

- Data on the frequency of usage of academic and student support services, programs, and activities by students and faculty.
- Surveys indicating that student and faculty needs are being met.

### Reference to SACSCOC Documents, If Applicable

SACSCOC policy: [Distance and Correspondence Education](#)

### Cross-References to Other related Standards/Requirements, If Applicable

Standard 8.2.c (*Student outcomes: academic and student services*)

CR 11.1 (*Library and learning/information resources*)

Standard 12.2 (*Student support services staff*)

Standard 12.3 (*Student rights*)

Standard 12.5 (*Student records*)

Standard 12.6 (*Student debt*)

**12.2 The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution.**  
(*Student support services staff*)

### Rationale and Notes

Qualified and effective faculty and staff are essential to implementing the institution's goals and mission and to ensuring the quality and integrity of its academic and student support programs and services. In order to carry out such programs and services, the institution is expected to appoint student affairs professionals who have adequate educational training and/or experience to provide these services. Although academic credentials are primary and, in most cases, will be the standard qualification, other types of qualifications may be appropriate. Furthermore, mission-related considerations may affect desired qualifications.

### Questions to Consider

- How does providing academic and student support programs and services cut across organizational lines at the institution?
- What are the student support programs and services and how are they staffed?
- What are the qualifications, both academic and experiential, for student affairs and academic support personnel?
- What are the training and professional growth opportunities for student affairs staff?

- What evidence is needed to demonstrate that the staff is sufficient to accomplish the mission?

### Sample Documentation

- Roster of academic and student services staff with job duties, academic qualifications, and experience.
- Position descriptions.
- Details related to professional growth and training activities.
- Organizational charts that help demonstrate reporting structures.

### Reference to SACSCOC Documents, If Applicable

None noted.

### Cross-References to Other Related Standards/Requirements, If Applicable

Standard 12.1 (*Student support services*)

**12.3** The institution publishes clear and appropriate statements of student rights and responsibilities and disseminates the statement(s) to the campus community. (*Student rights*)

### Rationale and Notes

Institutions are obligated to develop comprehensive and appropriate policies delineating student rights and responsibilities because students and student learning are central to the institutional mission. To be effective, such policies are clearly written and widely available to the entire community of the institution and need to include procedures for use by students in preserving these rights and responsibilities. While student rights and responsibilities might not be enumerated in a single document, all elements should be easily accessible and should not be contradictory.

#### NOTE

*Institutions may find professional organizations helpful in developing appropriate statements of student rights and responsibilities. See, for example, [NASPA—Student Affairs Administrators in Higher Education](#) and [ACPA—College Student Educators International](#).*

### Questions to Consider

- Do student rights and responsibilities conform to sound educational practice and meet the needs of all undergraduate and graduate students served by the institution?
- Where are these rights and responsibilities published?