Force shall preside over all Task Force meetings.
5. Notwithstanding the advisory/fact-finding function of the Task Force, the noticed meetings of the Task Force, as described in sec. E. 1. and 2., shall be open to the public. In order to proceed with the essential business of the Task Force in an orderly and efficient manner, any individual or group who attempts to disrupt a Task Force meeting will be subject to appropriate action pursuant to law.
6. A majority of the members of the Task Force must be present to constitute a quorum for the transaction of business.
7. The Task Force shall cease to operate and meet upon delivery of its recommendations to the Board.

F. VOTING

To the extent the Task Force votes on matters within its responsibilities as stated

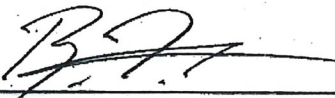
in this charter, all such votes shall be conducted in a noticed, public meeting. Only Members of the Task Force may vote. Members may abstain from voting only under those circumstances prescribed by law (i.e. the member has a financial interest in a matter before the Task Force). Voting by proxy or by mail shall not be permitted. The individual votes of each Member shall be recorded in the minutes.

G. PUBLIC RECORDS

Public access to Task Force records shall be governed by the provisions of the Public Records Law, Chapter 119, Florida Statutes.

ADOPTION OF OPERATING PROCEDURES

This Charter is hereby adopted as of April 4, 2018 by:



Brian D. Lamb
Chair, USF Board of Trustees

4/4/18
(Date)

Approved as to Form and
Legal Sufficiency

Attorney, USF

USF System

Institutional Profiles

APRIL 25, 2018



UNIVERSITY OF SOUTH FLORIDA
SYSTEM

Current Carnegie Classification of USF System Institutions

	USF T	USF SP	USF SM
CLASSIFICATION			
Basic	<i>Doctoral Universities: Highest Research Activity</i>	<i>Master's Colleges & Universities: Medium Programs</i>	<i>Master's Colleges & Universities: Small Programs</i>
Undergraduate Instructional Program	Balanced arts & sciences/professions, high graduate coexistence	Balanced arts & sciences/professions, some graduate coexistence	Balanced arts & sciences/professions, some graduate coexistence
Graduate Instructional Program	Research Doctoral: Comprehensive programs, with medical/veterinary school	Postbaccalaureate: Education-dominant, with arts & sciences	Postbaccalaureate: Education-dominant, with other professional programs
Size and Setting	Four-year, large, primarily nonresidential	Four-year, medium, primarily nonresidential	Four-year, small, primarily nonresidential
Community Engagement	Classified or reclassified in 2010 or 2015 through the New England Resource Center for Higher Education	Classified or reclassified in 2010 or 2015 through the New England Resource Center for Higher Education	Not reclassified

Academic Colleges by USF Institution

USF T	USF SP	USF SM
		Hospitality and Tourism Leadership
		Science and Mathematics
Arts and Sciences	Arts and Sciences	Liberal Arts and Social Sciences
Muma College of Business	Kate Tiedemann College of Business	Business
Education	Education	Education
The Arts		
Behavioral and Community Sciences		
Engineering		
Honors		
Marine Science		
Morsani College of Medicine		
Nursing		
Patel College of Global Sustainability		
Pharmacy		
Public Health		

Number of Degree Programs Approved for Delivery

Degree Type	USF T	USF SP	USF SM
Bachelors	72	24	17
Masters	99	14	7
Specialist	2	-	-
Research Doctorate	45	-	-
Professional Doctorate	4	-	-

Source: Florida Board of Governors

Student to Faculty Ratio



Source: IPEDS Fall Enrollment Survey, Fall 2017

Student Enrollment Headcount (by level)

Student Level	USF System		USF T		USF SP		USF SM	
Undergraduate	36,954	73%	30,919	71%	4,165	84%	1,870	88%
Graduate	11,568	23%	10,852	25%	567	11%	149	7%
Non-Degree Undergraduate	1,170	2%	922	2%	172	3%	76	4%
Non-Degree Graduate	1,092	2%	982	2%	77	2%	33	2%
Total	50,784		43,675	86% of system	4,981	10% of system	2,128	4% of system

Source: USF System Enrollment Data, Fall 2017

Student Enrollment Headcount (by race/ethnicity)

Race/Ethnicity	USF System		USF T		USF SP		USF SM	
American Indian	104	0%	83	0%	13	0%	8	0%
Asian	3,142	6%	2,928	7%	158	3%	56	3%
Black	4,774	9%	4,260	10%	399	8%	115	5%
Hispanic	8,912	18%	7,777	18%	807	16%	328	15%
Native Hawaiian or Other Pacific Islander	73	0%	67	0%	6	0%	0	0%
Two or More Race	1,723	3%	1,475	3%	192	4%	56	3%
White	25,614	50%	20,934	48%	3,216	65%	1,464	69%
Non-Resident Alien	4,935	10%	4,848	11%	39	1%	48	2%
Not-Reported	1,507	3%	1,303	3%	151	3%	53	2%
Total	50,784		43,675	86% of system	4,981	10% of system	2,128	4% of system

Source: USF System Enrollment Data, Fall 2017

Student Enrollment Headcount

(by res/non-res)

Residency	USF System		USF T		USF SP		USF SM	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%
In-state	42,423	84%	35,682	82%	4,751	95%	1,990	94%
Out-of-State	8,361	16%	7,993	18%	230	5%	138	6%
Total	50,784	100%	43,675	100%	4,981	100%	2,128	100%

Source: USF System Enrollment Data, Fall 2017

FTE Enrollment by Method of Instruction

	USF System		USF T		USF SP		USF SM	
Undergraduate								
Distance	10,070	29%	7,758	27%	1,279	34%	1,033	60%
Hybrid	183	1%	81	0%	94	2%	9	1%
Classroom	23,961	70%	20,887	73%	2,394	64%	680	39%
Total	34,214	-	28,726	-	3,767	-	1,722	-
Graduate								
Distance	2,346	27%	2,052	25%	238	55%	56	36%
Hybrid	123	1%	112	1%	6	1%	5	3%
Classroom	6,248	72%	5,965	73%	189	44%	94	61%
Total	8,717	-	8,129	-	433	-	155	-

Source: SUS Accountability Plans, 2016-17 actuals

Undergraduate Course Sections

Campus	# Sections with 2-9 students		# Sections with 10-19 students		# Sections with 20-29 students		# Sections with 30-39 students		# Sections with 40-49 students		# Sections with 50-99 students		# Sections with 100+ students		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
USF T	217	9%	475	20%	701	29%	303	13%	261	11%	252	11%	120	5%	2,388
USF SP	17	5%	58	17%	136	40%	60	18%	33	10%	31	9%	1	0%	338
USF SM	27	18%	61	41%	34	23%	20	13%	5	3%	3	2%	0	0%	150
USF System	261	9%	594	21%	871	30%	383	13%	299	10%	286	10%	121	4%	2,876

Source: USF InfoCenter; Definitions used: Common Data Set, Timeframe: Fall 2017 Using Preliminary Benchmark

Incoming FTIC Class Profile

	USF System	USF T	USF SP	USF SM
HSGPA (mean)	4.07	4.12	3.82	3.92
ACT (mean)	28	28	26	25
SAT (mean)	1266	1279	1208	1192
Top 10% of High School Class	45%	50%	23%	17%
National Merit Scholars	17	17	0	0
National Achievement Scholars	0	0	0	0
National Hispanic Scholars	18	18	0	0

Source: USF System Student Profile Data, Fall 2017

Differentiating FUSE from Traditional 2 + 2 Agreements

FUSE Strengthens the traditional 2 + 2 model by offering guaranteed admission from an FCS institution into a particular degree program at USF

- Requires students to graduate with A.A. in 3 years or less
- Provides students access to USF amenities and privileges to feel part of the USF community while attending their FCS institution
- Provides embedded USF advisors at the FCS institutions
- Uses Graduate Pathways to facilitate student success from matriculation at the FCS institution through completion of selected baccalaureate degrees from USF system institutes
- Promotes student success as much as expands access

Current FUSE Transfer and Articulation Programs Across the USF System

Approved Graduation Pathways

- | | |
|-----------------------------------|----|
| 1. College of Central Florida | 4 |
| 2. Hillsborough Community College | 15 |
| 3. Pasco-Hernando State College | 6 |
| 4. Polk State College | 4 |
| 5. Saint Petersburg College | 20 |
| 6. Santa Fe College | 4 |
| 7. South Florida State College | 4 |
| 8. State College of Florida | 20 |

Top Five Most Popular FUSE Majors

1. Accounting
2. Biomedical Sciences
3. Criminology
4. Finance
5. Psychology

USF System Transfer and Articulation Programs

USF T + USF SP

- USF T College of Public Health and USF SP College of Arts and Sciences – Concentration in Public Health, part of the B.S. in Health Sciences
- USF T College of Nursing and USF SP will begin a “hosted” program as early as fall 2018

USF System

- Fully online undergraduate Accounting program led by USF SP Kate Tiedemann College of Business (launching Fall 2018)

USF T + USF SM

- USF T College of Engineering and USF SM – 2+2 Pre-Engineering Program
- USF T College of Nursing and USF SM – Accelerated Second Bachelor’s Degree through the Suncoast Nursing Accelerated Pathway (SNAP)
- USF T College of Behavioral and Community Sciences and USF SM – “Hosted” M.S.W. in Social Work Program

USF System

Institutional Performance

APRIL 25, 2018



UNIVERSITY OF SOUTH FLORIDA
SYSTEM

Freshman Retention Rate

2016 Cohort (with Swirl)				
Home Campus	Initial Fall Cohort	Degree Campus	1Year Retention	% Retained
USF T	4023	USF T	3629	90.2%
		USF SP	2	0.0%
		USF SM	3	0.1%
		USF System	3634	90.3%
USF SP	618	USF SP	479	77.5%
		USF T	6	1.0%
		USF SM	0	0.0%
		USF System	485	78.5%
USF SM	96	USF SM	78	81.3%
		USF T	2	2.1%
		USF SP	0	0.0%
		USF System	80	83.3%
USF System	4737	USF System	4199	88.6%

Source: Florida BOG, Accountability Plans and IPEDS

4-year FTIC Graduation Rate

2013 Cohort (with Swirl)				
Home Campus	Initial Summer/Fall Cohort	Degree Campus	N Graduated	4-year Graduation Rate
USF T	3854	USF T	2297	59.6%
		Other USF System Institution	9	
		USF System	2306	59.8%
USF SP	547	USF SP	164	30.0%
		Other USF System Institution	62	
		USF System	226	41.3%
USF SM	83	USF SM	29	34.9%
		Other USF System Institution	9	
		USF System	38	45.8%
USF System	4484	USF-SYS	2570	57.3%

Source: Florida BOG, Accountability Plans and IPEDS

6-year FTIC Graduation Rate

2011 Cohort - 6-Year Graduation Rate (FTIC, Full- and Part-Time, with Swirl)				
Home Campus	Initial Summer/Fall Cohort	Degree Campus	N Graduated	6-year Graduation Rate
USF T	3455	USF T	2440	70.6%
		Other USF System Institution	19	
		USF System	2459	71.2%
USF SP	588	USF SP	207	35.2%
		Other USF System Institution	116	
		USF System	323	54.9%
USF System	4043	USF System	2782	68.8%

6-year Graduation Rate by Race/Ethnicity		
	USF T	USF SP
Nonresident Alien	81%	0%
Hispanic/Latino	72%	26%
American Indian or Alaska Native	20%	0%
Asian	87%	40%
Black or African American	74%	38%
Native Hawaiian or Other Pacific Islander	100%	0%
White	68%	39%
Two or more races	68%	24%
Race and ethnicity unknown	62%	100%
Total	71%	35%

Source: Florida BOG, Accountability Plans and IPEDS

4-year Transfer Graduation Rate

4-year Graduation Rate for Transfer students with AA degree from FCS				
Cohort year 2012-16	USF System	USF T	USF SP	USF SM
Cohort Size	2527	1942	341	243
# Graduated	1710	1328	204	137
4-year Transfer Graduation Rate	67.7%	68.4%	59.8%	56.4%

Source: Florida BOG, Annual Accountability Report 2015-2016

Degrees Awarded 2016-2017

Degrees Awarded 2016-2017	USF System	USF T	USF SP	USF SM
Bachelors Degrees Awarded [First Majors Only]	9504	8101	943	460
Graduate Degrees Awarded [First Majors Only]	4208	3914	217	77
Doctoral Degrees awarded annually		721		
Bachelors Degrees in STEM	4289	3979	209	101
Bachelors Degrees in Health	9659	8224	972	463
Percentage of Bachelor's Degrees in STEM & Health	44%	48%	22%	22%
Graduate Degrees in STEM	2600	2593	7	0
Graduate Degrees in Health	4131	3914	217	0
Percentage of Graduate Degrees in STEM & Health	62.9%	66%	3%	0%
Bachelors Degrees awarded to African-American	2816	2550	192	74
Bachelors Degrees awarded to Hispanic	8941	7576	923	442
Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students	31.5%	34%	21%	17%
Bachelors Degrees awarded to Pell Grant Recipients*	4859	4121	496	242
Percent of Bachelors Degrees awarded to Pell Grant Recipients*	54%	55%	56%	54%

Source: Florida BOG, 2018 Accountability Plans which report on the 2016-17 AY

*Degrees reflected are 2015-16 from the Accountability Reports

PBF Metric Performance

	USF System	USF T	USF SP	USF SM
	2015-16	2015-16	2015-16	2015-16
1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) (within one-year, anywhere in the Nation)	70.0%	69.5%	63.1%	71.7%
	2015-16	2015-16	2015-16	2015-16
2. Median Wages of Bachelor's Graduates Employed Full-time (within one-year, anywhere in the Nation) <i>(Note: 2013-14 & 2014-15 Metric approved goal not included due to change in metric from Florida Only to All U.S.)</i>	\$37,300	\$37,400	\$36,800	\$37,000
	2016-17	2016-17	2016-17	2016-17
3. Average Cost to the Student (Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates) <i>(Note: 2014-15 Metric approved goal not included due to change in metric from "Average Cost per Bachelors Degree(Instructional Cost to Institution")</i>	\$12,960	System Only Metric	System Only Metric	System Only Metric
	2011-17	2011-17	2011-17	2011-17
4a. FTIC Six-Year Graduation Rate (Full Time and Part Time)	68.8%	70.6%	35.2%	-
	2013-17	2013-17	2013-17	2013-17
4b. FTIC Four-Year Graduation Rate (Full Time ONLY)	57.3%	59.6%	30.0%	34.9%

Source: Florida BOG Accountability Plan, 2016-17

PBF Metric Performance

	USF System	USF T	USF SP	USF SM
	2016-17	2016-17	2016-17	2016-17
5. Academic Progress Rate (Second Year Retention Rate with at Least a 2.0 GPA)	86%	87.4%	76.5%	83.3%
	2016-17	2016-17	2016-17	2016-17
6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis	61.4%	64.4%	46.6%	39.1%
	FALL 2016	FALL 2016	FALL 2016	FALL 2016
7. University Access Rate (Percent of Undergraduates with a Pell grant)	40.0%	39.9%	40.6%	41.1%
	2016-17	2016-17	2016-17	2016-17
8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis	74.8%	78.6%	29.5%	11.7%
	2016-17	2016-17	2016-17	2016-17
9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours	78.3%	78.4%	76.9%	80.3%
	2015	2015	2015	2015
10. BOT Choice: Number of Post-Doctoral Appointees	282	277	0	5

Source: Florida BOG Accountability Plan, 2016-17

Preeminence Metric Performance

		Benchmark	Timeframe	USF System	USF T	USF SP	USF SM
1	Average GPA and SAT Score	4.0/1200	Fall 2017	4.07/1266	4.12/1280	3.82/1208	3.92/1192
2	Public University National Ranking (Top 50 rankings based on BOG's official list of publications)	2 publications	2018	4	4	-	-
3	Freshman Retention Rate (Full-time students as reported to IPEDS)	≥ 90%	2016-17	88.6%	90.2%	77.5%	81.3%
4	Six-year Graduation Rate (Full-time students as reported to IPEDS)	≥ 70%	2011-17	69.2%	70.9%	35.2%	-
	<i>(Note: Starting next year 4-year rates (FT))</i>	≥ 60%	2013-17	57.3%	59.6%	30.0%	34.9%
5	National Academy Memberships	6	2018	13	13	-	-
6	Science & Engineering Research Expenditures (\$M)	≥ \$200 M	2016-17	\$505	\$502	\$2	\$0

Source: Florida BOG Accountability Plan, 2016-17

Preeminence Metric Performance

		Benchmark	Timeframe	USF System	USF T	USF SP	USF SM
7	Non-Medical Science & Engineering Research Expenditures (\$M)	≥ \$150 M	2016-17	\$291	\$288	\$2	\$0
8	Number of Broad Disciplines Ranked in Top 100 for Research Expenditures (includes private univ.)	5 in Top 100	2015-16	7 of 8	7 of 8	-	-
9	Utility Patents Awarded (over three calendar years)	≥ 100	2015-17	324	324	-	-
10	Doctoral Degrees Awarded Annually	≥ 400	2016-17	721	721	-	-
11	Number of Post-Doctoral Appointees <i>(Note: statute requires a source with time lag)</i>	≥ 200	Fall 2015	282	277	0	5
12	Endowment Size (\$Millions)	≥ \$500 M	2016-17	\$442	\$442	-	-

Source: Florida BOG Accountability Plan, 2016-17

USF System

SACSCOC Accreditation

APRIL 25, 2018

Michael Wrona

SACSCOC Liaison for USF Tampa



Types of Accreditation

Institutional Accreditation

- Applies to entire institution
- Ensures the quality and integrity of the institution, and that the institution has the resources, programs, and services sufficient to accomplish and sustain its mission
- Is required to participate in federal financial aid system

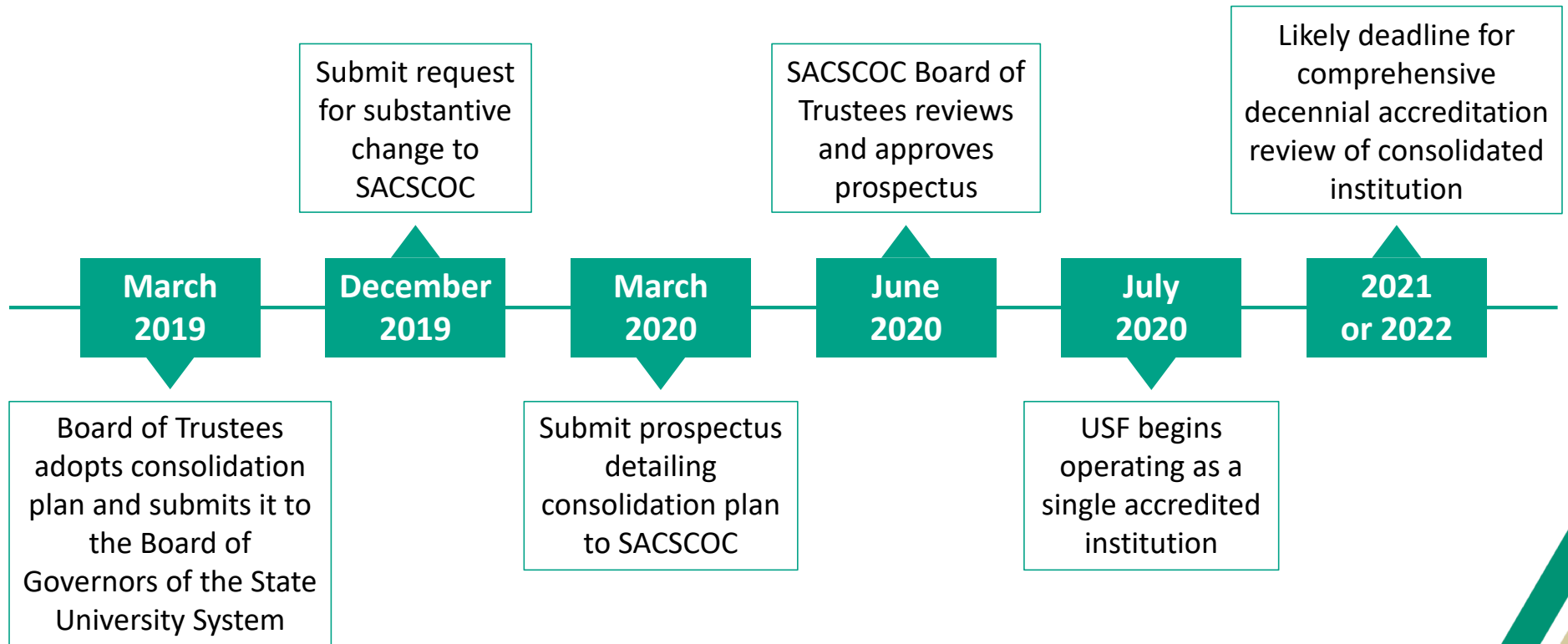
Specialized Accreditation

- Applies to programs, departments, or larger units within the institution
- USF Tampa = 107 USF SP = 20 USF SM = 13 Accreditors = 35

SACSCOC Accreditation

- Accredits USF T, USF SP, and USF SM as institutions
- Requires comprehensive accreditation reviews every 10 years and fifth year reviews half way through each 10 year accreditation cycle to ensure compliance with SACSCOC Principles and Policies
- SACSCOC Principles of Accreditation require faculty control of curriculum
- SACSCOC policy on mergers and consolidations defines procedures and timeline that must be followed
- Meeting with SACSCOC on May 2 to flesh out details about the consolidation process

SACSCOC Timeline





*Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097*

MERGERS, CONSOLIDATIONS, CHANGE OF OWNERSHIP, ACQUISITIONS, AND CHANGE OF GOVERNANCE, CONTROL, FORM, OR LEGAL STATUS

Substantive Change for SACSCOC Accredited Institutions

Policy Statement

Overview

Definition: Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Under Federal regulations and for the purposes of this policy, substantive change includes:

- Initiating mergers or consolidations
- Acquiring an institution or any program or location of another institution
- Adding as a permanent location a site at which the institution is conducting a teach-out for students of another institution that is closing
- Initiating change of ownership, or change of governance, control, form, or legal status

Institutional Obligations:

1. Member institutions are required to notify the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) of changes in accordance with the substantive change policy and, for those changes addressed in this policy, seek approval prior to the initiation of changes. Notification requires a letter from the institution's chief executive officer or his/her designated representative to the SACSCOC President summarizing the proposed change and providing the intended implementation date.
2. Member institutions are required to have a policy and procedure to ensure that all substantive changes are reported to the Commission in a timely fashion.

The policy and procedures for the reporting and review of institutional substantive change involving mergers, consolidations, acquisitions, and changes in ownership, legal status, governance, form, and control are outlined following the Glossary of Terms.

Contents

Overview	1
Glossary of Terms	3
The Policy	
Commission Responsibilities	4
Institutional Responsibilities	4
Procedures for Reporting	4
Policy Statements	5
Fees and Expenses	6
Procedures	
Procedure for a SACSCOC-accredited institution initiating changes	7
involving another SACSCOC-accredited institution to include a consolidation/merger; change of ownership; acquisition of another institution or location/site of another institution; and change in governance, control, form, or legal status	
Procedure for a SACSCOC-accredited institution initiating changes	8
involving a non SACSCOC-accredited institution/entity to include a consolidation/merger; change of ownership; acquisition of another institution or location/site of another institution; and change in governance, control, form, or legal status	
Procedure for a SACSCOC-accredited Institution acquiring a program	9
from another institution/entity OR adding as a permanent location a site where a teach-out is being conducted	
Appendix	
The Content of the Substantive Change Prospectus	10
Comprehensive List of Off-Campus Instructional Locations and Branch Campuses for All Institutions Involved in the Merger/Consolidation/ Acquisition	13
Listing of all Off-Campus Instructional Sites	14
Listing of all Branch Campuses	15

Glossary of Terms

Branch campus - a location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is

- permanent in nature
- offers courses in educational programs leading to a degree, certificate, or other recognized educational credential
- has its own faculty and administrative or supervisory organization **and**
- has its own budgetary and hiring authority

Change of legal status, governance, control, or form – a change of corporate form, governance structure, or conversion, including, but not limited to, change from Limited Partnership to Corporation, from Limited Liability Corporation to Corporation, from a Not-for Profit Corporation to a For-Profit Corporation, a Private to a Public, a Not-for Profit Corporation controlled by members to one controlled by its Board of Directors, significant change in the size of the institution's governing board.

Change of ownership – the sale or transfer to, or acquisition by, a new owner of all, or a substantial portion, of the institution's assets, or the assets of a branch campus or site.

Consolidation – the combination or transfer of the assets of at least two distinct institutions (corporations) to that of a newly-formed institution (corporation). An example includes two colleges consolidating to form a new institution. (See also change of ownership and mergers.)

Degree completion program – a program typically designed for a non-traditional undergraduate population such as working adults who have completed some college-level course work but have not achieved a baccalaureate degree. Students in such programs may transfer in credit from courses taken previously and may receive credit for experiential learning. Courses in degree completion programs are often offered in an accelerated format or meet during evening and weekend hours, or may be offered via distance learning technologies.

Educational program – a coherent course of study leading to the awarding of a credential (*i.e.*, a degree, diploma or certificate).

Geographically separate – an instructional site or branch campus that is located physically apart from the main campus of the institution.

Merger – the acquisition by one institution of another institution's assets. An example includes an institution accredited by SACSCOC acquiring the assets of a non-accredited institution. (See also change of ownership and consolidation.)

Modified prospectus – a prospectus submitted in lieu of a full prospectus for certain designated substantive changes. When a modified prospectus is acceptable, the Commission specifies requested information from the institution.

Notification – a letter from an institution's chief executive officer, or his/her designated representative, to the SACSCOC President summarizing a proposed change, providing the intended implementation date and listing the complete physical address (if the change involves the initiation of an off-campus site or branch campus).

Teach-out agreement – a written agreement between institutions that provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study if an institution, or an institutional location that provides fifty percent or more of at least one program offered, ceases to operate before all enrolled students have completed their program of study. Such a teach-out agreement requires SACSCOC approval in advance of implementation.

Teach-out plan – a written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides fifty percent or more of at least one program, ceases to operate before all students have completed their program of study, and may include, if required by the institution's accrediting agency, a teach-out agreement between institutions. Teach-out plans must be approved by SACSCOC in advance of implementation.

The Policy

Commission Responsibilities

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredits an entire institution and its programs and services, wherever they are located or however they are delivered. It is responsible for reviewing all substantive changes that occur between an institution's decennial reviews to determine whether or not the change has affected the quality of the total institution and to assure the public that all aspects of the institution continue to meet defined standards.

SACSCOC is recognized by the U.S. Department of Education as an agency whose accreditation enables its member institutions to seek eligibility to participate in Title IV programs. To maintain its recognition with the U.S. Department of Education, SACSCOC has incorporated federal requirements into its substantive change policy and procedures. Some of those requirements expect an institution to seek approval prior to the initiation of a substantive change so that the change can be included in the institution's scope of accreditation. Changes in ownership, mergers, and consolidations, and acquisition of sites and programs all require prior approval.

Institutional Responsibilities

It is the responsibility of an institution to follow the substantive change procedures and inform the Commission of such changes in accord with those procedures. If an institution is unclear as to whether a change is substantive in nature, it should contact Commission staff for consultation. SACSCOC accredits institutions, not systems. *While a system may provide the Commission with important information regarding changes planned or underway at its institutions, it is expected that each institution will follow the reporting requirements of the substantive change policy.*

Procedures for Reporting

The different types of substantive change referred to in this policy all require similar notification and approval procedures as indicated below:

Type of Change	Prior Notification Required	Prior Approval Required	Documentation and Time Frame for Contacting SACSCOC	Site Visit Required
Initiating a merger/consolidation with another institution	Yes – at least 6 Months before review date	Yes	Cover Sheet Institutional Summary Form Prospectus (See Appendix in this Policy) Due dates: March 15 (for June review); September 1 (for December review)	Yes
Changing governance, ownership, control, or legal status of an institution				
Acquiring any program or site from another institution				
Adding a permanent location at a site where the institution is conducting a teach-out for students from another institution that is closing				

Policy Statements Regarding These Substantive Changes

1. The Commission's substantive change policy applies only to accredited institutions. Applicant and candidate institutions may not initiate substantive change.
2. Failure to comply with the Principles or with procedures referred to in this policy could result in the institution being placed on sanction or being removed from membership.
3. All final decisions regarding the accreditation status of an institution are made by the SACSCOC Board of Trustees, except for those that are appealable. Denial of substantive change and the imposition of sanctions are not appealable actions. An institution that fails to gain approval of the substantive change may resubmit a revised prospectus or application following the guidelines and time frames described in this procedure.
4. An accredited institution in the appeals process or in litigation with SACSCOC is not eligible for consideration of substantive change.
5. A SACSCOC-accredited institution whose proposal for change is not approved by the SACSCOC Board of Trustees shall maintain its separately accredited status with the Commission. However, if the institution continues with the change after denial of approval, it may be placed on sanction or removed from membership.
6. An institution may withdraw its prospectus/application or may discontinue substantive change at any time during the review process by submitting a formal letter of withdrawal to the President of SACSCOC.
7. Once an institution submits its prospectus or application and the document is reviewed by either the Committee on Compliance and Reports or by Commission staff, any information included therein that indicates possible non-compliance with any of the Core Requirements or Comprehensive/Federal Standards may lead the Commission to further review the institution, even if the prospectus is withdrawn or approval of the change is denied.
8. If an institution fails to report or to gain approval of a substantive change prior to its implementation, both the prospectus and the issue of late submission will be referred to SACSCOC Board of Trustees for action.
9. The prospectus for an institution planning a merger/consolidation; change of ownership; and change of legal status, governance or form of control will automatically be referred to the SACSCOC Board of Trustees for approval.
10. The prospectus for a SACSCOC-accredited institution acquiring a program or adding a permanent location at a site where the institution is conducting a teach out will be referred to the SACSCOC Board of Trustees for approval.
11. If an institution fails to follow SACSCOC substantive change policy and procedures, it may lose its Title IV funding or be required by the U.S. Department of Education to reimburse it for money received by the institution related to the substantive change. In addition, the institution's case may be referred to SACSCOC Board of Trustees for the imposition of a sanction or for removal from membership.
12. Substantive changes that include a merger/consolidation, acquisitions of institutions, or change of ownership normally affect an institution's cycle of reaffirmation of accreditation. A change of governance, legal control, form, or governance may affect the reaffirmation cycle.
13. In accordance with Federal and SACSCOC policy, extensive substantive changes by an institution may accelerate the date for the institution's next reaffirmation. Examples of triggers for an accelerated reaffirmation include the following changes: proliferation of branches or off-campus sites, frequent mergers/consolidations or changes of ownership, significant increases in enrollments, or rapid proliferation of new educational programs.

14. If an institution has filed bankruptcy, SACSCOC will require any institution or organization purchasing the assets of the SACSCOC-accredited institution in bankruptcy to apply independently for accreditation.

Fees and Expenses

1. The following fees will be assessed to institutions for the review of an application or prospectus:
 - \$500 For an institution seeking review of a substantive change prospectus
 - \$500 Per SACSCOC member institution for a substantive change involving multiple institutions (e.g., merger/acquisition, or change in governance/ownership)
 - \$7,500 Per non-SACSCOC member institution for a substantive change involving multiple institutions (e.g., merger/acquisition, or change in governance/ownership). The SACSCOC accredited institution(s) are responsible for ensuring payment.
2. Fees related to Substantive Change Committee visits

In addition to the fee assessed for reviewing the substantive change prospectus, the following fees will be assessed to an institution hosting a Substantive Change Committee visit:

The actual cost of the committee
(Includes travel, lodging, food, Incidental Fee for each reviewer, and related expenses),
and

An administrative fee for Substantive Change Committees: \$2,000

The institution will be billed the total following the conclusion of the committee's evaluation activities.

Document History

Revised for the Principles of Accreditation, February 2004

Revised: Commission on Colleges, December 2006

Adopted: Commission on Colleges, June 2008

Revised: Board of Trustees, June 2009

Revised: SACSCOC Board of Trustees, June 2011, June 2012, December 2015

Updated: May 2016

Edited, July 2016

Procedures

The Commission follows three procedures pertaining to the review and approval of mergers, consolidations, change of ownership, the acquisition of an institution/site, or a change of legal status, governance, form, and control.

1. Procedure for a SACSCOC-accredited institution initiating changes involving another SACSCOC-accredited institution to include a consolidation/merger; change of ownership; acquisition of another institution or location/site of another institution; and change in governance, control, form, or legal status
2. Procedure for a SACSCOC-accredited institution initiating changes involving a non SACSCOC-accredited institution/entity to include a consolidation/merger; change of ownership; acquisition of another institution or location/site of another institution; and change in governance, control, form, or legal status
3. Procedure for a SACSCOC-accredited Institution acquiring a program from another institution/entity **or** adding as a permanent location a site where a teach-out is being conducted

1. Procedure for a SACSCOC-accredited institution initiating changes involving another SACSCOC-accredited institution to include a consolidation/merger; change of ownership; acquisition of another institution or location/site of another institution; and change in governance, control, form, or legal status

Time of Notification: The chief executive officer(s) of the member institutions undergoing the change must provide written notification of the change to the President of SACSCOC six months in advance of the intended date of review of the change by the SACSCOC Board of Trustees. Upon notification, the President of SACSCOC will ask the institution(s) involved to submit a combined written prospectus.

Submission of the Prospectus: The SACSCOC Board of Trustees meets in June and in December. The prospectus for substantive change must be submitted to the Commission office by **March 15** for consideration at the Board's June meeting, and by **September 1** for consideration at the December meeting. The institution must include the required cover sheet that stipulates the planned implementation date. The institution must also include an Institutional Summary Form that fully describes the programs and locations of programs that will be offered by the newly-formed institution and indicate which of the institutions had been responsible for the locations and programs listed prior to the intended merger. The prospectus must describe how each institution plans to continue to meet the *Principles* while implementing the change. *(Please refer to the Appendix for information to be included in the prospectus.)* **Four** copies of the prospectus should be submitted to the President of SACSCOC in print form or on a flash drive, CD or DVD.

Review Process: The SACSCOC President will forward the institution's prospectus to the SACSCOC Board of Trustees. If the prospectus is accepted, the Board will approve the change effective the date specified in the prospectus, which cannot exceed 30 days after approval by the SACSCOC Board of Trustees. The Board also will authorize the appointment of a Substantive Change Committee to visit the institution. The Committee will be charged with determining the institution's compliance with the *Principles of Accreditation* following the initiation of the change. In preparation for this visit, the institution will complete the appropriate substantive change documentation template which cites relevant Core Requirements, Comprehensive Standards and Federal Requirements. The template is available on the SACSCOC website (www.sacscoc.org) under "Substantive Changes". The institution's SACSCOC staff representative will inform the institution of the composition and schedule for the Committee.

The Substantive Change Committee visit will occur within six months after the implementation date. The report of the Substantive Change Committee, together with the response of the institution to any recommendations contained in that report, will be reviewed by the SACSCOC Board of Trustees. Following review, the Board will (1) continue the new institution in accreditation, with or without a monitoring report or (2) impose sanctions for failure to maintain compliance with the *Principles*. If the Board of Trustees determines that the substantive change adversely affects the institutions' continued

compliance with the *Principles of Accreditation*, the accreditation of member institutions involved will be placed in jeopardy.

If SACSCOC Board does not approve the prospectus for the change and the institutions do not proceed with the change, the COC-accredited institutions will maintain their separately accredited status. A new prospectus may be submitted for future Board review. However, if the institutions continue with the change without prior approval, accreditation of the institutions involved will be placed in jeopardy.

Changes to the Reaffirmation Cycle: The newly-consolidated/merged institution will be required to achieve reaffirmation of accreditation within five years following the Commission's action to approve the change. The institution will then maintain the normal ten-year reaffirmation cycle.

In cases where the merged institutions, or the major component of the newly-merged institution, have successfully attained reaffirmation of accreditation within three years of SACSCOC Board approval of the merger, then the newly-merged institution will maintain the reaffirmation cycle of the major component.

A change of governance, control, or legal status may alter the reaffirmation cycle as determined by the SACSCOC Board of Trustees.

2. Procedure for a SACSCOC-accredited institution initiating changes involving a non SACSCOC-accredited institution to include a consolidation/merger; change of ownership; acquisition of another institution or location/site of another institution; and change in governance, control, form, or legal status

Time of Notification: The chief executive officer of the SACSCOC-accredited institution affected by any of these changes must provide written notification of the change to the President of SACSCOC six months in advance of the intended date of review by the SACSCOC Board of Trustees. Upon notification, the President of SACSCOC will ask the SACSCOC member institution to submit a written prospectus.

Submission of the Prospectus: The SACSCOC Board of Trustees meets in June and in December. The prospectus for substantive change must be submitted to the Commission office by **March 15** for consideration at the June meeting, and by **September 1** for consideration at the December meeting. The institution must include the required cover sheet that stipulates the planned implementation date. The institution must also include an Institutional Summary Form that fully describes the programs and locations of programs that will be offered by the newly-formed institution and indicate which of the institutions had been responsible for the locations and programs listed prior to the intended merger. The prospectus must describe how the member institution plans to continue to meet the *Principles* while implementing the change. (*Please refer to the Appendix to this Policy for information to be included in the prospectus.*) **Four** copies of the prospectus should be submitted to the President of SACSCOC in print form or on a flash drive, CD, or DVD.

Review Process: Upon receipt of the prospectus, the President of SACSCOC will refer it to the SACSCOC Board of Trustees for review. Following review, the options of the Board are to

1. Accept the prospectus and authorize the appointment of a Substantive Change Committee to visit the institution within 6 months.
2. Deny acceptance of the prospectus. The reason for denial of approval may be caused by an institution's current non-compliance with a standard or requirement. Consequently, denial may be accompanied by monitoring or imposition of a sanction.
3. Defer action to the next Board meeting, pending submission of additional information.

If the prospectus is accepted, the institutions can begin implementation of the substantive change. During this time, the accreditation status of the SACSCOC-accredited member institution will remain unchanged until after the substantive change has been approved by the SACSCOC Board of Trustees.

A Substantive Change Committee visit will occur within six months after its authorization. When a Substantive Change Committee is authorized, it is charged with determining the institution's compliance

with the *Principles of Accreditation* following the initiation of the change. In preparation for this visit, the institution will complete the appropriate substantive change documentation template, which cites relevant Core Requirements, Comprehensive Standards and Federal Requirements. The template is available on the SACSCOC website (www.sacscoc.org) under "Substantive Changes". The institution's SACSCOC staff representative will inform the institution of the composition and schedule for the Committee.

The report of the Substantive Change Committee, together with the response of the member institution to any recommendations contained in that report, shall be reviewed by the SACSCOC Board of Trustees. The Board has the options to (1) approve the substantive change, (2) deny the approval of the change, or (3) defer action.

If the Board does not accept the prospectus or approve the substantive change following the visit by the Substantive Change Committee and the SACSCOC-accredited institution does not proceed with the change, the SACSCOC-accredited institution will maintain its separately accredited status. A new prospectus may be submitted for future Board review. However, if the member institution continues with the change without prior or final approval, accreditation of the institution involved will be placed in jeopardy.

Changes to the Reaffirmation Cycle: The newly consolidated/merged institution will be required to achieve reaffirmation of accreditation within five years following the Commission's action to approve the change. The institution will then maintain the normal ten-year reaffirmation cycle. A change of governance, control, or legal status may alter the reaffirmation cycle as determined by the SACSCOC Board of Trustees.

If the Board determines that the substantive change adversely affects an institution's continued compliance with the *Principles of Accreditation*, the accreditation of the institution involved will be placed in jeopardy.

3. Procedures for a SACSCOC-accredited institution acquiring a program from another institution or entity OR adding as a permanent location a site where a teach-out is being conducted

Time of Notification. A SACSCOC-accredited institution acquiring a program or adding a permanent location at a site where a teach out is being conducted must provide written notification of the change to the President of SACSCOC six months in advance of the intended date of review by the SACSCOC Board of Trustees. Upon notification, the President of SACSCOC will ask the SACSCOC member institution to submit a written prospectus.

Submission of a Prospectus. The SACSCOC Board of Trustees meets in June and in December. The prospectus for substantive change must be submitted to the Commission office by **March 15** for consideration at the June meeting, and by **September 1** for consideration at the December meeting. The institution must include the required cover sheet that stipulates the planned implementation date. The institution must also include an Institutional Summary Form that fully describes the programs and locations of programs that will be offered by the newly-formed institution. The prospectus must describe how the member institution plans to continue to meet the *Principles* while implementing the change. *(Please refer to the Appendix to this Policy for information to be included in the prospectus.)* **Four** copies of the prospectus should be submitted to the President of SACSCOC in print form or on a flash drive, CD, or DVD.

Options of the Board of Trustees following Review of the Prospectus. The Board of Trustees will review the prospectus and any additional material submitted, and will recommend one of the following actions:

1. Accept the prospectus and approve the change, authorize a site visit within six months after the initiation of the substantive change. (A site visit is required.)
2. Deny approval of the substantive change and continue the institution's accreditation. The reason for denial of approval may be caused by an institution's current non-compliance with a standard or requirement. Consequently, denial may be accompanied by monitoring or imposition of a sanction.

Preparation for a Substantive Change Committee Visit. When a Substantive Change Committee is authorized, it is charged with determining the institution's compliance with the *Principles of Accreditation* following the initiation of the change. The visit will occur within six months after initiation of the change. In preparation for this visit, the institution will complete the appropriate substantive change documentation template, which cites relevant Core Requirements, Comprehensive Standards and Federal Requirements. The template is available on the SACSCOC website (www.sacscoc.org) under "Substantive Changes". The institution's SACSCOC staff representative will inform the institution of the composition and schedule for the Committee.

Options of the SACSCOC Board of Trustees Following Review by a Substantive Change Committee. The report of the Substantive Change Committee, together with the response of the institution to the recommendations contained in that report, will be reviewed by the Board of Trustees. The Board may recommend one of the following actions:

1. continue the institution in accreditation, with or without a monitoring report
2. continue the institution in accreditation, impose sanctions, and request a monitoring report, with/without a special committee visit (mandatory visit if placed on Probation)
3. discontinue accreditation

APPENDIX

The Substantive Change Prospectus

Use this information to determine the content and process for submitting a prospectus for Mergers, Consolidations, Change of Ownership, Acquisitions, and Change Of Governance, Control, Form, or Legal Status.

The Prospectus must be accompanied with a completed [Cover Sheet](#).

You will need to submit four copies of the prospectus, the cover sheet, and all supporting documents. This Prospectus will be reviewed by the SACSCOC Board of Trustees. The Prospectus and supporting documents may be submitted on paper, flash drive, CD or DVD. ***Documents will not be accepted via e-mail.*** The document should include a concisely worded narrative with the information specified in this Appendix. A prospectus normally does not exceed **25 pages** plus appendices. Please note that SACSCOC reserves the right to make amendments to the requirements outlined below for certain types of changes.

In lieu of a prospectus, SACSCOC will accept documentation submitted for approval to a system office or to a state coordinating or governing board, provided such documentation includes all the information required in a prospectus and includes an index correlating the submitted materials with the corresponding information required in a prospectus. Faculty qualifications, however, must be documented using the [Faculty Roster form](#). *Curriculum vitae* in lieu of a faculty roster will not be accepted.

The following guidelines are generic; **each prospectus should be tailored to focus on the specific change being proposed.**

1. ABSTRACT (limit to one page or less)

Describe the proposed change, the location, the projected date of implementation and factors affecting the final date, and the organizational structure of the current institution. The date of implementation listed in the prospectus shall be the official effective date of change approved by the SACSCOC Board of Trustees. This date should take into consideration the proposed date of approval by the Commission's Board, the date of approval by the institution's governing board, and U.S. Department of Education reporting timelines affecting Title IV funding. The date may not exceed 30 days beyond approval by the SACSCOC Board of Trustees.

2. BACKGROUND INFORMATION

Provide a clear statement of the nature and purpose of the change in the context of the institution's mission and goals and provide evidence of the legal authority for the change (if authorization is required by the governing board or the state).

3. ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL

Briefly discuss the rationale for the change, including an assessment of need; evidence of inclusion of the change in the institution's ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the change, where appropriate.

4. DESCRIPTION OF THE CHANGE

Provide a description of the proposed change, including any change in degree-granting authority. Provide an organizational chart for the proposed change. Describe the current governing board and the new governing board, listing the rosters for both. The roster should provide titles, board members'

occupations and affiliations as well as current term. Describe the current and proposed authority of the Board and address committees of the Board. Explain the role of current owners/board members in the proposed change. Provide the current and proposed conflict of interest and board dismissal statements. Describe any differences in administrative oversight of programs or services. Describe any new foundations that will be established as the result of the change and the foundation's role in governance, if any. Describe how the change affects current foundations.

5. FACULTY

As appropriate to the change, provide a complete roster (**using the [Faculty Roster form](http://www.sacscoc.org) at www.sacscoc.org** under "Substantive Changes") of those faculty employed to teach in the program(s), including a description of those faculty members' academic qualifications and other experiences relevant to the courses to be taught in the program in question; the course load and teaching policies. Provide a narrative with supporting evidence that the number of full-time faculty members is adequate to support programs and describe the impact of the new initiative on faculty and faculty workload.

6. LIBRARY AND LEARNING RESOURCES

As appropriate to the change, describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. If you are citing electronic databases accessed through consortial or statewide groups, please describe the discipline-specific suites of resources and not just the name of the consortium (such as Viva, Tex-Share, Galileo, Louis, etc.).

7. STUDENT SUPPORT SERVICES

Provide a description of student support programs, services, and activities—general as well as specific to the change—in place to support this initiative.

8. PHYSICAL RESOURCES

Provide a description of physical facilities and equipment to support this initiative. Assess the impact that the proposed change will have on physical resources, facilities, and equipment.

9. FINANCIAL SUPPORT

Provide a business plan that includes **all** of the following:

- a. a description of the financial transaction and the effect that the transaction has on the net assets of all the institutions involved. In addition, specifically provide details regarding each of the following: (1) liabilities, (2) transfer of assets, (3) future contractual obligations, (4) existing contracts, (5) charitable contributions generated or involved with the transaction, and (6) any other significant factor that will impact financial or physical resources.
- b. a description of financial resources to support the change, including a budget for the first year
- c. projected revenues and expenditures and cash flow
- d. the amount of resources going to institutions or organizations for contractual or support services
- e. the operational, management, and physical resources available for the change.

Provide contingency plans in case required resources do not materialize.

As part of the prospectus, the institution is required to submit financial audit reports and management letters for the two most recent fiscal years, and include its most recent financial aid audit. The most recent year is defined as the fiscal year ending immediately prior to the submission of this prospectus. In instances of consolidations, mergers, change of ownership, or acquisitions, the other participating institution or entity is also required to provide the audits as described above. In addition, the institution is required to include 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.

Include a copy of the institution's Pre-Acquisition Application submitted to the U.S. Department of Education, if appropriate for the change, and all documents/correspondence from the institution to the USDOE and from the USDOE to the institution as pertain to the reporting of this change.

10. EVALUATION AND ASSESSMENT

Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs as well as using the results of evaluation to improve institutional programs, services, and operations. Explain how this change has affected your institution's strategic planning including the development of annual campus master plans.

11. APPENDICES

Provide copies of documents appropriate to the change. In addition, for mergers/consolidations/acquisitions, the prospectus must include the completion of the list of all branch campuses and off-campus instructional sites that will make up the proposed new entity. For this purpose, please complete the information requested on the following pages.

Document History

Approved: Executive Council, June 2010

(Separate document previously part of the COC policy "Substantive Change for Accredited Institutions")

Revised: SACSCOC Board of Trustees, June 2012

Edited: March 2014

Updated: June 2014; May 2016

Prospectus updated July 2016

Comprehensive List of Off-Campus Instructional Locations and Branch Campuses for All Institutions Involved in the Merger/Consolidation/Acquisition

List ***all locations*** for all entities involved in the merger/consolidation/acquisition where 50% or more of the credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. . Report two types of locations: (1) all off-campus instructional sites and (2) all branch campuses. The sites and branch campuses should be reported in accord with the Commission's definitions and the directions as specified below. The new entity approved by the SACSCOC Board of Trustees will include only the sites and campuses listed on this form. The main campus of the consolidated institutions must be identified and all other formerly independent campuses should be listed on the submitted forms (if such sites are to be retained – normally as a branch campus(es)).

Listing of all Off-Campus Instructional Sites

Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers **50 % or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. Provide the information below for all off-campus instructional sites currently a part of all of the institutions that are involved in the consolidation/merger/acquisition. **List A should include only those sites reported and approved by SACSCOC—for current SACSCOC accredited institutions.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC. **List B should include all sites currently a part of any non-SACSCOC accredited institution involved in the merger/consolidation/acquisition.**

Name and Location of Main Campus

Proposed Name of Institution:

Physical Address (street, city, state, country) Do not include PO Boxes.

List A: To be completed for SACSCOC-accredited institution(s)

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

List B: To be completed for any non-SACSCOC accredited institutions

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date approved by another accrediting agency (if applicable)	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

Listing of all Branch Campuses

Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. **List C should include only those branch campuses reported and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campus(es) should be submitted immediately to SACSCOC. **List D should include all branch campuses currently a part of any non-SACSCOC accredited institution involved in the merger/consolidation/acquisition.**

List C: To be completed for SACSCOC-accredited institution(s)

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

List D: To be completed for any non-SACSCOC accredited institutions

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date approved by another accrediting agency (if applicable)	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)



1866 Southern Lane
Decatur, Georgia 30033-4097

The Principles of Accreditation:

Foundations for Quality Enhancement

2018 Edition

404-679-4500
404-679-4558 (Fax)
www.sacscoc.org

Adopted by the College Delegate Assembly:
December 2017

Philosophy of Accreditation

Self-regulation through accreditation embodies a philosophy that a free people can and ought to govern themselves through a representative, flexible, and responsive system. Decentralization of authority honors the rich diversity of educational institutions in our pluralistic society and serves to protect both institutional autonomy and the broader culture of academic freedom in our global society. The empowerment flowing from self-regulation promotes both innovation and accountability in achieving the goals of educating and training citizens in a representative democracy. Consistent with these overarching values, accreditation is best accomplished through a voluntary association of educational institutions. Both a process and a product, accreditation relies on integrity; thoughtful and principled professional judgment; rigorous application of requirements; and a context of trust. The process provides an assessment of an institution's effectiveness in the fulfillment of its self-defined mission; its compliance with the requirements of its accrediting association; and its continuing efforts to enhance the quality of student learning and its programs and services. Based upon rigorous analysis and reasoned judgment, the process stimulates evaluation and improvement, while providing a means of continuing accountability to the institutions' stakeholders and to the public.

The culmination of the accreditation process is a public statement of an institution's continuing capacity to provide effective programs and services based on agreed-upon requirements. The statement of an institution's accreditation status with SACSCOC also represents an affirmation of an institution's continuing commitment to the Commission's principles and philosophy of accreditation.

The membership expects its peers to dedicate themselves to enhancing the quality of their programs and services within the context of their respective resources and capacities and to create an environment in which teaching and learning, research, and public service occur, as appropriate to the institution's self-defined mission.

At the heart of SACSCOC's philosophy of accreditation, the concept of quality enhancement presumes each member institution is to be engaged in ongoing improvement of its programs and services and be able to demonstrate how well it fulfills its stated mission. Although evaluation of an institution's educational quality and effectiveness in achieving its mission is a difficult task requiring careful analysis and professional judgment, an institution is expected to document the quality and effectiveness of all its programs and services.

SACSCOC supports the right of an institution to pursue its own educational mission as inherent in fundamental values of institutional autonomy; the right of faculty members to teach, investigate, and publish freely; the right of students to access opportunities for learning and for the open expression and exchange of ideas. However, the exercise of these rights should not substantially interfere with the overriding obligation of an institution to offer its students a sound educational experience that optimizes student achievement outcomes.

Section 1: The Principle of Integrity

Institutional integrity is essential to the purpose of higher education. Integrity functions as the basic covenant defining the relationship between the Southern Association of Colleges and Schools (SACSCOC) and its member and candidate institutions. The principle serves as the foundation of a relationship in which all parties agree to deal honestly and openly with both their constituencies and with one another.

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

(Integrity) [CR]

(Note: While this principle is not addressed by the institution in its Compliance Certification or its application for accreditation, failure to adhere to this principle will lead to the imposition of a sanction, adverse action, or denial of authorization of a candidate committee.)

Section 2: Mission

A clearly defined and comprehensive mission guides the public's perception of the nature of the institution. It conveys a sense of the institution's uniqueness and identifies the qualities, characteristics and values that define the institution's role and distinctiveness within the diverse higher education community. Fundamental to the structure of an institution's effectiveness review, the mission reflects a clear understanding of the institution by its governing board, administration, faculty, students, staff and all constituents.

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]

Section 3: Basic Eligibility Standard

SACSCOC accredits degree-granting institutions in the southern region of the United States and those operating in select international locations. To gain or maintain accreditation with SACSCOC, an institution is a continuously functioning organization legally authorized to grant degrees and other academic credentials, and is able to demonstrate compliance with SACSCOC standards and policies.

1. **An institution seeking to gain or maintain accredited status**

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

(Degree-granting authority) [CR]

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)*

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

(Continuous operation) [CR]

Section 4: Governing Board

The institution's governing board holds in trust the fundamental autonomy and ultimate well-being of the institution. As the corporate body, the board ensures both the presence of viable leadership and strong financial resources to fulfill the institutional mission. Integral to strong governance is the absence of undue influence from external sources.

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]
2. The governing board
 - a. ensures the regular review of the institution's mission.
(Mission review)
 - b. ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.
(Board/administrative distinction)
 - c. selects and regularly evaluates the institution's chief executive officer.
(CEO evaluation/selection)
 - d. defines and addresses potential conflict of interest for its members.
(Conflict of interest)
 - e. has appropriate and fair processes for the dismissal of a board member.
(Board dismissal)
 - f. protects the institution from undue influence by external persons or bodies.
(External influence)
 - g. defines and regularly evaluates its responsibilities and expectations.
(Board self-evaluation)
3. If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.
(Multi-level governance)

Section 5: Administration and Organization

The institution's chief executive officer has ultimate responsibility for priorities and initiatives that advance its board-approved mission, goals, and priorities. The chief executive officer oversees an organizational structure that includes key academic and administrative officers and decision makers with credentials appropriate to their respective responsibilities.

1. **The institution has a chief executive officer whose primary responsibility is to the institution.**
(Chief executive officer) [CR]
2. The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following:
 - a. the institution's educational, administrative, and fiscal programs and services.
(CEO control)
 - b. the institution's intercollegiate athletics program.
(Control of intercollegiate athletics)
 - c. the institution's fund-raising activities.
(Control of fund-raising activities)
3. For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:
 - (a) The legal authority and operating control of the institution is clearly defined with respect to that entity.
 - (b) The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.
 - (c) The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) 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)
4. The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.
(Qualified administrative/academic officers)
5. The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.
(Personnel appointment and evaluation)

Section 6: Faculty

Qualified, effective faculty members are essential to carry out the mission of the institution and to ensure the quality and integrity of its academic program. The tradition of shared governance within American higher education recognizes the importance of both faculty and administrative involvement in the approval of educational programs. Because student learning is central to the institution's mission and educational degrees, the faculty has responsibility for directing the learning enterprise including overseeing and coordinating educational programs to ensure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency.

Achievement of the institution's mission with respect to teaching, research, and service requires a critical mass of full-time qualified faculty to provide direction and oversight of the academic programs. Due to this significant role, it is imperative that an effective system of evaluation be in place for all faculty members that takes into account the institution's obligations to foster intellectual freedom of faculty to teach, serve, research, and publish.

1. **The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.**
(Full-time faculty) [CR]
2. For each of its educational programs, the institution
 - a. justifies and documents the qualifications of its faculty members.
(Faculty qualifications)
 - b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.
(Program faculty)
 - c. assigns appropriate responsibility for program coordination.
(Program coordination)
3. The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.
(Faculty appointment and evaluation)
4. The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.
(Academic freedom)
5. The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.
(Faculty development)

Section 7: Institutional Planning and Effectiveness

Effective institutions demonstrate a commitment to the principles of continuous improvement. These principles are based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.

The Quality Enhancement Plan (QEP) is an integral component of the reaffirmation of accreditation process and is derived from an institution's ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue the institution considers important to improving student learning outcomes and/or student success.

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]
2. The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement.
(Quality Enhancement Plan)
3. The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.
(Administrative effectiveness)

Section 8: Student Achievement

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

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]

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:
 - a. student learning outcomes for each of its educational programs.
(Student outcomes: educational programs)
 - b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
(Student outcomes: general education)
 - c. academic and student services that support student success.
(Student outcomes: academic and student services)

Section 9: Educational Program Structure and Content

Collegiate-level educational programs emphasize both breadth and depth of student learning. The structure and content of a program challenges students to integrate knowledge and develop skills of analysis and inquiry.

General education is an integral component of an undergraduate degree program through which students encounter the basic content and methodology of the principle areas of knowledge. Undergraduate and graduate degrees develop advanced expertise in an integrated understanding of one or more academic disciplines or concentrations.

The institution is responsible for the delivery of an appropriate portion of the academic experiences applicable to the degrees or credentials awarded.

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 upon fields of study appropriate to higher education.**
(Program content) [CR]
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]

3. **The institution requires the successful completion of 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])
4. At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree.

(Institutional credits for an undergraduate degree)
5. At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.

(Institutional credits for a graduate/professional degree)
6. Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.

(Post-baccalaureate rigor and curriculum)
7. The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.

(Program requirements)

Section 10: Educational Policies, Procedures, and Practices

Effective academic policies related to an institution's educational programs are developed in concert with appropriate input and participation of the constituencies affected by the policies, conform with commonly accepted practices and policies in higher education, accurately portray the institution's programs and services, and are disseminated to those benefiting from such practices. These academic policies lead to a teaching and learning environment that enhances the achievement of student outcomes and success.

To advance learning, all coursework taken for academic credit has rigor, substance, and standards connected to established learning outcomes. To protect the integrity of degrees offered, the institution is responsible for the quality of all coursework transcribed as if it were credit earned from the institution.

1. The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.
(Academic policies)
2. The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.
(Public information)
3. The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.
(Archived information)
4. The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.
(Academic governance)
5. The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also 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)
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)*
7. The 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)

8. The institution publishes policies for evaluating, awarding and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.
(Evaluating and awarding academic credit)
9. The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.
(Cooperative academic arrangements)

Section 11: Library and Learning/Information Resources

To provide adequate support for the institution's curriculum and mission, an institution's students, faculty, and staff have access to appropriate collections, services, and other library-related resources that support all educational, research, and public service programs wherever they are offered and at the appropriate degree level. The levels and types of educational programs offered determine the nature and extent of library and learning resources needed to support the full range of the institution's academic programs. Qualified, effective staff are essential to carrying out the goals of a library/learning resource center and the mission of the institution, and to contributing to the quality and integrity of academic programs.

1. **The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.**
(Library and learning/information resources) [CR]
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)
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)

Section 12: Academic and Student Support Services

Student success is significantly affected by the learning environment. An effective institution provides appropriate academic and student support programs and services, consistent with the institution's mission, that enhance the educational and personal development experience(s) of students at all levels; contribute to the achievement of teaching and learning outcomes; ensure student success in meeting the goals of the educational programs; and provide an appropriate range of support services and programs to students at all locations. Qualified and effective faculty and staff are essential to implementing the institution's goals and

mission and to ensuring the quality and integrity of its academic and student support programs and services. An effective institution has policies and procedures that support a stimulating and safe learning environment.

1. **The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.**
(Student support services) [CR]
2. The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution.
(Student support services staff)
3. The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community.
(Student rights)
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)
5. The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data.
(Student records)
6. The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.
(Student debt)

Section 13: Financial and Physical Resources

Although missions vary among institutions, both a sound financial base and a pattern of financial stability provide the foundation for accomplishing an institution's mission. Adequate financial resources allow for deliberate consideration of the effective use of institutional resources to fulfill that mission. Adequate physical resources are essential to the educational environment and include facilities that are safe and appropriate for the scope of the institution's programs and services. It is reasonable that the general public, governmental entities, and current and prospective students expect sufficient financial and physical resources necessary to sustain and fulfill the institution's mission.

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]

2. **The member institution provides the following financial statements:**
 - (a) **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 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.**

For applicant and candidate institutions, including an applicant seeking separate accreditation from a current SACSCOC-accredited institution, the institution provides the financial information, including audit requirements, specified in the SACSCOC's policy entitled "Accreditation Procedures for Applicant Institutions."

(Financial documents) [CR]

3. The institution manages its financial resources in a responsible manner.
(Financial responsibility)
4. The institution exercises appropriate control over all its financial resources.
(Control of finances)
5. The institution maintains financial control over externally funded or sponsored research and programs.
(Control of sponsored research/external funds)
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)
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)
8. The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.
(Institutional environment)

Section 14: Transparency and Institutional Representation

An institution is responsible for representing accurately to the public its status and relationship with SACSCOC; reporting accurately to the public its status with state of the federal government if receiving funding from either or both; maintaining openness in all accreditation-related activities; ensuring the availability of institutional policies to students and the public; and publishing appropriate information with respect to student achievement. SACSCOC's philosophy of accreditation precludes removal from or denial of membership or candidacy to a degree-granting institution of higher education on any ground other than an institution's failure to meet the standards of the membership as determined by the professional judgment of peer reviewers, or failure to comply with SACSCOC's policies and procedures.

1. The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number 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 is dependent on the continued accreditation of the parent campus.
(Publication of accreditation status)
2. The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC's policy.
(Substantive change)
3. The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.
(Comprehensive institutional reviews)
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's policy "Accrediting Decisions of Other Agencies.")
(Representation to other agencies)
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>])

LABOR MARKET SNAPSHOT

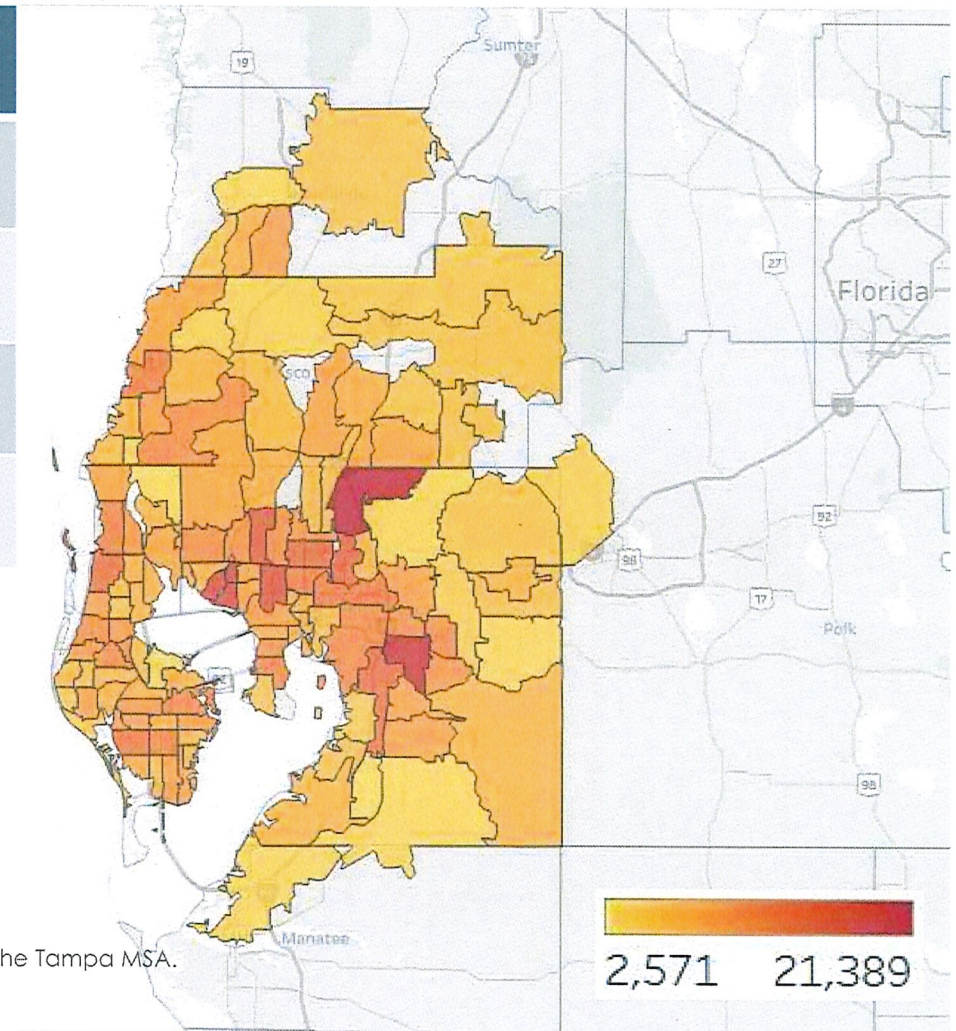
LABOR MARKET OVERVIEW

2017, in thousands

	TAMPA METRO	FLORIDA	US
Civilian Labor Force	1,517	10,100	160,320
Employment	1,457	9,681	153,337
Unemployment	60	419	6,982
Unemployment Rate	3.9%	4.2%	4.4%

WHERE WORKERS LIVE

Zip Codes > 2,500, 2015



Source: US Bureau of Labor Statistics, LEHD OnTheMap (2015).

Note: 117 zip codes have more than 2,500 workers who are employed in the Tampa MSA.

JOB POSTING ENVIRONMENT

Top 10 counts based on 284,000 postings twelve months from 01-01-2017 to 12-31-2017

ACTIVE JOB POSTINGS

(as of 04-05-2018)

Current Job Posting: 42,610

Employers Hiring Now: 5,179

Average Posting Period: 34

Industry	# postings
Health Care and Social Assistance	41,580
Professional, Scientific, and Technical Services	25,145
Retail Trade	22,662
Finance and Insurance	21,893
Administrative and Support Services	15,449
Accommodation and Food Services	12,241
Manufacturing	9,860
Educational Services	9,800
Wholesale Trade	7,767
Information	7,341

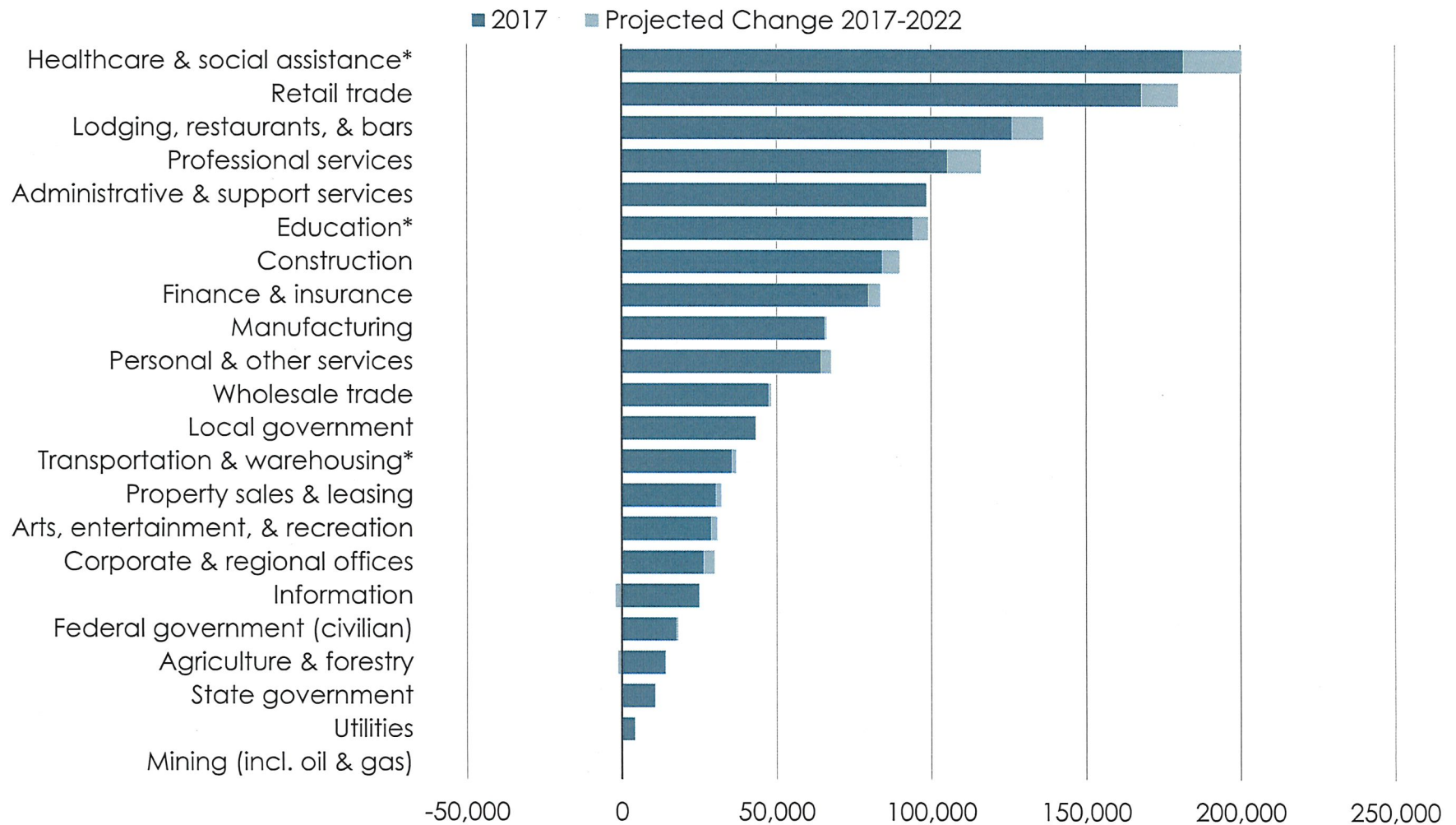
Employers	# postings
CITI	5,391
Hillsborough County Public Schools	5,251
ACCENTURE	4,996
BayCare	4,573
HCA - The Healthcare Company	3,931
Raymond James	2,922
JPMorgan Chase & Co.	2,385
Oracle	2,139
WELLCARE	1,954
Unitedhealth Group	1,909

Occupations	# postings
Registered Nurses	18,211
First-Line Supervisors of Retail Sales Workers	7,977
Retail Salespersons	7,381
Customer Service Representatives	7,171
First-Line Supervisors of Office & Admin. Support	6,443
Computer Occupations, All Other	6,144
Management Analysts	5,012
Heavy and Tractor-Trailer Truck Drivers	4,969
Software Developers, Applications	4,743
Computer User Support Specialists	4,515

Source: CEB Talent Neuron (formerly Wanted Analytics)

EMPLOYMENT BY INDUSTRY

2017 Job Base + Projected 5-year Change

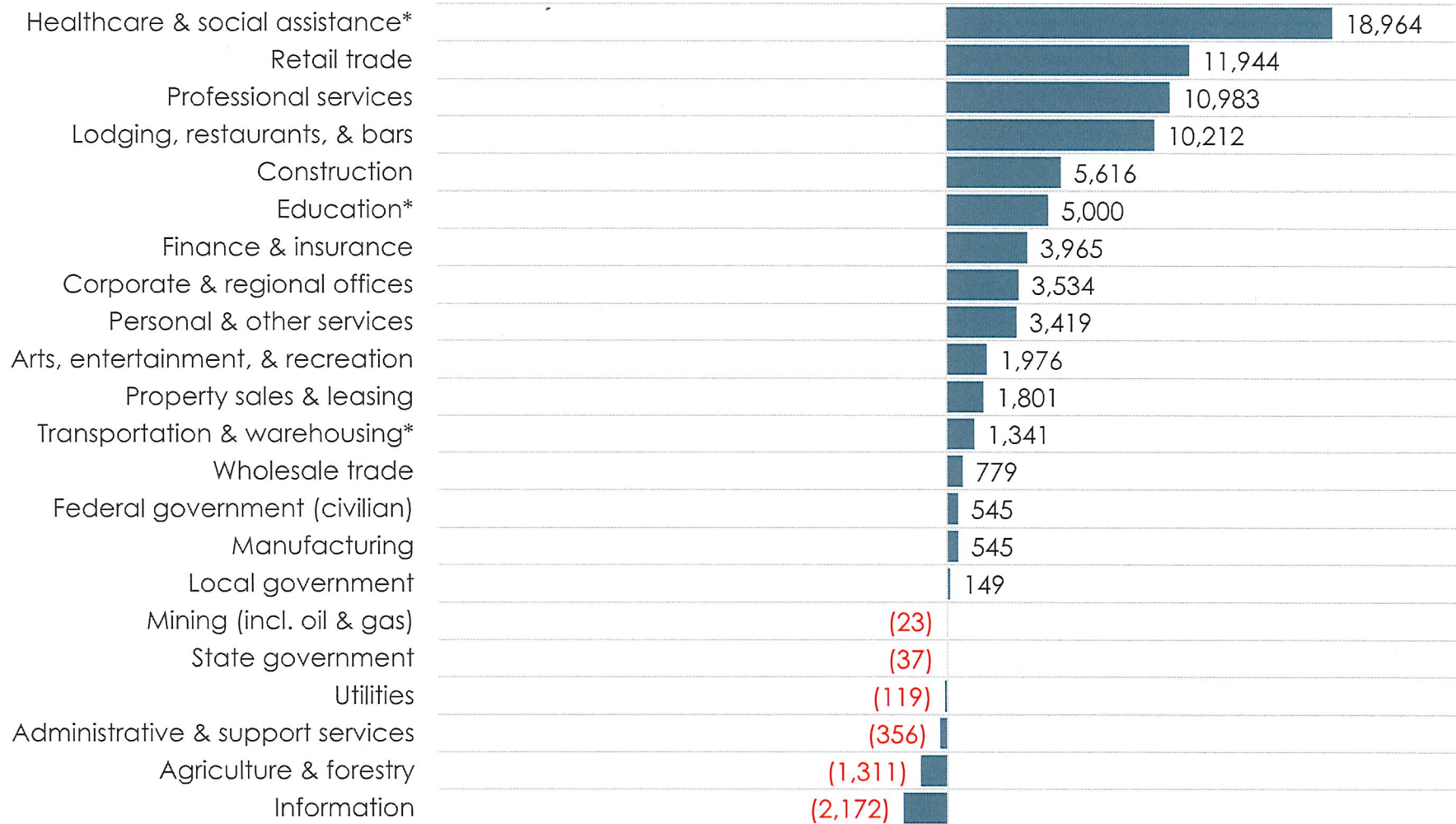


Source: EMSI 2018.1 – QCEW Employees, Non-QCEW Employees, and Self-Employed

*Note: Education includes all public schools, colleges, & universities, healthcare includes all public hospitals, transportation and warehousing includes US postal service. Excludes military and unclassified employment.

PROJECTED INDUSTRY GROWTH

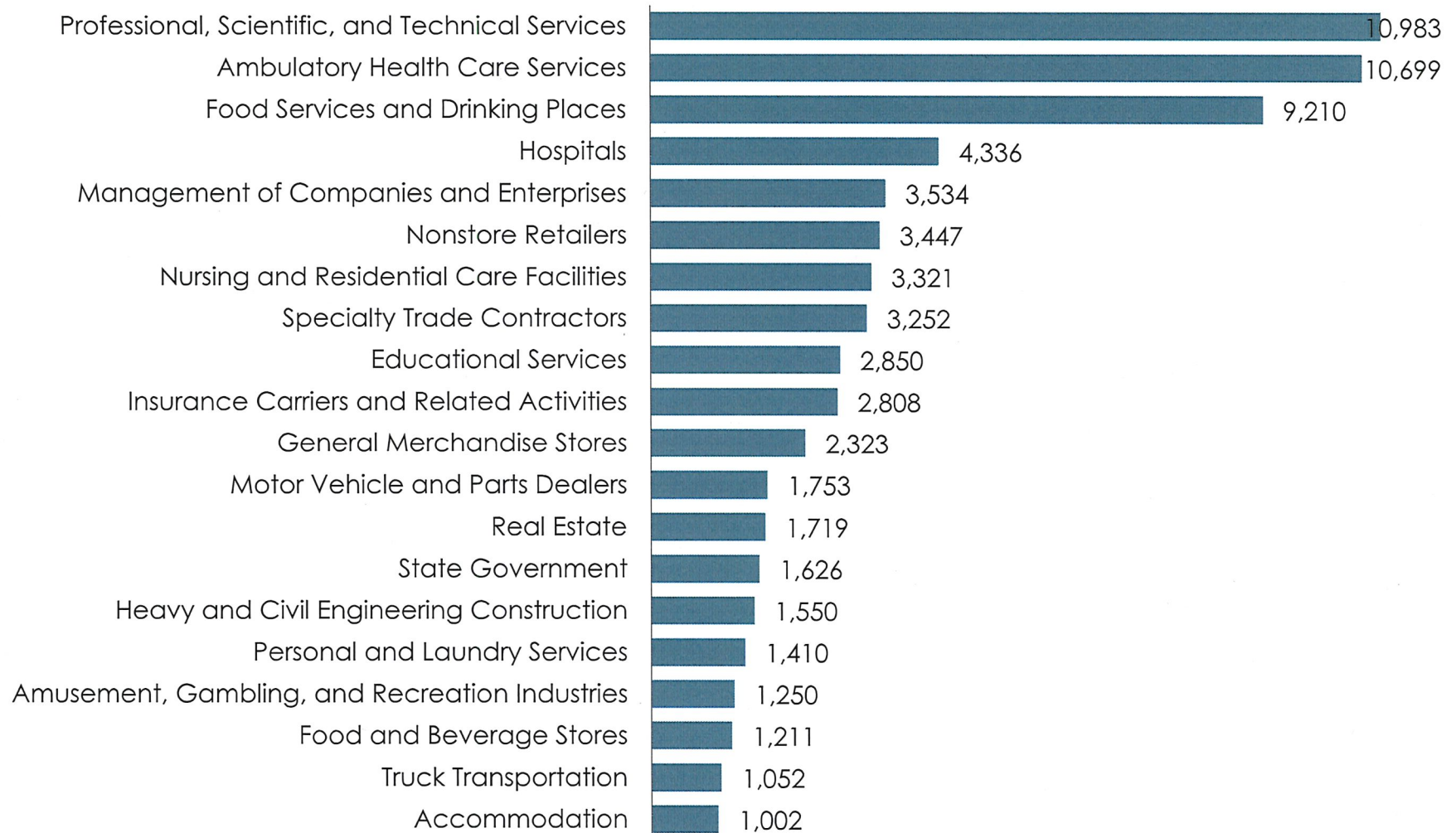
2017-2022



Source: EMSI 2018.1 – QCEW Employees, Non-QCEW Employees, and Self-Employed

*Note: Education includes all public schools, colleges, & universities, healthcare includes all public hospitals, transportation and warehousing includes US postal service. Excludes military and unclassified employment.

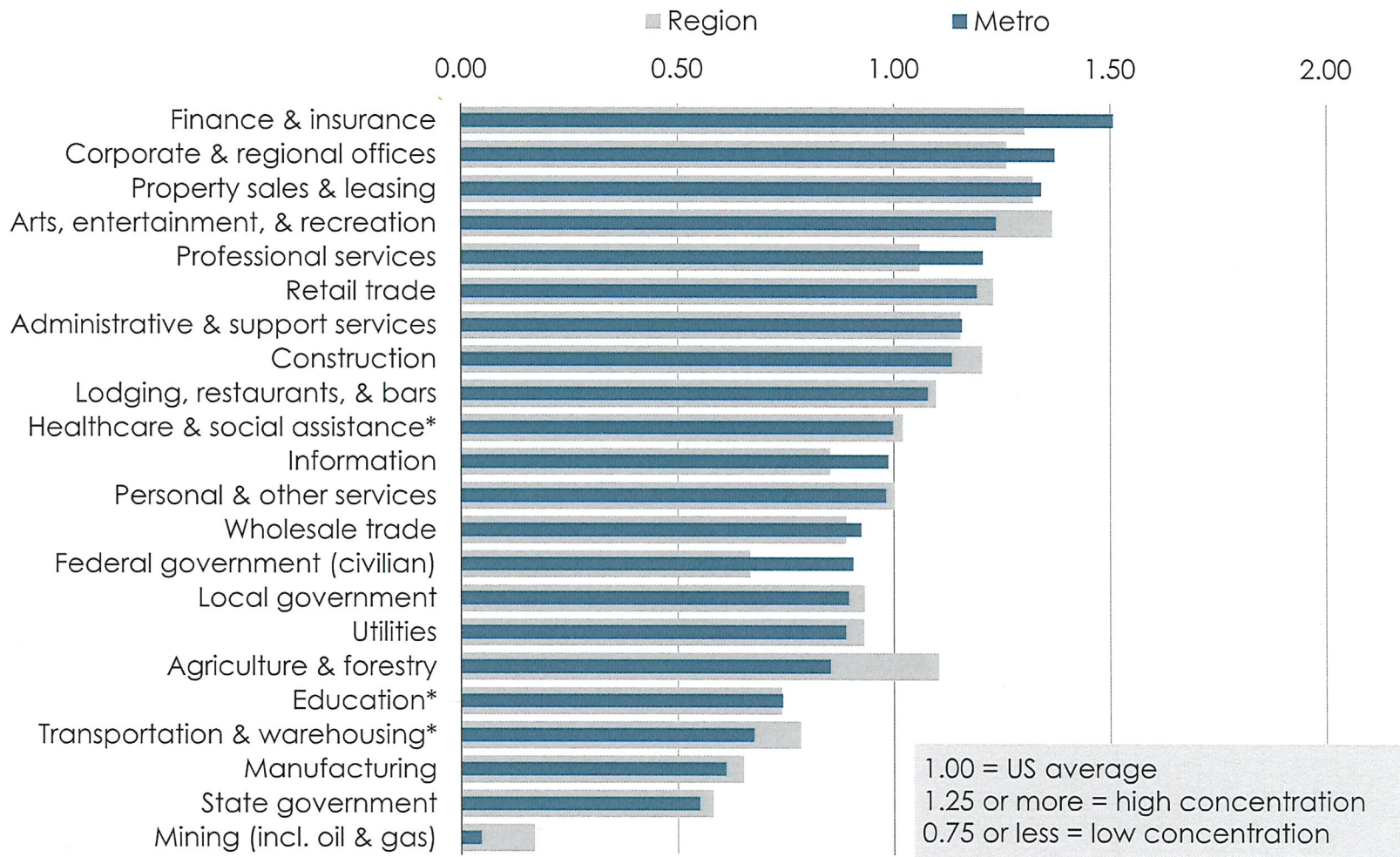
TOP 20 INDUSTRIES BY EXPECTED GROWTH 2017-2022



Source: EMSI 2018.1 – QCEW Employees, Non-QCEW Employees, and Self-Employed

REGIONAL INDUSTRY SPECIALIZATION

Industries by Location Quotient



Source: EMSI 2018.1 – QCEW Employees, Non-QCEW Employees, and Self-Employed

*Note: Education includes all public schools, colleges, & universities, healthcare includes all public hospitals, transportation and warehousing includes US postal service. Excludes military and unclassified employment.

HIGH DEMAND OCCUPATIONS: NEW

Middle and high-skill only, 2017-2022

Net change	◀ FASTEST-GROWING, 2017-22 (#)	Median hourly earnings
+2,692	Registered Nurses	\$31.03
+1,454	Accountants & Auditors	\$29.55
+1,396	Cooks, Restaurant	\$11.56
+1,267	Nursing Assistants	\$12.02
+1,202	General & Operations Managers	\$53.38
+1,111	First-Line Supvrs., Office & Admin. Support	\$25.50
+1,025	Heavy & Tractor-Trailer Truck Drivers	\$17.42
+962	Medical Assistants	\$14.79
+867	Management Analysts	\$33.15
+866	Teachers, Postsecondary	\$30.29
+855	Software Developers, Applications	\$41.52
+820	Maintenance & Repair Workers, General	\$15.23
+794	First-Line Supvrs., Food Prep. & Servers	\$16.03
+723	Market Research Analysts & Mktng. Specialists	\$29.20
+692	First-Line Supvrs., Retail Sales Workers	\$18.72
+690	Business Operations Specialists, All Other	\$30.13
+671	Sales Reps., Services, All Other	\$23.38
+572	Computer Systems Analysts	\$39.79
+549	Licensed Practical/Vocational Nurses	\$20.81
+549	Computer User Support Specialists	\$21.51

Source: EMSI 2018.1 – QCEW Employees, Non-QCEW Employees, and Self-Employed

HIGH-DEMAND OCCUPATIONS: OPENINGS

Middle and high-skill only, 2017-2022

Total Openings	◀ MOST OPENINGS, 2017-22 (#)	Median hourly earnings
9,770	Registered Nurses	\$31.03
9,408	Bookkeeping, Accounting, & Auditing Clerks	\$17.14
9,371	First-Line Supvsr., Office & Admin. Support	\$25.50
8,294	Heavy & Tractor-Trailer Truck Drivers	\$17.42
7,344	Maintenance & Repair Workers, General	\$15.23
7,200	Sales Reps., Whls. & Mfg., Exc. Tech. & Scientific	\$23.95
6,738	Business Operations Specialists, All Other	\$30.13
5,083	Teachers, Postsecondary	\$30.29
4,485	Management Analysts	\$33.15
4,144	Insurance Sales Agents	\$25.25
4,059	Teacher Assistants	\$11.18
3,852	First-Line Supvsr., Constr. Trades & Extraction	\$25.07
3,234	Exec. Secretaries/Admin. Assistants	\$23.59
3,233	Licensed Practical/Vocational Nurses	\$20.81
2,454	Managers, All Other	\$21.09
2,402	Sales Reps., Whls. & Mfg., Tech. & Scientific	\$32.34
2,360	Real Estate Sales Agents	\$16.67
2,236	Medical Secretaries	\$14.84
2,219	First-Line Supvsr., Production & Operating Workers	\$26.81
2,182	First-Line Supvsr., Non-Retail Sales Workers	\$34.80

Source: EMSI 2018.1 – QCEW Employees, Non-QCEW Employees, and Self-Employed

HIGH-DEMAND OCCUPATIONS: RETIREMENT EXP.

Middle and high-skill only, 2017-2022

◀ RETIREMENT EXPOSURE, 2017		Openings
% > 55		
39%	Real Estate Sales Agents	2,360
36%	Bookkeeping, Accounting, & Auditing Clerks	9,408
35%	Exec. Secretaries/Admin. Assistants	3,234
33%	Managers, All Other	2,454
32%	Maintenance & Repair Workers, General	7,344
31%	Medical Secretaries	2,236
31%	Teachers, Postsecondary	5,083
29%	First-Line Supvsr., Constr. Trades & Extraction	3,852
29%	Sales Reps., Whls. & Mfg., Exc. Tech. & Scientific	7,200
29%	Heavy & Tractor-Trailer Truck Drivers	8,294
28%	Management Analysts	4,485
28%	First-Line Supvsr., Production & Operating Workers	2,219
27%	Insurance Sales Agents	4,144
27%	Licensed Practical/Vocational Nurses	3,233
26%	Registered Nurses	9,770
26%	Business Operations Specialists, All Other	6,738
26%	Teacher Assistants	4,059
26%	First-Line Supvsr., Office & Admin. Support	9,371
26%	Sales Reps., Whls. & Mfg., Tech. & Scientific	2,402
25%	First-Line Supvsr., Non-Retail Sales Workers	2,182

Source: EMSI 2018.1 – QCEW Employees, Non-QCEW Employees, and Self-Employed.
 Note: excludes Community Services and Arts.

SUMMARY

High-Demand Occupations

SOC CODES	DESCRIPTION	NEW	OPENINGS	RETIREMENTS
13-1111	Management Analysts	✓	✓	✓
13-1199	Business Operations Specialists, All Other	✓	✓	✓
25-1099	Teachers, Postsecondary	✓	✓	✓
29-1141	Registered Nurses	✓	✓	✓
29-2061	Licensed Practical/Vocational Nurses	✓	✓	✓
43-1011	First-Line Supvsr., Office & Admin. Support	✓	✓	✓
49-9071	Maintenance & Repair Workers, General	✓	✓	✓
53-3032	Heavy & Tractor-Trailer Truck Drivers	✓	✓	✓
11-9199	Managers, All Other		✓	✓
25-9041	Teacher Assistants		✓	✓
41-1012	First-Line Supvsr., Non-Retail Sales Workers		✓	✓
41-3021	Insurance Sales Agents		✓	✓
41-4011	Sales Reps., Whls. & Mfg., Tech. & Scientific		✓	✓
41-4012	Sales Reps., Whls. & Mfg., Exc. Tech. & Scientific		✓	✓
41-9022	Real Estate Sales Agents		✓	✓
43-3031	Bookkeeping, Accounting, & Auditing Clerks		✓	✓
43-6011	Exec. Secretaries/Admin. Assistants		✓	✓
43-6013	Medical Secretaries		✓	✓
47-1011	First-Line Supvsr., Constr. Trades & Extraction		✓	✓
51-1011	First-Line Supvsr., Production & Operating Workers		✓	✓

TOP 10 JOBS EMPLOYERS ARE HAVING DIFFICULTY FILLING

UNITED STATES
1. Skilled Trades
2. Drivers ✓
3. Sales Representatives ✓
4. Teachers ✓
5. Restaurant & Hotel Staff
6. Accounting & Finance Staff ✓
7. Nurses ✓
8. Laborers
9. Engineers
10. Technicians

GLOBAL
1. Skilled Trades
2. IT Personnel
3. Sales Representatives ✓
4. Engineers
5. Technicians
6. Drivers ✓
7. Accounting & Finance Staff ✓
8. Management/Executive (Management/Corporate) ✓
9. Production Operators/Machine Operators
10. Secretaries, PAs, Receptionists, Administrative Assistants, & Office Support Staff

Source: ManpowerGroup's 2016-17 Talent Shortage Survey