

FLOYD COLLEGE SELF-STUDY

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The process of preparing the following STATUS REPORT began with a listing of all MUST and SHOULD statements contained in the CRITERIA FOR ACCREDITATION published by the Southern Association of Colleges and Schools. These criteria statements were then assigned to the appropriate "criteria committee" who were charged with investigating the status of Floyd College in relation to these criteria.

The reports from these committees were then reviewed by the entire Steering Committee, returned to the criteria committees for revision, and edited for publication.

This document supplies the foundation for the ACTION PLAN wherein areas deemed "Questionable" or "Not in Compliance" are to be referred to the appropriate Floyd College administrator for clarification and/or a plan for correction. It is to be noted that the labeling of an item as "Questionable" or "Not in Compliance" does not necessarily indicate that the College has failed in this area. These labels were applied to any items of which the criteria committee was uncertain or had failed to locate evidence of compliance. In most cases, the committee chose to err on the side of further investigation where there was uncertainty. The ACTION PLAN, Step 2 in the Floyd College Self Study process, should provide information that will establish compliance more fully.

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COMMITTEE ON PRINCIPLES AND PHILOSOPHY OF ACCREDITATION

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SECTION 1: PRINCIPLES AND PHILOSOPHY OF ACCREDITATION

1.1 Institutional Commitment and Responsibilities in the Accreditation Process

Must Statement: An institution is required to conduct a self-study at the interval specified by the Commission and, at the conclusion of the self-study, accept an honest and forthright peer assessment of institutional strengths and weaknesses.

STATUS: In Compliance

Floyd College was founded in 1970 as a two-year college operating under the auspices of the Board of Regents of the University System of Georgia. Since 1970 Floyd College has had three accreditation visits by committees from the Commission on Colleges of the Southern Association of Colleges and Schools. During the initial visit, Floyd College was granted accreditation status, and this status was reaffirmed during subsequent visits in 1976 and 1987. Prior to each of these accreditation visits, a self-study was initiated by the college to determine institutional strengths and weaknesses. Floyd college is committed to accept the findings of this self-study and committee visitation.

Must statement: The commission requires that the self-study assess every aspect of the institution; involve personnel from all segments of the institution, including faculty, staff, students, and administration and governing boards; and provide a comprehensive analysis of the institution, identifying strengths and weaknesses.

STATUS: In Compliance

All aspects of the college community have been involved in the previous self-studies that Floyd College has undertaken. At the end of each study, a report has been issued which identified areas of strength and weakness for Floyd College. Copies of these reports have been made available. Committees for the present and all past self-studies have been formed from all constituencies of the college, including faculty, administration, classified personnel, and students.

Must .statement: The commission requires an adequate institutional follow-up plan to address issues identified in the self-study.

STATUS: Questionable

Floyd College is committed to an institutional follow-up plan to the self-study. Twelve recommendations were made to the college as a result of the 1987 self-study visit. As part of the follow-up, these recommendations were assigned to various committees which were given the responsibility to see that the necessary changes were implemented.

Must statement: An institution must be committed to participation in the activities and decisions of the Commission.

STATUS: In Compliance

Floyd College has been committed to participation in the activities and decisions of the Commission on Colleges. Representatives from the college have attended various conferences dealing with the Commission on Colleges. Some members of the present self-study steering Committee have served as observers with SACS visiting committees. Several administrators and steering Committee members will be attending the December, 1995, meeting of SACS in Atlanta, Georgia. A program proposal was submitted to SACS for the December meeting, but this proposal was not accepted. If it had been accepted, it would have featured the various committee chairs serving as panelists.

Must statement: Each institution must provide the Commission access to all parts of its operation and to complete and accurate information about the institution's affairs, including reports of other accrediting, licensing and auditing agencies. In the spirit of collegiality, institutions are expected to cooperate fully during all aspects of the process of evaluation: preparations for site visits, the site visit itself, and the follow up to the site visit. Institutions are also expected to provide the commission or its representatives with information requested and to maintain an atmosphere of openness and cooperation during evaluations, enabling evaluators to perform their duties with maximum efficiency and effectiveness.

STATUS: In Compliance

Floyd College is committed to full cooperation with the Commission in regard to all aspects of the visit.

Correspondence between the Co-Chairs of the SACS self-study and Dr. Gerald Lord (SACS visiting committee chair) have noted requests for information and will be given to the various committee chairs. The co-Chairs of the SACS committee have developed an outline of all information which is to be provided the visiting committee, and in accordance with this outline, all documents dealing with the college are being housed in a central location which will give the committee easy access. In addition, any recommendations which occurred as a result of the visit by Dr. Lord in February, 1995, were assigned to the appropriate committees. In preparation for the actual site visit, a subcommittee has been assigned the responsibility for securing local

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accommodations for the visiting committee. A room will be provided at the college for the visiting committee. Any requests for materials, copy machines, or other support services will be provided. A letter explaining local arrangements will be sent to each of the visiting committee members.

Must statement: Each participating institution must be in compliance with its program responsibilities under Title IV of the 1992 Higher Education amendments. Failure to comply with Title IV responsibilities will be considered when an institution is reviewed for initial membership or continued accreditation. In reviewing an institution's compliance with these program responsibilities, the Commission will rely on documentation forwarded to it by the Secretary of Education.

STATUS: In Compliance

A subcommittee of the Institutional Effectiveness Committee is compiling a matrix dealing with aspects of Title IV. This subcommittee is working in conjunction with a committee which deals with the Georgia State Post Secondary Review Entity. These two committees are cross referencing all documents dealing with Title IV to ensure that Floyd College is in full compliance. This is an ongoing project to ensure proper compliance with the mandates of Title IV.

Must statement: Each institution seeking candidacy, membership or reaffirmation with the Commission on Colleges must document its compliance with the Conditions of Eligibility as outlined in Section 1.4.

STATUS: In Compliance

Floyd College has made a formal request for a visit on its reaffirmation of accreditation status with the Commission on Colleges. Floyd College expects to fully comply with each of the conditions of eligibility of Section 1.4.

1.2 Application of the Criteria

Must statement: An institution must refrain from making a substantive change, defined as a significant modification in the nature or scope of an institution or its programs, except in accordance with the Commission's "General Substantive Change Policy for Accredited Institutions" and its attendant procedures. All existing or planned activities must be reported according to the policies, procedures and guidelines of the Commission on Colleges and must be in compliance with the CRITERIA. If an institution fails to follow the procedures outlined in the above policy, its total accreditation will be placed in jeopardy.

STATUS: In Compliance

In August, 1990, a fourth accreditation endeavor involved the Substantive Change Committee. The purpose of the visit was to evaluate the operation of a joint program agreement between Floyd College and North Metro Technical Institute under the Substantive Change Policy of the Commission on Colleges of SACS. A substantive change was involved because North Metro, which is located forty-three miles away in Acworth, Georgia, operates under the jurisdiction of the Georgia Board of adult and Technical Education. A narrative for the Substantive Change Committee of the Commission of Colleges of the Southern Association of Colleges and Schools was submitted in September, 1992, as a follow-up to the visit. The twenty recommendations of the Substantive Change visit have been assigned to committee to ensure the implementation of these recommendations.

Must statement: Each institution must have adequate procedures for addressing written student complaints.

STATUS: Questionable

Complaints against Floyd College must be made in accordance with the Commission on Colleges policy as stated in the "Complaints Against Institutions." This document is located in the Office of Institutional Effectiveness and Planning. (These complaints against the institution are those which allege non-compliance with the CRITERIA FOR ACCREDITATION). No other procedures for student complaints of this nature were located.

Committee Suggestion: It is suggested that an appropriate policy statement be included in the Student Handbook and any other appropriate institutional publications.

1.3 Separately Accredited Units

Must statement: A unit is required to apply for separate accreditation or to maintain separate membership if, in the judgment of the Commission, the unit exercises this level of autonomy.

STATUS: In Compliance

Floyd College maintains branch operations in downtown Rome (Heritage Hall), Cartersville, Acworth, and Bremen, Georgia. Each of these branch campuses is tied to Floyd College in all aspects of operation. These branch operations would probably not qualify as autonomous agencies.

Must statement: If an institution seeks separately accredited status for one of its units, it must notify the Executive Director of the Commission on Colleges of its intent and follow procedures established by the Commission.

STATUS: In Compliance

Floyd College has no separately accredited units.

1.4 Conditions of Eligibility

Must statement: Any institution seeking candidacy must document its compliance with each of the thirteen Conditions of Eligibility to be authorized initiation of a self-study, or to be awarded candidacy or candidacy renewal. In addition, the institution must provide evidence that it is capable of complying with all requirements of the CRITERIA and that it will be in compliance by the end of the period allowed for candidacy.

STATUS: In Compliance

Floyd College is in compliance with each of the thirteen Conditions of Eligibility as discussed in subsequent sections of this report.

Must statement: The Conditions of Eligibility are basic qualifications which an institution of higher education must meet to be accredited by the Commission on Colleges. They establish a threshold of development required of an institution seeking initial or continued accreditation by the Commission and reflect the Commission's basic expectations of candidate and member institutions. Compliance with the Conditions is not sufficient to warrant accreditation or reaffirmation of accreditation. Accredited institutions must also demonstrate compliance with the CRITERIA FOR ACCREDITATION which holds institutions to appropriately higher standards of quality.

STATUS: Questionable

Floyd College is or will be in compliance with each of the thirteen Conditions of Eligibility. Floyd College will seek to be in compliance with all CRITERIA FOR ACCREDITATION.

1. In obtaining or maintaining accreditation with the Commission on Colleges, an institution agrees to the following:

- a. That it will comply with the CRITERIA FOR ACCREDITATION of the College Delegate Assembly consistent with the policies and procedures of the Commission on Colleges.

STATUS: In Compliance

Floyd College agrees that a statement will be prepared by the president of Floyd College attesting in writing that the institution will comply with this statement. In this case, the document is not currently in print. The statement will be placed on file with other documents or will be placed in an appendix to this document.

- b. That the Commission on Colleges, at its discretion, may make known to any agency or member of the public requiring such information, the nature of any action, positive or negative, regarding the institution's status with the Commission.

STATUS: In Compliance

Floyd College will comply to have such information made known. The president of Floyd College will prepare a consent statement attesting in writing that we have complied.

- c. That it will comply with Commission requests, directives, decisions and policies, and will make complete, accurate and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

STATUS: In Compliance

The Director of the self-study, in cooperation with the Steering Committee, will make available to the visiting committee a narrative report, an addendum as appropriate, appendices, supporting documents, and other materials to fully disclose the state of the institution.

2. The institution must have formal authority from an appropriate government agency or agencies located within the geographic jurisdiction of the Southern Association of Colleges and Schools to award degrees, certificates or diplomas.

STATUS: In Compliance

The Constitution of the State of Georgia places all of

Georgia's public colleges under the jurisdiction of the Board of Regents of the University System of Georgia. Since the Board of Regents is a governmental agency of the state of Georgia and since Floyd College is a unit of the Board of Regents of the University System of Georgia, the updated copy of the Constitution of the State of Georgia recently secured by the Director of the Self-study gives Floyd College the formal authority needed for compliance.

3. The institution must have a governing board of at least five members, which has the authority and duty to ensure that the mission of the institution is implemented. The governing board is the legal body responsible for the institution. Evidence must be provided that the board is an active policy-making body of the institution. The board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The presiding officer of the board and a majority of the voting members must have no contractual, employment, or personal or familial financial interest in the institution.

STATUS: In Compliance

Floyd College has as its governing board the sixteen-member Board of Regents of the University System of Georgia. No local board has any authority over Floyd College.

Additionally, all members of the Board of Regents are appointed by the Governor to represent specific areas of the state, including one from each Congressional district and five members at large. None of the members of the Board of

Regents has any contractual obligation to Floyd College, nor is any member employed by Floyd College. Furthermore, none of the members of the Board of Regents has immediate family members employed at Floyd College, nor does any have any financial investment in Floyd College. Any Floyd College mission or purpose statements must be approved by the Board of Regents. currently, the mission statement of Floyd College has undergone significant revision at the request of the Chancellor of the University System of Georgia. This mission statement has received tentative approval, although formal acceptance will not occur until sometime in 1996.

4. The institution must have a chief executive officer whose primary responsibility is to the institution. The chief executive officer must not be the presiding officer of the board.

STATUS: In Compliance

The president of Floyd College is employed by the college with the approval of the Board of Regents and is governed by the policies of Floyd College. Furthermore, the president of Floyd College does not preside over the Board of Regents, nor is he a member of the Board of Regents. The Director of the Self-study has on file a document of the names and addresses of the current members of the Board of Regents,

including the name (with position) of the current presiding officer of the Board of Regents.

5. The institution must be in operation and have students enrolled in degree programs at the time of the committee visit.

STATUS: In Compliance

The college has been in operation since September, 1970, and has offered programs and courses each quarter from that time to the present. It is anticipated that the college will continue to be in operation at the time of the arrival of the SACS visiting committee.

6. The institution must offer one or more degree programs based on at least two academic years at the associate level, at least four academic years at the baccalaureate level, or at least one academic year at the post-baccalaureate level.

STATUS: In Compliance

Floyd College currently offers forty-six transfer programs, five pre-professional programs, eight career programs, four umbrella programs with twenty-two options with Coosa Valley Technical Institute, two umbrella programs with North Metro Technical Institute, and one cooperative program with the Medical College of Georgia. Many of these have several options within them.

7. The institution must have a clearly defined, published statement of purpose appropriate to an institution of higher education.

STATUS: In Compliance

Since its founding in 1970, Floyd College has had a statement of Purpose, which has undergone almost constant revision since it was rewritten in 1993. It has received tentative approval by the central office in Atlanta, and is awaiting final approval by the Board of Regents, to occur sometime in 1996. The new Purpose Statement will appear in all appropriate Floyd College publications.

8. The institution must have an appropriate plan, as well as a functioning planning and evaluation process, which identifies and integrates projected educational, physical and financial development, and incorporates procedures for program review and institutional improvement.

STATUS: Questionable

Floyd College is currently operating under a 1991 Institutional strategic Plan and thirty-one Goals for the future recently adopted by the Board of Regents. A January 1994 student Learning outcomes study has recently been produced and is being implemented for both transfer and career programs. The college is also preparing to operate under seven collegewide goals adopted for the period 1995-1998. The faculty evaluation process was recently reviewed and was implemented Fall quarter, 1995. A strategy for

evaluating instructional programs has recently been undertaken, and all academic programs are being reviewed. Additional curricular review will occur as the University System of Georgia converts to a semester system in 1997.

Note: Members of the Purpose Committee feel that Floyd College should formalize its long range planning function. It was the committee's consensus that work remains in this area.

9. The institution must have published admission policies compatible with its stated purpose.

STATUS: In Compliance

The 1993-95 Floyd College catalog publishes its application and admissions policy (pp. 16-20). In compliance with the College's goal of making higher education as widely available as possible, there are separate admissions requirements for high school students who plan on attending Floyd College upon graduation and for academically talented high school students who desire early admission or joint enrollment. Application and admissions requirements also are available for transfer and transient students as well as senior citizens. These policies are consistent with a purpose statement which emphasizes diversity, accessibility, and opportunity for all who aspire to attend.

10. All undergraduate degree programs of the institution must include a substantial component of general education courses at the collegiate level. For degree completion in

associate programs, the component must constitute a minimum of 15 semester hours or equivalent quarter hours and for baccalaureate programs, a minimum of 30 semester hours or equivalent quarter hours. The credit hours must be drawn from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. The courses must not be narrowly focused on those skills, techniques and procedures peculiar to a particular occupation or profession.

STATUS: In Compliance

All transfer programs require completion of the University System Core curriculum which includes 20 hours of humanities, 20 hours of natural science/mathematics, 20 hours of social sciences, 30 hours appropriate to the student's major field, and required physical education courses. The various career programs offered have their own credit hour requirements, which meet the standards of SACS and the University System of Georgia.

11. In each major in a degree program, there must be at least one full-time faculty member with responsibility for supervision and coordination of the major. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular areas or concentration.

STATUS: Questionable

If requirements of this statement include having a direct one-to-one relationship between each major and one full-time faculty member to coordinate that major exclusively, then Floyd College is not in compliance. If, however, faculty or

.division chairs are permitted to supervise multiple majors, the college should be in compliance. Division chairs have appointed full-time faculty for supervision and coordination of responsibilities in all major curricular areas.

12. The institution must have sufficient learning resources or, through formal agreements or appropriate technology, ensure the provision of and ready access to adequate learning resources and services to support the courses, programs and degrees offered.

STATUS: Questionable

The Floyd College library has the following resources which include bound volumes, serials, subscriptions, microform units, manuscripts, archives, cartographic units, graphic mats, sound recordings, computer files, and other resources. In addition to the main campus, the college maintains two off-campus centers at North Metro Technical Institute in Acworth, Georgia, and a satellite campus in Cartersville, Georgia. Each of these centers also contains learning resources to support the scholarship of students and faculty.

A learning Resources agreement between North Metro Technical Institute's media center and Floyd College provides one professional librarian, 30 hours of operation per week, student assistants for clerical support, courier service, and the Unicorn Online catalog. (This librarian also works with the Cartersville High School library as referenced below).

The Cartersville campus is served by the Cartersville High School library. This library provides the following services: books in the general collection, support materials provided especially for the nursing program, videotapes, CD-ROM access to several indices and full-text databases, and on line access to Dialog CIP. Microsoft Works is available on 6 work stations for student use. Prompt delivery of materials by courier service has enabled cartersville students easy access to all Floyd College holdings. The agreement with Cartersville High School concerning use of its library is, at present, a verbal agreement permitting use of its library materials by Floyd College students. This agreement needs to be formalized at an early date.

13. The institution must have an adequate financial base to accomplish its purpose at an acceptable level on a continuing basis. It must have available an audited financial statement for the fiscal year ending immediately prior to any committee visit. A public institution included in a statewide or systemwide audited financial report, for which a separate institutional audit report is not available for the fiscal year ending immediately prior to the committee visit, must have available a special report in lieu of audited financial statements. This report must include (1) statements of negative assurance by an independent certified public accountant or appropriate government auditing agency as to the material accuracy of current funds expenditure classifications and amount in accordance with generally accepted principles of institutional accounting, and (2) the institution's current fund balance sheet. Institutions in this category must provide either a separate or a consolidated balance sheet.

Negative assurance is an auditor's determination that, after the application of specified procedures, nothing caused the auditor to believe that the financial statements under review were not in conformity with generally accepted accounting practices. The specified procedures or analyses must be those normally considered by accountants or government auditing agencies to be necessary to justify a statement of negative assurance. Their selection is left to the professional discretion of the accountant or agency.

An institution seeking initial candidacy for membership, candidacy renewal or initial membership must have available an audited financial statement for the fiscal year ending immediately prior to the committee visit. It must not show an annual or cumulative operating deficit at any time during candidacy, as attested to by an independent certified public accountant or an appropriate government auditing agency.

STATUS: In Compliance

Evidence of sound financial standing is possible through

Floyd College's membership in the University System of

Georgia, which is governed by the Board of Regents. Annual

appropriations for Floyd College are made as part of the budgetary allocations made by the General Assembly of Georgia.

Appropriate governmental auditing agencies audit the financial statements of Floyd College on an ongoing basis. These include an internal audit which is conducted every 18-24 months by the Board of Regents, University System of Georgia. In addition, a State of Georgia audit (which includes federal programs) is conducted on an annual basis. Audit report findings are available in the Office of the Board of Regents of the University System of Georgia.

1.5 Initial Membership

Must statement: An institution seeking initial membership (accreditation) in addition to fulfilling requirements outlined in the CRITERIA, **must** document its compliance with all Conditions of Eligibility and have been in operation--i.e., have, without interruption, enrolled students in degree programs--through at least one complete degree program cycle and have graduated at least one class at the level of the highest degree offered prior to action by the Commission on Colleges.

STATUS: In Compliance

Floyd College had met each of the Conditions of Eligibility and has been in operation since 1970. During the past 25 years the college has granted associate degrees annually to hundreds of students in various programs of study.

1.6 Representation of Status

Must statement: An institution must be accurate in reporting to the public its status and relationship with the Commission. In catalogs, brochures, and advertisements a member institution must describe its relationship with the Commission only according to the following statement:

(Name of institution) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award (name of specific degree levels).
For institutions in Candidacy status:

(Name of institution) is a Candidate for Accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools to award (name specific degree levels).

For institutions in Candidacy status for Substantive Change:

(Name of institution) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award (name specific degree levels) and is a Candidate for Accreditation to award the {name specific degree level}.

No statement may be made about possible future accreditation status with the Commission on Colleges. The logo or seal of the Southern Association of Colleges and Schools must not be used by the institution.

STATUS: In Compliance

The following statement appears under the "Accreditation" on page 11 of the current {1993-95) catalog of Floyd College.

"Floyd College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate of Arts, the Associate of Science, and Associate of Applied Science degrees." Floyd College has made no statements regarding future accreditation status and has not used the SACS logo.

STATUS REPORT

COMMITTEE ON INSTITUTIONAL PURPOSE

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Angie Burkhalter, Student
Mary Smith, Student
Jerry Shelton, Ex Officio
Adrian Bowers, Ex Officio

SECTION 2: INSTITUTIONAL PURPOSE

Must statement: An institution must have a clearly defined purpose or mission statement appropriate to collegiate education as well as to its own specific educational role.

STATUS: In Compliance

Floyd College has an official Institutional Mission statement which was formulated by the faculty, staff, and administration through the direction of the Institutional Effectiveness Committee. This Mission statement has been reviewed by the faculty and staff, a committee of mission consultants to the University System of Georgia, and staff members of the University System Central Office. This Mission Statement is consistent with directives from the Chancellor as he has developed a mission statement for the entire System.

Must Statement: This statement must describe the institution and its characteristics and address the components of the institution and its operations.

STATUS: In Compliance

The Floyd College Mission Statement describes the basic nature and characteristics of Floyd College and includes a multi-section statement outlining major components and programs of the institution, such as degrees awarded, cooperative programs with area technical institutes, non-credit and continuing education programs, and programs unique to Floyd College (such as services for the deaf and hard of hearing).

Must Statement: The official posture and practice of the institution must be consistent with its purpose statement.

STATUS: In Compliance

Floyd College has operated in accordance with its statement of purpose throughout the College's 25-year history.

The College has followed a clearly developed statement of purpose which has been formulated to meet institutional needs. Recent changes in the leadership of the University System of Georgia and changes in students, technology, economics and social climate necessitate the development of a new statement of purpose, referred to as an Institutional Mission statement. The approval of this Mission Statement will provide the impetus for future institutional decisions and practices. The College will continue to follow its stated mission in accordance with the guidelines of SACS, the mission of the University System of Georgia, and other applicable agencies of governance.

Must statement: Appropriate publications must accurately cite the current statement of purpose.

STATUS: In Compliance

The current Student Handbook, College Catalog, and Faculty and Staff Handbook contain the statement of purpose for the previous years of institutional operation. The newly developed Institutional Mission Statement, pending final approval by the Board of Regents, will be included in future catalogs, student handbooks, faculty statutes, and any other appropriate publications.

Must statement: The formulation of a statement of purpose represents a major educational decision. It should be developed through the efforts of the institution's faculty, administration and governing board. It must be approved by the governing board.

STATUS: In Compliance

Floyd College has re-evaluated its purpose (Mission Statement) in response to directives from the President and the Chancellor of the University System of Georgia. This evaluation process was coordinated by the Institutional Effectiveness Committee and consisted of administrators, faculty, and staff. The President and other senior administrators were actively involved in the evaluation process. As a result of this evaluation, a new Mission Statement was formulated. After careful institutional review, this statement was forwarded to the Board of Regents of the University System of Georgia. As stated earlier, this Mission Statement has been evaluated by an outside committee of evaluators and University System Central Office staff members. Final approval of this Mission statement by the Chancellor and the University System Board of Regents is anticipated.

Must statement: An institution must study periodically its statement of purpose, considering internal changes as well as the changing responsibilities of the institution to its constituencies.

STATUS: In Compliance

The original purpose was prepared in 1970 and has been officially reviewed or studied during all previous SACS accreditation visits. The purpose was reviewed in 1972, 1976, 1987, and also in 1990 during a substantive change review visit from SACS as well as in 1992 during a second substantive change review visit which related to Floyd College's cooperative agreements with North Metro Technical Institute. During these reviews, there were no substantive or major changes made in the current purpose, which is printed in all appropriate Floyd College publications. After the new President of Floyd College arrived in 1993, he directed the Institutional Effectiveness Committee, chaired by the Director of Institutional Effectiveness and Planning, to study the purpose with the goal of making it more comprehensive. The Committee completed the study, and the faculty approved the committee's actions on the purpose at this time. A new purpose was submitted to the Chancellor first and then to the Board of Regents in 1994. However, during this period of time, a new Chancellor was appointed for the University System of Georgia. He requested that the purpose be placed on hold because it was his intent to place

all units of the University System of Georgia under a major study of the purpose according to established guidelines. Until 1995, Floyd College continued a study of the purpose according to the Chancellor's directive. Beginning in 1995, Floyd College has been undergoing a more extensive review process, which has resulted in the submission of the new Institutional Mission as well as an Institutional Mission Development Report. This report is designed to supplement the Institutional Mission and contains details and supplemental information.

On July 11, 1995, Floyd College's President, Vice President for Academic Affairs, and Director of Institutional Effectiveness and Planning met with a team of national consultants retained by the University System of Georgia to review the Institutional Mission. This new mission statement has received a positive review by the University System Central Office and should become official with approval by the Board of Regents in 1996.

Must statement: The statement of purpose serves as the foundation for all institutional operations, programs and activities. Consequently, the institution must demonstrate that its planning and evaluation processes, educational programs, educational support services, financial and physical resources, and administrative processes are adequate and appropriate to its stated purpose.

STATUS: Questionable

Numerous activities are currently underway to assess the core of Floyd College's goals, objectives, and strategic interests. The College has undergone an extensive study of purpose the past two years and is awaiting final approval by the Board of Regents of the University System of Georgia. A major review format is being developed to assess the various educational programs of the academic units. Comprehensive reviews of these programs will be conducted in the near future. Additionally, review of the budget planning and financial allocation procedures will more consistently tie budgets to institutional goals and objectives. A facilities review process has been instituted and academic units have been restructured, resulting in changes in function and location of various institutional units.

Full response will not be possible until the work of all committees of the SACS study have completed reports. Liaison representatives have been appointed to coordinate the work of the Purpose Committee with that of other principal study committees. Specific, extensive study by these committees should guide the Purpose committee response to this assessment.

STATUS REPORT

COMMITTEE ON INSTITUTIONAL EFFECTIVENESS

SECTION III

Tim Floyd, Chair-
Jo Anne Jackson, Vice Chair

Dale Boyd
Exir Brennan
Philip Dillard
Clare Garrard
Ron Johnson
Margaret Johnston
Bruce Jones
Harriet Kiser
Sheila McCoy
Susan Tate
Shirley Whitworth
Stephanie Thomas, Student
Linda Walston, Student
Jerry Shelton, Ex Officio
Adrian Bowers, Ex Officio

SECTION III: INSTITUTIONAL EFFECTIVENESS

3.1 Planning and Evaluation: Educational Programs

Must Statement: Planning and evaluation for these activities must be systematic, broad-based, interrelated and appropriate to the institution.

STATUS: Questionable

The Institutional Effectiveness Committee was organized for this purpose. The committee consists of members appointed by the president who serve two-year terms. All institutional units, the Office of the President, Offices of the Vice Presidents, and all academic divisions are represented on the committee. The committee provides counsel to the Director of Institutional Effectiveness and Planning, the Instructional Council, the Executive Council, and the president. The committee oversees the institutional research and planning processes, recommends institutional effectiveness measures to the president and appropriate administrators, and assists the president in complying with policies and mandates from the Southern Association of Colleges and Schools and the University System of Georgia. The committee also provides the president a brief annual report of its activities at the end of the academic year (for further information see the Faculty Statutes or minutes of the previously named committees).

The Institutional Effectiveness Committee is responsible for

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coordinating the assessment plans of the College. This committee has adopted the following generic step process for each institutional unit or specialized program:

- Identification and description will be developed for desired outcomes that students are expected to achieve in each appropriate area. These will take the form of General Education outcomes, Transfer Degree Program outcomes, and Career Degree Program outcomes.
- An achievement process will develop a curriculum consisting of specific courses and/or actions designed to produce the desired outcomes in each area.
- An assessment process will develop evaluation and/or measurement procedures to determine the extent to which the desired outcomes have been achieved in each area.
- Assessment results will be analyzed and utilized to improve the operational effectiveness of the institutional unit or program.

The projected outcomes will be evaluated and revised on a periodic basis.

Various committees and councils meet for the purpose of planning and evaluation. For further information see Faculty statutes or committee minutes including:

1. Instructional Council
2. curriculum committee
3. Executive Council
4. Joint oversight Committee
5. Ad Hoc Committees of the College and the faculty

In the summer of 1995, Floyd College began a process to integrate all of our effectiveness efforts into one plan, tentatively called the Institutional Effectiveness Plan. The implementation of this plan began in the fall of 1995 and is currently in process.

Must Statement: The institution must define its expected educational results and describe its methods for analyzing the results.

STATUS: Questionable

Expected educational outcomes for all students are described in the "Report on Student Learning outcomes", which specifies general education outcomes, transfer degree program outcomes, and career degree program outcomes. The original document was written in January, 1993, revised in January, 1994, and revised again in January, 1995.

The Institutional Effectiveness Committee has adopted a generic step process for each institutional unit and specialized program which includes for each unit and program specification of goals, expected outcomes, and methods for assessing results (for additional information refer to the "Report on student Learning outcomes", January, 1995).

As part of the Institutional Effectiveness Plan, the student learning outcomes will be refined and assessment methods will be defined.

Must statement: The institution must

1. establish a clearly defined purpose appropriate to collegiate education
2. formulate educational goals consistent with the institution's purpose
3. develop and implement procedures to evaluate the extent to which these educational goals are being achieved
4. use the results of these evaluations to improve educational programs, services and operations.

STATUS: Questionable

1. The College's original purpose is stated in the college catalog. However, during the 1993-94 academic year, Floyd College adopted a new Institutional Mission and presented it to the Board of Regents for approval; the revised version is stated in the 1993-94 Annual Report. The proposal for the revised purpose statement was put "on hold" when a new chancellor was hired for the University System. The purpose statement will now be revised again to be in agreement with the new guiding principles and new vision statement recently developed by the Board of Regents and the chancellor. The new purpose statement will be in agreement with the new institutional mission statement that is being developed (for further information see the outline of "Development of the Institutional Mission", the "Floyd College Institutional Mission", and "The University System of Georgia Institutional Mission Development Guidelines").
2. This process is being guided by the Institutional

Effectiveness Plan. Since the institutional goals previously adopted were on-going in nature, the institution, in addition to considering other planning priorities, has continued with the same goals. Substantial progress was made in the achievement of each of the stated goals. Details have been documented in separate reports. In addition, a college-wide study was conducted to answer two questions relative to planning: "What is Floyd College expected to deliver and to whom?" and "What difference should a Floyd College education make in the life of our students?" These questions formed the basis for adopting new institutional and unit goals. During 1995, new institutional goals are being reviewed to be adopted by the college. (For further information see the statement of "Floyd College College-Wide Goals").

3. The Institutional Effectiveness Committee oversees efforts to develop procedures to evaluate the extent to which these educational goals are being achieved. The committee has developed a generic step process for designing procedures to determine effectiveness from the institutional level to the course level. This is done through the Assessment Process of the step plan (for additional information refer to the "Report on Student Learning Outcomes", January, 1995).

As part of the Institutional Effectiveness Plan, procedures

are being developed and coordinated that will be used to measure educational goals.

4. The Institutional Effectiveness Committee will oversee the Assessment results and the use of these results to improve educational programs, services, and operations. This will also be outlined in the Institutional Effectiveness Plan.

Must Statement: The institution must develop guidelines and procedures to evaluate educational effectiveness, including the quality of student learning and of research and service.

STATUS: Questionable

The Institutional Effectiveness Committee oversees the development of guidelines and procedures to assess or evaluate educational effectiveness. The guidelines and procedures currently in effect are detailed in the "Report on Student Learning outcomes".

Assessment procedures for student learning include use of student performances, student portfolios, course examinations, course surveys, faculty observations and ratings, faculty interviews and judgments, institutional standardized tests, internship survey instruments, commercial standardized tests, and, when appropriate, professional standardized tests and licensure examinations. Many of these assessments are accomplished at the unit level; others are completed at the institutional level. Another document which deals with all aspects of the institution and was developed in response to the SACS visit of 1987, is the Comprehensive Assessment Program, developed by the institution in October, 1988. Assessment procedures for research and service are described within the "Comprehensive Assessment Program" document. In addition, these issues will be addressed in the Institutional Effectiveness Plan.

Must Statement: This evaluation **must** encompass educational goals at all academic levels and research and service functions of the institution.

STATUS: Questionable

The Institutional Effectiveness Committee has developed a generic step process for each institutional unit and specialized program. The process will proceed from the institutional level to the course level.

The "Report on student Learning outcomes" is currently being revised and when finished will include specific and appropriate measures for each outcome, identification of the individual(s) by official position(s) who shall be responsible for implementing the assessment process of each stated outcome, and the plans for analyzing and utilizing the assessment results to improve the effectiveness of the student learning process. The document will proceed from the institutional level to the course level. The Institutional Effectiveness Plan is designed to meet this need.

Should Statement: The evaluation of academic programs should involve gathering and analyzing both quantitative and qualitative data that demonstrate student achievement.

STATUS: Questionable

The methods used for assessment of student learning outcomes, who should gather, analyze, and utilize the information, will be described in the "Report on student Learning outcomes". current evaluation of academic programs is currently being done primarily at the unit level. The Program Review process, implemented in the Fall Quarter of 1995, is designed to meet this need, in addition to the Institutional Effectiveness Plan.

Should Statement: The evaluation of academic programs should include program quality, student learning, and performance of former students.

STATUS: Questionable

Student learning is currently evaluated at the unit level through course examinations, student portfolios, student performances, course surveys, faculty observations and ratings, faculty interviews and judgments, and internship survey instruments. Evaluations of program quality are completed at the unit level through student course evaluations, transfer data reports, surveys, and student tracking systems. Evaluation of the performance of former students is done at the institution level through transfer data reports and student tracking systems. These elements are also incorporated in the Program Review Process and the Institutional Effectiveness Plan.

Must Statement: The institution must evaluate its success with respect to student achievement in relation to purpose, including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

STATUS: Questionable

The procedures as outlined in the "Report on student Learning Outcomes" identify the assessment guidelines, both institutional and unit, used to evaluate student achievement. The assessment procedures include professional standardized tests, licensure examinations, institutional standardized tests, transfer data reports, and student tracking systems.

Student success, or course completion, has been tracked in two ways. Graduation rates are tracked for each discipline area by the data kept in the Office of Admissions and Records. This data is recorded for each academic quarter (for additional information see the "Completion Survey"). Data on completion rates of students in individual courses have been compiled by the Office of the Vice-President for Academic Affairs until recent years (for additional information see the "Grade Analysis Report"). Reports on the rate of passing licensure examinations are compiled and kept by the Division of Nursing, which is currently the only program whose graduates must take a licensure exam to qualify for employment.

3.2 Planning and Evaluation: Administrative and Educational Support Services

Must Statement: In addition to providing evidence of planning and evaluation in its educational program, the institution must demonstrate planning and evaluation in its administrative and educational support services.

STATUS: Questionable

Currently, there is evidence of planning and evaluation in only a few areas within administrative and support services. The VP for Student Affairs and those under the jurisdiction of that office meet on a regular basis to plan and evaluate. The student Affairs office meets as a group on a monthly basis and units within meet weekly. Reports are generated and made available to the college. A survey of graduates is conducted on an annual basis. The Student Affairs Manual is the product of committees and individuals within Student Affairs and is currently available on the campus computer network.

The Office of the VP for Business and Finance meets to discuss issues of concern within the office. The finances of the school are carefully scrutinized by audits. The units within the office have been placed so as to better serve the College, and a new purchasing unit was formed. There is a facility master plan, with a new one being produced. The computer network and related operations are functioning. Further growth in this area is evidenced by more machines and software to be installed.

The Office of the President has created three units to help in this area: Human Resources, Institutional Planning and Research, and Grant Writing. The Administrative Council meets regularly and retreats are held at least twice a year for planning. Also, the president gathers all budget managers to plan spending for the upcoming year. The president has led the College in a discussion of the value of the College in the life of students and the community. Also, the president has led the College in a reorganization of its structure and physical appearance. Heritage Hall was renovated and is in use. The Institutional Effectiveness Plan is designed to meet this need.

Must Statement: For each administrative and educational support service unit, the institution must

1. establish a clearly defined purpose which supports the institution's purpose and goals
2. formulate goals which support the purpose of each unit
3. develop and implement procedures to evaluate the extent to which these goals are being achieved in each unit
4. use the results of the evaluations to improve administrative and educational support services.

STATUS: Questionable

Currently, as part of the Institutional Effectiveness Plan, these elements are being completed.

Should Statements: Each unit, in its planning and evaluation processes, **should** consider internal and external factors and should develop evaluation methods which will yield information useful in the planning processes of that unit.

STATUS: Questionable

The Critical Success Indices Report has been developed and the first monthly report issued. A quarterly report is being developed which will be implemented in the Winter Quarter of 1996. These reports are designed to meet these needs.

Also, unit goals developed as part of the effectiveness plan will meet these needs.

3.3 Instructional Research

Must Statement: It must be effective in collecting and analyzing data and disseminating results.

STATUS: Not In Compliance

Though data about the college has been gathered for various purposes, there is currently no effective process that insures this data is seen by those who need it.

It is planned that data and information about the college will be gathered and analyzed by the Office of Institutional Effectiveness and Planning.

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Must Statement: An institution must regularly evaluate the effectiveness of its institutional research process and use its findings for the improvement of its process.

STATUS: Questionable

Yet to be done as a institution-wide process.

Should statement: The institutional research process may be centralized but should include the following activities: ongoing timely data collection, analysis, and dissemination; use of external studies and reports; design and implementation of internal studies related to students, personnel, facilities, equipment, programs, services, and fiscal resources; development of data bases suitable for longitudinal studies and statistical analyses; and related activities in support of planning, evaluation and management.

STATUS: Questionable

This has yet to be done as an institution-wide process.

Must Statement: Institutions must assign administrative responsibility for conducting institutional research, allocate adequate resources, and allow access to relevant information.

STATUS: In Compliance

Administrative responsibility for overseeing institutional research rests with the Director of Institutional Effectiveness and Planning. The college funds a director level position to oversee ongoing Institutional Effectiveness and Planning activities. This position reports directly to the President and the work of the office is accessible to other institution personnel. The director is also the chair of the college-wide Institutional Effectiveness Committee.

The director has been assigned a secretary and a budget to carry out the functions of the unit. In the future, the Director will become the clearinghouse for all institutional research and planning information.

See: Director IEP Job Description

Floyd College Organizational Chart

Personnel Budget

STATUS REPORT

COMMITTEE ON EDUCATIONAL PROGRAM

SECTION IV

Richard Trimble, Chair
Dwight Cassity, Vice Chair

Vivian Benton
Sarah Burkhalter
Beth Harrison
Edith Hilton
Angela Jenkins
Jan King
Jim McKeel Harvey
Moody Laura
Musselwhite Ralph
Peters George
Pullen Barbara
Rees
Sadie Rush
Ken Spruce
Jo Anne Starnes
Marsha Welch Kim
Pearson, Student Dollene
Ray, Student Bridget
Stewart, Student Jerry
Shelton, Ex Officio Adrian
Bowers, Ex Officio

SECTION IV: EDUCATIONAL PROGRAM

4.1 General Requirements of the Educational Program

Must Statement: All aspects of the educational program must be clearly related to the purpose of the institution.

STATUS: In Compliance

r Floyd College has been and remains primarily a lower division teaching institution. The section of this report dealing with staff and resources allocation will reveal the degree to which the College is continuing to make that traditional commitment its principal focus. The purpose of the College is to provide educational opportunities and services. All aspects of the educational program relate to and serve that purpose.

Must Statement: The institution must provide a competent faculty, adequate library/learning resources, and appropriate computer resources, instructional materials/equipment and physical facilities.

STATUS: Questionable

See other sub-committee reports on these requirements.

Must Statement: The institution must ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program.

STATUS: Questionable

Comparability of services in various locations and parts of the College's educational program are a current issue in this institution. Aspects of that issue involve evening program as opposed to day program while other aspects focus on services and resources such as computers at off-campus locations. The addition of the Heritage Hall facility and the Bremen facility will undoubtedly expand the dimensions of this problem and its discussion. At this time the issues involved here are under consideration by the Instructional Council and are a part of all budget deliberations.

4.2 Undergraduate Program

Must Statement: General Admission policies must be established by the governing board on recommendation of the administration. The board is responsible for deciding the size and character of the student body. implementation of specific admission policies, however, is the responsibility of the administration and faculty of the institution.

STATUS: In Compliance

The Board of Regents sets the minimum standards for admission and we adhere to them. Specific admission policies are required for the Post Secondary Options program. This program is strictly monitored by the Admissions and Records Office and the Office of the Academic Vice President.

Admission to the nursing sequence of classes is determined by the Division of Nursing and not by the Admissions and Records Office. Admission to Floyd College does not guarantee admission to the nursing program.

Must Statement: The unit responsible for administering the policies must be clearly identified.

STATUS: In Compliance

The Admissions and Records Office of the College is responsible for administration of the policies and is so defined in the catalog.

Must Statement: In those institutions in which various subdivisions maintain separate admission requirements, there must be institution-wide coordination of all admission policies and procedures.

STATUS: In Compliance

Admission to the Division of Nursing sequence of classes is coordinated by that division after the student has been admitted to the College under general admissions policies. This is the only division which has separate admission requirements.

The Health Services Division is under the auspices of the Vice President of Academic Affairs.

Must Statement: Admission policies must be consistent with the educational purposes of the institution.

STATUS: In Compliance

The admissions policies provide access to educational programs outlined in the MISSION statement of the College. The mission of Floyd College is to promote quality educational opportunities and services that are responsive to the needs of the College's service area as outlined in the purpose statement of the College.

NOTE: This needs to be reworded and linked to the newest Mission Preface.

Must Statement: They must include qualitative and quantitative requirements that identify students who demonstrate reasonable potential for success at the institution.

STATUS: In Compliance

Pages 16-20 of the current college catalog outline the general application procedures and enrollment categories. Quantitative tools used for admissions include the SAT and ACT examinations. Qualitative assessments are measured by the high school transcript. High School deficiencies are noted on the computer printout used for advising. students are required to complete deficiency requirements by the time they have thirty credit hours of courses.

•Must Statement: An institution admitting students with deficiencies in their preparation for collegiate study must offer appropriate developmental or remedial support to assist these students. Diagnostic testing should be an important element of a developmental or remedial program.

STATUS: In Compliance

The Learning Support Program of Floyd College is outlined on pp 49-50 of the 1993-95 college catalog.

Pages 18-19 of the college catalog outline the college preparatory curriculum and how deficiencies may be satisfied at Floyd College through the College Placement Examination and specific coursework to satisfy those deficiencies.

Must Statement: Each institution must regularly evaluate its admission policies.

STATUS: Questionable

Floyd College is a two year unit of the University System of Georgia, adhering to University System minimum admission requirements set by the Board of Regents. The sub-committee knows of no evaluation of the current admission requirements. This may be an issue directed to the Instructional Council for consideration. In past years an Admissions Committee was designated to consider admissions policies, but the Committee has been defunct for quite some time.

Must Statement: It is the responsibility of the institution to ensure that its recruiting activities and materials accurately and truthfully portray the institution.

STATUS: In Compliance

The Floyd College office of Admissions provides recruiting materials that reflect the policies and procedures set forth in the catalog. The admission policies are set forth in the 1993-1995 catalog on pp 16, 17, 18, 19; pp 56, 57, 58; pp 113. The recruiting viewbook outlines the different programs of study available and steps to take when entering Floyd College.

Recruiting activities truthfully portray the College and are monitored by the Office of Admissions. Activities include high school visits by an admissions representative, campus visitation days, information sessions for high school counselors, and mail out packets that contain information about the College, admissions and financial aid information, and services provided by the College for students.

Must statement: To be admitted to degree programs, applicants must show evidence of high school graduation or other successful experiences which reasonably predict their ability to make satisfactory progress at the institution.

STATUS: In Compliance

Pages 16-18 of the current Floyd College catalog contain enrollment categories which state that the applicants must submit a copy of their high school transcript showing date of graduation or a copy of their General Equivalency Diploma (GED).

Must Statement: Each institution must assess and justify the appropriateness of experiences offered in lieu of a high school diploma.

STATUS: In Compliance

The only deviation allowed is the GED, and a copy of the GED certificate must be provided, showing that the student has successfully passed this test.

Must Statement: Procedures established for implementation of institutional admission policies must be followed in the admission of all students.

STATUS: In Compliance

The Admissions Office follows established procedures for processing student applications. The Board of Regents audits Admissions records annually.

Must Statement: The institution must provide evidence that it selects students whose interest and capabilities are consistent with the admissions policies.

STATUS: In Compliance

Floyd College has an open admission policy. Minimum admissions criteria are high school diploma or equivalency certificate. Placement tests require unprepared students to take learning support courses in reading, English and mathematics. Recruiting activities support the admissions criteria set forth in the catalog.

The College does not change its admission policies solely to guarantee consistent enrollment.

Must Statement: An institution must clearly define and publish its policy on the admission of transfer students.

STATUS: In Compliance

The admission policies for students transferring to Floyd College are set forth in the 1993-95 Floyd College catalog on pp. 16-17. Admissions information is also provided in the quarterly schedule of classes printed prior to each quarter and in the recruitment viewbook sent to prospective students. The catalog is provided to each new student during orientation sessions prior to the beginning of each quarter and on demand in the Admissions and Records Office of the College. The quarterly schedule of classes is mailed to all new students prior to the beginning of a new quarter and made available to currently enrolled students by placement at various locations on the four Floyd College campuses.

Must Statement: The policy must include the following: the requirement for official transcripts of credits earned from all institutions of higher education previously attended; qualitative and quantitative criteria determining the acceptability of transfer work; criteria regarding the award of advanced standing, whether by credit earned at another institution, by advanced placement examinations, or through experiential learning; and conditions governing admission in good standing, admission on probation and provisional admission.

STATUS: Questionable

The 1993-95 Floyd College Catalog states on pp 16-17, 56-58, and 113 the requirement for official transcripts of all postsecondary credits, SAT/ACT requirements. Pages 16-17 outline the determination of acceptability of transfer work. Advanced standing is explained on page 46. No credit is awarded for experiential learning at this time other than credit awarded for physical education electives from military experience and human services and nursing.

The Floyd College Application for Admission asks the student's status if transferring from another institution. Students on dismissal from other University System institutions must provide a "letter of no objection" from that institution in order to enroll in another university system institution. students are admitted without stigma of probation or provisional status.

NOTE: Check on what credit is offered in experiential learning in human services and nursing. Indicate where the policy can be found. Do we enforce these requirements on official transcripts?

Must Statement: Institutions which award credit based on advanced placement or other examinations; training provided by non-collegiate institutions, such as armed forces and service schools; professional certification; or experiential learning must meet the following conditions governing the awarding of this credit: (1) The amount of credit awarded is clearly stated and is in accordance with commonly accepted good practice in higher education; (2) Credit is awarded only in areas offered within the current curriculum of the institution, and is appropriately related to the student's educational program; (3) Decisions regarding the awarding of credit and the determination of such credit are made by qualified faculty members at the institution or according to procedures and standards approved by qualified faculty. The institution demonstrates that assessment procedures verify that the credit awarded is appropriate.

STATUS: Questionable

The information concerning awarding credit based on advanced placement or experiential learning is scattered across

campus. The only single document detailing advanced placement procedures is a 1990 update of a 1982 Admissions and Academic Placement Committee report. I (Fred Green) was asked by Dr. Walraven to prepare the update and so have a copy; there's also an unamended copy on file in the Vice President's Office. The items on my update have been discussed with the various individuals/divisions involved and then modified; a copy of the documentation is on file in the Vice President's office. With the information on the update as a guide, it appears that the College is certainly in accord with statements 1, 2, and 3. Qualified faculty are involved in the awarding of credit by examination in

math, English, foreign language, Health, Physical Education, and Recreation {HPER), accounting, economics, and nursing. The College Level Examination Program {CLEP) and Advanced Placement {AP) exams are nationally recognized and widely used. It may be safely assumed they represent standards qualified faculty would approve.

NOTE: The policies referenced need to be assembled and up-dated.

Must Statement: In awarding credit for prior experiential learning, the institution must (1) award credit only for documented learning which demonstrates achievement of all outcomes for specific courses in an approved degree program; (2) award credit only to matriculated students, identify such credit on the student's transcript as credit for prior experiential learning, and upon request from another institution, document how such learning was evaluated and the basis on which such credit was awarded; (3) ensure that credit for prior experiential learning does not duplicate credit already awarded or remaining courses planned for the student's academic program; (4) adopt, describe in appropriate institutional publications, implement and regularly review policies and procedures for awarding credit for experiential learning; and (5) clearly describe, and establish the validity of, the evaluation process and criteria for awarding credit for prior experiential learning.

STATUS: Questionable

The Human Services Program is the only program that uses experiential or portfolio-based credit. The details of this placement procedure are more thoroughly discussed in the Human Services' "The Fieldwork Experience- Student/Agency Handbook," which Mr. McKeel reports is undergoing revision.

Must Statement: The institution must inform transfer students of the amount of credit which will transfer, preferable prior to their enrollment, but at least prior to the end of the first academic term in which they are enrolled.

STATUS: Questionable

Page 16 of the Floyd College 1993-95 Catalog outlines the transfer credit policy. Standard procedure is for transfer students to be sent a copy of transfer credits with their acceptance letter prior to matriculating. However, due to time constraints, a student may be given an evaluation of the transfer credits at the time of registration for the quarter matriculation occurs. Transfer credit is not awarded until such time as all official transcripts for the students are received by the Admissions and Records Office. It seems that in some instances transcripts are accepted after the first academic term.

Must Statement: Coursework transferred or accepted for credit toward an Undergraduate degree **must** be completed at an institution accredited as degree-granting by a regional accrediting body for higher education at the time the coursework was completed. Exceptions to this requirement are allowed, such as the following: (1) transfer credit from foreign institutions not accredited by a regional postsecondary accrediting commission; (2) transfer of coursework completed at a degree-granting institution accredited by a professional accrediting body responsible for free-standing institutions within a specialty; (3) acceptance for credit of education accomplished in a non-collegiate setting, such as at military schools, which has been evaluated and recommended for credit by an organization generally recognized as an authority by the high education community, such as the American council on Education; (4) conversion of credit earned in a non-degree program-at the institution or another institution--to credit toward a degree; or (5) transfer of "block" credit from non-degree-granting institutions accredited by a professional accrediting body responsible for free-standing institutions within a specialty.

STATUS: In Compliance

The Admissions and Records Office follows the guidelines published by the American Association of Collegiate Registrars and Admissions Officers in the 1994-96 publication, "Transfer Credit Practices of Designated Educational Institutions" and recognizes the American Council on Education.

Transfer credit from foreign institutions accredited by a regional postsecondary accrediting commission are considered on a course-by-course basis. Floyd College accepts limited credits for education as recommended by the American Council on Education. Conversion of credit earned in a non-degree program at the institution is granted on the recommendation of the academic division which offers such academic credit approved by

the Vice President for Academic Affairs. In some cases, such as the Regional Police Academy, documentation is provided for proof of the completion of a certificate program. Floyd College does not grant the transfer of "block credit" except as outlined in the next "must statement". Exceptions to the requirements stated in this "must statement" observe the guidelines.

STATUS REPORT

Floyd College

Must Statement: When "block" credit is awarded in such cases, the institution must demonstrate that any such "blocks" have been reviewed on a course-by-course basis to ensure that the above requirements have been satisfied.

STATUS: Not In Compliance

Floyd College offers the Associate of Applied Science Degree in cooperation with Coosa Valley Technical Institute and with North Metro Technical Institute. "Block" credit is given in the form of a letter of completion or official transcript showing program completion of a specific course of study at the technical institute. Pre-established guidelines of course requirements for the program of study are set at both the technical institutes and Floyd College. When both areas of study have been completed and certified by both institutions, the Associate of Applied Science may be awarded to the student.

NOTE: No evidence of a course-by-course review could be found.

Must Statement: Exceptions must be adequately justified by the institution and, must statement must include documentation that the credit awarded represents collegiate coursework relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the Institution's own undergraduate degree programs; and coursework taught by faculty members qualified to teach at the appropriate degree level. In assessing and documenting equivalent learning and qualified faculty, an institution may use recognized guides which aid in the evaluation for credit. Such guides include those published by the American Council on Education, and American Association of Collegiate Registrars and Admissions officers, and the National Association of Foreign Student Affairs.

STATUS: Questionable

The joint degree programs are outlined on pages 130-178 for Coosa Valley Technical Institute and pages 193-195 for North Metro Technical Institute in the 1993-95 Floyd College Catalog. The catalog indicates the methodology of the awarding of the Associate of Applied Science degree in accepting the "block" of credits from the technical institute in the form of the institute's diploma of completion.

Floyd College uses the American Association of Collegiate Registrars and Admissions Officers Transfer Credit Practices of Designated Educational Institutions for acceptance of credit practice and recognizes the American Council on Education for credit also. Coosa Valley Technical Institute and North Metro Technical Institute send letters of completion, which are placed in the student's folder in the Admissions and Records Office.

Question: The 1993 response to the Committee Recommendation #4

that "blocks" be reviewed on a course-by-course basis says that there is a Joint Oversight Committee which established two sub-committees to evaluate courses taken for transfer credit at North Metro Technical Institute. Does such a committee still exist? Does it review evaluation criteria annually to re-evaluate transfer "block" credits?

Must Statement: There must be clearly defined policies regarding academic dismissal, suspension and readmission of students.

STATUS: In Compliance

These policies are explained in the Floyd College catalog of 1993-95. They appear on pages 46-47 and on page 49 for Learning Support Services. The Academic Progress committee reviews cases on a regular basis.

Must statement: Readmission of students dismissed or suspended for academic reasons must be consistent with the academic policies of the institution.

STATUS: In Compliance

The readmission policy can be found on pages 46-49 of the 1993-1995 catalog. Students dismissed for failing to exit any developmental studies area in four quarters may be readmitted after four quarters with written permission of the President of the College (Developmental Studies Guidelines). The University System periodically audits developmental admissions.

Must Statement: In each degree program, there must be an appropriate sequence of courses leading to the degree..

STATUS: In Compliance

There are separate listings **by** major of each course required for the awarding of a degree in pages 60 through 195 of the 1993-95 Floyd College catalog. The specific major is listed at the top of the page, and the appropriate sequence of courses leading to the degree follow below.

Must Statement: An institution must publish the requirements for each degree it awards.

STATUS: In Compliance

The specific requirements for each degree offered are listed in the 1993-95 Floyd College catalog, between pages 61 and 195.

Must Statement: The requirements must be appropriate to the degree offered.

STATUS: In Compliance

Degree programs follow University System regulations for core courses with appropriate major field courses. See the current Floyd College catalog, and related "must statements" for more specific information.

Must Statement: The statement of requirements must specify: the total credits to be earned; the number and distribution of general education credits to be completed; the number of credits to be earned in the major or area of Concentration; the number of electives to be completed; standards for satisfactory progress; and other requirements which students must meet in order to receive a degree.

STATUS: In Compliance

These requirements are specified in two major areas, transfer and career courses. Transfer program degree requirements are specified on pages 48, and 58-59; career program degree requirements are specified on pages 48, and 112-114 of the 1993-95 Floyd College catalog.

Must Statement: Undergraduate Degree programs must contain a basic core of general education courses. A minimum of 15 semester hours for associate programs and a minimum of 30 semester hours for baccalaureate programs are required for degree completion.

STATUS: In Compliance

The basic core of general education requirements for transfer students are specified under the section titled, "Core Curriculum Requirements", page 58, of the 1993-95 Floyd College Catalog. Floyd College requires a minimum of 60 quarter hours--20 hours each in humanities, natural sciences and math, and social sciences in its core program.

Career program requirements are listed on pages 112-127 of the 1993-95 Floyd College catalog.

Must Statement: The core must include at least one course from each of the following areas: the humanities/fine arts; the social/behavioral sciences, and natural sciences/mathematics.

STATUS: Questionable

Transfer core curriculum requirements at Floyd College, specified on page 58 of the 1993-95 Floyd College catalog, include twenty hours (four courses) in humanities, twenty hours (four courses) in natural sciences and math, and twenty hours (four courses) in social sciences. Career program requirements vary more than transfer program requirements, but they include at least five hours of English and five hours of mathematics. (See pages 112-127 of the catalog.)

NOTE: Does each program include one course from social/behavioral sciences?

STATUS REPORT

Floyd College

Must Statement: The institution must demonstrate that its graduates are competent in reading, writing, oral communication and fundamental mathematical skills and the basic use of computers.

STATUS: In Compliance

All degree programs at Floyd require a math component, an oral component, a writing component, and a history component.

Developmental courses in reading, English and math are offered to students whose scores on the College Placement Exam indicate a deficiency in these areas. The Regents' Test, the successful completion of which is a requirement for graduation for transfer students, is administered four times a year. All students in English 101 must successfully complete a freshman essay which is evaluated by faculty committee. In addition, the Floyd Tutorial Center, operating out of the library, provides more individual instruction to students in the areas of reading, writing and math. All students must take CL 090, a basic computer literacy course, as a requirement for graduation.

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