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| **REPORT OF THE FIFTH-YEAR INTERIM REVIEW COMMITTEE** |

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| **Statement Regarding the Report***The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is responsible for making the final determination on continued accreditation based on the findings contained in this committee report, the institution’s response to issues contained in the report, other assessments relevant to the review, and application of the Commission’s policies and procedures. Final interpretation of the* Principles of Accreditation *and final action on the accreditation status of the institution rest with SACSCOC Board of Trustees.* |

**Name of the Institution:**

**Date of the Review:**

**SACSCOC Staff Member**:

**Chair of the Committee *(name, title, institution, city and state)***:

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| **Part I.** **Overview and Introduction to the Institution** |

*The report from the Fifth-Year Interim Review Committee represents the preliminary conclusions of the Committee based on the application of the Principles of Accreditation to information provided by the institution in its completed Fifth-Year Interim Report. This report is forwarded to the institution. If a referral is not recommended, no additional report is required by the institution. If a referral is recommended, the institution is required to prepare a Referral Report for review by the SACSCOC Board of Trustees. The Board will review the Fifth-Year Interim Review Committee Report and the institution’s Referral Report and take final action on continued accreditation.*

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| **Part II.** **Assessment of Compliance**  |

*Part II is completed by the Fifth-Year Interim Review Committee. Standards 6.1, 8.1, 9.1, 9.2, and 12.1 are Core Requirements; they are formatted in Bold.*

*If referral is required, the Committee should write narrative that indicates why the institution has not demonstrated compliance and what the referral report should address.*

*If referral is NOT required, the Committee should include the following template language:*

The institution provided adequate evidence in support of its case for compliance with the standard. The Fifth-Year Interim Review Committee recommends no referral.

**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)*

Comment:

**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]**

Comment:

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)*

Comment:

6.2.c. assigns appropriate responsibility for program coordination.

*(Program coordination)*

 Comment:

**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.]*

Comment:

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.a**.** student learning outcomes for each of its educational programs.

 *(Student outcomes: educational programs)*

Comment:

**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 upon fields of study appropriate to higher education.**

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

Comment:

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]**

 Comment:

**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)*

Comment:

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)*

Comment:

10.5 The institution (a) publishes admissions policies consistent with its mission; (b) ensures that its 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)*

Comment:

10.6 An institution that offers distance or correspondence education:

1. 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.
2. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
3. 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)*

Comment:

10.7 The 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)*

Comment:

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)*

Comment:

**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]**

Comment:

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.]*

Comment:

**Section 13: Financial and Physical Resources**

13.1 **The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.**

*(Financial resources)* **[CR]**

*This standard is only reviewed if applicable.*

Comment:

13.3 The institution manages its financial resources and operates in a fiscally responsible manner.

 *(Financial responsibility)*

*This standard is only reviewed if applicable.*

Comment:

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)*

Comment:

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)*

 Comment:

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.]*

Comment:

**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 is dependent on the continued accreditation of the parent campus.

*(Publication of accreditation status)*

Comment:

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)*

Comment:

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’s policy “Accrediting Decisions of Other Agencies.”)

*(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 USDE recognized agencies with regard to such things as institutional purpose, governance, programs, and finances.]*

 Comment:

**Additional Observations Regarding Strengths and Weaknesses of the Institution**

*Please include below any consultative comments from the Committee to the institution. The completion of this section is optional.*

**Appendix A:** **Assessment of QEP Impact Report**

*If the QEP Impact Report has adequately addressed each of the required report components, the Committee should include the following template language:*

The institution has adequately described the initial goals and intended outcomes of its

QEP, discussed the limited changes made in the QEP, discussed the impact on student learning and/or student success, and described what the institution has learned as a result of the QEP experience.

*If referral is required, the Committee should write narrative that indicates why the institution has not demonstrated compliance and what the referral report should address.*