The Fifth-Year Interim Report: 
A Chat with a Chair

SACSCOC 2019 SUMMER INSTITUTE
Hilton Anatole
Dallas, Texas
July 21-24, 2019
Session Outline

- Overview of the Fifth-Year Review Process
- Components of the Report
- Interview with a Former Chair of the Fifth-Year Committee
- Q&A
- Wrap-up
Fifth-Year Interim Review

The Fifth-Year Interim Review: Five years before next decennial review

Ensure compliance with federal regulations

Review new off-campus sites approved since last reaffirmation
Steps in the Process

- Notification
- Submission
- Review
- Results
- Follow-up (if Applicable)
Steps in Process: Notification

**NOTIFICATION**

Sent ~11 months in advance

Dr. John Doe  
President  
Southern Region College  
123 First Street  
City, State 00000

**Track A** Institutions  
**October 15**

**Track B** Institutions  
**April 25**
Steps in Process: Submission

Track A Institutions
Report Due: September 15

Track B Institutions
Report Due: March 15
Submission of the Report

- Submit 8 copies of the report.

  Southern Region
  College
  Fifth-Year Interim
  Report Parts I, II, III, V

- Electronic Submissions:
  - Package each flash drive in a separate small envelope.
  - Label each small envelope and flash-drive (above left).
  - Make sure Institutional Summary Form and QEP Impact Report are in PDF or Word format (for archiving).

- Mail all report copies to your SACSCOC VP in one large envelope (above right)

My SACSCOC VP
SACSCOC
1866 Southern Lane
Decatur, Georgia 30033
Steps in Process: Review

Reports reviewed during Meeting of the SACSCOC Board of Trustees in December and June by a Committee of Special Readers.

**Track A** Institutions
Reviewed in **December**

**Track B** Institutions
Reviewed in **June**
Steps in Process: Review (Committee Composition)

- Four clusters of *experienced* evaluators
- One Cluster Coordinator (per cluster)
- Two academic, one IE, and one student services evaluator
- Two or more finance evaluators
- Chair (member of SACSCOC Board of Trustees)
Steps in Process: Review (Clusters of Institutions)

- Institutions grouped (clustered) based on level, governance, size, programs, etc.
- Evaluators are selected using similar guidelines.
- Institutions are reviewed within clusters prior to meeting.
- Institutional cases are discussed and consensus is reached on findings by entire committee at the June or December Board meeting.
- Committee members with conflicts of interest are recused during committee deliberations.
Steps in Process: Results

NOTIFICATION

SUBMISSION

REVIEW

RESULTS

Track A Institutions
mid-January

Track B Institutions
mid-July
Steps in Process: Follow-up (if applicable)

If requested by the Committee,

- Referral Report x 6 (six copies)
- Southern Region College

Due the following:
- April or September
Fifth-Year Interim Review: More Information

SACSCOC website

http://www.sacscoc.org

From the home page, click INSTITUTIONAL RESOURCES

Scroll to the bottom link THE FIFTH-YEAR INTERIM REPORT: INFORMATION, FORMS, AND TIMELINES
The Fifth-Year Interim Review:

Components of the Report
The Fifth-Year Interim Review: Components of the Review

- Review of Fifth-Year Interim Report
- Review of off-campus instructional sites (if applicable)
Review of Off-Campus Instructional Sites (if applicable)

- List of approved sites that may be subject to a visit are sent with notification letter
- Review list and verify
- Communicate discrepancies with your SACSCOC Vice President (May require submission of notification to Substantive Change Office)
- Work with your SACSCOC Vice President to schedule visit(s)
Components of the Fifth-Year Interim Report

Part I: Signatures Attesting to Integrity
Part II: Institutional Summary Form
Part III: Fifth-Year Compliance Certification
Part IV: Follow-up Report (applicable only to select institutions)
Part V: QEP Impact Report
Components of the Fifth-Year Interim Report

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

Signatures of CEO and Accreditation Liaison
Components of the Fifth-Year Interim Report

Part II:
Institutional Summary Form
(applicable to all institutions)

- “Blueprint” of the institution
- Key components for reviewers:
  - List of Degrees (and number of graduates)
  - Off-Campus Instructional Locations and Branch Campuses
  - Distance and Correspondence Education
  - Agencies that Accredit the Institution and its Programs
Components of the Fifth-Year Interim Report

Part III:
Fifth-Year Compliance Certification
(applicable to all institutions)

Institution determines compliance with the Fifth-Year standards, explains findings, and provides documentation in support of its determination.
Components of the Fifth-Year Interim Report

Part IV:
Follow-up Report
(applicable to select institutions)

A **Fifth-Year Follow-Up Report** addresses an institution’s continued compliance with standards and requirements identified at the time of an institution’s last review.
Part V:

Quality Enhancement Plan (QEP) Impact Report

(applicable to all institutions)

The QEP Impact Report is a report demonstrating the extent to which the QEP has affected outcomes related to student learning.
Components of the Fifth-Year Interim Report

Part V:
Quality Enhancement Plan (QEP) Impact Report
(applicable to all institutions)

Four elements should be addressed:
1. a 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 student success, as appropriate to the design of the QEP.
4. a reflection on what the institution has learned as a result of the QEP experience.

Report should not exceed 10 pages
Let’s Have Some Fun!
Chat with a Chair!
Things have changed!

OK, THERE IS A SMALL CHANGE...
RED BAG HAS THE SANDWICHES
GREEN BAG IS YOUR PARACHUTE
5.4 Qualified academic and administrative officers

OLD

- **CS 3.2.8** The institution has qualified administrative and academic officers with the experience and competence to lead the institution. (Qualified administrative/academic officers)

NEW

- **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)
5.4 Qualified administrative/academic officers

- The Commission considers an evaluation cycle of *every three years or less* to meet the expectation of “regular” evaluation.

- Standard applies to key decision makers within the institution’s governance structure. *Does not apply the CEO.*

- Organizational chart clarifying leadership roles, job descriptions and names is *very* helpful to evaluators.

- The institution should provide a rationale for the group of persons addressed by the standard.

- Resumes, if provided, should be *current.*
6.1 Full-time faculty [CR]
6.2.b Program faculty

OLD

- CR 2.8 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. (Faculty)

NEW

- CR 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)
- 6.2.b 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. (Program faculty)
Addresses the **number** full-time faculty institution-wide.

<table>
<thead>
<tr>
<th>Be sure to:</th>
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<tbody>
<tr>
<td>✓ Provide the <strong>institution’s definitions</strong> of full-time faculty and include discussion on other activities faculty is involved in besides teaching.</td>
</tr>
<tr>
<td>✓ Explain why the numbers presented are adequate, if indeed they are, or describe the plan for coming into compliance, if any numbers are not adequate.</td>
</tr>
<tr>
<td>✓ Define and discuss how part-time and adjunct-faculty factor into ensuring that the institution has adequate faculty to support its mission and goals.</td>
</tr>
<tr>
<td>✓ Include data with numbers (student-faculty ratio, faculty workloads, etc.)</td>
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</tbody>
</table>
Addresses the full-time faculty by academic program.

**Be sure to:**

- Describe the distribution/disaggregation of full-time and part-time faculty by academic program

- Discuss the responsibilities and functions of full-time faculty to support and ensure the quality and integrity of each academic program

- Include narrative that provides evidence that the number of full-time faculty in each program is adequate to fulfill the responsibilities

- Demonstrate that there is a sufficient number of full-time faculty to fulfill basic faculty functions to provide direction and oversight of academic programs offered at off-campus instructional sites and via distance education
6.2.c. Program coordination

OLD

- CS 3.4.11 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. (Academic program coordination)

NEW

- 6.2.c. For each of its educational programs, the institution assigns appropriate responsibility for program coordination. (Program coordination)
Ensures persons overseeing the curricular content aspects of a program are **qualified** in **content** and have **appropriate qualifications** for the degree level of the program.

<table>
<thead>
<tr>
<th>Be sure to:</th>
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<tbody>
<tr>
<td>✓ Take the time to organize your information.</td>
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<tr>
<td>✓ Be consistent throughout your Report with the identification of academic programs.</td>
</tr>
<tr>
<td>✓ Include the program coordinator’s name, background (degree and field), and the programs he/she is responsible for coordinating.</td>
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<tr>
<td>✓ Address situations when a coordinator oversees programs which are not in his/her field or major.</td>
</tr>
<tr>
<td>✓ Include academic programs offered at off-campus sites and via distance learning.</td>
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</table>
CR 8.1 Student achievement

**OLD**

- **FR 4.1** 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 achievement of goals. *(Student achievement)*

**NEW**

- **CR 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)*
Three obligations of the institution to meet the standard:

- **Identify** student achievement goals
- **Present** and **evaluate** outcomes of student achievement data
- **Publish** goals and outcomes

The institutions must use **multiple measures** of student achievement (more than one) (enrollment data, retention rates, graduation rates, state licensure, job placements, etc.)

Graduation/completion **must** be included as one metric
13.8 Institutional Environment

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

- This standard is the old CS 3.11.2 (Safe and secure environment).
- Identify the individuals responsible for campus safety.
- Discuss the institution’s safety plans and how it evaluates or tests the plans (fire drills, tornado drills, active shooter).
- Describe the institution’s crisis communication plan. (How is information communicated to the campus community? The CEO?)
- Explain how the institution addresses this standard at off campus sites.
- Be sure to address information relating to any open investigations by the U.S. Department of Education’s Office of Civil Rights (OCR) for possible violations alleging sexual violence as part of its narrative addressing a healthy, safe, and secure campus environment.
  - This includes closed investigations that were active at the time of the last SACSCOC comprehensive review or occurred since the last SACSCOC review
  - If there were none, you must state that to be the case in 13.8
Resources on the SACSCOC website

- **Principles of Accreditation: Foundations for Quality Enhancement** (adopted December 2017 and effective January 1, 2018)


- Fifth-Year template (2018)
Let's Have Some Fun!
QUESTIONS?
Wrap-Up

Helpful Tips
• Organize narrative to align with the wording of the standard.

• Save the reader time by:
  • pointing directly to the specific supporting documentation
  • excerpting when it makes sense
  • having links go directly to the page being referenced
Presenting the Data

• Provide an **analysis** of data, not just a data dump.

• Use **tables and graphs** when appropriate, along with narrative to support what you are trying to illustrate.

• Connect the dots for the reader—remember you are **building a case for compliance**.
Quality Control

• Use outside readers to identify blind-spots and assist with editing.
• Ensure that there is consistency throughout the report.
• Double-check embedded links to sites and documents.
• When in doubt, ask your SACSCOC VP for advice.
THANK YOU!

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