



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 Reaffirmation
Mission, Governance, and Administration Committee Meeting
April 11, 2016
Bluebonnet Conference Room, Room AD 3.108A**

- | | | |
|----|---|---------------|
| 1. | Call to Order and Introductions | David Cordell |
| 2. | Deliverables | David Cordell |
| | A. Deadlines / Timelines: Draft due November 1, 2016 | |
| 3. | Committee Resources | Serenity King |
| | A. Mission, Governance, and Administration Committee Charge, Membership Information, Assigned <i>Principles</i> , and Related Policies | |
| | B. SACSCOC and other resources located on UT Dallas SACSCOC website
http://sacscoc.utdallas.edu/ | |
| | C. <i>Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement</i>
http://dox.utdallas.edu/publication1210 | |
| | D. 2007 Compliance Certification Report (CCR) Navigator
http://sacscoc.utdallas.edu/ccrnav/ | |
| | E. 2008 Focused Response Report (requires log-in)
http://sacscoc.utdallas.edu/frnav/ | |
| | F. SACSCOC Top 10 Principles: 2013 and 2014 Preliminary Data Charts
2013 Chart: http://dox.utdallas.edu/chart1236
2014 Chart: http://dox.utdallas.edu/chart1235 | |
| | G. <i>The Principles of Accreditation: Foundations for Quality Enhancement</i>
http://dox.utdallas.edu/publication1209 | |
| 4. | Future Meetings | David Cordell |
| 5. | Questions/Concerns | David Cordell |
| 6. | Adjournment | David Cordell |

ITEM 3A

Mission, Governance, and Administration Committee Charge, Membership Information, Assigned *Principles*, and Related Policies

Chair: David Cordell, Secretary of the Senate; Clinical Professor, Naveen Jindal School of Management

Co-Chair: Serenity Rose King, Assistant Provost of Policy and Program Coordination and SACSCOC Liaison

Charge: This committee reviews not only UT Dallas' compliance with the SACSCOC *Principles*, but also the UT System Board of Regents' compliance. Both the UT System and the Board of Regents play an integral role in UT Dallas' operation, and to the extent they provide the framework for UT Dallas' performance, their performance is also a factor. Additionally, this committee reviews UT Dallas' mission statement, how that mission statement translates into action, and the role of the faculty and the administrative staff in leading the institution.

Committee Members:

Richard K. Scotch	Vice Speaker of the Senate; Professor, School of Economic, Political and Policy Sciences
Kurt J. Beron	Professor, School of Economic, Political and Policy Sciences
Colleen Dutton	Associate Vice President of Human Resources, Office of Administration
Abby R. Kratz	Handbook of Operating Procedures Chair; Associate Provost
Terry Pankratz	Vice President for Budget and Finance, Office of Budget and Finance
Timothy Shaw	University Attorney, Office of Administration
Sue Sherbet	Associate Vice President for Student Affairs
Mary Jo Venetis	Director, Provost's Office
Vy Trang	Administrative Associate, Provost's Office

Assigned SACSCOC Principles

- **Core Requirements**

2.1 - Degree-granting Authority: The institution has degree-granting authority from the appropriate government agency or agencies.¹

2.2 - Governing Board: The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.¹

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

2.3 - Chief Executive Officer: The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (See Commission policy "*Core Requirement 2.3: Documenting an Alternate Approach.*")¹

2.4 - Institutional Mission: The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

2.6 - Continuous Operation: The institution is in operation and has students enrolled in degree programs.¹

- **Comprehensive Standards**

3.1.1 - Mission: The mission statement is current and comprehensive, accurately guides the

¹ 2007 CCR Navigator had 1-2 pages plus a supporting documents list.

institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

3.2.1 - CEO Evaluation/Selection: The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.¹

3.2.2 - Governing Board Control: The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission;

3.2.2.2 fiscal stability of the institution; and ¹

3.2.2.3 institutional policy. ¹

3.2.3 - Board Conflict of Interest: The governing board has a policy addressing conflict of interest for its members. ¹

3.2.4 - External Influence: The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. ¹

3.2.5 - Board Dismissal: The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.¹

3.2.6 - Board/Administration Distinction: There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. ¹

3.2.7 - Organizational Structure: The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

3.2.8 - Qualified Administrative/Academic Officers: The institution has qualified administrative and academic officers with the experience and competence to lead the institution. ^{1,2}

3.2.9 - Personnel Appointment: The institution publishes policies regarding appointment, employment, and evaluation of all personnel. ^{1,2}

3.2.10 - Administrative Staff Evaluations: The institution periodically evaluates the effectiveness of its administrators.

3.2.11 - Control of Intercollegiate Athletics: The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

¹ 2007 CCR Navigator had 1-2 pages plus a supporting documents list.

² Standard also assigned to the Faculty Committee.

3.2.12 - Fund-raising Activities: The institution demonstrates that its chief executive officer controls the institution's fund-raising activities.¹

3.2.13 - Institution-related Entities: For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs, (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.^{1, 3}

3.2.14 - Intellectual Property Rights: The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

3.4.3 - Admissions Policies: The institution publishes admissions policies that are consistent with its mission.⁴

3.4.5 - Academic Policies: The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.⁴

3.4.7 - Consortial Relationships/Contractual Agreements: The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the *Principles*, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See Commission policy "*Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.*")⁴

3.7.5 - Faculty Role in Governance: The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.²

3.12 - Responsibility for compliance with the Commission's substantive change procedures and policy: The Commission on Colleges accredits the entire institution and its programs and

¹ 2007 CCR Navigator had 1-2 pages plus a supporting documents list.

² Standard also assigned to the Faculty Committee.

³ Note: The standard 3.2.1.3 has been revised since 2008 ed., and it may be necessary to review the standard 3.2.2.4 narrative, a removed principle, within the 2007 CCR for potential consolidation into 3.2.13. Additional information is listed in the "SACSCOC Revised Principles since 2008 ed." section.

⁴ Standard also assigned to the Programs, Curriculum Instruction Committee.

services, wherever they are located or however they are delivered. Accreditation, specific to an institution, is based on conditions existing at the time of the most recent evaluation and is not transferable to other institutions or entities.

When an accredited institution significantly modifies or expands its scope, changes the nature of its affiliation or its ownership, or merges with another institution, a substantive change review is required. The Commission is responsible for evaluating all substantive changes to assess the impact of the change on the institution's compliance with defined standards. If an institution fails to follow the Commission's procedures for notification and approval of substantive changes, its total accreditation may be placed in jeopardy. (See Commission policy "*Substantive Change for Accredited Institutions.*") If an institution is unclear as to whether a change is substantive in nature, it should contact Commission staff for consultation.

An applicant, candidate, or member institution in litigation with the Commission may not undergo substantive change.

3.12.1 - Substantive Change: The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes.¹

3.13.1 - Policy Compliance: The institution complies with the policies of the Commission on Colleges. (*Note: In the Compliance Certification, Fifth-Year Interim Report, and prospectus or application for substantive change, the institution will be required to address Specific Commission policies.*)⁵

3.14 - Representation of status with the Commission: The institution publishes the name of its primary accreditor and its address and phone number in accordance with federal requirements. Institutions should indicate that normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the Commission's office. In such a publication or Web site, the institution should indicate that the Commission is to be contacted **only** if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard. The institution is expected to be accurate in reporting to the public its status with the Commission. In order to meet these requirements, the institution lists the name, address, and telephone number in its catalog or Web site using one of the following statements:

(Name of member institution) is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award (name specific degree levels, such as associate, baccalaureate, masters, doctorate). Contact the Commission on Colleges at

¹ 2007 CCR Navigator had 1-2 pages plus a supporting documents list.

⁵ Note: It was not necessary to address this standard in the 2007 CCR report according to the 2008 edition. Additional information is listed in the "SACSCOC Revised Principles since 2008 ed." section.

1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of (name of member institution).

(Name of candidate institution) is a candidate for accreditation with the Southern Association of Colleges and Schools Commission on Colleges to award (name specific degree levels, such as associate, baccalaureate, masters, doctorate). Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the status of (name of member institution).

No statement may be made about the possible future accreditation status with the Commission on Colleges of the Southern Association of Colleges and Schools, nor may an institution use the logo or seal of the Southern Association in any of its publications or documents.

3.14.1 - Publication of Accreditation Status: A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.¹

4.3 - Publication of Policies: The institution makes available to students and the public current academic calendars, grading policies, and refund policies.¹

4.6 - Recruitment Materials: Recruitment materials and presentations accurately represent the institution's practices and policies.

SACSCOC Revised *Principles* since 2008 ed.

- **3.2.2.3** – removed wording “including policies concerning related and affiliated corporate entities and all auxiliary services”
- **3.2.2.4** – removed principle “related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.”
- **3.2.8** – removed wording “...and capacity to lead the institution.”
- **3.2.9** – replaced, “...defines and publishes...” with “publishes”
- **3.2.10** – changed wording from, “The institution evaluates the effectiveness of its administrators on a periodic basis.”
- **3.2.12** – changed wording from, “The institution’s chief executive officer controls the institution’s fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated.”

¹ 2007 CCR Navigator had 1-2 pages plus a supporting documents list.

- **3.2.13** – changed wording from, “Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission. (Institution-related foundations).”
- **3.4.7** – changed wording in the middle of principle from, “...ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship...”
- **3.12** – changed wording at end of principle from, “An applicant or candidate institution may not undergo substantive change prior to action on initial membership.”
- **3.13.1** – changed wording of note after principle from “*This standard is not addressed by the institution in its Compliance Certification.*”
- **3.14** – added new sentence after first sentence, “Institutions should indicate that normal inquires about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the Commission’s office.” AND adjusted the wording in the examples showing how to represent one’s association with SACSCOC from, “Commission on Colleges of the Southern Association of Colleges and Schools.”

Related SACSCOC Policies and Documents

<http://www.sacscoc.org/policies.asp>

Policies

Reaffirmation of Accreditation and Subsequent Reports

Core Requirement 2.3: Documenting an Alternative Approach

Distance and Correspondence Education

Advertising, Student Recruitment, and Representation of Accredited Status

Agreements Involving Joint and Dual Academic Awards

Substantive Change for SACSCOC Accredited Institutions

Quality and Integrity of Undergraduate Degrees

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

Unreported Substantive Change

Separate Accreditation for Units of a Member Institution

Integrity and Accuracy in Institutional Representation

Accrediting Decisions of Other Agencies

Documents

The Impact of Budget Reductions on Higher Education

Developing Policy and Procedures Documents

Closing a Program, Site, Branch or Institution

ITEM 3E

2008 Focused Response Report

<http://dox.utdallas.edu/report1496/dcclojmeat>

The following *Principles* were reported “non-compliant” by the Off-Site Review Committee in 2008. UT Dallas responded through the Focused Response Report, providing additional information for each *Principle*. Upon review, the On-Site Review Committee concurred that UT Dallas made appropriate changes to be in compliance.

CR Principle 2.7.1 Program length

Fast track option for undergraduate students that could result in a student earning a master’s degree with less than 30 semester credit hours of graduate work as a graduate student.

CR Principle 2.8 Number of faculty members to support the institution mission

Report was unclear in providing the actual number of part-time instructors, showing a discrepancy between two given numbers.

CR Principle 2.11.1 Sound financial base

UT Dallas had not submitted its FY2007 financial statement, which was unavailable when the compliance report was submitted in 2007.

CS Principle 3.2.10 Administrative staff evaluations

UT Dallas lacked documentation to indicate that periodic evaluations of academic administrators were conducted although we produced evidence in the focused report.

CS Principle 3.6.3 Institutional credits for a degree

Transfer graduate students were allowed to transfer up to 50% of coursework which could result in less than a majority of the work done at UT Dallas.

CS Principle 3.7.1 Faculty competence/qualifications

The six faculty members in question were terminated, reassigned, or have now received the appropriate doctoral credentials.

CS Principle 3.7.2 Faculty evaluation

UT Dallas lacked documentation to indicate periodic evaluation of faculty members.

ITEM 3F

SACSCOC Top 10 Cited Principles

2013 and 2014 Preliminary Data Charts

PRELIMINARY DATA

Top 10 Most Frequently Cited *Principles* in Reaffirmation Reviews: 2013 Reaffirmation Class Institutions

OFF-Site Review				ON-Site Review				C&R Review							
Rank	Requirement/Standard	%	Institutions	Rank	Requirement/Standard	%	Institutions	Rank	Requirement/Standard	%	Institutions				
1.	3.7.1 (Faculty Competence)	100%		1.	3.3.2 (Quality Enhancement Plan)	59%		1.	3.3.1.1 (IE – Educational Programs)	21%					
2.	3.3.1.1 (IE – Educational Programs)	64%		2.	3.3.1.1 (IE – Educational Programs)	36%		2.	3.3.1.2 (IE – Administrative Units)	13%					
3.	3.4.11 (Academic Program Coordination)	59%		3.	3.3.1.3 (IE – Educational Support)	29%		3.	3.5.1 (General Education Competencies)						
4.	2.8 (Faculty)	53%		4.	3.7.1 (Faculty Competence)				4.	3.3.1.3 (IE – Educational Support)	12%				
5.	3.3.1.3 (IE – Educational Support)				5.	3.3.1.2 (IE – Administrative Units)	24%		5.	3.3.1.5 (IE – Community/Public Service)	11%				
6.	3.2.14 (Intellectual Property Rights)	52%		6.	3.3.1.5 (IE – Community/Public Service)	23%		6.	3.13.4b (Corporate Structure)	9%					
7.	3.3.1.2 (IE – Administrative Units)				7.	3.5.1 (General Education Competencies)	20%		7.	3.3.2 (Quality Enhancement Plan)	5%				
8.	3.3.1.5 (IE – Community/Public Service)				8.	3.3.1.4 (IE – Research)	9%		8.	3.10.3 (Control of Finances)					
9.	2.11.1 (Financial Resources)	48%		9.	3.10.1 (Financial Stability)	8%		9.	2.8 (Faculty)	4%					
10.	3.5.1 (General Education Competencies)	45%		10.	3.10.3 (Control of Finances)				10.		3.3.1.4 (IE – Research)				
					3.13.4b (Corporate Structure)				3.10.1 (Financial Stability)						
Key Descriptive Statistics (Number of <i>Principles</i> Cited Per Institution)				Key Descriptive Statistics (Number of <i>Principles</i> Cited Per Institution)				Key Descriptive Statistics (Number of <i>Principles</i> Cited Per Institution)							
<i>Mean</i> = 19.8		<i>SD</i> =7.9		<i>Median</i> =18		<i>Range</i> =37		<i>Mean</i> = 1.2		<i>SD</i> =1.5		<i>Median</i> =1		<i>Range</i> =5	
Selected General Areas of Non-Compliance (Selected* CR, CS, FR)			% of the Total Number of Citations of Non-Compliance	Selected General Areas of Non-Compliance (Selected* CR, CS, FR)			% of the Total Number of Citations of Non-Compliance	Selected General Areas of Non-Compliance (Selected* CR, CS, FR)			% of the Total Number of Citations of Non-Compliance				
Policy-Related <i>Principles</i> (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)			26.9%	Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 3.4.7, 3.5.1, 4.1)			45.8%	Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 3.4.7, 3.5.1, 4.1)			64.8%				
Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 3.4.7, 3.5.1, 4.1)			21.7%	Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 + 2.12 and 3.3.2 – (3.4.7+3.5.1))			24.5%	Financial and Physical Resources (2.11, 3.10, 3.11)			9.9%				
Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 – (3.5.1+3.4.7))			15.5%	Faculty Issues (2.8, 3.4.11, 3.5.4, 3.7)			15.4%	Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 + 2.12 and 3.3.2 – (3.4.7+3.5.1))			7.7%				
Faculty Issues (2.8, 3.4.11, 3.5.4, 3.7)			16.9%	Financial and Physical Resources (2.11, 3.10, 3.11)			6.3%	Faculty Issues (2.8, 3.4.11, 3.5.4, 3.7)			6.6%				
Financial and Physical Resources (2.11, 3.10, 3.11)			11.8%	Policy-Related <i>Principles</i> (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)			5.1%	Policy-Related <i>Principles</i> (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)			1.1%				
Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)			10.1%	Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)			1.2%	Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)			1.1%				

OTR || 2014 || For more information, please contact Alexei Matveev, Director of Training Research, at amatveev@sacscoc.org

PRELIMINARY DATA

PRELIMINARY DATA

Top 10 Most Frequently Cited *Principles* in Reaffirmation Reviews: 2014 Reaffirmation Class Institutions (N=83)

Review Stage I: OFF-Site Committee			Review Stage II: ON-Site Committee			Review Stage III: C&R Board of Trustees			
Rank	Requirement/Standard	% Institutions in Non- Compliance	Rank	Requirement/Standard	% Institutions in Non- Compliance	Rank	Requirement/Standard	% Institutions in Non- Compliance	
1.	3.7.1 (Faculty Competence)	94%	1.	3.3.2 (Quality Enhancement Plan)	47%	1.	3.3.1.1 (IE – Educational Programs)	12%	
2.	3.3.1.1 (IE – Educational Programs)	61%	2.	3.3.1.1 (IE – Educational Programs)	31%	2.	3.3.1.2 (IE – Administrative Units)	6%	
3.	2.11.1 (Financial Resources)	48%	3.	3.7.1 (Faculty Competence)	28%	3.	3.3.1.3 (IE – Educational Support)		
4.	3.4.11 (Academic Program Coordination)	46%	4.	3.3.1.2 (IE – Administrative Units)	14%	4.	3.10.1 (Financial Stability)		
5.	3.3.1.5 (IE – Community/Public Service)	45%	5.	3.3.1.3 (IE – Educational Support)	12%	5.	3.3.1.5 (IE – Community/Public Service)	5%	
6.	3.3.1.2 (IE – Administrative Units)	40%	6.	3.3.1.5 (IE – Community/Public Service)		6.	3.7.1 (Faculty Competence)		
7.	3.7.2 (Faculty Evaluation)	39%	7.	3.10.1 (Financial Stability)	7%	7.	3.3.2 (Quality Enhancement Plan)	4%	
8.	3.3.1.3 (IE – Educational Support)	37%	8.	3.5.1 (General Education Competencies)	6%	8.	3.5.1 (General Education Competencies)		
9.	2.8 (Faculty)	36%	9.	3.7.2 (Faculty Evaluation)		<3%			
10.	3.5.1 (General Education Competencies) 4.1 (Student Achievement)	35%	10.	3.12.1 (Substantive Change)					
Key Descriptive Statistics (Number of <i>Principles</i> Cited Per Institution)			Key Descriptive Statistics (Number of <i>Principles</i> Cited Per Institution)			Key Descriptive Statistics (Number of <i>Principles</i> Cited Per Institution)			
Mean= 16.5 SD=9.4		Median=15	Range=56		Mean= 2.5 SD=2.5		Median=2	Range=10	
Selected General Areas of Non-Compliance <i>(Selected CR, CS, FR)</i>		% of the Total Number of Findings of Non-Compliance	Selected General Areas of Non-Compliance <i>(Selected CR, CS, FR)</i>		% of the Total Number of Findings of Non-Compliance	Selected General Areas of Non-Compliance <i>(Selected CR, CS, FR)</i>		% of the Total Number of Findings of Non-Compliance	
Policy-Related <i>Principles</i> (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1-5, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)		22%	Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)		33%	Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)		52%	
Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4)		20%	Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 + 2.12 and 3.3.2)		30%	Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 + 2.12 and 3.3.2)		18%	
Faculty (2.8, 3.4.11*, 3.5.4*, 3.7)		17%	Faculty (2.8, 3.4.11*, 3.5.4*, 3.7)		16%	Financial and Physical Resources (2.11, 3.10, 3.11)		12%	
Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)		16%	Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)		7%	Faculty (2.8, 3.4.11*, 3.5.4*, 3.7)		10%	
Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)		13%	Policy-Related <i>Principles</i> (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1-5, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)		6%	Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)		2%	
Financial and Physical Resources (2.11, 3.10, 3.11)		12%	Financial and Physical Resources (2.11, 3.10, 3.11)		6%	Policy-Related <i>Principles</i> (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1-5, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)		2%	

FOCUSED REPORT

RESPONSE REPORT