

## 1.0 PRINCIPLES AND PHILOSOPHY OF ACCREDITATION

### Introduction

A university that achieves and subsequently maintains accreditation has demonstrated that it meets rigorous standards of quality throughout its operations, not the least of which is the educational process. The University of South Alabama (USA) embraces the principle of regional accreditation by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS) as the public affirmation of that achievement. Not only does USA strive for that affirmation, but it also embraces the philosophy of continuous quality improvement that underpins the conditions of eligibility and the criteria for accreditation.

In order to improve quality, one must assess quality. At USA, quality is continuously assessed within the administrative framework of the University. The self-study that is at the heart of the regional accreditation process provides an assessment that is based within the university but outside of the routine administrative framework of the institution. The 2000-2001 self-study at USA was a broad-based, comprehensive assessment of USA's operation relative to regionally accepted standards. Section I of this *Self-Study Report* documents (1) how USA embraces the principles and philosophy of regional accreditation and its responsibilities in that process and (2) how USA meets the conditions of eligibility.

## 1.1 INSTITUTIONAL COMMITMENT AND RESPONSIBILITIES IN THE ACCREDITATION PROCESS

#1 of 13

### **Academic Freedom while Offering Accredited Degrees**

*(Page 2, Line 35): The Commission of Colleges supports the right of an institution to pursue its established educational purpose; the right of faculty members to teach, investigate and publish freely; and the right of students to have opportunities for learning. However, the exercise of these rights **must** not interfere with the overriding obligation of the institution to offer its students a sound education leading to recognized certificates or degrees.*

USA first opened in 1964 to fulfill the educational needs of the citizens of the Gulf Coast and southern Alabama. USA's mission "actively embraces the functions of teaching, research, public service, and health care through which it vigorously pursues the preservation, discovery, communication, and the application of knowledge" (*Undergraduate and Graduate Bulletin, 2001-2002*, p. 3). The *Bulletin* explains more fully the history and mission of the institution. The academic freedom of students to learn and study and of faculty to teach and conduct research is emphasized in both the *Bulletin* (pp. 3-4) and the *USA Faculty Handbook, 2001* (Chapter 4.1.2, pp. 1-2). Academic freedom is regularly studied by means of faculty and student surveys such as the following: *Faculty Survey Institutional Summary* (1998); *How Satisfied Are USA Faculty with Job Conditions at South?* (1999); *Office of Institutional Research and Planning (OIRP) Special Report* (June 1996); *Freshman Concur They Receive a Rigorous Education at South* (1999); *USA Graduates Evaluate Their Overall Experience at South* (1997); OIRP reports dated September 1998 and June 1996; and *Report on 1992 Alumni Survey* (on file in Self-Study Office).

Since its earliest days, USA has embraced the importance of regional and international accreditation for providing sound education and approved degrees for its graduates. USA was founded in 1964, and its first SACS accreditation came four years later in 1968. It has been accredited continuously since then. Accrediting agencies for specific disciplines recognize numerous individual programs (*Undergraduate and Graduate Bulletin, 2001-2002, p. 4*). Table 4.2 in the *Institutional Self-Study Manual* (Section 18) lists the accreditations of individual departments and colleges.

### **Conclusion**

Compliance.

### **Recommendation**

None.

#2 of 13

### **Self-Study Intervals**

*(Page 5, Line 4): 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.*

USA commits itself to participating in the accreditation process with the *Institutional Self-Study Manual*, the *Institutional Self-Study Plan*, and the organization and work they set forth. The President of the University emphasized the importance of this process in a letter which is

included in the *Self-Study Manual* (Section 2). USA has conducted self-studies at the required intervals since December 4, 1968. The Institutional Self-Study Director has given explicit directions to principal committees and included the charge to identify both strengths and weaknesses with an emphasis on the possible positive outcomes of an honest appraisal (verbal communication, Institutional Self-Study Director, April 27, 2001).

### **Conclusion**

Compliance.

### **Recommendation**

None.

#3 of 13

### **Comprehensive Assessment**

*(Page 5, Line 8): 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, administration and governing boards; and provide a comprehensive analysis of the institution, identifying strengths and weaknesses.*

The self-study process itself involves every department and unit on campus, with active participation on committees at every level by both faculty and staff. There are ten principal committees with more than one hundred faculty and staff members assigned to investigate all aspects of the institution as outlined in the *Criteria for Accreditation*. Students actively participate on three of the committees. A budget, office, and staff have been assigned to the self-

study (*Institutional Self Study Manual*, Sections 3 and 7). As a part of the data collection process for the institutional self-study, departmental self-studies were conducted by faculty in each academic department, ensuring that the analysis was comprehensive.

### **Conclusion**

Compliance.

### **Recommendation**

None.

#4 of 13

### **Follow-Up Plan**

(Page 5, Line 14): *In addition, the Commission **requires** an adequate institutional follow-up plan to address issues identified in the self-study.*

The principal committees based their reports for the *Self-Study Report* upon data collected during the self-study. If compliance with any of the criteria could not be established, recommendations originating in the principal committees and endorsed by the Steering Committee were submitted to the Executive Committee for review. The Executive Committee is responsible for following up on the recommendations generated by the self-study. A *Self-Study Follow-Up Report* will be published in the summer of 2002 to document the progress of the implementation of the recommendations. A timeline for this follow-up plan appears in Section 9 of the *Institutional Self-Study Manual*.

**Conclusion**

Compliance.

**Recommendation**

None.

#5 of 13

**Participation in Activities of the Commission**

*(Page 5, Line 17): An institution **must** be committed to participation in the activities and decisions of the Commission.*

USA is wholeheartedly committed to the activities and decisions of the Commission. This commitment is evidenced by the number of faculty members who have recently served as members of visiting committees or who have chaired visiting committees for the Commission. A list of these individuals is found in Document 1.1: 5 of 13. In addition, USA faculty and administration attend SACS annual and regional meetings, and submit regular reports to SACS/COC. Finally, USA's commitment to participation in the activities and decisions of the Commission is evidenced by USA's history of continual SACS reaccreditation.

**Conclusion**

Compliance.

**Recommendation**

None.

#6 of 13

**Extending Knowledge**

*(Page 5, Line 26): An institution is committed to the search for knowledge and its dissemination.*

The University's commitment to the search for knowledge and its dissemination is evidenced in the product of its teaching and scholarship. It is further evidenced in the support that it provides to the faculty and students in its instructional facilities and equipment, research laboratories, library resources, technology, faculty reassigned time for research, funding for travel to professional meetings, "start-up" research funding for new faculty and assistance in obtaining extramural funding for research. Each year, the University Research Council awards intramural grants to assist faculty in conducting research and collecting preliminary data to support applications for extramural funding. For example, the Office of Sponsored Programs assists faculty members in their efforts to obtain external funding for their research by sponsoring workshops to help faculty develop, write, and submit grant proposals and by directly assisting faculty with specific proposals prior to their submission. In 2000-2001 USA faculty were awarded \$26,377,697 in extramural funding for research and training. Evidence of faculty research/scholarly and creative activities are provided in the college's annual reports and in faculty vitae.

## **Conclusion**

Compliance.

## **Recommendation**

None.

#7 of 13

## **Academic Integrity**

*(Page 5, Line 27): Integrity in the pursuit of knowledge is **expected** to govern the total environment of an institution.*

Integrity is expected for every aspect of the USA community. “The University’s environment must encourage and foster the qualities expected of leaders, such as integrity, service, stewardship, involvement and respect for individuals as well as an appreciation for diversity” *(Undergraduate and Graduate Bulletin, 2001-2002, p. 3)*. The *USA Faculty Handbook, 2001* makes numerous references to the topic of faculty integrity. For example, academic freedom, faculty workload as it relates to research and scholarship expectations, and professional ethics are discussed respectively in Chapters 4.1.2, 4.3.1, and 4.5. In Chapter 7.1, USA’s research mission and the faculty behavior expected in the conduct of that research are discussed, while conflict of interest and scientific misconduct are discussed respectively in Chapters 7.4.3 and 7.8. The USA Office of Research Compliance and Assurance (ORCA) promotes the responsible conduct of research throughout the USA community. ORCA sponsors a biannual seminar called “Research Integrity: Who is Responsible?” Integrity in the pursuit of knowledge is evidenced by the *Self-*

*Study Faculty Survey, 2001*, in which over 90% of the more than three hundred faculty members responding agreed that they had academic freedom at USA.

### **Conclusion**

Compliance.

### **Recommendation**

None.

#8 of 13

### **Integrity with Constituencies**

*(Page 5, Line 29): Each member institution is **responsible** for ensuring integrity in all operations dealing with its constituencies, in its relations with other member institutions, and in its accreditation activities with the Commission of Colleges.*

As stated in the *Undergraduate and Graduate Bulletin, 2001-2002* (p. 3), “The University’s environment must encourage and foster the qualities expected of leaders, such as integrity, service, stewardship, involvement and respect of individuals, as well as an appreciation for diversity.” The *Bulletin* further states that “USA’s programs of education, research, public service, and health care are all founded upon the basis of a reciprocal relationship between the institution and the community it serves. Instruction, research, scholarship, public service, and health care that enhance the economic development of the State and improve the quality of life and health of its citizens are integral and essential parts of its mission as a comprehensive, metropolitan university.” The USA community recognizes that the maintenance of a reciprocal

relationship between the institution and its constituents is essential to accomplishing its mission. To ensure the continued integrity of its programs, USA has many internal committees that provide direction and oversight for its programs. These internal committees continually monitor the institution's programs to ensure that they comply with USA's mission statement that requires integrity in all its operations. USA also routinely solicits external input and advice from community leaders through its many advisory committee. The involvement of outside constituents helps ensure that USA fulfills its mission to constituents throughout the Mobile area.

USA's relations with other member institutions is one of respect and cooperation. USA was a participant in the Articulation and General Studies Committee for the State of Alabama and has worked with colleagues from institutions throughout the state to develop a statewide core curriculum for each degree program offered at state-supported institutions of higher learning.

USA has a history of integrity in its accreditation activities. The SACS Reaffirmation Committee concurred in its 1993 report (see *SACS Report of the Reaffirmation Committee, University of South Alabama, 1993*). Throughout its history, the institution has consistently complied with all SACS requirements. It has reported Substantive Changes and submitted all annual reports as required. This integrity has been and will be maintained throughout the current cycle of activities directed toward reaffirmation of its accreditation.

## **Conclusion**

Compliance.

**Recommendation**

None.

#9 of 13

**Access**

*(Page 5, Line 33): 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.*

As the USA President has written, “The University will make available to the Commission on Colleges any and all information required to carry out its evaluative and accrediting function” (*Institutional Self-Study Manual*, Section 2). Committees have been empowered to request any necessary information and to send any relevant documents to the Self-Study Office Library to be available to the visiting team (*Institutional Self-Study Manual*, Section 15). Reports of other accrediting, licensing, and auditing agencies will be available in the Self-Study Office.

**Conclusion**

Compliance.

**Recommendation**

None.

#10 of 13

### **Cooperation During Evaluation**

*(Page 6, Line 3): 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 itself and the follow up to the site visit.*

As stated in the USA President’s letter of June 1, 2000, “The Commission can count on our full cooperation, and we look forward to welcoming members of the Commission and visiting team to our campus” (*Institutional Self-Study Manual*, Section 2). Timelines for site visit preparation, the site visit itself, and the follow-up to the site visit have been prepared (*Institutional Self-Study Manual*, Section 9), and a SACS Visiting Team Program has been drafted (Document 1.1: 10 of 13).

### **Conclusion**

Compliance.

### **Recommendation**

None.

#11 of 13

### **Open Atmosphere**

*(Page 6, Line 7): 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.*

As the USA President has written, “The University will make available to the Commission on Colleges any and all information required to carry out its evaluative and accrediting function” (*Institutional Self-Study Manual*, Section 2). The logistics to facilitate the work and progress of the evaluators have been identified, and work toward their implementation has begun (*SACS Visiting Team Program*, Document 1.1: 10 of 13).

**Conclusion**

Compliance.

**Recommendation**

None.

#12 of 13

**Title IV Compliance**

*(Page 6, Line 13): Each participating institution **must** be in compliance with its program responsibilities under Title IV of the 1992 Higher Education Amendments.*

USA is approved to administer several federal financial aid programs. Financial aid programs are closely monitored and regularly audited. USA is in full compliance with the regulations of the student loan programs as established under Title IV of the 1992 Higher Education Amendments, as verified by an annual A133 audit (Audit document 1.1: 12 of 13 is on file in the Self-Study Office.)

**Conclusion**

Compliance.

**Recommendation**

None.

#13 of 13

**Conditions of Eligibility**

*(Page 6, Line 22): Each institution seeking candidacy, membership or reaffirmation with the Commission on the Colleges **must** document its compliance with the Conditions of Eligibility as outlined in Section 1.4.*

USA is in compliance with the Conditions of Eligibility. Section 1.4 of this *Self-Study Report* documents compliance with each of the specified conditions.

**Conclusion**

Compliance.

**Recommendation**

None.

**1.2 APPLICATION OF THE CRITERIA**

#1 of 3

**Application of the Criteria**

*(Page 7, Line 4): 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 “Substantive Change Policy for Accredited Institutions” and its attendant procedures.*

The only substantive change USA has made since the 1992 SACS reaccreditation is in the area of distance education. The distance-education programs were established in accordance with the *Criteria* and the *Substantive Change Policy for Accredited Institutions of the Commission of Colleges*. These programs are described in more detail in Sections IV and V of this *Self-Study Report*.

**Conclusion**

Compliance.

**Recommendation**

None.

#2 of 3

**Application of the Criteria**

*(Page 7, Line 9): 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*.*

The only substantive change USA has made since the 1992 SACS reaccreditation has been the implementation of distance-education programs. These programs were initiated in fall of 1999 and reported to the Commission on Colleges on January 20, 2000 (a copy of the letter is in Document 1.2: 2 of 3).

### **Conclusion**

Compliance.

### **Recommendation**

None.

#3 of 3

### **Written Student Complaints**

*(Page 7, Line 31): Each institution **must** have adequate procedures for addressing written student complaints.*

An inspection of *The Lowdown: 2001-2002 Student Handbook* reveals that USA deals with student written complaints from many perspectives. For instance, *The Lowdown* provides the following:

- a procedure for securing special accommodations for students with disabilities (pp. 27 and 116),
- a “troubleshooter” list of places for students to go to secure assistance with various academic and non-academic issues (pp. 72-75),
- the Final Course Grade Grievance procedure (pp. 120-125),

- an explanation of the role of faculty advisors in helping students with a variety of issues (pp. 114-115),
- the appeals process for students having complaints against disciplinary actions taken against them by the University (p. 124),
- the procedure to be followed by students who wish to challenge the content of their education records (pp. 104-105),
- steps for students to take after a sexual assault (pp. 125-132),
- the Bill of Victims Rights, which specifies students' specific rights and procedures to follow when those rights have been violated by assault (p. 132),
- the appeal process for students who believe they have been treated unfairly in an academic misconduct hearing (pp. 138),
- the student-employee grievance process (p. 109).

A brief affirmative action statement also appears in *The Lowdown* (p. 30).

### **Conclusion**

Compliance.

### **Recommendation**

None.

**Proposal for Excellence**

The Principal Committee suggests that USA create one centralized document that addresses procedures pertaining to written student complaints, including those types of complaints listed above. This document should be available to faculty, staff, and students in both print-based and electronic form on the USA website. This document should contain step-by-step instructions as well as graphic flow charts. Copies should be available in the student union, dormitory residence offices, and departments throughout campus. USA should also develop a unified, coherent mechanism for receiving, processing, and acting upon written student input, including general suggestions and compliments, as well as complaints.

**1.3 SEPARATELY ACCREDITED UNITS**

#1 of 2

**Requirement for Separate Accreditation**

*(Page 8, Line 22): A unit is **required** to apply for separate accreditation or to maintain separate membership if, in the judgement of the Commission, the unit exercises this level of autonomy.*

USA has no separate or autonomous units.

**Conclusion**

Not applicable.

#2 of 2

**Notification of Separate Accreditation**

*(Page 8, Line 26): 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.*

USA seeks reaffirmation of its accreditation as a whole.

**Conclusion**

Compliance.

**Recommendation**

None.

**1.4 CONDITIONS OF ELIGIBILITY**

#1 of 50

**Documentation**

*(Page 9, Line 1): 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.*

USA provides this *Self-Study Report* as documentation of its compliance with the thirteen Conditions of Eligibility. USA's history of compliance with these Conditions is manifest in its continuous accreditation since December 4, 1968.

### **Conclusion**

Compliance.

### **Recommendation**

None.

#2 of 50

### **Compliance Capability**

*(Page 9, Line 4): 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.*

USA has been continuously accredited since 1968. Toward the reaffirmation of that accreditation, the President of the University appointed a director and co-director for an institutional self-study in February 2000 to verify compliance with the *Criteria*. In July 2000, the *Institutional Self-Study Manual* was approved by the Steering Committee for the self-study and was then published. The *Manual* includes a timetable and procedures for the self-study process and for the review and implementation of recommendations generated during the self-study to ensure compliance with the *Criteria*.

**Conclusion**

Compliance.

**Recommendation**

None.

#3 of 50

**Qualifications for Eligibility**

*(Page 9, Line 9): The Conditions of Eligibility are basic qualifications which an institution of higher education **must** meet to be accredited by the Commission on Colleges.*

USA accepts the Conditions of Eligibility as basic qualifications for accreditation by the Commission on Colleges. The President of the University makes a commitment to the conditions of eligibility in a letter dated June 1, 2000. A copy of the letter is located in Section 2 of the *Institutional Self-Study Manual*.

**Conclusion**

Compliance.

**Recommendation**

None.

#4 of 50

**Accredited Institutions and Compliance**

*(Page 9, Line 17): Accredited institutions **must** also demonstrate compliance with the Criteria for Accreditation which holds institutions to appropriately higher standards of quality.*

USA presents this *Self-Study Report* and a *Follow-Up Report on Recommendation Implementation* to demonstrate its compliance with the *Criteria for Accreditation*.

### **Conclusion**

Compliance.

### **Recommendation**

None.

#5 of 50

### **Institutional Agreement**

*(Page 9, Line 21): 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.*
- 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.*
- 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.*

USA agrees to all of the above statements, as indicated in President Moulton's letter dated June 1, 2000 (*Institutional Self-Study Manual*, Section 2).

**Conclusion**

Compliance.

**Recommendation**

None.

#6 of 50

**Formal Charter**

*(Page 10, Line 1): 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.*

The *Code of Alabama* (Document 1.4: 6 of 50 on file in Self-Study Office) describes the right for USA to exist (Section 16-55-1) and to grant degrees (Section 16-55-4). According to the *Undergraduate and Graduate Bulletin, 2001-2002*, the Alabama State Legislature created the University in May 1963 (p. 3).

**Conclusion**

Compliance.

**Recommendation**

None.

#7 of 50

**Governing Board**

*(Page 10, Line 5): 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.*

USA has a board of trustees consisting of sixteen members plus one ex officio member, as provided for in both the *Code of Alabama* (Section 16-55-2) (Document 1.4: 6 of 50 on file in Self-Study Office) and the *USA Board of Trustees Bylaws* (Document 1.4: 7 of 50 on file in Self-Study Office). The *Undergraduate and Graduate Bulletin, 2001-2002* (p. 238) contains a list of the current trustees, and this information is also available at the USA website ([www.southalabama.edu](http://www.southalabama.edu)).

**Conclusion**

Compliance.

**Recommendation**

None.

#8 of 50

### **Legal Responsibility**

*(Page 10, Line 8): The governing board is the legal body **responsible** for the institution.*

The *Code of Alabama* (Section 16-55-1) (Document 1.4: 6 of 50 on file in Self-Study Office) states that the governor, the state superintendent of education, and the trustees are constituted a public body corporate under the name of the University of South Alabama to establish a state institution of higher learning.

### **Conclusion**

Compliance.

### **Recommendation**

None.

#9 of 50

### **Evidence of Trustee Activities**

*(Page 10, Line 9): Evidence **must** be provided that the board is an active policy-making body for the institution.*

The USA Board of Trustees is an active policy-making body for the University, as evidenced by the minutes from the meetings of the Board for the past ten years. A copy of those minutes is available in the Self-Study Office (Document 1.4: 9 of 50).

### **Conclusion**

Compliance.

**Recommendation**

None.

#10 of 50

**Financial Responsibility**

*(Page 10, Line 11): The board is ultimately **responsible** for ensuring that the financial resources of the institution are used to provide a sound educational program.*

Section 16-55-3 of the *Code of Alabama* (Document 1.4: 6 of 50) gives the Board of Trustees all rights, privileges, and authority necessary to establish and provide for the maintenance and operation of a state university. In addition, the *Bylaws* (Document 1.4: 7 of 50) state that all financial concerns are among the primary functions of the Board of Trustees.

**Conclusion**

Compliance.

**Recommendation**

None.

#11 of 50

**Board of Trustees Control**

*(Page 10, Line 13): The board **must** not be controlled by a minority of board members or by organizations or interests separate from the board.*

The USA Board of Trustees is not controlled by a minority of board members or by organizations or interests separate from the Board. The minutes of the meetings of the Board of Trustees over the past ten years demonstrate that the group as a whole makes decisions with participation by a wide variety of members (a copy of these minutes is located in the Self-Study Office. See document 1.4: 9 of 50). A detailed discussion of the nature of the Board is located in Section 6.1.2 of this *Self-Study Report*.

### **Conclusion**

Compliance.

### **Recommendation**

None.

#12 of 50

### **Presiding Officer and Financial Interest**

*(Page 10, Line 15): The presiding officer of the board must have no contractual, employment, or personal or familial financial interest in the institution.*

As provided by the *Bylaws* (Document 1.4: 7 of 50), the Board of Trustees elects a Chairman *pro tempore* from among its members for a three-year term. Article I, Section 3 of the *Bylaws* states “that no trustee shall receive any payment or emolument other than his/her actual expenses incurred in the discharge of duties as a trustee.”

**Conclusion**

Compliance.

**Recommendation**

None.

#13 of 50

**Trustees and Financial Interest**

*(Page 10, Line 18): The majority of other voting members must have no contractual, employment, or personal or familial financial interest in the institution.*

Article I, Section 3 of the *Bylaws* (Document 1.4: 7 of 50) states “that no trustee shall receive any payment or emolument other than his/her actual expenses incurred in the discharge of duties as a trustee.”

**Conclusion**

Compliance.

**Recommendation**

None.

#14 of 50

**Board Membership and Continuity**

*(Page 10, Line 22): The bylaws of the board, or other legal documents **must** ensure appropriate continuity in the board membership, usually by staggered terms of adequate length.*

Both the *Code of Alabama* (Document 1.4: 6 of 50) and the *USA Board of Trustees Bylaws* (Document 1.4: 7 of 50) provide requirements for the positions on the Board. Appointments are for twelve-year terms, and there are three classes of members so that one third of the Board is appointed every four years.

**Conclusion**

Compliance.

**Recommendation**

None.

#15 of 50

**Board of Trustees Independence**

*(Page 10, Line 25): The bylaws or other legal documents **must** ensure the independence of the board.*

Both the *Code of Alabama* (Document 1.4: 6 of 50) and the *USA Board of Trustees Bylaws* (Document 1.4: 7 of 50) state: “The Governor and the State Superintendent of Education, by virtue of their respective offices, and the trustees appointed from the senatorial districts of the state enumerated in Section 16-55-2, are constituted a public body corporate under the name of University of South Alabama to carry into effect the purposes expressed in this article and to establish a state institution of higher learning.”

**Conclusion**

Compliance.

**Recommendation**

None.

#16 of 50

**Amendment of Bylaws**

*(Page 10, Line 26): Amendment of the bylaws **must** occur only by vote of the board after reasonable deliberation.*

Article VII of the *USA Board of Trustees Bylaws* (Document 1.4: 7 of 50) provides the requirements for amending bylaws, including a minimum of eight votes in favor of the change after at least thirty days' notice.

**Conclusion**

Compliance.

**Recommendation**

None.

#17 of 50

**Military Institution and its Governing Board**

*(Page 10, Line 33): If such a military institution is prohibited by the authorizing legislation from having a board with ultimate legal authority, it **must** have a public board in which neither the presiding officer nor a majority of the other members are civilian employees of the military or active/retired military.*

USA is not a military institution. Therefore, this criterion does not apply.

**Conclusion**

Not applicable.

#18 of 50

**Broad and Significant Influence on Military Institution**

*(Page 10, Line 38): This board, consisting of at least five members, **must** have broad and significant influence upon the institution's programs and operations.*

USA is not a military institution. Therefore, the criterion does not apply.

**Conclusion**

Not applicable.

#19 of 50

**Continuity of Military Board**

*(Page 10, Line 41): The military institution **must** demonstrate that there is appropriate continuity in the board membership and that its board, in policy and practice, is an active policy-making body for the institution.*

---

—

This criterion applies only to military institutions.

**Conclusion**

Not applicable.

#20 of 50

**Financial Resources for Military Institutions**

*(Page 11, Line 3): The board **must** ensure that the financial resources of the institution are used to provide a sound educational program.*

USA is not a military institution.

**Conclusion**

Not applicable.

#21 of 50

**Minority Control of Board**

*(Page 11, Line 6): The board **must not** be controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation.*

USA is not a military institution.

**Conclusion**

Not applicable.

#22 of 50

**Presiding Officer on Military Board**

*(Page 11, Line 9): The presiding officer of the board **must** have no contractual, employment, or personal or familial financial interest in the institution.*

USA is not a military institution.

**Conclusion**

Not applicable.

#23 of 50

**Voting Members on Military Board**

*(Page 11, Line 11): A majority of the other voting members **must** have no contractual, employment, or personal or familial financial interest in the institution.*

USA is not a military institution.

**Conclusion**

Not applicable.

#24 of 50

**Chief Executive Officer**

*(Page 11, Line 15): The institution **must** have a chief executive officer whose primary responsibility is to the institution.*

---

—

Article V of the *USA Board of Trustees Bylaws* (Document 1.4: 7 of 50) states that the President of the University will be elected by the Board of Trustees. It further states that “the President shall be responsible for the execution of the policies of the Board and his Executive Committee, and it shall be his duty to perform all those matters necessary to carry out the ends and purposes for which the University was established.”

**Conclusion**

Compliance.

**Recommendation**

None.

#25 of 50

**Presiding Officer of Board**

*(Page 11, Line 16): The chief executive officer **must not** be the presiding officer of the board.*

According to Article V of the *USA Board of Trustees Bylaws* (Document 1.4: 7 of 50), the President of the University is asked to attend and participate in all board meetings as a nonvoting member and is, therefore, not eligible for election as Chair.

**Conclusion**

Compliance.

**Recommendation**

---

—

None.

#26 of 50

### **Student Enrollment**

*(Page 11, Line 19): The institution **must** be in operation and have students enrolled in degree programs at the time of the committee visit.*

USA has been in continuous operation since its inception. Enrollment numbers for the past five fall terms are as follow: 11,999 in 1997, 11,445 in 1998, 11,185 in 1999, 11,673 in 2000, and 12,315 in 2001 (*USA Statistical Profiles, 2000-2001*, p. 32; USA Enrollment Services).

### **Conclusion**

Compliance.

### **Recommendation**

None.

#27 of 50

### **Degree Programs**

*(Page 11, Line 29): 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.*

The University offers no associate degree level programs. All baccalaureate degree programs at USA are based on a minimum of four academic years. Postgraduate degree programs are based

on at least one academic year. A list of all degrees conferred by USA appears in the *Undergraduate and Graduate Bulletin, 2001-2002* (p. 6.) and in Table 4.1: Academic Degree Program Inventory in the *USA Statistical Profiles, 2000-2001* (pp. 75-76). Specific course requirements for each degree program are listed in the *Undergraduate and Undergraduate Bulletin, 2001-2002* (pp. 35-120).

**Conclusion**

Compliance.

**Recommendation**

None.

#28 of 50

**Degree Programs**

*(Page 11, Line 29): The institution itself **must** provide instruction for all coursework required for at least one degree program at each level at which it awards degrees.*

USA itself provides instruction for all coursework required for all degree programs offered, as reflected in the *Undergraduate and Graduate Bulletin, 2001-2002* and the current *Schedule of Classes*.

**Conclusion**

Compliance.

### **Recommendation**

None.

#29 of 50

### **Alternative Approaches**

*(Page 11, Line 31): Any alternative approach to meeting this requirement **must** be approved by the Commission on Colleges.*

No alternative approaches to meeting this requirement are utilized at USA.

### **Conclusion**

Not applicable.

#30 of 50

### **Evaluation of the Educational Program**

*(Page 11, Line 33): In all cases, the institution **must** be able to demonstrate that it evaluates all aspects of its educational program.*

At USA, educational programs are evaluated annually at the departmental level. During the summer, each department develops a set of objectives related to the mission of that department. These objectives pertain to the teaching, research, and service aspects of its mission and embrace the goal of improving the outcomes of the educational program. At the end of the spring semester, the departments (1) conduct assessments of how well they have accomplished their objectives, (2) analyze the results of those assessments, (3) document the utilization of assessment results to improve programs, and (4) develop objectives for the next year based upon

their analyses. (Documentation of this evaluation process is available for review in the Self-Study Office.)

**Conclusion**

Compliance.

**Recommendation**

None.

#31 of 50

**Compatibility of Programs with Purpose**

*(Page 11, Line 36): The institution's degree programs **must** be compatible with its stated purpose and based upon fields of study appropriate to higher education.*

As stated in the *Undergraduate and Graduate Bulletin, 2001-2002* in the section on goals and purposes: "Emphasis is placed on the traditional dedication to the advancement and dissemination of knowledge, as a center of learning concerned with the arts and humanities, study of human nature, phenomena of the physical world, processes of human relationships, and the knowledge and skills necessary for participation in professional vocational endeavors" (pp. 3-4). Degree programs and departments of instruction that encompass these areas are offered at USA and are elaborated in the *Bulletin* (pp. 5-6).

**Conclusion**

Compliance.

**Recommendation**

None.

#32 of 50

**Institutional Purpose**

*(Page 12, Line 3): The institution **must** have a clearly defined, published statement of purpose appropriate to an institution of higher education.*

The mission, goals, and purposes of USA are published in the *Undergraduate and Graduate Bulletin, 2001-2002* (pp. 3-4), *The Lowdown: 2001-2002 Student Handbook* (p. 16-17), and the *USA Faculty Handbook, 2001*. Section II of this *Self-Study Report* elaborates on how the mission, goals, and purposes of USA are appropriate to an institution of higher education.

**Conclusion**

Compliance.

**Recommendation**

None.

#33 of 50

### **Planning and Evaluation Process**

*(Page 12, Line 6): The institution **must** have an appropriate plan, as well as a functioning planning process, which identifies and integrates projected educational, physical and financial development, and incorporates procedures for program review and institutional improvement.*

Each division of USA prepares an annual statement of goals and objectives that describes activities to achieve progress toward the institution's broad strategic goals and objectives for any given planning period. These strategic goals and objectives are proposed by the Long-Range Planning Committee and approved by the Board of Trustees. Annual progress statements from each division will be consolidated into a report titled *Realizations* and presented to both the Long-Range Planning Committee and to the Board of Trustees. The report will then be published and made available to all members of the USA community. A flow chart depicting this strategic planning process is found in *Visions: Strategies for Realizing Shared Visions of the University of South Alabama, 2000-01 through 2005-2006* (p. 6).

### **Conclusion**

Compliance.

### **Recommendation**

None.

#34 of 50

### **Admission Policies**

(Page 12, Line 12): *The institution **must** have published admission policies compatible with its stated purpose.*

USA seeks to admit only those students who possess the intellectual capacity, maturity, previous training, and motivation necessary for success in its several programs (*Undergraduate and Graduate Bulletin, 2001-2002*, p. 7). This basic philosophy--along with the detailed policies elaborated in the *Undergraduate and Graduate Bulletin, 2001-2002* (pp. 7-11, 31-34) and the *College of Medicine Bulletin, 2000-2001* (pp. 9-15)--facilitate “the creation of an environment of intellectual excitement and an educational climate that will stimulate both faculty and students” (Goals and Purposes, *Undergraduate and Graduate Bulletin, 2001-2002*, pp. 3-4).

### **Conclusion**

Compliance.

### **Recommendation**

None.

#35 of 50

### **General Education Requirement**

(Page 12, Line 14): *All undergraduate degree programs of the institution **must** include a substantial component of general education courses at the collegiate level.*

As described in the *Undergraduate and Graduate Bulletin, 2001-2002* (pp. 24-25), all undergraduate degree programs of the institution include a substantial component of required general education courses at the collegiate level.

**Conclusion**

Compliance.

**Recommendation**

None.

#36 of 50

**Semester Hour Requirement**

*(Page 12, Line 16): 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.*

USA does not offer associate degrees. As described in the *Bulletin* (pp. 24-25), all baccalaureate programs require a minimum of forty-one semester hours of general education courses.

**Conclusion**

Compliance.

**Recommendation**

None.

#37 of 50

### **General Education Course Requirements**

*(Page 12, Line 21): The credit hours **must** be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.*

As described in the *Bulletin* (pp. 25-26), all students must fulfill general education requirements.

These include courses from each of the following areas: written composition; humanities and fine arts; natural sciences and mathematics; history and social and behavioral sciences.

### **Conclusion**

Compliance.

### **Recommendation**

None.

#38 of 50

### **Course Breadth of Knowledge**

*(Page 12, Line 24): The courses **must** be designed to ensure breadth of knowledge and must not be narrowly focused on those skills, techniques and procedures peculiar to a particular occupation or profession.*

As stated in the *Bulletin* (pp. 24-25), the courses that satisfy the general education requirement

“should be broad in scope and content rather than specific and should emphasize a global

perspective.” General education requirements for each degree program are listed in the *Bulletin* (pp. 35-120).

### **Conclusion**

Compliance.

### **Recommendation**

None.

#39 of 50

### **Number of Full-time Faculty**

*(Page 12, Line 28): The number of full-time faculty members **must** be adequate to provide effective teaching, advising and scholarly or creative activity.*

According to the *USA Statistical Profiles, 2000-2001*, the student/full-time faculty ratio is just over 16/1. While a full teaching load for USA faculty is twelve hours per semester (*USA Faculty Handbook, 2001*, Chapter 4.3.1, p. 9), faculty are afforded a reduction in teaching load for research and other assigned service activities. The *Faculty Handbook* addresses exceptions to standard teaching loads: “The department is responsible for making the necessary adjustments in the total faculty workload so that departmental expectations as determined by the department and Dean in each of these areas are fulfilled” (Chapter 4.3.1, pp. 10-11). For the academic year 2000-2001, the average teaching load was 10.4 semester hours per full time faculty member (*USA Faculty FTE Summary Reports, Document 1.4: 39 of 50*).

According to the *Self-Study Student Survey, 2001*, 78% of students responding (n = 744) agreed that they received the academic advising they needed, while 79% of students (n = 745) reported they were able to register for desired courses. In the *Self-Study Faculty Survey, 2001*, 80% of faculty (n = 279) agreed that they had an appropriate number of undergraduate students to advise. Of graduate faculty responding, 92% (n = 256) agreed that academic advising was sufficient.

According to the *Faculty Handbook*, “faculty conduct of research, scholarship and creative activities are all essential to the mission and are encouraged and actively supported by the University” (Chapter 4, p. 10). In the *Faculty Survey*, 68% of faculty (n = 353) reported adequate opportunities for professional development, while 90% reported having academic freedom. According to the *USA Faculty FTE Summary Reports* (Document 1.4: 39 of 50), the number of faculty full-time equivalents (FTEs) on reassigned time for research activities has increased by 24.6% from Fall 1998 to Spring 2001.

The data referenced above suggest that overall the number of full-time faculty provides effective teaching, advising, and scholarly or creative activity

### **Conclusion**

Compliance.

### **Recommendation**

None.

#40 of 50

**Faculty Coordination/Supervision for Majors**

*(Page 12, Line 30): 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 each major in a degree program, there is at least one full-time faculty member with responsibility for supervision and coordination of the major. This is verified in the departmental self-study reports.

**Conclusion**

Compliance.

**Recommendation**

None.

#41 of 50

**Faculty Coordination for Non Major Programs**

*(Page 12, Line 33): In those degree programs for which the institution does not identify a major, this requirement **applies** to a curricular area or concentration.*

In those degree programs for which the institution does not identify a major, there is at least one full-time faculty member with responsibility for supervision and coordination of the major. For

---

—

example, the Personalized Studies Program (PSP), described in the *Undergraduate and Graduate Bulletin, 2001-2002* (pp. 63-64), requires each curriculum plan to be approved by the PSP Committee and the Dean of the College of Arts and Sciences. Following this approval, an academic team and an advisor supervise each student in the PSP Program who is completing a tailored curriculum plan for the degree of Bachelor of Arts and Sciences.

### **Conclusion**

Compliance.

### **Recommendation**

None.

#42 of 50

### **Learning Resources/Services**

*(Page 12, Line 36): 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.*

USA has many learning resources to support the courses, programs and degrees offered, such as the following:

- institution-owned resources, library, computer/technical resources, classrooms, instructional and research laboratories, administrative, recreational and residential facilities and hospitals,

- contractual agreements with multiple agencies for clinical study throughout Alabama and surrounding states,
- grant-funded projects and research studies,
- distance education offerings on the Internet through eCollege,
- USA Teaching Seminars for general faculty and for online faculty,
- online learning lab, and
- National Educational Training Group (NETg).

### **Conclusion**

Compliance.

### **Recommendation**

None.

### **Proposal for Excellence**

The Principal Committee suggests that college deans review all of the departmental self-study Reports for their respective departments and meet with the faculty in their departments to review the stated needs for learning resources. This step will enhance the deans' abilities to ensure that allocation of existing resources and requests for additional resources are compatible with the stated objectives of the colleges and their departments.

**Adequate Financial Base**

(Page 12, Line 41): *The institution **must** have an adequate financial base to accomplish its purpose at an acceptable level of quality on a continuing basis.*

A detailed description of USA's financial base is provided in Section 6.3 of this *Self-Study Report*. The growth of USA in size, complexity, and enrollment since its inception in 1963 would not have been possible without both an adequate financial base and an ongoing commitment to quality.

The Long-Range Planning Committee (LRPC) at USA has adopted the assumption that "state funding for four-year institutions will remain constrained over the next five fiscal years.

Operating appropriations will be subject to reductions, and state funding for special programs and projects will be difficult to secure." At the same time, the LRPC has recognized that during that time period there will be an increased demand for expanded student-service programs, distance-education technology, resources to maintain regulatory compliance, faculty and staff development programs, and expanded assessment of institutional and program educational outcomes. Furthermore, the LRPC has embraced the strategic objective to "develop a plan for implementing new academic degree programs that build on the University's strengths and existing resources and that are responsive to the needs of the institution's constituencies"

*(Visions: Strategies for Realizing Shared Visions of the University of South Alabama, 2000-01 through 2005-2006, pp. 12-17, and 26.*

The data presented in Section 6.3 of this *Self-Study Report* indicate that USA currently operates upon a substantial financial base and that USA has a history of financial stability. Thus, it is

likely that most programs and services will persist at an acceptable level of quality despite increased competition for financial resources in the near future. However, this outcome should not be taken for granted.

**Conclusion**

Compliance.

**Recommendation**

None.

**Proposal for Excellence**

The Principal Committee suggests that a committee composed of faculty, staff, and administrators develop a set of global Quality Indicators to assess, on an on-going basis, the impact of fluctuating financial resources on the quality of the outcomes that reflect USA's stated mission and purpose. These Quality Indicators should be empirically and objectively measurable, and not rely on opinion surveys. The measurement of these Quality Indicators should yield data, the analysis of which will provide division heads and program directors with a rational basis for resource allocation to maximize realization of USA's strategic goals and objectives, while maintaining an acceptable level of quality.

#44 of 50

### **Financial Statements**

*(Page 13, Line 2): The institution **must** provide financial statements and related documents (as specified in Section 6.3.6) which accurately and appropriately represent the total operation of the institution.*

An audited financial statement for 2000-2001 and preliminary information for 2001-2002 will be available for the Reaffirmation Committee's visit. As a state-supported institution, USA is under the jurisdiction of the Government Accounting Standards Board.

### **Conclusion**

Compliance.

### **Recommendation**

None.

#45 of 50

### **Institutional Audits**

*(Page 13, Line 6): Any institution, whether a part of a system or not, which is seeking initial candidacy for membership, candidacy renewal, or initial membership **must** include in its application separate institutional audits and management letters for its three most recent fiscal years, including that for the fiscal year ending immediately prior to the date of the submission of the application.*

Institutional audits and management letters for the fiscal years ending 1999, 2000, and 2001 are on file in the Self-Study Office.

**Conclusion**

Compliance.

**Recommendation**

None.

#46 of 50

**Most Recent Audit**

*(Page 13, Line 12): Further, it **must** have available the audit and management letter for the most recent fiscal year ending immediately prior to any committee visit for candidacy, candidacy renewal, or initial membership.*

An initial draft of the audit and management letter for 2000-2001 will be available prior to the Reaffirmation Committee's visit. A financial statement for 2001-2002 will be available for the Committee's visit.

**Conclusion**

Compliance.

**Recommendation**

None.

#47 of 50

### **Independence of Auditors**

*(Page 13, Line 16): These audits **must** be conducted by independent certified public accountants or an appropriate governmental auditing agency.*

USA's audits are performed by Ernst & Young, LLP. The annual fiscal year audit is made by the Alabama Department of Examiners of Public Accounts under the auspices of the State Legislature and Ernst and Young, appointed by the University Board of Trustees. This auditing agency is independent of USA and conducts its audits in accordance with generally accepted accounting principles.

### **Conclusion**

Compliance.

### **Recommendation**

None.

#48 of 50

### **Operating Fund**

*(Page 13, Line 18): An applicant or candidate institution **must** not show an annual or cumulative operating deficit at any time during the application process or at any time during candidacy.*

For the year ending September 30, 2000, the Operating Fund Balance was \$15,600,341.86 (see Document 1.4: 48 of 50).

### **Conclusion**

---

—

Compliance.

**Recommendation**

None.

#49 of 50

**Military Institutions**

*(Page 13, Line 22): Applicant and candidate military institutions authorized and operated by the federal government to award degrees **must** provide financial information, as shall be required by the Commission, from appropriate governmental agencies.*

This statement refers to military institutions and is not applicable to USA.

**Conclusion**

Not applicable.

#50 of 50

**Military Institutions**

*(Page 13, Line 26): This information **must** accurately represent the total operation of the institution and must be sufficient to demonstrate adequate financial support of programs and operations.*

This statement refers to military institutions and is not applicable to USA.

**Conclusion**

Not applicable.

## 1.5 INITIAL MEMBERSHIP

#1 of 1

### **Initial Membership**

(Page 14, Line 1): *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 highest level of the highest degree offered prior to action by the Commission on Colleges.*

As indicated by Document 1.5: 1 of 1, USA's accreditation was reaffirmed on December 15, 1993. USA is once again seeking reaffirmation of its accreditation, not initial membership.

Therefore, this criterion does not apply.

### **Conclusion**

Not applicable.

## 1.6 REPRESENTATION OF STATUS

#1 of 2

### **Representation of Status**

*(Page 14, Line 10): An institution must be accurate in reporting to the public its status and relationship with the Commission.*

USA strives for accuracy in all reports to the public concerning its accreditation status. The *USA Undergraduate and Graduate Bulletin 2001-2002* (p. 4) reports USA's accreditation status and relationship with the Commission on Colleges accurately and in accordance with SACS requirements.

### **Conclusion**

Compliance.

### **Recommendation**

None.

#2 of 2

**Statement of Relationship**

*(Page 14, Line 12): 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 (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award (name specific degree levels).*

The accreditation of the institution, as well as the specific accreditations of programs within the institution, is properly described in the *Undergraduate and Graduate Bulletin, 2001-2002* (p. 4). A review of other institutional publications reveals no incorrect references. The description of institutional accreditation is in accordance with the prescribed statement in the *Criteria for Accreditation*.

**Conclusion**

Compliance.

**Recommendation**

None

#3 of 4

**Future Accreditation Status**

(Page 14, Line 26): No statement **may be made** about possible future accreditation status with the Commission on Colleges.

A careful survey of the following documents suggests that no statements have been made by the University of South Alabama about possible future accreditation status with the Commission on Colleges: *USA Undergraduate and Graduate Bulletin*, *USA Statistical Profiles*; *The Lowdown: A Student Handbook*; *Undergraduate and Graduate Bulletin*; *USA Schedule of Classes*; *The Tapestry: The University of South Alabama Spring 2001 Commencement Edition*; and *Center for Business and Economic Research--Mobile Convention and Visitors Corporation Newsletter*.

In addition, a review of all brochures produced and distributed by the admissions office revealed no evidence of reference to future accreditation status. These publications include the following: *Guide to College of Allied Health Professions*; *Guide to College of Nursing*; *Guide to Computer and Information Sciences*; *Guide to Department of Housing*; *Guide to Developmental Studies Program*; *Guide to the Fine and Performing Arts*; *Guide to Health Pre-Professions Program*; *Guide to the Humanities*; *Guide to the Department of Meteorology*; *Guide to Mitchell College of Business*; *Guide to The Natural and Physical Sciences*; *Guide to Pre-Law Program*; and *Guide to Social Sciences*; *Guide to Transferring to the University of South Alabama*. These publications are available for review in the Self-Study Office.

**Conclusion**

Compliance.

**Recommendation**

None.

#4 of 4

**Logo or Seal of SACS**

*(Page 14, Line 28): The logo or seal of the Southern Association of Colleges and Schools **must not** be used by the institution.*

A careful survey of the following documents indicates that the SACS logo and seal have not been used by USA: *USA Undergraduate and Graduate Bulletin; Graphics: Conditions of Use and Official USA Symbols* (both of which were provided by USA web services); *USA Statistical Profiles; The Lowdown: A Student Handbook; Undergraduate and Graduate Bulletin, 2001-2002; USA Schedule of Classes; The Tapestry: The University of South Alabama Spring 2001 Commencement Edition; and Center for Business and Economic Research--Mobile Convention and Visitors Corporation Newsletter.*

In addition, a review of all brochures put out by the admissions office revealed that neither the SACS logo nor its seal has been used by this institution. These publications include the following: *Guide to College of Allied Health Professions; Guide to College of Nursing; Guide to Computer and Information Sciences; Guide to Department of Housing; Guide to Developmental Studies Program; Guide to the Fine and Performing Arts; Guide to Health Pre-Professions Program; Guide to the Humanities; Guide to the Department of Meteorology; Guide to Mitchell College of Business; Guide to The Natural and Physical Sciences; Guide to Pre-Law Program;*

*Guide to Social Sciences*; and *Guide to Transferring to the University of South Alabama*. These publications are available for review in the Self-Study Office.

**Conclusion**

Compliance.

**Recommendation**

None.