

# THE FIFTH-YEAR INTERIM REPORT



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# During our time together, we will...

- Review the Fifth Year Interim Review Process
- Have a Closer Look at the 14 Standards & How to Avoiding Common Trouble Spots
- Discuss Crafting the QEP Impact Report
- Q & A

# Why a Fifth-Year Interim Review Process?

- Higher Education Opportunity Act (HEOA)
  - Reg 602.19(b) Speaks to accrediting agencies monitoring their accredited institutions to ensure ongoing compliance.
  - Reg 602.22(c)(2) Calls for accrediting agencies having an effective mechanism for conducting, at reasonable intervals, visits to additional locations of institutions that operate more than three additional locations.
- There are variances in review cycles among accrediting bodies.

# So how does this process work?

- **NOTIFICATION:** Institutions are notified about eleven months prior to the due date for the report.
- **SUBMISSION:** Fifth-Year Interim Reports are submitted mid-March or mid-September.
- **REVIEW:** Report will be reviewed by the Fifth Year Interim Review Committee, which meets each June and December.
- **RESULTS:** A letter will go out to the reviewed institutions the following month, informing them of the results of the review.
- **FOLLOW UP:**
  - If there are no issues for follow up—the process ends here.
  - If there are issues, an institution would be asked to provide an additional report that will go to Compliance & Reports Committee, addressing the specific areas noted.


# Components of the Report

- Part I: Signatures Attesting to Integrity
- Part II: Abbreviated Institutional Summary Form Prepared for Commission Reviews
- Part III: Fifth-Year Compliance Certification
- Part IV: Additional Report (*applicable only to select institutions*)
- Part V: Impact Report of the Quality Enhancement Plan
- An institution may be requested to host a committee charged to review new, but unvisited, off-campus sites initiated since the institution's previous reaffirmation. An institution was notified of this at the time it received its letter from Dr. Wheelan regarding the Fifth-Year Interim Report.

# A Closer Look at Part III

Responding to 14 areas:

1. CR 2.8 Number of Full-time Faculty
2. CR 2.10 Student Support Programs
3. CS 3.2.8 Qualified Administrators and Academic Officers
4. CS 3.3.1.1 Institutional Effectiveness: Educational Programs, to include Student Learning Outcomes
5. CS 3.4.3 Admissions Policies
6. CS 3.4.11 Qualified Academic Coordinators

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6. CS 3.11.3 Physical Facilities
  7. FR 4.1 Student Achievement
  8. FR 4.2 Program Curriculum
  9. FR 4.3 Publication of Policies
  10. FR 4.4 Program Length
  11. FR 4.5 Student Complaints
  12. FR 4.6 Recruitment Materials
  13. FR 4.7 Title IV Program Responsibilities and CS 3.10.3 Financial Aid Audits

# Referrals for 2015 Institutions

*(39 institutions per track)*

Standard	2015 Track A		2015 Track B	
	Count	Percentage	Count	Percentage
<b>CR 2.8</b> Number of Full-Time Faculty	<b>19</b>	<b>49%</b>	<b>13</b>	<b>33%</b>
CR 2.10 Student Support Programs	3	8%	3	8%
CS 3.2.8 Qualified Administrators	5	13%	2	5%
<b>CS 3.3.1.1</b> IE	<b>28</b>	<b>72%</b>	<b>18</b>	<b>46%</b>
CS 3.4.3 Admissions Policies	0	0%	1	3%
<b>CS 3.4.11</b> Qualified Academic Coordinators	<b>12</b>	<b>31%</b>	<b>13</b>	<b>33%</b>
<b>CS 3.11.3</b> Physical Facilities	<b>0</b>	<b>0%</b>	<b>14</b>	<b>36%</b>
FR 4.1 Student Achievement	2	5%	3	8%
FR 4.2 Program Curriculum	1	3%	0	0%
FR 4.3 Publication of Policies	4	10%	0	0%
<b>FR 4.4</b> Program Length	<b>16</b>	<b>41%</b>	<b>5</b>	<b>13%</b>
<b>FR 4.5</b> Student Complaints	<b>7</b>	<b>18%</b>	<b>7</b>	<b>18%</b>
FR 4.6 Recruitment Materials	4	10%	0	0%
<b>CS 3.10.3/FR 4.7</b> Financial Aid Audits/Title IV Responsibilities	<b>9</b>	<b>23%</b>	<b>9</b>	<b>23%</b>
<b>QEP Impact Report</b>	<b>13</b>	<b>33%</b>	<b>0</b>	<b>0%</b>



# Referrals for 2014 Institutions

*(39 institutions Track A &  
35 institutions Track B)*

Standard	2014 Track A (39)		2014 Track B (35)	
	Count	Percentage	Count	Percentage
<b>CR 2.8</b> Number of Full-Time Faculty	<b>23</b>	<b>59%</b>	<b>19</b>	<b>54%</b>
CR 2.10 Student Support Programs	5	13%	2	6%
CS 3.2.8 Qualified Administrators	3	8%	1	3%
<b>CS 3.3.1.1</b> IE	<b>20</b>	<b>51%</b>	<b>21</b>	<b>60%</b>
CS 3.4.3 Admissions Policies	1	3%	0	0%
<b>CS 3.4.11</b> Qualified Academic Coordinators	<b>11</b>	<b>28%</b>	<b>18</b>	<b>51%</b>
<b>CS 3.11.3</b> Physical Facilities	<b>9</b>	<b>23%</b>	<b>3</b>	<b>9%</b>
FR 4.1 Student Achievement	3	8%	0	0%
FR 4.2 Program Curriculum	2	5%	1	3%
FR 4.3 Publication of Policies	1	3%	1	3%
FR 4.4 Program Length	1	3%	2	6%
<b>FR 4.5</b> Student Complaints	<b>11</b>	<b>28%</b>	<b>10</b>	<b>29%</b>
FR 4.6 Recruitment Materials	2	5%	0	0%
<b>CS 3.10.3/FR 4.7</b> Financial Aid Audits/Title IV Responsibilities	<b>3</b>	<b>8%</b>	<b>3</b>	<b>9%</b>
<b>QEP Impact Report</b>	<b>2 of 11</b>	<b>18%</b>	<b>4 of 21</b>	<b>19%</b>

## 3 Most Cited Standards for 5<sup>th</sup> Year

1. CR 2.8 Number of Full-time Faculty—49%
2. CS 3.3.1.1 Institutional Effectiveness:  
Educational Programs, to include Student  
Learning Outcomes—57%
3. CS 3.4.11 Qualified Academic  
Coordinators—36%

# CR 2.8 Number of Full-time Faculty

## Common Issues:

- Not providing faculty data disaggregated down to the program or discipline level
- Not explaining what the data mean or not presenting a case for why the number of faculty is adequate
- Not addressing faculty loads



## CR 2.8 Tips:

- Disaggregate full-time faculty by program/discipline/mode/location; include information on faculty teaching in all programs, including those teaching via distance education and at off-campus sites.
- Explain why the number is adequate, if indeed it is, or describe the plan for coming into compliance if the number is not adequate.
- Provide information regarding faculty loads and expectations for faculty outside of the classroom like committee work, service, advising, curriculum development, etc.

# CR 2.10 Student Support Programs

## Common Issues:

- The institution's website and/or catalog details numerous services not mentioned in the report.
- Student Support Program descriptions are confusing, jargon-laden, or inadequately explained.
- No mention is made of how support is provided to distance education and off-campus site students.

## CR 2.10 Tips:

- Clearly describe the Student Support Services provided.
- Explain how the services meet the needs of your students, including those enrolled in programs offered via distance education and at off-campus sites.



## CS 3.2.8 Qualified Administrators and Academic Officers

### Common Issues:

- Giving a list of names and degrees, or set of vitae with no explanation
- Not providing an organizational chart to help evaluators understand who oversees what
- Providing degree level information (MA, PhD) without listing major

## CR 3.2.8 Tips:

- Provide an organizational chart.
- Describe the qualifications the administrators and academic officers, building a case for why they are qualified for their respective roles.
- Provide documentation like current vitae.
- Consider using the the 3.2.8 template or the faculty roster form as a model for your own form.





# CS 3.3.1.1 Institutional Effectiveness: Educational Programs

## Common Issues:

- Lack of defined student learning outcomes and/or methods for assessing the outcomes
- Limited/Immature data
- Not documenting use of data to make improvements
- Non-representative sampling
- Not addressing distance education and off-campus site programs



## CS 3.3.1.1 Tips:

- Focus on educational programs and student learning outcomes
- Use mature data
  - If using a new system, use data from the previous system, if necessary and possible, to demonstrate ongoing compliance
- Document the use of data to make improvements
- If presenting a sampling, use a representative sampling and include a rationale for what makes the sample reasonable and representative of the programs offered
- Include data on programs offered at off-campus sites and via distance learning - consider comparability

# CS 3.4.3 Admissions Policies

## Common Issue:

- Information provided in the report does not match that given in the catalog and/or website

## Tips:

- Provide a clear and consistent narrative regarding admissions policies.
- Address special admissions policies for specific programs as well as the institutional admissions policy.
- Explain the connection between admissions policies and the mission



# CS 3.4.11 Qualified Academic Coordinators

## Common Issues:

- Not providing a rationale for why an individual is qualified to coordinate a program, and oversee the development and review of the curriculum—especially in cases where the reasoning is not obvious
- Listing a coordinator's degree with no reference to major

## CS 3.4.11 Tips

- Identify coordinators for all programs, including those offered at off-campus sites and via distance learning.
- List coordinator's degree and major.
- Make a case for the coordinator's qualifications to oversee the development of the program.
- If "lead faculty" are used to help coordinate, include their names and qualifications



# CS 3.11.3 Physical Facilities

## Common Issues:

- Providing a narrative with no (or dated) supporting documentation
- Data presented indicated a lack of adequate physical facilities
- Not discussing physical facilities for off-campus sites

## Tips:

- Include supporting documentation such as current Facilities Master Plan, space utilization reports, facilities maintenance schedules.
- Address facilities at off-campus sites.

# FR 4.1 Student Achievement

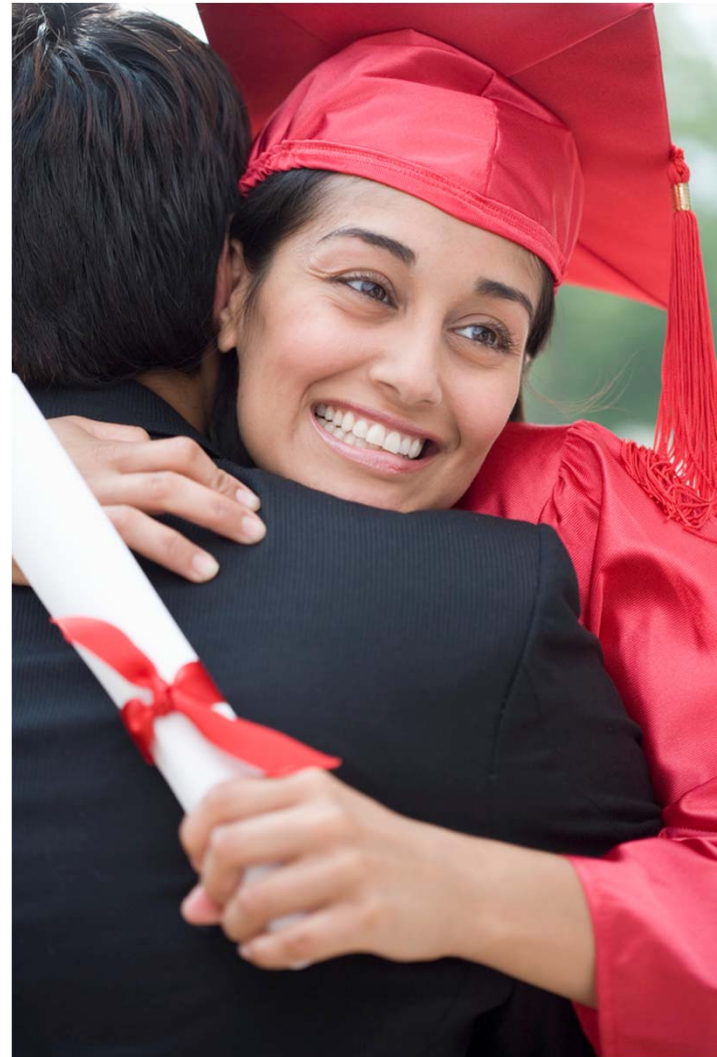
## Common Issues:

- Presenting data with no analysis or indication of how they are used to consider student achievement
- Using select program graduation rates alone to evaluate overall student achievement



# FR 4.1 Tips

- Include a variety of measures, when possible, including general and program-specific graduation rates, job placement rates, course completion rates, and/or licensure exam pass rates
- Explain how data are used





# FR 4.2 Program Curriculum

## Common Issues:

- Not offering a rationale for the appropriateness of the programs offered
- Not providing supporting documentation
- Not addressing distance education and off-campus sites

## Tips:

- Explain how the mission and the curricula are related.
- Document how the curriculum is developed, including distance education and off-campus site programs.

# FR 4.3 Publication of Policies

## Common Issue:

- Variations exist between published versions of the grading policies, refund policies and/or academic calendars

## Tips:

- Verify that all versions of published academic calendars, grading, and refund policies are current and accurate.
- Address how this information is disseminated to distance education and off-campus site students.

# FR 4.4 Program Length

## Common Issues:

- Not explaining how comparability is assured between traditional and accelerated/compressed programs
- Program length exceeds those allowed by internal or system policy
- Discrepancies exist between the length of program as presented and as described in the catalog
- Not providing program length information in an easily accessible format

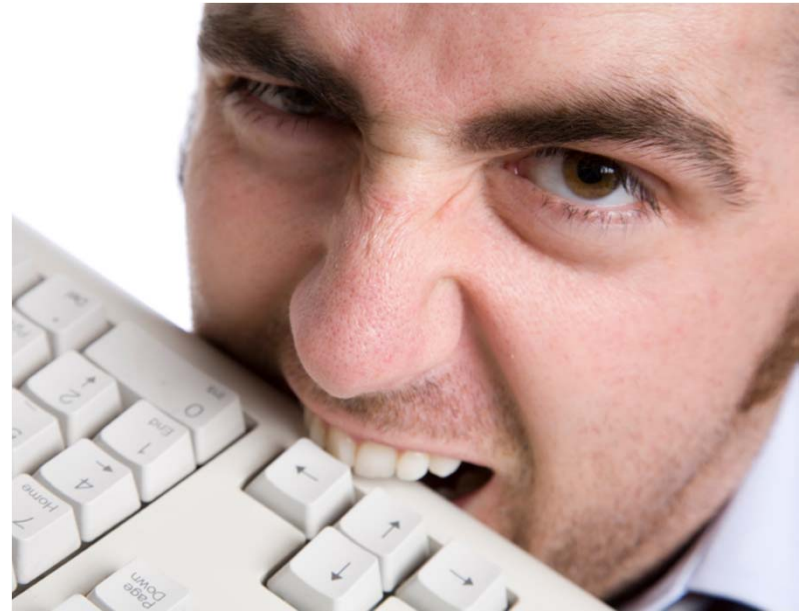
## FR 4.4 Tips:

- Identify measures of program length for all programs, including those offered at off-campus sites and via distance learning.
- Describe why those measures are appropriate, including those for compressed/accelerated programs.
- Make sure that program lengths are within the appropriate ranges.
- Verify that program length information is published accurately.

# FR 4.5 Student Complaints

## Common Issues:

- No evidence of implementation provided
- Inappropriate example (e.g., a complaint from a parent)
- Not addressing how a complaint from students enrolled in distance education programs or at off-campus locations is handled



## FR 4.5 Tips:

- Provide a copy of student complaint policies.
- Provide real examples (student names redacted) that document and illustrate how complaints are resolved.
- Address how complaints are handled from students enrolled at off-campus sites and via distance education.

# FR 4.6 Recruitment Materials

## Common Issue:

- Recruitment presentations are not addressed

## Tip:

- Address how the institution ensures that recruitment materials and presentations accurately represent institutional practices and policies.



# FR 4.7 Title IV Program Responsibilities and CS 3.10.3 Financial Aid Audits

## Common Issues:

- Audit results are not yet available.
- The institution has responded to audit issues with a plan but has not yet received the USDOE letter accepting the plan.

## Tips:

- Work with auditors well in advance to ensure that audit is available by report due date.
- Present evidence of financial aid audits as required by *state* regulations, not just federal, in CS 3.10.3.



# QEP Impact Reports

## Common Issues:

- Failure to launch due to leadership and/or resource issues
- Not presenting the goals or outcomes of the project
- Not describing the implementation of the project, regardless of changes from original plan
- Not collecting and/or using data to assess the impact on student learning



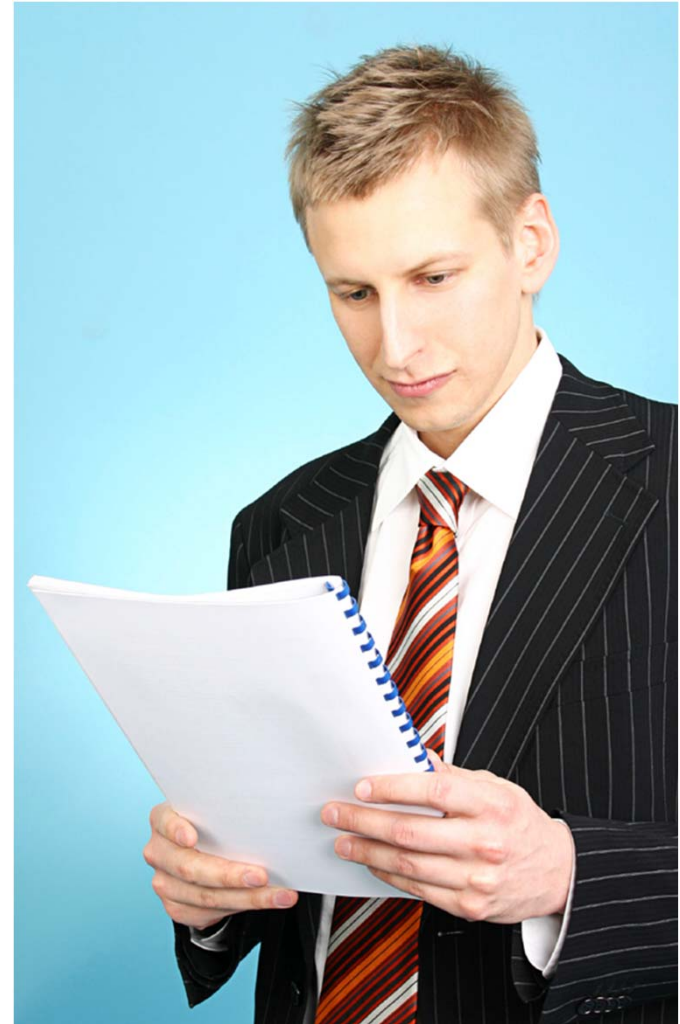
# QEP Impact Report Tips:

- Address all of the elements
- The title and a brief description of the institution's Quality Enhancement Plan as initially presented
- A succinct list of the initial goals and intended outcomes of the QEP
- A discussion of changes made to the QEP and the reasons for making those changes
- A description of the QEP's direct impact on student learning including the achievement of goals and outcomes, and unanticipated outcomes of the QEP, if any

# QEP Impact Report

*Use your 10 pages wisely*

- Reviewers are looking to see that the institution...
  - ✓ Adequately documented the implementation of the QEP regardless of the changes needed throughout its delivery
  - ✓ Provided adequate documentation of the assessment of the QEP's impact on student learning
  - ✓ Demonstrated sustained support for the QEP



# Words of Wisdom from Fifth-Year Report Evaluators

- Your narrative and evidence for each standard should be as comprehensive as your narrative/ evidence in your Compliance Certification Report.
- Follow all of the directions.
- Use outside readers to identify and reduce institution-specific jargon and blind-spots as well as assist with editing.
- Provide an analysis of data, not just a data dump.
- Make sure all electronic devices and links work!
- Serve as an evaluator, if you can.

## Also...

- Write clearly and succinctly.
- Use pointed examples.
- Save the reader time by pointing directly to the specific supporting documentation - excerpting when it makes sense.
- When in doubt, ask your SACSCOC Vice President for advice.
- Use sampling, when appropriate, and explain your rationale for how you have established that sample.

# Packaging

- Submit 1 printed copy for archival purposes, but the other copies can be printed, electronic, or a combination of the two.
- Consider the ease of the evaluators, who might not have always have access to the internet.
- For electronic media:
  - Label clearly
  - Include instructions for how to access or make the starting point obvious
  - Again, test all before sending



# Other Resources

- The Fifth-Year Interim Report Information, Forms, Timelines webpage: <http://www.sacscoc.org/FifthYear.asp>
  - Process for the Review of the QEP Impact Report: <http://www.sacscoc.org/fifth%20year/Process%20review%20of%20QEP%20Impact%20Rpt.pdf>
- Analyzing a Case for Compliance matrix:
  - [http://www.sacscoc.org/pdf/ANALYZING%20A%20CASE%20FOR%20COMPLIANCE\\_SEPT2010%202\\_.pdf](http://www.sacscoc.org/pdf/ANALYZING%20A%20CASE%20FOR%20COMPLIANCE_SEPT2010%202_.pdf)
- The Resource Manual (*updated version due out this fall*)

# So what's in it for me and my institution?

- Fifth-Year Review is an excellent opportunity to refocus on compliance and introduce new campus community members to accreditation concepts.
- Completion of a cycle; marks conclusion of the reporting on your QEP





# Questions?

