

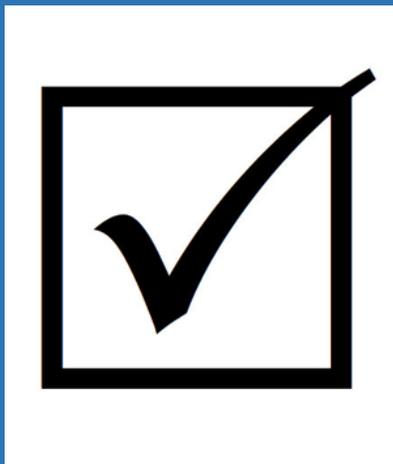
Time to Make a Change: Navigating the 2018 Fifth-Year Interim Report

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Vice President



SACSCOC 2018 SUMMER INSTITUTE
Atlanta Marriott Marquis
Atlanta, Georgia
July 22-25, 2018

Session Objectives



1. Fifth-Year Review Process
2. Components of the Fifth-Year Interim Report
3. Completing the Fifth-Year Interim Report in light of the New Principles
4. Tips from Evaluators of the Fifth-Year Interim Report

Fifth-Year Interim Review: WHY?

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



The Fifth-Year Interim Review:

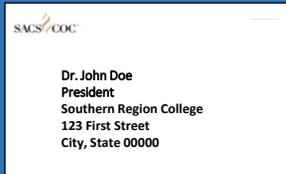
Steps in the Process



Steps in Process: Notification

NOTIFICATION

Sent 11 months in advance



Track A Institutions
By: **October 15**

Track B Institutions
By: **April 25**

Steps in Process: Submission

NOTIFICATION

SUBMISSION

Track A Institutions
Report Due: **September 15**

Track B Institutions
Report Due: **March 15**

SACS/COC
Southern Association of Colleges and Schools
Commission on Colleges

THE FIFTH-YEAR INTERIM REPORT
*(Edited - April 2015
Changes are indicated)*

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).** Documents 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 one, 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.

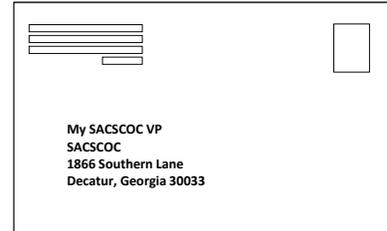
April 2015

Submission of the Report

- Submit 8 copies of the report.

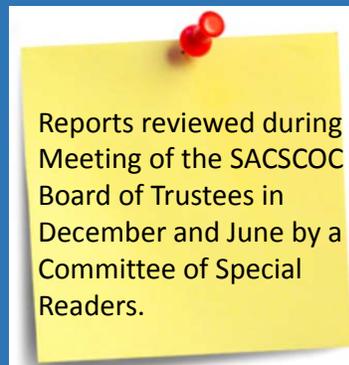
Southern Region
College
Fifth-Year Interim
Report Parts I, II, III, V

x 8



- 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)

Steps in Process: Review



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)

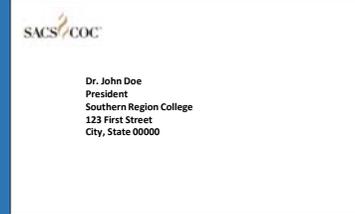


Steps in Process: Review (Clusters of Institutions)

- ▶ 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.



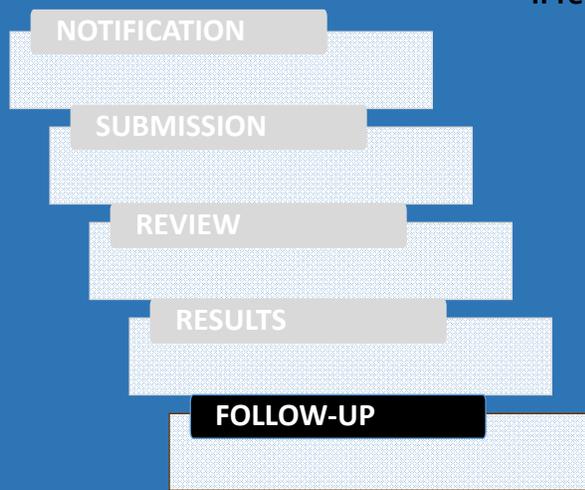
Steps in Process: Results



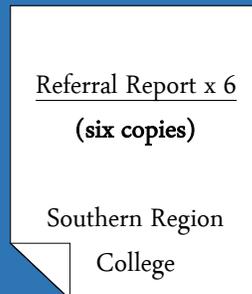
Track A Institutions
By: **mid-January**

Track B Institutions
By: **mid-July**

Steps in Process: Follow-up (if applicable)



If requested by the Committee,



Due the following
April or
September

Fifth-Year Interim
Review Process:
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 (Five Parts)
- 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 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.

Components of the Fifth- Year Interim Report

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 the environment supporting student learning, 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

The Fifth-Year Interim Review:

Completing the Report in Light of the New Principles

The time for change is NOW!



Cross-walk for Fifth-Year Interim Reports

Former Principles	New Standards
Faculty CR 2.8	CR 6.1 (F-T Faculty) 6.2.b (Program faculty)
Student Support Services CR 2.10	CR 12.1 (Stud Support Svcs)
Qualified administrative staff CS 3.2.8	5.4 in part (Qualified admin/acad officers)
Student achievement and student learning FR 4.1 and CS 3.3.1.1	CR 8.1 (Student achievement) 8.2.a (Student outcomes: educational progs.)
Admission policies, recruitment, advertising, etc. CS 3.4.3, FR 4.3, FR 4.6	10.2 (Public Information) 10.5 in part (Admissions policies and practices)
Curricula CS 3.4.11 and FR 4.2	CR 9.1 (Program content) 6.2.c (Prog. coordination)
Physical facilities CS 3.11.3	13.7 (Physical resources)
Program length FR 4.4	CR 9.2 (Program length)
Title IV Program compliance FR 4.7, CS 3.10.2	13.6 (Fed/state responsibilities)
* Distance Education FR 4.8	10.6 a-c (Distance ed.)
*Credit hour determination FR 4.9	10.7 (Policies for awarding credit)
Student complaints FR 4.5 & policy CS 3.13 B	12.4 (Student complaints) [in part]
*Review of DL, off-site, branch, etc. Policy CS 3.13 C	14.3 (Comprehensive institutional review)
Accrediting Decisions of other agencies CS 3.13 A	14.4 (Representation to other agencies)
* Representation of status, etc. Policy CS 3.14.1 (New requirement for Fifth Year)	14.1 (Publication of accreditation status)
Safe & secure environment CS 3.11.2 (New requirement for Fifth-Year)	13.8 (Institutional environment)
Other policies (for additional Dear Colleague Letters) (New requirement for Fifth-Year)	10.9 (Coop. acad. agreements) 10.3 (Archived information)

Changes to Fifth-Year Standards:

5.4 Qualified academic and administrative officers

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.

Changes to Fifth-Year Standards:

CR 6.1 Full-time faculty

6.2 Program faculty

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)**

6.1 Full-time faculty [CR]

Addresses the **number** full-time faculty **institution-wide**.

Be sure to:

- ✓ Provide the **institution's definitions** of full-time faculty and include discussion on other activities faculty is involved in besides teaching.
- ✓ 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.
- ✓ Define and discuss how part-time and adjunct-faculty factor into ensuring that the institution has adequate faculty to support its mission and goals.
- ✓ Include data with numbers (student-faculty ratio, faculty workloads, etc.)

6.2.b. Program faculty

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

Changes to Fifth-Year Standards:

6.2.c. Program coordination

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)

6.2.c. 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.

Be sure to:

- ✓ Take the time to organize your information.
- ✓ Be consistent throughout your Report with the identification of academic programs.
- ✓ Include the program coordinator's name, background (degree and field), and the programs he/she is responsible for coordinating.
- ✓ Address situations when a coordinator oversees programs which are not in his/her field or major.
- ✓ Include academic programs offered at off-campus sites and via distance learning.

Changes to Fifth-Year Standards:

CR 8.1 Student achievement

8.1 Student Achievement [CR]

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)**

CR 8.1 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 (enrollment data, retention rates, graduation rates, state licensure, job placements, etc.)

8.1 Student achievement [CR]

Be sure to:

- ✓ Identify and Align
Criteria → Thresholds of Acceptability → Achievement Data
- ✓ Clearly **explain** how each identified criterion is related to the mission of the institution
- ✓ Clearly explain how thresholds of acceptability/ benchmarks/levels of achievement were set for each criterion **and** why they are reasonable for the institution
- ✓ Provide student achievement data for each identified criterion
 - Discuss what the data tell about institutional success with regard to student achievement

Changes to Fifth-Year Standards

8.2.a. Student outcomes: educational programs

8.2.a. Student outcomes: educational programs

OLD

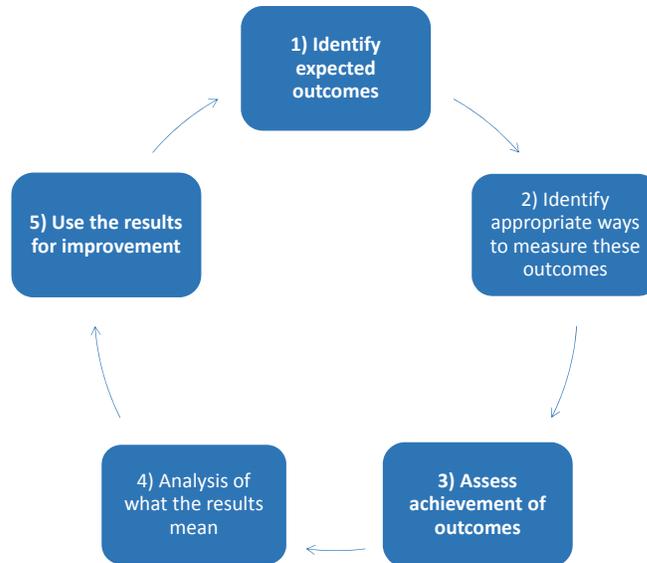
- **CS 3.3.1.1** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following areas: 3.3.1.1 educational programs, to include student learning outcomes.

NEW

- **8.2.a.** 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 for student learning outcomes for each of its educational programs (**Student outcomes: educational programs**)

8.2.a. Student outcomes: educational programs

A *sample* model of the IE process



8.2.a. Student outcomes: educational programs

Be sure to:

- ✓ If presenting a sampling, use a *representative* sampling **and** include a rationale for what makes the sample appropriate and representative of the programs offered.
- ✓ Include evidence that represents **a full cycle** of implementation. If using a new system, provide data from the previous system, if necessary and possible, to demonstrate ongoing compliance.
- ✓ Be sure to include programs at off-campus instructional sites and via distance learning in the assessment process.

Changes to Fifth-Year Standards:

CR 9.1 Program content

9.1 Program content [CR]

OLD

- **FR 4.2** The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded (**Program curriculum**)

NEW

- **CR 9.1** Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals, and (c) are based upon fields of study appropriate to higher education. (**Program content**)

CR 9.1 Program content

- Narrative should include examples drawn from a range of the institution's educational programs across **all** degree levels offered.
- If the institution offers programs that are unique or unusual, explain how the programs are compatible with the mission and the appropriateness of the programs.
- May write one narrative for the standard but address **all** parts of the standard.

Changes to Fifth-Year Standards:

12.4 Student complaints

12.4 Student complaints

OLD

- **FR 4.5** The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (**Student complaints**)
- **CS 3.13.B Applicable Policy Statement.** In addition to FR 4.5 whereby each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized, 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.

NEW

- **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**)

12.4 Student complaints

- The institution's obligation for addressing **student complaints**:
 - Must have a **published** policy for handling student complaints.
 - **Demonstrate** that it follows the policy.
 - **Describe** the elements of a complaint review that are included in the record.
 - **Identify** the individual or offices responsible for maintaining the record of student complaints.
 - **Explain** where the records are located (centralized or decentralized).
- A redacted example of a written student complaint is often *helpful* to evaluators.
- May write one narrative for the standard but address all parts of the standard.

New Requirements to the Fifth-Year Interim Report

- Four new requirements to the Fifth-Year Interim Report:
 - 10.3 Archived information*
 - 10.9 Cooperative Academic Arrangements*
 - 13.8 Institutional environment (formerly CS 3.11.2)
 - 14.1 Publication of accreditation status (formerly CS 3.14.1)

*Requirement from DOE "Dear Colleague" Letters

New requirement to the Fifth-Year Interim Report:

10.3 Archived information

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)***

- Explain who is responsible for ensuring archival versions of catalogs are available.
- Discuss where print copies of past catalogs are kept.
- Describe procedures for updating catalogs.
- Provide evidence that information is available to the public.

New requirement to the Fifth-Year Interim Report:

10.9 Cooperative academic arrangements

10.9 The institution ensures the quality and integrity of the work recorded when an institution transcribes 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)**

- Provide copies of signed contracts and consortial agreements.
- Include evidence that agreements are regularly evaluated.
- Describe how the institution ensures quality and integrity of the programs offered through the agreement.
- Explain how credit earned through the agreement appears on the institution's transcript.

New requirement to the Fifth-Year Interim Report:

13.8 Institutional Environment

13.8 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.

New requirement to the Fifth-Year Interim Report:

14.1 Publication of accreditation status

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 is dependent on the continued accreditation of the parent campus. **(Publication of accreditation status)**

- This standard is the old CS 3.14.1 (Representation of status)
- Describe where the institution publishes its required accreditation status information.
- Ensure that the information is accurate and consistent with SACSCOC's policy.
- If the institution has branch campuses:
 - Do they include the name of the parent campus as part of the name of the branch?
 - Is it clear that accreditation of the branch is dependent on the accreditation of the parent institution?

Resources available on SACSCOC's website

- [*Principles of Accreditation: Foundations for Quality Enhancement*](#) (adopted December 2017 and effective January 1, 2018)
- [*Resource Manual for the 2018 Principles of Accreditation: Foundations for Quality Enhancement*](#) (added March 2018)
- [*New Fifth-Year template \(2018\)*](#)

Tips from Evaluators of the Fifth-Year Interim Report



Writing the Narrative

- **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

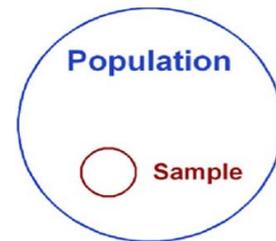
Presenting the Data

- 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**.



Presenting the Data

- If you plan to use sampling:
 - Be sure it is representative of the institution's mission.
 - Include a **valid cross-section of programs** from every division and at each degree level.
 - Make a **compelling** case as to why the sampling and assessment findings are an appropriate representation of the institution's programs.



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 staff representative** for advice.

Packaging the Report



- Follow the directions outlined in the Report template.
- If using electronic media:
 - Invest in a quality product.
 - Include instructions on how to access the Report.
 - Label flash drives and envelopes clearly.

QUESTIONS?

Thank you!

