
Procedures for Interim Reports

Between comprehensive evaluations, the Commission requires, per its Policy on the Periodic Review of Accredited Institutions, that member institutions complete an interim report, typically at the fifth year of a ten-year review cycle. Interim reports require institutions to review how they continue to meet the Commission's *Standards for Accreditation*; analyze, appraise, and reflect upon progress made since the last comprehensive review; and project the institution's areas of emphasis for the following five years leading up to the next comprehensive review. The interim report process serves as a vehicle for stimulating improvements within the institution, for strengthening the institution's ongoing system of self-evaluation, and for supporting the Commission in its role of assuring the public of the quality of the institution and of higher education as an enterprise.

The following procedures provide assistance to institutions with the process and format of completing interim reports. Procedures, policies, and supporting documents related to the interim report may be found on the [Institution Reports & Evaluations](#) page of the Commission website.

Reminders to the Institution

Approximately eighteen months in advance of the Commission's consideration of the interim report, the institution is reminded of the requirement via a letter to the CEO with a copy to the Accreditation Liaison Officer and CAO. A second reminder will be sent the semester before the report is due.

Workshop

Approximately fifteen months before the interim report is due, Commission staff will offer a workshop for institutions completing a report. Institutions are strongly encouraged to send at least two representatives to the workshop.

Staff Visit

To ensure the institution gets the most out of the interim report process, an in-person or virtual visit from Commission staff is strongly advised. Staff will meet with those responsible for the preparation of the interim report and/or members of the administration to discuss Commission expectations and to answer any questions.

Review of Programs offered at Off-Campus Locations

In keeping with federal regulations, institutions with general approval for off-campus programming that have added instructional locations since the last comprehensive review will undergo a visit to a sample of the new locations to validate the institution's continued capacity to administer its off-campus instructional sites. The [Procedures for the Review of Off-Campus Sites At the Time of the Interim Report For Institutions with General Approval](#), available on the Interim Report page of Commission's website, provides further guidance. The visit typically takes place the semester before the interim report is due.

Submission of the Report

The institution is asked to submit an electronic (single, searchable pdf file) copy of the entire report to the Commission through the NECHE Institution Portal by the required date. Typically, fall reports are due by August 15 and spring reports are due by January 15. The institution reminder will specify the due date for the report.

Peer Review

The interim report will first be reviewed by a peer evaluator who will prepare a brief report to the Commission, identifying areas of strength and areas of improvement.

Commission Review and Action

The interim report and peer evaluator report will be reviewed and acted on by the Commission at one of its two regular meetings the semester the report is submitted. The institution will receive a notification letter detailing the Commission's action and any scheduled follow-up monitoring specified (e.g., reports, focused evaluations, or areas of emphasis for the self-study).

Format for the Interim Report

Generally, interim reports are 50 pages long, excluding the Appendix (see Section 8 below). Institutions that have been asked to address more than three or four areas of emphasis (Section 4) may find they need to exceed the 50-page limit for their report.

1. Cover Page (1 page)
Include the name, location of the institution, the date of the report's submission, and a notation that this is an interim report.
2. Introduction (1 page)
Briefly describe the process by which the report was prepared and indicate the names and positions of those involved in its preparation.
3. Institutional Overview (1 page)
Provide an overview of the institution, including its mission, purposes, setting, and scope.
4. Response to Areas Identified for Special Emphasis (~ 2 pages per area of emphasis)
In its notification letters to the institution, the Commission frequently identifies areas that should be given particular emphasis in the interim report, referencing numbered paragraphs from the *Standards for Accreditation*. In this section of the report, the institution is asked to discuss, analyze, and appraise actions taken regarding the areas of emphasis, and, as appropriate, include a projection of what needs continued attention, so that the Commission will be adequately apprised of the current state of development in these areas. As appropriate, refer to the NECHE Data Dashboards, NECHE Finance Forms, the Making Assessment More Explicit (E series) Forms, and Public Disclosure Forms (Institutional Portal).

If an area identified for special emphasis is addressed in the Standards Narrative (Section 5) or Narrative on Educational Effectiveness and the Success of All Students (Section 6), please clearly indicate that in this section of the report.

5. Standards Narrative (~15 pages)
Respond briefly to Standards 1-3 and 5:
 - a. address any significant changes since the comprehensive evaluation;
 - b. discuss how the institution continues to meet each Standard;
 - c. support the narrative with evidence, contextualized analysis and appraisal, commenting on noteworthy trends observed in the NECHE Data Dashboards, NECHE Finance Forms, the Making Assessment More Explicit (E series) Forms, and Public Disclosure Forms (Institutional Portal).

Include in this section a discussion of the institution's off-campus locations, distance education programming, competency-based programs, and dual enrollment programs, if relevant. The [Policy on the Review of Off-campus Programming](#), [Policy on the Review of Distance Education](#), [Guidelines for the Evaluation of Competency-Based Education Programs](#), and [Policy on Dual Enrollment Programs](#) (all available on the [Policies & Procedures](#) page of the Commission's website) provide further guidance. If an institution does not offer distance education or dual enrollment programming, please include a statement in the narrative for Standard Two to that effect.

6. Narrative on Educational Effectiveness and the Success of All Students (~ 15-20 pages)
This section of the report is a narrative essay focused on Standard 4: *Educational Effectiveness and the Success of All Students*:

The institution demonstrates its educational effectiveness and the success of all students by ensuring appropriate levels of student achievement on mission-appropriate student outcomes. Based on sustained, evidence-based reflection and study, the institution employs comprehensive quality assurance processes to demonstrate and continually improve institutional effectiveness and student learning and success (Statement of the Standard).

The essay should address assessment efforts at the course, program, and institutional level, focusing on what the institution is learning about student success and what improvements it is making. The analysis of student learning should address *all students, all locations, and all modalities*.

There are two options for the format of the narrative: the traditional essay, and the alternative essay:

Traditional Essay:

The traditional essay will be an evidence-based narrative that highlights the institution's efforts to understand, evaluate, and improve student learning, and post-enrollment and post-graduation success. It will consist of five sections, as outlined below:

1. Mission appropriate goals/outcomes for student learning and the institution's definition of post-enrollment and post-graduation student success (1-2 Pages)
 - a. Discuss the institutions process for defining, reviewing and revising its mission appropriate goals/outcomes statements at the course, program, and institutional level.
 - b. How are learning goals/outcomes communicated with students?
 - c. How do learning goals align with the institutional mission as well as with curricula and pedagogy?
 - d. How does the institution define the post-enrollment and post-graduation success of its students?
2. Assessment Processes and Activities (1-2 pages)
 - a. In what ways has the institution created a systematic and sustainable process for assessing student learning at the course, program and institutional levels?
 - b. How are faculty, staff, and institutional research engaged in assessment and the analysis of assessment results?
 - c. What resources are allocated to support assessment activities?
 - d. What metrics does the institution use to facilitate the assessment of its goals relating to the post enrollment and post-graduation success of its students?
3. Evidence of Student Learning and Student Success (4-5 pages)
 - a. What has the institution learned from its assessment of student learning at the course, program and institutional levels using direct and indirect, qualitative and quantitative assessments of student learning. Please include disaggregated analysis as appropriate?
 - b. What has the institution learned about the post-enrollment success of its students?
 - c. What has the institution learned about the post-graduate success of its graduates?
 - d. How well is the institution meeting its own goals/metrics for student learning and the post-enrollment and post-graduation success of all students?
4. Evaluation of Academic Programs, Student Services, and Co-curricular Programs (3-4 pages)
 - a. How does the institution systematically evaluate the quality and effectiveness of its academic programs, student services, and co-curricular programs in achieving its mission, meeting student needs, and supporting student learning and success?
 - b. What sources of evidence and methods are used to evaluate the effectiveness of institution's academic programs, student services, and co-curricular programs?
 - c. What are the core findings/results of such evaluations?
 - d. How are evaluation results used to improve the academic program, student services, and co-curricular programs?
5. Improving Student Learning and Success (4-5 pages)
 - a. Based on the analysis of student learning and success measures, what steps has and/or is the institution taking to improve its educational effectiveness and the achievement of its students?
6. Future Plans (1-2 pages)
 - a. What are the institution's assessment plans and goals for the next five years?

Alternative Thematic Structure: As an alternative approach, if the institution has an established culture of assessment focused on all students, locations, programs and modalities, and has focused its attention with respect to student learning and success on a particular area or initiative since its self-study (e.g., diversity, equity, and inclusion; guided pathways; or similar student success initiatives) it may choose to use that focus as the theme for its essay. An institution considering this approach is asked to consult with Commission staff to discuss its plans.

7. Institutional Plans (~ 3 pages)

Conclude the interim report with a summary of what the institution anticipates will be its most significant issues and initiatives for the next five years, including those that may represent a substantive change as specified by the [Policy on Substantive Change](#).

8. Appendix

- a. Affirmation of Compliance with Federal Regulations Relating to Title IV.
A completed copy of this form, **signed by the institution's chief executive officer**, affirms the institution's compliance with key provisions of federal regulations.
- b. Most recent audited financial statements.
- c. The auditor's management letter: The management letter is any communication containing the auditor's specific recommendations to the institution on its financial controls and practices. Please indicate if no management letter was provided.
- d. NECHE Finance Forms
- e. Making Assessment More Explicit (The E Series) Forms.

*August 1997, October 2003, February 2004, January 2005, August 2007, February 2009, June 2009, October 2010, July 2011, September 2012, April 2014, April 2015, June 2015, February 2016, August 2016, September 2022, January 2026
Editorial Changes July 2026*