

HIGHER EDUCATION ACRONYMS

Tennessee Agencies, Organizations, Systems, and Sectors Related to Postsecondary Education

CBER – Center for Business & Economic Research. Located within the College of Business Administration at the University of Tennessee Knoxville, CBER conducts research and follows national and state economic trends for UT Knoxville, state agencies, and various public and private organizations. In recent years, CBER has partnered with THEC for studies of *Supply and Demand for Teachers in Tennessee*, *Academic Program Supply and Occupational Demand Projections: 2012-2015*, *A Forecast of Tennessee Education Lottery Scholarship Expenditures*, *Business Attitudes toward Education in Tennessee*, and a three-part series on higher education graduates' labor market employment and earnings trends.

SCORE – State Collaborative on Reforming Education. An independent, nonprofit, and non-partisan advocacy and research institution, SCORE collaboratively supports Tennessee's work to prepare students for college and the workforce. Founded by Senator Bill Frist, M.D., former U.S. Senate Majority Leader, SCORE seeks two outcomes: 1) every student in Tennessee must ultimately graduate from high school prepared for college and a career; and 2) Tennessee must be the fastest improving state in the country on key student outcomes that will lead to college and career preparedness, including K-12 reading and math proficiency, ACT benchmarks, and postsecondary enrollment.

TAICS - Tennessee Association of Independent Colleges and Schools. TAICS and the Tennessee Proprietary Business School Association (TPBSA) are sister agencies representing private career institutions and their students, faculty, and staff. These organizations advocate for Tennessee career colleges and schools and their students, faculty, and staff by interfacing with the General Assembly, accrediting institutions, THEC, and the Tennessee Student Assistance Corporation. The President of TPBSA is on the TSAC Board of Directors and is the Government Relations Advisor for TAICS.

TBR – Tennessee Board of Regents. A \$2.2 billion per year enterprise, the TBR system consists of 46 institutions with a combined annual enrollment of over 200,000 students, making it among the nation's largest systems of public higher education. TBR's six state universities, 13 community colleges, and 27 colleges of applied technology offer classes in 90 of Tennessee's 95 counties. The colleges of applied technology are exclusively focused on workforce development, which is also a major emphasis of the community colleges. The latter also provide degrees designed for transfer to a university, where the priorities are student preparation and research, with five of the six universities granting doctoral degrees. A lay board consisting of 18 members governs the system.

Its composition is as follows: 12 lay citizens appointed for six-year terms by the governor, with one each from the state's nine congressional districts and three grand divisions; one faculty member from among the system institutions appointed by the governor for a one-year term; one student from among the system institutions appointed by the governor for a one-year term; and four ex-officio members -- the Governor of Tennessee, the Commissioner of Education, the Commissioner of Agriculture, and the Executive Director of the Tennessee Higher Education Commission, who is a non-voting member.

TCAT – Tennessee College of Applied Technology. Governed by the Tennessee Board of Regents, the 27 TCATs award diplomas and certificates below the level of an associate’s degree. The TCAT mission is to provide high quality, competency-based technical training to all individuals by teaching the skills necessary to become competent in their efforts to secure lasting and rewarding employment in the current job market. TCATs also provide customized special industry training for area businesses and industries as these firms strive to train, re-train, or upgrade the skills of their employees in order to remain competitive in a global workplace.

THEC – Tennessee Higher Education Commission. THEC is the state's coordinating agency for higher education. Guided by the *Public Agenda for Tennessee Higher Education*, THEC oversees an array of finance, academic, research and consumer protection initiatives that promote student success and support the state's college completion agenda for postsecondary education. THEC actively seeks to develop policy recommendations, programmatic initiatives, and partnerships that increase educational attainment in the state while improving higher education access and success for all Tennesseans.

TICUA – Tennessee Independent Colleges and Universities Association. TICUA engages Tennessee’s private colleges and universities to work collaboratively in areas of public policy, cost containment, and professional development to better serve the state and its citizens. TICUA's 34 member colleges and universities educate nearly 80,000 students from across the state, country, and world, and they confer nearly 19,000 degrees a year. TICUA is dedicated to the preservation of student opportunity and choice in higher education.

TSAC – Tennessee Student Assistance Corporation. Created by the Tennessee General Assembly in 1974 as a non-profit corporation with the merging of the Tennessee Educational Loan Corporation and the Tennessee Tuition Grant Program, TSAC provides financial assistance for postsecondary educational opportunities to Tennessee residents and other students who have established eligibility in accordance with program guidelines. TSAC assists students in meeting their academic and career goals by administering an array of federal and state grant and loan programs and pursuing initiatives such as student loan default prevention, student loan servicing, and FAFSA completion days. The Executive Director of THEC also serves as Executive Director of TSAC. Oversight and policy direction is provided by a 17-member Board of Directors.

UT – University of Tennessee. The University of Tennessee System comprises campuses at Knoxville, Chattanooga, and Martin, the Health Science Center at Memphis, and the statewide Institute of Agriculture and Institute for Public Service. About 49,500 students are enrolled in an

array of undergraduate, graduate, and professional programs, and more than 345,000 alumni live throughout the state, nation and world. A 26-member Board of Trustees, comprising five ex officio and 21 appointed members, governs the System. Appointed seats include one voting and one nonvoting faculty member, one voting and one nonvoting student, and 17 congressional district and county representatives.

WGU Tennessee is a nonprofit, online university created to expand access to higher education for Tennessee residents. Established by the state of Tennessee through a partnership with nationally recognized Western Governors University, WGU Tennessee offers more than 50 accredited undergraduate and graduate degree programs in high-demand career fields.

State and Federal Initiatives Operating in Tennessee

ACM – Academic Common Market. The Academic Common Market is a tuition-savings program for college students in the 16 SREB member states who want to pursue degrees that are not offered by their in-state institutions. Students can enroll in out-of-state institutions that offer their degree program and pay the institution's in-state tuition rates. Hundreds of undergraduate and graduate programs are available for residents of SREB states. You can easily search programs available for your home state by clicking Search for Programs.

CCA – Complete College America. Established in 2009, Complete College America is a national nonprofit with a single mission: to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations. Through research, advocacy, and technical assistance, we help states put in place the five game changers that will help all students succeed in college: performance funding, co-requisite remediation, full-time is fifteen, structured schedules, Guided Pathways to Success (GPS).

CCTA – Complete College Tennessee Act. In January 2010, Tennessee passed the CCTA, a comprehensive reform agenda that seeks to transform public higher education through changes in academic, fiscal and administrative policies at the state and institutional levels. The primary state policy levers for addressing the state's educational needs are: *Public Agenda for Tennessee Higher Education*, which establishes a link between the state's workforce and workplace development needs and its postsecondary education system; a new funding formula that incorporates outcomes in lieu of enrollment; a new Performance Funding program, which focuses on quality assurance and the establishment of institutional mission profiles that distinguish individual institutions by degree level, program offerings and student characteristics. At the center of these reforms is the need for more Tennesseans to be better educated and trained, while also acknowledging the state's diminished fiscal capacity to support higher education.

CollegeMeasures, LLC, is a partnership between the DC-based American Institutes for Research and London-based Matrix Knowledge, focused on using data to drive improvement in higher education outcomes in the United States, based on the belief that important underlying data are underexposed and underutilized by students, parents, policymakers, and even by institutions

themselves. Their goal is to move the information out of data warehouses and into "data storefronts" enabling consumers and policy makers to get much better measures of the rate of return on their investment in higher education programs and institutions. THEC has partnered with CollegeMeasures to create two interactive web-based tools for consumers, the Economic Success Metrics and EduTrendsTN, which provide data on employment and earnings of Tennessee higher education graduates by college, degree level, and academic meta-major.

D55 – Drive to 55. The goal of Governor Bill Haslam’s Drive to 55 initiative is to raise the percentage of Tennesseans with college degrees or certifications to 55 percent by the year 2025. Tennessee now lags the national average for higher education, ranking 43rd in working adults with a two-year degree or higher. Reaching the goal will require increasing the number of two-year and four-year degrees as well as technical certifications in important fields such as welding and mechatronics. Accomplishing this will require Tennessee to better prepare students to: reduce the need for remedial courses; increase dual enrollment & dual credit; improve mentoring; reduce financial barriers to education; enhance programs to increase graduation rates; better serve some 900,000 adults with some college but no degree; and identify and proactively fill the skills gaps of the future.

GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs. This federal discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

Measure Tennessee, or MeasureTN, is the name of the statewide longitudinal data system built with federal Race to the Top dollars awarded to Tennessee in 2010. The system contains individual-level data contributed by the Tennessee Department of Education, the Tennessee Department of Labor & Workforce Development, THEC, and about one-third of TICUA colleges and universities. Plans are to bring in additional state agencies (Department of Children’s Services, Department of Human Services, etc) in the coming months and years. The system is managed by the Center for Business & Economic Research (CBER), which is housed in the College of Business Administration at the University of Tennessee Knoxville.

MOOC – Massively Open Online Course(s). A MOOC is a free online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as videos, readings, and problem sets, MOOCs provide interactive user forums that help build a community for students, professors, and teaching assistants (TAs). MOOCs are a recent development in distance education that emerged in 2012 with several well-financed American providers associated with top universities, including Udacity, Coursera, and edX.

PLA – Prior Learning Assessment. Prior Learning Assessment is a term used to describe learning gained outside a traditional academic environment. Put another way, it is learning and knowledge

students acquire while living their lives: working, participating in employer training programs, serving in the military, studying independently, volunteering or doing community service, and studying open source courseware. In short, PLA is the systematic evaluation and assessment of an individual's life learning for college credit, certification, or advanced standing toward further education or training. THEC led a statewide task force that developed consistent standards for the awarding of PLA credit and is currently working with individual institutions to implement effective PLA practices.

ROCC – Regents Online Campus Collaborative. The ROCC is a cooperative online enterprise involving the six public universities, 13 community colleges, and 27 colleges of applied technology governed by the Tennessee Board of Regents. Annually, more than 38,000 students take classes through Regents Online.

RODP – Regents Online Degree Program. TBR colleges and universities have joined via the ROCC to offer the RODP. Courses completed in the RODP are entirely online and transferable among all the participating institutions. For all RODP programs, students are admitted and enroll for these courses through their home institution. Individual counseling and assessment may require the scheduling of additional courses to overcome all deficiencies in English, mathematics, and reading.

SAILS (Seamless Alignment and Integrated Learning Support) introduces the college developmental math curriculum in the high school senior year. By embedding the Tennessee Board of Regents (TBR) Learning Support Math program in the high school Bridge Math course, students can get a head start on their college career. Students who successfully complete the program are ready to take a college math course, saving them time and money while accelerating their path to graduation.

TELS – Tennessee Education Lottery Scholarship. The main award, the HOPE, is not an acronym, but two stipends – one merit-based and one need-based can be added to the base HOPE award, and each of these is an acronym. The **General Assembly Merit Scholarship (GAMS)** is a scholarship of up to \$1,500 for students graduating from a Tennessee public school, category 1, 2, 3 private school, or homeschool programs that have a minimum 3.75 GPA on a 4.0 scale and 29 ACT (1280 SAT), are enrolled in at least four (4) college-level courses totaling at least twelve (12) semester hours, and achieve a cumulative grade point average of 3.0. The **ASPIRE** achievement and need-based award grants up to \$2,250 for students who meet Tennessee HOPE Scholarship requirements and whose parents' or independent student's and spouse's adjusted gross income of \$36,000 or less on IRS tax form.

Tennessee LEAP (Labor Education Alignment Program) - The objective of Tennessee LEAP is to eliminate skills gaps across the state in a proactive, data-driven, and coordinated manner by encouraging collaboration across education and industry and by utilizing regional workforce data to identify and then fill skills gaps across the state. To do this, LEAP will establish a Skills Gap Grant competition to provide \$10 million in state funds to support local Drive to 55 alignment groups. These groups will be modeled after groups already succeeding in the state, such as Nashville's Skills Panel and the Department of Education-led Pathways to Prosperity. Local alignment groups will

help develop skills gap forecasts, identify the highest priorities, develop programs or equipment needed to fill those gaps, and then submit applications for grants to help fund these programs.

Tennessee Promise – Tennessee Promise is both a scholarship and mentoring program that will begin in the fall of 2015. It will provide students a last-dollar scholarship, meaning the scholarship will cover tuition and fees not covered by the Pell grant, the HOPE scholarship, or TSAA funds. Students may use the scholarship at any of the state’s 13 community colleges, 27 colleges of applied technology, or other eligible institution offering an associate’s degree program. While removing the financial burden is key, a critical component of Tennessee Promise is the individual guidance each participant will receive from a mentor who will assist the student as he or she navigates the college admissions process. In addition, Tennessee Promise participants must complete eight hours of community service per term enrolled, as well as maintain satisfactory academic progress (2.0 GPA) at their institution.

Tennessee Reconnect – Tennessee Reconnect is the Drive to 55 initiative that will help more adults return to a college campus to complete their postsecondary credential. As part of Tennessee Reconnect, adults will be able to attend and earn a certificate at any of our 27 Tennessee Colleges of Applied Technology (TCATs) completely free of tuition and fees.

tnAchieves – tnAchieves is a privately funded last dollar scholarship and mentoring program designed to provide every Tennessee public high school student the opportunity to pursue an education beyond high school. Currently, the program operates in 82 counties and offers its services to nearly 48 percent of the state’s graduating seniors. In only six years, tnAchieves has supported more than 6,300 students into a community or technical college and anticipates its largest class to enter a postsecondary institution this fall, with over 30,000 applicants from the Class of 2015.

TTP – Tennessee Transfer Pathway(s). TTPs are advising tools designed to help community college students plan for transferring to a Tennessee public university or select regionally accredited, non-profit, Tennessee private colleges and universities to complete their baccalaureate degree. The TTPs also constitute an agreement between community colleges and four-year colleges and universities, confirming that community college courses meet major preparation requirements.

TSAA – The Tennessee Student Assistance Award Program. (TSAA) was established to provide non-repayable financial assistance to financially-needy undergraduate students who are residents of Tennessee. Applicants must be enrolled or accepted for enrollment, at least half time, at a public or an eligible non-public postsecondary institution in Tennessee. The TSAA is a state-funded grant program and includes funds from the Tennessee Education Lottery.

Accrediting Agencies: Regional

MSACS – Middle States Association of Colleges and Schools (Philadelphia, PA). MSACS is a regional accrediting association that provides accreditation to schools located in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands and other locations overseas. Higher education institutions are accredited by MSACS.

NCA – North Central Association (Chicago, IL). NCA is a membership organization, consisting of colleges, universities, and schools in Arkansas, Arizona, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming that is engaged in educational accreditation. Higher education institutions are accredited by the NCA **Higher Learning Commission (HLC)**.

NEASC – New England Association of Schools & Colleges (Burlington, MA). NEASC is a regional accrediting association that provides accreditation to schools located in six states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont, and 138 American/International schools around the globe. Higher education institutions are accredited by **NEASC Commission on Institutions of Higher Education (CIHE)**.

NWCCU – Northwest Commission on Colleges and Universities (Redmond, WA). NWCCU is an independent, nonprofit membership organization recognized as the regional authority on educational quality and institutional effectiveness of higher education institutions in Alaska, Idaho, Montana, Nevada, Oregon, Utah and Washington. It fulfills its mission by establishing accreditation criteria and evaluation procedures by which institutions are reviewed.

SACS – Southern Association of Colleges and Schools (Atlanta, GA). The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America. Higher education institutions are accredited by the SACS **Commission on Colleges (COC)**.

WASC – Western Association of Schools and Colleges (Burlingame, CA). WASC is a regional accrediting association that provides accreditation to high schools and non-degree-granting postsecondary institutions in California, Hawaii, Guam, the Commonwealth of the Northern Marianas, American Samoa, Micronesia, the Marshall Islands, and East Asia. Higher education institutions are accredited by the WASC **Accrediting Commission for Schools (ACS)**.

Accrediting Agencies: National

CHEA – Council for Higher Education Accreditation. The CHEA is a private, nonprofit national organization that coordinates accreditation activity in the United States. CHEA represents more than 3000 colleges and universities and 60 national, regional, and specialized accreditors.

ACICS – The Accrediting Council of Independent Colleges and Schools. ACICS is a national accrediting agency recognized by the United States Department of Education and the Council for Higher Education Accreditation (CHEA). Accreditation is a voluntary activity initiated by the institution that requires a rigorous self-evaluation and an independent, objective appraisal of the overall educational quality by peers.

Accrediting Agencies: Discipline-Specific

AACSB – Association to Advance Collegiate Schools of Business. The AACSB is a non-profit organization of educational institutions, corporations, and is the premier accrediting agency for bachelors, masters, and doctorate degrees in business administration and accounting.

AALE – American Academy for Liberal Education. The AALE is a national organization that accredits programs in liberal arts that meet the stringent educational, financial, and administrative requirements.

AAMC – Association of American Medical Colleges. The AAMC is a non-profit organization that promotes the advancement of medical schools.

ABA – American Bar Association. ABA provides law school accreditation, continuing legal education, information on the law, programs to assist lawyers and judges in their work, and initiatives to improve the legal system for the public.

ABET – Accreditation Board for Engineering and Technology. ABET is an accreditation agency for applied science, computing, engineering, and engineering technology education.

ACCE – American Council for Construction Education. The ACCE is a nonprofit corporation whose mission is to provide quality construction education programs. This is accomplished through the accreditation of construction education at postsecondary institutions.

ACCET – Accrediting Council for Continuing Educational Training. ACCET is a voluntary group of organizations committed to self-regulation through the peer-review and evaluation process.

ACEJMC – Accrediting Council on Education in Journalism and Mass Communication. ACEJMC is dedicated to promoting and fostering educational programs in journalism and mass communication. The council sets academic standards and requirements and provides a process of peer review, awarding accredited status to those institutions that meet these requirements.

ACPE – Accreditation Council for Pharmacy Education. ACPE is the national agency for the accreditation of professional degree programs in pharmacy and providers of continuing pharmaceutical education.

ADA – American Dental Association. The **Commission on Dental Accreditation (CDA)** serves the public by establishing, maintaining, and applying standards that ensure the quality of dental and dental-related education and reflect the continuing evolvement of dentistry.

ADA – American Dietetic Association. The **Commission on Accreditation of Dietetics Education (CADE)** is the accrediting agency of the ADA for education programs preparing students for careers as registered dietitians or registered dietetic technicians.

ALA – American Library Association. The ALA provides accreditation for colleges and universities with programs in library and information sciences.

AOA – American Optometric Association. The **Accreditation Council on Optometric Medicine (ACOM)** is the branch of the AOA responsible for the accreditation of programs in postsecondary education on optometry. It is the sole organization for the O.D. program and is recognized by the U.S. Department of Education.

ASHA – American Speech-Language-Hearing Association. Institutions of higher learning that offer graduate degrees in audiology and/or speech pathology can voluntarily seek accreditation by the **Council on Academic Accreditation (CAA)** of the ASHA. The U.S. Department of Education and the CHEA recognize the CAA as the sole agency to accredit programs focused on speech, language, and/or hearing.

ATS – Association of Theological Schools in the United States and Canada. ATS provides services in accreditation, leadership education for administrators and faculty, development of theological education, and data and communications.

AVMA – American Veterinary Medical Association. The mission of the AVMA is to advance the art of veterinary medicine, including its relationship to biological sciences, agriculture, and medicine. The AVMA accredits colleges of veterinary education and veterinary lab technicians in the United States and Canada. It also reviews foreign institutions and recognizes those that meet AVMA standards.

CAAHEP – Commission on Accreditation of Allied Health Education Programs. CAAHEP is a non-profit organization whose purpose is to accredit entry-level allied health education programs. CAAHEP accredits programs in 18 allied health professions recognizing over 1900 allied health education programs in more than 1300 institutions.

CACREP – Council for Accreditation of Counseling and Related Education Programs. CACREP is a specialized accrediting agency for postsecondary education in counseling. Formed as an affiliate of the American Counseling Association, its mission is the same—to promote the advancement of quality educational program offerings.

CCE – Council on Chiropractic Education. The CCE is the agency recognized by the U.S. Secretary of Education to accredit programs and institutions offering the Doctor of Chiropractic degree.

CEPH – Council on Education for Public Health. The CEPH is an independent organization recognized by the U.S. Department of Education to accredit programs in public health and certain public health programs in settings other than schools of public health. The CEPH advances the study of public health by preparing students for careers in these fields.

CIDA – Council for Interior Design Accreditation. The Council for Interior Design Accreditation is an independent, non-profit accrediting organization for 150 interior design education programs at colleges and universities in the United States and Canada.

COE – Council on Occupational Education. The COE is a voluntary organization serving postsecondary education and training institutions, centers, and similar entities interested in the improvement of the workforce in the United States. The COE is a national accrediting agency that is committed to quality and integrity in career and workforce development.

CORE – Council on Rehabilitation Education. CORE is accredited by the Council for Higher Education and Accreditation and the Association of Specialized and Professional Accreditors to accredit institutions providing educational programs in rehabilitation counselor education.

CSAB – Computer Sciences Accreditation Board. CSAB is the lead agency in association with the Accreditation Board of Engineering and Technology for the accreditation of programs in computer science, information systems, and software engineering, and is a cooperating agency in the accreditation of computer engineering programs.

CSWE – Council on Social Work Education. The CSWE is a non-profit national organization representing 158 graduate and 453 undergraduate programs in social work. The group is a partnership of educational and professional institutions, social welfare agencies, and private citizens. The group is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work in the United States.

DETC – Distance Education and Training Council. The Accrediting Commission of DETC is a duly consisted accrediting body, which operates within the incorporated association of the DETC, and it has complete autonomy to make accrediting decisions. The Commission establishes educational, ethical, and business standards; it examines and evaluates distance education institutions in terms of those standards; and accredits those who qualify.

EHAC – National Environmental Health Science and Protection Accreditation Council. The purpose of the council is to enhance the education and training of students who intend to become environmental health science and protection practitioners/professionals. The council has established specific criteria for undergraduate and graduate program accreditation, which includes standards for curriculum, faculty, management, enrollment, and program funding aspects of the institution.

MACTE – Montessori Accreditation Council for Teacher Education . MACTE is a non-profit, autonomous, accrediting agency for Montessori teacher education programs. The commission accredits postsecondary educational institutions that offer comprehensive Montessori teacher education. It also works with programs within an institution already accredited by another agency.

NAAB – National Architectural Accrediting Board. The NAAB is the sole organization authorized in the United States to accredit professional degree programs in architecture. State registration boards require any applicant for licensure to have graduated from an NAAB accredited program, obtaining such a degree is vital for a career in architecture.

NAACLS – National Accrediting Agency for Clinical Laboratory Sciences. The NAACLS is the premiere agency for accreditation and approval of educational programs in the clinical laboratory

services in the United States. NAACLS, in collaboration with its professional organizations, provides comprehensive services including program accreditation, program approval, consultation, and continuing education.

NASAD – National Association of Schools of Art and Design. NASAD is an organization of schools, colleges, and universities that offer art and design studies. Institutional membership is maintained and continued through the peer-review process of accreditation. NASAD provides statistical information, professional development, and policy analyses services.

NASD – National Association of Schools of Dance. The NASD is an organization of schools, colleges, and institutions that offer programs in dance. Institutional membership is obtained and maintained through the peer-review process of accreditation. NASD provides statistical data, professional development, and policy analyses.

NASM – National Association of Schools and Music. NASM is an association of schools, colleges, and universities that offer music studies. Institutional membership is obtained and continued through the peer review process of accreditation. NASM provides statistical information, professional development, and policy analyses.

NAST – National Association of Schools of Theatre. NAST is an organization of schools, colleges, and universities that offer theatre studies. Institutional membership is obtained through a peer-review accreditation process. NAST provides statistical information, professional development, and policy analyses services.

NCATE – National Council for Accreditation of Teacher Education. NCATE is the profession's mechanism to help establish high quality teacher preparation. Through the process of professional accreditation of schools, colleges, and departments of education, NCATE works to enhance the quality of teaching and teacher preparation.

NLN – National League for Nursing Accrediting Commission, Inc. The NLN is responsible for the specialized accreditation of nursing schools and programs. The commission has the responsibility to carry out the application of standards and criteria, accreditation process, management, and policy making of the NLN.

NRPA – National Recreation and Park Association. The NRPA works in association with the American Association of Leisure and Recreation to accredit programs and institutions in the field of parks and recreation. Accreditation is voluntary and may be submitted by any four-year institutions offering a program in recreation education.

SAF – Society of American Foresters. SAF is a national scientific and educational organization representing the forestry profession in the United States. The mission of SAF is to promote the science of forestry through creation and implementation of educational programs and the accreditation of postsecondary education in forestry.

Federal Agencies, Consortia, and Programs

IES – Institute for Education Sciences. (Washington, DC) IES the research arm of the U.S. Department of Education, whose activities by law must be free of partisan political influence. Their mission is to provide rigorous and relevant evidence on which to ground education practice and policy and share this information broadly. By identifying what works, what doesn't, and why, we aim to improve educational outcomes for all students, particularly those at risk of failure.

IPEDS – Integrated Postsecondary Education Data System. IPEDS is a federal data collection system administered by the National Center for Education Statistics. IPEDS gathers data about students, faculty and finances across the postsecondary education spectrum.

NCCCRP – National Community College Council for Research and Planning. (Washington, DC) NCCCRP is the only professional organization dedicated to serving institutional research professionals in community colleges. The organization is an affiliate of the Association for Institutional Research (AIR) and a council of the American Association of the Community Colleges (AACC). Sessions for members are conducted at the annual conferences of AACC and AIR. Resources include an active listserv and the Journal of Applied Research in the Community College, published twice per year.

NCES – National Center for Education Statistics. The NCES site contains a database filled with surveys and statistics compiled by the center. There is also an Integrated Postsecondary Education Data System, which collects data and surveys from all postsecondary education providers. NCES also provides the Postsecondary Education Quick Information System, or PEQIS, which provides the user with “issue-oriented” data and other facts that could not be obtained through other surveys quickly.

NPEC – National Postsecondary Education Cooperative. Authorized by Congress, NPEC is a voluntary cooperative of postsecondary education data users. The mission of NPEC is to identify and communicate on going and emerging issues germane to postsecondary education, and to promote the quality, comparability and utility of postsecondary data and information that support policy development, implementation, and evaluation.

NRC – National Research Council. (Washington, DC) The NRC is a part of the National Academies (e.g., National Academy of Sciences, National Academy of Engineering) and is the principal operating agency of both the National Academy of Sciences and National Academy of Engineering. The NRC conducts a study of Research Doctoral programs every ten years, which has produced rankings for graduate education.

NSF – National Science Foundation. (Arlington, VA) The NSF has several databases available online for researchers. The first is the Computer-Aided Science Policy Analysis and Research (WebCASPAR). This system provides information on individual fields of science and engineering from institutions across the country. The Scientists and Engineers Statistical Data System (SESTAT) is a system, which provides employment, demographic, and educational characteristics of scientists and engineers in the United States.

OERI – Office of Educational Research and Improvement. (Washington, DC) The Office of Educational Research and Improvement provides national leadership in cultivating and expanding the public's fundamental knowledge and understanding of education. Moreover, OERI aggressively promotes the application of such knowledge to improve practice in the classroom. OERI also monitors the state of education and stimulates excellence and equity in education and the achievement of the National Education Goals by spurring reform in the school systems throughout the United States. OERI accomplishes these activities through its active collaboration with researchers, teachers, school administrators, librarians, parents, students, employers and policy-makers.

USDOE – United States Department of Education. (Washington, DC) The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education. It assists the president in executing his education policies for the nation and in implementing laws enacted by Congress. The Department's mission is to serve America's students-to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Professional Membership Associations

AACC – American Association of Community Colleges. (Washington, DC) The AACC is the national association for community and junior colleges; it has over 1,000 member institutions.

AACRAO – American Association of Collegiate Registrars & Admissions Officers. (Washington, DC) AACRAO includes over 9,000 registrar and admissions professionals from over 2,300 institutions in 35 countries.

AASCU – American Association of State Colleges and Universities. (Washington, DC) AASCU is an association of public four-year colleges and universities.

AAU – Association of American Universities. (Washington, DC) The Association of American Universities is an association of 62 leading public and private research universities in the United States and Canada.

AAUP – American Association of University Professors. (Washington, DC) This site contains a national database, AAUP Statements & Reports, which contains all research and publications done by the organization. The Faculty Salary and Faculty Distribution Fact Sheet 2000-2001, and the Annual Report on the Economic Status of the Profession 2000-2001 can both be obtained through the database.

AERA – American Educational Research Association. (Washington, DC) AERA has over 22,000 members; its primary focus is encouraging scholarly inquiry related to education at all levels and promoting the dissemination and practical application of research results.

AIR – Association for Institutional Research. (Tallahassee, FL) AIR is the primary organization for institutional researchers in higher and postsecondary education. AIR is dedicated to professional growth of all who participate in decision making related to higher education via management research, policy analysis and planning. The annual Forum is the primary international conference for IR professionals.

APA – American Psychological Association. (Washington, DC) The APA is the association dedicated to advancing the study of psychology through the promotion of research and the advancement of the methods of research, the improvement of psychologist’s qualifications through high standards of ethics, conduct, education and achievement, and the accreditation of programs of psychology in postsecondary educational institutions.

APPAM – Association for Public Policy Analysis and Management. (Washington, DC) APPAM is dedicated to improving public policy and management by fostering excellence in research, analysis, and education.

ASHE – Association for the Study of Higher Education. (Las Vegas, NV) ASHE is a scholarly society with about 1,300 members dedicated to higher education as a field of study. The Association promotes collaboration among its members and others engaged in the study of higher education through research, conferences, and publications.

ASPA – Association of Specialized and Professional Accreditors. (Washington, DC) The ASPA is an independent, non-profit corporation organized under the District of Columbia Nonprofit Corporation Act for educational, scientific research, mutual improvement, and professional purposes. ASPA-member accreditors set national educational standards for about 40 specialized disciplines and professions.

ECS – Education Commission of the States. (Denver, CO) ECS tracks state policy trends, translate academic research, provide unbiased advice and create opportunities for state leaders to learn from one another.

EDUCAUSE. (Washington, DC) is a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology. Membership is open to institutions of higher education, corporations serving the higher education information technology market, and other related associations and organizations.

NCSL – National Conference of State Legislatures. (Denver, CO) NCSL is committed to the success of all legislators and staff. Our mission is to improve the quality and effectiveness of state legislatures, promote policy innovation and communication among state legislatures, and ensure state legislatures a strong, cohesive voice in the federal system.

SCUP – Society for College and University Planning. (Ann Arbor, MI) SCUP is focused on the promotion, advancement, and application of effective planning in higher education. Members include those who deal with strategic planning and with physical plant planning, development and management.

SHEEO – State Higher Education Executive Officers. (Boulder, CO) SHEEO is the national association of state higher education leaders who serve statewide coordinating and governing boards and other state policy agencies for higher education. SHEEO serves its members as an advocate for state policy leadership, as a liaison between states and the federal government, as a vehicle for learning from and collaborating with peers, and as a source of information and analysis on educational and public policy issues. SHEEO seeks to advance public policies and educational practices to achieve more widespread access and successful participation in higher education, more new discoveries through research, and more applications of knowledge that improve the quality of human lives.

External Organizations (non-federal)

ACE – American Council on Education. (Washington, DC) ACE is a national coordinating body for higher education, with over 1800 member institutions. ACE maintains a broad national and international agenda and seeks to advance the goals of higher and adult education.

AIR – American Institutes for Research. (Tallahassee, FL) AIR is the primary organization for institutional researchers in higher and postsecondary education. AIR is dedicated to professional growth of all who participate in decision making related to higher education via management research, policy analysis and planning. The annual Forum is the primary international conference for IR professionals

CAE – Council for Aid to Education. (New York, NY) A subsidiary of the RAND Corporation, originally known as the Council for Financial Aid to Education, CAE was established by a group of business executives to advance corporate support of higher education. CAE's primary purpose was: "To promote a better understanding of the substantial contribution which higher education makes to the effectiveness, skill, growth, and success of American business, and to the development of the country." CAE publishes a number of reports and conducts the Voluntary Support of Education Survey, the Collegiate Learning Assessment Project and grants the Leaders for Change Awards.

CREDE – Center for Research on Education, Diversity, and Excellence. (Hawaii) The mission of CREDE is to provide assistance to students at risk of educational failure. Their site contains a searchable database that has access to all CREDE reports and publications. These surveys focus on race, poverty, and geographic location as it pertains to at risk students.

CRESPAR – Center for Research on the Education of Students Placed at Risk. (Baltimore, MD) This site is the partnership of John Hopkins University and Howard University to conduct research and evaluation of schooling for students placed at risk. A national database is available that contains reports and surveys compiled by CRESPAR. Annual Research and Development reports are also available online.

HERI – Higher Education Research Institute. (Los Angeles, CA) The Higher Education Research Institute is based in the Graduate School of Education and Information Studies at the University of California, Los Angeles. The Institute serves as an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education. It is the home of the

CIRP (Cooperative Institutional Research Program) Freshman Survey, the nation's oldest and largest study of higher education.

NCHEMS – National Center for Higher Education Management Systems. (Boulder, CO) The National Center for Higher Education Management Systems is a private nonprofit (501)(c)(3) organization whose mission is to assist colleges and universities as they improve their management capability.

NCPI – National Center for Postsecondary Improvement. (Stanford, CA) The NCPI website has a searchable database divided into six areas: Organizational Improvement, Education and Work, Employment Outcomes, Professional Development, Student Learning and Assessment, Productivity, and National Surveys. They also provide NCPI publications in text form online.

NSC – National Student Clearinghouse. (Herndon, VA) The National Student Clearinghouse (formerly known as the National Student Loan Clearinghouse), a non-profit association founded by the higher education community, streamlines the student record verification process for colleges and universities, students and alumni, lending institutions, employers, and other organizations. The Clearinghouse maintains a comprehensive electronic registry of student records that provides a single, highly automated point-of-contact for organizations and individuals requiring timely, accurate verification of student enrollment, degree, and loan data.

Major Trade Papers, Newsletters, and Serials

Change Magazine. *Change* is a magazine dealing with contemporary issues in higher learning. It is intended to stimulate and inform reflective practitioners in colleges, universities, corporations, government, and elsewhere. Using a magazine format rather than that of an academic journal, *Change* spotlights trends, provides new insights and ideas, and analyzes the implications of educational programs, policies, and practices.

Chronicle of Higher Education. Based in Washington, D.C., *The Chronicle* is published every weekday and is a popular destination for news, advice, and jobs for people in academe. The Chronicle's Web site features the complete contents of the latest issue; daily news and advice columns; thousands of current job listings; an archive of previously published content; vibrant discussion forums; and career-building tools such as online CV management, salary databases, and more.

Educational Evaluation and Policy Analysis. Educational Evaluation and Policy Analysis publishes scholarly articles of theoretical, methodological, or policy interest to those engaged in educational policy analysis, evaluation, and decision making. It is a multidisciplinary policy journal and considers original research from multiple disciplines, theoretical orientations, and methodologies.

Educational Evaluation Review. Educational Evaluation Review is an academic journal concerned with policy and practice, with contributions soundly based in research or scholarship, but with implications for reform or change. It seeks to ensure rigor in these analyses by taking a problem-

oriented approach; it is concerned to help formulate the problems of higher education, to consider alternative solutions and to test them. Lastly, it seeks to cover the whole field of post-school education and with all those who work with or within the field: academics, students, administrators and policymakers at all levels.

Inside Higher Ed. *Inside Higher Ed* is an online source for news, opinion and jobs for all of higher education. This website offer breaking news and feature stories, daily commentary, areas for comment on every article, practical career columns, and a powerful suite of tools to help higher education professionals get jobs and colleges identify and hire employees.

Journal of Higher Education. Founded in 1930, The Journal of Higher Education is the leading scholarly journal on the institution of higher education. Articles combine disciplinary methods with critical insight to investigate issues important to faculty, administrators, and program managers.

Journal of General Education. For faculty, administrators, and policymakers, JGE is the professional forum for discussing issues in general education today. JGE addresses the general education concerns of community colleges, four-year colleges, universities, and state systems. Along with perceptive essays on the role of general education today, JGE features articles on innovative methods in teaching and assessment, profiles of exemplary general education programs, case studies of successful curriculum development efforts, and reviews of books and monographs related to general education.

Journal of Student Financial Aid. The Journal of Student Financial Aid is an open-access, peer-reviewed journal that features works of significance in all areas of postsecondary student financial assistance. Their mission is to bring scholarly work to bear on the practice and theory of providing financial assistance to students pursuing postsecondary education. They include work from diverse methodological and conceptual perspectives with implications for the practice of financial aid administration.

Postsecondary Education Opportunity. This research letter is founded on two fundamental beliefs. First, sound public social policy requires accurate, current, independent, and focused information on the human condition. Second, education is essential to the development of human potential and resources for both private and public benefit. Therefore, the purpose of this research letter is to inform those who formulate, fund, and administer public policy and programs about the condition of and influences that affect postsecondary education opportunity for all Americans.

Research in Higher Education. *Research in Higher Education* is a journal published by ABRI-- the Academic and Business Research Institute. It publishes "original, quantitative research articles which contribute to an increased understanding of an institution, aid faculty in making more informed decisions about current or future operations, and improve the efficiency of an institution." Journal Topics include retention, financial management in higher education, new program development, and curriculum and recruitment.

Review of Higher Education. The Review of Higher Education provides a forum for discussion of varied issues affecting higher education. The journal advances the study of college- and university-

related topics through peer-reviewed articles, essays, reviews and research findings, and by emphasizing systematic inquiry--both quantitative and qualitative--and practical implications. Considered one of the leading research journals in the field, The Review keeps scholars, academic leaders, and public policymakers abreast of critical issues facing higher education today. The Review of Higher Education is the official journal of the Association for the Study of Higher Education (ASHE).

Non-Federal Grant Makers with Postsecondary Education Grants in Tennessee

Ford Foundation. (New York, NY) Created with gifts and bequests by Edsel and Henry Ford, the foundation is an independent, nonprofit, nongovernmental organization, with its own board, and is entirely separate from the Ford Motor Company. The trustees of the foundation set policy and delegate authority to the president and senior staff for the foundation's grant making and operations. Program officers in the United States, Africa, the Middle East, Asia and Latin America explore opportunities to pursue the foundation's goals, formulate strategies and recommend proposals for funding.

Gates Foundation. (Seattle, WA) The Gates Foundation works with partner organizations worldwide to tackle critical problems in four program areas. Its Global Development Division works to help the world's poorest people lift themselves out of hunger and poverty. Their Global Health Division aims to harness advances in science and technology to save lives in developing countries. Their United States Division works to improve U.S. high school and postsecondary education and support vulnerable children and families in Washington State, and their Global Policy & Advocacy Division seeks to build strategic relationships and promote policies that will help advance our work. The Gates Foundation approach to grant making in all four areas emphasizes collaboration, innovation, risk-taking, and, most importantly, results.

Lumina Foundation. (Indianapolis, IN) Lumina Foundation is an independent, private foundation committed to increasing the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by 2025. Lumina's outcomes-based approach focuses on helping to design and build an accessible, responsive and accountable higher education system while fostering a national sense of urgency for action to achieve Goal 2025. In 2012, Lumina Foundation made 70 grants for a total commitment of more than \$30 million. Starting in 2013, Lumina grants focus on two imperatives: Mobilizing to Reach Goal 2025 and Designing & Building a 21st Century Higher Education System.

Regional Higher Education Compacts

MHEC – Midwestern Higher Education Compact. (Minneapolis, MN) The purpose of MHEC is to provide greater higher education opportunities and services in the Midwestern region, with the aim of furthering regional access to, research in and choice of higher education for the citizens residing in the several states, which are parties to the compact. This nonprofit regional organization serves Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

NEBHE – New England Board of Higher Education. (Boston, MA) NEBHE promotes greater educational opportunities and services for the residents of New England. In pursuit of this mission, we work across the six New England states to engage and assist leaders in the assessment, development, and implementation of sound education practices and policies of regional significance, promote programs, and best practices to assist the states in implementing important regional higher education policies, promote regional cooperation and programs that encourage the efficient use and sharing of educational resources, and provide leadership to strengthen the relationship between higher education and the economic well-being of New England.

SREB – Southern Regional Education Board. (Atlanta, GA) SREB is a nonprofit, nonpartisan organization that works with 16 member states to improve public education at every level, from pre-K through Ph.D. Member states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. SREB helps states focus on what works in both policy and practice. SREB work closely with policy-makers such as state legislators and education agency officials as they implement policies to improve student achievement, raise high school graduation rates and boost college completion.

WICHE – Western Interstate Commission for Higher Education (Boulder, CO). WICHE is a regional organization created by the Western Regional Education Compact, adopted in the 1950s by Western states. It is an interstate compact created to facilitate resource sharing among the higher education systems of the west. Fifteen states are members.

Glossary of Terms

CIP – Classification of Instructional Programs. A CIP is a six-digit code in the form xx.xxxx that identifies instructional program specialties within educational institutions, a taxonomic coding scheme for secondary and postsecondary instructional programs. It is intended to facilitate the organization, collection, and reporting of program data using classifications that capture the majority of reportable data. The CIP is the accepted federal government statistical standard on instructional program classifications and is used in a variety of education information surveys and databases.

FAFSA – Free Application for Federal Student Aid. Federal Student Aid, a part of the U.S. Department of Education, is the largest provider of student financial aid in the nation. Federal Student Aid is responsible for managing the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965. These programs provide grants, loans, and work-study funds to students attending college or career school.

FTE – Full-time Equivalent. FTE is defined by the Government Accountability Office (GAO) as the number of total hours worked divided by the maximum number of compensable hours in a full-time schedule as defined by law. FTE for students is one of the key metric for measuring the contribution of academics in third level education, number of supported students. Academics in some universities are nominally expected to contribute 20FTEs (or in other terms to support the

education of 20 full-time students) in any one year. This is typically achieved through a combination of teaching and research supervision.

MOE – Maintenance of Effort. MOE refers to the requirement placed upon many federally funded grant programs that the State Education Agency (SEA) and Local Education Agencies (LEA) demonstrate that the level of state and local funding remains relatively constant from year to year. Failure to meet MOE requirements may result in the LEA losing eligibility to receive IDEA entitlement funding and requiring an LEA to repay funds, using a non-federal source, to the SEA, who is required to send funds to the US Department of Education.

R&D – Remedial and Developmental Education. R&D Education is designed to assist students achieve expected competencies in core academic skills such as literacy and numeracy. More than one semester of remedial coursework may be required of students that enter with low placement test scores at community colleges. Regarding Developmental Education, TBR has replaced its former course-based approach with a learning support model that enables Developmental Education students to take a college (1000-level) course concurrent with the activities or course required to address their competency deficits. This approach has greatly increased success rates of students so placed.

SIS – Student Information System. The SIS is a software application THEC uses to manage the data it receives from source systems. The THEC SIS contains over 5 million combined records on over 1.5 million unduplicated students dating back to the mid-1990s. Tennessee Education Lottery Scholarship (TELS) data date back to 2004, and the data utilized in the outcomes-based funding formula date back to 2010.

Assessment

ACT – Formerly the **American College Testing** assessment, the ACT® college readiness assessment is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college. The ACT is the capstone of the College and Career Readiness System. The test uses the same score scale as ACT Explore and ACT Plan, making the system an effective tool to monitor academic progress and student growth. The ACT consists of four multiple-choice tests: English, Mathematics, Reading, and Science. The ACT Plus Writing includes the four multiple-choice tests and a Writing Test

AP – Advanced Placement. The College Board's AP Program currently offers more than 30 courses across multiple subject areas and is designed to provide college level content to high school students. Each course is developed by a committee composed of college faculty and AP teachers, and covers the breadth of information, skills, and assignments found in the corresponding college course. Advanced Placement examinations are taken each May by high school students seeking college course credits at participating American, Canadian, and international educational institutions. The tests are the culmination of year-long Advanced Placement (AP) courses. Tests are on graded on a scale of 1-5, with 3 being a commonly-accepted cut score. All but one of the AP

exams combines multiple-choice questions with a free-response section in either essay or problem-solving format. AP Studio Art, the sole exception, requires students to submit a portfolio for review.

CCSSE – Community College Survey of Student Engagement. Housed at the University of Texas at Austin, the CCSSE survey helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. Administered during the spring to mostly returning students, CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention. CCSSE serves as a complementary piece to the **Survey of Entering Student Engagement (SENSE)**, with a more broad focus on the student experience and is used as a benchmarking instrument, diagnostic tool, and a monitoring device for institutions.

CLA – Collegiate Learning Assessment. The CLA offers an authentic approach to the improvement of teaching and learning in higher education through a continuous improvement model, and recognizes faculty as central actors in educational improvement efforts. The CLA assists faculty, department chairs, school administrators and others interested in programmatic change to improve teaching and learning, particularly with respect to strengthening higher order skills. The CLA helps institutions improve undergraduate education through assessment, professional development, best practices and collaboration.

NSSE – National Survey of Student Engagement. Housed at Indiana University at Bloomington, NSSE annually collects information at hundreds of four-year colleges and universities about student participation in programs and activities that institutions provide for their learning and personal development through its student survey. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. NSSE provides participating institutions a variety of reports that compare their students' responses with those of students at self-selected groups of comparison institutions.

PSAT/NMSQT – The Preliminary SAT/National Merit Scholarship Qualifying Test. The PSAT is a standardized test that provides firsthand practice for the SAT. It also gives students a chance to enter NMSC scholarship programs and gain access to college and career planning tools. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills.

SAT – Scholastic Aptitude Test. The College Board's SAT® tests students' knowledge of English, Math, and Reading and their readiness for college-level work. The SAT consists of three sections: math, critical reading, and writing. Each of these sections is scored on a scale of 200 to 800, making 2400 a perfect score. The SAT is accepted by more than 2,000 colleges and universities nationwide.