

NEASC STANDARD SIX STUDENTS

Introduction

The Franklin Pierce University Mission addresses both the academic and the co-curricular life of its students. Clubs and organizations, varsity and recreational sports, as well as cultural and social activities are key elements of a Franklin Pierce University education. Furthermore, the University's philosophy is reflected in its liberal education component of the "Individual and Community" curriculum. Rindge students from the beginning of their program, become involved in the community through volunteer work with local agencies, and they are further encouraged to assume leadership positions in campus organizations. Graduate and Professional Studies students continue to engage in community activities as adult students and build on those experiences through portfolio reflections and classroom assignments. The Enrollment Management, Student Affairs, Athletic and Academic Affairs divisions provide the majority of student services.

I. ADMISSION, RETENTION AND GRADUATION

Description

Enrollment Management and Admissions at the College at Rindge have changed significantly since the last decennial review. Under the new organizational structure created in 2005, Enrollment Management has responsibility for undergraduate admissions, financial aid, registration and records services management, institutional research, and retention analysis. This new "one-stop" structure has proven effective in improving retention and graduation rates.

As part of this reorganization, the Admissions department has continued its commitment to serving students who show potential for academic and personal success and to insuring that each applicant is treated fairly and equitably. The Admissions department uses a number of different strategies to ensure that students who are enrolled represent the population the institution wishes to serve. One new recruitment tool was the introduction of Azorus in 2004. The Azorus web portal enables registered users to easily access and organize website information pertinent to their needs and areas of interest. Additionally, the department has expanded its recruitment areas to increase student diversity; at the same time, it has worked to increase the number of students from New Hampshire, in order to directly reflect the Mission to serve as an educational resource for the state. The University follows the policies and practices of the National Association of College Admission Counseling guidelines, which promote diversity of ethnicity, gender, socio-economic group and geography, though the majority of students are still from the Northeast and especially from New England.

In addition to these efforts, the University continues to recognize the importance of academic achievement and civic contributions by awarding merit scholarships to qualified students. All merit and need-based scholarships are awarded using NASFA best practices guidelines. In 1998, total awarded institutional aid was \$9,073,045, of which approximately \$100,000 came from endowed funds. In 2007, \$17,649,000 was awarded of which \$5,009,090 was need-based and \$12,639,910 merit-based, a 95% increase in institutional fund disbursement in ten years. Despite

extremely careful management, and a decrease in the tuition discount rate by 2.1% over the past five years, the cost burden on students continues to be heavy. (Exhibit 6.1)

In the past ten years, the College at Rindge has worked diligently to improve its student profile. Coupled with the increase in retention and focused admission practices, enrollment at the College at Rindge has increased by almost 14% from 1998 to 2007. The GPA of incoming students has risen from 2.60 to 2.87, and the SAT mean scores from 974 to 1003. Retention of these students has fluctuated across the decade, occasionally reaching above 70%. A comparison of 1998 and 2007 data shows that retention compares favorably, having risen from 64% to 68%, with an anomalous drop in retention to 58% for the 2001 incoming cohort. The six-year graduation rates reported since 1998 show a steady improvement in the graduation rate from 35% to 52% for cohort years 1991-2000. The 2001 cohort year reported in 2008 shows an anomalous drop in the graduation rate to 42%, as would be expected, given the drop in that cohort's freshman to sophomore retention. Retention rates for the 2002-2006 cohorts strongly reflect the positive trend line of the 1991-2000 cohorts. Future six-year graduation rates are therefore expected to continue this positive trend. (Exhibit 6.2)

The University remains focused on improving on these successes. As an example, in the summer of 2008, the University's Staff Seminar Day was devoted to student retention. Additionally, in January of 2007, the University created a Strategic Enrollment Management Council. The Council is charged with defining short and long-term strategic plans to reach both enrollment and retention goals; it defines budgetary needs to enable the plan to be carried out, and requires an annual assessment of its progress. The University uses Noel Levitz in the planning and financial leveraging process to shape the class it wishes to recruit. This review not only looks at student need and academic profile, but also considers the geographical sources of household income and potential students.

The College of Graduate and Professional Studies (CGPS) recruits adult and professional learners interested in achieving their educational and professional development goals. CGPS offers a variety of undergraduate and graduate academic programs that meet the professional development needs of the adult and professional learner. At the undergraduate level, CGPS has open admissions which allow for a greater degree of flexibility and convenience. CGPS offers flexible schedules and accelerated degree programs (evenings, weekends, and online), condensed terms of study (eight weeks for undergraduate and 12 weeks for graduate), and a variety of delivery formats (in-class, hybrid, and fully-online). CGPS offers advanced credit standing for professional studies (undergraduate) students seeking to complete their Associates or Bachelor's degree; it also recognizes non-traditional learning credits through LEAP, ACE and CLEP.

CGPS conducts annual multi-media recruiting campaigns in local area markets to attract potential undergraduate and graduate students. Since the fall of 2007, the impact and results of marketing campaigns are 'tracked' by the telephone call center coordinator and electronic inquiries and responses. Center Directors conduct open-house events (Walk-In-Wednesdays) and actively participate in relevant business, healthcare and educational fairs to promote programs and attract/recruit potential students. Relevant statistical data are maintained and forwarded to Center Directors for follow-up and to the marketing department for assessment and evaluation of the campaign's effectiveness and to help identify market niche and future needs.

The Academic Services Center (College at Rindge) provides services designed to foster student academic success and promote retention. The Center provides student-led small group tutoring, professional individual tutoring, and regular discussion groups on issues of academic achievement and success. The Coordinator of Academic Accommodations assists students who qualify for academic accommodation and/or auxiliary aids. The University provides mathematics and writing skills courses to students who demonstrate pre-collegiate level skills in these areas. In the fall of 2006, the College at Rindge required that students who score below 400 on the mathematics portion of the SAT must take math skills; students scoring between 400 and 440 would take first-year math. It was also decided that students scoring six or lower on the essay portion would be required to complete the writing skills classes. The College at Rindge increased sections of both courses to meet the new demand. The percentage of students receiving C or better in science courses and foundations courses has since increased. The Wensberg Writing Center, operated in conjunction with the College Writing Program, offers teachers and trained student tutors for one-on-one sessions.

The College at Rindge faculty advising system is coordinated by the Assistant Registrar/Coordinator of Advising, who ensures that academic advising is aligned with student academic interests. Each student is assigned a faculty advisor and a peer advisor at matriculation. The student is also assigned to the faculty advisor's section of the Individual and Community course. This allows for frequent contact between the advisor and student during the first semester. Additionally, the Assistant Registrar/Coordinator of Advising provides placement determination for developmental courses for students needing additional instruction in writing and math.

In addition to these support services, Rindge students are encouraged to participate in the Honors Program, Socrates Café, Celebration of the Liberal Arts, Global Citizenship and Women in Leadership certificates, and many other academic activities. The recent restructuring of the College at Rindge Honors Program in 2007 was intended to make a space for academically proficient students and to enhance the potential profile of the student body. Since its reinvigoration, the program has formed an advisory board and joined the Northeast Honors Council.

Appraisal

Admissions has worked diligently to refine the applicant pool to ensure that the University is an excellent match for an enrolled student's abilities and interests. Working with the Strategic Enrollment Management Council, Admissions has consciously reduced the number of inquiries over the last five years while increasing the fit and quality of applicants. The result has been a community of enrolled students more likely to retain and graduate.

Admissions and Academic Affairs recognize several significant strategic challenges. The male-to-female first-year student ratio remains unbalanced (55 to 60% male, 45 to 40% female) and is contrary to national distributions. The long-term health of the institution requires a strategic method of balancing male and female enrollment. The demographic decline of 18-to-24 year olds in the University's primary enrollment area also requires new approaches. Admissions is already

increasing its recruitment efforts with transfer and community college students. Admissions recognizes that shifting demographics also present an increased responsibility to recruit students of color. The addition of an Admissions Counselor with that responsibility is a step in the right direction, as is the addition of the A.L.A.NA. program, which provides support to recruit, retain, and serve students of diverse racial, ethnic and cultural backgrounds.

The University conducts annual student satisfaction and retention research. Data are derived from a number of sources: withdrawal reports identifying the reasons students leave, CIRP, NSSE, CLA, and YFCY national surveys, Noel-Levitz annual analysis of student retention, and focus groups. This research has provided substance in the development of previous and ongoing retention plans. The institution has recognized that retention is not simply an administrative issue, and has worked with the Rindge Faculty Federation to tie future salary increases to full-time enrollment goals.

In September of 2005, the College at Rindge hired an additional staff member in Academic Services to focus specifically on incoming first-year students with demonstrated academic skills deficiencies. Students placed on deferred suspension are required to sign an academic contract with Academic Services. In fall of 2007, out of the 67 students on academic contracts, 32 (48%) finished the semester in good academic standing and another 15 (22%) showed sufficient improvement to continue. Even though the Institution has positive results for contract students on deferred suspension, there is little research on the impact of other services provided by Academic Services. The University may benefit from a comprehensive review of the Academic Services Center programs and services, including an analysis of the effectiveness of developmental course placement.

Advising is an integral part of establishing a meaningful faculty-student relationship. Historically, it has been a challenge to staff sections of the first-year Individual and Community (IC101) course. Faculty are hesitant to take on the additional advisees that come with teaching the course. Those faculty who do teach the course often face the choice of taking about 20 advisees a year beyond their usual advisee load, or stepping out of the course periodically. The First-year Coordinating Committee has introduced the option for faculty to pilot self-designed sections of the course to be offered starting in the fall of 2008 in order to make the IC101 course more enticing to faculty. While this may provide a short-term solution that may attract more faculty to the course, the advising program must explore alternate methods of assigning advisees more equitably among faculty.

CGPS undergraduate academic advising is the responsibility of the Center Directors, and graduate advising is coordinated by the various Academic Directors. Directors schedule advisory interviews on a consistent and systematic basis in order to provide students with timely and accurate feedback and information on their academic standing. The Graduate Academic Standards Committee meets on a consistent basis and maintains up-to-date documentation on all relevant policy issues. Students are informed of all academic standing policies and procedures during orientation. Interviews and advising sessions provide Directors with the opportunity to be informed about learning deficiencies or disabilities and to recommend appropriate remedial support services available within the University or the community at large.

The University effectively describes its policy on minimum standards and its general procedures for suspension and dismissal in the academic catalogue. At the conclusion of the spring semester all students who fall below these standards are issued the appropriate censure (suspension, probation, deferred suspension, or dismissal). The Academic Standards guidelines for appealing these decisions need to be clarified and more widely distributed.

Projection

The Strategic Enrollment Management Council will develop a comprehensive strategic enrollment and retention plan. The University will work with Noel-Levitz to complete a four-year analysis of student retention at Rindge. The plan will be presented to the Senior Staff in early summer 2009.

The Vice President for Student Administrative Services will create a taskforce to conduct a comprehensive evaluation of the effectiveness of the Academic Services Program at the College at Rindge. The taskforce will be convened in the spring of 2009, and the evaluation and recommendations will be presented to the Senior Staff by the end of October 2009.

The Provost will work closely with the Vice President for Student Administrative Services to conduct a comprehensive evaluation of the Rindge advising program. This evaluation should recommend alternate methods of assigning advisees to insure a more equitable distribution of first-year students among faculty. Results of this assessment, complete with appropriate recommendations, will be presented to Senior Staff by the end of April 2010.

The Provost will charge the Dean of the College at Rindge to work with the undergraduate Academic Standards Committee to clarify the guidelines for student appeals of academic suspensions and dismissals. These guidelines must also be easily available and widely distributed. The Dean will complete this charge by the end of April 2009.

II. STUDENT SERVICES

Description

The Student Affairs division's commitment to identifying and responding to student learning and student life is expressed most directly in its core philosophical document, *Learning Strikes Twice*. This document serves as the guiding text for the division's long and short-term goals, as well as for its annual departmental planning and assessment. Student Affairs works to identify student learning needs through a wide variety of regular meetings with students and staff. (Exhibit 6.3)

The Vice President for Student Affairs (VPSA) has responsibility for Student Involvement and Co-curricular Programming, Residential Life, Outreach Education, Career Planning & Placement, Health Services, Student Activities, Community Service, Judicial Affairs, Leadership, Orientation, Campus Ministries, and Club Support. Until recently, Campus Safety, including the Fire Brigade, reported to the VPSA. In the fall of 2007, these areas were reassigned to the Vice President for Finance and Administration, as the College at Rindge separated the

investigation of student violations, still housed in Student Affairs, from the policing of college rules and regulations.

In the fall of 2002 all administrative departments in Student Affairs took part in a systematic administrative review process. This process was established to better understand the link between departments and the mission of the University. It was also meant to assist in improving job efficiencies and work flow processes. Programs were assessed by link to mission, costs, assessment, best use of resources, use of technology, and opportunities for improvement. In June of 2003, each department received a report from the review committee indicating strengths, weaknesses, and a rating (enhance, maintain, or consolidate).

In 2006 the Division of Student Affairs, after completing its vision and philosophy document, worked on the development of the Student Affairs goals, learning outcomes, learning experiences, and outcomes assessment. In January of 2008, the Student Affairs Learning Outcomes Assessment plan was completed and an implementation plan developed.

Student Affairs has a clearly stated set of ethical principles and good practices, derived in part from the Association of College Personnel ethical guidelines. Students' rights and responsibilities are found in the Student Handbook located on the webpage. The Student Code of Conduct provides students with the complaint and judicial procedures. Students are reminded of the location of these documents each year, through the distribution of the Residential Life Guide. (Exhibits 6.4, 6.5, 6.6)

Student Affairs has focused recently on the development of its learning outcomes assessment plan, the assessment of the first-year program through participation in the National Policy Center on the First Year's Foundations of Excellence program, development of the A.L.A.N.A. and Pre-Orientation Wilderness Adventure (POWA) programs, full implementation of the housing design, conceptualization and implementation of a community assistant program, restructuring in judicial affairs, development and implementation of the co-curricular transcript, redesign of Leadership in Student Affairs program, and the expansion of the Alternative Break experience. Brief descriptions of the major Student Affairs areas follow. (Exhibits 2.11, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17)

The department of Student Involvement and Co-curricular Activities is charged with the development and execution of out-of-classroom experiences intended to encourage student learning through social, intellectual, spiritual, cultural, and interpersonal development. Student Involvement coordinates the leadership development program for the Division. Part of this program is the Student Government Association (SGA). This association consists of 70 members representing all classes and recognized clubs and organizations on the campus. The Leadership in Student Affairs program consists of approximately 300 student leaders holding positions such as peer leader, Community Assistant, club executive member, Pierce Activities Committee, Alternative Break coordinating committee, Reality Check, fire company member, emergency medical technician, and residential safety officer.

The Center for Outreach Education assists students with their growth and development. Founded in 2005, the Center represents a philosophical shift away from a clinical counseling model to an

outreach model. The Center sponsors programs and counseling sessions intended to teach students to manage anxiety, improve relationships, develop interpersonal skills, and change self-defeating behaviors.

The Department of Campus Safety and Transportation is responsible for the protection of both persons and property. The Department also provides safety escort and crime awareness programs, issues campus IDs, administers campus parking regulations, and coordinates the Student Fire Company. In the fall of 2007, Campus Safety was transferred from Student Affairs to Finance and Administration, and a new Residential Safety Officer Position, supervised through Student Affairs, was established to oversee policy enforcement in the residential areas.

The Department of Athletics offers programs and services to all students on campus. There are 17 intercollegiate varsity sports with approximately 350 student athletes. The University is a member of the NCAA Division II, Northeast 10 Conference (NE 10) and the Eastern Collegiate Athletic Conference (ECAC).

Campus Recreation offers intramural, informal and adventure recreation, as well as three sport clubs. The Grimshaw-Gudewicz Activity Center is the hub for campus recreation. The Center is staffed by a Director, an Assistant Director and a supplemental staff of 65 student employees who assist in the operation of all programs and facilities. Other facilities include the Field House, the boathouse and waterfront with numerous canoes and kayaks, and two college-owned sail boats, the Adventure Recreation Lounge, and the campus trail system. The Adventure Recreation program, including the POWA program, takes advantage of the natural setting on and off campus to offer outdoor opportunities for all individuals of all abilities.

Residential Life provides students with a variety of living environments offering opportunities for personal choice and the development of life-management skills. These environments consist of traditional-style residence halls, a suite-style residence hall, apartments and townhouses, which together house 86% of students (1482 beds). Class levels are housed together, which allows students to move from highly structured environments as first-year students to more independent living as seniors (townhouses). This design also mirrors the University's Individual and Community Core Curriculum, allowing the Residential Life staff to directly connect programming efforts to students' formal classroom experiences.

Residential Life provides over 600 developmental and educational programs each year. These programs are coordinated by the professional Experience Director staff (six) and the student Community Assistants (34). The department also has (five) residential safety officers who are responsible for policy enforcement within the residence halls. The Health Service staff considers health teaching and preventative medicine to be as important as the care of health problems. EMTs are available to assist with student medical emergencies 24 hours a day. Health Services is staffed by an RN and ARNPs, and students are seen by appointment.

The Office of the Registrar and Advising is responsible for the academic integrity of the undergraduate and graduate degrees and the management of student progress toward degrees. The Office is directed by the Registrar with the assistance of the Assistant Registrar/Coordinator

of Advising and four Records Specialists, one of whom is dedicated to CGPS. The Office manages the CampusWeb on-line registration process.

The Office of International Student Services serves the intellectual, social, and cultural needs of international students. The office schedules a variety of activities designed to introduce students to living and learning at Franklin Pierce and dealing with the realities of full-time study in an American university. The office is managed by the Director of International Student Services, who also has responsibility for the English as a Second Language, College Transition Program (ESOL). Transition students take a combination of ESOL and regular college classes.

The Office of Career Planning & Placement is available to help students identify potential career options and majors and provides a range of services. Individual counseling is provided to students and graduates to assist them in their planning and preparation for professional careers and/or graduate study. The Department is staffed by a Director of Career Planning & Placement and an Assistant Director of Career Planning & Placement for CGPS. The Assistant Director position was added since the 1998 visit in recognition of the increasing needs of our growing multi-campus population.

The Judicial Affairs department coordinates a judicial system which assists students in their transition from adolescence to adulthood. The department is staffed by a Director of Judicial Affairs responsible for the investigation of all violations of the Student Code of Conduct. The department conducts approximately 800 judicial hearings each year, involving approximately 450 students.

The Campus Ministries and Club Support Office assists and coordinates various groups to offer inter-religious and ecumenical opportunities. The department is staffed by an Assistant Director (the position was increased from one day a week to a full-time position in 2007). The Office supports over 30 clubs and organizations.

New student orientation is a community endeavor which promotes and supports a new student's transition to campus life. The program is coordinated by Student Involvement and offers a four-day multi-faceted orientation program in the fall that encourages students to become engaged and active participants in the academic, social and residential experience. The spring orientation program is condensed to meet the needs of approximately 30 mid-year students.

Appraisal

Since the 1998 self-study, the growth in Rindge and CGPS enrollment and the expansion of facilities have resulted in major changes in the delivery of student services. The creation of the Outreach Center, the restructuring of Judicial Affairs/Campus Safety, the reorganization of Student Involvement, the enhancement of Recreation, the increase in the number of sanctioned sports, the addition of staff in Career Services, and the reorganization of student administrative services to improve customer service all reflect an institutional recognition that the process of meeting student needs has changed. The growth in staff and resources has not matched the growth in enrollment and facilities. The resulting outcome of this mismatch has been an increased focus across all student services on reevaluating goals, maximizing efficiency, and

improving work flow. The 2002-2003 administrative review process required departments to assess their link to mission, use of technology, training opportunities, and possible efficiencies. This led to a clearer connection with the University mission.

The increase in enrollment and retention has created growing pains in Residential Life. Housing has been stretched to capacity. Since the last decennial review, the University has added 15 temporary modular units and a 207-bed townhouse complex. Even with these additions, facilities are extended beyond what would normally be considered capacity. The temporary units have been on the campus for ten years, instead of the three-year term originally intended.

The residence halls are renovated annually. Upgrades are consistently added to improve safety. Because of recent incidents on other campuses and growing concern about emergency procedures, the University has begun evaluating current emergency management plans, including communication systems that might either be enhanced or added.

The addition of the Lakeview complex (Senior Village) in 2006 allowed Residential Life to fully implement its housing design to better provide co-curricular programs in the residence halls. Students at each class level are now housed together, moving from traditional-style housing to suite-style, to apartment-style and ending with townhouses in the senior year. In addition, the University core curriculum is designed in a way which requires students to take specific course requirements during specific years. This allows the residential life staff to complement what is taking place in the formal classroom in the informal classrooms (residence halls). Although this program has been implemented for two years, the Residential Life staff may benefit from completing an assessment of the effectiveness of the program.

Collaboration has increased significantly between Student Affairs and Academic Affairs. One example of this collaboration was Project Granite. This 2006 project was a pilot program intended to better connect students' in-and out-of-class learning through co-curricular programming. The project allowed for the establishment of goals, program ideas, and an assessment plan for future attempts at living-learning communities at the College at Rindge.

Another collaboration between Student Affairs and Academic Affairs was the University's participation in the Policy Center on the First Year of College *Foundation of Excellence* program. In 2003, after a competitive five-month application process, Franklin Pierce was chosen as one of twelve founding institutions. The University worked in collaboration with the Policy Center to inventory first year programs and evaluate how well the institution met the 12 dimensions of excellence. As a result of this assessment experience, the ad hoc First Year Coordinating Committee was created to address curricular and co-curricular programming for first-year students. Because the committee has been actively meeting for nearly five years, it may benefit from a review of its charge and purpose.

Student Affairs developed and implemented a co-curricular transcript during the 2005-2006 academic year. The transcript is a personalized and comprehensive record that provides information on student involvement in co-curricular activities, non-classroom related activities, honors and accomplishments as an undergraduate. The data collection cycle will be completed with the 2008-2009 academic year. The transcripts are mailed to all students in May of each

year by Student Affairs and serve to document a student's non-academic history. As the program enters its fourth year, Student Affairs could benefit from assessing the value and design of the current transcript to see if it still meets the needs of its constituent groups.

In the fall of 2007, the University expanded the First Year Orientation Program from three to four days to create a better transition for incoming students. This pilot project was intended to provide sufficient time for new students to familiarize themselves with the institution's services, to reflect on the academic transition from high school to college, and to learn about the University's computer system and software. Student Affairs should evaluate the program to see if it is meeting the needs it was designed to address.

The Athletics department is justifiably proud that many of its teams have participated in national championships, but it takes equal pride in the fact that its student-athletes are successful in the classroom. The University was awarded the NE 10 Academic Achievement Award in both 2004-2005 and 2005-2006. The success of the athletic programs has raised student participation from 150 to 350 in the past decade. Campus Recreation has been equally successful in expanding student participation. POWA was developed to engage incoming students and help facilitate the introduction of first year students to the University. In order to respond to student demand, Athletics and Recreation are in need of additional resources.

Since the 1998 self-study, Health Services has been reorganized as an in-house operation. In 2007 the University's student health insurance premiums decreased due to cost savings by Health Services and the Outreach Education Center. At the same time, student satisfaction surveys indicated that students continued to view the services in a most positive light. In addition, Student Affairs now also offers CGPS students the option of purchasing the same health insurance package offered to Rindge students. This change is in response to the needs of our expanding CGPS multi-campus student body.

Projection

The Vice President for Student Affairs will work with Residential Life to conduct a thorough review of the Rindge campus housing needs. This assessment will be used to develop a housing plan capable of informing the next institutional Strategic Plan, scheduled for 2011-2015. The review will begin in February 2009, and the action plan will be presented to the President and Senior Staff by April 2010.

The Vice President for Student Affairs will work with Health Services to create a taskforce to assess the merits of moving the department to a preventative/outreach model. As part of this assessment, the taskforce will develop and implement a health needs and satisfaction survey to determine if the current department is appropriately meeting the needs of all students. The taskforce will convene in the fall of 2009, and a recommendation will be presented to Senior Staff by April 2010.

The Vice President for Student Affairs will work with Student Involvement to assess the merits of the new orientation program content, duration, and effectiveness. This assessment will begin later this fall, and the recommendations will be presented to the Senior Staff by April 2009.

The Vice President for Finance and Administration will work with Campus Safety to review the draft emergency management plan. The review will include emergency communications recommendations. The review will begin later this fall and recommendations will be due to the Senior Staff by April 2009.

The Vice President for Student Affairs will work with Campus Recreation to review the Adventure Recreation program. The review will focus on developing possible enhancements and additions that would be capable of increasing student participation. The review will begin in the fall of 2009, and the recommendations will be presented to the Senior Staff by April 2010.

Residential Life will create committees for each experience year to evaluate the current experience model and programming. The reviews will begin in October 2009, and the committees will make recommendations to Residential Life by April 2010.

The Dean of the College at Rindge will assess the effectiveness of the First-Year Coordinating Committee to determine whether the charge of this Committee should be amended. This assessment should be completed during the fall of 2009.