

Educational Oversight Committee Agenda: October 19, 2006

- Welcome and Introductions: Sharon Griggs
- Review of Minutes/Action Items from previous meeting (April 27, 2006): Sharon Griggs
- State of Educational Assessment: Past, Present, and Future: Jesse Coraggio, Carol Weideman
- Role of Educational Oversight Committee: All
 - What is the charge (focus) of this committee?
 - What information should be reviewed?
 - How should recommendations be brought forward? Example: Mt. Hood Educational Assessment Oversight Committee Annual Report
- Next Meeting: November 10, Room 2-304, 2:30-4:30

Educational Assessment Outcomes Website (Room 2-421): Jesse Coraggio

- Review elements of Ed Outcomes site
- Discuss recent changes to site and changes in progress
- Review Follow-up Report format

Minutes: Educational Oversight Committee Meeting, October 19, 2006

Sharon Griggs called the meeting to order. Introductions were given. Carol Weideman introduced two new assessment coordinators, Jesse Coraggio and Maggie Tymms. They will be the primary contacts for general education and program assessments. Amy Brush was also welcomed to the committee. Amy will be the primary contact for program reviews.

The minutes from the April 27 committee meeting were reviewed. Members were asked to submit any changes to Carol Weideman.

Action Items from April 27 were reviewed:

- For Vet Tech, provide data showing how the students have met the program goals.
- For Public Safety, provide additional information on program goals; why there is a research focus in the program.
- What statistical courses are taken by Vet Tech and Public Safety students beyond STA2023?
- Provide rubrics used to assess the capstone projects in the various programs.

State of Educational Assessment: Past, Present, and Future: Jesse Coraggio, Carol Weideman

Jesse presented a power-point outlining SACS requirements regarding assessment and evaluation. He reviewed the current status of assessments and provided some ideas for improvements moving forward. Jesse emphasized that assessments need to be aligned with the objectives. He also stressed that we need to use the results for performance improvement.

The program assessments and program reviews will be conducted on a 3-year cycle, with the program review conducted in the year following the program assessment follow-up report. The results of the program assessment and program review will be presented to the cabinet in a single package which should provide a more comprehensive evaluation of the program. Certificates and diplomas will also be included in the AS program assessments and reviews.

General education assessments will return to the 3-year cycles that were used prior to 2004-05. Jesse and Carol also mentioned that general education assessments will be added to the program assessments, for all programs (AS, BS, BAS).

Jesse briefly reviewed modifications that have been applied to the Educational Assessment Outcomes Reports Website. Committee members were invited to a

more comprehensive introduction to the website that will be offered following the Education Oversight Committee meeting today.

Carol presented preliminary results from the ETS Academic Profile testing that was conducted during 2005-06. SPC students performed very well in comparison to students from similar institutions. The scores on the seven skills also showed significant improvement from entering to graduating students. It was mentioned that the Academic Profile is no longer offered by ETS; it has been replaced by the MAPP test. Starting in Spring 2007, a sample of graduating AA, AS and bachelor students will be tested.

There was discussion among the committee members about use of results for improvement. Martha Campbell offered an example of humanities faculty using the assessment results to determine that more music instruction was needed in the humanities classes. An Angel community group was created to share best practices and offer teaching examples.

Role of Educational Oversight Committee: All

The roles of the educational oversight committee was discussed relative to the following questions:

- What is the charge (focus) of this committee?
- What information should be reviewed?
- How should recommendations be brought forward? Example: Mt. Hood Educational Assessment Oversight Committee Annual Report

Carol Weideman discussed the role of the committee relative to unit planning; the Educational Oversight Committee should review the results of the various assessment activities that have occurred during the prior year and prepare an Outcomes Assessment Review Report that is presented to the cabinet during the planning phase of our unit planning process. A sample of an educational assessment annual report from Mt. Hood Community College was distributed and there was some discussion about the items included in that report. A copy of our committee's report is attached to these minutes. The action items listed in this report will need to be addressed in this year's report.

Action Items from this meeting:

- Review Outcomes Assessment Review Report action items
- Review results from General Education, Program Assessments and Program reviews in preparation for completion of Outcomes Assessment Review Report

Next meeting: November 17, 2006

St. Petersburg College

Outcomes Assessment Review Report

Date January 19, 2006

Check the Report Area That Applies

	Student Services
	Educational Support Services
	Administrative Services
x	Education

Describe the status of each item identified in this report last year.

The Education Oversight Committee met in February 2005. Team members were appointed to oversee the general education goals listed in the college mission statement. In preparation for the upcoming SACS reaccreditation, it was decided that all general education goals would be assessed during Spring/Summer 2005 and would include assessment of students enrolled in online courses. It was also determined that General Education Assessments would be summarized using the same template as Program Assessment. Meetings were held with William Haun, Web and Instructional Technologist, to update the assessment website to include General Education Assessment.

Identify areas that need improvement:

For each area that needs improvement, identify objectives and action steps that will lead to improvement (these should be included in individual Unit Plans in the upcoming year)

It should be noted that assessments discovered minor areas for improvements that will be acted upon by individual departments. However, aside from the objectives listed below, there were no systemic issues that require institutional direction.

I. Areas Needing Improvement: Include more online students/courses in the general education assessments.

Objective for Upcoming Year:

For each general education outcome, at least one online course will be included.

Action Steps:

- Identify online classes to be assessed.
- Provide assessment materials to faculty teaching selected section.
- Compile online student data separately from face-to-face classes.

II. Area Needing Improvement: Use of valid and reliable assessment tools for general education and program assessment

Objective for Upcoming Year:

Provide faculty training in development of assessment tools

Action Steps:

- Identify in-house experts to provide training to faculty
- Incorporate training as part of fall inservice day or other SPD training opportunity

III. Area Needing Improvement: Use of advisory committee feedback in program assessment and program review

Objective for Upcoming Year:

Utilize advisory committee input as part of Program Review

Action Steps:

- Program Directors will forward advisory committee minutes to Program Review office
- Summary of advisory committee minutes will be incorporated into Program Review reports

IV. Area Needing Improvement: General Education assessments

Objective for Upcoming Year:

Incorporate general education assessments that measure learning 'across the curriculum'

Action Steps:

- Identify assessment tools/approaches that measure learning 'across the curriculum'
- Provide professional development training/seminars to introduce these tools/approaches to faculty
- Work with General Education Team leaders to pilot use of these assessment tools/approaches

V. Area Needing Improvement: Coordination of college assessments

Objective for Upcoming Year:

Hire full-time administrative staff person to oversee all college-wide assessments, including General Education, Program Assessment and Program Review

Action Steps:

- Write job description and hire assessment coordinator
- Work with assessment coordinator to consolidate assessment activities in one website, align program assessment and review activities

SPC St. Petersburg College

**State of Educational Assessment:
*Past, Present, and Future***

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Educational Assessment **SPC**

- What is assessment?
- Why do we conduct assessments?
- What is evaluation?

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SACS Requirements **SPC**

- "The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission." (Core Requirement 5)
- "The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies. (3.5.1 Gen Ed Competencies)

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Educational Assessment



- Evaluation is the process of selecting alternatives by obtaining and delineating relevant information. (Stufflebeam and Shinkfield, 1985)
- "Evaluation is the systematic investigation of the worth or merit of an object" (The Joint Committee Standards for Educational Evaluation, 1994)

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Educational Assessment



- Evaluation and Assessment are about 'Choices, Direction, Focus...Quality Improvement'
- Observations from the first four weeks...
 - Past Model of Assessment
 - Changes and Improvements
 - Future Direction

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Past Model of Assessment



- Too much focus on compliance (SACS)
- Disjointed assessment
 - Assessments (and objectives) not aligned
 - Assessments appear to have different focus
- Conducted in isolation
 - Different departments
 - Little communication of results
 - Different formats (e-copy vs. paper)

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Past Model of Assessment



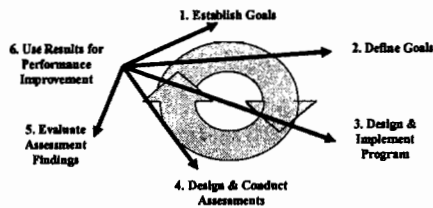
- Assessment conducted like 'teaching to the test'
- Prescribed step-by-step 'cookie cutter' assessment methods
- Single method of assessment (test items, surveys)
- Emphasis on 'test results' not causality or correlation

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Changes and Improvements



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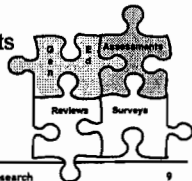
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Changes and Improvements



- Evaluating all assessment instruments and current processes
- Finding ways to integrate assessment with educational process
 - Focus (intent) of assessments
 - Timing of assessments (3 year vs. 5 year)



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Integrated Assessments

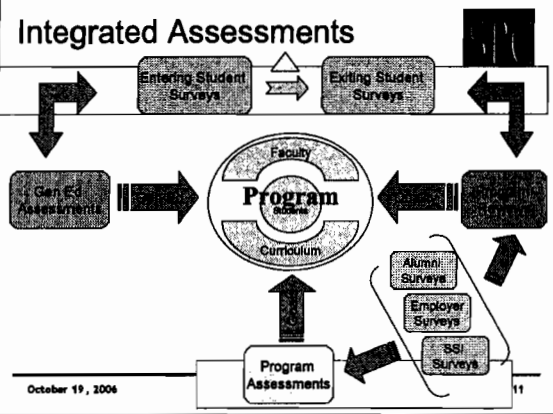
- Mapping Survey Items on Gen Ed Goals
 - Entering Student Survey and Exiting Student Survey
 - Same items...change scores
 - Employer Survey
 - Some Gen Ed items
 - Enrolled Student and Alumni Survey
 - Can add items addressing Gen Ed

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Integrated Assessments



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Changes and Improvements

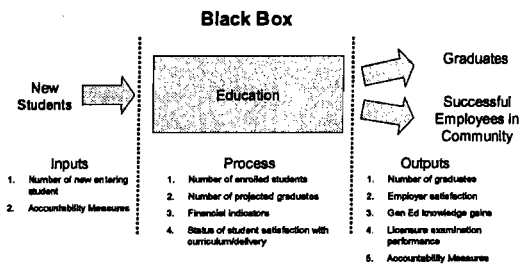
- Looking at the 'Big Picture'
- Focusing on CHANGE through Quality Improvement
- Proposed Evaluation models
 - CIPP Evaluation Model (Stufflebeam, 1971)
 - Context, Inputs, Process, and Product
 - Systematic approach to evaluation
 - The 'Black Box'

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Systems Approach



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Changes and Improvements



- Modifications to assessment database to improve usability and efficiency
 - Improving user accessibility to site [new link 'it/edoutcomes' and Staff Central access]
 - Added ability to upload program specific non-assessment data (sequence maps, program specific information) has been added
 - Follow-up report module almost complete
 - Added cleaner distinction between **assessment types and resource information**

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Changes and Improvements



- Modifications to assessment database to improve usability and efficiency (*continued*)
 - Will be uploading archived assessments
 - Adding an active vs. non-active program distinction (scheduled for deletion)
 - Added new 'Closed Assessment' statuses (Assessment Completed, Assessment Closed: Insufficient Enrollment, Assessment Closed: Program Discontinued)
 - Adding access and storage of other assessments such as Program Reviews

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Changes and Improvements



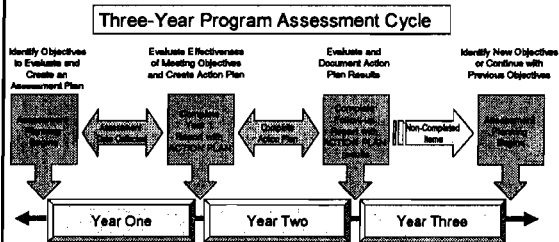
- Changes to Assessment Reports
 - Connect 'non-completed' action items to next assessment report
 - Include timelines (actual dates) and 'party' responsible for completion of action items
 - Ensure definitive status for completion
 - Avoid 'on-going' actions

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Changes and Improvements



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Future Direction



- Emphasis on performance improvement, not compliance
- Use assessment to create 'actionable' items and drive change (improvement)
- Align model of assessment
 - Assessment process not separate, but integrated into the educational process
 - Incorporate and align four-year programs
 - Site to include all current and historical assessments

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Future Direction



- Improve assessment instruments and ensure validity and reliability
 - Ensure that assessment model aligns with Goal
 - Team Work: demonstrate the ability to work effectively with others in a variety of settings
 - Critical Thinking: think logically, critically and creatively to solve problems and make decisions;
- Communicate assessment results
 - Distribute information to Provosts (Deans), Programs Directors, and faculty.
 - Provide read-access to assessment documents (website)
 - Define role of Educational Oversight Committee and create model for providing feedback/recommendations to stakeholders

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Future Direction



- Ultimate goal is to provide Provosts (Deans) and Program Directors 'timely' and 'relevant' data regarding their programs and their performance outcomes
 - Multi-measure 'Dashboard' style reports (Business Intelligence/Performance Measurement)

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Future Direction



- Next Steps...
- Questions...



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General Education Test



ETS Academic Profile

Academic
Profile



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ETS Academic Profile



- The Academic Profile is a test of general academic knowledge and skills.
- Provides a total score and norm-referenced scores on these college-level skills:
 - Humanities
 - Writing
 - Social Sciences
 - Critical Thinking
 - Natural Sciences
 - Mathematics
 - Reading

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ETS Academic Profile



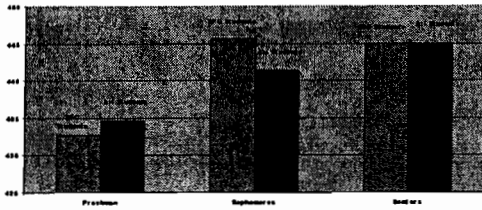
- As part of our upcoming SACS reaccreditation, St. Petersburg College administered the Academic Profile to the following groups of students:
 - First-time-in-College (FTIC) students
 - Students who had completed all or the majority of their general education requirements

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Total Score by Level



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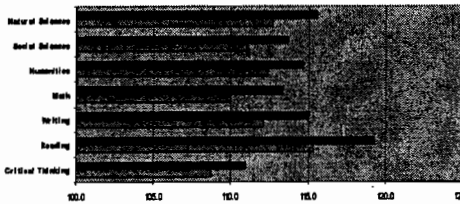
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College Skill Scores



■ FTIC + Freshman ■ Sophomores-Seniors



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ETS MAPP



- Replaces ETS Academic Profile
- Results can be compared with Academic Profile
- Test sample of graduating students (AA, AS, AAS, Bachelor's degrees) each spring term
- Covers many of our SPC general education goals, including critical thinking

MAPP

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**State of Educational Assessment:
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KNOWLEDGE *for* SUCCESS

Educational Assessment Oversight Committee 2005-2006 Annual Report

September 2006

Tim Polly, Co-Chair

For additional information contact

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Educational Assessment Oversight Committee 2005-2006 Annual Report

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Educational Assessment Oversight Committee

MEMBERSHIP 2005-2006

Faculty

Tim Polly, Co-Chair, Machine Tool Technology

Jim Arnold, Business

Chad Bartlett, English

Daryl Harrison-Carson- Theatre

Doug McCarty- Physics/Astronomy

Elizabeth Milliken- History

Lee Mitchell- Biology

Jack Schommer- Integrated Media

Teri Tong- Dental Hygiene

Amy Widger- Adult Basic Skills

Administration

Beth Pitonzo, Co-Chair, Associate Chief Academic Officer

Larkin Franks, Business, Information Systems and Health/PE

Wendy Schissel, Humanities

Ex Officio

Nancy Szofran, Research and Planning

Tim Green, Research and Planning

Executive Summary

The Educational Assessment Oversight Committee's work this year has defined a collaborative positive approach for the future based on trust and broad participation. The group has effectively focused the process on measuring student learning outcomes attainment and by doing so, increased faculty participation dramatically. Through the 2005 Full-time Faculty Contract Discussions, an agreement was made to re-evaluate and potentially re-structure the Educational Assessment Process focusing on improving curriculum based on outcomes assessment. Indicators of institutional effectiveness were removed from the process and considered separately by the Strategic Planning Committee. A plan of action was adopted by the President's Cabinet and Faculty Senate to accomplish these tasks during Fall of 2005. During this year, the college staff has clarified the need for and purpose of both processes, how they compare to each other and how to re-focus education assessment portion for the coming academic year (2006-2007). Instructional areas are currently in the process of implementing assessment plans during academic year 2006-2007 after receiving training by national experts during the last two in-service periods. It should be noted that many professional-technical programs already have excellent models in place which can serve as examples. The challenge is to ensure that all professional-technical and transfer degrees have established outcomes and assessment measures to promote improvements to instructional programs on a regular basis. Lastly, it is also important to finalize the proposed General Education outcomes and assessment methods to complete our overall process.

Additionally, this report marks completion of the fifth and final year of implementation of the current educational assessment process. The current MHCC educational assessment design provides for a standardized process and format that evaluates both institutional effectiveness and educational assessment indicators. Institutional Effectiveness indicators monitor how efficiently each program/discipline meets broader college-wide goals. Educational Assessment indicators measure how effective the curriculum is in helping students achieve stated exit-level student learning outcomes which are linked to the college mission and board goals. Within this process, the faculty members identify key indicators to assess. If found wanting on an indicator, the program faculty are expected to develop an improvement plan. The instructional deans prepare division summaries, which are reviewed by the Educational Assessment Oversight Committee (EAOC). The EAOC commends the efforts of both the faculty and the deans to complete the annual process. Review of the division summaries and dialogue with deans identified several thematic needs, and the EAOC encourages the MHCC administration and staff to address these issues.

This report outlines the findings and recommendations from the implementation of the existing process in the following format: (1) 2005-2006 findings and recommendations, and (2) follow-up on previous recommendations. A second part of the report will describe the new process as it has been developed and implemented.

2005-2006 Findings/Recommendations- Just as they have done for the past four years, each instructional program/discipline completed an assessment based on chosen indicators. The results of these individual assessments were then summarized by the division dean in a report that was presented to the Educational Assessment Oversight Committee in Spring of 2006. The following represents major themes that emerged in this year's process:

1. *Build and strengthen interdepartmental communication venues and processes in regards to schedule preparation and student advising.* Several successful examples were highlighted and discussed during the dean's reports, such as the collaboration between the Advising and Business Departments to address student recruitment, "The Advising Café" and the collaborative development of the Fast Pass summer program class schedule. The EAOB believes these "best practices" should be replicated across the college as they both were effective in terms of increasing enrollment. Another positive development is the current cooperative effort between instruction and student services in implementing the new degree audit and transfer articulation computer-based system (DARS). Lastly, it was also noted that the Jenzabar Student Information System Redesign Project currently underway, will address two critical functions, class scheduling and the program admissions. The new scheduling software will promote greater collaboration during schedule production by making planning data more transparent to all. Work on the admissions module will allow for the creation of a database that can monitor student program inquiries. The database will be a powerful recruitment and advisement tool for both instruction and student services.
2. *Improve academic computing support through development and implementation of policies and procedures that allow centralized software purchasing.* The use of computer software applications in the classroom setting is becoming a common pedagogic tool to ensure students are achieving a knowledge-based education. Developing and implementing policies/procedures allowing centralized purchases would improve efficiency of overall use and potentially decrease the cost of software by avoiding duplication. The committee discussed the value of last year's budget enhancement that resulted in centralized support for multi-media classrooms, including hardware repair and training. Taking the next step to develop policies/procedures to centralize software purchasing will help to ensure both adequate and efficient computer support to academic programs.
3. *Increase collaboration between professional-technical programs and the Economic and Workforce Development Division to implement marketing strategies that increase enrollment.* Several divisions discussed successful partnerships which have allowed them to access non-traditional pools of students. The Allied Health Division has worked with local health care agencies to provide incumbent worker training in areas such as Surgical Nursing and Magnetic Resonance Imaging (MRI). The Environmental Health and Safety Program has done the same, creating the Sustainable Building Advisor Program and working with OSHA and DEQ to provide specific training modules. The committee recognized the value of these collaborations in meeting community need and increasing enrollment.
4. *Increase collaboration between academic areas and the ESL/ENL/GED department to improve transition of these students into credit-based programs.* The ESL/ENL/GED department has experienced significant growth over the past five years, however, the number of students transitioning into credit-based

programs is low. The committee believes that the college should identify and implement some "best practices" to bridge these students into programs such as Career Pathways Initiatives.

Follow Up on Previous Recommendations- Operational guidelines call for the EAOC to monitor and follow up on issues identified in the educational assessment process. To this end, the committee reviewed previous recommendations and assessed status and progress as summarized below:

1. ***Accreditation Self-Study-*** During Fall term 2006, each academic area will draft a narrative description to include as part of Standard 2 (The Educational Program and Its Effectiveness) of the college self-study document. The descriptions will highlight the work that has been completed in the past year on student learning outcomes assessment as well as the historical educational assessment process and how results have led to curricular improvements. Each degree and certificate program will advertise exit-level student learning outcomes in the course catalog beginning in 2007.
2. ***Program Marketing-*** While many new avenues have been established to market college programs over the past year, this issue still remains a significant concern especially for professional-technical areas. The EAOC recognizes the new and significantly improved college web site and the work of the newly established Creative Team around larger college initiatives such as Summer Fast Pass and the Be Your Dream campaigns. Additionally, the establishment of Project Outpost at local high schools has significantly increased MHCC's presence with prospective students. These efforts should continue and focus on helping programs develop appropriate and effective marketing campaigns to increase enrollment.
3. ***Technology and Equipment-*** The EAOC acknowledges and commends efforts of the College Administration and the MHCCD Board to enhance funding for technology and general equipment needs, especially given the current fiscal constraints facing the College. This academic year the general fund supported \$250,000.00 in equipment purchases with instruction receiving 69% of the total equipment allocation. The annual \$500,000 transfer continues for restricted fund for future replacement of the administrative information system (CARS). In addition, a \$180,000.00 budget enhancement was awarded to support the centralized support for classroom instructional technology as a direct result of recommendations made through this process. Lastly, 48 general purpose classrooms were refurbished with paint, carpet and furniture and 9 upgraded with multi-media technology through monies generated by the sale of the full faith and credit obligation bonds and foundation allocations.
4. ***Reliance on Part-Time Instructors-*** During this academic year after evaluation of the college's budget condition, four new full-time faculty members were hired in high-demand areas based on a prioritization process, Engineering Technology, Education Outdoors, Nursing and Business Administration/Management. In spite of this progress, the reliance on part-time instructors continues to be a concern for many academic areas particularly those with high enrollments.

Educational Assessment Process- A Change for 2006-2007

During the past year, faculty and administrative members of the Educational Oversight Committee reviewed the existing process and proposed the following changes to charge, membership and approach. A new charge (statement of purpose) was identified based on a review of the Northwest Commission on Colleges and Universities, Policy 2.2 focusing on assessment of student achievement of stated learning outcomes.

Policy 2.2 Educational Assessment (Excerpt)

The Northwest Commission on Colleges and Universities expects each institution and program to adopt an assessment plan responsive to its mission and its needs. In so doing, the Commission urges the necessity of a continuing process of academic planning, the carrying out of those plans, the assessment of the outcomes, and the influencing of the planning process by the assessment activities.

As noted in Standard Two, implicit in the mission statement of every institution of higher education is the education of students. Consequently, each institution has an obligation to plan carefully its courses of instruction to respond to student needs, to evaluate the effectiveness of that educational program in terms of the change it brings about in students, and to make improvements in the program dictated by the evaluative process. Assessment of educational quality has always been at the heart of the accreditation process. In earlier times, this assessment tended to focus more upon process measures and structural features; hence, there was considerable emphasis placed upon resources available to enhance students' educational experiences such as the range and variety of graduate degrees held by members of the faculty, the number of books in the library, the quality of specialized laboratory equipment, and the like. More recently, while still stressing the need to assess the quantity and quality of the whole educational experience, the communities of interest served by the accreditation enterprise have come to appreciate the validity and usefulness of using output evaluations and assessment as well as input measures.

The committee based the new approach on assessment of exit-level student learning outcomes. Faculty from each degree/certificate program both transfer and professional-technical were charged with developing measurable student learning outcomes during the past year. These outcomes were linked to the college mission and goals. Currently, faculty are choosing 2-3 of their identified outcomes to measure during this academic year. Methods of assessment are being developed and vary depending on the discipline. A few examples of methods currently being employed include, student portfolio or capstone project assessments, development of common grading rubrics for assignments, and embedding test questions on key concepts. At the end of each academic year (beginning 2006-2007) each discipline/program area will file a standardized assessment report which will include an analysis of the data collected and recommendations for improvement. These reports will inform both strategic planning and budgetary processes when appropriate. Data obtained during this first year will serve as a baseline measurement for new outcome measurements.

Due to the strong curricular emphasis on this process, the Educational Oversight Committee re-structured its membership to include more faculty members providing broader divisional representation. Lastly, the new process has been well received by the college-at-large with significantly higher faculty participation rates than in previous years.

