



The University of Texas at Dallas

800 West Campbell Road, AD42, Richardson, TX 75080-3021

(972) 883-6749 FAX (972) 883-2276

AGENDA

2018 SACSCOC Institutional Effectiveness Committee Meeting

June 28, 2016

Founders, Room 2.208

1. Call to Order and Approval of Minutes Serenity King

2. Announcements Serenity King
 - A. SACSCOC Updates to Policy/Documents
 - B. SACSCOC Annual Meeting
Atlanta, GA, December 3-6, 2016
 - C. Wheelan and Elgart's *Chronicle of Higher Education* article:
response to Department of Education letter
 - D. Fain's Scorecard for Accreditors article
 - D1. SACSCOC Performance Report (NACIQI)
 - E. Monica Evans' reassignment to Programs, Curriculum
Instruction Committee; added Frank Dufour to IE committee

3. Workspace Simon Kane

4. Action Items List for Committee Serenity King
 - A. Familiarity with assigned materials/designate lead
 - B. Share any relevant information/ideas for your office
and/or other offices pertaining to the assigned Principles
 - C. Brainstorming / discussion session of sub-groups
 - D. July meeting will be sub-groups only

5. Adjournment Serenity King

ITEM 1

May 19, 2016 Meeting Minutes

2018 SACSCOC Institutional Effectiveness Committee Meeting Minutes

Thursday, May 19, 2016 3:00-4:00PM
FO 2.702

I. Attendees:

Serenity Rose King (chair), Lawrence J. Redlinger (vice-chair), Kutsal Dogan, George Fair, Michele Hanlon, Jennifer S. Holmes, Marilyn Kaplan, Kamran Kiasaleh, Theodore Price, Jerry Alexander, Pete Bond, Michael Carriaga, Lauren DeCillis, Cheryl Friesenhahn, Josh Hammers, Kim Laird, Catherine Parsonault, Rafael Martin, Gloria Shenoy, Mary Jo Venetis, Kim Winkler, Kyle Edgington, Toni Stephens, Iolani Connolly, Sharon Etheredge, Su Chuan He, Vy Trang, Caroline Ries

Absent: Sayeeda Jamilah, Monica Evans

II. Approval of Minutes

Rafael Martin moved to approve the April 20, 2016 minutes. Kim Laird seconded the motion. Minutes approved.

III. Announcements

Department of Education Letter

This letter was sent to all regional accrediting agencies. SACSCOC has not issued a response.

ACTION ITEM: Members should read the letter as the work of the Institutional Effectiveness Committee will be most impacted should any changes are made. Serenity will keep the committee updated on any new developments.

Introduction of New Members

New committee members Iolani Connolly, Sharon Etheredge and Su Chuan He were introduced.

IV. Office of Strategic Planning & Analysis Presentation

Lawrence Redlinger gave an overview of what the Office of Strategic Planning and Analysis and staff does and how the office can assist the committee with obtaining statistical data that pertain to the institutional effectiveness principles.

V. Assessment Presentation

Academic Assessment

Gloria Shenoy gave an overview of the Assessment Office. The office handles both academic and nonacademic assessment. She introduced Hyoka, the assessment software system that is used to create and store assessment reports and plans. Academic reports from all programs are due on October 24. Gloria has met with 93% of all the program heads but with the turnover of program heads, she has not been able to meet with all the program heads. The Academic Assessment Committee will begin meeting this summer.

Nonacademic Assessment and Core Assessment

Michael Carriaga gave an overview of the nonacademic reports. The nonacademic reports are in the process of being imported into Hyoka this summer. In the future, supporting documents will be submitted in Hyoka. Nonacademic reports are due on July 1. Michael also gave a brief overview of the core courses assessment process and student level assessment.

VI. Committee Work/Expectations

ACTION ITEM: Members should read and familiarize themselves with the assigned principles and the responses to the principles from the 2007 Compliance Certification Report (CCR), 2014 5th Year Interim Report, and any monitoring reports that addressed the assigned principle(s). Members should begin to think about what their office or unit (or another office/unit) does that supports any of the principles at the university level or if there is anything that the university needs to be doing.

ACTION ITEM: The CCR, Fifth Year Interim Report, monitoring reports are currently not accessible online. Mary Jo Venetis will send each subgroup PDF versions of the reports with their assigned principles. Members will need to go to the URLs to view the supporting documents for each report.

ACTION ITEM: Some members are on multiple reaffirmation committees. If there are any members who feel their workload is too much, let Serenity know. If there are other university personnel who should be added to this committee, let Serenity know.

ACTION ITEM: The assigned principles and the expectations for each subgroup will be discussed at the next committee meeting.

Every subgroup has a member of the Office of Assessment or the Office of Strategic Planning and Analysis, with the exception of the Academic and Student Support Services (CS 3.3.1.3) subgroup. Josh Hammers from Student Affairs is assigned to that subgroup because his role in that office is similar to that of Gloria and Michael. They can be used as resources as each subgroup works on their assigned principles.

The challenge for the university is how to integrate and report what is being done. Another challenge is how the schools and programs use the information that is being reported and tie it back to the mission and strategic plans.

ACTION ITEM: Rafael Martin will recommend a member from the Office of Research and/or research centers to address CS 3.3.1.4. Degree program research will

also need to be addressed in this principle. Gloria can be used as a resource for this principle as it also pertains to research that is being done at the school level.

VII. Summer Schedule

The committee will meet monthly during the summer.

ACTION ITEM: Vy Trang will send a doodle poll to schedule the meetings.

VIII. UT Dallas Strategic Plan and Mission

The URL to the Strategic Plan and Mission has been provided in the agenda packet.

IX. Adjournment

ITEM 2A

SACSCOC Updates to Policy/Documents

SACSCOC made additional revisions to its website, indicating that changes were made to some of its Commission policies and policy statements effective May 2016.

1. Substantive Change for SACSCOC Accredited Institutions

- Last edited in January 2015, adopted by SACSCOC Executive Council in March 2016
- The matrix for “Reporting the Various Types of Substantive Change” has been revised
 - UT Dallas’ website has been updated
 - <http://provost.utdallas.edu/home/academic-program-proposals/reporting-substantive-change>
- Additional forms, including documentation templates, have been created for various substantive changes for the SACSCOC Substantive Change Committee reviewers/visits

2. Compliance Certification Document

- Updated in May 2016 to replace policy wording in CS 3.13.2 and CS 3.13.4a.
 - CS 3.13.2 Agreements Involving Joint and Dual Academic Awards: Policy and Procedures
 - CS 3.13.4.a: Applicable Policy Statement: Distance and Correspondence Education under Reaffirmation of Accreditation and Subsequent Reports

3. Report of the Reaffirmation Committee (for off-site and on-site reviewers)

- Revised in January 2012, updated in May 2016.

4. Direct Assessment Competency-Based Educational Programs: Policy Statement

- Edited in May 2016.

5. Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form or Legal Status

- Revised in December 2015, updated in May 2016.

6. Requests for Data or Research Assistance

- Approved by SACSCOC Executive Council in December 2015

7. Preliminary Top 10 Most Frequently Cited Principles – 2015

- Chart has been added to the UT Dallas’ website / sidebar menu
- New cited Principles: CS 3.2.9, CS 3.2.14, CS 3.10.3, and CS 3.3.1.4

ITEM 2C

Wheelan and Elgart's *Chronicle of Higher Education* article: response to Department of Education letter

Wheelan, B. S. & Elgart, M. A. (2016, May 25). Let accreditors do what does the most good for students. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Let-Accreditors-Do-What-Does/236594>

COMMENTARY

Let Accreditors Do What Does the Most Good for Students

By Belle S. Wheelan and Mark A. Elgart | MAY 25, 2016



Doug Paulin for The Chronicle

When too many colleges have low rates of graduation and high rates of student-loan default, you would expect the U.S.

Department of Education to take bold action. But it came as a surprise recently when the department sent a letter to leaders of regional accrediting agencies asking them to shift from evidence-based institutional oversight to more like a data-collection service.

The letter offers guidance on a series of executive actions the department announced in November to "move toward a new focus on student outcomes and transparency."

Accreditors at all levels of education share the goal of using data and other evidence that shed light on factors that inhibit quality and undermine student success. The new focus, however, crosses the line between what accreditors do

and what government seeks to accomplish, and requires us — leaders of accrediting groups responsible for oversight of schools and colleges in dozens of states — to speak with one voice about our concerns.

The Department of Education's letter urges accreditors to go beyond their work of providing qualitative assessments of every aspect of an institution to tilt the focus toward a few narrow measures of performance using uniform metrics, or else risk being shut down.

To the department's credit, its request for more data comes with a promise of allowing greater flexibility in how accrediting agencies choose to scrutinize performance. Institutions and programs with solid track records do not need review with the same frequency and depth of assessment, allowing the agencies to home in on struggling institutions.

But the department's determination to have accreditors give greater weight to bright-line indicators — rates of retention, graduation, job placement, student-loan repayment and defaults — is disturbing. There are differences between the data we collect to assess quality, the data the department requires to enforce financial-aid and regulatory compliance, and the data legislators seek to develop policy. This new guidance "encourages" accrediting agencies to collect data for purposes that are clearly outside of their missions.

As we've seen with the department's heralded College Scorecard initiative, data dumps and rating systems lack any degree of nuance and force institutions to focus more on outcomes — some of which they have no control over — rather than explore the myriad underlying causes of low performance in an effort to map a path toward improvement.

Accreditation can reveal useful information about why students aren't graduating; how, why, and when they fail; and how to make adjustments in teaching and learning, course sequencing, and other factors. But reporting on only a few outcomes provides no such useful data.

Nor do simple bright-line measures tell the college-going public about the experience of attending an institution. They merely provide information to the U.S. Department of Education that can help it determine how to better administer federal financial-aid programs. That purpose was the intent of the scorecard, a more appropriate place for such an effort (although it was not welcomed by colleges).

Moreover, putting too much weight on a few metrics will not improve results. Fourteen years of the federal No Child Left Behind law have caused the nation's public schools to focus their improvement efforts on a few narrow measures but have led to no better outcomes and a host of unintended consequences, including overuse of testing, skewing of curricula, demoralization of educators, and rampant cheating and efforts to game the system.

The Department of Education's letter should raise red flags for colleges nationwide. That is because:

- Striving for common rate thresholds for outcomes could cause colleges to limit the access of underserved populations. Applying the same metric to all colleges could also lead the government to shut down or withhold resources from some institutions, such as historically black colleges and universities, Hispanic-serving colleges, and tribal colleges, serving some of the least advantaged students. And what about community colleges grappling with returning adult students who may never have envisioned themselves in college or who need help reacquiring learning skills? We need these institutions to train both the entry-level and transitioning work force and not

be judged solely by an indicator of their graduation rates.

- Student-loan repayments and defaults and job placements are important outcomes of college but are often beyond an institution's control. They more often reflect economic conditions and employment trends than what colleges do to prepare people with degrees that have value in the real world.
- The proposed shift would provide impetus for institutions to manipulate data and change admissions or grading policies to produce higher graduation rates. Such gamesmanship would actually limit educational opportunity and lead to inadequate academic and career preparation.

Setting standards and evaluating their use on campus, engaging institutions in the reflective process of self-study, and using expert and peer review to promote continuous improvement are activities that accrediting agencies have been conducting and refining for more than 100 years. This self-regulation and respect for the uniqueness of institutions is a reason that American higher education continues to be the best, most diverse system in the world.

Equally important, holding accreditors accountable for data collection raises a host of questions: Who is the information for? How reliable is it? How will it be used? What are the consequences for colleges? Do the data help advance improvement?

There are other problems with the bright-line measures, most notably the limitations of the information itself. For example, the Department of Education relies upon its Integrated Postsecondary Education Data System, which provides information about some of what we need to know, but not so much about the majority of those attending college, who don't fit the definition of "traditional student." Iped's has looked only at first-time, full-time students who enroll in an institution in the fall term and receive a degree from that same institution; they now amount to fewer than half of all college students.

This year, IpedS has begun asking colleges to report data on part-time and non-first-time students, which will address some limitations. But the department still has not taken on key issues. For example, how should colleges account for students who complete a credential elsewhere? This requires access to individual student data, like those collected by the nonprofit National Student Clearinghouse (on whose board one of us serves).

Today's students are young and not so young, attending part time, stepping in and out, and transferring in state and out of state. The clearinghouse provides a more complete demographic picture, one that shows the complications of reducing student behaviors to a simple graduation rate.

The proposal for accreditors to assess institutional compliance with federal data requests also requires greater definition about what we mean by "completion," "student achievement," and other outcomes within the contexts of our diverse institutions. We need to clarify the roles and responsibilities of the oversight triad — federal government, states, and accreditors — and ensure that neither states nor the federal government asks accreditors to perform roles that more appropriately belong to government.

For accreditation to help improve quality at the institutional level, accrediting teams and colleges rely on reams of data appropriately collected and applied. The data that inform federal policy is not the same as those collected to guide institutional performance. We need to resist efforts to redefine the purpose of accreditation and the missions of our institutions in misguided ways.

Belle S. Wheelan is president of the Southern Association of Colleges and Schools Commission on Colleges. Mark A. Elgart is founding president and chief executive officer of AdvancED.



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ITEM 2D

Fain's Scorecard for Accreditors

Fain, P. (2016, June 21). [Scorecard for Accreditors]: Education Department to release data reports on accreditors based on measures of student achievement. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/news/2016/06/21/education-department-release-data-reports-accreditors-based-measures-student?utm_source=Inside+Higher+Ed&utm_campaign=4c985197a2-DNU20160621&utm_medium=email&utm_term=0_1fcbc04421-4c985197a2-197643605



(<https://www.insidehighered.com>)

Education Department to release data reports on accreditors based on measures of student achievement

Submitted by Paul Fain on June 21, 2016 - 3:00am

The federal government is set to release data reports designed to help measure the performance of accrediting agencies, with metrics such as the graduation rates, debt, earnings and loan repayment rates of students who attended the colleges the accreditors oversee.

The U.S. Department of Education sent the new reports to accreditors on Monday, a couple of days before a scheduled meeting of the National Advisory Committee on Institutional Quality and Integrity, the federal panel that advises the department on which accreditors deserve federal recognition.

In addition to a spreadsheet, the department created visual, easy-to-read “dashboards” for 41 regional, national and programmatic accreditors, which *Inside Higher Ed* obtained (see below for an example and click here for the [full report](#) ^[1]).

The release isn’t a surprise. NACIQI requested the data last year as part of the panel’s [project](#) ^[2] to develop a “more systematic approach to considering student achievement and other outcome and performance metrics in the hearings for agencies that come before it.”

But that request came amid a [sustained push](#) ^[3] by the Obama administration for accreditors to take a more aggressive consumer protection role, with a focus on student outcomes and more scrutiny for troubled colleges.

Accreditors also are on edge because the department last week [recommended](#) ^[4] that NACIQI [drop its recognition](#) ^[5] of a national accreditor -- the Accrediting Council for Independent Colleges and Schools, which oversees roughly 245 institutions, many of them for-profits. That extraordinary decision set the table for a dramatic meeting this week, which will feature consumer advocates among dozens of scheduled speakers.

The visual reports in many ways resemble the department’s [College Scorecard](#) ^[6], which gives consumers a broad range of data about the performance of colleges. And while students and their families are unlikely to use the new charts to keep tabs on accreditors, policy makers and NACIQI probably will consult them when weighing in on whether accreditors have been adequate stewards of federal financial aid.

The data also could be a tool to compare accreditors against each other, which the department has said should be part of gauging the agencies’ effectiveness.

For example, the federal database includes the number of institutions overseen by each accreditor where less than 40 percent of students have begun to pay down their student loan principal after

three years.

That was the case for 31 percent of ACICS's member colleges, which enroll a relatively high proportion of low-income students, according to the data. In contrast, only 8 percent of colleges accredited by the Southern Association of Colleges and Schools Commission on Colleges, a regional agency, had loan repayment rates of less than 40 percent.

Similar comparisons are possible with the data reports on median graduate debt level, loan default rates, graduation rates and median earnings and other metrics. (For a table produced by *Inside Higher Ed* comparing most of the accreditors on a handful of key data points, [click here](#) [7].)

The report goes beyond student achievement, however. It includes the number of colleges an accreditor oversees that have received the harshest version of a federal sanction -- dubbed heightened cash monitoring -- that tightens the flow of federal aid to a college due to the department's concern about that institution's stability.

Colleges themselves also made it into the report -- the larger ones, at least -- as the department listed the performance of each institution that reeled in more than \$200 million in federal aid revenue during a recent year.

'Shortening the Leash'

Ben Miller, senior director for postsecondary education at the Center for American Progress and a former official at the department, has been a prominent critic of ACICS's approach to oversight and of the accreditation process in general, including the agencies' "highly uneven sanctions," which he helped document in a [newly released report](#) [8].

"It's a good starting point," Miller said of the department's data reports. But he cautioned that the numbers would not be enough to decide whether or not to renew an accreditor's federal recognition. "You can't make the decision on data alone," he said.

The metrics for graduates' earnings and student loan repayment rates are particularly helpful, said Miller. Graduation rates are limited, he said, in part because the report lumps all institutions together, rather than breaking out the data based on the characteristics of institutions and academic programs, such as by separating community colleges from four-year institutions.

Accrediting agency officials also raised concerns about the federal data's limitations. On a call the department hosted Monday with accreditors, some officials said they were frustrated with inaccuracies in the data and argued for the need for context to explain the numbers.

Judith Eaton, president of the Council for Higher Education Accreditation, which advocates for accreditation on behalf of colleges and universities, said the new reports are part of a "fundamental rethinking and repositioning" of the role of accreditors as gatekeepers of federal aid. She said the credibility and confidence in an accreditor increasingly will rest on data about institutional performance on student achievement.

However, Eaton said, questions remain about those metrics, and whether they measure the quality of accreditors or are really indicators of the quality of colleges.

"The way the data are presented sends a powerful message that accreditation needs to be about graduation, debt, loan repayment and earnings," she said via email. "While these are all important, accreditation -- and higher education -- are about much more: intellectual development of students, education for life as well as work, education for effective participation in society. Yet, this is lost."

Bernard Fryshman, a professor of physics at New York Institute of Technology and the longtime

head of the country's main accreditor of rabbinical programs, was blunter. "Numbers are replacing ideas and facts and insights, and the numbers are very often wrong," Fryshman said. "NACIQI is going to be judging accreditors on the basis of numbers that are totally irrelevant. Colleges and universities are not vocational schools."

Peter Ewell described the new data reports as "one more step at shortening the leash" for accreditors. And that's a good thing, said Ewell, president of the National Center for Higher Education Management Systems and a longtime expert on accreditation.

"Maybe it will nudge them in the right direction on using such measures themselves," he said via email.

Ewell had some quibbles with the reports, saying they were a bit too busy to read effectively and agreeing with others on the limitations of federal data. But he called their release this later this week a welcome development, noting that the feds chose to focus on student achievement at colleges, rather than the activities of accreditors themselves.

"Subtly (or maybe not so subtly) showing institutional numbers instead points toward the conclusion that accreditors should take responsibility for institutions in a more direct way than has been signaled in the past," said Ewell.

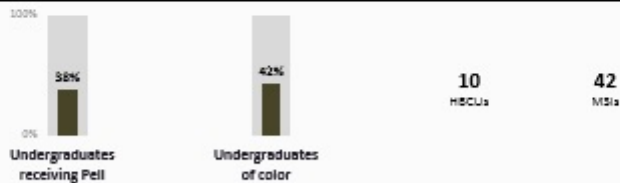
-- *Doug Lederman contributed to this article.*

Middle States Commission on Higher Education Federal Postsecondary Education and Student Aid Data

First Glance

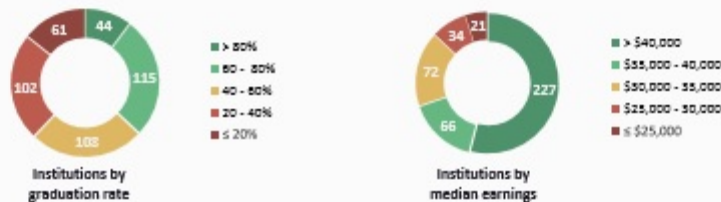


Underrepresented Populations



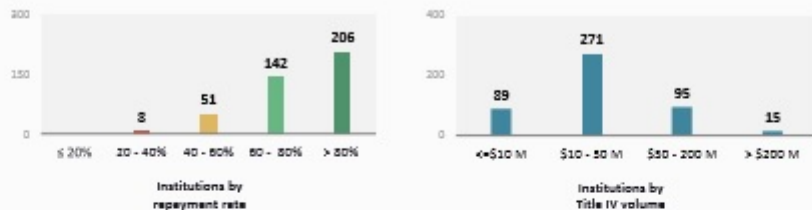
Graduation & Earnings

Green = good outcomes
Red = bad outcomes

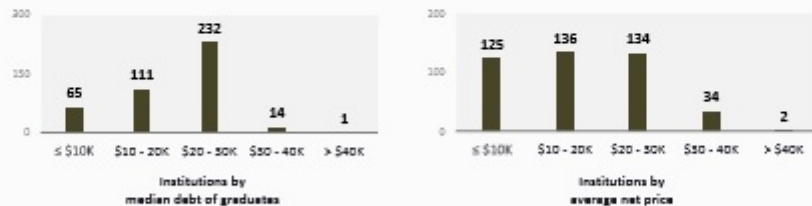


Loan Performance

Green = repayment
Red = non-repayment



Debt & Net Price



Technical Notes

See [README](#) for more details

Universe of institutions and accreditors
 Only includes currently operating institutions participating in Title IV programs according to the March 2016 release of College Scorecard
 Only includes primary institutional accreditor relationships as of March 2016, according to PEPIS
 Excludes counts of missing values for each variable so that categories may not add up to total number of institutions overseen by each accreditor

Data Sources
 Postsecondary Education Participants System (PEPIS): <https://www2.ed.gov/offices/OSEP/PEPIS/dataextracts.html> (as of March 2016)
 College Scorecard: <https://collegescorecard.ed.gov/data/> (as posted on technical site in spring 2016)
 PISA Data Center: <https://studentaid.ed.gov/sa/about/data-center/student/title-iv> (AY 2015-14)

[9]

[Assessment and Accountability](#) [10]

[Accreditation and Student Learning](#) [11]

[National Accountability Systems](#) [12]

Source URL: <https://www.insidehighered.com/news/2016/06/21/education-department-release-data-reports-accreditors-based-measures-student?width=775&height=500&iframe=true>

Links:

[1] [https://www.insidehighered.com/sites/default/server_files/files/Inst Performance Reports.pdf](https://www.insidehighered.com/sites/default/server_files/files/Inst%20Performance%20Reports.pdf)

[2] <http://www2.ed.gov/about/bdscomm/list/naciqi-dir/2016-spring/pilot-project-march-2016.pdf>

[3] <https://www.insidehighered.com/news/2016/04/25/education-department-tells-accreditors-focus-more-troubled-colleges-and-standards>

[4] <https://www.insidehighered.com/news/2016/06/16/education-department-recommends-eliminating-national-accreditor-many-profit-colleges>

- [5] <https://www.insidehighered.com/news/2016/06/13/much-stake-acics-and-accreditation-upcoming-federal-review>
- [6] <https://collegescorecard.ed.gov/>
- [7] <https://www.insidehighered.com/content/partial-accreditor-scorecard>
- [8] <https://www.insidehighered.com/quicktakes/2016/06/20/report-finds-uneven-sanctioning-accreditors>
- [9] [https://www.insidehighered.com/sites/default/server_files/images/Accred Scorecard.jpg](https://www.insidehighered.com/sites/default/server_files/images/Accred_Scorecard.jpg)
- [10] https://www.insidehighered.com/news/focus/assessment_and_accountability
- [11] <https://www.insidehighered.com/news/news-sections/accreditation-and-student-learning>
- [12] <https://www.insidehighered.com/news/news-sections/national-accountability-systems>

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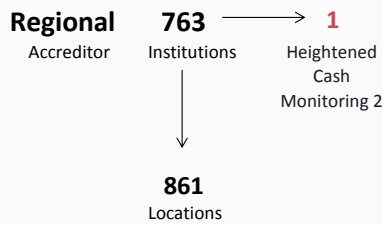
ITEM 2D1

SACSCOC Performance Report (NACIQI)

National Advisory Committee on Institutional Quality and Intergity (NACIQI) (2016, June 22-24). Recognized institutional accreditors: Federal postsecondary education. Retrieved from https://www.insidehighered.com/sites/default/server_files/files/Inst%20Peformance%20Reports.pdf

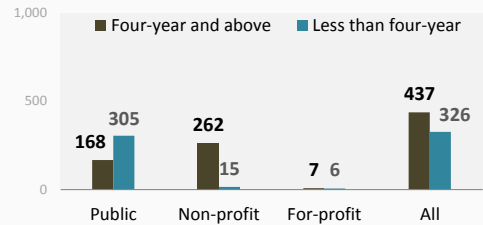
Southern Association of Colleges and Schools Federal Postsecondary Education and Student Aid Data

First Glance



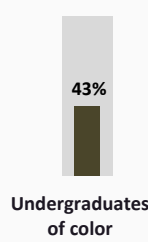
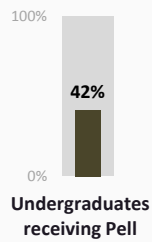
4,435,026
Degree-seeking undergraduates

\$32.71 B
Title IV volume



Institutions by sector

Underrepresented Populations

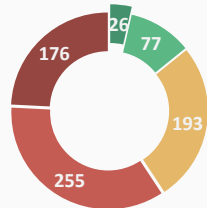


72
HBCUs

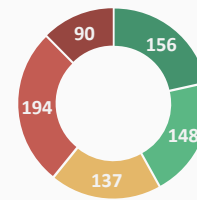
124
MSIs

Graduation & Earnings

Green = good outcomes
Red = bad outcomes



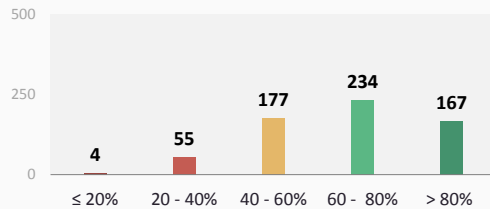
Institutions by graduation rate



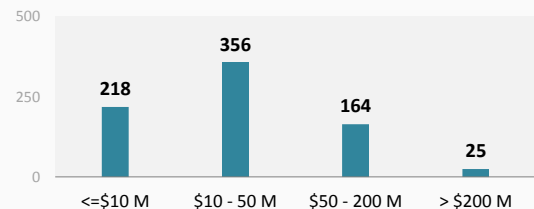
Institutions by median earnings

Loan Performance

Green = repayment
Red = non-repayment

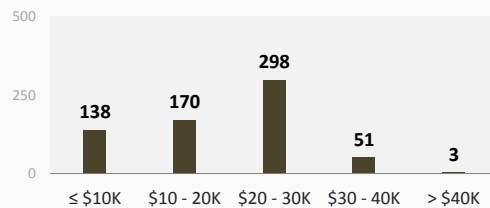


Institutions by repayment rate

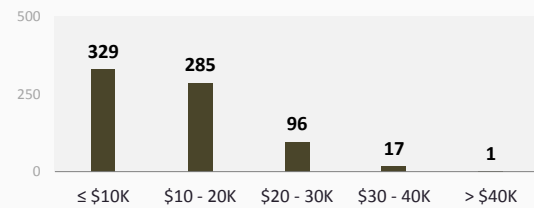


Institutions by Title IV volume

Debt & Net Price



Institutions by median debt of graduates



Institutions by average net price

Technical Notes

See README for more details

Universe of institutions and accreditors

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FSA Data Center: <https://studentaid.ed.gov/sa/about/data-center/student/title-iv> (AY 2013-14)

ITEM 4A

Committee Assignments

CR 2.5 Institutional Effectiveness

Serenity Rose King
Lawrence J. Redlinger
Michael Carriaga
Sharon Etheredge
Su Chuan (Rita) He
Kimberly Laird (until Chief Budget Officer hired)
Catherine Parsonneault
Gloria Shenoy
Toni Stephens

CS 3.3.1.1 Institutional Effectiveness Educational Programs, to include Student Learning Outcomes

Kutsal Dogan
Frank Dufour
Michele Hanlon
Jennifer S. Holmes
Kamran Kiasaleh
Catherine Parsonneault
Theodore Price
Gloria Shenoy
Sayeeda Jamilah (out until fall)

CS 3.3.1.2 Institutional Effectiveness Administrative Support Services

Pete Bond
Michael Carriaga
Lauren DeCillis
Cheryl Friesenhahn
Su Chuan (Rita) He
Kimberly Laird (until Chief Budget Officer hired)
Toni Stephens
Mary Jo Venetis

CS 3.3.1.3 Institutional Effectiveness Academic and Student Support Services

Jerry Alexander

George W. Fair, Academic Bridge Program

Josh Hammers

Kim Winkler

Include Advising and Student Success Center designees to review draft

CS 3.3.1.4 Institutional Effectiveness Research within its Mission, if Appropriate

Rafael Martin

Sharon Etheredge

Su Chuan (Rita) He

Gloria Shenoy

CS 3.3.1.5 Institutional Effectiveness Community/Public Service within its Mission, if Appropriate

Iolani (Lani) Connolly

Kyle Edgington

George W. Fair

Include Amanda Rockow and Office of Undergraduate Education designee (volunteer programs) to review draft

CS 3.5.1 General Education Competencies

Marilyn Kaplan

Michael Carriaga

Catherine Parsonneault

4.1 Student Achievement

Serenity Rose King

Lawrence J. Redlinger

Sharon Etheredge

Su Chuan (Rita) He

Marilyn Kaplan

Theodore Price

Mary Jo Venetis