SACSCOC Fifth-Year Interim Report

YEAR OF RECORD 2020-2021

REPORT DUE MARCH 2022
The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the SACSCOC Board of Trustees that award associate, baccalaureate, master’s, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.

Mission Statement: The mission of the Southern Association of Colleges and Schools Commission on Colleges is to assure the educational and improve the effectiveness of its member institutions.

Core Values: The Southern Association of Colleges and Schools Commission on Colleges has six core values. They are:

- Integrity
- Peer Review/Self-regulation
- Student Learning
- Continuous Quality Improvement
- Accountability
- Transparency

Vision Statement: To serve as the premier model for shaping and ensuring the quality of higher education throughout the world.
Middle Tennessee State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master’s, specialist, and doctoral degrees.

MTSU has been accredited since 1928; SACSCOC last reaffirmed the University’s accreditation in 2016.
WHY THIS REPORT?

SACSCOC explains:

“the Fifth-Year Interim Report was developed to respond to the U.S. Department of Education’s requirements

- that accrediting bodies continuously monitor institutions to ensure compliance and

- that accrediting bodies have a mechanism for reviewing multiple sites initiated since last reaffirmation.”
VALUE FOR US?

Focus on our institution
- Mission
- Plans
- Implementation of those plans

Identify and recognize achievements and strengths
areas for improvement

Inform planning for the future
# Fifth-Year Interim Report Timeline

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<td>Last SACSCOC Reaffirmation of Accreditation</td>
<td>December 2016</td>
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<td>Academic Year of Record for Fifth-Year Report</td>
<td>2020-2021</td>
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<td>Notification of Fifth-Year Review from SACSCOC</td>
<td>April 26, 2021</td>
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<td>Fifth-Year Interim Report due to SACSCOC</td>
<td>March 15, 2022</td>
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<td>SACSCOC Board of Trustees Review</td>
<td>December 2022</td>
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- If there are no issues for follow up—the process ends.
- If there are issues, we will be asked to provide an additional report that will go to Compliance & Reports Committee, addressing the specific areas noted.
REPORT CONTENTS

- Signature Attesting to Integrity
- Institutional Summary Form
- Fifth-Year Compliance Certification
- Fifth-Year Follow Up Report (n/a)
- QEP Impact Report (MT Engage)
- Review of off-campus instructional sites initiated since last reaffirmation but not reviewed by a committee.
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Standard 5.4
Qualified Administrative and Academic Officers

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.
The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

This is a Core Requirement
For each of its educational programs, the institution … employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.
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Standard 6.2.c

Program Coordination

For each of its educational programs, the institution … assigns appropriate responsibility for program coordination.
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.

*This is a Core Requirement.*
[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.]
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:

Student learning outcomes for each of its educational programs.
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.

This is a Core Requirement.
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.

This is a Core Requirement.
The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.
Standard 10.3
Archived Information

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.
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.
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.
Standard 10.7 Policies for Awarding Credit

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

[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.]
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.
Standard 13.7
Physical Resources

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

[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.]
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.
The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.
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 Accreditors’ Decisions of 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.]
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