



October 13, 2017

Dr. Margaret Venable
President
Dalton State College
102 Westcott Administration Bldg.
650 College Drive
Dalton, GA 30720

Dear Dr. Venable:

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is one of only a few accrediting commissions that conducts a comprehensive review of its institutions every ten years. Most accrediting agencies conduct such reviews every 5 to 7 years. The U.S. Department of Education requires accrediting agencies that it recognizes to monitor its institutions more often to ensure that those having access to federal funds continue to meet the criteria of the USDOE.

To that end, the Commission has developed a Fifth-Year Interim Report. The report has five parts:

- Part I: Signatures Attesting to Integrity (*applicable to all institutions*)
- Part II: An Institutional Summary Form Prepared for Commission Reviews (*applicable to all institutions*)
- Part III: A Fifth-Year Compliance Certification (*applicable to all institutions*)
- Part IV: An additional report (Fifth-Year Follow-Up Report) requested during the institution's previous review by the Commission (*applicable to select institutions*)
- Part V: An Impact Report of the Quality Enhancement Plan (*applicable to all institutions*)

An overview of the review process of the Fifth-Year Interim Report, as well as all forms and related documents, can be accessed on the Commission's website at <http://www.sacscoc.org/FifthYear.asp>.

Your institution is requested to complete Parts I, II, III, and V of the Fifth-Year Interim Report. Parts I and II are self-explanatory. Part III is a mini-version of the Commission's Compliance Certification and asks you to **document** on-going compliance with select standards in the *Principles of Accreditation*. As you are aware, the College Delegate Assembly will vote on the revised version of the *Principles of Accreditation* at the SACSCOC Board of Trustees meeting in December 2017. A crosswalk for the *proposed* standards for the Fifth-Year Interim Report is located on the SACSCOC website and is also enclosed. Please note that a new template for the Fifth-Year Interim Report will be available on or before January 16, 2018. You may also want to refer to the document "Directions and Guidelines for the Completion of Part III of the Fifth-Year Interim Report." This document provides additional guidance for completion of the Compliance Certification and also can be accessed on the Commission's website.



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Please review it before completing the Report because it explains the requirements for submitting documentation in support of compliance. You may also want to access the *Resource Manual* that provides additional guidelines for all the standards and requirements in the *Principles*. This can be found on the website under Publications.

Part V is the Impact Report regarding the Quality Enhancement Plan that your institution submitted during its last reaffirmation. Directions for the completion of this section can be found on the last page of the enclosed Fifth-Year Interim Report Form.

Because your institution was not requested during its previous review to submit an additional report at the fifth-year period (Fifth-Year Follow-Up Report), you will not be required to complete Part IV as described above.

Your institution's report for Parts I, II, III, and V is due **September 14, 2018**, and may be submitted in print form or on flash/thumb drive. Please refer to the General Directions on the Form for more specific information. When submitting your report, please send **eight complete copies**. In addition to the complete copies, please also provide one copy of the report without the attachments or supporting documents. This submission may be a paper copy or an electronic copy in pdf format on a separate flash/thumb drive and must be clearly labeled "without supporting documents." Send all requested copies to your SACSCOC staff representative. Your Report will be forwarded to the Committee on Fifth-Year Interim Reports which will convene during the meetings of SACSCOC Board of Trustees in December 2018.

We wish you the best as you complete the Fifth-Year Interim Report. If you have any questions regarding the process or the form, please feel free to contact your Commission staff member.

Sincerely,

A handwritten signature in black ink that reads "Belle S. Wheelan". The signature is written in a cursive, flowing style.

Belle S. Wheelan, Ph.D.
President

BSW/SCL:ptf

c: Dr. Charles A. Taylor, SACSCOC Vice President
Dr. Henry M. Codjoe, Accreditation Liaison (notified by email)

Enclosures

Parallel Standards for Future Fifth-Year Interim Reports

Current Principles

Proposed Standards

Faculty CR 2.8	CR 6.I and R 6.2.b
Student Support Services CR 2.10	CR 2.1
Qualified administrative staff CS 3.2.8	R 5. 4 in part
Student achievement and student learning FR 4.1 and CS 3.3.1.1	CR 8.1 and R 8.2.a
Admission policies, recruitment, advertising, etc. CS 3.4.3, FR 4.3, FR 4.6	R 10.2 R 10.5 in part
Curricula CS 3.4.11 and FR 4.2	CR 9.1 R 6.2.c
Physical facilities CS 3.11.3	R 13.7
Program length FR 4.4	CR 9.2
Student complaints FR 4.5 & policy CS 3.13	R 12.4
Title IV Program compliance FR 4.7, CS 3.10.2	R 13.6
* Distance Education FR 4.8	R 10.6 a-c
*Credit hour determination FR 4.9	R 10.7
* Representation of status, etc. Policy CS 3.14	R 14.1
*Review of DL, off-site, branch, etc Policy CS 3.13	R 14.3
Other policies (for additional Dear Colleague Letters CS 3.13	R 14.4 and R 10.9 and R 12.4 (in part) R 14.1 and R 10.3 and R 10.5
Safe & secure environment (new for Fifth-Year) CS 3.11.2	R 13.8

* Denotes requirements from DOE "Dear Colleague Letters"

Approved: Executive Council, June 2017

Transition to the December 2017 Revised *Principles of Accreditation* Effective January 1, 2018

For the Fifth-Year Interim Reports: Classes of 2022 and 2023

Track A, 2022 Class

Notified October 2016; Due September 15, 2017; Review December 2017
No change

Track B, 2022 Class

Notify April 2017; Due March 15, 2018; Review June 2018
Institutions will be expected to submit additional information requested in an addendum. (Notify Jan 2018)
If the institution has a Fifth-Year Follow Up Report, it will be expected to submit compliance documentation in accord with the new standards cross-walked by staff. (Notify Jan 2018)
Referral Reports will use the cross-walk of standards as prepared by staff.

Track A, 2023 Class

Notify October 2017; Due September 15, 2018; Review December 2018
Institution will be expected to use the newly-updated Fifth-Year Interim Report sent in Jan 2018.
If institution has a Fifth-Year Follow Up Report, it will be expected to submit compliance documentation in accord with the new standards cross-walked by staff. (Notify Jan 2018)
Referral Reports will be based on newly-approved standards.

Track B, 2023 Class

Notify April 2018; Due March 15, 2019; Review June 2019
Institution will be expected to use the newly-updated Fifth-Year Interim Report sent with notification.
If institution has a Fifth-Year Follow Up Report, it will be expected to submit compliance documentation in accord with the new standards cross-walked by staff. (Notify in letter April 2018)
Referral Reports will be based on newly-approved standards.

Approved: Executive Council, March 2017



Southern Association of Colleges and Schools
Commission on Colleges

THE FIFTH-YEAR INTERIM REPORT

(Edited: May 2017)

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. **FOUR 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 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 "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**

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.

3. Off-Campus Instructional Locations and Branch Campuses

(Please note: This section has been extensively revised.)

List **all locations** where 50% 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.

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 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 Approved by SACSCOC	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.)

Institutions with off-campus instructional sites at which the institution offers **25-49%** credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating 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 Notified SACSCOC by SACSCOC	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.)

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 and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campus should be submitted immediately to SACSCOC.

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	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

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 Core Requirement, Comprehensive Standard, and Federal Requirement 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.

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 each of its academic programs. **(Core Requirement 2.8)**

___ Compliance ___ Non-Compliance

Narrative:

2. The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. **(Core Requirement 2.10)**

___ Compliance ___ Non-Compliance

Narrative:

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

Compliance Non-Compliance

Narrative:

4. 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:

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

Compliance Non-Compliance

Narrative:

6. 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:

7. 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:

8. The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating student achievement. (**Federal Requirement 4.1**)

Compliance Non-Compliance

Narrative:

9. The institution's curriculum is directly related and appropriate to the mission 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 most recent *Higher Education Act* as amended. **(Federal Requirement 4.7)** The institution audits financial aid programs as required by federal and state regulations. **(Comprehensive Standard 3.10.2)**

Compliance Non-Compliance

Narrative:

15. An institution that offers distance or correspondence education documents each of the following: **(Federal Requirement 4.8)**

4.8.1 demonstrates 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 by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Compliance Non-Compliance

Narrative:

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

Compliance Non-Compliance

Narrative:

4.8.3 has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Compliance Non-Compliance

Narrative:

16. The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. **(Federal Requirement 4.9)**

Compliance Non-Compliance

Narrative:

17. The institution complies with the policies of the Commission on Colleges. **(Comprehensive Standard 3.13)**
(Note: Institutions are responsible for reviewing the following Commission policies and providing evidence of compliance with those that are applicable. Policies can be accessed at <http://www.sacscoc.org/policies.asp>).

3.13 A. Accrediting Decisions of Other Agencies

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies. (Or you can reference Part II, Item 5, Accreditation, for your response and also include your response to Item (3) above.)

Compliance Non-Compliance Not applicable

Narrative:

3.13 B. Complaint Procedures against the Commission or Its Accredited Institutions

Applicable Policy Statement. In addition to FR 4.5 regarding complaints, the Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request.

Documentation: Normally, this record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation; however, during the fifth-year interim review, when addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized).

Compliance Non-Compliance Not applicable

Narrative:

3.13 C. Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statement. An institution includes a review of its distance learning programs in the Compliance Certification and in its Fifth-Year Compliance Certification.

Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Compliance Non-Compliance Not applicable

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).