

LIVE ON AIR

# The Fifth-Year Interim Report

*Insider Edition with Cluster Chairs*

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Shelia Luke

SACSCOC

Cindy Lewis

Lynn University

Tom Jaynes (Retired)

Durham Technical Community  
College

# Session Learning Outcomes

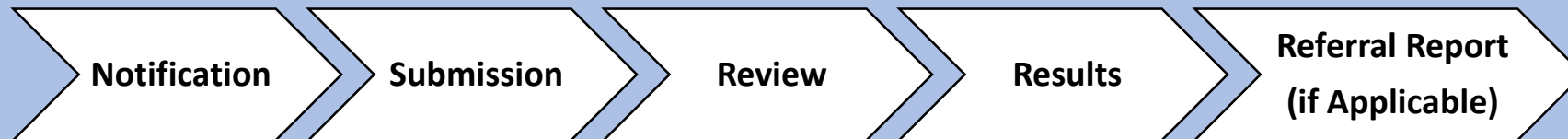


- 🌐 Understand the Fifth Year Report process.
- 🌐 Identify strategies to address standards that are more likely cited during the Fifth-Year process.
- 🌐 Identify strategies to address common Fifth Year report organization issues.
- 🌐 Examine points to consider when addressing the Fifth-Year standards and writing the report from the perspective of individuals deeply involved with developing SACSCOC reports at their own institutions.

# The Fifth-Year Interim Review:



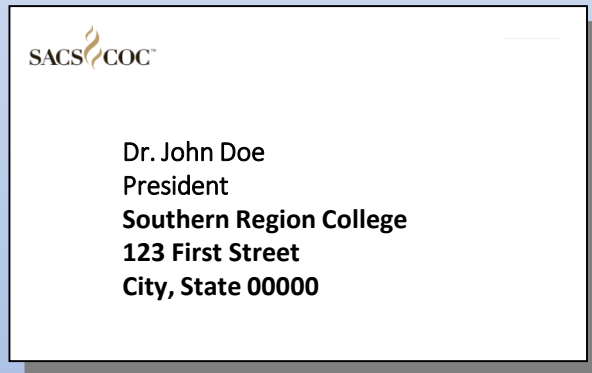
# Spotlight on the Process



# Spotlight on the Process: Notification

**NOTIFICATION**

**Sent 11 months in advance**



**Track A Institutions**

**By: October 15**

**Track B Institutions**

**By: April 25**

# Spotlight on the Process: Submission

NOTIFICATION

SUBMISSION

Track A Institutions

Report Due: **September 15**

Track B Institutions

Report Due: **March 15**



## 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*). 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*). 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 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

**BREAKING NEWS**



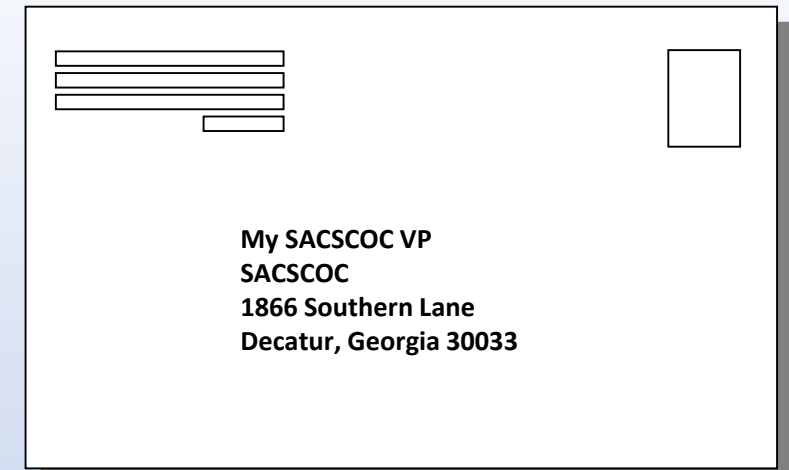
- Submit 8 copies of the report.

# Report Submission Procedures

(Reports Submitted for SACSCOC Review Policy)  
Revised June 2021

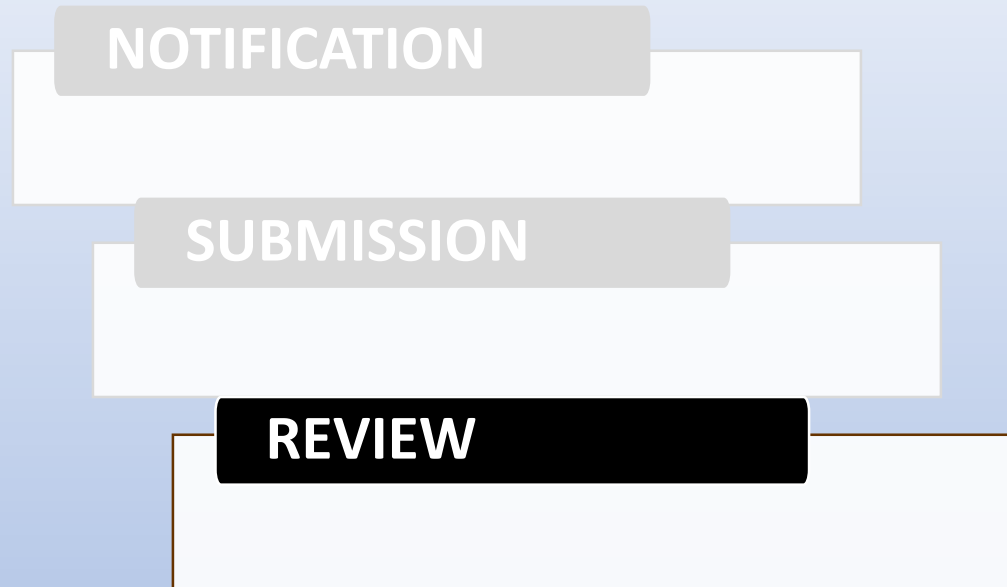
Southern Region  
College  
Fifth-Year Interim  
Report Parts I, II, III, V

X 8



1. Assemble narrative and supporting documentation into a single zipped (compressed file). All hyperlinks in the narrative should open documents in the extracted zipped file rather than linking to external resources.
2. File names should conform to naming conventions of the program used to create the compressed file.
3. Documents should be bookmarked, indexed, and searchable. HTML or PDF format is acceptable provided the documents are easy for peer evaluators to access and navigate.
4. **The size of the zipped file being uploaded may not exceed 10 gigabytes.**
5. Copy the report and all attachments onto the appropriate number of flash drives in accordance with the number of copies requested.
6. Label each flash drive with the name of the institution and the title of the report.
7. Package each flash drive in a separate plastic or paper envelope no smaller than 4x4 inches. Label each envelope with the institution's name, title of the report, and list of document contents.
8. Package all smaller envelopes in one large envelope and send to your SACSCOC VP.

# Spotlight on the Process: The Review

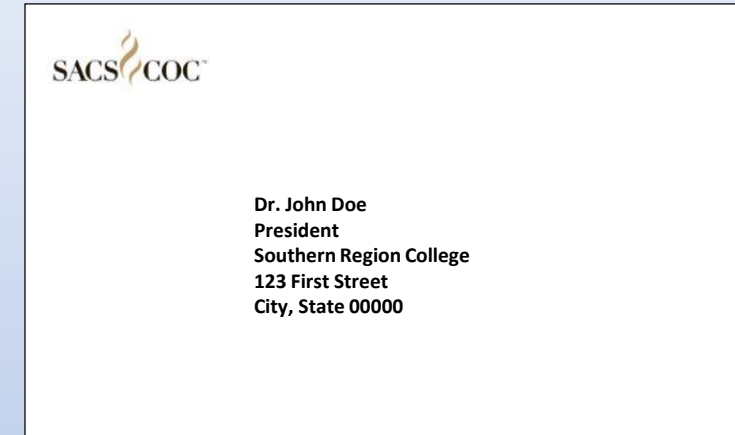


Track A Institutions  
Reviewed in **December**

Track B Institutions  
Reviewed in **June**



# Spotlight on the Process: The Results



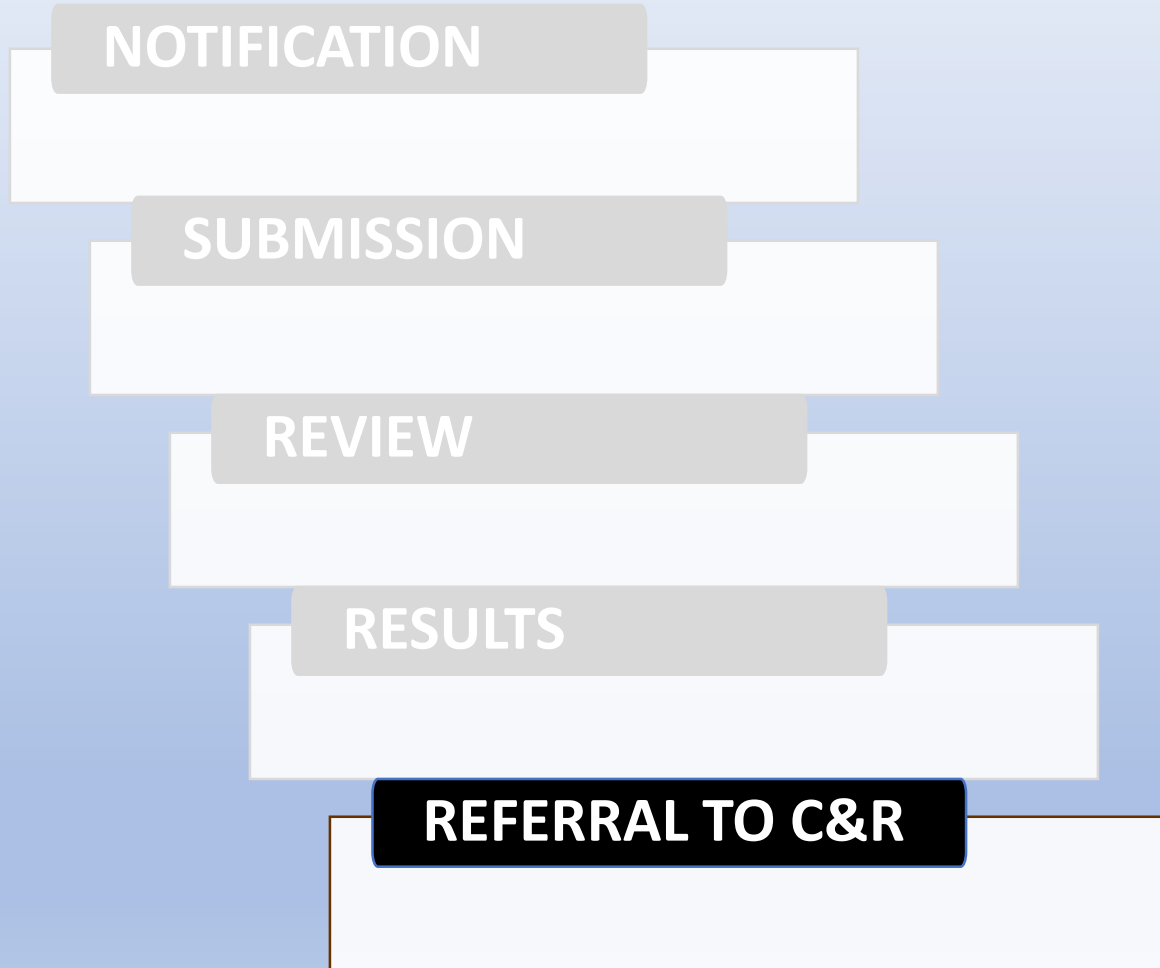
**Track A Institutions**  
**By: mid-January**

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

# Spotlight on the Process: Referral to C&R

(if applicable)

If requested by the Committee,



Referral Report x 3  
**(three copies)**

Southern Region  
College

**Due the following**  
**April or**  
**September**

Refer to *Reports Submitted for SACSCOC Review Policy* for submission requirements

# 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)



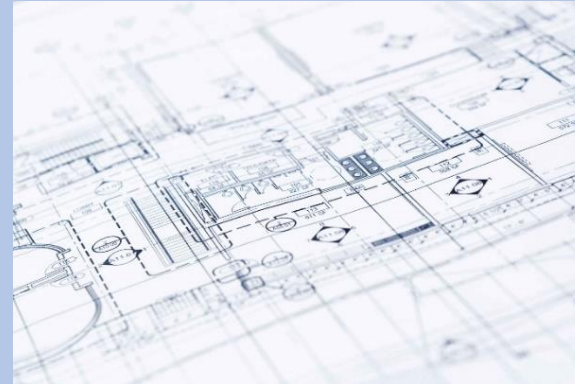
Signatures of CEO and Accreditation Liaison

# 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

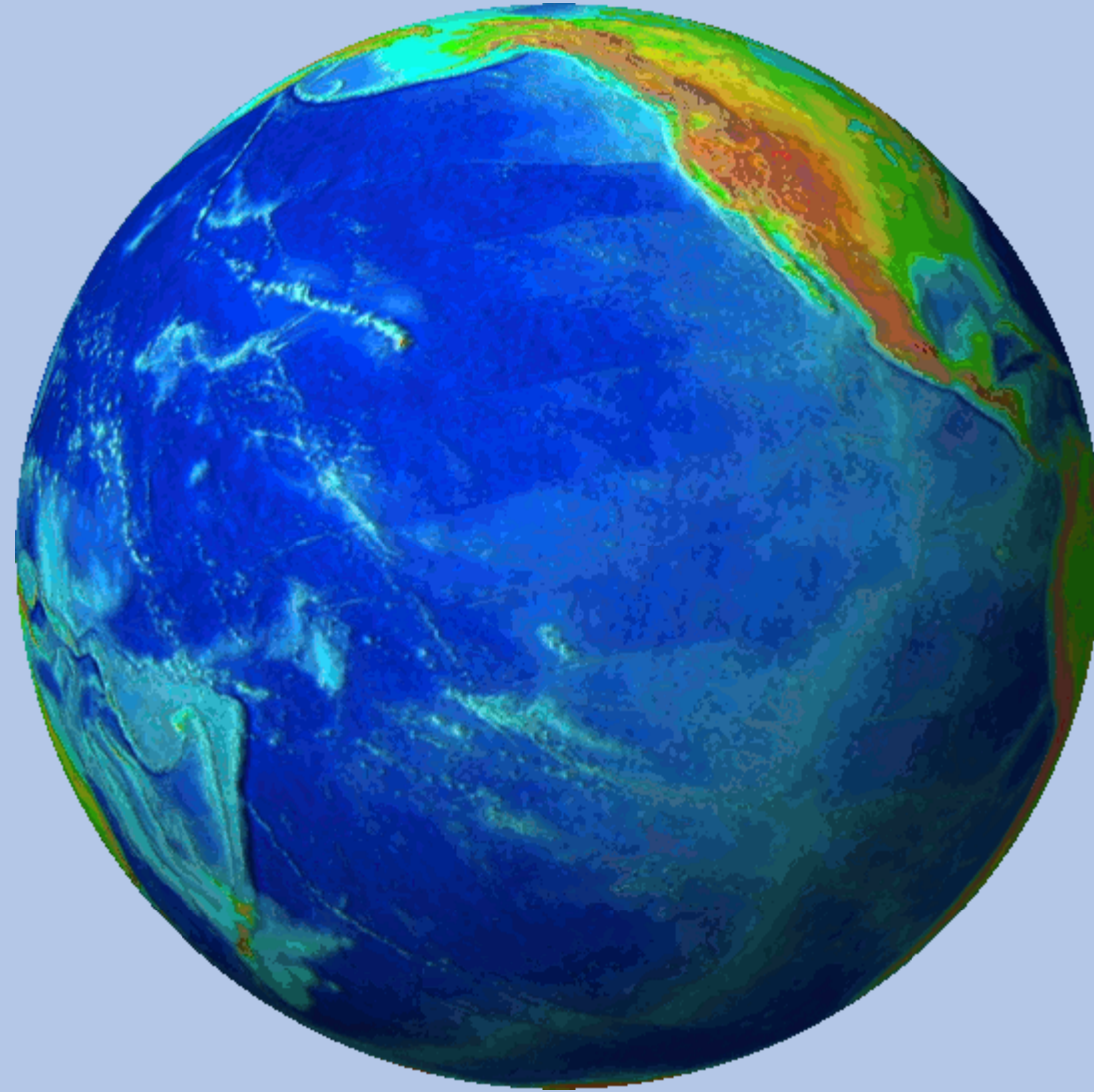
(applicable to all institutions)



The **QEP Impact Report** is a report demonstrating the extent to which the QEP has affected outcomes related to student learning.



# Frequently Cited Standards



**CS 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*)**

Did you ...

- Include ALL administrative AND Academic Officers? [Do not include CEO]
- Include vacant positions?
- Include a rationale for the group of persons addressed?
- Include job descriptions and CVs for EACH officer?
- Ensure that the qualifications on the CV align with the job description and if not provide a justification/supplemental evidence?
- Include policies and procedures for the regular evaluation of administrators?
- Include example evaluations (number of years included will be based on your institutional policy)?

## **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)***

Did you ...

- Include policies describing the role of full-time faculty in carrying out the basic functions of the faculty?
- Include documentation that verifies both the teaching and non-teaching expectations of faculty?
- Include institutional definitions of terms such as full-time, part-time, and student-faculty ratio?
- Structure your narrative to demonstrate how the college's mission and goals is supported by full-time faculty?
- Describe the institutional process used to determine the number of full-time faculty needed to support its mission?
- Provide data, disaggregated by full-time vs. part-time faculty, by meaningful categories that match the college's goals, and by method of delivery (to ensure distance learning is addressed)?
- Provide specific, reasonable, and evidenced rational for why an institution chooses to have more adjuncts in certain areas?
- Provide justification in areas where there might be numerous overloads?

## **CS 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*)**

Use the same advice from 6.1, but be sure that this narrative is broken down **by programs**. See SACSCOC [Full-time Faculty Guideline](#)

Did you...

- Verify the programs listed are consistent with the programs listed on the Institutional Summary form?
- Provide data for every program offered? Include **ALL** programs.
- Provide a description of the distribution/disaggregation of full-time and part-time faculty by academic program?
- An explanation of the nature of oversight of academic programs and academic processes? [Not just an oversight of broad areas]
- Include links to minutes of meetings or results from program area reviews and highlight which full-time faculty members attend and how they are engaged.

**CS 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]**

Did you ...

- Review the [interpretation document](#) on this standard?
- Report the data using the same metric that your institution chose as it's indicator with SACSCOC?
- Disaggregate the data (gender, ethnic, socioeconomic, and/or other student population characteristics) as required?
- Report the metric and the threshold (benchmark)?
- Report on multiple measures?
- Report on the graduation metric selected by your institution?
- Discuss ongoing strategies to improve success?

**CS 8.2 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:**

**8.2.a. Student learning outcomes for each of its educational programs.**

Did you ...

- Show a complete cycle of assessment?
- Demonstrate clearly how the institution identifies, assesses, and evidences seeking improvement (all three) in these SLOs?
- Provide SLOs evidence for each educational program?
- If you use sampling, are you following [SACSCOC's interpretation](#) on appropriate sampling?

**BREAKING NEWS**



# A Note on Sampling (8.2.a)

- Sampling should include the following 3 elements:
  - A representation that is mindful of the institution's mission.
  - A valid cross-section of programs from **every** school or division (and across **all** levels) with every major division and level represented. Sampling should be inclusive of off-campus sites and distance or correspondence education offerings. At minimum, institutions should clarify that assessment activities are inclusive of these modes of delivery that explain that process.
  - A compelling case as to why the sampling and assessment findings are an appropriate representation of the institution's educational programs and academic and student services.
- SACSCOC committees may conduct a more in-depth review of an institution's data/findings/analysis on the effectiveness of **all** educational programs and academic and student services.

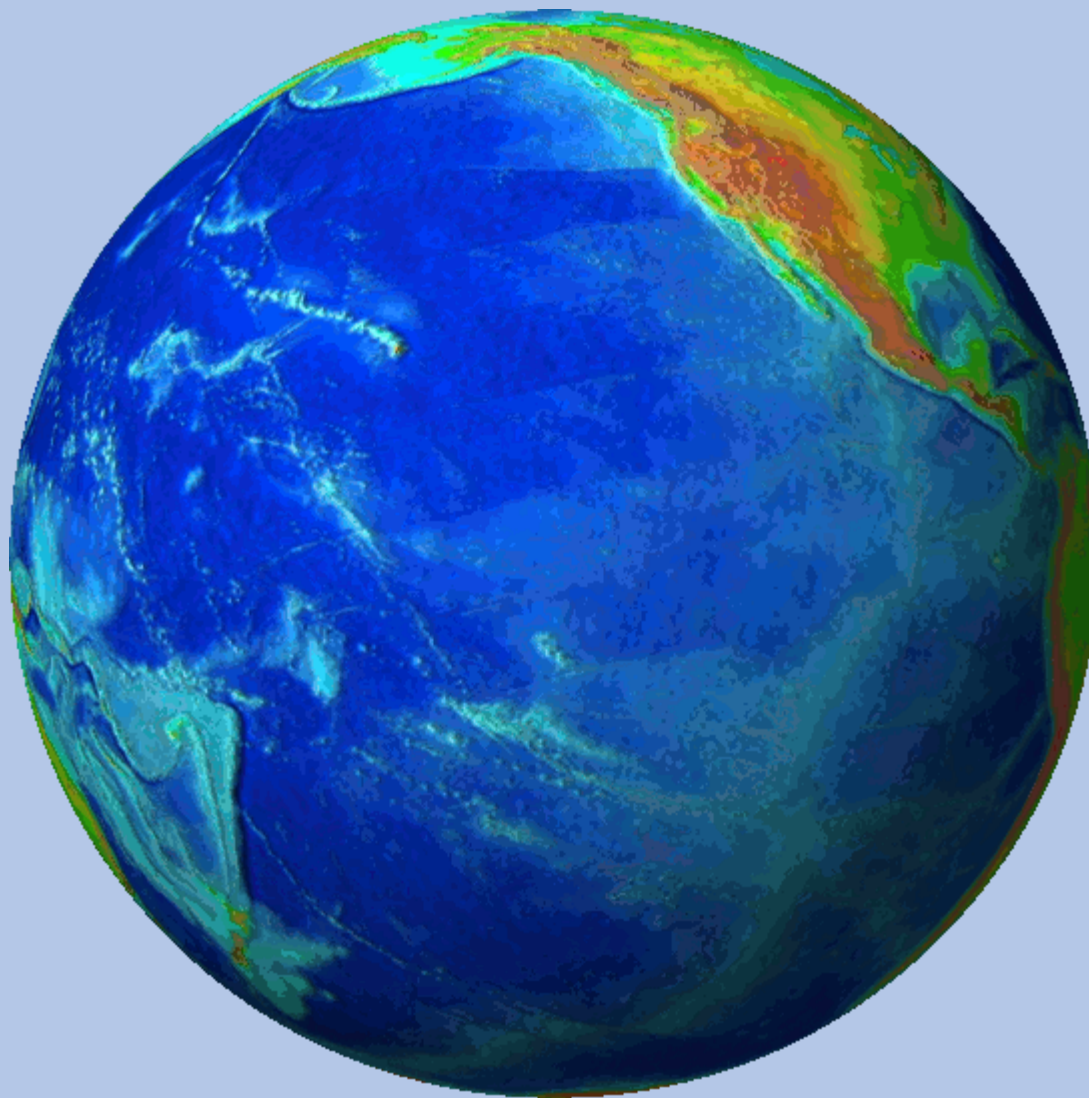


**CS 10.7** The institution publishes and implements policies for determining the amount **and** level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. (Policies for awarding credit)

Did you ...

- Review the [SACSCOC policy on Credit Hours](#)?
- Include the definition of a credit hour or its equivalent?
- Provide the institutional policies (and where they are published) for determining the amount of credit AND the institutional policies for \*determining the level of credit award for courses? [\*This includes more than just including the different levels of credit; it includes **HOW** this is determined at all levels, not just undergraduate.]
- Provide evidence of the **implementation** (how it works) of the policies? [Might include email exchanges, meeting minutes, or approval forms (Not the template, but a completed form) This can be redacted if necessary.]
- Address how transfer credit is determined and “oversight by persons academically qualified to make the necessary judgments” for transfer credit?
- Specifically include distance learning credit hours? [If based on contact hours, how are distance learning contact hours determined?]

# Quick Tips “Easy Fixes”



**CS 10.2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. (*Public information*)**

- Include ALL four items required in the standard.
  - Current academic calendars
  - Grading policies
  - Cost of attendance
  - Refund policies
- Include details on how this information is provided to students taking distance education classes, at off- campus locations, or via other modes of delivery such as competency-based education.

**CS 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*)**

- Address ALL three sections required in the standard.
- Familiarize yourself with the [SACSCOC policy on Complaint Procedures Against SACSCOC or Its Accredited Institutions](#).
- Provide information on how the institution maintains its record of written student complaints and also include the following
  - Individual/offices responsible for maintenance of record(s) - include redacted log(s)
  - Elements of a complaint review included in the record(s) – include redacted example(s)
  - Location if centralized, or how maintained if decentralized

## **CS 13.8 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (*Institutional environment*)**

- Must include information relating to any investigations by the U.S. Department of Education's Office of Civil Rights for possible violations alleging sexual violence as part of its narrative addressing a healthy, safe, and secure campus environment. This should include any open investigations as well as closed investigations that were active at the time of the last SACSCOC comprehensive review or occurred since the last SACSCOC comprehensive review. **If there are none – state that.**
- Address environmental (OSHA, chemical issues) as well as general safety (campus emergencies, fire drills, training, Clery, etc.)
- Survey results can be used to provide evidence of adequacy.
- Include Title IX reports.

**CS 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 depends on the continued accreditation of the parent campus. (*Publication of accreditation status*)**

- The [SACSCOC policy statement on \*Institutional Obligations for Public Disclosure\*](#) contains the **appropriate language** for this statement.

*It is acceptable to reference accreditation by SACSCOC in flyers and other recruiting materials without the full statement. However, the full statement **must** appear in official publications such as the catalog, handbooks, or website pages where accreditation information is provided. Care must be taken in recruitment materials when referring to SACSCOC to ensure that accreditation status is not misrepresented, as discussed in the above-referenced policy*

- Provide examples.

**CS 14.4 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 *Accrediting Decisions of Other Agencies.*) (*Representation to other agencies*)**

**Include the evidence!**

- Include examples of how the institution represents itself to USDOE recognized accrediting agencies. (Most common: copies of the most current reports/self studies to the agency. May include website listings of other accreditors from their directories )
- Review the [SACSCOC policy \*Accrediting Decisions of Other Agencies\*](#) which includes a section on “Institutional Responsibility”.
- *Any institution seeking or holding accreditation from more than one USDOE-recognized accrediting agency must represent itself accurately to each agency with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents...*

# QEP Impact Report

Did you ...

- Adequately describe the initial goals and intended outcomes of its QEP?
- Discuss the limited changes made in the QEP?
- Discuss the impact on student learning and/or the environment supporting student learning? and ...
- Describe what the institution has learned as a result of the QEP experience?

Make it reader-friendly. Keep narrative directed and organized around these questions. Connect your data clearly to the outcomes. (Report should be 10 pages or less)



# Tom's Tips

- Use evidence of implementation of policies and process (linked documents) at every opportunity to do so.
- Ask a current evaluator to assess your report prior to submission.
- Make it obvious and clear without getting overly wordy.
- Your narrative is only as good as your evidence to support it.
- Use one example in the narrative, but fully document everything in the links/attachments.
- Use a team to write the report, but read each other's work to see the big picture and how it all connects.
- Check your narrative against the institutional summary.

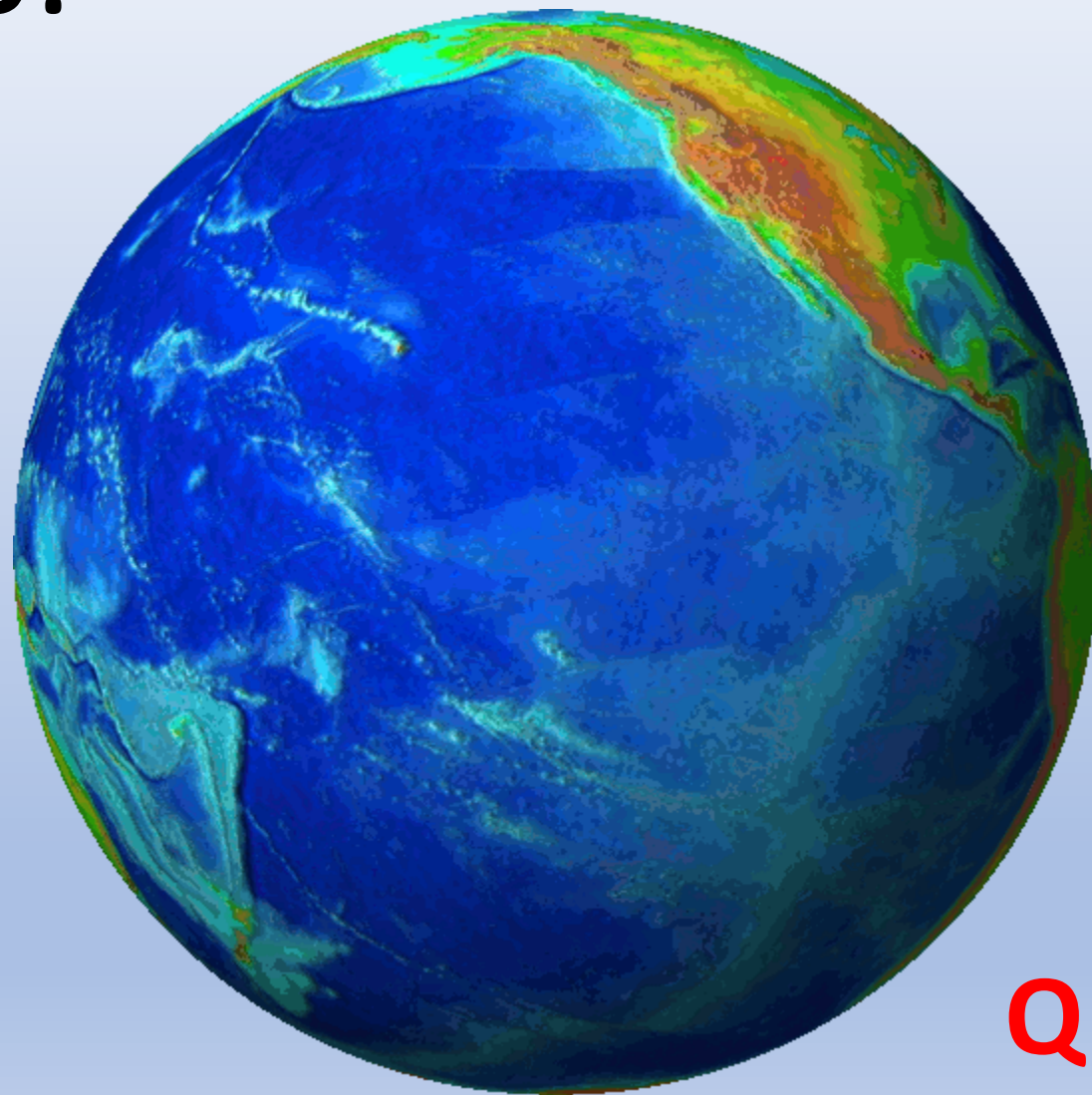
# Cindy's Suggestions

- Read the standards carefully and address ALL parts of a standard. Breakdown each part of the standard and include narrative and evidence for each. **Use headings (bold or underlined) in the narrative to make it easy for the reader to find your response to each part.**
- If you state it – prove it by including documentation/evidence. You can use the phrase “for example,” to ensure you are providing implementation.
- Use the SACSCOC Resource Manual as a guide of what you may want to include in your narrative and the types of documentation you may want to include.
- Ensure that your narratives provide consistent information over the breadth of the report.

# Cindy's Suggestions

- Read all SACSCOC policies related to the standards.
  - Hint: For CS 14.1 – the SACSCOC policy includes the appropriate wording of the required statement.
- Conduct a review of all institutional policies several years in advance of submission of the Fifth Year Interim Report to ensure your policies reflect your institutional practices.
- Review the Chart of Standards in Appendix A of the SACSCOC Resource Manual. Column 7 provides the list of standards which require a published institutional policy or procedure.
- Specifically address distance education and off campus instructional sites wherever possible.

**THANK YOU!**



**QUESTIONS?**