



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: Institutional Summary Form Prepared for Commission Reviews** (*applicable to all institutions*). Requests that the institution complete the “Institutional Summary Form Prepared for Commission Reviews.”
- **Part III: Fifth-Year Compliance Certification** (*applicable to all institutions*). Monitors continued compliance with identified Core Requirements, Comprehensive Standards, and Federal Requirements.
- **Part IV: Fifth-Year Follow Up Report** (*applicable to select institutions and formerly called an “Additional Report”*). Addresses issues identified in an action letter following a recent review of the institution. If applicable, issues are identified in an attached letter.
- **Part V: 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.

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 letter from the SACSCOC President regarding the Fifth-Year Interim Report.

General Directions for the Fifth-Year Interim Report

In addition to the general directions below that are applicable to all Parts of the Fifth-Year Interim Report, please also follow the directions specific for each Part. Submit all parts of your Report to your assigned Commission staff member.

1. *Materials may be submitted in print form or electronically. If an audit has been requested, it must be submitted in print form.*
 - ***If print documents are submitted, please provide 8 copies.*** 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. ***Please also provide one print copy without attachments or supporting documentation.***
 - ***If electronic documents are submitted, please provide 8 flash/thumb drives.*** Copy the report and all attachments onto each flash/thumb drive. Provide the name of the person who can be contacted if the readers have problems accessing the information. In addition, ***provide one flash drive in PDF format containing Parts I, II, III, and V without attachments or supporting documentation.*** Please label this copy distinctively as “without supporting documents.”
 - Each flash/thumb drive ***must be*** submitted in a separate paper or plastic envelope not smaller than 4” x 4” and the envelope should be labeled with the name of the institution, the title of the report, and a list of the parts of the report that are included. The flash/thumb drive should be labeled with the name of the institution and the title of the report.
 - Be sure to check the flash/thumb drives before mailing to the Commission office to ensure that all intended documents are included and can be accessed.
2. *Reread the report before submission and eliminate all narrative that does not directly address the standard or the issue.*
3. *Provide a separate submission for PART IV, if requested. PART IV can be submitted as a print document or on flash/thumb drive. **FIVE COPIES SHOULD BE SUBMITTED.***

Part I: Signatures Attesting to Integrity
(Applicable to all institutions)

Directions: Please include Part I with Parts II, III, and V on the same electronic device or with the same print document. It should not be combined with Part IV.

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

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

Directions: Please include Part II with Parts I, III, and V on the same electronic device or with the same print document. It should not be combined with Part IV.

GENERAL INFORMATION

Name of Institution

Name, Title, Phone number, and email address of Accreditation Liaison

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

IMPORTANT:

Accreditation Activity (*check one*):

- Submitted at the time of Reaffirmation Orientation
- Submitted with Compliance Certification for Reaffirmation
- Submitted with Materials for an On-Site Reaffirmation Review
- Submitted with Compliance Certification for Fifth-Year Interim Report
- Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- Submitted with Merger/Consolidations/Acquisitions
- Submitted with Application for Level Change

Submission date of this completed document:

EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify) _____

2. Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify) _____

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- Private (*check one*)
 - Independent, not-for-profit
Name of corporation OR
Name of religious affiliation and control: _____
 - Independent, for-profit *
If publicly traded, name of parent company: _____

- Public state * (*check one*)
- Not part of a state system, institution has own independent board
 - Part of a state system, system board serves as governing board
 - Part of a state system, system board is super governing board, local governing board has delegated authority
 - Part of a state system, institution has own independent board

* *If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction.*

INSTITUTIONAL INFORMATION FOR REVIEWERS
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Directions:

Please address the following and attach the information to this form.

1. 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.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

2. 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. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

3. Off-Campus Instructional Locations and Branch Campuses

List *all locations* where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

Table 1: Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers 50 % or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported to and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

Table 2: Off-campus instructional sites at which the institution offers 25-49% of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. **Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.** For each site, provide the information below.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC letter accepting notification	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

Table 3: Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported to and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

5. Accreditation

- (1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.
- (2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.
- (3) List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).
- (4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Document History

Adopted: September 2004

Revised: March 2011

Revised: January 2014

Edited: January, June 2018

Part III: The Fifth-Year Compliance Certification

(Applicable to all institutions)

Directions:

- (1) Please access the document “Directions for Completion of Part III of the Fifth-Year Interim Report” for directions and guidelines for completing Part III.
- (2) Please include Part III with Parts I, II, and V on the same electronic device or with the same print document. It should *not* be combined with Part IV.
- (3) 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.

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 Institutional Finance Profiles. (2) The standards identified in this part of the report reflect the criteria of the U.S. Department of Education.

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 an adequate 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]

___ 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.a Student 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 publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also 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:

10.7 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*)

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)

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)

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, and telephone number 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.")
(*Representation to other agencies*)

Compliance Non-Compliance

Narrative:

Part IV: Fifth-Year Follow Up Report

(Not applicable to all institutions)

Directions: Please provide four copies of Part IV of the Fifth-Year Interim Report regardless whether the document is submitted in print or electronic format. It should not be combined with another Part of the Fifth-Year Interim Report. Entitle it “Fifth-Year Follow Up Report” and submit it by the date indicated in the letter from the President of SACS Commission on Colleges.

Definition: A Fifth-Year Follow Up Report addresses an institution’s continued compliance with standards and requirements specified in a letter by the President of SACS Commission on Colleges normally at the time of an institution’s last review. *(If applicable, a copy of the letter is enclosed.)*

Audience: The Fifth-Year Follow Up Report is reviewed by SACSCOC Board of Trustees 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 cited standard.

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* 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.

When doing so, please adhere to the following guidelines:

- *Provide a concise, clear, and complete report. Ensure that documentation is appropriate for demonstrating fulfillment of the requirement. Specify actions that have been taken and document their completion.*
- *Ensure that your narrative explains the use of the documentation and how the documentation supports compliance.*
- *When possible, excerpt passages from text and incorporate the narrative into the report instead of sending an entire document as a reference. 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.*

Part V: The Impact Report of the Quality Enhancement Plan

Directions: Please include Part V with Parts I, II, and III on the same electronic device or with the same print document. It should not be combined with Part IV. Entitle it “QEP Impact Report.”

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. It is part of the institution’s Fifth-Year Interim Report.

Audience: 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 the environment supporting student learning, 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).