

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. (*Physical resources*)

Rationale and Notes

Adequate physical resources are essential to the educational environment and include well-maintained buildings and grounds that are safe and appropriate for the scope of the institution’s programs and services. It is reasonable that the general public and current and prospective students expect the institution to have sufficient physical resources necessary to fulfill its mission as an ongoing concern.

Relevant Questions for Consideration

- How does the institution demonstrate that the physical resources of the institution are adequate in quality, scope, and condition to support the mission of its programs and services?
- How does the institution evaluate the appropriateness and sufficiency of physical resources at off-campus instructional sites?

Documentation

Required Documentation, if applicable

Documentation of the adequacy and condition of physical resources at all locations

Examples of other Types of Documentation

- Facilities master plan
- Financial history and narrative regarding recently completed, present, or planned capital campaigns
- Facilities inventory plan
- Surveys from faculty, staff, and students addressing adequacy of the institution’s physical facilities
- Data comparing facility needs to actual facilities available
- Academic master plan or similar document for planned facilities use to support academic programs, if available
- Survey results of benchmark comparisons

Reference to Commission Documents, if applicable

“Distance and Correspondence Education”

Cross References to other related Standards/Requirements, if applicable

Comprehensive Standard 3.11.1

Comprehensive Standard 3.11.2

Comprehensive Standard 3.11.3

2.12 The institution has developed an acceptable Quality Enhancement Plan that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (*Quality Enhancement Plan*)

(Note: This requirement is not addressed by the institution in its Compliance Certification.)

Rationale and Notes

The *Principles of Accreditation* attests to the commitment of the Commission on Colleges to the enhancement of the quality of higher education and to the proposition that student learning is at the heart of the mission of all institutions of higher learning. The Quality Enhancement Plan

(QEP) is a component of the accreditation process that reflects and affirms both of these commitments. Developing a QEP as part of the reaffirmation process is an opportunity and an impetus for an institution to enhance overall institutional quality and effectiveness by focusing on an issue or issues the institution considers important to improving student learning.

The QEP describes a carefully designed and focused course of action that addresses a well-defined topic or issue(s) emerging from institutional assessment and focuses on enhancing student learning or the environment supporting student learning. Student learning is defined broadly in the context of the QEP and may address a wide range of topics or issues but, in all cases, the goals and evaluation strategies need to be clearly and directly linked to improving the quality of student learning and be consistent with the institution's strategic plan.

Note: The QEP is a course of action that is specific to an institution and its mission. It is intended to be customized and designed to meet the needs of students at a particular institution. It is an opportunity for an institution to be creative in an area related to compliance with the *Principles*. Therefore, although an institution may want to study QEPs completed by other institutions, an institution's QEP should reflect the needs of the institution and be customized to accomplish its goals.

Compliance with Core Requirement 2.12 is applicable to action on reaffirmation.

SACSCOC Executive Council considered the question about whether an institution can use facets of its previous QEP for its next reaffirmation review. The Council determined that an institution could do so under the following conditions: The new QEP (1) should be derived from an assessment of its previous QEP, (2) have distinct goals and institutional outcomes from its first QEP, and (3) continue to focus on student learning outcomes and/or the environment supporting student learning and quality enhancement.

Relevant Questions for Consideration in the preparation of the QEP

- Has the institution identified and provided a clear and concise description of a significant issue(s) directly related to student learning or the environment supporting student learning?
- What are the intended benefits of the QEP to the institution and to its student?
- How does the QEP support the mission of the institution?
- What assessment data were used for the selection of the topic?

Reference to Commission Documents, if applicable

Handbook for Institutions Seeking Reaffirmation of Accreditation

Cross References to other related Standards/Requirements, if applicable

Core Requirement 2.5

Comprehensive Standard 3.3.2