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**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES**

1866 Southern Lane • Decatur, Georgia 30033-4097

Telephone 404/679-4500 Fax 404/679-4558

www.sacscoc.org

July 7, 2006

Dr. Angie Stokes Runnels
President
Saint Philip's College
1801 Martin Luther King Street
San Antonio, TX 78203

Dear Dr. Runnels:

The following action regarding your institution was taken at the June 2006 meeting of the Commission on Colleges:

The Commission on Colleges reaffirmed accreditation. The institution is requested to submit a First Monitoring Report due April 13, 2007, addressing the visiting committee's recommendation applicable to the following referenced *Principles*:

CR 2.12 (Quality Enhancement Plan), Recommendation 3

The College is in the process of developing one common rubric for each of the five critical thinking student learning outcomes within the QEP. Further, it is undergoing a curriculum mapping process to assure there is a direct link between critical thinking learning outcomes and assessment measures. However, the centerpiece of the assessment plan, the "Uniform Critical Thinking Assessment Rubric," was not available in the Response Report. The institution should provide evidence of the completed "Uniform Critical Thinking Assessment Rubric" and also demonstrate the Rubric's practical administration and its impact on the overall assessment plan.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" five years after their reaffirmation review. Institutions will be notified by the President of the Commission regarding its specific due date. For more information regarding the Impact Report, access www.sacscoc.org/commpub1.asp#Policies and click onto "Reports Submitted for Committee or Commission Review."

Guidelines for the additional report are enclosed. Because it is essential that institutions follow these guidelines, **please make certain that those responsible for preparing the report receive the document. If they have questions about the format, contact the Commission staff member assigned to your institution.** When submitting your report, please send the original and **three copies** to your Commission staff member.

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Please note that Federal regulations and Commission policy stipulate that an institution must demonstrate compliance with all requirements and standards of the *Principles of Accreditation* within two years following the Commission's initial action on the institution. At the end of that two-year period, if the institution does not comply with all the standards and requirements of the *Principles*, representatives from the institution may be required to appear before the Commission, or one of its standing committees, to answer questions as to why the institution should not be removed from membership. If the Commission determines good cause at that time, the Commission may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. If the Commission does not determine good cause, the institution must be removed from membership. (See enclosed Commission policy "*Sanctions, Denial of Reaffirmation, and Removal from Membership.*")

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President
Commission on Colleges

BSW:ch

Enclosures

cc: Dr. Michael S. Johnson



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

REPORTS SUBMITTED FOR COMMITTEE OR COMMISSION REVIEW

- Policy Statement -

Institutions accredited by the Commission on Colleges are requested to submit various reports to an evaluation committee or to the Commission for review. Those reports include:

- A Focused Report
- Response Report to the Visiting Committee
- Monitoring Report
- Fifth-Year Follow-Up Report
- The Impact Report of the Quality Enhancement Plan on Student Learning

When submitting a report, an institution should follow the directions below for each type, keeping in mind that the report will be reviewed by a number of readers, most of whom will be unfamiliar with the institution.

Information Pertaining to the Preparation of All Reports

Preparation of a Title Page

For any report requested, an institution should prepare a title page that includes the following:

1. Name of the institution
2. Address of the institution
3. Dates of the committee visit
4. The kind of report submitted
5. Name, title, and contact numbers of person(s) preparing the report

Presentation of Reports

For any report requested, an institution should

1. Copy all documents front and back, double-space the copy, and use no less than an 11 point font.
2. If the report requires binding beyond stapling, do not submit the report in a three-ring binder. Ring binders are bulky and must be removed before mailing to the readers.
3. Provide a clear, complete, and concise report. If documentation is required, ensure that it is appropriate to demonstrating fulfillment of the requirement. Specify actions that have been taken and, when possible, document their completion.
4. When possible, excerpt passages from text and incorporate the narrative into the report instead of sending an entire document. Provide definitive evidence, not documents that only address the process (e.g., do not include copies of letters or memos with directives).

5. Specify actions that have been taken and provide documentation that such actions have been completed. Avoid vague responses indicating that the institution plans to address a problem in the future. If any actions remain to be accomplished, the institution should present an action plan, a schedule for accomplishing the plan, and evidence of commitment of resources for accomplishing the plan.
6. When possible and appropriate, provide samples of evidence of compliance rather than all documents pertaining to all activities associated with compliance.
7. Reread the report before submission and eliminate all narrative that is not relevant to the focus of the report.

The Focused Report

- Definition:** A Focused Report addresses the findings of the Off-Site Review Committee. It provides updated or additional documentation regarding the institution's compliance with the Core Requirements or Comprehensive Standards identified by the Off-Site Committee. Although it is optional that an institution prepare such a report, the Commission strongly encourages its submission.
- Audience:** The Focused Report is reviewed by the On-Site Review Committee and Commission staff.
- Report Presentation:** The narrative should focus on the areas identified by the Off-Site Review Committee. Repeat the findings of the Off-Site Committee, provide a narrative that leads the reader to a judgment of compliance, and provide documentation in support of the judgment. The report usually should not exceed three pages of narrative per citation, not including supporting documentation. Two print copies of the Focused Report should be submitted to Commission staff. Copies sent to the On-Site Review Committee may be print or electronic.
- Due Date:** The Focused Report is sent to the On-Site Review Committee and Commission office six weeks in advance of the Committee's visit to campus.
- Number of Copies:** One for each member of the On-Site Review Committee and two for the Commission staff member.

Response Report to the Visiting Committee

- Definition:** A Response Report addresses the findings of a visiting committee. It provides updated or additional documentation regarding the institution's compliance with the *Principles of Accreditation*.
- Audience:** The Response Report is reviewed by the Committees on Compliance and Reports of the Commission.
- Report Presentation:** Structure the response so that it addresses committee recommendations in the order that they appear in the report. Tabs should separate each response to a recommendation.
- For each recommendation, provide the number of the Core Requirement or Comprehensive Standard and state the recommendation exactly as it appears in

the visiting committee report. Describe the committee's concerns that led to the recommendation by either summarizing the concerns or inserting verbatim the complete narrative in the report pertaining to the recommendation. Provide a response with documentation.

Due Date: The Response Report is due on the day indicated in the transmittal letter from Commission staff accompanying the visiting committee report.

Number of Copies: See the transmittal letter from Commission staff accompanying the visiting committee report.

Monitoring Report

Definition: A Monitoring Report addresses recommendations and continued concerns of compliance usually identified by the Committee on Compliance and Reports or the Executive Council. It usually follows the C & R Committee's review of an institution's response to a visiting committee report. The maximum period for submitting Monitoring Reports is two years.

Audience: The Monitoring Report is reviewed by the Committees on Compliance and Reports of the Commission or, in some instances, the Executive Council.

Report Presentation: Structure the response so that it addresses committee recommendations in the order that they appeared in the report. Tabs should separate each response to a recommendation.

For each recommendation, (1) restate the number of the Core Requirement or Comprehensive Standard, the number of the recommendation, and the recommendation exactly as it appeared in the visiting committee report, (2) provide a brief history of responses to the recommendation if more than a first response (to include an accurate summary of the original concerns of the visiting committee, a summary of each previous institutional response and an explanation of what had been requested by the Commission), (3) cite verbatim the current request of the Commission that is related to the recommendation (reference notification letter from the President of the Commission), and (4) prepare a response to the recommendation.

Due Date: The Monitoring Report is due on the date specified in the Commission President's notification letter. Requests for extensions to the date must be made to the President of the Commission two weeks in advance of the original due date (see "Deadlines for Submitting Reports").

Number of Copies: See the letter from the President of the Commission requesting the Monitoring Report.

Fifth-Year Follow-Up Report

Definition: A Fifth-Year Follow-Up Report, submitted five years prior to the institution's next decennial review, addresses issues identified at the completion of the institution's last visiting committee review that required monitoring for verification of continued compliance. An institution is requested to submit a Fifth-Year Follow-Up Report if it has successfully responded to the recommendations of the visiting committee and is in compliance with accreditation standards, and the nature of the response or the recent history of the institution necessitates monitoring of continued compliance. Institutions are requested to submit such a report by request only.

- Audience:** The Fifth-Year Follow-Up Report is reviewed by the Committees on Compliance and Reports of the Commission.
- Report Presentation:** For each concern stated in the notification letter to the institution, (1) restate the number of the Core Requirement or Comprehensive Standard and the concern exactly as it appeared in the notification letter, (2) provide a brief history of responses to the concern (to include an accurate summary of the original concerns of the visiting committee, a summary of each previous institutional response and an explanation of what had been requested by the Commission), (3) cite verbatim the current request of the Commission (reference notification letter from the President of the Commission), and (4) prepare a response to the recommendation.
- Due Date:** The Fifth-Year Follow Up Report is due on the date specified in the Commission President's notification letter, usually April 15 five years prior to the year of the institution's next reaffirmation. Requests for extensions to the date must be made to the President of the Commission two weeks in advance of the original due date (see "Deadlines for Submitting Reports").
- Number of Copies:** See the letter from the President of the Commission requesting the Report.

Impact Report of the Quality Enhancement Plan (QEP) on Student Learning

- Definition:** The Impact Report, submitted five years after the institution's last decennial review, is a report demonstrating the extent to which the QEP has affected outcomes related to student learning.
- Audience:** The Impact Report is reviewed by the Commission on Colleges and is subject to the review procedures of the Commission's standing committees, including the initiation of a monitoring period or the imposition of a sanction.
- Report Presentation:** When preparing the report, the following should be included in the narrative: (1) a brief description of the institution, including a description of its current mission and its geographic service area, a description of the composition of the student population and enrollment, governance structure, summary of academic programs offered, and a description of any unusual or distinctive features of the institution; (2) the title and a brief description of the institution's Quality Enhancement Plan as initially presented; (3) a succinct list of the initial goals and intended outcomes of the QEP; (4) a discussion of significant changes made to the QEP and the reasons for making those changes; and (5) a description of the QEP's direct impact on student learning including the achievement of goals and outcomes as outlined in item three above, and unanticipated outcomes of the QEP, if any.
- The report should not exceed ten pages, including narrative and appendices.
- Due Date:** The Impact Report is due five years prior to the institution's next decennial review. The institution will be notified by the President of the Commission regarding the specific due date.
- Number of Copies:** See the letter from the President of the Commission requesting the Report.

*Edited and Revised for the Principles of Accreditation: December 2003
Updated: January 2005*



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

SANCTIONS, DENIAL OF REAFFIRMATION, AND REMOVAL FROM MEMBERSHIP

- Policy Statement -

The Commission on Colleges requires that a member institution be in compliance with *the Principles of Accreditation: Foundations for Quality Enhancement* and its Core Requirements, comply with Commission policies and procedures, and provide information requested by the Commission in order to maintain membership and accreditation. When an institution fails to comply with these requirements within a maximum two-year monitoring period, the Commission may impose sanctions. Monitoring reports submitted during this period are not sanctions.

If the Commission determines that an institution's progress is insufficient during the two-year monitoring period but not significant enough to impose a sanction, the Commission will advise the institution that if progress or compliance is insufficient at the time of its next formal review by the Commission, the institution could be placed on sanction or removed from membership. (Institutions applying for membership with the Commission on Colleges should refer to the Commission policy "Accreditation Procedures for Applicant Institutions" for procedures concerning the denial or removal of candidacy, or the denial of initial membership.)

Failure to make adequate progress toward compliance at any time during the two-year period or failure to comply with the *Principles* at the conclusion of two years may result in Commission action to remove accreditation.

The Commission's requirements, policies, processes, procedures and decisions are predicated on integrity. The Commission on Colleges expects integrity to govern the operation of institutions. Therefore, evidence of withholding information, providing inaccurate information to the public, or failing to provide timely information to the Commission may be construed as an indication of the lack of a full commitment to integrity and may result in the imposition of sanctions or removal of membership in the Commission on Colleges.

Sanctions

An institution found to be out of compliance with the *Principles of Accreditation* must correct the deficiencies or face the possibility of being placed on one of two sanctions: Warning or Probation, in order of degree of seriousness. These sanctions are not necessarily sequential, and the Commission may place an institution on either sanction with or without reviewing a visiting committee's report and with or without having previously requested a monitoring report, depending on the seriousness and extent of noncompliance. In certain circumstances, an institution may be removed from membership without having previously been placed on sanction.

During the two-year monitoring period, institutions may be placed on a sanction for six or twelve months, with a monitoring report required at the end of the period of the sanction. Institutional accreditation cannot be reaffirmed while the institution is on sanction. Denial of reaffirmation of accreditation and invocation of sanctions are not appealable actions. Actions invoking sanctions are publicly announced at the annual meeting of the College Delegate Assembly, published in the *Communiqué of the Commission on Colleges of the Southern Association of Colleges and Schools*, and posted on the Commission's Web page.

The characteristics of these sanctions include the following:

Warning – The less serious of the two sanctions, Warning is usually, but not necessarily, levied in the earlier stages of institutional review and often, but not necessarily, precedes Probation. It cannot, however, succeed Probation. An institution may be placed on Warning or Probation for noncompliance with any of the Core Requirements or significant noncompliance with the Comprehensive Standards. Additionally, an institution may be placed on Warning for failure to make timely and significant progress toward correcting the deficiencies that led to the finding of noncompliance with any of the *Principles of Accreditation*. An institution may also be placed on Warning for failure to comply with Commission policies and procedures, including failure to provide requested information in a timely manner. The maximum total time during one monitoring period that an institution may be on Warning is two years.

Probation – Failure to correct deficiencies or failure to make satisfactory progress toward compliance with the *Principles of Accreditation*, whether or not the institution is already on Warning, may result in the institution being placed on Probation. An institution may be placed on Probation for the same reasons as discussed above regarding Warning if the Commission deems noncompliance with the *Principles* to be serious enough to merit invoking Probation whether or not the institution is or has been on Warning. Probation is a more serious sanction than Warning and is usually, but not necessarily, invoked as the last step before an institution is removed from membership. Probation may be imposed upon initial institutional review, depending on the judgment of the Commission of the seriousness of noncompliance or in the case of repeated violations recognized by the Commission over a period of time. An institution must be placed on Probation when it is continued in membership for Good Cause beyond the maximum two-year monitoring period (see section on “Good Cause” below). The maximum consecutive time that an institution may be on Probation is two years.

Denial of Reaffirmation of Accreditation with the Imposition of a Sanction

If an institution is judged by the Commission to be out of compliance with a Core Requirement, its reaffirmation of accreditation will be denied, and it will be placed on a sanction. If an institution is judged to be significantly out of compliance with one or more of the Comprehensive Standards, its reaffirmation of accreditation may be denied. The action of denying reaffirmation of accreditation will be accompanied by the imposition of a sanction. The institution's accreditation will not be reaffirmed while it is on Warning or Probation, but its accreditation will be continued. Denial of reaffirmation does not affect the decennial review schedule.

Removal from Membership

An institution may be removed from Commission membership at any time, depending on the Commission's judgment of the seriousness of noncompliance with the *Principles of Accreditation* or with the Commission's policies and procedures. Removal from membership, however, usually occurs after persistent or significant noncompliance during a monitoring period or any time an institution is being followed for Good Cause. A serious instance of noncompliance or repeated instances of noncompliance may result in removal of membership without a monitoring period.

An institution must be removed from membership if it has not demonstrated compliance with all the *Principles of Accreditation* within the two-year monitoring period and has not demonstrated Good Cause as to why it should not be dropped from membership. If an institution is continued in membership for Good Cause beyond the two-year monitoring period (and then only on Probation), it may be removed from membership at any time but must be removed from membership if it does not demonstrate compliance within the two years beyond the end of the two-year monitoring period (see “Good Cause” below).

When an institution fails to pay its dues by the designated deadline, the Commission will assume from this action that the institution no longer wants to maintain its membership or candidacy with the Commission on Colleges. By that action, the institution withdraws from membership or candidacy. The Commission will take official action on the termination of accreditation.

Procedures for Applying Sanctions and for Terminating Membership

Recommendations for Warning, Probation, and removal of membership are made by one of the Committees on Compliance and Reports to the Executive Council of the Commission. The Council forwards recommendations on Warning, Probation, and removal from membership to the Commission, which takes final action subject to any rights of

appeal which the institution might have as described in Commission policies. Action placing an institution on Warning or Probation is not appealable.

In the cases of Warning, Probation, or loss of membership, both the chief executive officer and the chair of the institution's governing board will be informed in writing. (For public institutions that are part of a state system, the chief executive officer of the system will also receive a copy of the notification sent to the institution.) The Commission will include in its notification to the institution reasons for the imposition of sanction or for loss of membership.

An action to place an institution on Warning or Probation, to deny reaffirmation, or to remove an institution from membership, along with the reasons for the action, will be read during the annual meeting of the College Delegate Assembly, posted on the Commission's Web page, and recorded in the *Communiqué of the Commission on Colleges of the Southern Association of Colleges and Schools*. Actions which are appealable will be accompanied by a statement that Commission action will not take effect until the time period for filing an appeal has expired or until final action has been taken on the appeal. The Commission policy on disclosure is also applicable to these actions.

Definition and Conditions for "Good Cause"

If an institution has not remedied deficiencies at the conclusion of its two-year maximum monitoring period, the Commission must (1) remove the institution from membership, or (2) continue accreditation for "good cause". If accreditation is extended for "good cause," the institution must also be placed on or continued on Probation.

An institution's accreditation can be extended for "good cause" if

1. the institution has demonstrated significant recent accomplishments in addressing non-compliance (e.g., the institution's cumulative operating deficit has been reduced significantly and its enrollment has increased significantly), and
2. the institution has documented that it has the "potential" to remedy all deficiencies within the extended period as defined by the Committee on Compliance and Reports; that is, that the institution provides evidence which makes it reasonable for the Commission to assume it will remedy all deficiencies within the extended time defined by the Committee on Compliance and Reports, and
3. the institution provides assurance to the Commission that it is not aware of any other reasons, other than those identified by the Commission on Colleges, why the institution could not be continued for "good cause."

The Commission may extend accreditation for "good cause" for a maximum of one year. At the conclusion of the period, the institution must appear before the Commission at a meeting on the record to provide evidence of good cause as to why its period for remedying deficiencies should be extended again for good cause. (Note: If the institution was placed on Probation during its two-year period following initial action on deficiencies, the institution must provide evidence for good cause if its accreditation is to be continued with the status of Probation.)

In all cases, the institution bears the burden of proof to provide evidence why the Commission should not remove it from membership.

*Approved: Commission on Colleges, June 2003
Revised for the Principles of Accreditation, December 2003
Updated: July 2005*

FACULTY ROSTER

Instructions for Reporting the Qualifications of Full-Time and Part-Time Faculty

General Instructions for Completing the Faculty Roster Form

1. These instructions apply to the use of the Faculty Roster Form (access: www.sacscoc.org/inst_forms_and_info1.asp) for all institutions undergoing the process of reaffirmation of accreditation. Additional instructions will be provided by the Commission or its staff for Substantive Change Committees, Special Committees, Monitoring Reports, Fifth Year Follow-Up Reports, Applicant Institutions, Candidate Institutions, and for reaffirmation as needed.

2. Information requested on the form should be provided for all full-time and part-time faculty teaching credit courses that can be part of a degree, certificate, diploma, or other credential. Faculty teaching developmental/remedial courses should also be included. Teaching assistants should be included only if they are the instructor of record.

3. Faculty should be grouped by departments or disciplines (do not group by broad areas such as social sciences or humanities). Faculty with teaching assignments in more than one department should be listed in each department or discipline in which they teach.

Providing Information that Establishes Qualifications

1. Institutions completing the Faculty Roster Form should review Comprehensive Standard 3.7.1 and its attendant Credential Guidelines found in the *Principles of Accreditation*. The Credential Guidelines represent commonly-accepted good practice for the academic qualifications of faculty; however, the Commission recognizes that qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses.

2. The Commission usually accepts common collegiate practice in recognizing an academic discipline, concentration, and/or field of study. Examples include history, mathematics, chemistry, English, sociology, finance, accounting, marketing, and management. For faculty teaching in these areas, it is expected that the institution will provide information that justifies and documents each faculty member's qualifications relevant to the specific courses they are assigned to teach. For faculty teaching interdisciplinary courses, it is expected that the institution will provide information that justifies and documents the faculty member's qualifications relevant to the disciplines that are components of the course.

3. When completing the Faculty Roster Form, it may become obvious that only one of the faculty member's degrees need be cited in order to justify his/her qualifications to teach a specific course. In that case, cite only that one degree. In other cases, it will be necessary to list two or more degrees and to list the number of semester hours in those degrees relevant to the courses assigned. It may also be necessary to indicate additional qualifications such as diplomas or certificates earned (with discipline indicated); related work or professional experience; licensure and certifications; continuous documented excellence in teaching; honors and awards; publications and presented papers; and other demonstrated competencies and

achievements that contribute to effective teaching and student learning outcomes. Indicate the dates for these additional qualifications and *clearly describe the relationship between these qualifications and the course content and/or expected outcomes of the courses assigned to the faculty member.*

4. Institutions are expected to maintain appropriate justification and documentation in the files of all faculty that establish qualifications, including those listed in columns three and four of the Faculty Roster Form.

Instructions for the Columns of the Faculty Roster Form

Column One. Provide the name of the instructor and indicate full or part-time status: (F) or (P). Number each instructor consecutively. A full-time faculty member is usually defined as one whose major employment is with the institution, whose primary assignment is in teaching or research, and whose employment is based upon a contract for full-time employees. If a significantly different definition is used for full-time faculty, please provide that definition.

Column Two. List from the catalog the course prefix, course number, and course title of all credit courses taught during the requested time period. For each course indicate whether it is developmental (D), undergraduate (U) or graduate (G). Two-year institutions should indicate whether the courses are offered for transfer (T), non-transfer (N) or developmental (D). Information should be provided—separate from the roster—summarizing the content of the courses listed on the roster. Appropriate information might be provided through a catalog or other description of the content of these courses.

Column Three. List the earned academic degrees that help qualify the instructor to teach the listed courses. Indicate the discipline (concentration or major) of each degree, the institution that awarded the degree, and, if necessary to establishing qualifications, the total number of graduate semester hours earned in each discipline in which courses have been, or will be, taught. It might also be helpful in establishing qualifications to list majors or semester hours taken at the undergraduate level in the teaching disciplines.

Column Four. If necessary to establish adequate qualifications of faculty for courses assigned, indicate additional qualifications such as diplomas or certificates earned (with discipline indicated); related work or professional experience, licensure and certifications; continuous documented excellence in teaching; honors and awards; publications and presented papers; and other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Indicate the dates for these additional qualifications and *clearly describe the relationship between these qualifications and the course content and/or expected outcomes of the courses assigned to the faculty member.* As necessary, provide this information on additional pages.

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution:

Name of Academic Area, Discipline, Department/School:

Academic Term(s) Included:

Date Form Completed:

1	2	3	4
Name	Courses Taught	Relevant Academic Degrees and Course Credits Earned	Other Qualifications

For an electronic version of this form and its instructions for completion, access http://www.sacscoc.org/inst_forms_and_info1.asp, click onto Faculty Roster Form and Faculty Roster Instructions. Please read the instructions before completing the form.