GET Fifth-Year Interim Tips (FIT) for Success

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Coordinator of Commission Support

SACSCOC 2018 Annual Meeting
New Orleans, Louisiana
December 10, 2018
Session “Game Plan”

1st Quarter: Overview of the Fifth-Year Interim Review Process

2nd Quarter: Components of the Fifth-Year Interim Report

3rd Quarter: Completing the Fifth-Year Interim Report in Light of the New Principles

4th Quarter: Tips from Evaluators of Fifth-Year Interim Reports
Get off to a running start!

5 things you should know:
• Your institution’s SACSCOC Staff representative (VP).
• The SACSCOC accreditation liaison at your institution.
• Your institution’s reaffirmation class (year).
• Due date of your institution’s SACSCOC Fifth-Year Interim Report.
• When your institution’s Fifth-Year Interim report will be reviewed.
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

- Notification
- Submission
- Review
- Results
- Referral Report (if Applicable)
Steps in Process: Notification

Sent 11 months in advance

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

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

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**THE FIFTH-YEAR INTERIM REPORT**

(Edited April 2015
Changes are shaded)

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).
  Requests confirmation 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 unsolicited, 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 SACS/COC President regarding the Fifth-Year Interim Report.

April 2015
Submission of the Report

- Submit 8 copies of the report.

  - Electronic Submissions (Preferred):
    - Package each flash drive separately.
    - Label each flash-drive’s package (above left).
    - Make sure Institutional Summary Form and QEP Impact Report are in PDF or Word format (for archiving).

- Mail all 8 report copies (in one large package) to your SACSCOC VP (above right)

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

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 (per cluster)
- 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
By: mid-January

Track B Institutions
By: mid-July
Steps in Process: Referral to C&R (if applicable)

If requested by the Committee, Referral Report x 6 (six copies) Southern Region College

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

Components of the Review

- Review of off-campus instructional sites (if applicable)
- Review of Fifth-Year Interim Report
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 Accredite the Institution and its Programs
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.
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*
The time for change is NOW!

Everyone should be responding to the 2018 Fifth-Year Template and should address all parts!
Changes to Fifth-Year Standards:

5.4 Qualified academic and administrative officers

Standard 5.4 (Qualified academic/administrative officers) The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.
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:

6.1 Full-time faculty [CR]

CR 6.1 (Full-time Faculty) The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.
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 definition</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>
</tr>
</tbody>
</table>
Standard 6.2.b. (Program faculty) 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.
6.2.b. Program faculty

Addresses the full-time faculty by academic program.

<table>
<thead>
<tr>
<th><strong>Be sure to:</strong></th>
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<tbody>
<tr>
<td>✓ Describe the distribution/disaggregation of full-time and part-time faculty by academic program</td>
</tr>
<tr>
<td>✓ Discuss the responsibilities and functions of full-time faculty to support and ensure the quality and integrity of each academic program</td>
</tr>
<tr>
<td>✓ Include narrative that provides evidence that the number of full-time faculty in each program is adequate to fulfill the responsibilities</td>
</tr>
<tr>
<td>✓ 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</td>
</tr>
</tbody>
</table>
Changes to Fifth-Year Standards:

6.2.c. Program coordination

Standard 6.2.c. (Program coordination) For each of its educational programs, the institution assigns appropriate responsibility for 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>
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<tr>
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<tbody>
<tr>
<td>✓ Take the time to organize your information.</td>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>
Changes to Fifth-Year Standards:

CR 8.1 Student achievement

• **CR 8.1 (Student Achievement)** 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.
CR 8.1 Student achievement

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

Standard 8.2.a. (Student outcomes: educational programs) 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.
8.2.a. Student outcomes: educational programs

<table>
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<tr>
<td>✓ If presenting a sampling, use a <em>representative</em> sampling <em>and</em> include a rationale for what makes the sample appropriate and representative of the programs offered.</td>
</tr>
<tr>
<td>✓ Include evidence that represents <em>a full cycle</em> of implementation. If using a new system, provide data from the previous system, if necessary and possible, to demonstrate ongoing compliance.</td>
</tr>
<tr>
<td>✓ Be sure to include programs at off-campus instructional sites and via distance learning in the assessment process.</td>
</tr>
</tbody>
</table>
• 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
Resources available on SACSCOC’s website

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


• **New Fifth-Year template (2018)**
Tips from Evaluators of Fifth-Year Interim Reports

- Writing the Narrative
- Packaging the Report
- Presenting Data
- Quality Control
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.
• 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 appropriately and clearly.
Thank you for your attendance!