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**THE FIFTH-YEAR INTERIM REPORT**

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| **Name of Institution:****Address of the Institution:****Name, title, contact numbers of person(s) preparing the report:** |

The Fifth-Year Interim Report is comprised of the following:

* **Signatures Attesting to Integrity *(applicable to all institutions).*** Requests that the chief executive officer and accreditation liaison attest to the accuracy of institutional assessment and documentation supporting that assessment.
* **Institutional Summary Form Prepared for SACSCOC Reviews *(applicable to all institutions).*** Requests that the institution complete the “Institutional Summary Form Prepared for SACSCOC Reviews.”
* **Fifth-Year Compliance Certification** ***(applicable to all institutions).*** Monitors continued compliance with identified Core Requirements and Standards.
* **Impact Report of the Quality Enhancement Plan** ***(applicable to all institutions)***. Demonstrates the extent to which the QEP has affected outcomes related to student learning and/or student success.

**An institution may also be requested to host an off-campus committee charged to review new, but unvisited, off-campus sites initiated since the institution’s previous reaffirmation. An institution will be notified of this at the time it receives its notification letter from the SACSCOC President regarding the Fifth-Year Interim Report.**

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| **Signatures Attesting to Integrity** ***(Applicable to all institutions)*** |

By signing below, we attest that \_\_\_\_\_\_\_\_\_\_\_\_\_ *(name of institution)* has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Standards of the *Principles of Accreditation*.

Date of Submission: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Accreditation Liaison**

**Name of Accreditation Liaison**

**Signature**

 **Chief Executive Officer**

**Name of Chief Executive Officer**

**Signature**

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| **The “Institutional Summary****Form Prepared for SACSCOC Reviews”**(***Applicable to all institutions)*** |

**Directions: Please submit the** [*Institutional Summary Form Prepared for SACSCOC Review*](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fsacscoc.org%2Fapp%2Fuploads%2F2020%2F03%2FSummary-Form-for-SACSCOC-Review.docx&wdOrigin=BROWSELINK)***,* checking “Submitted with Compliance Certification for Fifth-Year Interim Report” on the first page.**

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| **The Fifth-Year Compliance Certification*****(Applicable to all institutions)*** |

**Directions:**

**(1) Please access the document** **“**[**Directions and Guidelines for the Completion of the Fifth-Year Interim Report**](https://sacscoc.org/app/uploads/2019/09/DirectionsGuidelines-for-Completion-of-Part-III.2018.pdf)**.”**

**(2) For each Principle listed below, the institution should make a determination regarding compliance, place an “X” in the appropriate box, explain the reason for the institution’s findings, and *provide documentation* in support of its determination.**

 *Compliance The institution found that it meets the requirement and provides a convincing argument in support of its determination and a list of documents (or electronic access to the documents) demonstrating compliance.*

 *Non-Compliance The institution found that it does not meet the requirement and provides the reason for checking non-compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.*

**Section 5: Administration and Organization**

5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

 *(Qualified administrative/academic officers)*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

**Section 6: Faculty**

6.1 **The institution employs a sufficient number of full-time faculty members to support the mission and goals of the institution.**

 ***(Full-time faculty)* [CR]**

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

6.2 For each of its educational programs, the institution

6.2.b Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

 *(Program faculty)*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

6.2.c Assigns appropriate responsibility for program coordination.

 *(Program coordination)*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

**Section 8: Student Achievement**

8.1 **The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. *(Student achievement)* [CR]**

*[Note: Each member institution has chosen a specific metric with SACSCOC for measuring graduation rate and analyzing that measure of student success.  As part of its response to this standard, the institution should identify its chosen metric; provide appropriate data regarding its performance as measured by that metric (including its baseline data, goals, and outcomes); and discuss any changes it has made based on its analysis of this graduation-rate data.  Institutions are also required to disaggregate their graduation data in appropriate ways; they should discuss that disaggregated data and any changes made as a result of analyzing that data.]*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

8.2.aStudent learning outcomes for each of its educational programs.

 *(Student outcomes: educational programs)*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

**Section 9: Educational Program Structure and Content**

9.1 **Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education.**

*(Program content)* **[CR]**

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

9.2 **The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.**

*(Program length)* **[CR]**

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

**Section 10: Educational Policies, Procedures, and Practices**

10.2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

 *(Public information)*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

10.3 The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students. *(Archived information)*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

10.5 The institution (a) publishes admissions policies consistent with its mission; ensures that is recruitment materials and presentations accurately represent the institution’s practices, policies, and accreditation status; and (c) ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

 *(Admissions policies and practices)*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

10.6 An institution that offers distance or correspondence education:

(a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

(b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

(c) ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity. *(Distance and correspondence education)*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

10.7The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

 *(Policies for awarding credit)*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

10.9 The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

 *(Cooperative academic arrangements)*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

**Section 12: Academic and Student Support Services**

12.1 **The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.**

 *(Student support services)* **[CR]**

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

12.4 The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

 *(Student complaints)*

*[Note: As part of its response to this standard, the institution should include information about the individual(s)/office(s) responsible for maintaining these records, elements of a complaint review that are included in the record(s), and whether the records are centralized or decentralized.]*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

**Section 13: Financial and Physical Resources**

13.6 The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution’s compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education.

 *(Federal and state responsibilities)*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

13.7 The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities.

 *(Physical resources)*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

13.8 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

*(Institutional environment)*

*[Note: An institution should also include information about the status of any open or closed investigations by the U.S. Department of Education’s Office of Civil Rights related to sexual violence that were active at the time of, or have occurred since, the institution’s last comprehensive review.  If there have been no such investigations, the institution should indicate as much.]*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

**Section 14: Transparency and Institutional Representation**

14.1 The institution (a) accurately represents its accreditation status and publishes the name, address, telephone number, and website address of SACSCOC in accordance with SACSCOC’s requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus. *(Publication of accreditation status)*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

14.3 The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

 *(Comprehensive institutional reviews)*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

14.4 The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy [*Accrediting Decisions of Other Agencies*](http://sacscoc.org/app/uploads/2019/07/AccredDecisionsOthers.pdf).)

*(Representation to other agencies)*

*[Note: Institutions responding to part (a) of this standard should provide evidence (e.g., appropriate portion of the most recent self-study, report from the other accreditor, etc.) that demonstrates the accurate representation to other U.S. DOE recognized agencies with regard to such things as institutional purpose, governance, programs, and finances.]*

\_\_\_ Compliance \_\_\_ Non-Compliance

**Narrative:**

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| **The Impact Report of the Quality Enhancement Plan** |

**Definition:** The QEP Impact Report, submitted five years prior to the institution’s next decennial review, is a report demonstrating the extent to which the QEP has affected outcomes related to student learning and/or student success. It is part of the institution’s Fifth-Year Interim Report.

**Reviewers:** The QEP Impact Report is reviewed by the Committee on Fifth-Year Interim Reports.

**Elements:** With each copy of the QEP Impact Report, include a copy of the Executive Summary of your institution’s QEP submitted to the Commission following your institution’s recent reaffirmation.

 The Report itself should address the following elements:

1. a succinct list of the initial goals and intended outcomes of the Quality Enhancement Plan;
2. a discussion of changes made to the QEP and the reasons for making those changes;
3. a description of the QEP’s impact on student learning and/or student success, as appropriate to the design of the QEP. This description should include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP; and
4. a reflection on what the institution has learned as a result of the QEP experience.

 The report should not exceed ten pages, excluding the Executive Summary but including the narrative, all appendices, and/or any other supporting documentation (whether in printed or electronic format).