

***The Commission on Colleges
Southern Association of Colleges and Schools***

THE FIFTH-YEAR INTERIM REPORT

Name of Institution:

Address of the Institution:

Name, title, contact numbers of person(s) preparing the report:

The Fifth-Year Interim Report is divided into five parts:

- **Part I: 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.
- **Part II: Abbreviated Institutional Summary Form Prepared for Commission Reviews (*applicable to all institutions*).** Requests that the institution complete the abbreviated "Institutional Summary Form Prepared for Commission Reviews."
- **Part III: Abbreviated Compliance Certification (*applicable to all institutions*).** Monitors continued compliance with identified Core Requirements and Comprehensive Standards at the decennial interval.
- **Part V: Additional requested information (*applicable to select institutions*).** Addresses issues identified in an action letter following a recent review of the institution. If applicable, issues are identified in an attached letter.
- **Part VI: Impact Report of the Quality Enhancement Plan (*applicable to all institutions reaffirmed since 2004 using the Principles of Accreditation*).**

General Directions: Please follow the directions specific for each part and submit ***four copies*** to your assigned Commission staff member by _____.

- *Materials may be submitted in print form, on DVD/CD, or both. If an audit has been requested, it must be submitted in print form only.*
- *If print documents are submitted, copy all documents front and back, double space the copy, and use no less than a 10 point font. Staple or soft bind the document. Do not submit in a three-ring binder. Staple or soft bind the document.*
- *If electronic documents are submitted, documents must be included on the DVD/CD; web page references should be transferred to the DVD/CD. Be sure to check the electronic device before mailing to the Commission office to ensure that all intended documents are included.*
- *Provide a **brief**, clear, complete, and concise report. Ensure that documentation is appropriate to demonstrating fulfillment of the requirement. Specify actions that have been taken and, when possible, document their completion.*
- *When possible, excerpt passages from text and incorporate the narrative into the report instead of sending an entire document. Provide definitive evidence, not documents that only address the process.*
- *Specify actions that have been taken and provide documentation that such actions have been completed.*
- *When possible and appropriate, provide samples of evidence of compliance rather than all documents pertaining to all activities associated with compliance.*
- *Reread the report before submission and eliminate all narrative that is not relevant to the focus of the report.*

<p>Part I: Signatures Attesting to Integrity <i>(Applicable to all institutions)</i></p>

By signing below, we attest to the following:

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 Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: _____

Accreditation Liaison

Name of Accreditation Liaison

Signature

Chief Executive Officer

Name of Chief Executive Officer

Signature

Part II: The Abbreviated "Institutional Summary Form Prepared for Commission Reviews" *(Applicable to all institutions)*

Directions: Please provide the following information *on a separate document* and attach it to the completed Fifth-Year Interim Report.

History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.).

List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas.

Locations and Distance Education

1. List all ***new off-campus*** sites established ***since your previous reaffirmation*** where a student can be awarded a degree, certificate, or diploma at the site ***or*** where a student can obtain 50 percent or more of credits toward the educational program.
2. List ***all locations*** (country, state, and city) where coursework toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. For each site, indicate the partial or complete degree offered and, for each degree, certificate, or diploma, whether a student can obtain 50 percent of credits toward any of the educational programs.
3. Provide a brief description of ***distance education credit offerings*** that can be obtained primarily through electronic means and indicate where the students are located. Indicate any degree or certificate programs that can be completed primarily through electronic means. Please limit this brief description to one-half page.

Part III: The Abbreviated Compliance Certification

(Applicable to all institutions)

Directions: For each of the Core Requirements, Comprehensive Standards, and Federal Requirements listed below, the institution should make a determination regarding compliance, place an “X” in the appropriate box, and explain the reason for the institution’s findings.

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.

General Note: (1) Unless an institution is required to submit financial documents requested in Part IV, no additional financial information is required due to the annual submission of Financial Institutional Profiles by all institutions. (2) The standards identified in this part of the report reflect the criteria of the U.S. Department of Education but do not necessarily include all the Federal Requirements listed in Section 4 of the *Principles of Accreditation*.

1. The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. **(Core Requirement 2.8)**

Compliance

Non-Compliance

Narrative:

2. The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. **(Comprehensive Standard 3.2.8)**

Compliance

Non-Compliance

Narrative:

3. The institution publishes admissions policies that are consistent with its mission. **(Comprehensive Standard 3.4.3)**

Compliance

Non-Compliance

Narrative:

4. For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Comprehensive Standard 3.4.11)**

Compliance Non-Compliance

Narrative:

5. The institution provides **student support programs**, services, and activities consistent with its mission. **(Core Requirement 2.10)**

Compliance Non-Compliance

Narrative:

6. The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. **(Comprehensive Standard 3.11.3)**

Compliance Non-Compliance

Narrative:

7. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: **(Comprehensive Standard 3.3.1)**

3.3.1.1 educational programs, to include student learning outcomes

Compliance Non-Compliance

Narrative:

8. The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, State licensing examination, and job placement rates. **(Federal Requirement 4.1)**

Compliance Non-Compliance

Narrative:

9. The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. **(Federal Requirement 4.2)**

Compliance Non-Compliance

Narrative:

10. The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Federal Requirement 4.3)**

Compliance Non-Compliance

Narrative:

11. Program length is appropriate for each of the institution's educational programs. **(Federal Requirement 4.4)**

Compliance Non-Compliance

Narrative:

12. The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. **(Federal Requirement 4.5)**

Compliance Non-Compliance

Narrative:

13. Recruitment materials and presentations accurately represent the institution's practices and policies. **(Federal Requirement 4.6)**

Compliance Non-Compliance

Narrative:

14. The institution is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments*. **(Federal Requirement 4.7)** The institution audits financial aid programs as required by federal and state regulations. **(Comprehensive Standard 3.10.3)**

Compliance Non-Compliance

Narrative:

Part IV: Additional Requested Information *(Not applicable to all institutions)*

Directions: Please provide the following information *on a separate document entitled "Additional Requested Information."* Submit it with your completed Fifth-Year Interim Report.

Definition: An Additional Requested Report addresses an institution's continued compliance with standards and requirements specified in a letter by the President of the Commission normally at the time of an institution's last review. *(Letter to institution is enclosed.)*

Audience: The Additional Requested Report is reviewed by the Commission on Colleges and is subject to the review procedures of the Commission's standing committees, including the continuation of a monitoring period, the imposition of a sanction, or a change of accreditation status.

Elements: Structure the response so that it addresses the standards in the order that they appeared in the report. Tabs should separate each response to a recommendation.

For each accreditation standard noted in the letter, (1) restate the number of the Core Requirement, Comprehensive Standard, or Federal Requirement of the *Principles of Accreditation* (or in the case of the *Criteria for Accreditation*, the Condition of Eligibility or Criterion) and the recommendation exactly as it appeared in the visiting committee report; (2) provide a brief history of previous responses to the standard, if more than a first response (to include an accurate summary of the original concerns of the visiting committee; (3) cite verbatim the current request of the Commission (reference notification letter from the President of the Commission); and (4) prepare a response to the recommendation to include documentation supporting ongoing compliance.

Part V: The Impact Report of the Quality Enhancement Plan *(Not applicable to all institutions)*

Directions: Please provide the following information *on a separate document entitled "Impact Report on the Quality Enhancement Plan."* Submit it with your completed Fifth-Year Interim Report.

Definition: The 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. It is part of the institution's Fifth-Year Interim Report. *(Note: The Impact Report will be required of all institutions reaffirmed beginning in 2004 under the Principles of Accreditation. Institutions reaffirmed in 2002 and 2003 under the Criteria for Accreditation with reaffirmations scheduled next for 2012 and 2013 respectively will not be required to submit an Impact Report.)*

Audience: The Impact Report is reviewed by the Commission on Colleges as part of the Fifth-Year Interim Report.

Elements: The following elements should be addressed in the narrative:

(1) a brief description of the institution, including a description of its current mission and its geographic service area, a description of the composition of the student population and enrollment, governance structure, and a description of any unusual or distinctive features of the institution;

(2) the title and a brief description of the institution's Quality Enhancement Plan as initially presented;

(3) a succinct list of the initial goals and intended outcomes of the QEP;

(4) a discussion of significant changes made to the QEP and the reasons for making those changes; and

(5) a description of the QEP's direct impact on student learning including the achievement of goals and outcomes as outlined in item three above, and unanticipated outcomes of the QEP, if any.

The report should not exceed ten pages, including narrative and appendices.