SUBSTANTIVE CHANGE REPORT COVER SHEET

Name of the Institution: **Albany State University**
504 College Street
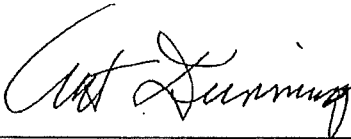Albany, GA 31705

Nature of the Substantive Change: **Consolidation**

Date: August 10, 2017
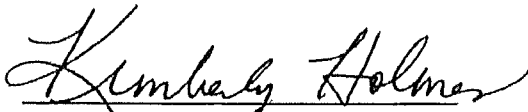
By signing below, we attest to the following:

1. That **Albany State University** has attached a complete and accurate overview of the proposed Substantive Change.

2. That **Albany State University** has provided complete and accurate disclosure of timely information regarding compliance with the selected sections of the Principles of Accreditation affected by this Substantive Change.

Name and signature of the President:

Arthur N. Dunning, Ph.D.
President

Name and signature of the Accreditation Liaison:

Kimberly S. Holmes, Ph.D.
Vice President of Organizational Effectiveness and Strategic Initiatives

SACSCOC Staff Member assigned to the Institution:
Dr. Larry Earvin, Vice President, SACS Commission on Colleges

SACS◊COC™

Southern Association of Colleges and Schools
Commission on Colleges

INSTITUTIONAL SUMMARY FORM
PREPARED FOR COMMISSION REVIEWS

GENERAL INFORMATION

Name of Institution: Albany State University

Name, Title, Phone number, and email address of Accreditation Liaison
Dr. Kimberly Sinclair Holmes
Vice President for Organizational Effectiveness and Strategic Initiatives
912-704-4701 (cell)
kimberly.holmes@asurams.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
Dr. Jeanette Arrington
Accreditation Associate
229-317-6264
jeanette.arrington@asurams.edu

IMPORTANT:

Accreditation Activity *(check one)*:

☐   Submitted at the time of Reaffirmation Orientation
☐   Submitted with Compliance Certification for Reaffirmation
☐   Submitted with Materials for an On-Site Reaffirmation Review
☐   Submitted with Compliance Certification for Fifth-Year Interim Report

☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☒ Submitted with Merger/Consolidations/Acquisitions
☐ Submitted with Application for Level Change

Submission date of this completed document: July 15, 2017

EDUCATIONAL PROGRAMS

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1. Level of offerings (Check all that apply)

   ☒ Diploma or certificate program(s) requiring less than one year beyond Grade 12
   ☐ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
   ☒ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
   ☒ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
   ☒ Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
   ☐ Professional degree program(s)
   ☒ Master's degree program(s)
   ☒ Work beyond the master's level but not at the doctoral level (such as Specialist in Education).
   ☐ Doctoral degree program(s)
   ☐ Other (Specify) _____

2. Types of Undergraduate Programs (Check all that apply)

   ☒ Occupational certificate or diploma program(s)
   ☒ Occupational degree program(s)
   ☒ Two-year programs designed for transfer to a baccalaureate institution
   ☒ Liberal Arts and General
   ☒ Teacher Preparatory
   ☒ Professional
   ☐ Other (Specify) _____

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

☐ Private *(check one)*

   ☐ Independent, not-for-profit

   Name of corporation OR
   Name of religious affiliation and control: _____

☐   Independent, for-profit *

        If publicly traded, name of parent company: _____

☒   Public state * *(check one)*

     ☐   Not part of a state system, institution has own independent board

     ☒   Part of a state system, system board serves as governing board

     ☐   Part of a state system, system board is super governing board, local governing board has delegated authority

     ☐   Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction."

INSTITUTIONAL INFORMATION FOR REVIEWERS

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1. History and Characteristics

Provide a <u>brief</u> history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

The consolidation of Albany State University (ASU) and Darton State College (DSC) was approved by SACSCOC and the Board of Regents (BOR) of the University System of Georgia (USG) in December 2016, with an effective date of January 1, 2017. The mission of the consolidated institution, approved by the BOR in March 2016, is:

Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship,

research, and public service, the University's faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.

Following SACSCOC and USG BOR approval in December 2016, an expanded Level IV Albany State University (ASU) was formed by the consolidation of two independent SACSCOC-accredited USG member institutions: Albany State University (ASU) (Level IV) and Darton State College (DSC) (Level II). The expanded Level IV ASU offers certificates, transfer associate degrees, and career associate degrees, as well as bachelor's, master's, and specialist degrees. Curricular consolidations were necessary only in the overlapping Core Curriculums and the RN to BSN degree programs of the two institutions. Other active educational programs of ASU and DSC prior to consolidation are largely complementary and will continue to be offered at the new ASU. The three Schools at DSC and the four Colleges at ASU were consolidated into five Colleges at the new ASU.

The consolidated university's main campus is ASU's current campus in Albany, GA (Dougherty County), and is known as ASU East Campus. ASU East Campus is the home of four of the University's five colleges: College of Arts and Humanities, College of Business, College of Sciences and Technology, and College of Education. The ASU West Campus, 5.3 miles away, and also in Albany, GA (Dougherty County), is a full-service instructional site of the consolidated ASU. ASU West is also home of the new Darton College of Health Professions, the fifth College of Albany State University. Learning Support (developmental) programs continue to be offered at ASU West, along with core curriculum courses. The consolidated ASU offers a small number of degree programs at four additional off-campus instructional sites at the Cordele Center (Cordele, GA), South Georgia State College (Waycross, GA), Southern Regional Technical College (Cairo, GA), Oconee Fall Line Technical College (Sandersville, GA). ASU also offers a consolidated and broad array of online degrees and certificate programs.

The consolidated ASU is classified as a Level IV state university within the USG, serving almost 7,000 traditional and non-traditional students. On average, seven out of ten students are women and minorities. On-campus student housing at full capacity totals approximately 2,361 residents. The consolidated institution retains ASU's selective standards for freshman admission to baccalaureate programs, but also incorporates former DSC's access standards for freshman admission to the new ASU's certificate and associate degree access pathways. Admission to some associate degree programs offered at the new Darton College of Health Professions at ASU will continue to be selective.

Albany State University (prior to consolidation)
Albany State University (ASU) is a nationally recognized Historically Black College and University (HBCU), located in Albany, GA, a progressive city with a population of 95,000. ASU had been a catalyst for change in the region from its inception as the Albany Bible and Manual Training Institute, to its maturation to University status. Founded in 1903 to educate African American youth, the University proudly continued to fulfill its historic mission while also serving the

educational needs of an increasingly diverse student population. ASU has made significant contributions to growth and development of the region, state and nation, through teaching, research, creative expression, and public service. Through its collaborative efforts, the University responded to the needs of all its constituents and offered educational programs and services to improve quality of life in southwest Georgia.

Before consolidation, the primary mission of ASU was to educate students to become outstanding contributors to society. Offering bachelor's, master's, education specialist degrees, and a variety of non-degree continuing education programs, the University emphasized the liberal arts as the foundation for all learning by exposing students to the humanities, fine arts, social sciences and the natural sciences. Global learning was fostered through a broad-based curriculum, diverse university activities, and the expanding use of technology. ASU encompassed four colleges: College of Arts and Humanities, College of Business, College of Education, and College of Sciences and Health Professions.

Prior to consolidation, the University's Fall Semester 2015 student population was 3,492 with an average undergraduate age of 24 years. Moreover, 89% of the students identified as Black or African American. ASU utilized a selective admissions process in accordance with BOR admissions policies in which prospective students needing learning support (developmental studies) were typically not admitted. Many freshmen who were not eligible for admission to ASU secured admission to DSC and entered ASU later as transfer students. ASU had off-campus instructional sites in Waycross, GA and Cairo, GA. (See Table on pg. 12)

Darton State College (prior to consolidation)
Darton State College (DSC), formerly Darton College and Albany Junior College, was chartered by the BOR in 1963 as a two-year college in the USG. The college first opened its doors in Albany, GA as Albany Junior College in September of 1966, with an enrollment of 620 students (none of which were from an ethnic minority group). The early focus of the institution was on lower-division transfer to four-year baccalaureate programs. However, the institution grew rapidly in enrollment, mission, and degree offerings, especially in career associate degree programs in the health sciences and in online program delivery. By the time DSC was consolidated into ASU, a large percentage of its students were from minority groups.

The College underwent two major identity changes during its existence, leading to changes in enrollment, mission, and degree offerings. The first was in 1987 when the BOR of the University System of Georgia dropped the word "junior" from all state two-year schools. A local committee of faculty, staff, students and community members chose the name Darton College to replace the name of Albany Junior College. Darton is an Old English word meaning "town or city by the water," which connotes the proximity of the campus to the Flint River as it flows through downtown Albany. The second change occurred when the BOR approved the college's mission, and sector change to state college status June 1, 2011. At that time, Darton College became Darton State College to reflect the school's change from a two-year institution to a four-year college.

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Darton State College's principal mission was to serve as an associate-dominant/limited baccalaureate level access institution, offering quality educational programs and services targeted to respond to the economic development and workforce needs of the southwest Georgia region. Its access admission standards entailed substantial instruction in learning support studies. Darton State College sought to contribute to quality of life in the region by fostering and maintaining a learning environment that sustained instructional excellence and a commitment to life-long learning for a diverse body of students.

Prior to consolidation in Fall 2016, DSC's enrollment stood at 4,120 students. The mean student age was 27 and median age was 23. The predominant ethnicities of students were Caucasian (47%) and African American (46%). Approximately 74% percent of the student population was comprised of women. DSC had a large population of online students, with 35% taking all classes online.

2. List of Degrees

List all degrees currently offered (A.S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

The approved listing of active and continuing degree programs for the consolidated ASU is provided in Table 1 below. The numbers of degrees awarded in FY 2016 include the following terms: summer 2015, fall 2015, spring 2016 (per the annual IPEDS submission--FY 2017 IPEDS data were not yet available prior to submission of this report). Credentials awarded are reported for the separate institutions, as the consolidation had not occurred until Spring 2017. However, programs that were consolidated for the new ASU have their FY 2016 awards included in the rows for their respective active and continuing programs.

List of Continuing Certificates and Degrees in the new ASU

CONTINUING CERTIFICATE PROGRAMS			
Active & Continuing Certificate Programs (Post-Consolidation)	Originating Institution	ASU Certificates Awarded Fiscal Year 2016	DSC Certificates Awarded Fiscal Year 2016
Certificate of Less than One Year in Addiction Counseling	DSC		70
Certificate of Less than One Year in Church Music	DSC		0
Certificate of Less than One Year in Computed Tomography	DSC		0
Certificate of Less than One Year in	DSC		6

Emergency Medical Technician			
Certificate of Less Than One Year in Instructional Technology	DSC		1
Certificate of Less than One Year in Graphic Arts	DSC		3
Certificate of Less than One Year in Histology	DSC		24
Certificate of Less than One Year in Medical Coding	DSC		1
Certificate of Less than One Year in Legal Assistant/Paralegal	DSC		0
Certificate of Less than One Year in Phlebotomy Technician	DSC		7
One-Year Certificate in Computer Technology	DSC		0
One-year Certificate in Criminal Justice Management	DSC		0
One-year Certificate in Emergency Medical Service	DSC		8

CONTINUING TRANSFER ASSOCIATE DEGREE PROGRAMS

Active and Continuing Degree Programs (Post-Consolidation)	Originating Institution	ASU Degrees Awarded Fiscal Year 2016	DSC Degrees Awarded Fiscal Year 2016
Associate of Arts, Core Curriculum	DSC		43
Associate of Science, Core Curriculum	DSC		366

CONTINUING CAREER ASSOCIATE DEGREE PROGRAMS

Active and Continuing Degree Programs (Post-Consolidation)	Originating Institution	ASU Degrees Awarded Fiscal Year 2016	DSC Degrees Awarded Fiscal Year 2016
Associate of Science in Dental Hygiene	DSC		15
Associate of Science in Diagnostic Medical Sonography	DSC		14
Associate of Science in Emergency Medical Services	DSC		6
Associate of Science in Health Information Technology	DSC		22

Associate of Applied Science in Histologic Technician	DSC		14
Associate of Science in Medical Laboratory Technology	DSC		5
Associate of Science in Nursing	DSC		322
Associate of Science in Occupational Therapy Assistant	DSC		22
Associate of Science in Physical Therapy Assistant	DSC		20
Associate of Science in Radiologic Science	DSC		7
Associate of Science in Respiratory Therapy	DSC		26
Associate of Applied Science in Legal Assistant/Paralegal	DSC		4

CONTINUING BACHELOR DEGREE PROGRAMS			
Active and Continuing Degree Programs (Post-Consolidation)	**Originating Institution**	**ASU Degrees Awarded Fiscal Year 2016**	**DSC Degrees Awarded Fiscal Year 2016**
Bachelor of Science with a Major in Accounting	ASU	17	
Bachelor of Science with a Major in Biology	ASU	40	
Bachelor of Science with a Major in Business Information Systems	ASU	17	
Bachelor of Science with a Major in Chemistry	ASU	4	
Bachelor of Science with a Major in Computer Science	ASU	8	
Bachelor of Science with a Major in Criminal Justice	ASU	67	
Bachelor of Science with a Major in Early Childhood Education	ASU	34	
Bachelor of Arts with a Major in English	ASU	3	
Bachelor of Science with a major in Supply Chain and Logistics Management	ASU	16	
Bachelor of Science with a Major in Forensic Science	ASU	9	

Bachelor of Science with a Major in Health and Human Performance	ASU	40	
Bachelor of Science with a major in Health Information Management	DSC	0	
Bachelor of Arts with a Major in History	ASU	7	
Bachelor of Interdisciplinary Studies	ASU	0	
Bachelor of Science with a Major in Management	ASU	76	
Bachelor of Science with a Major in Marketing	ASU	10	
Bachelor of Arts with a Major in Mass Communication	ASU	28	
Bachelor of Science with a Major in Mathematics	ASU	12	
Bachelor of Science with a major in Middle Grades Education	ASU	9	
Bachelor of Science with a major in Secondary Education	ASU	6	
Bachelor of Science in Nursing	ASU	22	
Bachelor of Science in Nursing, RN to BSN	ASU, DSC	8	42
Bachelor of Science with a major in Organizational Leadership (eMajor collaborative)	DSC		0
Bachelor of Arts with a Major in Political Science	ASU	19	
Bachelor of Arts with a Major in Psychology	ASU	35	
Bachelor of Social Work	ASU	29	
Bachelor of Arts with a Major in Sociology	ASU	28	
Bachelor of Applied Science with a major in Technology Management	ASU	0	
Bachelor of Arts with a Major in Visual & Performing Arts	ASU	9	
MASTER DEGREE PROGRAMS			
Active and Continuing Degree Programs (Post-Consolidation)	Originating Institution	ASU Degrees Awarded Fiscal Year 2016	DSC Degrees Awarded

			Fiscal Year 2016
Master of Education with a Major in Early Childhood Education	ASU	20	
Master of Education with a Major in Educational Administration and Supervision	ASU	2	
Master of Business Administration	ASU	38	
Master of Public Administration	ASU	21	
Master of Science in Criminal Justice	ASU	26	
Master of Education with a Major in Middle Grades Education	ASU	6	
Master of Science in Nursing	ASU	17	
Master of Education with a Major in School Counseling	ASU	2	
Master of Social Work	ASU	18	
Master of Education with a Major in Special Education	ASU	9	
Master of Education with a Major in Secondary Education	ASU	3	

EDUCATION SPECIALISTS CONTINUED			
Active and Continuing Degree Programs (Post-Consolidation)	**Originating Institution**	**ASU Degrees Awarded Fiscal Year 2016**	**DSC Degrees Awarded Fiscal Year 2016**
Education Specialist with a Major in Educational Administration and Supervision	ASU	14	

3. Off-Campus Instructional Locations and Branch Campuses

List **all locations** where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those Locations in accord with the Commission's definitions and the directions as specified below.

Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers **50 % or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as

described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

The main campus of the consolidated institution is ASU's current location in Albany, GA and known as ASU East Campus. One full-service off-campus instructional site of the consolidated university is also in Albany, GA (5.3 miles from the main campus) and is known as ASU West Campus. The Darton College of Health Professions of ASU is housed on the ASU West Campus. Most of the degree programs offered at the ASU West Campus are programs that originated at DSC. Others represent consolidated curricula. Core curriculum courses are offered at both ASU East and West campuses. Learning Support is largely offered on the ASU West Campus. The new ASU continues to offer degree programs at the following off-campus instructional sites.

Off-Campus Instructional Sites Offering 50% or More of a Degree Program

Name of the Site and Physical Address	SACSCOC Approval Date	Educational Programs Offered Here	50% or > offered at location (Y/N)	Is the site currently active? (Y/N)	Enrolled students and courses offered at any time during past 5 years? (Y/N)
ASU West Campus 2400 Gillionville Rd Albany, GA 31707	12/05/2016	Associate of Science in Nursing	Y	Y	Y
	12/05/2016	Associate of Arts in Core Curriculum	Y	Y	Y
	12/05/2016	Associate of Science in Core Curriculum	Y	Y	Y
	12/05/2016	Associate of Science in Dental Hygiene	Y	Y	Y
	12/05/2016	Associate of Science in Diagnostic Medical Sonography	Y	Y	Y
	12/05/2016	Associate of Applied Science in Histologic Technician	Y	Y	Y
	12/05/2016	Associate of Science in Emergency Medical Services	Y	Y	Y
	12/05/2016	Associate of Science in Health Information Technology	Y	Y	Y
	12/05/2016	Associate of Science in Medical Laboratory Technology	Y	Y	Y
	12/05/2016	Associate of Science in Occupational Therapy Assistant	Y	Y	Y
	12/05/2016	Associate of Science in Physical Therapy Assistant	Y	Y	Y
	12/05/2016	Associate of Science in	Y	Y	Y

		Respiratory Therapy			
	12/05/2016	Associate of Science in Radiologic Science	Y	Y	Y
	12/5/2016	Bachelor of Science in Nursing	Y	Y	Y
	12/5/2016	Bachelor of Science in Nursing, RN to BSN	Y	Y	Y
Cordele Center 134 11th West Ave Cordele, GA 31015	01/06/2005	Associate of Science in Nursing	Y	Y	Y
	01/06/2005	Associate of Arts in Core Curriculum	Y	Y	Y
	01/06/2006	Associate of Science in Core Curriculum	Y	Y	Y
South Georgia State College 2001 South Georgia Parkway Waycross, GA 31503	07/21/2006	Bachelor of Science in Early Childhood Educ.	Y	Y	Y
	07/21/2006	Bachelor of Science in Criminal Justice	Y	Y	Y
	07/21/2006	Bachelor in Social Work	Y	Y	Y
	07/21/2016	Bachelor of Science in Middle Grades Education	Y	Y	Y
	07/21/2006	Bachelor of Science in Special Education	Y	Y	Y
Southern Regional Technical College 1515 Highway 84W Cairo, GA 39828	08/29/2012	Bachelor of Science in Early Childhood Educ.	Y	Y	Y
	08/29/2012	Bachelor of Science in Criminal Justice	Y	Y	Y
	08/29/2012	Bachelor of Science in Middle Grades Education	Y	Y	Y

Institutions with off-campus instructional sites at which the institution offers **25-49%** credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating the site. For each site, provide the information below.

Proposed Institutions Off-Campus Instructional Sites Offering 25%-49% of a Degree Program

Name of the Site and Physical Address	SACSCOC Approval Date	Educational Programs Offered Here	< 25-49% of credits offered at location (Y/N)	Is the site currently active? (Y/N)	Enrolled students and courses offered at any time during past 5 years? (Y/N)
Oconee Fall Line Technical College 1189 Deep Step Road Sandersville, GA 31082	02/23/2013	Associate of Science in Nursing	Y	Y	Y
Southern Regional					

Technical College 1550 Highway 84 West Cairo, GA 39828	08/29/2012	Bachelor in Social Work	Y	Y	Y

Note: Courses taught at the Thomasville off-campus instructional site ended in May 2017.

Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. *The list should include only those branch campuses reported and approved by SACSCOC.* Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

> **Not Applicable:** The consolidated university will have no branch campuses as defined by the Commission in that none of the off-campus instructional sites will have budgetary and hiring authority. All off-campus instructional sites will be supported by the centralized administrative support services of the main campus.

4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

In response to the changing landscape of higher education, ASU embraces a blended instructional model to meet the learning needs of 21st century learners as well as to provide flexible scheduling options for students with other professional or personal responsibilities. Some programs are intentionally designed and marketed as fully online programs, with students taking all coursework online as a separate stand-alone cohort. Other degree programs may include courses with online options that are intended to serve as an alternative delivery mode, providing additional options for flexibility, choice, and convenience. These are generally taken in conjunction with on-campus classes and are not intended to be established or tracked as separate cohorts. ASU was initially approved to offer distance education on February 16, 2005. DSC was approved on January 6, 2002.

ASU does not offer correspondence education but does offer both online and hybrid courses and degree programs. Online courses are defined as courses in which 95 percent or more of the content is delivered at a distance, while hybrid courses are defined as courses in which 50-95

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percent of the content is delivered at a distance. The list of credit-bearing programs where 50 percent or more of the credit hours will be delivered through distance education is provided below:

Continuing Online Degree Programs

Continuing Online Associate Degree Programs (50% or More Online)	
Active Programs Taught Via Distance Education Post-Consolidation	**Synchronous. Asynchronous, Or Both**
Associate of Arts, Core Curriculum	Asynchronous
Associate of Science Core Curriculum	Asynchronous
Associate of Science in Health Information Technology	Asynchronous
Continuing Online Associate Degree Programs (50% or More Online)	
Active Programs Taught Via Distance Education Post-Consolidation	**Synchronous. Asynchronous, Or Both**
Associate of Applied Science in Histologic Technology	Asynchronous
Associate of Science in Medical Laboratory Technology	Asynchronous
Associate of Science in Physical Therapist Assistant	Asynchronous
Associate of Science in Respiratory Therapy	Asynchronous
Associate of Applied Science in Paralegal Studies	Asynchronous
Associate of Science in Nursing	Asynchronous
Continuing Online Bachelor Degree Programs (50% or More Online)	
Active Programs Taught Via Distance Education Post-Consolidation	**Synchronous. Asynchronous, Or Both**
Bachelor of Science in Nursing, RN to BSN	Asynchronous
Bachelor of Science in Organizational Leadership (eMajor collaborative)	Asynchronous
Bachelor of Science with a Major in Management	Asynchronous
Bachelor of Applied Science with a Major in Technology Management	Asynchronous
Bachelor of Science with a Major in Accounting	Asynchronous
Bachelor of Science with a Major in Business Information Systems	Asynchronous
Bachelor of Science with a Major in Marketing	Asynchronous
Bachelor of Science with a Major in Supply Chain & Logistics Management	Asynchronous
Bachelor of Science with a major in Supply Chain and Logistics.	Asynchronous
Continuing Online Master Degree Programs (50% or More Online)	
Continuing Active Programs Taught Via Distance Education Post-Consolidation	**Synchronous. Asynchronous, Or Both**
Master of Education with a Major in Early Childhood Education	Asynchronous

	Asynchronous
Master of Education with a Major in Special Education	Asynchronous
Master of Science in Criminal Justice	Asynchronous
Master of Science in Nursing	Asynchronous
Continuing Certificate Programs (50% or More Online)	
Continuing Active Programs Taught Via Distance Education Post-Consolidation	**Synchronous, Asynchronous, Or Both**
Addiction Counseling Certificate	Asynchronous
Management Certificate	Asynchronous
Church Music Certificate	Asynchronous
Computed Tomography Certificate	Asynchronous
Histology Certificate	Asynchronous
Instructional Technology Certificate	Asynchronous
Advanced Management Certificate	Synchronous
Medical Coding Certificate	Asynchronous
Paralegal Studies Certificate	Asynchronous
Graphic Arts Certificate	Asynchronous

The GeorgiaView Vista and Brightspace by Desire to Learn (D2L) online learning platforms also have been used extensively to provide supplemental and technology-enhanced activities and resources within the majority of on-campus courses.

5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs, and Indicate date of the last review by each.

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter termination) or list any agency from which the institution has voluntarily withdrawn Include a copy of the letter the agency from the institution.

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

Prior to consolidation, SACSCOC was the primary accreditor for both Albany State University and Darton State College. SACSCOC is the primary accreditor for the consolidated ASU and plays a critical role on the pathway to federal funding. At the time of this report, no sanctions or negative actions have been taken by accrediting bodies. No agencies have terminated accreditation. No

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programs have voluntarily withdrawn accreditation within the two years prior to the submission of this report. The table below identifies the accrediting agency, programs accredited, date of last review, and any associated findings.

Accrediting Agency (Acronym)	Accredited Program	ASU or DSC	Year of Last Review	Determination of Accreditation Review	Sanctions or Negative Actions
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	Institution	ASU	2008	Reaffirmed	None
Accrediting Commission for Education in Nursing (ACEN)	Associate of Science in Nursing	DSC	2015	Reaffirmed	None
ACEN	Bachelor of Science in Nursing, RN to BSN	DSC	2015	Reaffirmed	None
		ASU	2013	Reaffirmed	None
ACEN	Bachelor of Science with a Major in Nursing	ASU	2013	Reaffirmed	Conditional pending site visit in Spring 2018
ACEN	Master of Science in Nursing	ASU	2013	Reaffirmed	None

The Accrediting Commission for Education in Nursing (ACEN) has a substantive change policy similar to SACSCOC with regards to mergers/consolidations. As a result, a Consolidation Prospectus has been submitted to ACEN describing the consolidation of ASU and DSC Nursing programs. ASU expects to learn of ACEN's decision to allow consolidation of its Nursing programs August 2017. As of now, ASU's Nursing programs operate as one department within the Darton College of Health Professions. However, the Nursing programs formerly of DSC and ASU maintain separate ACEN accreditations.

Council for Accreditation of Educator Preparation NCATE/CAEP*	Master of Education with a Major in English (Teaching Field)	ASU	2014	Reaffirmed	None
NCATE/CAEP*	Bachelor of Music Education	ASU	2014	Reaffirmed	None
NCATE/CAEP*	Master of Education with a Major in Music (Teaching Field)	ASU	2014	Reaffirmed	None
NCATE/CAEP*	Master of Education with a Major in Education Administration and Supervision	ASU	2014	Reaffirmed	None
NCATE/CAEP*	Education Specialist with a Major in Education Administration and Supervision	ASU	2014	Reaffirmed	None

NCATE/CAEP* Counseling for the Accreditation of Counseling and Related Educational Programs (CACREP)	Master of Education with a Major in School Counseling	ASU	2014 NCATE/CAEP & CACREP	Reaffirmed NCATE/CAEP & CACREP	None NCATE/CAEP & CACREP
NCATE/CAEP*	Bachelor of Science with a Major in Science (Teaching Field)	ASU	2014	Reaffirmed	None
NCATE/CAEP*	Master of Education with a Major in Science (Teaching Field)	ASU	2014	Reaffirmed	None
NCATE/CAEP*	Master of Education with a Major in Mathematics (Teaching Field)	ASU	2014	Reaffirmed	None
NCATE/CAEP*	Bachelor of Science with a Major in Health and Physical Education (Teaching Field)	ASU	2014	Reaffirmed	None
NCATE/CAEP*	Master of Education with a Major in Health and Physical Education (Teaching Field)	ASU	2014	Reaffirmed	None
NCATE/CAEP*	Bachelor of Science with a Major in Early Childhood Education	ASU	2014	Reaffirmed	None
NCATE/CAEP*	Master of Science with a Major in Early Childhood Education	ASU	2014	Reaffirmed	None
NCATE/CAEP*	Bachelor of Science With a Major in Middle Grades Education	ASU	2014	Reaffirmed	None
NCATE/CAEP*	Master of Education with a Major in Middle Grades	ASU	2014	Reaffirmed	None
NCATE/CAEP*	Bachelor of Science With a Major in Special Education	ASU	2014	Reaffirmed	None
NCATE/CAEP*	Master of Education with a Major in Special Education	ASU	2014	Reaffirmed	None
Forensic Science Education Programs Accreditation Commission (FEPAC)	Bachelor of Science in Forensic Science	ASU	2017	Reaffirmed	None
Council on Social Work Education (CSWE)	Bachelor of Social Work	ASU	2007	Reaffirmed	None

CSWE	Master of Social Work	ASU	2014	Reaffirmed	None
Accreditation Council for Business Schools and Programs (ACBSP)	Bachelor of Science in Management	ASU	2014	Reaffirmed	None
ACBSP	Bachelor of Applied Science with a Major in Technology Management	ASU	2014	Reaffirmed	None
ACBSP	Bachelor of Science with a Major in Accounting	ASU	2014	Reaffirmed	None
ACBSP	Bachelor of Science with a Major in Business Information Systems	ASU	2014	Reaffirmed	None
ACBSP	Bachelor of Science with a Major in Marketing	ASU	2014	Reaffirmed	None
ACBSP	Bachelor of Science with a Major in Supply Chain & Logistics Management	ASU	2014	Reaffirmed	None
ACBSP	Master of Business Administration	ASU	2014	Reaffirmed	None
Georgia Addiction Counselors Association (GACA)	Addiction Counseling Certificate	ASU	2017	Reaffirmed	None
Commission on Dental Accreditation (CODA)	Associate of Science in Dental Hygiene	ASU	2012	Reaffirmed	None
Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Associate of Science in Diagnostic Medical Sonography	ASU	2017 New Program	Initial Accreditation JRC-DMS & CAAHEP	None
Commission on Accreditation of Education (COAEMSP) Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Associate of Science in Emergency Medical Services	ASU	2013 COAEMSP & CAAHEP	Reaffirmed COAEMSP & CAAHEP	None
Commission on Accreditation for Health Informatics and	Associate of Science in Health Information Technology	ASU	2015	Reaffirmed	None

Information Management Education					
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Associate of Applied Science in Histologic Technician	ASU	2011	Reaffirmed	None
NAACLS	Associate of Science in Medical Laboratory Technology	ASU	2011	Reaffirmed	None
Accreditation Council for Occupational Therapy Education (ACOTE)	Associate of Science in Occupational Therapy Assistant	ASU	2011	Reaffirmed	None
Commission on Accreditation in Physical Therapy Education (CAPTE)	Associate of Science in Physical Therapist Assistant	ASU	2011	Reaffirmed	None
Joint Review Committee on Education in Radiologic Technology	Associate of Science in Radiologic Science	ASU	2016 New Program	Initial	None
Commission on Accreditation for Respiratory Care (COARC) Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Associate of Science in Respiratory Care	ASU	2017 COARC & CAAHEP	Reaffirmed COARC & CAAHEP	None
American Chemical Society (ACS)	Bachelor of Science in Chemistry	ASU	2014	Reaffirmed	None '
Network of Schools of Public Policy, Affairs, and Administration (NASPAA)	Master of Public Administration	ASU	2017	Reaffirmed	None

*NCATE and TEAC merged into the new organization referred to as CAEP.

6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Prior to the January 1, 2017, the effective date of consolidation, neither ASU nor DSC had been placed on Heightened Cash Monitoring (HCM). Additionally, neither ASU nor DSC had been asked to post a letter of credit on behalf of the US Department of Education's Federal Student Aid Division. Moreover, the consolidating institutions have not had any limitations, suspensions, or terminations by the U.S. Department of Education with regard to student financial aid programs during the previous three years. Both institutions have been subject to reimbursements of over-awarded federal financial aid.

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Overview

Provide a timeline for the change. Discuss the rationale for the change. If programs are being added or dropped as a result of the change, provide evidence of SACSCOC approval of those changes (e.g., approval of teach-out arrangements), and include a completed "Institutional Summary Form Prepared for Commission Reviews."

Timeline for the Change

Approval Date	Event	Supporting Documentation
November 10, 2015	Board of Regents gives approval for pursuing consolidation of Albany State University (ASU) and Darton State College (DSC), creating the new Albany State University under ASU President Art Dunning.	Press Release November 10, 2015
December 2, 2015	Presidents of ASU and DSC notify SACSCOC of their intent to consolidate and to submit the Prospectus by September 15, 2016.	Letter to SACSCOC December 2, 2015
December 4, 2015	The Consolidation Implementation Committee (CIC) and its 79 Operational Working Groups (OWGs) commence consolidation implementation planning, supported by System-level administrative counterparts.	Press Release December 4, 2015
March 9, 2016	University System of Georgia Board of Regents (USG BOR) approves new mission for the consolidated institution, Albany State University.	Press Release March 9, 2016
May 26, 2016	Darton College of Health Professions at Albany State University named.	Press Release May 26, 2016
September 12, 2016	Prospectus to consolidate ASU and DSC to create new ASU submitted to SACSCOC ahead of September 15, 2016 due date.	Substantive Change Prospectus (minus appendices)
December 4, 2016	SACSCOC approves substantive change for the consolidation of ASU and DSC to form new ASU, effective in January 2017.	Letter SACSCOC Consolidation Approval Notification
December 9, 2016	The USG BOR gives final approval of consolidation of ASU and DSC to form new ASU effective immediately. The new administrative structure for the consolidated university takes effect.	Press Release December 9, 2016
July 1, 2017	Consolidated ASU operating Budget for FY 2018 takes effect	FY2018 budget approved Apr 2017 BOR Minutes
August 11, 2017	Compliance documentation for the Substantive Change visit is submitted. Due four to six weeks prior to onsite visit.	This Substantive Change report
August 14, 2017	Consolidated curriculum takes effect Fall Semester 2017. Federal financial aid is consolidated under new ASU.	Fall 2017 Academic Calendar
September 19-22, 2017	Consolidation Substantive Change On-site Committee Visit	On-Site Visit Information and Agenda
December 5, 2017	Final Action of the Commission on the Substantive Change committee report	SACSCOC 2017 Annual Meeting Agenda

Rationale for the Consolidation and Efforts to Achieve a Smooth Transition

Albany State University's (ASU) governing board is the Board of Regents (BOR) of the University System of Georgia (USG). Twenty-eight public two-year and four-year colleges and universities comprise the USG and are governed by the BOR. The consolidation of ASU and Darton State College (DSC) was approved by the governing board, consistent with its mission and constitutional authority and with the consolidation principles the BOR had adopted to help guide potential institutional consolidations.

Excerpts from the Vision, Mission and Goals Statement of the USG BOR that are relevant to consolidation follow:

1. "The University System of Georgia will create a more education Georgia" (Vision Statement)
2. "The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia...by bringing its resources...to bear on the economic development of the State and the continuing education of its citizens." (Mission Statement)
3. "Each institution in the University System of Georgia will be characterized by ...a commitment to sharing physical, human, information, and other resources in collaboration with other System institutions...to expand and enhance programs and services available to the citizen of Georgia." (Mission Statement)
4. "The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by achieving Goal 1: Renew Excellence in undergraduate education to meet 21st century needs". (Goals Statement)

5. "The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by achieving Goal 6: Increase efficiency, working as a System." (Goals Statement)

In September 2011, then Chancellor Hank Huckaby, announced that institutional consolidations would be explored. Chancellor Huckaby said, "We, the USG member institutions, need to be organized in ways that truly foster service to our students in the most effective way and that ensure our faculty are properly developed and supported." (System Supplement, November 11, 2011).

The Chancellor's presentation to the BOR in January 2012 on Recommended Consolidations described the objective of the initiative this way: "The University System of Georgia is preparing students for the 21st century economy and citizenship. Today, the System must look internally to ensure that it has a 21st century structure, providing a network of institutions offering the proper range of degrees and opportunities in research and service to students and faculty. The purpose of campus consolidation is to increase the system's overall effectiveness in creating a more educated Georgia."

Earlier in the Fall of 2011, the BOR adopted the following principles for guiding decisions to consolidate member institutions in the University System of Georgia:

1. Increase opportunities to raise education attainment levels;
2. Improve accessibility, regional identity, and compatibility;
3. Avoid duplication of academic programs while optimizing access to instruction;
4. Create significant potential for economies of scale and scope;
5. Enhance regional economic development; and
6. Streamline administrative services while maintaining or improving service level and quality.

Those principles guided the Chancellor's recommendations for consolidation and the BOR's decision in November 2015 to consolidate Albany State University and Darton State College. The following opportunities were identified as likely results from the consolidation of ASU and DSC:

1. Creates largest institution of higher education in southwest Georgia.
2. Builds on Albany State's HBCU mission and DSC's access mission.
3. Creates a larger university that serves the needs of the community and region with a range of degrees.
4. Establishes a simpler path for students with associate-degrees to achieve bachelor's degrees.
5. Builds on recent collaborative agreements between ASU and DSC.
6. Allows one institution to focus on economic impact in the region and update curriculum to address regional workforce needs.
7. Responds to enrollment challenges by concentrating recruitment and retention resources in a single institution.
8. Reinvests savings from administrative efficiencies in programs to support student success.

Acting within its constitutional authority as the governing board, the BOR of the University System of Georgia approved at its November 6, 2015 meeting the System Chancellor's proposal to pursue consolidation of ASU and DSC. Georgia's weakened economic condition caused by the deep national recession that began in 2008 resulted in substantial operating budget cutbacks and demand for improved efficiency in all state agencies, including the USG during the ensuing five years. Georgia's public technical college system previously completed a number of institutional consolidations to conserve resources and improve the efficiency and effectiveness of the affected technical colleges. In 2011, a new chancellor of the USG and the BOR determined that institutional consolidations were also necessary in the USG to achieve improved institutional efficiencies and effectiveness.

Toward that end, the first round of four pairs of institutional consolidations in the USG was initiated early in 2012. The institutional pairs were approved by the Commission in December of that year and became effective in January 2013. Under the BOR's consolidation initiative, consolidating institutions were instructed to redirect their available resources from administrative consolidations to strengthen instructional services, expand academic offerings, optimize access to instruction, and concentrate on other USG strategic imperatives. The ASU-DSC consolidation constituted a fourth phase of USG consolidations and followed in the footsteps of six previous successful institutional consolidations.

Within days after SACSCOC approval of the ASU-DSC Consolidation Prospectus in December 2016, the Board of Regents (BOR) of the University System of Georgia (USG) voted to finalize the consolidation of ASU and DSC, effective on January 1, 2017, in accordance with SACSCOC Substantive Change policy.

The primary reason for proposing this consolidation to have a January rather than a July effective date is to avoid disruptive delays that could occur in the allocation of federal financial aid to the new Albany State University's students. Lessons learned from previous consolidations in the USG and the US Department of Education (USDOE) suggested that the July option would likely lead to federal financial aid not being available to students in August for fall semester 2017 registration. Such federal funding delays were less likely if the USDOE and the consolidated institution had more time between January and August to process the paperwork required to shift accounts and allocate FY 2017-18 financial aid funding to the new Albany State University in a timely and efficient manner. That proved to be true. Thus, the January effective date helped ensure a smooth and positive transition for students throughout this consolidation.

This consolidation involved two public institutions accredited by SACSCOC. Prior to consolidation, Albany State University was a Level IV institution and Darton State College a Level II institution. The New Albany State University continues to be a Level IV institution and offers associate's, bachelor's, master's, and specialist degrees. Curricular consolidation occurred primarily in the undergraduate lower division courses of the two institutions that comprised general education and the prerequisites for a baccalaureate major in the upper division. Only one baccalaureate degree program was duplicative between the two institutions and required consolidation (i.e., the RN to BSN). There was no duplication of certificate or associate degree programs that required curricular consolidation. Consequently, no substantive loss of degree program offerings occurred as a result of consolidation, although a few were renamed and merged in the consolidation review process. No notable reductions in instructional delivery were determined from consolidation at on-campus or off-campus locations, or in online program delivery. As a consolidated institution, the new ASU added a fifth college to its academic organization named the Darton College of Health Professions, which is located on the former DSC campus. That college's creation permitted the consolidation and elevation of the degree programs in the health professions, which had been a notable strong suit of DSC.

Administratively, there was substantial duplication between the two institutions. Duplicative administrative structures were consolidated in the new ASU, with reassignment of administrative and support personnel where necessary and appropriate. Budgetary savings from administrative consolidation came primarily from economies of scale, discontinuation of positions that were either duplicative or vacant, and through normal attrition. The design of the new organizational structure capitalizes on and advances the complementary strengths of partnering institutions to support and administer a large comprehensive university of almost 7,000 students that aspires to grow in size, service, and quality. The consolidation of ASU and DSC, two institutions controlled by the same governing board, did not require changes in BOR membership, structure, or policies.

Located in the same southwest Georgia city of Albany, Albany State University and Darton State College were 5.3 miles apart. The main

campus address for the new Albany State University is Albany State University, 504 College Drive, Albany, GA 31705. It is now known as ASU East Campus. For U.S. Department of Education purposes, the new ASU uses the existing institutional identification number of Albany State University. The former Darton State College campus is a "full service" off-campus instructional site of Albany State University, and known as ASU West Campus. ASU West Campus does not have the budgetary or administrative independence of a "branch campus" by SACSCOC definition. All budgetary and administrative control for all campuses has been consolidated into a single entity at the ASU East campus.

Participation in the planning and implementation of the consolidation was wide-ranging and highly representative of all who are affected. A University System Consolidation Working Group, composed of key administrators from all functional areas of the USG System Office, met weekly to review consolidation issues and progress from the System perspective. The lead president for this consolidation, Dr. Arthur (Art) K. Dunning of Albany State University, and Dr. Richard Carvajal, Interim President of Darton State College, co-chaired the Consolidation Implementation Committee (CIC) composed of approximately 40 faculty, staff, students and administrators from both institutions to work through consolidation coordination and implementation issues. The CIC created 79 Operational Working Groups (OWGs) using representatives from both institutions in all functional areas of institutional operation to facilitate a successful and smooth transition to institutional consolidation of education programs, support services, and administrative operations.

Significant accomplishments of readiness for consolidation that were achieved from November 2015 through July 2017 include:

1. Presidential notification to SACSCOC of the proposed substantive change involving institutional consolidation;
2. Preparation of the prospectus for review and approval by the Commission's board in December 2016;
3. Notification of the US Department of Education of the intended institutional consolidation, effective for DOE purposes in Summer 2017 between federal fiscal years for financial aid distributions;
4. Agreement of state auditors to produce FY 2016 Full Disclosure Management Audit Reports for ASU and DSC by September 2016 as required by SACSCOC for consolidation prospectus review and approval;
5. BOR approval of the consolidated institution's name—Albany State University, president—Dr. Art Dunning, and new mission;
6. Chancellor's approval of the upper-level organizational structure for the consolidated institution;
7. Presidential approval for filling all senior administrative positions in the consolidated institution's organizational structure;
8. Completion of the Commission's Faculty Roster showing all full-time and part-time faculty and their projected Spring 2017 teaching assignments;
9. Official notification of consolidation for all programs nationally accredited, i.e., Nursing, Education, Business, etc.
10. Preparation of a draft first-year budget for the new Albany State University that takes into account necessary fiscal separation of FY 2017 income and expenditures for the consolidating institutions through the end of the fiscal year on June 30, 2017, before a full consolidated annual budget for FY 2018 takes effect July 1, 2017.
11. Completion of the required business plan for the consolidated institution;
12. Completion of the inventory of library resources to support the consolidated institution;
13. Impact assessment of the consolidation on physical facilities and equipment;
14. Clarification of the consolidated institution's institutional effectiveness processes; and
15. Identification of interim strategic goals for the new Albany State University.

In addition, a number of key consolidation initiatives were launched prior to submission of the prospectus. These initiatives were completed by the end of the 2016-17 academic year or before the Substantive Change Committee visit in fall 2017, including:

1. Implementation and publication of consolidated curriculum approval processes and associated policy manuals;
2. Curriculum consolidation at the course level for all educational programs, including general education;
3. Consolidation of the BANNER student records system, the PeopleSoft Financial Accounting system (for FY 2017), and the ADP Payroll system (for calendar year 2017);
4. Preparations to implement early registration in April 2017 for fall semester 2017 classes in the newly consolidated curriculum;
5. Online publication of 2017-18 catalog material on admission requirements, consolidated degree program offerings and course requirements, and other pertinent policies and information needed to demonstrate compliance to the visiting Substantive Change Committee;
6. Preparation and BOR approval of the first operating budget for the new ASU for FY 2018;

Scores of faculty, staff, and students are committed to and actively engaged in advancing this institutional consolidation initiative above and beyond their normal duties and assignments, which is a testament to their courageous leadership and integrity. These servant leaders are confident that this consolidation will raise educational levels in the service area of ASU and accelerate economic development throughout southwest Georgia and the rest of the state; thereby contributing to the USG's mission of creating a more educated Georgia.

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

[Provide the legal name of the institution as well as the common name of the institution. If the name(s) have changed as a result of the change in control, ownership, or governance, explain. Include the dates for governmental approval and implementation of the change along with supporting documentation.]

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
The new Albany State University is in compliance with this core requirement. It was formed from the consolidation of the previously independent and SACSCOC accredited Albany State University (ASU) and Darton State College (DSC), both of which were authorized to have degree-granting authority by the State of Georgia through the Board of Regents of the University System of Georgia (BOR-USG).

Impact of Consolidation
Prior to consolidation, ASU was a Level IV institution within the membership of SACSCOC and was authorized to award bachelor's, master's, and education specialist degrees. Prior to consolidation, DSC was a Level II institution within the membership of SACSCOC, authorized to offer an array of associate-level degree programs, certificate programs, and select baccalaureate degree(s). The approval of the ASU-DSC Substantive Change Consolidation Prospectus, which was granted December 4, 2016 by SACSCOC, expanded the degree granting authority of the consolidated ASU within Level IV to include certificates, associate degrees, as well as bachelor's, master's, and specialist degrees. The subsequent approval by the Board of Regents of the University System of Georgia to consolidate ASU and DSC into the new Albany State University, effective January 1, 2017 completed the official consolidation of the two institutions. The earlier action of the Board of Regents at its March 9, 2016 meeting to approve a new mission statement for the consolidated ASU confirmed the degree granting authorizations from certificates and associate-level degrees to the education specialist degree levels for the new consolidated ASU.

The legal and common name of the recently consolidated institution is Albany State University. Albany State University is a member institution of the University System of Georgia. The consolidation of ASU and DSC did not result in a new and different name for the lead institution of this consolidation. Albany State University was the lead institution in this consolidation, and the governing board for ASU and DSC, the Board of Regents of the University System of Georgia, elected not to change its name for the consolidated institution. Following consolidation in January 2017, Darton State College ceased to exist as an independent institution, separately accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). However, the expanded mission of the new ASU as approved by the BOR-USG called for retaining DSC's associate degrees and certificate programs and services and its access mission functions. The original Albany State University campus, which is located in an eastern section of Albany, is now known as ASU East and the former Darton State College campus, which is located in a western section of Albany, is now known as ASU West.

The central administration of the new ASU resides on the main campus, which is ASU East, along with four (4) of the five (5) colleges of the consolidated ASU. Those four colleges include the: 1) College of Arts & Humanities; 2) College of Business; 3) College of Education; and 4) College of Science & Technology. The Darton College of Health Professions is ASU's newest and fifth college, and is located on the ASU West campus. The ASU West campus has become a full-service off-campus instructional site and is only 5.3 miles from the ASU East campus. In addition, seven other off-campus instructional sites located elsewhere in Georgia and previously approved by SACSCOC to offer specific degree and certificate programs continue to do so. The new ASU's nursing and allied health degree programs are housed in the Darton College of Health Professions, and are administered on the ASU West campus.

Narrative Supporting Compliance
The Board of Regents of the University System of Georgia (USG) establishes Albany State University's degree-granting authority. The Board of Regents was created by an Act of the General Assembly of Georgia in 1931 with the purpose of providing governing control over all of the public institutions of higher education in the USG. This authority is found in the Constitution of the State of Georgia, Article VIII, Section IV Paragraph 1(b), which states:

"(b) The Board of Regents shall have the exclusive authority to create new public colleges, junior colleges, and universities in the State of Georgia, subject to approval by majority vote in the House of Representatives and the Senate. Such vote shall not be required to change the status of a college, institution or university existing on the effective date of this Constitution. The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia".

Additionally, the Bylaws of the Board of Regents also document the constitutional authority of the governing board (Section 1, Paragraph 2). ASU is classified as a State University within the USG (see Board of Regents Bylaws Section 1, Paragraph 6) and receives its degree-granting authority from the Board of Regents. Currently, the University is authorized to grant degrees at the Associate's, Bachelor's, Master's, and Specialist levels.

The consolidated ASU is an institutional member of the State Authorization Reciprocity Agreement (SARA), which authorizes the university to offer distance education in any of the SARA member states. The State of Georgia's portal agency, the Non-public Post-secondary Education commission, also approved ASU's membership in SARA. The university continues to seek authorization bilaterally from states that are not members of SARA.

Sources

- BOR Bylaws Article I Sect 6_Inst of the University System
- BOR Bylaws, Article I, Sect 2_Charter and Const Authority p1
- BOR Meeting Minutes March 9_2016_p.1
- SACSCOC Dec 4 2016 actions p2
- State Authorization Reciprocity Agreement (SARA)
- State of Ga Const Article VIII_Sect IV_Paragraph 1
- USG_BOR Dec 9 2016 news release

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CR 2.2

Governing Board

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

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

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement.
Albany State University is in compliance with this core requirement. Note that ASU is not a military institution.

Impact of Consolidation
The consolidation of Albany State University (ASU) and Darton State College (DSC) had no impact on, and resulted in no changes, to the membership or responsibilities of the governing board.

Other Evidence of Continuing Compliance
The Board of Regents of the University System of Georgia (BOR-USG) is the governing board for public colleges and universities that compose the USG, including Albany State University. Pursuant to Article VIII, Section IV, Paragraph 1(a) of the Constitution of the State of Georgia:

> "There shall be a Board of Regents of the University System of Georgia which shall consist of one member from each congressional district in the state and five additional members from the state at large, appointed by the Governor and confirmed by the Senate. The Governor shall not be a member of said board..."

Currently, Georgia has 14 congressional districts. The Board consists of one member from each of these congressional districts and five additional members from the state at-large for a total of 19 board members. The list of governing board members, their presiding officer, their congressional districts, occupations, professional affiliations, and terms of office are shown in the table below.

Roster of the Board of Regents of the University System of Georgia for 2017

Name	Title	Occupation	Affiliation	Term
C. Dean Alford, P. E.	Regent	President and CEO Allied Energy Services	4th Congressional District	2012-2019
W. Paul Bowers	Regent	Chairman, President, and CEO Georgia Power	At-large	2014-2020
Rutledge Griffin, Jr.	Regent	CEO of Griffin LLC	8th Congressional District	2013-2018
Thomas Hopkins, Jr., MD	Regent and Chair of BOR	Physician	3rd Congressional District	2010-2017
James M. Hull	Regent and Vice Chair of BOR	Member Manager of Hull Property Group, LLC	At-large	2016-2023
Donald M. Leebern, Jr.	Regent	Chairman of Georgia Crown, Alabama Crown, and Tennessee Crown Distributing Companies	At-large	2012-2019
Laura Marsh	Regent	Member of law firm Taulbee, Rushing, Snipes, Marsh & Hodgin, LLC	12th Congressional District	2016-2020
Doreen Stiles Poitevint	Regent	Partner in Stiles Apartments and A.B. Stiles Enterprises	2nd Congressional District	2011-2018
Neil L. Pruitt, Jr.	Regent	CEO of PruittHealth, Inc.	11th Congressional District	2013-2017
Sarah Elizabeth-Reed	Regent	First Lady of Atlanta, GA	5th Congressional District	2017-2024
Sachin Shailendra	Regent	President of SG Contracting, Inc	13th Congressional District	2014-2021
E. Scott Smith	Regent	Board member and secretary of NW Services Corp, board member of Catoosa County Economic Development Authority	14th Congressional District	2013-2020
Kessel Stelling, Jr.	Regent	Chairman, CEO of Synovus	6th Congressional District	2015-2022
Ben J. Tarbutton III	Regent	President of Sandersville Railroad Company	10th Congressional District	2013-2020
Richard L. Tucker	Regent	Managing Partner of Arlington Capital, LLC	7th Congressional District	2012-2019
Thomas Rogers Wade	Regent	Chairman, Board of Trustees of Georgia Public Policy Foundation and senior partner of Capitolink Inc.	At-large	2013-2020
Larry Walker	Regent	Attorney	At-large	2016-2023
Don L. Waters	Regent	Chairman, President and CEO of Brasseler USA, Inc.	1st Congressional District	2013-2018
Philip A. Wilheit, Sr.	Regent	President of Wilheit Packaging and Marketing Images	9th Congressional District	2015-2022

The legal authority of the BOR over the institution is derived from the Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1(b):

"The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia."

In addition, The Official Code of Georgia Annotated (OCGA) 20-3-31 states the board of regents shall have the power "to make such reasonable rules and regulations as are necessary for the performance of its duties..."

Furthermore, Article 1, Section 2 of the Board of Regents bylaws articulates the authority of the Board over its member institutions as:

"The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly."

The operations of Albany State University are managed under the authority of the university's Chief Executive Officer, President Art Dunning, who reports to the Board of Regents through the Chancellor of the University System of Georgia, Steve Wrigley.

The Board of Regents is extremely active and meets on a regular basis. The full Board meets eight times a year unless the press of business requires it to meet more often. Additionally, special meetings of the Board are called as needed each year. Agendas for the meetings are publicly available on the Board of Regents website the Friday prior to the meeting. An archive of agendas and meeting minutes is also publicly posted on the website.

The following committees support the work of the USG-BOR:

1. Executive and Compensation Committee
2. Committee on Academic Affairs
3. Committee on Organization and Law
4. Committee on Personnel & Benefits
5. Committee on Finance and Business Operations
6. Committee on Internal Audit, Risk, and Compliance
7. Committee on Real Estate and Facilities
8. State Archives
9. Graduate Medical Education
10. Economic Development
11. Special Consolidation Committee
12. Presidential Search Committees

Article V of the BOR Bylaws state "The Board of Regents shall be responsible for the operation of the University System of Georgia as

provided by the Constitution of the State of Georgia and laws enacted pursuant thereto. The Committees of the Board shall review policy matters in the areas of jurisdiction assigned to them and advise the Board as to what, if any, changes of policy should be made. Each of the standing Committees shall keep informed with respect to the manner in which the policies of the Board are being administered in its jurisdiction."

There are multiple BOR committees that support the work of the Board of Regents. Standing committees consist of between five and ten members, and a majority is required for a quorum for the transaction of business. The Chair of the Board and the Chancellor serve as ex officio members of all Committees. The Chair of the Board has the authority to vote, the Chancellor does not. The Chair of the Board may appoint members of the Board to special or ad hoc Committees as needed to fulfill the duties and responsibilities of the Board. The chairmanship of the BOR changes annually, effective January 1 each year.

The BOR maintains an appropriate distinction between its role in policy-making for the University System and institutional governance and the roles of the System Office and the institutions for managing their operations in compliance with Regents' policies. A representative example of the monthly policy-making activity of the BOR is evident in the BOR Meeting Minutes for January 10-11, 2012. At that meeting, the BOR approved the System Chancellor's recommendation for institutional consolidations which had been under consideration for several months in accordance with previously BOR-approved principles of consolidation. Separating its policy-making authority from operational procedures, the BOR authorized the Chancellor "to take those measures which the Chancellor deems necessary and prudent to give effect to the Board's determination that these institutions be consolidated so as to enhance and improve educational offerings and student success. All final determinations regarding consolidations, including effective dates, shall be made by the Board, in consultation with the Chancellor."

An example of other BOR policy-making reflected in the March 18, 2015 Minutes involves the Board's approval of a revision to Policy 7.3.4.1: Out-of-State Tuition Waivers. Executive Vice Chancellor for Academic Affairs Houston Davis and Vice Chancellor for Finance John Brown stated that providing out-of-state tuition waivers to students domiciled in a bordering state to Georgia for select institutions with excess capacity from both housing and facilities perspectives, owning to enrollment declines and population changes, expands the potential student body those institutions may recruit. That policy revision was adopted by the Board of Regents.

The BOR is ultimately responsible for ensuring that the financial resources for the institution are adequate to provide sound educational programs and services. The responsibility of overseeing the financial matters and resources of the USG is given to the BOR by the Constitution of the State of Georgia, Article VIII, Section IV:

> (c) All appropriations made for the use of any or all institutions in the university system shall be paid to the board of regents in a lump sum, with the power and authority in said board to allocate and distribute the same among the institutions under its control in such way and manner and in such amounts as will further an efficient and economical administration of the university system.

> (d) The board of regents may hold, purchase, lease, sell, convey, or otherwise dispose of public property, execute conveyances thereon, and utilize the proceeds arising therefrom; may exercise the power of eminent domain in the manner provided by law; and shall have such other powers and duties as provided by law.

> (e) The board of regents may accept bequests, donations, grants, and transfers of land, buildings, and other property for the use of the University System of Georgia.

Every year the Georgia General Assembly allocates funds to higher education. The BOR has established a USG funding formula for requesting these annual state appropriations. The Bylaws of the BOR, Article XII provides that:

> "The Board shall make the allocation of funds to the several institution at the April meeting of the next regular meeting following the approval of the Appropriations Act of as soon thereafter as may be practicable in each year, and shall approve the budgets of the institutions and of the office of the Board of Regents at the regular June meeting in each year or as soon thereafter as may be practicable. The Board of Regents shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia."

The BOR sets tuition and fees once appropriations and other legislative fund decisions are made. Evidence of the governing board's fiscal actions for the most recent fiscal year, FY2018 is contained in the Minutes of the April 13, 2016 Board Meeting. In addition to adjusting tuition and fees to maintain adequate funding, the BOR's current institutional consolidation initiative is aimed at reducing administration costs and redirecting savings to the expansion of educational program and services.

The BOR is not controlled by a minority of board members, as stipulated in Article III, Section 4 of the BOR Bylaws:

> "At all meetings of the Board of Regents, a majority of the members of the Board shall constitute a quorum for the transaction of business. The action of a majority of the members of the Board present at any meeting shall be the action of the Board, except as may be otherwise provided by these Bylaws."

All members of the BOR are also subject to the procedural rules in Article III, Section 5 of the BOR Bylaws. Lastly, Article V, Section 2 explains that "no individual Board member has the authority to commit the Board to a particular action."

According to OCGA 45-10-22, it is unlawful for BOR members, as public officials with limited powers, "to transact any business with the agency for which such public official serves." The Code of Ethics for government service contained in the OCGA 45-10-1 also prohibits such conflicts of interest. Additionally, OCGA 45-10-26 requires all public officials to file an annual financial disclosure statement for transactions of more than $9,000.00 with the state or any state agency "for himself, herself, or on behalf of any business, or any business in which such public official or employee or any member of his or her family has a substantial interest...". Adherence to these laws is monitored regularly, using disclosure statements that are reinforced through ethics training as required by Board Policy 8.2.

Sources

- 🖹 BOR Board Meetings webpage
- 🖹 BOR Bylaws
- 🖹 BOR Bylaws, Article III, Sect 4_Quorum p5
- 🖹 BOR Bylaws, Article III, Sect 5_Order of Business
- 🖹 BOR Bylaws, Article V Sect 2_Comm with the BOR

- BOR Bylaws, Article V_Duties of the Bd and its Committees
- BOR Bylaws_Budgets of Institutions
- BOR Meeting Minutes April 13_2016
- BOR Meeting Minutes January 2012_p.2
- BOR Meeting Minutes March 18_2015
- BOR Policy 7.3.4.1 Out of State Tuition Waivers
- BOR_Members of the Board
- OCGA 20-3-31
- OCGA 45-10-1
- OCGA 45-10-22
- OCGA 45-10-26
- State of Ga Const Article VIII_Sect IV_Paragraph 1
- USG-BOR Ethics & Compliance Program

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CR 2.3

Chief Executive Officer
The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. **(Chief Executive Officer)**

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this core requirement.

Impact of Consolidation
The consolidation of Albany State University (ASU) and Darton State College (DSC) had no impact on the existing roles and responsibilities of a university president in the University System of Georgia (USG).

Other Evidence of Continuing Compliance
When the Board of Regents (BOR) announced, on November 10, 2015, that ASU and DSC would consolidate, the Board also named Dr. Art Dunning as the president of the new institution that would be formed from the consolidation. Dr. Dunning has been serving as interim president of ASU since 2013. He is not a member of the BOR, does not serve as presiding officer of the BOR, and is not chief operating officer of the USG. His primary responsibilities are to the management and operations of the institution.

BOR Policy Manual Section 2.5 defines the role, authority, and responsibilities of a president of a USG institution:

2.5.1 Executive Head of Institution: The president of each USG institution shall be the executive head of the institution and of all its departments, and shall exercise such supervision and direction as will promote the efficient operation of the institution. The president shall be responsible to the Chancellor for the operation and management of the institution, and for the execution of all directives of the Board and the Chancellor. The president's discretionary powers shall be broad enough to enable him/her to discharge these responsibilities.

2.5.2 Ex-Officio Faculty Chair: The president shall be the ex-officio chair of the faculty and may preside at meetings of the faculty. The president and/or the president's designee shall be a member of all faculties and other academic bodies within the institution. He/she shall decide all questions of jurisdiction, not otherwise defined by the Chancellor, of the several councils, faculties, and officers.

The president shall have the right to call meetings of any council, faculty, or committee at his/her institution at any time. The president shall have the power to veto any act of any council, faculty, or committee of his/her institution but, in doing so, shall transmit to the proper officer a written statement of the reason for such veto. A copy of each veto statement shall be transmitted to the Chancellor.

At those institutions that have a council, senate, assembly, or any such body, the president or the president's designee may chair such body and preside at its meetings. The president shall be the official medium of communication between the faculty and the Chancellor and between the council, senate, assembly, or any such body and the Chancellor (BOR Minutes, 1993-94, p. 239; April, 2007).

2.5.3 Personnel Policies: The president shall be responsible for the initial appointment of faculty members and administrative employees of each institution, the salary and all promotions of each, and be authorized to make all reappointments of faculty members and administrative employees, except as otherwise specified in this Policy Manual. The president has the right and authority to grant leaves of absence for up to one (1) year for members of the faculty for study at other institutions or for such reasons as the president may deem proper. He/she shall make such reports as required from time to time to the Board, through the Chancellor or his/her designee, of the condition of the institution under his/her leadership (BOR Minutes, February 2007; November 2013). The president of each institution, or his/her designee, is authorized to accept on behalf of the Board the resignation of any employee of his/her institution (BOR Minutes, 1977-78, p. 123; 1982-83, p. 225).

2.5.4 Agreements: The president of each institution, or the president's designee, shall have the authority to execute, accept, or deliver, on behalf of the Board, the following types of research agreements, settlement agreements, service agreements, and reciprocal emergency law enforcement agreements affecting his/her institution:

   1. Research or service agreements whereby the institution concerned, for monetary compensation or other good and valuable consideration, agrees to perform certain institution-oriented research or other personal services within a time period of one (1) year or less.

   2. Agreements between USG institutions and hospitals or other organized medical facilities, both public and private, whereby the hospital or medical facility concerned agrees to provide clinical services to nursing and other students enrolled in nursing and allied health programs at the institution concerned. Said agreements shall be subject to cancellation by either party (BOR Minutes, October 2013).

   3. Reciprocal emergency law enforcement agreements between USG institutions and county and municipal authorities, as authorized by the Georgia Mutual Aid Act, as amended (BOR Minutes, 1993-94, pp. 63-64).

   4. Settlements of grievances and complaints, including those filed by state and federal agencies that do not include a monetary commitment of more than $100,000. Notice of settlements shall be filed with the University System Office of Legal Affairs (BOR Minutes, May 2006; April, 2007).

5. Any agreements necessary for the day-to-day operation of the institution (BOR Minutes, April, 2007).

BOR Policy Manual Section 1.2.1 states, "The Chancellor shall be the chief executive officer of the USG as well as the chief executive officer of the Board of Regents..." Mr. Steve Wrigley is the current chancellor of the USG.

The BOR has exercised its legal authority to pursue consolidation of ASU and DSC. The governing board has delegated substantial responsibility and authority to the chancellor and his staff, who in turn charged the institution President, faculty and staff and administrators to devise and take appropriate actions to implement this consolidation. With this delegated authority, the chancellor expects the implementation of this consolidation to occur in a manner consistent with the Board's intent, the best interest of the citizens of Georgia, and the policies, requirements, and standards of the Southern Association of Colleges and Schools Commission on Colleges (SCASCOC).

Sources

- ASU_DSC Consolidation announced
- BOR Bylaws p8_Secretary to the Board
- BOR Bylaws p8_Treasurer
- BOR meeting minutes April 2007 pp. 77_79
- BOR Policy Manual 1.2_Chancellor
- BOR Policy Manual 2.5
- BOR Policy Manual 2.5.1 Executive Head of Institution
- BOR Policy Manual 2.5.2 Ex-Officio Faculty Chair
- BOR Policy Manual 2.5.3 Personnel Policies
- BOR Policy Manual 2.5.4 Agreements

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CR 2.4

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

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this core requirement.

Impact of Consolidation
The impact of the institutional consolidation required a consolidation of the Albany State University and Darton State College mission statements into a single and more comprehensive mission statement for the new University that was approved by the governing board.

Other Evidence of Continuing Compliance
In the process of consolidating Albany State University (ASU) and Darton State College (DSC), the Board of Regents of the University System of Georgia (USG) approved a new mission statement to reflect the institutional mission of the consolidated institution. The mission statement for ASU was developed through an extensive process involving the Consolidation Implementation Committee (CIC) with its broad representation from ASU and DSC constituents of faculty, staff, and students. The CIC reviewed the current mission statements from both institutions and CIC proposed a consolidated mission statement that retained the major areas of emphasis from each institution's mission, including offering a comprehensive range of professional and career programs (certificates and associates through specialist) as well as traditional and non-traditional students. The mission statement and five guiding principles for the consolidated ASU, which were approved by the Board of Regents of the University System of Georgia at its March 9, 2016 meeting, are listed below:

Mission Statement
Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University's faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.

Guiding Principles

Aspire to Excellence: Albany State University will aspire toward excellence in teaching and learning, thus becoming the first choice institution for students from southwest Georgia and garnering recognition as a premier southern regional university.

Embrace Diversity: As a historically black institution and led by a highly diverse faculty and staff, Albany State University will embrace diversity in all its forms – including age, gender identity, race and ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status – and seek to foster a similar acceptance and celebration of that diversity.

Expand Access to Higher Education: As an access institution, Albany State University will promote student success for all by welcoming students from varying levels of academic preparation, keeping costs low, offering flexible class times and instructional modalities, and pairing high student expectations with exceptional mentoring, advising, and tutoring.

Elevate Historically Underserved Populations: Albany State University will recognize and address the many challenges that face African Americans and other students of color, adult learners, first generation students, students from low socioeconomic backgrounds, and others from underserved populations, and form strong partnerships with K-12, government agencies, and community outreach organizations to increase access and success rates.

Promote Economic Development: As part of its commitment to teaching and learning, Albany State University will promote economic development in Albany and throughout southwest Georgia by engaging in applied research, aligning its resources in support of identified needs, developing and enhancing academic programs to meet evolving needs, forming broad strategic partnerships, supplying a trained workforce, and fostering a sense of entrepreneurship.

The Mission and Guiding Principles of the consolidated ASU is published on the University's website, ensuring that they are readily available to all members of the University community. In addition, both statements are published in major university publications such as the (1) the undergraduate catalog, (2) the graduate catalog, (3) student handbook, and (4) faculty handbook.

The mission of ASU is aligned with the mission of the University System of Georgia as defined by the Board of Regents. Excerpts from the Vision, Mission and Goals Statement of the USG BOR that are relevant to consolidation follow:

1. "The University System of Georgia will create a more educated Georgia." (Vision Statement)

2. "The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia...by bringing its resources...to bear on the economic development of the State and the continuing education of its citizens." (Mission Statement)

3. "Each institution in the University System of Georgia will be characterized by ...a commitment to sharing physical, human, information, and other resources in collaboration with other System institutions...to expand and enhance programs and services available to the citizen of Georgia." (Mission Statement)

4. "The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by achieving Goal 1: Renew Excellence in undergraduate education to meet 21st century needs." (Goals Statement)

5. "The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by achieving Goal 6: Increase efficiency, working as a System." (Goals Statement)

ASU's mission statement also aligns well with Board policy on Institutional Mission for State Universities in the USG, as defined in Section 2.10 p.3 of the BOR Policy Manual. That policy states:

> Institutions included in the state universities sector offer a number of undergraduate and master's programs, but very few doctoral programs. Associate level degrees can be offered at these universities, but they are also typically limited. While teaching is a core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional and/or applied research.

Only five of the current ten state universities offer a select few doctoral programs. ASU is among those that do not offer doctoral studies at this time.

Clearly, the new ASU's published mission statement and guiding principles are comprehensive, specific to the institution, and appropriate for higher education. They reflect a prominent and central institutional commitment to pursue excellence in teaching and learning for all post-secondary students, especially those from underserved and diverse populations. A broad set of undergraduate and graduate degree programs is offered, especially at the bachelor's and master's levels. Furthermore, research and public service are appropriate and important in ASU's mission. In keeping with the University System of Georgia policies on institutional mission, the research and public service commitments of this proud state university have a strong applied focus on establishing strategic partnerships to constructively address regional and state needs, promote economic development, and improve the quality of life for the citizens of southwest Georgia.

Sources

- ASU Graduate-Catalog 2017-2018
- ASU Mission publ in Undergraduate Catalog3 2017-18
- ASU Mission_Guiding Principles_ Faculty HB 2017
- ASU Mission_Guiding Principles_Graduate Catalog 2017-18
- ASU Mission_Vision_ Student HB 2017draft
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- BOR Meeting Minutes March 9_2016_p.1
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CR 2.5

Institutional Effectiveness
The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

[Include a description of how the change will affect overall institutional effectiveness.]

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this core requirement.

Impact of Consolidation
Prior to consolidation, Albany State University (ASU) and Darton State College (DSC) were unique and independent institutions in the University System of Georgia (USG). Although there were clear points of comparable adherence to USG policies and procedures for ensuring institutional effectiveness, the missions of the institutions were very different given ASU's status as a four-year, federal designated Historically Black College/University (HBCU) and DSC's two-year access mission. Consequently, the impact of consolidation on compliance with this core requirement has been one of integrating two unique systems at independent institutions into a single highly effective and efficient organization.

The consolidation of ASU and DSC, then, is a prime example of institutional effectiveness, initiated at the System level and implemented at the institutional level, following the strategic imperatives and mission of the University System of Georgia and its governing board, the Board of Regents (BOR). In his opening remarks to the BOR of the University System of Georgia in November 2011, then USG Chancellor Henry Huckaby stated the objective of consolidation.

> "The University System of Georgia is preparing students for the 21st century economy and citizenship. Today, the System must look internally to ensure that it has a 21st century structure, providing a network of institutions offering the proper range of degrees and opportunities in research and service to students and faculty. The purpose of campus consolidation is to increase the system's overall effectiveness in creating a more educated Georgia."

Aligned with that objective, the BOR formed a special consolidation committee that studied and continues to assess opportunities for potential institutional consolidations that satisfy six guiding principles:

1. Increase opportunities to raise education attainment levels;
2. Improve accessibility, regional identity, and compatibility;
3. Avoid duplication of academic programs while optimizing access to instruction;
4. Create significant potential for economies of scale and scope;
5. Enhance regional economic development; and
6. Streamline administrative services while maintaining or improving service level and quality.

Guided by those principles, the BOR approved the pursuit of the consolidation of ASU and DSC in November of 2015, and approved the actual consolidation of the two institutions, on December 9, 2016, after receiving the required approval from SACSCOC on December 6, 2016. When electing to pursue consolidation, the BOR concluded that blending the strengths of these two public institutions would ensure continued student success. The total student population of ASU and DSC is over 7,000. Prior to consolidation, DSC functioned as a feeder school to ASU with 42% of ASU's transfer students coming from DSC. With DSC serving as a feeder institution for ASU and the two institutions located 5.3 miles apart from one another, the following opportunities and challenges specific to institutional consolidation were identified:

Opportunities
1. Creates a university of nearly 9,000 students; largest institution of higher education in southwest Georgia;
2. Builds on Albany State's HBCU mission and DSC's access mission;
3. Creates a larger university that serves the needs of the community and region with a range of degrees;
4. Establishes a simpler path for associate degree students to achieve bachelor's degrees;
5. Builds on recent agreements between ASU and Darton in areas such as criminal justice, forensic science, and music education;
6. Builds on the education collaborative among the public organization in the community;
7. Allows one institution to focus on economic impact in the region and update curriculum to address regional workforce needs, for example, the recently approved logistics program at ASU;
8. Respond to enrollment challenges by concentrating recruitment and retention resources in a single institution; and
9. Reinvest savings from administrative efficiencies in programs to support student success.

Challenges
1. Blending of institutional mission and cultures;
2. Declining enrollment and financial resources on each [Albany] campus; and
3. Modernizing academic offerings and administrative processes.

Following the November 2015 vote by the BOR to pursue consolidation of ASU and DSC, the Chancellor immediately took action to incorporate consolidation preparations into the ongoing planning and evaluation processes of the USG System Office and its counterpart

processes at the institutional level. Having learned lessons from the previous six consolidations of twelve institutions, several decisions were made at the time of the initial action of the Board on the proposed ASU-DSC consolidation to facilitate implementation efforts, including the identification of:

1. A president who will lead the consolidated institution (ASU President Art Dunning);
2. The name of the consolidated institution (Albany State University); and
3. The identification of the consolidated institution's colors and mascot (ASU's current colors and mascot).

Chancellor Huckaby assigned Shelly Nickel, Vice Chancellor for Fiscal Affairs and Planning, to lead the ASU-DSC consolidation coordination efforts. The USG Consolidation Implementation Team was subsequently formed and is composed of all lead functional area System administrators, led by Shelley Nickel.

Due to the depth of change requied to address the unique articulated challenges to this consolidation, the process of institutional consolidation itself continues to be ongoing, integrates all institutional operations, is institution-wide in scope, and entails extensive research-based decision-making, planning, and evaluation.

In parallel with the tremendous effort expended to address the unique challenges stated above, as a USG institution, Albany State University's (ASU) institutional effectiveness process must comply with USG Board of Regents (BOR) Policy 2.9, Section 2, which mandates each institution has a strategic planning process, conduct systematic assessment of institutional effectiveness, and link decision making and budget allocations to its planning and assessment processes. Implementation of this policy has resulted in ongoing development of a planning and evaluation process that is aligned with the university's mission and goals. The institutional operation is governed by a new system of institutional planning and evaluation geared to support the strategic goals of the USG (USG Strategic Plan) and the institution.

Ongoing, Integrated, and Institution-wide Research-based Planning and Evaluation Processes

This Core Requirement's reference to planning and evaluation "processes" accommodates the diverse array of systematic planning and evaluation procedures followed regularly by ASU and its sister institutions in the USG. Examples of ongoing, research-based institutional planning and evaluatin "processes" are in place at ASU.

- At the System level, institutional missions and strategic plans are formulated and updated in the context of the BOR's strategic plan for the USG.
- Integrated institutional research functions and standardized data analysis exist at the institution and System levels and generate a rich array of research-based support for administrative decision-making, planning, and evaluation at all levels.
- Common systems adopted across USG institutions for student information management, financial management, and human resources management generate integrated databases for decision-support at the institution and System levels.
- Annual budget planning follows standardized procedures set by the BOR, and annual state audits ensure compliance with USG's financial management policies and procedures.
- Campus master plans are constructed within System parameters and guide major and minor capital project proposals and priorities. Likewise, facilities construction and renovation follow detailed architectural planning and project management procedures.
- Academic program expansions follow standard procedures for proposal planning and development and governing board review and approval.
- Major USG initiatives, such as Complete College Georgia (CCG), require extensive institutional planning and evaluation of retention, progression, and graduation improvements.

Perhaps ASU's most complex ongoing, integrated and institution-wide research-based planning and evaluation processes over the past 20 months have been those associated with achieving the successful consolidation of ASU and DSC into a new ASU.

Institutional Mission Consolidation

Initial work on the mission and guiding principles for the new institution began with a Consolidation Implementation Committee (CIC) convened by the Presidents of the two institutions as instructed by USG officials. The CIC was a 40-member team of administrators, faculty, staff, and students (20 from each institution), who worked together to provide coordination and collaborative leadership for constructing the new Albany State University. In an effort to help the CIC navigate the complex process of consolidation, 79 Operational Working Groups (OWGs) were established to address how the new university would handle consolidation of all of its programs, services, and support functions. Each of the 800 plus consolidation tasks identified were assigned to the appropriate OWG. Once OWGs completed assigned tasks, recommendations were made to the CIC for final approval and later implementation, where feasible.

The first charge of the CIC was creation of four foundational documents that would guide the new institution through consolidation and beyond: new vision and mission statements, new guiding principles and the two histories. The CIC, which also served as OWG 3 – Vision and Mission, was charged with implementing a process of data and input gathering and synthesis that would lead to development of drafts of the new Vision Statement, Mission Statement and guiding principles. The CIC and members of OWG 3 reviewed the existing mission statements of the two institutions, USG Guiding Principles of Consolidation, and such data as the 2016 U.S. News and World Report rankings of Best Regional Universities (South Region) and Best Historically Black Colleges and Universities. The group also studied a publication issued for the CIC by the Carl Vinson Institute of Government at the University of Georgia (UGA) entitled, Southwest Georgia Demographic, Economic, and Institutional Trends Data, which provided longitudinal data and analysis related to population trends, enrollment trends, economic trends, and other key performance indicators relevant to strategic priorities for the consolidated institution. This data was also made available through a special section of the ASU website dedicated to consolidation-related work and initiatives. (ASU Consolidation website)

Input on the draft mission statement was also obtained from representatives of institutional governance groups at both institutions. Faculty staff, student, administrator, and community member representation collaborated in this particularly vital and high-level set of consolidation tasks (ASU-DSC Consolidation Town Hall Meeting November 2015).

Based on collected data and inputs, OWG 3 proposed a consolidated mission statement that retained the major areas of emphasis from each institution's mission, including offering a comprehensive range of both professional and career programs (certificates and associates through specialist) as well as services to traditional and non-traditionsl students.

Following reviews, and final edits by the Presidents of the partnering institutions, the vision statement, mission statement and five new guiding principles, were forwarded to the Chancellor with a request for presentation to the USG BOR. The BOR approved the new mission statement at its March 9, 2016 meeting.

Evidence of Consolidation's Inclusion in the Institution's Ongoing Planning and Evaluation Process

The consolidation of ASU and DSC is included in ongoing planning and evaluation processes at multiple levels, including the BOR (governing

board), and the USG office. The decision by the BOR to consolidate ASU and DSC links directly to the strategic imperatives of the USG. The BOR's consolidation decisions were influenced by long-term and ongoing environmental scanning of past, current, and prospective economic and governmental conditions as well as state level and national concerns about key issues such as degree completion rates, educational attainment levels of the workforce, public demand for higher education opportunities, tuition costs, cutbacks in governmental expenditures, and increased governmental efficiency.

Institutional data on students, faculty, staff, academic programs, finances, and facilities are submitted on a regular ongoing basis by institutions to the USG office and were considered in the BOR's consolidation decisions (ASU DSC Consolidate to serve...Nov 10 2015 news release).

Institutional Strategic Plan Consolidation and Strategic Goal Attainment for the Institution as a Whole

The Strategic Plan for Darton State College (DSC) expired prior to consolidation. The Strategic Plan for ASU was active for the period of 2012 to 2017 and was aligned with the mission, vision, and goals of the USG BOR. This strategic plan, along with the Consolidation Principles and the USG Strategic Plan, guided the new institution's decision-making processes in the initial months after consolidation. In 2016, an Interim Strategic Plan was developed for the new ASU to guide the institution through consolidation implementation.

The seven strategic goals of the interim strategic plan includes the 5 guiding principles for the new ASU approved with the consolidated institution's new mission statement and two others realted to the goals of institutional consolidation. These guiding principles and the interim strategic goals of the new ASU have guided strategic thinking and planning. The seven strategic goals for ASU are as follows:

1. Realize the Power of Better Together;
2. Aspire to Excellence;
3. Embrace Diversity;
4. Expand Access to Higher Education;
5. Elevate Historically Underserved Populations;
6. Promote Economic Development; and
7. Attract and Retain Talented Personnel.

Additionally, OWG 17 - Assessment of Institutional Effectiveness, with six representatives from each institution issued the following recommendation that was approved by the CIC for advancement to consolidation implementation (OWG 17 Assessment of Institutional Effectiveness CIC Approved Rec Dec 2016):

> "ASU president initiates in 2017 a 12-18-month process for developing ASU's 2019-2024 Strategic Plan, and that the new mission statement and interim strategic goals identified in Section 10 of the ASU-DSC Consolidation Prospectus be used in the meantime to demonstrate institution-wide compliance with SACSCOC Core Requirement (CR) 2.5 on Institutional Effectiveness for ASU's reaffirmation of SACSCOC accreditation in 2019-20."

In February 2017, a new Institutional Strategic Planning Committee (ISPC) was formed. The consolidated ASU President charged this group with development and implementation of a comprehensive, stakeholder-based institutional strategic planning process that would guide the new institution's priorities in alignment with local and regional needs and USG strategic imperatives and goals. The committee is comprised of stakeholders from each campus (faculty, staff, administrators, and a member of the Student Government Association (SGA)), as well as representatives from the regional military base, local government, community-based organizations, and business/industry. The committee meets every second and fourth Thursday of each month (Institutional Strategic Planning Meeting Minutes).

One of the initial actions of the committee was to schedule community listening sessions on both campuses and in as many of the 26 counties in the Southwest GA region as possible. The goals of each listening session were to 1) share trend data with the participants that would help shape conversation around local needs to regional needs and how the consolidated ASU might drive solutions to those expressed needs and 2) receive direct inputs internally from employees and students, and externally from individuals, groups and communities. Internal inputs ranged from how processes and systems can be strengthened, thereby improving efficiency, effectiveness and achievement of outcomes to how the community views the consolidated ASU. External inputs focused on how programs and services offered by ASU can better address long-standing challenges while improving quality of life and economic opportunities. A broad range of collaborating entities have hosted listening sessions, including the City of Albany, Calhoun County High School, the Albany Rotary Club and Thomasville YMCA. Such inputs are then reviewed on a regular basis by the Institutional Strategic Planning Committee (ISPC) and synthesized for development into a new Strategic Plan. The committee has also developed a draft terminology document associated with the new strategic plan and draft Core Values.

The committee has recently progressed to the stage of using inputs from more than 30 listening sessions, along with USG data, data from the publication from the UGA Carl Vinson Institute, mentioned previously, state labor data, the Governor's High Demand Career Initiative, USG Strategic Plan, and data from the Albany/Dougherty County Economic Development Commission and other sources to develop the draft plan for strategic priorities, goals and objectives for the new ASU. These drafts will be shared with internal and external stakeholders in the Fall 2017 semester, when faculty, staff and student counts are at peak levels for the greatest opportunity for broad participation. Once these groups have provided input on the drafts, the drafts will go through levels of shared governance including Faculty Senate, Staff Council and SGA review and finally, Cabinet approval.

After Cabinet approval, each Cabinet member will be expected to develop an action plan related to each of ASU's strategic goals. Each action plan will include responsibilities, cost estimates, and assessment metrics. The ISPC will work with the Cabinet members on development of integrated Implementation Teams who will have responsibility of completion of tasks and initiatives defined in the action plans. The Implementation Teams will have joint reporting responsibility to the ISPC and respective Cabinet member. The ISPC will monitor the annual action plans and work of the Implementation Teams and provide periodic updates on institutional assessment results and their use for improvement toward strategic goal attainment to the Cabinet and ASU President for real-time and on-going decision-making relative to achieving the institution's mission, guiding principles, and strategic goals, as articulated in Section 10 of the Consolidation Prospectus.

In the interim of the first two years of the newly consolidated ASU, the seven strategic goals listed above are guiding ASU's campus-wide institutional effectiveness initiatives in compliance with CR 2.5. The expected evidence of their achievement was outlined in detail in Section 10 of the Consolidation Prospectus which was submitted in September 2016. However, much of that evidence cannot be assembled until after key events of the first year of consolidation in 2017 have concluded later this year, including the receipt of evaluation results from the Substantive Change Committee visit on the impact of the consolidation on the new ASU's compliance with key accreditation requirements. Known satisfactory progress achieved to date toward the accomplishment of those seven interim strategic goals is as follows:

For Interim Strategic Goal #1: Realize the Power of Better Together

1. There is evidence of a successful Consolidation Prospectus, consolidation approval from SACSCOC, and official consolidation in January 2017 (ASU DSC Consolidation Prospectus).

2. There is evidence that the initial consolidated ASU and DSC payrolls were operational and accurate in January 2017 and remained accurate at the start of the new fiscal year (July 2017)   **ASU Senior VP of Finance affirmed completion and success.**
3. There is evidence that the consolidated curriculum scheduled to go into effect in Fall 2017 was completed and loaded into Banner for a successful early fall registration in the spring 2017. (ASU Class Schedule Search)
4. There is evidence that the initial consolidated operating budget for FY 2017-18 for the new ASU was successfully and accurately prepared and approved in June 2017. (April 2017 Board Meeting - Finance and Business)
5. There is evidence that federal financial aid accounts for DSC and ASU were successfully merged for the new ASU in time for smooth and seamless distributions of student aid at the start-up of Fall Semester 2017. **ASU has submitted to US Department of Education for approval. Response expected in August 2017.**
6. The remaining expected evidence of notable goal attainment cited in the Prospectus is in the process of materializing later in 2017. **To be collected in Fall 2017**
7. Evidence of a seamless and accurate consolidation of DSC and ASU student records in Banner for the new ASU. **ASU Senior VP of Finance affirmed completion and success.**
8. Evidence of a turnaround in fall enrollment trends with an increase for Fall 2017. (Email from Kadhi to Dunning)
9. Evidence of an improved financial condition for the new ASU in FY 2017-18 over FY 2016-17. **To be collected in Fall 2017**
10. Evidence from FY 2016-17 financial aid audits of improved management of federal student aid administration. **To be collected in Fall 2017**
11. Evidence from FY 2016-17 institutional audits of sound financial management. **To be collected in Fall 2017**
12. Evidence of the new ASU's continuing compliance with SACSCOC requirements in the Report of the Substantive Change Committee in fall 2017. **Submission of the Consolidated ASU Substantive Change Report in August 2017**

For interim Strategic Goal # 2: Aspire to Excellence

1. Evidence of educational program quality as reflected in visiting review committee reports and national re-accreditations attained in 2017. (NASPAA Letter)
2. Evidence of high passing rates of ASU graduates on their licensing and certification exams in 2017. **To be collected in Fall 2017**
3. Evidence in admission records for Fall 2017 of ASU's first-choice status by prospective students as compared to the previous years' data. **To be collected in Fall 2017**
4. Evidence of ASU awards and public recognitions received for academic excellence in 2017. (HEPolicyAnalysisInvitation)

For interim Strategic Goal # 3: Embrace Diversity

1. Evidence of increased diversity in the student body and employees of ASU in Fall 2017 compared to Fall 2016. **To be collected in Fall 2017**
2. Evidence of positive attitudes toward student and employee diversity in 2017 from campus surveys. **To be collected in Fall 2017**
3. Evidence of institutional recognitions, awards, and celebrations involving diversity in the campus and local communities in 2017. (ISG Diversity Awards Elevating...)

For interim Strategic Goal # 4: Expand Access to Higher Education

1. Evidence of increased enrollment in Fall 2017 compared to Fall 2016 of students in different categories of academic preparation. **To be collected in Fall 2017**
2. Evidence of efforts made in 2017 to keep the costs of attending ASU low compared to peer institutions in other states.
   - ALMA Library System - The ASU Libraries collections are searchable through this integrated library system (ALMA), which provides online access to individual library holdings information for on- and off-campus students, faculty, and staff. Since consolidation, access to collection holdings information has been improved with the merger of the libraries' Voyager systems into one instance; all library holdings are now managed within and discoverable across one platform.
3. Evidence of expanded online course and program offerings and other means of providing flexible class times in 2017. (Published Article Online Masters)
4. Evidence of improvements made in mentoring, advising, and tutoring services in 2017. (Changes to Tutoring Program Spring 2017)

For interim Strategic Goal #5: Elevate Historically Underserved Populations

1. Evidence of improved retention and graduation rates in 2017 for all ASU students, also applicable to the different historically underserved populations. **To be collected in Fall 2017**
2. Evidence of new and improved services provided at ASU in 2017 specifically aimed at supporting the success of historically underserved populations. (Mission Graduate Bridge Program)
3. Evidence of institutional partnerships formed in 2017 with k-12, government agencies, and community outreach organizations to increase access and success rates of historically underserved populations. (BOR Awards $1Million)

For interim Strategic Goal # 6: Promote Economic Development

1. Evidence of increases in grants and contracts received by ASU in 2017 to support research and development. **To be collected in Fall 2017**
2. Evidence of educational program development and expansion in 2017 that addresses workforce shortages and training demands in the community and its different industries. (MOU ATC ASU)
3. Evidence of partnerships formed in 2017 with entities in the community or region that are aimed at promoting economic development. (City of Albany Invitation to ASU for Development)
4. Evidence of expanded educational programs in 2017 to foster entrepreneurship and business start-ups. **To be collected in Fall 2017**
5. Evidence of other alignments of institutional programs and resources in support of identified community needs or interests. (Get Fit SWGA Partnership)

For interim Strategic Goal #7: Attract and Retain Talented Personnel

1. Evidence that key leadership positions were filled in 2017 with personnel who were well-qualified for their positions. (Honors Program Announcement)
2. Evidence that new hires in the faculty, staff, and administrative ranks in 2017 came to ASU with strong credentials for their positions. (Must Extract Evidence of Credentials)
3. Evidence that the annual performance evaluations of continuing employees at ASU in 2017 reflect acceptable job performance and collaborative contributions to the achievement of the institution's mission and goals. (Must Extract Evidence of Performance Evaluations)
4. Evidence that stability in the ranks of faculty, staff, and administrators was achieved and that personnel turnover was kept to reasonably low levels in 2017.   **Consistent with other university consolidations within the University System of Georgia, the consolidated ASU has experienced expected employee turnover during the 2016-2017 academic year. University records indicate that the total number of faculty and staff in the partnering institutions was 1101. As of January 1, 2017, the number of total employees in the consolidated institution was 987. However, a vast majority of employees either received a promotion and/or merit increase, which reflects that the workforce is stabilizing.**

Post-Consolidation Implementation of Continuing Assessment for Improvement at the Program and Unit Levels

Although compliance with CS 3.3.1 is not expected to be a part of the review by the Substantive Change Committee, this narrative includes a brief overview of institutional effectiveness initiatives at the program and support unit levels, consistent with material presented in the Consolidation Prospectus.

The ASU Institutional Assessment Committee (IAC) was formed in 2017 and is comprised of 19 faculty, staff and administrative representatives. Faculty representation was emphasized by inclusion of two representatives from the College of Sciences and Technology, two from the College of Education, two from the College of Arts and Humanities, one from the College of Business and one from the Darton College of Health Professions. Non-academic representatives were from the Office of Institutional Research, Office of Accreditation and Assessment, Office of Financial Aid, Business and Financial Services, Athletics, Division of Student Affairs, and Division of Advancement. In February 2017, the consolidated ASU President charged the IAC with development of an institutional assessment culture and process for the purposes of continuous evaluation and improvement on course, program, non-academic and academic unit, and institutional levels. The IAC began meeting twice each month and focused on recommendations issued by OWG 17 - Assessment of Institutional Effectiveness (IAC meeting minutes March 2017).

To date, the IAC has accomplished the following actions to support creation of an institutional culture of ongoing assessment for continuous improvement:

1. Review of the ASU Interim Strategic Plan goals and development of academic program and administrative unit mission statements and goals that aligned with the Strategic Plan and ASU mission; (IAC Meeting Powerpoint 3 8 2017)
2. Development of Continuous Assessment for Improvement Report, (CAIR) templates, and sample CAIR plans for academic programs and administrative units; (University Communications Assessment Plan)
3. Development of the ASU Graduating Student Survey, dissemination to graduating students in Spring 2017, and results reported to Cabinet in Summer 2017 (ASU Graduating Student Survey Report 3a)
4. ASU Graduating Student Survey results were also distributed to participating student service departments/units for review and decision-making regarding necessary changes for improved performance in future cycles; (ASU Graduating Student Survey Report)
5. At the request of the Office of Financial Aid, the IAC developed and disseminated a Customer Satisfaction Survey. Survey results were reported back to the partnering office for decision-making and adjustment of procedures to increase student financial literacy and unit performance in future surveys (in alignment with Section 10 of the ASU Consolidation Prospectus and recommendations from OWG 17). (Financial Aid Survey Results email 5a)
6. Development of an Assessment Terminology Document that will standardize language to be used in assessment planning and reporting across all divisions of the university and
7. Construction and activation of an IAC online portal to be used for assessment for improvement communications, assessment for improvement plan and report uploads, and as an assessment for improvement artifact repository.

The Assessment Plan template includes unit or program goals, unit performance outcomes, program performance outcomes or student learning outcomes, methods of assessment, tools for assessment, definitions of success, and evidence of improvement based on use of assessment results as articulated in the Consolidation Prospectus.

The first class of students for the new ASU will matriculate in August 2017. In light of this, assessment preparations as outlined in the approved plans for programs and support units will begin in the fall 2017. Research methods employed will include at least one direct method and at least one indirect method of assessment for each expected outcome. Data collection and analysis of results for program/unit improvement will be conducted mainly in Spring semester 2018. Program/unit improvements based on assessment results will be initiated thereafter and extend into the following year as necessary. Completed 2017-18 Assessment Reports will be uploaded into the IAC online repository in Fall 2018. Program and unit Assessment Plans for 2018-19 and thereafter will build upon and reference updated assessment results as well as achieved program/unit improvements from those reported in the previous year(s).

In addition to the IAC meetings, I.E. personnel will work directly with Unit Directors and College Deans to continue development and refinement of assessment methods and use of results for improvement such that annual CAIRs become stronger over time. In the spirit of forming internal strategic alliances that will institutionalize assessment for improvement processes, these meetings will continue in parallel with IAC meetings through the full academic year and summer annually.

Institutional Automated Systems and Database Consolidations

A plan for consolidating the two institutions' Banner Student Information Systems was created with the assistance of USG personnel, colleagues from Kennesaw State University, and a functional team that included representatives from the Office of the Registrar, the Office of Admissions, the Business Office, the Office of Financial Aid, the Office of Academic Affairs, and Banner technical staff. The plan included making copies of the two former institutions' databases and creating a new combined database. Decisions regarding validation table codes and mapping of codes from the old system to the new system were made. Testing and migration required to be done by the end of the fiscal year were completed in June 2017. The final data migrations will occur during fall term 2017.

The consolidation of the PeopleSoft accounting system and the ADP Payroll System was led by a USG Consolidation Team. Systems remained separate at both institutions until July 2017. The PeopleSoft Systems from both institutions were combined into one new database. Likewise, the ADP systems from ASU and DSC were combined into one new database. The separate databases for the former institutions remain in place for historical data.

Institutional Organizational and Budget Consolidation

Both consolidating institutions prepared separate Annual Financial Reports and received separate Full Management Disclosure reports for Fiscal Year 2016. These reports were available October 2016 and sent directly to SACS by the Georgia Department of Audits and Accounts. The effective date of the consolidation in early January 2017 fell in the middle of the fiscal year. Although many aspects of the consolidation went into effect at that time, the consolidating institutions maintained separate accounting/budget systems for the fiscal year and operated within the resources of their approved Fiscal Year 2017 budgets. However, the consolidated institution, ASU, will provide one Annual Financial Report to the USG and will receive one audit/review from the State Department of Audits for Fiscal Year 2017. Although the budgets and accounting systems remained separate for the first six months of consolidation, budget management was centrally coordinated to ensure the needs of ASU were met. The Fiscal Year 2018 budget for ASU was developed during Spring 2017 and took effect July 1, 2017. Likewise, the US Department of Education (USDOE) continued with separate financial aid allocations to ASU and DSC for the first six months of the consolidation since it was in the middle of the fiscal year. Fiscal Year 2018, beginning July 1, 2017, is the first year of consolidated allocations for ASU for both the USG and the USDOE

Campus Master Plan Consolidation

Prior to consolidation ASU and DSC each operated under a Master Plan. As part of the consolidation process, ASU will develop a new Master Plan that integrates the two separate campuses in Albany into a single plan. A funding request for the Master Plan will be presented to the BOR in the 2017-2018 academic year. The USG has recently completed a space utilization study for the two Albany campuses. The results of this study will be utilized by the ASU Cabinet in decisions related to locations of non-academic offices, departments, units and divisions. Once those decisions are finalized, notifications will be made to the USG for inclusion in the comprehensive Master Plan for the University System of Georgia.

Educational Program Consolidations and Expansions

Consolidation resulted in no level change or change in the categories of degrees offered (i.e., bachelor degrees, associate degrees, and certificates). Faculty and staff were appropriately and extensively involved in the consolidation review and approval processes at many levels. As the Consolidation Implementation Committee (CIC) and Operational Working Groups (OWGs) membership listings indicate, faculty were represented at the highest level on the institutional consolidation working group, in virtually all of the joint academic Working Groups, and in many other joint working groups. Some of the joint Working Groups were entirely composed of faculty, especially in the discipline-oriented educational program areas.

After the consolidation announcement, academic OWGs and existing faculty governance groups used a jointly developed process (Operational Working Group list) at the two institutions to review and approve curricular changes associated with the consolidation of educational degree and certificate programs and the core curriculum, along with related changes in academic policies and admission standards. Individual faculty members also were invited to review provide input on processes at many levels. Recommendations from the various groups were forwarded to the Provost and CIC for consideration as needed throughout ongoing institutional preparations.

Faculty and curriculum committees reviewed and approved ASU's consolidated authorized list of degree programs and certificates (Consolidated ASU Faculty Senate Approval - attach minutes). Course-level consolidations were completed prior to Fall 2017.

Institutional Consolidation of Complete College Georgia Plans

The CCG Initiative began in 2012 in response to an identified need for an additional 250,000 college graduates in Georgia by 2020. This initiative required each institution to produce a CCG Plan that includes metrics to measure achievement and aligns with the statewide CCG Plan that includes the following:

- Collaborative engagement with campus and community stakeholders
- Collection and analysis of data to facilitate an introspective process to identify strengths, areas for improvement, and the needs of regions and populations served
- Alignment and partnerships with K-12 for college readiness
- Improved access and graduation for all students
- Shortened time to degree
- Restructured instruction and learning
- Transformation of remediation

Each institution was required to produce a follow-up status report indicating progress toward its original plan and any updates to plan goals.

In 2015, separate CCG Reports were submitted by ASU and DSC. In Fall 2016, a joint CCG Status Report (CCG 2016 Update) was produced that documented the consolidated institution's progress in implementing strategies outlined in the previously submitted CCG reports. In July 2017, a new, integrated CCG Committee was formed to develop a new integrated CCG Plan that includes strategies that align with the institution's new mission and new retention efforts. This committee includes representatives from the Office of Enrollment Management (reports to the Provost), the Office of Financial Aid, the Office of the Registrar, the Office of Transitional Studies, Advising, and Academic Success, Office of Institutional Research, and Division of Student Affairs. New baseline data are being collected from several initiatives that were implemented in Spring 2017. These will be supplemented by additional initiatives that will launch in Fall 2017. The new ASU CCG Committee will meet monthly and track an annual calendar for data-gathering and analysis, assessment and evaluation, followed by reporting to senior leadership of the institution. Quarterly reporting to Cabinet members will enable decision-making relative to unit level operational outcomes (as defined in the 2016 ASU Prospectus) and continuous review relative to strategic priorities and the institution's mission.

Systematic Review of Institutional Mission, Goals, and Outcomes

Evidence of systematic review of institutional mission, goals, and outcomes is found through the history of the consolidating institutions as well as the consolidation process. The histories of Albany State University (ASU) and Darton State College (DSC) are well documented in the Substantive Change Prospectus.

In 1903, ASU began as a training institute for African Americans in the region. In 1917, the state of Georgia began providing financial support to the school, granting it two-year status. Responding to the needs of the state, the school added training in agriculture and was renamed the Georgia Normal and Agricultural College. With the creation of the Board of Regents in 1932, the institution joined the newly formed University System of Georgia and, in 1943, was granted four-year status. Concentrating on teacher education and home economics, the school was again renamed, this time as Albany State College. During the middle decades of the 20th century, the people of Albany State extended the college's mission of education and uplift to include political action. In 1961, Albany State College's students joined with Martin Luther King, Jr., the Student Nonviolent Coordinating Committee, and other local black organizations in eight months of protest. Despite warnings from the college's president, William Dennis, many students participated in protests, marches, and an organized effort to test the state mandated desegregation of Albany's bus station. As a result of the protests and the arrest of several students, 40 students were expelled from the college. With the passage of the Higher Education Act of 1965, the federal government formally recognized and began funding historically black colleges and universities, including Albany State College. In 1994, the school earned its nickname, "unsinkable." Tropical storm Alberto, which had submerged almost a half million acres of Georgia farmland, raised the Flint River to 44 feet, flooding most of the college. Under the leadership of president Billy C. Black, students and faculty banded together to carry on the college's mission, and, with the support of Governor Zell Miller and a $153 million recovery fund, rebuilt, renovated, and expanded the campus. During the rebuilding process, on the strength of the school's growing graduate programs, the Board of Regents approved the renaming of the institution in 1996 to Albany State University.

It is worthy of note that in May of 2011, 50 years after the eight months of protests against segregation in the City of Albany that led to the expulsion of 40 students, 32 of these students were finally able to attend graduation as Albany State University awarded them honorary degrees. By 2015, the university offered 34 bachelor's degree programs and 14 master's degree programs.

Darton State College (DSC) was founded in 1963 as Albany Junior College. Its mission as a two-year college was to provide access to higher education to potential students with a variety of educational needs from Albany, the region, and beyond. When doors officially opened in 1966, 620 students enrolled; reportedly none of which were from any minority group. By Spring 2018, the first semester of the newly consolidated ASU, the majority (48%) of the DSC student body was African American.

In 1987, the USG removed the word junior from all of its two-year institutions. A committee made up of faculty, staff, students, and community members drew upon an Old English word meaning "town by the water" and created the new name, Darton College. As part of its mission to serve its students and the region, Darton College committed to expanding its programs in nursing and the health sciences, expanding to 13 programs. As a result of this and other initiatives, such as the expansion of online programs, enrollment more than doubled after the year 2000. In this period, the campus facilities also grew, including the addition of a 427-seat theater and a massive physical education complex, among other improvements. In 2012, upon USG approval of the College's first four-year program, in nursing, the institution's name was again changed, to Darton State College.

Following the BOR's decision to consolidate ASU and DSC, the senior administrators met to establish a Consolidation Implementation Committee (CIC) and 79 Operational Working Groups (OWGs). The CIC was a 40-member team of administrators, faculty, staff, and students (20 from each institution), who worked together to provide coordination and collaborative leadership for constructing the new Albany State University. The OWGs were convened to address the operational and technical levels of the university's planning and evaluation processes. A complete listing of all OWG's and their membership, including position titles and partner institution affiliation, is posted on the ASU DSC consolidation website (ASU Operational Working Group List) (ASU CIC 40 member team).

The OWGs completed more than 800 critical consolidation tasks for the new institution, including the following:

> Institutional vision and mission, duplicate program curriculum alignment, program inventory, academic calendar, faculty roster, faculty honors and awards, promotion, tenure & faculty development, international programs, consolidated general education and core curriculum, faculty governance, staff governance, student organizations, information technology infrastructure, business operations, student tuition and fees, student services (advising, career services, disability services, housing, etc.), inventory of library resources, admissions standards, student tuition and fees, financial aid, sports, legal affairs, student handbook, auxiliary services, economic development, fund-raising, and more.

Additionally, the ASU Faculty Senate Transitional Constitution and ByLaws were presented to and adopted by the transitional ASU Faculty Senate at its April 25, 2017 Faculty Senate Meeting. The new ASU Faculty Senate is expected to be fully operational in Fall semester 2017. Furthermore, OWG 67 – Faculty Governance recommended that the new ASU formally recognize that shared governance, defined as collective ownership and accountability, be the feedback mechanism in place for the university regarding policy proposals, and that all shared governance bodies should be created expressly for that purpose.

Following the recommendation of Operational Working Groups 68 – Staff Governance, the ASU and DSC staff councils were merged into a single body. Elections for the consolidated Staff Council were held Spring 2017 following normal procedures. The Staff Council has equal representation from ASU and DSC, forming the new ASU Staff Council. The Staff Council is an affiliate group of the Faculty Senate in that it also serves as the feedback mechanism specific to staff (non-faculty) regarding policy proposals of the new university.

In parallel with the work of the OWGs, the Division of Academic Affairs maintained an Undergraduate Curriculum Committee (UCC), the Graduate Committee and the Curriculum and New Program Committees (CNPCs), which were jointly responsible for ensuring that normal faculty governance processes were followed relative to review and approval of curricular additions and/or changes associated with the consolidation of educational degree and certificate programs and the core curriculum. This group also addressed issues related to changes in academic policies and admission standards.

Continuing Improvement in Institutional Quality

The new ASU has continued the two previous institutions' dedication to continuous improvement. Improvements have been driven by the Consolidation Principles, the state's CCG Plan, and a review of program inventory that included senior officials in the USG Office of Academic Affairs. Plans are also underway to begin the full cycle of academic assessment for the new ASU in Fall semester 2017. The OWGs, CNPCs, Institutional Strategic Planning Committee and Institutional Assessment Committee have completed work in major areas that align to provide necessary measurement of key performance indicators, analysis of data and results and report to the university's senior leadership for review of outputs and outcomes, decision-making and adjustments to plans for continuous improvement.

The following is a list of some accomplishments since the consolidation was announced:

- Several Operational Working Groups (OWGs) were established to analyze the viability of programs that existed at the new institution. The analyses resulted in the deactivation of several programs with low enrollments.
- OWG 19 General Education and Core Curriculum made 13 recommendations that were approved by the Consolidation Implementation Committee (CIC) and forwarded to the Division of Academic Affairs for implementation, where feasible.
- Analysis of historical ASU and DSC data revealed that a low percentage of partnering ASU students completed paper-based course evaluations, while a much higher percentage of partnering DSC students completed online course evaluations. Based on this data, the course evaluation policy was changed for the new ASU. Beginning in Fall Semester 2017, the new ASU will implement, a single, campus-wide, online system for administering, summarizing, and disseminating course evaluations submitted by students at the end of each course. Analysis of the success of this change will be ongoing.
- Institutional research revealed that first-year retention of students at each partnering institution was less than 70%. Therefore, the Academic Advisement and Retention Center (AARC) was renamed and restructured to provide more effective wrap-around student services. The new Office of Transitional Studies, Advising, and Academic Success will provide intentional, intrusive academic advising to all first-time freshmen and transfer students who have 45 or less earned credit hours. Academic advisors will work with faculty to track and report student attendance, rates of assignment completion, and rate of successful assignment completion.

An analysis of positions across the combined institution revealed some duplicate positions and faculty/student ratios that were out of balance in certain disciplines (lower student enrollment meant less need for full-time faculty). The Provost worked with a team of faculty, Department Chairs, Deans, and Institutional Research and the Budget Office to develop a process of determining the areas where there were either duplicates or over-hires of faculty. The duplicate positions were eliminated and over-hires among faculty were given terminal contracts.

Effectiveness in Accomplishing its Mission

Each USG institution's mission statement is approved by the BOR and must align with the overall mission of the USG (BOR Policy Manual, Section 2.10). The BOR requires a strategic planning process in which institutional priorities are established to carry out the mission of the institution. Lastly, the institution is required to have a systematic process that assesses institutional effectiveness and use those results to improve the institution (BOR Policy Manual, Section 2.9).

The Institutional Effectiveness processes require unit heads to establish missions that are aligned with the institution's mission. Additionally, each unit sets goals and key performance indicators that are clearly aligned with the unit and the institution's Mission. The new cycle approved by the Institutional Assessment Committee requires that unit heads collect data at regular intervals and report on outputs and outcomes on an annual basis, based on prior year plans. Decision-makers at the levels of Senior Administrator or Cabinet Member will review results and, as needed, adjust plans for greater effectiveness and continuous improvement. Budget considerations are integrated into the plans for the next cycle during Senior Administrator and Cabinet review.

The Division of Institutional Effectiveness and the Institutional Assessment Committee will collect, publish, and review assessment plans and reports prior to submission to Senior Administrators and Cabinet Members. The Senior Administrators and Cabinet Members will review the reports to ensure that outputs and outcomes align with the strategic priorities and mission of the university.

The CCG Plan focuses this institution toward the directives established by the USG BOR for CCG. These directives align with the University System's Strategic Plan and Mission as well as with the Mission of ASU. The metrics that are established and reported annually for CCG provide additional evidence that supports ASU's continuance toward accomplishment of its mission.

The Strategic Planning Process, the Institutional Effectiveness Process, and the CCG plan all provide a framework for guiding the institution toward its ultimate aim as stated in its mission statement:

Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically placed branch sites and online.

Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University's faculty, staff, students and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.

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CR 2.7.2

Program content
The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program Content)**

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this core requirement.

Impact of Consolidation
Prior to consolidation, both Albany State University (ASU) and Darton State College (DSC) demonstrated compliance with this core requirement, and the new ASU continues to be in compliance as so little has changed as a function of consolidation in this regard. ASU's and DSC's degree program offerings were unchanged as a result of the consolidation as they were non-duplicative, with the sole exception of respective RN to BSN programs which were consolidated into one degree program. All degree programs offered by ASU and DSC prior to consolidation had received reviews and approval by the Board of Regents of the University System of Georgia and system office staff, consistent with each institution's board-approved mission statements. The consolidated set of degree programs remains relatively unchanged and supports the new mission of the consolidated ASU approved by the Board of Regents. In addition, many programs were accredited by discipline-specific accreditors at both ASU and DSC prior to consolidation. These program specific accreditations, which ensure coherence and appropriateness, remain unchanged after consolidation.

Other Evidence of Continuing Compliance
All degree programs offered by the new ASU and based in the University's colleges are listed in the 2017-2018 ASU Undergraduate Catalog and 2017-2018 ASU Graduate Catalog. All degree programs embody a coherent course of study, are compatible with the institution's stated mission, and are based upon appropriate fields of study in higher education. The catalogs also include course descriptions with course prerequisites identified which provide additional evidence of curricular coherence for programs of study.

The mission statement for the new ASU as approved by the University System of Georgia Board of Regents reads as follows:

> Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal success. ASU reflects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University's faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.

Prior to consolidation, operational work groups (OWGs) were established to analyze the viability of programs, to make recommendations to resolve differences in program content of the two consolidating institutions, and to create a new set of general education outcomes for the consolidated institution. As the OWG membership listings indicate, faculty, staff, and students from both institutions were represented in this process. The work resulted in high quality certificate, associate, baccalaureate, and graduate programs that respond to the needs of the new ASU's service region and that maximize employability of graduates. All degree offerings at ASU have identified collegiate-level and broadly focused student learning outcomes and are based upon fields of study appropriate to higher education. The ASU 2017-18 undergraduate and graduate college catalogs provide course requirements for each program of study, descriptions of all courses, as well as course and program prerequisites.

Each Transfer Associate and Baccalaureate level program of study includes a state-mandated 42 semester hour core curriculum that covers institutional student learning outcomes that are overtly aligned with University System of Georgia (USG) Board of Regents' (BOR) mandated student learning goals articulated in USG Academic and Student Affairs Handbook, Section 2.4. The core curriculum offers students a broad general education covering the humanities, mathematics, the natural sciences, and the social sciences. The core curriculum was established to provide the same general education for students throughout the system of public higher education in Georgia and allows for transfer of coursework to any public institution of higher education in the state. In addition, all career degree programs including the Associate of Applied Science and Associate of Science in allied health content areas contain a minimum of 20 semester hours of general education hours as outlined in the USG Academic and Student Affairs Handbook, Section 2.3.5.

Per BOR policy, each baccalaureate degree program must include 120 semester hours of which at least 21 semester hours are from upper division courses in the major field and at least 39 semester hours of upper division coursework in total (USG Academic and Student Affairs Handbook, Section 2.3.1). Each program has 1000 level courses for freshman, 2000 level courses for sophomores, 3000 level courses for juniors, 4000 level courses for seniors, and 7000 and 8000 level courses for graduate students. The course sequences ensure coherency and gradual increase in complexity with the freshman and sophomore level courses serving as pre-requisites for the upper division courses.

Specific examples of ASU degree programs at each degree level that embody coherent courses of study are highlighted here to further demonstrate compliance. Others may be viewed in the undergraduate and graduate catalogs as cited earlier.

At the associate degree level, a variety of career associate degree programs are offered at ASU through the Darton College of Health Professions. Closer examination of one of these, the Associate of Science in Physical Therapy Assistant, reveals a highly coherent course of

study as reflected in its student advising forms. The A.S. in Physical Therapy Assistant (PTA), reveals a highly coherent course of study as reflected in its advising sheet for student advisement. Advising sheet one illustrates that areas A-E contain 42 semester hours of freshman and sophomore courses appropriate for the general education component of a Darton College of Health Professions associates degree. Advising sheet two further illustrates the PTA required courses above and beyond the core. Majority of courses are offered year round on a rolling basis. However, depending on a student's semester program start date select PTA courses with pre-requisites are required in a sequence. Program advising sheet two illustrates the particular course sequences. Assurance that the content and coherence of this program of study meet national standards of quality is reflected in the accreditation of ASU's Physical Therapy Assistant program by the Commission on Accreditation in Physical Therapy Education (CAPTE).

At the baccalaureate degree level, a variety of bachelor's degree programs are offered at ASU through several colleges. Closer examination of one of these, the B.S. in Accounting, reveals a highly coherent course of study as reflected in its advising sheet. Areas A-E contain 42 semester hours of freshman and sophomore courses appropriate for the general education component of a bachelor's degree. Area F lists commonly identified foundational prerequisites at the lower division level that are taken to prepare for entry into an upper division major in a business field. Area G contains junior and senior level courses from various discipline areas of business that form a broad foundation of major-related studies in business. Area H focuses on a progressively rigorous set of junior and senior level courses in accounting that form the specialized major field of study. Assurance that the content and coherence of this program of study meet national standards of quality is reflected in the accreditation of ASU's College of Business by the Association of Collegiate Business Schools and Programs (ACBSP).

At the master's degree level, a variety of master's degree programs are offered at ASU. Closer examination of the Master of Business Administration (General) reveals a highly coherent course of study as reflected in the student advising check sheet. ASU's MBA is a 30 semester credit hour degree of which 21 semester credit hours are required core and 9 semester credit hours are business electives. The Core Curriculum is a coherent package of 7 three hour courses in Accounting, Economics, Finance, Management, and Marketing all of which are appropriate for an MBA program. The three 3 semester hour elective courses are chosen in consultation with the student's advisor and build upon the core curriculum content areas. Assurance that the content and coherence of this program of study meet national standards of quality is reflected in the accreditation of ASU's College of Business by the Association of Collegiate Business Schools and Programs (ACBSP).

And finally, ASU offers an Education Specialist in Educational Leadership. ASU's education specialist degree is a 30-36 semester credit hour degree program beyond the master's degree. The Education Specialist degree program information sheet illustrates the coherent course of study appropriate for the program. Assurance that the content and coherence of this program of study meet national standards of quality is refelcted in the accreditation of ASU's College of Education by the Council for Accreditation of Educator Preparation (CAEP).

All proposals for the creation, modification, or removal of academic programs are reviewed at all appropriate levels of ASU to ensure program coherence, viability, appropriateness for the university setting, and relevance to the institutional mission. Review and approval by the University System of Georgia and Board of Regents is also required for new degree programs and cases of substantive change. The academic program review process for changes such as deactivation, termination, and substantive change are detailed here.

Consolidated related changes to the general education core curriculum, core learning outcomes, and new core courses were approved by the General Education Council of the University System of Georgia. Additional changes to courses, learning outcomes, and program-level requirements were reviewed and approved by joint ASU and DSC OWGs and subsequently approved through the ASU curriculum review processes of the appropriate college-level unit at each institution.

For all degree programs offered through distance education, the programs embody a coherent course of study, are compatible with the institution's mission, and based upon fields of study appropriate to higher education. All proposals for the creation, modification or removal of distance education programs are reviewed at all appropriate levels of ASU to ensure coherence, viability, relevance to the institutional mission, and appropriate use of technology, including the learning management system and associated tools. The Office of Distance Learning and The Center for Teaching and Learning offer instructional design support, pedagogy workshops, and a variety of tools and resources to ensure program content is accessible to students through the learning management system. Each distance education program states required residency requirements, if any, in its program description.

In addition to meeting the requirements for higher education programs as established by the USG BOR and SACSCOC, several of the University's programs are accredited by other nationally recognized accrediting agencies. These accreditations provide further evidence that the institution's degree programs are based upon coherent fields of study appropriate to higher education.

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CR 2.8

Faculty
The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. **(Faculty)**

[Include a discussion of the impact of the change on faculty numbers and workload. If applicable, identify new faculty hired to support the change.]

Judgment
☒ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this core requirement.

Impact of Consolidation
The consolidation of Albany State University (ASU) and Darton State College (DSC) saw the new ASU's Corps of Instruction impacted as a result of the University System of Georgia Board of Regents' (USG-BOR) revision of BOR Policy 2.10 Institutional Mission, and the enrollment challenges both ASU and DSC faced in recent years.

The new Albany State University is a State University within the University System of Georgia (USG) and designated as an institution with a "blended function." BOR Policy 2.10 Institutional Mission defines state universities as institutions that "offer a number of undergraduate and master's level programs, but very few doctoral programs. Associate-level degrees can be offered at these universities, but they are also typically limited. While teaching is the core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional and/or applied research." ASU does not offer doctoral degrees.

In Fall 2016, the USG-BOR revised BOR Policy 2.10 Institutional Mission to allow institutions greater flexibility in meeting the needs of their service areas and student populations and to better align themselves with the USG's Strategic Plan. The consolidation of ASU and DSC called for the new Albany State University to serve both a selective admission standard for baccalaureate and graduate programs while at the same time serving as an open-access admission institution for its associate degree programs. It is this dual admission approach that characterizes the new ASU as having a "blended mission or function."

The "blended mission or function" of Albany State University as prescribed by BOR Policy 2.10 Institutional Mission provided the foundation for creating the new Faculty Classification System identified in the new ASU's Tenure & Promotion Policy. Faculty are classified as State University Faculty or State College Faculty. State University designated faculty, who previously served as ASU faculty, serve the State University function of the university through teaching primarily in baccalaureate and graduate programs and conducting research. State College designated faculty, who served DSC prior to consolidation, serve the State College function of the university through teaching general education and associate program level courses. The Tenure & Promotion Policy provides pre-consolidation ASU and DSC faculty the opportunity to choose State University or State College designation depending on their academic qualifications and workload assignments.

Albany State University and Darton State College have seen substantial enrollment declines in recent years which required both institutions to implement reductions in force to "right size" staff. Fall 2016, through a reduction in force, ASU eliminated 80 administrative support staff positions and DSC eliminated 30 administrative support staff positions. The new ASU has implemented similar measures specific to the faculty ranks. A faculty "right sizing" committee was established Spring 2017 to review low producing academic programs and the restructuring of academic departments. An independent consultant was hired to assist with data collection, analysis, and synthesis. Using the data synthesized from the committee, the academic leadership of the university in consultation with University System of Georgia Office leadership identified 27 full-time faculty positions to be eliminated from the rolls in 2016-17 (a 10.3% reduction). These faculty reductions do not take effect until 2018-19, due to required notice provisions for contract nonrenewal. These cuts, while painful, align faculty and program resources with current enrollment trends. While the University had to enact reductions in force among the faculty (and staff), the narrative and data below illustrate that ASU has an adequate number of faculty to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Other Evidence of Continued Compliance
Albany State University (ASU) has an adequate number of full-time faculty to support the mission of the institution and to ensure the quality and integrity of each of its academic programs regardless of mode of delivery or location. The mission of the new Albany State University as approved by the Board of Regents on March 9, 2016 is as follows:

> Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University's faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.

To achieve its mission, ASU employs an adequate number of faculty to provide excellent student-centered teaching to a diverse student population in terms of age, race, social class, and academic preparedness.

Definition and Workloads of Full-Time and Part-Time Faculty
As a University System of Georgia (USG) Institution, ASU defines Its full-time and part-time faculty In accordance with Board of Regents (BOR) Policy.

Full-Time Faculty
BOR Policy, Section 3.2.1 states that "the faculty will consist of the corps of Instruction and administrative officers." More specifically, BOR Policy, Section 3.2.1.1 Corps of Instruction explains that "Full-time professors, associate professors, assistant professors, Instructors, lecturers, senior lecturers, and teaching personnel with such other titles as may be approved by the Board, shall be the Corps of Instruction. Full-time research and extension personnel and duly certified librarians will be included In the Corps of Instruction on the basis of comparable training. Persons holding adjunct appointments or other honorary titles shall not be considered to be members of the faculty."

Part-Time Faculty
Following the USG Academic and Student Affairs Handbook, Section 4.2, Albany State University, defines part-time faculty as non-tenured faculty who are employed on an as needed, limited term basis (one semester), at the discretion of the institution. Part-time faculty members do not accrue time toward tenure and are not eligible for USG benefits. They work less than 30 hours per week and sign a letter of agreement for each appointment, in lieu of a contract.

Full-Time Faculty Workload
Since the consolidation of Albany State University (ASU) and Darton State College (DSC) took effect mid-year, the faculty workload for the new ASU beginning Spring 2017 followed previously negotiated 2016-17 academic year faculty workload assignments. Faculty who have ASU negotiated contracts teach 9 to 14 semester hours per semester and are expected to participate in scholarly professional activities including research, publications, grantsmanship and professional service to the community. Faculty who have DSC negotiated contracts are expected to teach 15 semester hours per semester and are expected to maintain office hours, serve on University and/or departmental committees, sponsor activities, advise students, and assist in special activities when called upon.

With the BOR having designated the new Albany State University as a "blended function" institution, full-time faculty workload is now divided by two categories, State University and State College. As such, the new ASU Faculty Handbook states:

> "Except in cases where a faculty member has administrative course release(s) or an alternative teaching load negotiated with the chair, dean, and the Office of Academic Affairs, standard teaching loads will be 15 credit hours each for the fall and spring semesters for faculty serving the State College function and 12 credit hours each for the fall and spring semesters for faculty serving the State University function."

All faculty are expected to maintain office hours, serve on University and/or departmental committees, sponsor activities, advise students, assist in special activities when called upon, and engage in professional development. In addition, State University designated faculty are expected to engage in other professional activities including research, publications, and grantsmanship.

Number of Full-Time and Part-Time Faculty
Albany State University uses several measures to determine the adequacy of full-time faculty to support the mission and function of the new university. The measures are:

1. Comparison of Full-Time and Part-Time Instruction by Course Section and Mode of Delivery
2. Comparison of Full-Time Faculty, Part-Time Faculty to Total Enrollment
3. Class Size Trends
4. Student to Faculty Ratios
5. Number of Full-Time and Part-Time Faculty by Major Field/Concentration/Curricular Area

Comparison of Full-Time and Part-Time Instruction by Course Section and Mode of Delivery
Table 1 compares the number of course sections taught by full-time and part-time faculty by mode of instruction for the consolidated institution in Spring 2017. In all modes of instructional delivery, It is clear that the new ASU has an adequate number of full-time faculty leading instruction. Fifty-eight percent of all courses taught were done so by full-time faculty illustrating that full-time faculty lead the delivery of instruction at the university.

Table 1. Comparison of Full-Time and Part-Time Instruction at the new ASU by Course Section and Mode of Delivery, Spring 2017

Course Sections Taught by Full Time and Part Time Faculty by Mode					
	FT Faculty	FT Faculty %	PT Faculty	PT Faculty %	Total Faculty
Face to Face	234	59%	90	23%	324
Online	27	7%	43	11%	70
Total	261	66%	133	34%	394

Office of Institutional Research

Table 2. Comparison of Full-Time and Part-time Instruction as the new ASU by Course Section and Mode of Delivery, Spring 2017 for ASU Cordele

Course Sections Taught by Full Time and Part Time Faculty by Mode					
	FT Faculty	FT Faculty %	PT Faculty	PT Faculty %	Total Faculty
Face to Face	10	63%	6	37%	16
Online	0	0%	0	0%	0
Total	10	63%	6	37%	16

Office of Institutional Research

Table 3. Comparison of Full-Time and Part-time Instruction as the new ASU by Course Section and Mode of Delivery, Spring 2017 for ASU Cairo

Course Sections Taught by Full Time and Part Time Faculty by Mode					
	FT Faculty	FT Faculty %	PT Faculty	PT Faculty %	Total Faculty
Face to Face	1	20%	4	80%	5
Online	0	0%	0	0%	0
Total	1	20%	4	80%	5

Office of Institutional Research

Table 4. Comparison of Full-Time and Part-time Instruction as the new ASU by Course Section and Mode of Delivery, Spring 2017 for ASU Thomasville

Course Sections Taught by Full Time and Part Time Faculty by Mode					
	FT Faculty	FT Faculty %	PT Faculty	PT Faculty %	Total Faculty
Face to Face	5	100%	0	0%	5
Online	0	0%	0	0%	0
Total	5	100%	0	0%	5

Office of Institutional Research

Table 5 Comparison of Full-Time and Part-time Instruction as the new ASU by Course Section and Mode of Delivery, Spring 2017 for ASU Waycross

Course Sections Taught by Full Time and Part Time Faculty by Mode					
	FT Faculty	FT Faculty %	PT Faculty	PT Faculty %	Total Faculty
Face to Face	1	13%	7	87%	8
Online	0	0%	0	0%	0
Total	1	13%	7	87%	8

Office of Institutional Research

Comparison of Full-Time Faculty, Part-Time Faculty to Total Enrollment
Table 6 shows the number of full-time faculty and part-time compared with total enrollment from 2011-2016. Despite a 33.4% drop in enrollment for the two institutions combined during that period, the combined number of full-time faculty declined only 8.4%. These statistics illustrate ASU's commitment to maintaining an adequate number of full-time faculty, even during times of significant enrollment decline. Even after the additional 10.3% reduction in full-time faculty planned for Fall 2018, faculty reductions are expected to continue to be less than enrollment declines.

Table 6. Comparison of Full-Time Faculty, Part-Time Faculty to Total Enrollment

Fall Semester	Total Full-Time Faculty		Total Part-Time Faculty		Total Enrollment	
	ASU	DSC	ASU	DSC	ASU	DSC
2011	141	120	27	154	4,663	6,097
2012	148	125	30	119	4,275	6,396
2013	147	130	28	127	4,260	6,195
2014	156	159	23	117	3,910	5,623
2015	151	113	18	136	3,492	5,471
2016	127	112	32	31	3,041	4,120
% Change	-9.9%	-8.3%	22.2%	-79.9%	-34.8%	-32.4%

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Class Size Trends
The new consolidated ASU works to provide a supportive educational environment. Class size trends are a regularly examined factor used to determine if the institution has adequate faculty to provide instruction in appropriately sized environments. That appears to be the case as Table 7 illustrates the average class size for ASU and DSC from 2011-2016 which are adequate class sizes to provide a supportive educational environment. In addition, the average class size for Spring 2017 is 17, further demonstrating that the new ASU has an adequate number of faculty to ensure the quality and integrity of its average class size.

Table 7. Average Class Size

	Average Class Size	
	ASU	DSC
Fall 2011	20	19
Fall 2012	19	20
Fall 2013	19	21
Fall 2014	18	21
Fall 2015	16	21
Fall 2016	18	17
Average Class Size for Consolidated Albany State University		
Spring 2017	17	

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Student to Faculty Ratios
Each fall semester, the ratio of full-time equivalent students to full-time instructional faculty is calculated for the IPEDS report. Trends in those ratios for ASU and DSC along with their peers in the USG are presented in Tables 8, 9, and 10. ASU's ratio for Fall 2016 was 16 to 1 which was lower, but in line with 6 other peer state universities in the University System of Georgia. DSC's ratio for Fall 2016 was 17 to 1 which was also lower, but in line with 5 of its peer state colleges in the University System of Georgia. As reflected in Table 4, the student to faculty ratio for the new Albany State University is exactly the same as 5 of the 9 peer state university's in the University System of Georgia. As such, these tables also confirm the adequacy of full-time faculty at the new ASU.

Table 8. Student to Faculty Ratio

	Student to Faculty Ratio	
	ASU	DSC
Fall 2011	21 to 1	23 to 1
Fall 2012	21 to 1	25 to 1
Fall 2013	20 to 1	22 to 1
Fall 2014	16 to 1	22 to 1
Fall 2015	18 to 1	19 to 1
Fall 2016	16 to 1	17 to 1
Student to Faculty Ratio for Consolidation Albany State University		
Spring 2017	17 to 1	

Office of Institutional Research

Table 9. IPEDS Student to Faculty Ratio for ASU and USG State Universities, Fall 2016

IPEDS Student to Faculty Ratios for ASU and USG State Universities	
Institution Name	IPEDS Student to Faculty Ratio
Albany State University	16 to 1
Armstrong State University	17 to 1
Clayton State University	18 to 1
Columbus State University	17 to 1
Fort Valley State University	17 to 1
Georgia College and State University	17 to 1
Georgia Southwestern State University	17 to 1
Middle Georgia State University	20 to 1
Savannah State University	21 to 1
University of North Georgia	21 to 1

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Table 10. IPEDS Student to Faculty Ratio for DSC and USG State Colleges, Fall 2016

IPEDS Student to Faculty Ratios for ASU and USG State Colleges	
Institution Name	IPEDS Student to Faculty Ratio
Darton State College	17 to 1
Abraham Baldwin Agricultural College	22 to 1
Atlanta Metropolitan State College	18 to 1
Bainbridge State College	18 to 1
College of Coastal Georgia	19 to 1
East Georgia State College	28 to 1
Georgia Gwinnett College	18 to 1
Georgia Highlands College	22 to 1
Georgia Perimeter College	19 to 1
Gordon State College	20 to 1
South Georgia State College	27 to 1

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Adequacy of Full-Time Faculty Members to Support its Academic Programs
Albany State University has an adequate number of full-time faculty members to support its academic programs. This section will demonstrate that there is a critical mass of full-time, permanent faculty members at ASU that is more than sufficient to be able to manage the university's Major Fields/Concentrations/Curricular Areas, including teaching, curriculum development and evaluation, assessment of student learning outcomes, advising, research where applicable, and all areas for which faculty are evaluated annually.

Disaggregating the Number of Full-Time and Part-Time Faculty by Major Field/Concentration/Curricular Area for the new ASU

While faculty members are assigned primarily to one major field/concentration/curricular area, some are qualified to teach classes in other areas, which may be assigned to them, if needed. Therefore, the number of full-time faculty associated with each major field/concentration/curricular area includes all full-time faculty members who are academically qualified to teach. Albany State University ensures that there is a critical mass of full-time faculty in each major field/concentration/curricular area. The number of full-time faculty is adequate to ensure the quality and integrity of each major field/concentration/curricular area.

Tables 7 – 11 illustrate, by each academic college, the numbers and percentages sections taught by full-time faculty when compared to the number of sections taught by part-time faculty by major field/concentration/curricular area for Spring 2017 (the new ASU). The number and percentages of sections taught by full-time faculty members typically exceeds the number and percentage of sections taught by part-time faculty members in each major field/concentration/curricular area offered by each academic college. When that does not occur, the number of sections taught are exceedingly small and are not sufficient to be characterized as a concentration or major field of study. Recently, some full-time faculty have assumed special, interim administrative assignments to assist with the implementation phase of the consolidation. In these instances, part-time faculty were used to cover the course sections left vacant as a result of course releases of these full-time faculty. In addition, Tables 7 – 11 also show the number and percentages of credit hours. Here too, the student credit hours taught by full-time faculty in the majority of major field/concentration/curricular areas exceeds the student credit hours taught by part-time faculty in the areas.

Table 11. Number of FT Faculty by Major/Field/Concentration/Curricular Area for College of Arts and Sciences

Major Field/ Concentration/ Curricular Area	Faculty Status	# of Faculty	# of Classes	% Classes Taught by PT & FT Faculty	# of Credit Hours Taught by PT & FT Faculty	% of Credit Hours Taught by PT & FT Faculty
Addiction Counseling	Full Time	1	4	80%	48	64%
	Part Time	1	1	20%	27	36%
	Total		5		75	
Anthropology	Part Time	1	1	100%	81	100%
	Total		1		81	
Arabic	Full Time	1	1	100%	12	100%
	Total		1		12	
Art	Full Time	5	42	100%	1665	100%
	Total		42		1665	
Communication /Public Speaking	Full Time	3	28	93%	1494	98%
	Part Time	2	2	7%	36	2%
	Total		30		1530	
Criminal Justice	Full Time	9	23	59%	1308	57%
	Part Time	11	16	41%	981	43%
	Total		39		2289	
Dance	Full Time	1	7	100%	26	100%
	Total		7		26	
English	Full Time	23	114	83%	6055	84%
	Part Time	19	24	17%	1152	16%
	Total		138		7207	
ESOL	Full Time	1	6	100%	48	100%
	Total		6		48	
Ethics	Part Time	1	1	100%	46	100%
	Total		1		46	
French	Full Time	1	4	100%	171	100%
	Total		4		171	
History	Full Time	8	45	85%	2662	83%
	Part Time	6	8	15%	549	17%
	Total		53		3211	
Japanese	Full Time	2	4	400%	45	100%
	Total		1		45	
Latin	Full Time	1	2	100%	45	100%
	Total		2		45	
Leadership Development	Full Time	2	4	67%	144	69%
	Part Time	1	2	33%	64	31%
	Total		6		208	
Learning Support English	Full Time	4	5	45%	159	49%
	Part Time	6	6	55%	165	51%
	Total		11		324	
Mass Communication	Full Time	5	20	91%	678	95%
	Part Time	2	2	9%	33	5%
	Total		22		711	
Military Science	Part Time	2	7	100%	88	100%
	Total		7		88	
Modern Languages	Part Time	1	2	100%	78	100%
	Total		2		78	
Music	Full Time	10	70	83%	1164	96%
	Part Time	7	14	17%	47	4%
	Total		84		1211	
Mythology	Full Time	1	1	100%	52	100%
	Total		1		52	
Philosophy	Full Time	1	1	33%	93	44%
	Part Time	1	2	67%	116	56%
	Total		3		209	
Political Science	Full Time	8	29	91%	2391	93%
	Part Time	2	3	9%	167	7%
	Total		32		2558	
Psychology	Full Time	7	30	68%	2160	68%
	Part Time	9	14	32%	1038	32%
	Total		44		3198	
Public Administration	Full Time	5	14	100%	477	100%
	Total		14		477	
Social Science	Full Time	2	2	100%	75	100%
	Total		2		75	
Social Work	Full Time	7	25	63%	837	71%
	Part Time	2	15	38%	345	29%
	Total		40		1182	
Sociology	Full Time	5	11	55%	904	59%
	Part Time	7	9	45%	618	41%
	Total		20		1522	
Spanish	Full Time	3	18	82%	529	72%
	Part Time	2	4	18%	201	28%

Major Field	Faculty Status	# of Faculty	# of Classes	% Classes Taught by PT & FT Faculty	# of Credit Hours	% of Credit Hours
	Total		22		730	
Speech/Theatre	Full Time	3	11	100%	197	100%
	Total		11		197	
Total	Full Time	119	295	81%	12597	79%
	Part Time	84	68	19%	3394	21%
	Total	203	363	100%	15991	100%

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Table 12. Number of FT Faculty by Major/Field/Concentration/Curricular Area for College of Business

Major Field/ Concentration/ Curricular Area	Faculty Status	# of Faculty	# of Classes	% Classes Taught by PT & FT Faculty	# of Credit Hours Taught by PT & FT Faculty	% of Credit Hours Taught by PT & FT Faculty
Accounting	Full Time	3	17	81%	867	82%
	Part Time	3	4	19%	189	18%
	Total		21		1056	
Business Administration	Full Time	6	14	88%	821	90%
	Part Time	1	1	6%	93	10%
	Total		16		914	
Business Information System	Full Time	2	9	90%	579	88%
	Part Time	1	1	10%	81	12%
	Total		10		660	
Economics	Full Time	6	17	100%	1224	100%
	Total		17		1224	
Finance	Full Time	1	3	100%	225	100%
	Total		3		225	
Logistics Management	Full Time	2	3	60%	96	60%
	Part Time	1	2	40%	63	40%
	Total		5		159	
Management	Full Time	4	12	60%	813	58%
	Part Time	5	8	40%	597	42%
	Total		20		1410	
Management Healthcare	Full Time	3	9	100%	505	100%
	Total		9		505	
Marketing	Full Time	2	7	100%	423	100%
	Total		7		423	
Occupational Experience	Full Time	1	2	100%	3	100%
	Total		2		3	
Legal Assistant/ Paralegal	Full Time	1	4	100%	129	100%
	Total		4		129	
Total	Full Time	28	68	83%	4402	81%
	Part Time	11	14	17%	1002	19%
	Total	39	82	100%	5404	100%

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Table 13. Number of FT Faculty by Major/Field/Concentration/Curricular Area for College of Education

Major Field/ Concentration/ Curricular Area	Faculty Status	# of Faculty	# of Classes	% Classes Taught by PT & FT Faculty	# of Credit Hours Taught by PT & FT Faculty	% of Credit Hours Taught by PT & FT Faculty
School Counseling	Full Time	2	6	60%	93	56%
	Part Time	2	4	40%	72	44%
	Total		10		165	
Curriculum and Instruction	Full Time	9	18	55%	725	84%
	Part Time	9	15	45%	143	16%
	Total		33		868	
Early Childhood Education	Full Time	5	9	50%	411	53%
	Part Time	7	9	50%	362	47%
	Total		18		773	
Education Admin and Supervision	Full Time	4	9	90%	252	89%
	Part Time	1	1	10%	30	11%
	Total		10		282	
Education, Core Curriculum	Full Time	1	7	100%	309	100%
	Total		7		309	
Education Endorsement Reading	Full Time	1	1	100%	51	100%
	Total		1		51	
Middle Grades Education	Full Time	4	9	90%	228	90%
	Part Time	1	1	10%	24	10%
	Total		10		252	
Special Education	Full Time	1	6	55%	80	30%
	Part Time	3	5	45%	188	70%
	Total		11		268	
Total	Full Time	27	58	62%	1840	69%
	Part Time	23	35	38%	819	31%
	Total	50	93	100%	2659	100%

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Table 14. Number of FT Faculty by Major/Field/Concentration/Curricular Area for Darton College of Health Professions

Major Field/ Concentration/ Curricular Area	Faculty Status	# of Faculty	# of Classes	% Classes Taught by PT & FT Faculty	# of Credit Hours Taught by PT & FT Faculty	% of Credit Hours Taught by PT & FT Faculty
Allied Health	Full Time	4	7	100%	436	100%
	Total		7		436	
Computed Tomography	Full Time	1	3	100%	30	100%
	Total		3		30	
Dental Hygiene	Full Time	4	8	100%	318	100%
	Total		8		318	
Diagnostic Medical Sonography	Full Time	2	4	100%	159	100%
	Total		4		159	
Emergency Medical Services	Full Time	2	12	100%	183	100%
	Total		12		183	
Health Information Technology	Full Time	2	9	82%	381	72%
	Part Time	2	2	18%	147	28%
	Total		11		528	
Health and Human Performance	Full Time	2	3	100%	321	100%
	Total		3		321	
Health and Physical Education	Full Time	15	52	72%	2171	61%
	Part Time	22	20	28%	1408	39%
	Total		72		3579	
Health Profession	Full Time	2	4	80%	330	89%
	Part Time	1	1	20%	42	11%
	Total		5		372	
Medical Laboratory Technology	Full Time	3	15	83%	475	89%
	Part Time	2	3	17%	56	11%
	Total		18		531	
Nursing	Full Time	27	64	86%	4898	92%
	Part Time	8	10	14%	437	8%
	Total		74		5335	
Occupational Therapy Assistant	Full Time	2	6	100%	456	100%
	Total		6		456	
Physical Therapist Assistant	Full Time	3	7	100%	577	100%
	Total		7		577	
Radiologic Technology	Full Time	2	5	100%	184	100%
	Total		5		184	
Recreation	Full Time	2	4	100%	306	100%
	Total		4		306	
Respiratory Care	Full Time	3	12	100%	368	100%
	Total		12		368	
Total	Full Time	28	88	93%	3567	95%
	Part Time	4	7	7%	203	5%
	Total	32	95	100%	3770	100%

Office of Institutional Research

Table 15. Number of FT Faculty by Major/Field/Concentration/Curricular Area for College of Sciences and Technology

Major Field/ Concentration/ Curricular Area	Faculty Status	# of Faculty	# of Classes	% Classes Taught by PT & FT Faculty	# of Credit Hours Taught by PT & FT Faculty	% of Credit Hours Taught by PT & FT Faculty
Biology	Full Time	18	102	80%	6665	83%
	Part Time	8	25	20%	1318	17%
	Total		127		7983	
Biomedical Technician	Full Time	1	1	100%	32	100%
	Total		1		32	
Chemistry	Full Time	8	29	66%	1265	68%
	Part Time	7	15	34%	607	32%
	Total		44		1872	
Computer Info Systems Mgt.	Full Time	4	13	93%	762	96%
	Part Time	1	1	7%	30	4%
	Total		14		792	
Computer Processing	Full Time	1	1	100%	48	100%
	Total		1		48	
Computer Science	Full Time	8	23	96%	1152	96%
	Part Time	1	1	4%	51	4%
	Total		24		1203	
Engineering	Full Time	2	3	100%	60	100%
	Total		3		60	
Integrated Science	Full Time	1	1	50%	93	44%
	Part Time	1	1	50%	117	56%
	Total		2		210	
Forensic Science	Full Time	3	13	93%	457	91%
	Part Time	1	1	7%	45	9%
	Total		14		502	
MESA Orientation	Part Time	1	1	100%	16	100%
	Total		1		16	
Mathematics	Full Time	22	115	90%	6812	90%
	Part Time	9	13	10%	762	10%
	Total		128		7574	
Natural Science	Full Time	1	3	100%	153	100%
	Total		3		153	
Physical Science	Full Time	3	6	50%	488	47%
	Part Time	5	6	50%	540	53%
	Total		12		1028	
Physics	Full Time	4	16	94%	600	92%
	Part Time	1	1	6%	52	8%
	Total		17		652	
Science	Full Time	2	2	100%	24	100%
	Total		2		24	
Total	Full Time	79	211	81%	10842	82%
	Part Time	35	51	19%	2356	18%
	Total	114	262	100%	13198	100%

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Whether the statistics cited above are for the university as a whole or broken out by major field/concentration/curricular area, they reflect a consistent message of there being a sufficiently large critical mass of full-time faculty that typically makes greater contributions to the support of ASU's academic programs than the contributions of part-time faculty.

Sources

- BOR Meeting Minutes March 9_2016_p.1
- BOR Policy Manual 2.10_Institutional Mission
- BOR Policy Manual 3.2.1
- BOR Policy Manual 3.2.1.1 Corps of Instruction
- USG Academic & Student Affairs Handbook, Section 4.2
- USG Strategic Plan

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CR 2.9

Learning Resources and Services
The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. (**Learning resources and services**)

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this core requirement.

Impact of Consolidation
The substantive changes that have occurred as a result of the consolidation of Albany State University (ASU) and Darton State College (DSC) regarding library and information services are very positive. Though the consolidation has required the merger of two different library organizations and cultures under one administrative organization, the consolidation of the two has created an opportunity to review processes and structures comprehensively, and to share learning resources that will be of great benefit to all library users. Although the James Pendergrast Memorial Library on the East Campus and the Harold B. Wetherbee Library on the West Campus continue to operate largely as they have in the past, the major benefit of consolidation is that we now have one administrative organization for those two libraries, called the ASU Libraries, that is stronger and more efficient. Students, faculty and staff on both ASU campuses have gained increased access to the expertise of the library personnel in the Perdergrast and Wetherbee Libraries. Each campus library of the new ASU continues to provide a level of service which is better than was available prior to consolidation. Both libraries on the East and West Albany campuses will maintain instruction to users in the most effective methods of locating, evaluating, and effectively using information in all formats. Both libraries will provide easy access to library resources and services for online and extended campus classes. The ASU Libraries Director, reporting to the Associate Provost/Associate Vice President for Academic Affairs, provides administration oversight for the consolidated Albany State University Libraries. The "Better, Together", theme of the ASU-DSC consolidation applies to the improvements realized in administrative efficiencies and expansion of library resources readily available for students, faculty, and staff in the new ASU.

Student and faculty access to the statewide physical library collections of the GALILEO Interconnected Libraries (GIL) and the state's online virtual library (GALILEO which stands for GeorgiA LIbrary LEarning Online) are fundamentally unaffected by the consolidation. As members of the University System of Georgia's (USG) GALILEO Interconnected Libraries (GIL), the Pendergrast (East Campus) and Wetherbee (West Campus) Libraries also provide access to the holdings of other academic and public libraries in the state of Georgia through their GIL statewide library network and through Universal Borrowing among the colleges and universities in the university system.

Students, faculty, and staff at the consolidated university continue to have access to and borrowing privileges from the collections of other college and university libraries in the state of Georgia. GIL alone includes all 28 state colleges and universities in the University System of Georgia and has over 13 million bibliographic records in its USG Union Catalog, including the resources of the state's top research universities as well as the libraries of the Atlanta History Center and the Georgia Department of Archives and History. GALILEO provides anywhere/anytime electronic access to over 200 databases, indexing thousands of periodicals, newspapers, and scholarly journals with more than 10,000 journals titles provided in full-text. GALILEO serves USG institutions, technical colleges, public K-12, and some private universities and K-12 schools.

Students enrolled in online courses and programs and those at off-campus instructional sites continue to have access to this rich and wide array of library resources online, through in-person access, and via GIL borrowing privileges.

The increase in FTE students served for the consolidated university has resulted in increases in the annual cost of various library resources. The library has also seen prices increase on some of those resources based on ASU's status as a university with a research mission. Consequently, the new ASU has permitted any budgetary savings from the improved efficiencies of the consolidated libraries to remain in the libraries budget to offset these increased costs. Those retained savings are in addition to the special allocation of over $321,000 in additional funding allocated to the FY 2018 budget for the Pendergrast Library to ensure its ability to support ASU's research mission and the graduate and undergraduate degree programs offered by ASU. (BOR meeting minutes, April 2017)

Other Evidence of Continuing Compliance
The adequacy of library resources to support the educational, research, and public service programs of both institutions prior to consolidation was confirmed in the last reaffirmations of SACSCOC accreditation and numerous national accreditations of specific programs and units at ASU and DSC. The resources of the ASU Libraries have been sufficiently leveraged and enhanced as a function of consolidation to ensure continuation of adequate support for the mission of the new ASU. All ASU students, faculty, and staff have local access to the consolidated print, eBook, and media collections, comprising over 305,000 volumes available through the Pendergrast and Wetherbee Libraries. Electronic resources, such as databases and digital collections, are available online to all ASU students, faculty and staff. They also enjoy access to a larger library faculty and staff, with more diverse expertise and the ability to provide more extensive research support because of this expanded network of library employees.

The Consolidated ASU Libraries
The mission of the consolidated Albany State University Libraries is to provide comprehensive information resources and services that support academic achievement and foster intellectual and stimulating educational activities to the diverse multi-campus community in southwest Georgia and beyond. The ASU Libraries maintain a positive campus climate that is conducive to providing instruction for users in the most effective methods locating, evaluating, and effectively using information in all formats and provide easy access to library resources

and services for online and extended campus classes. The libraries maintain current technology for the ongoing provision of quality services to the university community and the community-at-large.

Following consolidation, both Albany East and Albany West campuses continue to have on-site full-service libraries, online training on library services and library resources, and active agreements to provide access to electronic databases and print collections through consortial arrangements such as GALILEO and GIL. Each library location in GIL maintains a print collection for on-site and circulating use. Access to the print collection has not changed as a result of consolidation; all ASU students, faculty, and staff have access to the print collections held at all GIL library locations. Access to the print collection has been enhanced with a courier service that runs three times per week and delivers requested materials among the member libraries of GIL. The ASU Libraries' online information, learning resources, and collections are in the process of being consolidated into a single web presence that provides 24/7 access to online collections and resources, along with online services that include live chat reference, email reference, group study room reservations, and interlibrary loan requests.

The ASU Libraries consist of a library facility at each of the campuses in Albany, Georgia. The libraries are 5.3 miles apart and located off a major east-west corridor accessible by state highway, county bus transportation, as well as personal vehicle. The James Pendergrast Memorial Library on the current ASU East campus continues to operate as is, providing support for the wide array of continuing undergraduate, graduate degree programs in the arts, business, education, health professions, human services, humanities, social sciences, sciences, and mathematics. The Center for Teaching, Learning, & Scholarship houses a collection of over 100,000 volumes including 32,000 eBooks through eBooks on EBSCOHost. The collection also includes an electronic and print periodical collection of 263 current titles with bound or microform back issues numbering over 37,000 units. That library supports the disciplines in the general education program and has a special focus on the health professions.

The new university's library information, learning services, and programs are defined on a single library website and access electronically through the GIL portal. Many library collections throughout Georgia can be accessed electronically through the GALILEO Interconnected Libraries (GIL) system and Georgia's virtual library, GALILEO (Georgia Library Learning Online). The consolidated ASU Libraries benefit greatly from these statewide learning resources because they are funded by the State of Georgia and supported by the USG Office of Information and Instruction Technology at no additional cost to ASU. In addition, the ASU Libraries provide access beyond GALILEO to full-text and index databases, historical newspapers, sound recordings, photographic archives, special collections, and musical scores. Access to and use of GIL and GALILEO have not changed as a result of consolidation. Associated policies, procedures, workflow and assessment are being consolidated to ensure that educational and research needs continue to be delivered appropriately without interruption and meet the needs and expectations of students and faculty.

ASU Library Facilities and On-Site Resources
The James Pendergrast Memorial Library is centrally located on the Albany State University campus, sitting on the parallel between the old and new East campuses. It is an automated facility offering a variety of informational resources and services to the university community and to the citizens of Southwest Georgia. Housed in a modern three-story building comprising 73,197 square feet, this university library has a collection of 204, 885 volumes, 741,688 eBooks and 803,316 microform units. The library, which seats 375 patrons, has garnered accolades for its attractive architectural design. The general book collection is housed in open stacks and arranged by the Library of Congress Classification System.

The Pendergrast Library is open 80.5 hours a week, seven days a week. It offers space for group/individual study, meetings, University archives, library equipment such as 45 workstations, one copiers/printer that is conveniently located in the building, three power charging stations for mobile devices. Students have access to wireless, a 24-hour computer lab, Libguides, mobile access, bring-your-own-device connections, and resources for current technologies, group presentations, and five study rooms. These services are available to all students and faculty of the consolidated University.

The Harold B. Wetherbee Library on the ASU West campus in Albany continues to operate largely as is, providing support for an extensive array of continuing undergraduate degree programs in nursing and allied health professions as well as the wide array of disciplinary studies that make up the general education curriculum at the lower division level. The West Campus Library houses a collection of 100,000 print volumes and 33,000 eBooks through eBooks on EBSCOHost. The collection also includes a print and periodical collection of 263 current titles with bound or microform back issues numbering over 37,000 units. The Harold B. Wetherbee Library is a 29,500 square foot two story building which faces the center of the campus with a seating capacity of 350. The Wetherbee Library is open 68 hours per week, seven days a week, with a 24 hour online research portal. It offers space for group/individual study, meetings, Library equipment such as 34 workstations, two copiers and printers that are conveniently located in the building. Students have access to wireless, a computer lab, Libguides mobile access and resources for current technologies, group presentations, and four study rooms. These services are be available to all students and faculty of the consolidated university.

Each library currently provides learning and information resources that are consistent with the needs of academic programs offered at each degree level, thereby ensuring adequate support of the consolidated university's mission for teaching, research, and public service. Students, faculty, and staff will continue to have access to information resources in a variety of formats such as audiovisual, print, microform, electronic, and data sets.

Both libraries support access for advanced study through a collection of journals both print and electronic, GALILEO databases, Interlibrary Loan, universal borrowing or GIL Express for books, and reference tools and a collection of print materials, and microform materials that relate to the Albany State University academic curriculum.

The new Albany State University Libraries recognize that resources and services are essential to teaching and learning, and both library units strive to ensure that such resources and services are available to students, faculty, and other library users. The library keeps academic departments abreast of new library acquisitions through periodic updates sent to departments, and all departments participate in the selection of titles for the collection through requests submitted. Access to materials in other libraries is provided through Interlibrary Loan and GIL Express/Universal Borrowing services managed by the Circulation Department.

The collection of the Albany State University Libraries is augmented in quality and scope, however, by electronic access to materials which provide patrons increased access and reciprocal borrowing. With the increased use of information technology, the Pendergrast Library provides, in addition to traditional resources, electronic access to libraries in the University System of Georgia and the nation. Faculty requests for new resources also help ensure that books and materials purchased are relevant to the academic programs and purposes of the University.

The Interlibrary Loan service also augments the local libraries' resources, allowing students and faculty to borrow resources form almost anywhere in the world. The Interlibrary Loan services were also enhanced with the implementation of the Ariel Document Delivery System which sends scanned documents via the Internet using the borrowing university's IP address. The Courier Delivery System increased the efficiency of Interlibrary Loan program. GIL Express/Universal Borrowing has also been implemented to borrow books from other universities. If a book is not available through GIL Express, then it will be requested through Interlibrary Loan. During the 2016 fiscal year, as stated in the Library Statistics report, Albany State university patrons borrowed 1,277 books and 379 articles through Interlibrary Loans, while at the same time; Interlibrary Loan patrons borrowed 2,299 books and 405 articles from the Albany State University library. Only

forty-five Albany State University patron requests for materials from other libraries went unfulfilled. In contrast, 83 Interlibrary Loan requests for ASU materials were declined because the materials were not available.

Albany State University East and West Libraries recognize that resources and services are essential to teaching and learning, and both strive to ensure that such resources and services are available to students, faculty, and other library users. The ASU Libraries keeps academic departments abreast of new library acquisitions through periodic updates sent to departments. All departments participate in the selection of titles for the collection through requests submitted.

Usage and Assessment Information
Evidence of the adequacy of the libraries to sufficiently serve the needs of users has been documented in several ways. During the 2016-2017 academic year, the libraries have seen a combined total of more than 154,807 visits by users. Users also checked out more than 11,017 items. Users reserved the libraries' group study rooms close to 800 times. The East campus library alone recorded over 11,213 workstation logins. These numbers show that users take advantage of the libraries' facilities, resources, and services at impressive rates.

The libraries have a record of regularly surveying user populations and have collected the following feedback from recent surveys:
• On a recent ASU East campus library survey, ASU East students rated the item, "library staff members are courteous and helpful," an average of 4.63 on a 5.0 scale, with 5.0 corresponding to "strongly agree." Respondents to the same survey rated the item, "the library has resources and services easy to find," an average of 4.32 on a 5.0 scale, with 5.0 corresponding to "strongly agree."
• Respondents surveyed scored "how do you rate the OPAC (Online Public Access Catalog) 4.29 on a 5.0 scale with 5 corresponding to "strongly agree".
• Results from the same student survey showed that the 4.5 strongly agree that computer needs are met by the libraries.
• Respondents to the survey gave the library an average overall satisfaction rating of 6.48 on a 7.0 scale, with 7.0 corresponding to "very satisfied."
• Results from the most recent annual student survey showed that 82% of respondents come to the library to use the print collections; 74% indicated that they visit the library every day that they have classes; 52% take advantage of the library's study spaces; and 76% strongly agreed that the library hours of operations meet their studying needs.

The staff of both libraries have an ongoing commitment to ensuring that library sufficiently serves the needs of its users.

The Library and Educational media Committee is composed of faculty, student representatives, and library personnel from various areas of the university's curriculum. These faculty members provide input on collection development. They represent their colleagues in the selection of library materials. The subject areas of programs which are nationally accredited are reviewed carefully to ensure that the library meets their needs. The library has also arranged for collaborative funding by various instructional departments in conjunction with the assigned professional librarian to contribute funding for additional print acquisitions, non-print materials, and electronic journals and databases. In order to maintain a balanced collection, the library retains the right to order materials and to return for reconsideration any request for a new acquisition that does not meet the criteria set forth in the Collection Development Policy.

A new additions listing of all library purchases is sent to each department every semester. This listing allows faculty members to view what has been added to the library collection for academic use. Budget allocations have been made to departments in need of adding to the existing collection in their subject area. Usage and circulation statistics are evaluated to determine need. These resources serve both the research and instructional needs of their primary users--the undergraduates, the graduate students, and the teaching and research faculty.

The library strives to support access for advanced study through a collection of journals both print and electronic, GALILEO databases, Interlibrary Loan, universal borrowing or GIL Express for books, and reference tools, and a collection of print materials and microform materials that relate to the Albany State University academic curriculum.

Administration and Staffing of the Library
The Pendergrast and Wetherbee Libraries employ qualified faculty and staff who assist and support faculty and students regardless of their program, research areas or location. Administrative oversight of all library operations will be the responsibility of the Director of ASU Libraries. The Pendergrast and Wetherbee libraries are managed by professional librarians who are physically located at both campuses. Librarians are also engaged with students and faculty at any of the university's instructional sites, including those in online courses and off-campus programs through technologies such as chat, email, and telephone.

Following consolidation, a new position of Assistant Director of ASU Library West, was created to assist in the direction of operations of the West Campus library. The Assistant Director, reports to the Director of the ASU Libraries. Since consolidation, several employees have transferred to positions on both campuses and have been placed in the operational schedule of nights and weekends as a result of centralizing some functions and responsibilities.

Both libraries adhere to the Association of College and Research Libraries standards, which require a master's degree in library and information science from an institution accredited by the American Library Association for any person employed as a professional academic librarian. Presently, seven full-time librarians hold an ALA-accredited master's in library science or its equivalent. Two librarians hold an additional master's degree, and one holds a doctoral degree. In total, the consolidated libraries also employ eight support staff and 35 student assistants. Additionally, the library director along with one of the librarians serves as the assessment lead, collecting and analyzing service and performance data for continuous improvement of services and programs.

Some of the consolidation-related efficiencies that are in progress include:
• Centralized technical services functions
• Centralized collection development functions
• Centralized digital library services functions, including web services
• Centralized budgeting and human resources functions
• Centralized library staff for
o management of all databases
o book and journal ordering, and
o Interlibrary Loan and Document Delivery Office services
o library assessment
• Consolidated staffing to oversee services such as:
o the ASU Libraries websites – primary link to virtual services
o 24/7 chat and online reference service;
o cataloging and processing
o budgeting, supply ordering, and financial processes
o facilities management
o Study Room booking service

Funding of the ASU Libraries

The Director of the ASU Libraries administers the budget and organization of the ASU Libraries.

The budgets and administrative organizations of the existing libraries have been consolidated in FY 2019 under the direction of the Director of the ASU Libraries who will work toward efficiencies in operational and management areas. Initially, some change in overall library funding and staffing is anticipated as a result of the consolidation. The combined operating budgets for the two libraries in FY 2018 was $1,558,151 as shown in Table 1. For the first half of FY 2018, both libraries operated as separate entities. Following consolidation in January 2018, the new administrative structure for the consolidated libraries took effect and oversaw the combined library budgets, even though the two library budgets remained separate through the end of FY 2018. There were no reductions or additions in library personnel services following consolidation in FY 2019.

Table 1. FY 2018 Combined Budget for the ASU Libraries

Budget Category	Consolidated Libraries
Personnel Services	$1,125,882
Travel	$1,500
Operating Supplies and Expenses	$130,169
Equipment Capital Outlay	$300,600
Totals	$1,558,151

**Together, these lines reflect a $531,156 addition from the University to help cover the anticipated increase in acquisition expenses.

Library Collections and Collaborative Resources

The new ASU Libraries currently provide learning and information resources that are consistent with the needs of academic programs offered at each degree level, thereby ensuring adequate support of the consolidated university's mission. Through the new ASU Libraries, faculty and students on each campus have access to a tremendous amount of scholarly and research materials in a variety of formats through the holdings and licenses of the consolidated library: print monographs, eBooks, online databases, digital collections, audiovisual materials, microforms, sound recordings, musical scores, and datasets. At the conclusion of FY17, consolidated volume counts included:

Print volumes	304,885
eBooks	773,688
Physical media and audiovisual materials	5,060
Microforms	840,372

Each library currently provides learning and information resources that are consistent with the needs of academic programs offered at each degree level, thereby ensuring adequate support of the consolidated university's mission for teaching, research, and public service. Students, faculty, and staff will continue to have access to information resources in a variety of formats. Examples of key cost-sharing databases and journals available at the ASU East and ASU West libraries include the following:

1. ABI/INFORM Archive (at ProQuest) This collection contains a complete run of key business and management journals, providing a unique historical perspective on hundreds of topics, including corporate strategies, management techniques, marketing, product development and industry conditions worldwide, available in cover-to-cover full images, complete with illustrations and advertisements.

2. Academic Search Complete Coverage Dates: 1911 - present (full text); 1887 - present (abstracting and indexing), Update Frequency: Daily, Audience: General, student, research. This multi-disciplinary database contains more than 6,100 full-text periodicals, including more than 5,100 peer-reviewed journals. In addition to full text, this database offers indexing and abstracts for more than 10,100 journals and a total of 10,600 publications including monographs, reports, conference proceedings, etc. The database is updated daily and features PDF content going back as far as 1887, with the majority of full-text titles in native (searchable) PDF format. Searchable cited references are provided for nearly 1,000 journals. This scholarly collection offers full-text coverage of information in many areas of academic study, including archaeology, area studies, astronomy, biology, chemistry, civil engineering, electrical engineering, ethnic and multicultural studies, food science and technology, general science, geography, geology, law, mathematics, mechanical engineering, music, physics, psychology, religion and theology, women's studies, and other fields.

3. Accounting and Tax Database (ProQuest) This collection provides centralized access to top journals, reference reports, proceedings, dissertations and more, including over 2,300 publications with hundreds in full-text. ProQuest Accounting & Tax includes: highly ranked global and scholarly journals, including all journals from the American Accounting Association; Accounting, tax management, and auditing trade publications from top publishers such as CCH, Aspen, Thompson Professional and Regulatory Services, Source Media, Tax Management Inc., and Euromoney; AICPA publications; tax law and financial law publications from notable sources such as the American Bar Association and American Law Institute; Global accounting and tax journals from the UK, Canada, Australia, France, Spain, Ireland and more; Financial advising, governance, and risk management publications from Incisive Media, CFA Institute, and Association for Financial Counseling and Planning; over 1,500 accounting dissertations; More than 7,800 Working Papers from SSRN (Social Science Research Network) and select conference proceedings for accounting.

4. Census Data (U.S. Census Bureau) This offers the most comprehensive demographic data for the United States. The site includes information and statistics on the nation's population, housing, business and manufacturing activity, international trade, farming, and state and local governments.

5. Digital Library of Georgia is a continuous growing gateway to Georgia's history and culture. It is composed of digitalized books, manuscripts, photographs, government documents, newspapers, maps, audio, video and resources about the history of Albany State. The Digital Library of Georgia is an initiative of GALILEO. Currently work is being collected and digitized on the Albany Civil Rights Movements. This collection will provide a rich research collection on Albany's cultural history.

6. Films on Demand This collection consists of 15,500 video titles (77,000 segments) in Humanities & Social Sciences, Business & Economics, Health, and Science. Also included is the new collection of United Newsreels which includes an additional 260 titles (1,250 segments). USG institutions currently have access via GALILEO to the Films on Demand Master Academic Collection.

7. Mergent Online - Mergent Online delivers a suite of comprehensive financial information with the accuracy, timeliness and transparency that is absolutely essential in today's marketplace. Through Mergent Online users leverage Mergent's unique history and experience, built on a century of transforming data into knowledge. Built specifically for the complex and constantly evolving issues that information professionals face, Mergent Online offers detailed insight into company and industry research, both historical and current. It's truly one of the most complete historical financial databases available today, and is backed by state-of-the-art technology to provide our users with a distinct competitive edge.

8. PsycARTICLES Coverage Dates: 1894 – present, Audience: Research, student. PsycARTICLES, from the American Psychological Association (APA), includes full-text, peer-reviewed scholarly and scientific articles in general psychology and specialized basic, applied, clinical, and theoretical research in psychology. The database contains more than 137,000 articles from 66 journals published by the APA, its imprint the Educational Publishing Foundation (EPF), and from allied organizations including the Canadian Psychological Association and

the Hogrefe Publishing Group. It includes all journal articles, book reviews, and letters to the editor, and errata from each journal. Coverage spans 1894 to present; nearly all APA journals go back to Volume 1, Issue 1. PsycARTICLES is indexed with controlled vocabulary from APA's Thesaurus of Psychological Index Terms.

9. Research Library (at ProQuest) Coverage Dates: 1971 to present. Research Library provides one-stop access to a wide range of popular academic subjects and includes full-text access for thousands of titles, including scholarly journals, trade publications, magazines, and newspapers.

The USG Libraries are moving to a new integrated library next generation system in May 2017. The benefits of the new system will provide:
• A single unified solution, no matter the format – a solution that will bring all the library resources together, and break down the silos in the collection.
• Operational efficiency with rich automated workflows – flexible, advanced configuration options so that workflows are fully supported and can be automated.
• Better decision-making – supports evidence-based decision making for optimizing the collection.
• Collaboration & community – supports collaboration with built-in support for different types and levels of consortium arrangements.
• Grows with the library's needs – open standards ensures smooth integration with third party solutions.
• Lower maintenance costs – the cloud-based multi-tenant architecture will provide significant saving in maintenance and IT costs.
• User engagement – the infrastructure is designed to improve user experience and increase usage of out library services.
• Available by mobile access from any remote site.

The ASU Libraries collections are searchable through this integrated library system (ALMA), which provides online access to individual library holdings information for on- and off-campus students, faculty, and staff. Since consolidation, access to collection holdings information has been improved with the merger of the libraries' Voyager systems into one instance; all library holdings are now managed within and discoverable across one platform.

GIL & GALILEO. ASU students, faculty, and staff have access to and borrowing privileges from the collections of the college and university libraries in the state of Georgia. ASU is a member of the GALILEO Interconnected Libraries (GIL) system and Georgia's virtual library, GALILEO (Georgia Library Learning Online), each of which is described below. In addition to GALILEO and GIL, the ASU Library participates in a number of collaborative organizations, consortia, and regional, national, and international resource sharing memberships that facilitate access to and enhance the availability of print and electronic resources for students and faculty, regardless of their physical locations. Examples of resource sharing are described below.

• Through collaboration and resource sharing, GeorgIA LIbrary LEarning Online (GALILEO) provides anytime, anywhere access to library information for all Georgia citizens and seeks to improve local library services by lowering institutional costs for database subscriptions while also increasing online access to a wider range of shared electronic materials. Georgia's virtual library was initiated in 1995 by the USG. GALILEO supports more than 100 core databases, indexing thousands of periodicals, newspapers, and scholarly journals with more than 10,000 journal titles provided in full-text. These are supplemented by 314 other databases funded by the ASU Library. Participating members include the USG's 29 public colleges and universities (including ASU), 24 private colleges and universities in Georgia, all of the state's 26 technical colleges, 13 public library systems, two special libraries in Georgia, and hundreds of K-12 public schools. GALILEO is funded by the state of Georgia and supported by the USG Office of Information and Instructional Technology.

• GALILEO Interconnected Libraries (GIL) provides access to the library collections of all 29 USG institutions of higher education. The purpose of this cooperation is to allow each institution to participate and share resources equitably while developing the necessary core resources for each local institution. Access to these consortial collections is through each library's online catalog (GIL) and the union catalog for GIL. GIL is the integrated library management system for acquiring, cataloging, discovering, and circulating the collections of all libraries in the 29 USG institutions, including the resources of the state's top research universities as well as the libraries of the Atlanta History Center and the Georgia Department of Archives and History. GIL maintains an online union catalog of more than 13 million bibliographic records housed across the USG, two-thirds of which are unique holdings at one of the member libraries. GIL Express facilitates the borrowing of materials across the system. USG students, faculty and staff have access to all eligible circulating material at all USG libraries through either onsite or remote requesting services. GIL is funded by the state of Georgia and supported by the USG Office of Information and Instructional Technology.

• EBSCO eBooks - Students also have access to EBSCO eBooks, a collection of electronic books. EBSCO eBooks is an e-book service accessible to Albany State University students, faculty and staff through Galileo. It provides access to more than 741,688 electronic books.

• EBSCOHost A to Z Listing -The library provides a subject guide called the, listing all of the full-text journals that Albany State University's Library owns in its Serials Collection.

• EBSCO Subscription Services - The library offers even more serials and journals titles through the library's EBSCO Subscription Service. Additional periodicals, scholarly journals, electronic journals are all available to library patrons for research purposes. Through interlibrary loan, universal borrowing a strong collaboration of resource sharing exists among the educational institutions that participate in GALILEO.

• HBCU Library Alliance – The Library Director is a member of the HBCU Library Alliance which is a consortium that supports the collaboration of information professionals dedicated to providing an array of resources designed to strengthen Historically Black Colleges and Universities and their constituents. Approximately 100 libraries, 89 4 year institutions, 2-year institutions and 22 states are a part of the consortium.

• InfoBase - The Infobase eBook platform offers access to 250 titles in World and United States history. These titles are easily accessible from any computer with an internet connection and allow for 24/7 unlimited simultaneous use.

• LYRASIS – Both Pendergrast Library and Wetherbee Library are members of LYRASIS (formally known as SOLINET; Southeastern Library Network), a national and international bibliographic cooperative in library resources management. LYRASIS uses its large library membership to secure discounted purchasing prices and licensing fees for a wide variety of eResources and eContent materials. Upon consideration, membership for the consolidated libraries will be retained under the ASU name.

• RAM Scholar Repository - The Ram Scholar, the name determined by the Albany State participants, is a repository created to preserve and honor the scholarly history of the faculty, staff and students of Albany State University in a digital environment. The digital repository, Ram Scholar, will also serve as a digital collection of undergraduate and faculty research, and the historically important events in the history of the institution.

• Resources for College Libraries - A premier list of core print and electronic resources for academic libraries, featuring over 85,000 titles in 117 subjects. Brought to you by ACRL's Choice and Bowker, RCL covers the entire two-year and four-year college curriculum and provides a list of core titles that are essential for undergraduate study. Developed by an editorial team of more than 400 subject editors, bibliographers, and referees the RCL database content is continuously updated and now features improved functionality and a new improved

user-friendly interface. Trustworthy content compiled by subject experts. Time-saving collection analysis and development tool. Enhanced discovery options for students, researchers and librarians.

• WorldShare – WorldShare Analytics Collection Evaluation Program uses an evaluation tool to provide quick and efficient access to information about our library's collection.

User-Focused Support and Services
Access to all library staff, resources, and services is essential for students and faculty, no matter their location or need, whether that is at clinical or internship sites, at off-campus locations, and via distance learning technologies.

To ensure that the university community has access to its library resources, the Pendergrast Library is open a total of 80.5 hours each week, and the Wetherbee Library is open 68 hours per week, during regular sessions. The libraries have extended hours during finals. During holidays and between semesters, limited hours are scheduled to accommodate faculty and students. Electronic access to library resources is available 24/7. The library also provides courier services for GIL Express/Universal Borrowing and Interlibrary Loan requests for books. All of this access to library resources is expected to continue post-consolidation.

The Pendergrast and Wetherbee libraries publish their operating schedules for in-person/walk-in access and service and adjust these to accommodate the need for increased access, such as during exam periods. Online library services are accessible via individual user login authentication all day, every day. Online and distance education students also benefit from ubiquitous access to high-quality information resources. For example, each library offers orientation sessions and instruction for accessing on-site and virtual resources, use of borrowing and loan programs, archives and special collections, research assistance, use of library facilities for study groups and meetings.

Library staff are available to all users by a variety of means, both virtually and in person. In collaboration with the Office of Student Development, the libraries will continue to meet the needs of patrons with disabilities. Facilities are ADA compliant and specific needs are met as outlined below:
• Assistive software is used to access online library resources such as JAWS screen reading software and E-Text Reader for persons with visual disabilities and learning disorders
• Magnification system, scanner and computer with Zoomtext and Cicero
• 27-inch monitor
• Subtitled videos, audio and other alternative formats are available for students and faculty;
• Furnishings are modified for wheelchair access
• Librarians and library staff retrieve items from stacks, shelves, and resource areas.

As noted previously, each campus library provides workstations for use by students, faculty, and staff to ensure access to journal articles, eBooks and digitized collections. In addition, workstation provides access to productivity software, such as the Microsoft Office suite, and specialty software including Respondus and IBM SPSS Statistics are available at the East Campus Library to all ASU faculty, staff, and students. All campus libraries provide printing services and most provide laptops and other equipment for checkout.

Library faculty deliver instruction in the use of information resources through group, classroom and individual sessions as well as workshops. The libraries also provide online tutorials, user guides and reference assistance. Library staff who serve as liaisons to program faculty collaborate with those faculty and students to develop learning resources associated with program curricula and research. Librarians also collaborate with faculty to develop effective search strategies; assist with critical literature reviews for research proposals; introduce information resources at faulty meetings; and produce scholarly publications and presentations through the Embedded Librarian Program.

The Interlibrary Loan service also augments the library's resources, allowing students and faculty to borrow resources from almost anywhere in the world. The Interlibrary Loan services were also enhanced with the implementation of article exchange which sends scanned documents via the Internet using the borrowing university's IP address. Article Exchange and email has increased the efficiency of Interlibrary Loan program. GIL Express/Universal Borrowing has also been implemented to borrow books from other universities. If a book is not available through GIL Express, then it will be requested through interlibrary loan.

To assist library users in locating bibliographic information and other learning resources, the library offers a variety of general and technical orientation programs. The library staff makes available specialized references, including catalogs, indexes, bibliographies, maps, pamphlets, government documents and manuscripts that treat topics of special interest. The library provides other user services to faculty members who teach Freshman Orientation, English courses or other introductory courses and schedules entire classes for instruction in research methods. After consultation with the instructor, the library staff conducts a general orientation on how to use the library, including a demonstration of specialized references, online services and the computerized catalog. Faculty may also schedule times for the library staff to teach students or classes how to conduct research or assist students in compiling specialized bibliographies. To improve and facilitate user services, the library staff is consolidating the library websites for both campuses.

Bibliographic Instruction is provided to all Freshman Classes, and a library test is administered by the instructor to insure that students are fully aware of how to use the library resources. The Bibliographic Instruction session is delivered as a power point presentation of tour classes. Individual tours are provided and hands-on demonstrations of how to use the library resources is also offered to students. A Library Orientation Post Survey is given to students after each session.

The library also has copies of core curriculum textbooks in its Textbooks Reserves Collection. Students, who are without textbooks due to whatever reason, may check out texts that are kept on Reserve at Circulation. Reserve resources are for in-house use only for a 2-hour checkout period.

The library staff is also available to provide point-of-use instruction and assistance in Reference, Circulation, Serials, Government Documents and Interlibrary Loan. Individuals who are unfamiliar with databases, microform, microfiche or other library resources or who have difficulty locating or using resources are assisted by staff in accessing Galileo, ERIC databases, microfilm and microfiche to retrieve information. Several departments have databases specifically geared to their disciplines. Electronic Database Training Sessions are scheduled each semester to offer instruction to navigate the Internet in searching the library's electronic databases. Post-training Surveys are administered to patrons to assess the effectiveness of the session.

Affordable Learning Georgia (ALG) is a University System of Georgia (USG) initiative to promote student success by providing affordable textbook alternatives. It is a one-stop service to help USG faculty and staff identify lower-cost, electronic, free, and Open Educational Resources, building on the cost-effective subscription resources provided by GALILEO and the USG libraries. California State University-MERLOT is a partner benefit service for ALG. The James Pendergrast Memorial Library has responded to the challenge of supporting graduate and off-campus learners in a number of ways. Some of these include remote access to online databases, virtual reference services, online public access catalog, Ariel document delivery system, Galileo and Galileo Interconnected Libraries (GIL), and the Library's website. Students enrolled in an off-campus ASU distance learning course have several library tools, materials, and services to aid in obtaining information resources to support their coursework. The unified online library catalog for the university is called GIL RAMCAT. It contains computerized records of books, periodicals, electronic journals, and government documents in the Library. Students can utilize the

GIL RAMCAT from any remote site at: gil.asurams.edu. Students may renew books from any remote site by accessing the GIL Online Catalog.

General technology training resources provided by the consolidated university's department of <u>Information Technology Services (ITS).</u> The ITS department serves as a primary point of contact to students and faculty for network access, campus applications, and productivity software and tools. The university's learning management system, Desire2Learn, (D2L), is the serviced by the ITS department. A Library Learning Community with power points presentations, help sheets and Library Orientation are included in D2L with the virtual library resources. All D2L training and service support is provided by the Academic Online Instruction Department.

<u>Special Collections & Archives</u>
The ASU Library Archives for the new university will comprise the services and operations of both ASU Libraries. No substantive changes are projected with regard to services, collections, and educational resources available to the new university's students, faculty and staff as well as the broader community as a result of the consolidation of ASU and DSC. The primary difference in oversight and operations is that ASUs archives and special collections are currently under the direction of the Pendergrast Library, while ASU West's archives is separate from the Wetherbee Library. Therefore, ASU West's archives and special collections will be consolidated under the current ASU archives.

Unique in Southwest Georgia, ASU East has an extensive African-American history collection which contains numerous volumes on microfilm including the celebrated Schomburg Collection, African Repository & Colonial Journal 1825-1982, Slavery Source Materials ~ Books & Pamphlets written before the Civil War by and about the Negro and about slavery and anti-slavery, The Negro: Emancipation to World War I ~ Books & Pamphlets written between 1863 and 1914 by and about the Negro, Opportunity: Journal of Negro Life ~ Volumes 1-18 ~ 1923-1940, American Colonization Society Annual Report, and American Anti-Slavery Annual Report ~ Volumes 1-8 & Volumes 8-21 (never published), Papers of the NAACP ~ Selected Branch Files ~ 1913-1939, Papers of the NAACP ~ Selected Branch Files ~ 1940-1955, Papers of the NAACP ~ Selected Branch Files ~ 1956-1965, The Claude A. Barnett Papers: The Associated Negro Press ~ 1918-1967, and Records of The Freedman's Hospital (correspondence & memoranda) ~ 1872-1910.

Patrons can also access the Digital Library of Georgia. The Digital Library of Georgia is a continuous growing gateway to Georgia's history and culture. It is composed of digitalized books, manuscripts, photographs, government documents, newspapers; maps, audio, video and resources about the history of Albany State. The Digital Library of Georgia is an initiative of Galileo. Currently work is being collected and digitized on the Albany Civil Rights Movements. This collection will provide a rich research collection on Albany's cultural history. In addition, records management for the consolidated university will be managed by the current ASU Records Management Department. Table 2 details the services offered by each university at this time.

Table 2. ASU East and West – Archives, Special Collections and Other Operations.

ASU East Archives, and Special Collection and Rare Books	ASU West Archives, and Special Collections Department
Archives; yearbooks, undergraduate catalogs,	Yearbooks
ASU photo collection within the library; not stand-alone museum	None
Special/Rare Books Collection	None
Records Management Library staff	None

As ASU West does not have an equivalent to the Archives at ASU or a Rare Book Collection, ASU West's future archival documents will be combined with ASU's Archives. In addition, ASU West does not have a centralized records management unit; hence, ASU's Records Management unit will expand its operations and services to the ASU campus as a part of the consolidation. These are two more ways in which consolidation actually improves services for the partner libraries and their patrons.

All users of Special Collections & Archives can access archival holdings information and some digital content through GIL and the Digital Collections. On-site access to collections and reference assistance are available during the department's operating hours, which are available on the library's website. Reference assistance also is provided via phone and email.

The Albany State University Library is a partner in the University System of Georgia GALILEO Knowledge Repository (GKR). GKR initiated a cooperative institutional repository (IR), RamScholar Repository, service and model for USG institutions that manages and provide access to ASU's campus' digital scholarship, research information, and related works. The RamScholar Repository includes a metadata repository for federated searching and browsing across the member institutions' repositories for the citizens of Georgia and the scholarly community at large.

<u>Memberships</u>
The ASU Library is a member of the American Association for State and Local History, American Chemical Society CENO, American Library Association, Association of Southeastern Research Libraries, Atmire BioMed Open Repository, Bowker's Resources for College Libraries, Georgia Historical Society, HBCU Library Alliance, JSTOR, LYRASIS, National Library of Medicine, Online Computer Library Center (OCLC) and ProQuest.

Sources

- ASU 2.9 AccountingTaxBanking_ProQuest
- ASU 2.9 CensusBureau
- ASU 2.9 FilmsOnDemand
- ASU 2.9 GADigitalLibrary
- ASU 2.9 LYRASIS
- ASU 2.9 Mergent Online
- ASU 2.9 PsycArticles
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Student Support Services
The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. (**Student support services**)

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Statement of Compliance
Albany State University is in compliance with this core requirement.

Impact of Consolidation
Consistent with its mission, the consolidated Albany State University (ASU) has a wide variety of student support programs, services, and activities that promote student learning and enhance the development of its students. The array of student support services is greater and benefits more students as a function of consolidation. As independent institutions, ASU and Darton State College (DSC) had a wide variety of student support services, programs, and activities for which there was substantial overlap in function and intent, all of which had to be coordinated and consolidated for the new ASU. Consolidation efforts continue and will be fully integrated by Fall 2017.

When the University System of Georgia (USG) announced its plans to consolidate ASU and DSC in the Fall 2015, both institution's athletic departments immediately began working to consolidate their intercollegiate athletics offerings. This early, swift action was necessary to protect the interests of the players, their families, and the coaches who were adhering to NCAA and NJCAA rules. At the time of the consolidation announcement, DSC offered six intercollegiate sports programs. They were baseball, women's softball, women's basketball, men's golf, and men's and women's soccer. Of these six sports, baseball, women's softball, and women's basketball were discontinued because it is against NCAA and NJCAA regulations for an institution to offer duplicative sports within two separate conferences. Men's golf and women's soccer were added to the roster of intercollegiate sports for the new ASU. DSC already committed to discontinuing men's soccer prior to consolidation and therefore was not considered. As a result of these early moves, the new ASU's roster of intercollegiate sports continues to include the previous 11 of football, softball, baseball, women's tennis, and women's volleyball; in addition to men's and women's basketball, cross country and track/field. ASU's newest sport offerings are men's golf and women's soccer. Thus, in Fall 2017, ASU athletics will have 13 sport offerings competing in the NCAA Division II level within the SIAC conference with the exception of women's soccer which will be an independent sport. The SIAC does not support soccer at this time.

Consolidation resulted in a new streamlined administrative structure for the new ASU. With the exception to the Bursar's Office, College Store, and Financial Aid, which sit in the portfolio of Fiscal Affairs, the student support services described below report to the Provost and Vice President for Academic Affairs via either the Vice President for Student Affairs & Success, Vice President for Enrollment Management, or Executive Director for Transitional Studies. This is a new structure in that prior to consolidation the Office of Student Affairs at ASU and DSC were cabinet level departments responsible for all student support services areas.

Other Evidence of Continuing Compliance
ASU provides student support services designed to meet the academic and developmental needs of a diverse student body. In keeping with the institution's mission to "prepare students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success", an appropriate range of support services and programs is available on all campuses and for students enrolled via distance education.

Student life is enriched through cultural, social, educational, and recreational programs, as well as opportunities for leadership in student government and participation in extracurricular organizations and athletics. Provision of these services is the responsibility of many units of the institution to include Student Affairs and Success, Enrollment Management, Academic Affairs, Fiscal Affairs, and Transitional Studies. An alphabetical listing and brief description of key ASU student support services, programs, and activities follows.

Academic Advising and Retention Center
The Academic Advising and Retention Center (AARC) and Distance Learning Department are committed to providing comprehensive personal and academic advising to help students develop meaningful educational plans that are compatible with their life goals. Caring academic advisors give accurate information and college success tips to both face-to-face and online students, with a special focus on new and returning students and students with undecided majors. The Advising Center and Distance Learning Department help students understand the requirements for their intended programs of study. The AARC advises all first-time undergraduate students with less than 45 semester hours of credit who are taking face-to-face classes. The Distance Learning Department advises all first-time undergraduate students with less than 45 semester hours of credit who are taking fully at-a-distance classes. In addition the distance learning department provides registration services via telephone and webinar technologies for off-site and distance learners to ensure these students are gaining access to the same advising and registration services as on-campus students.

Academic Tutoring Services
Albany State University provides academic tutoring services for all students enrolled. Tutoring is a part of ASU's total efforts to provide academic assistance to all students. ASU's Writing Center will assist in all writing assignments for all academic disciplines, not just English writing courses. The Math Center provides assistance for all mathematics driven disciplines as well. ASU's Distance Learning Department offers Online Writing and Math tutoring services using webinar technologies, phone, e-mail, and other technologies to serve students at a distance who need help. Online guides for help with writing, including help with grammar, MLA style, and APA style, are also available through the Distance Learning Online Writing Center website. Online students receive tutoring assistance on an as-needed and case-by-case basis, as well as on-demand through Smarthinking Online Tutoring services which is available through ASU's learning management system. Students located at off-campus instructional sites, can and do receive assistance from a tutor located in the area and also through the

Distance Learning Department's online tutoring services. Most move on when ready (MOWR) students take courses on East or West campus. As such, they have the same access to services as on-campus students do. Any MOWR students have access via the same services provided to our online students. In addition to all of the online services, these students may also access on-campus services.

Bursar's Office
The purpose of the Bursar's Office is to perform the fiduciary responsibilities of ASU and to professionally manage the financial transactions between students, parents, and ASU. These services include accurately disbursing and collecting student funds, and responding to student and parent inquiries about financial issues. Responsibilities of the Bursar's Office include issuing billing statements, ensuring payments and financial aid received are properly applied to student accounts in a timely manner, refunding overpaid accounts, and collection of past due accounts. The Bursar's Office maintains the Financial Operations webpage that provides links and information about payment options, fees, tuition rates, and deadlines.

Career Services
The Office of Career Services functions as an educational support service that provides assistance to students, alumni, and community members as they make fundamental decisions regarding their career and life goals. Programs and services engage students with important career choice information as well as direct exposure to employers with high quality entry-level and internship opportunities. The services offered include job listings, career exploration, career assessments, resume critiques, mock interviews, a variety of career related workshops, and annual career expositions.

The Office of Career Services provides students and alumni with comprehensive career related services to help students make fundamental decisions about the uses of education in their careers and life goals. The office as an academic support service furnishes individuals with a variety of resources for achieving career goals. The office assists students with choosing a major, career assessments, career exploration and career library, resume and interviewing help, and seminar and workshops. Information about choosing a major can be found on the Albany State University Career Services webpage. The service is available as an online tool or as a one-on-one advising session. The office offers the Strong Interest Inventory, Myers-Briggs Type Indicator, and the Kuder Journey Library which are career assessments individuals can complete on campus. Information about each assessment is available through the Career Services website. Excellent resources on colleges, careers, and job search information are available through the Career. Books are available to help students learn about resumes, interviewing skills, and job searching. The Career Library offers links to career exploration information websites with up-to-date education and occupational information such as the Georgia Career Information System, The Bureau of Labor Statistics, O*net, and CareerOneStop. The office assists individuals with creating and reviewing resumes along with assisting student job interviewing skills and mock interview. Resume and interviewing help is provided on-campus or through online website OptimalResume. Resume and interviewing help is also provided for individuals through resume and interviewing seminars and workshops offered each semester. Career related seminars and workshops are offered each semester. Students, faculty, and staff are notified of the resources the Office of Career Services provides via email, campus flyers, and classroom announcements.

College Store
East and West campuses has a college store that provides a variety of services to the students. In addition to selling course textbooks, the stores also offer book buy back, textbook rentals, office supplies, computer software and hardware, ASU apparel and merchandise, and a limited amount of snack items. The college stores are owned and operated by Follet with support provided by the Office of Fiscal Affairs. The bookstore website contains information about its services and locations.

Counseling Center
The Counseling Center is committed to the academic, personal, social and psychological growth of students at Albany State University. The center strives to be highly successful while promoting a healthy learning community for students. The scope of services that the counseling center provides includes individual, couple, family, and group therapy. In particular the center can assist person experiencing challenges with academic difficulties, anxiety, depression, family and relationship issues, emotional identity issues, physical and/or sexual abuse, stress, substance use/abuse, or any other concerns. The center also provides referrals to off-campus resources when appropriate. The Counseling Center is dedicated to providing the university with quality services and expertise in the areas of consultation and outreach. The Counseling Center offers its services to off-campus instructional sites and distance learners as well.

Cultural/Minority Affairs
Cultural/Minority Affairs implements programming in support of the institution's efforts to maintain an environment of inclusiveness for all students. Throughout their matriculation, students of diverse groups have access to in-depth advising and mentoring. Additional academic and professional preparation services are offered for the purpose of helping students to achieve their full potential as change agents and global leaders. Sponsored activities are open to all students and faculty and advisement is open to all ASU students, including dual enrollment students.

The Center for the African American Male (CAAM) was founded in 1998 and designed to promote positive influence, education, and growth of African American males enrolled at the university. CAAM works to increase retention, promote positive self-image, engage in mentorship collaborations while partnering with various departments at ASU to leverage resources and assist more African American males within the ASU community.

Facilities
Albany State University has many recreational facilities for students to use during their leisure time. On the East Campus, students have access to a state of the art student center, as well as a preeminent RAC center that includes a gymnasium, swimming pool, and fitness center. On the West Campus, students have access to a premier RAC center equipped with an indoor track, swimming pool, two gymnasiums, and a fitness center. West campus student center includes a climbing wall, bowling alley, and racquetball courts.

Financial Aid
The mission of the Office of Financial Aid is to provide financial assistance to students and parents for the purpose of financing their education. The office seeks to assure that any qualified student who wants to pursue and complete an education at ASU can obtain the appropriate resources to do so. The Financial Aid Office seeks to provide financial aid services which are accessible, sensitive to individual student needs, and effective in enabling students to bridge the gap between family resources and educational expenses. The delivery of services is characterized by timeliness, accuracy, and clarity, and accomplished through procedures consistent with fiscal responsibility and governmental and institutional regulations. The Financial Aid Office is committed to providing students with loan counseling and information about loan indebtedness and repayment responsibilities. In responding to the diverse and changing needs of the university community, a spirit of cooperation and an approach which is flexible, equitable, innovative, and broad is maintained. Services are provided in the same way for all students, regardless of location.

Greek Life
Albany State University offers nine Greek letter organizations that hold membership in the National Pan Hellenic Council (NPHC). The nine Greek letter organization share a common theme of community service and uplift and work collaboratively on community projects. In addition, each organization promotes scholastic achievement and regulates social and recreational activities among its members. Greek Life will be primarily located on the East campus. However, any ASU student who meets the required GPA, credit hour, and full-time status

criteria can seek membership.

Intramural Sports
Albany State University offers a robust Intramural Sports program that seeks to enhance students' development and learning by providing wellness activities that engage them with University staff and faculty outside of the classroom. The program offers a variety of indoor and outdoor sporting activities, including bowling, basketball, billiards, canoe battleship, dodgeball, flag football, and volleyball. All students are eligible to compete in intramural play.

Intercollegiate Athletics
Albany State University is a member of the Southern Intercollegiate Athletic Conference. Students have the opportunity to participate in intercollegiate baseball, basketball, cross country, football, golf, soccer, softball, tennis, track & field, and volleyball as published on the ASU Athletics website.

Military and Adult Education
The Office of Military and Adult Education promotes college completion for all adult and military students by providing student support services that enhance and compliment the academic experience. Through information and referral, outreach, and opportunities for involvement, the office provides an array of student support services tailored to military and adult learners.

New Student Orientation
New student orientation is administered through the Office of Enrollment Management and supported by the Office of Student Affairs and Success and the Office of Academic Affairs, connects new admitted students with resources needed to be successful in the college community and academic endeavors. The orientation provides essential information about academic programs and requirements, student organizations and activities, and the wide range of academic and non-academic campus resources available to students. Each new student orientation concludes with registration for the upcoming semester's classes.

Recruitment and Admissions
The Office of Recruitment and Admissions is dedicated to providing service to prospective and new students pursuing a post-secondary education. The mission, consistent with that of ASU and the University System of Georgia, seeks to attract, admit, and enroll students based upon strategic initiatives set by the Executive Cabinet of Albany State University. In order to recruit and aid prospective students toward applying and enrolling, the Office of Recruitment and Admissions provides admissions officers on East and West campuses and supports each off-campus instructional site. Students may apply for admission by submitting paper applications or by applying online at gacollege411.org. Testing Centers located on East and West campuses allow students to take the SAT or ACT tests, and the AccuPlacer exam on an almost weekly basis and provide scores to the Recruitment and Admissions Office quickly so that staff can evaluate files in a timely manner. The office accepts official transcripts both electronically and by U.S. Mail. An array of recruitment activities targeted toward dual-enrolled students, freshmen, and transfer students occur throughout the year on East and West campuses and in targeted markets. Recruitment materials include paper and electronic brochures, billboard ads, e-mails, and television commercials. In addition, scholarships are offered to targeted in-coming students as an incentive to enroll at ASU.

Registrar
The Registrar's Office supports the academic mission of the university by facilitating the transition from initial enrollment to degree completion while ensuring adherence to academic policy. The Office also preserves academic integrity, safeguards academic records, provides accessible and reliable administrative services, and strives to meet the diverse needs of students, faculty, administration, alumni and the community.

The Office also provides information and input to constituents that result in informed policy creation. The customer-centric philosophy of the Registrar's Office is to provide efficient service in a courteous, fair, and equitable manner. The Registrar's Office provides the following services and access to forms: registration and schedule changes, enrollment verification, academic transcripts, grade reporting, degree audits, graduation, diploma replacement, records evaluation, GPA updates after repeating courses, Veteran's tuition assistance, residency information and classification for continuing students, course descriptions for undergraduate courses, and FERPA information. The office provides the same processes for online students that it does on campus students.

Residence Life and Housing
Albany State University offers students the opportunity of the experience or residence life. The new ASU has eleven residence halls, nine on the East campus and two on West campus. ASU views on-campus housing as a living-learning community, directly linked to university life. ASU Residence Life and Housing seeks to develop the whole person, including intellectual, social, and civic engagement. While policies, rules, and regulations are in place to help support student success by providing a secure and productive environment, these rules also offer learning experiences and teaching moments. When rules are broken, as when, for example, a roommate commits an infraction, resident assistants mediate between roommates. This process in itself becomes a learning experience rather than a punishment. Numerous activities taking place in student housing—such as study groups, socials, workouts in fitness areas—promote social interaction and citizenship. For more formal educational learning experiences, counselors and guest speakers are brought in to discuss topics as varied as sexual assault, mental health, and life balance, encouraging discussion during these sessions.

Sport Clubs
Albany State University offers an array of club sports. Club Sports are voluntary registered student organizations established by student who are motivated by a common interest to participate in a sport for the purpose of promoting and developing skills in a particular competitive or recreational sport. Currently, ASU's sport clubs are Basketball, Table Tennis, Archery, Bass Fishing, Cheerleading, Soccer, Trap and Skeet, and Outdoor Adventure.

Student Health Services
Student Health Services provides basic health care services and teaches prevention and self-help skills to students. All currently enrolled students who pay the Student Health Fee are eligible for care at Health Services. Student Health Fees collected each semester cover services provided in the health clinic. All students must pay the Student Health Fee in order to take advantage of the services offered by Health Services. The clinic is staffed by a Nurse Practitioner, Licensed Practical Nurse, as well as a Physician who is available by appointment. A health professional will assess, evaluate, and treat students for acute illness and injury as well as general health maintenance. If after evaluating the student the health care provider feels an additional evaluation or treatment is required, the student will be referred to a local physician, hospital, or their private physician.

Student Government Association
With consolidation, the Student Government Associations (SGA) on East and West campuses have collaborated on a number of initiatives while each campus maintains its own SGA to deal with campus-specific issues.

Testing Center
The Testing Centers on East and West campuses are dedicated to supporting the University by providing professional testing and proctoring services to its applicants, student body, and community. In particular, the testing center supports academic testing required outside the .

classroom for (1) applicants requiring CollegeBoard Accuplacer Test for admission, (2) professor requested exams for online instructed courses, (3) non-ASU students who need a proctor service, (4) and other occasional exams. ASU's testing center maintains membership with and adheres to the standards set forth by the National College Testing Association (NCTA).

Sources

- ASU Bursar Office webpage2
- ASU About mission and guiding principles webpage2
- ASU Academic Advising and Retention Center webpage2
- ASU Athletics webpage2
- ASU Bookstores webpage
- ASU Campus Housing webpage2
- ASU Career Services webpage2
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Financial Resources
The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. (**Financial resources and stability**)

[Normally the Standard requires an audit, however, the following items will demonstrate compliance with this standard. An audit is not required, unless it is specifically requested.

Include a business plan with the following:

a. a description of financial resources to support the change, including a budget for the first year
b. projected revenues and expenditures and cash flow
c. the amount of resources going to institutions or organizations for contractual or support services
d. the operational, management, and physical resources available for the change.

Assess the impact that the change is having on the funding available for existing programs and services.]

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Statement of Compliance
Albany State University is in compliance with this core requirement.

Impact of Consolidation
Prior to consolidation, both Albany State University (ASU) and Darton State College (DSC) operated with balanced budgets as required by Board of Regents policy. That continues to be the case with the recently consolidated ASU. Evidence that both institutions balanced their expenditures with revenues for the last several fiscal years can be seen in ASU FY 2015 and ASU FY 2016 as well as DSC FY 2015 and DSC FY 2016 annual audit reports.

Enrollment declines in recent years at ASU and DSC, which have strained financial conditions, served as the primary catalyst for consolidating ASU and DSC. The System's chancellor expected substantial savings of administrative operating expenses from the consolidation of ASU's and DSC's administrative operations. The chancellor also indicated that the consolidated ASU would retain such savings and redirect them to pressing needs of the university, including the maintenance of a balanced operating budget.

Significant savings have been realized as a result of the consolidation due to the elimination of duplicative administrative services and positions. These savings for FY 2018 are being used to support and fund the restructuring of the consolidated institution. In addition, said savings are being redirected to bolster operating budgets due to enrollment declines. The costs associated with consolidation were absorbed by ASU and DSC in FY 2017 so that subsequent years' savings will be available for budgetary support, instructional programs, and support services.

Soon after the governing board approved plans in November 2015 to pursue the consolidation of ASU and DSC, with Dr. Art Dunning identified as the lead president for the consolidation, President Dunning began the process of recruiting a new team of campus leaders for his Cabinet. One of the first Cabinet positions to be filled on Dr. Dunning's new team was that of the chief fiscal officer. Mr. Shawn McGee, C.P.A., Interim President and former Vice President for Business & Operations at Bainbridge State College, was named in March 2016 to assume ASU's position of Vice President for Fiscal Affairs, a title which has since changed to Executive Vice President for Administration. Since his arrival, Executive Vice President McGee has initiated numerous improvements in the efficiency and effectiveness of ASU's financial and business operations, which serve to ensure the sound financial base and financial stability of the consolidated institution.

With the university continuing to realign services and strengthen efficiencies as a result of enrollment declines, the university has had to make tough fiscal decisions. In Fall 2016, prior to consolidation, ASU eliminated 80 staff positions and DSC eliminated 30 staff positions. These mid-term fiscal year cuts led to an annualized savings of approximately $4 million for FY 2018. In addition, in May 2017, ASU notified 24 full-time faculty that their employment contracts would not be renewed after the 2017-18 academic year. These difficult position cuts will lead to a savings of approximately $2 million for FY 2019.

Every effort has been made to avoid having to resort to such contingency plans for budget reduction. Capitalizing on normal personnel turnover, retirements, and resignations has gone a long way in facilitating a smooth fiscal consolidation with minimal negative impact on continuing personnel. While ASU and DSC have had to make cuts in personnel positions, doing so will ensure a stronger more efficient consolidated university in future years.

Whether consolidation had been implemented or not, right-sizing of both institutions would have been necessary. Coordinating such

expenditure reductions in the context of consolidation has enabled the new ASU to experience the fiscal benefits of the consolidation's theme, "Better Together." Financial stability of the new ASU has been reinforced significantly under the leadership of the chief fiscal officer and president as a result of the administrative reorganizations and right-sizing that have occurred in the consolidation planning and implementation period.

Other Evidence of Continuing Compliance

Financial Resources
The two principal revenue sources for Education and General Operations at ASU and DSC are state appropriations and student tuition and fees. Tables 1 and 2 present the changes that have occurred in those revenue streams from FY 2011 – FY 2017 for both institutions. State appropriations have fluctuated in response to the Georgia economy and changes in institutional enrollment. However, the overall levels of state funding for both institutions have remained relatively sound and stable over the last 7 years.

Table 1. Trends in E&G State Appropriation Funding (Actuals)

Fiscal Year	ASU State Funding	DSC State Funding
2011	$ 18,872,952.00	$ 14,022,845.00
2012	$ 17,390,429.00	$ 13,279,661.00
2013	$ 18,637,434.00	$ 12,359,784.00
2014	$ 18,539,883.00	$ 14,948,189.00
2015	$ 19,326,043.00	$ 17,012,706.00
2016	$ 19,454,105.00	$ 15,752,515.00
2017*	$19,176,901.00	$15,269,478.00
Six Year % Change	% +1.61	% +8.89

Office of Fiscal Affairs
*Unaudited

As Table 2 documents tuition and fee revenues at ASU have fluctuated from FY 2011 to FY 2017, decreasing 27.02 percent overall. Similarly, tuition and fee revenues at DSC have fluctuated as well, but decreased overall by 22.59 percent from FY 2011 – FY 2017. Enrollment declines have taken a toll on these revenues at both institutions in recent years. Tuition and fee increases have offset some losses of revenue from enrollment decline, and that will continue to be the case because of the BOR's decision to raise tuition rates 2% for FY 2018. (FY2018 Tuition   Fees)

Table 2. Trends in E & G Tuition and Fee Revenues (Actuals)

Fiscal Year	ASU E&G Tuition and Fees Revenues	DSC E&G Tuition and Fee Revenues
2011	$ 24,231,416.00	$ 16,892,309.00
2012	$ 24,875,903.00	$ 19,434,612.00
2013	$ 23,655,962.00	$ 20,771,847.00
2014	$ 21,869,563.00	$ 19,838,165.00
2015	$ 22,135,590.00	$ 18,191,415.00
2016	$ 19,337,156.00	$ 14,092,980.00
2017*	$17,682,931.00	$13,076,962.00
Six Year % Change	% -27.02	% -22.59

Office of Fiscal Affairs
*Unaudited

Annual grants and contracts generate a notable revenue stream for ASU and DSC. As Table 3 reveals, grant and contract revenues have been steady at both institutions in recent years and are expected to total approximately $12.6 million for FY 2017 for the new consolidated institution. The collaboration generated as a result of the consolidation is expected to boost these revenues in future years.

Table 3. Trends in Grants and Contracts Revenues (Actuals)

Fiscal Year	ASU E&G Grants & Contracts Revenues	DSC E&G Grants & Contracts Revenues
2011	$ 10,118,867.00	$ 2,671,440.00
2012	$ 11,350,445.00	$ 2,298,011.00
2013	$ 9,955,087.00	$ 2,327,814.00
2014	$ 9,421,772.00	$ 2,776,316.00
2015	$ 8,601,048.00	$ 2,147,689.00
2016	$ 8,918,723.00	$ 2,082,907.00
2017*	$10,530,147.00	$2,077,797.00
Six Year % Change	% +4.06	% -22.22

Office of Fiscal Affairs
*Unaudited

A full suite of auxiliary services are in place at the new Albany State University, including bookstore operations and technology purchasing, student dining and campus catering, student housing, parking, transportation, card services, copy services, health services, and vending. In addition, a broad array of student programs and activities are available such as intercollegiate athletics, student recreation, intramural athletics services, registered student organizations, and Greek life organizations. Tables 4 and 5 show trends in auxiliary services and student athletics/activities revenues. For the most part, these two revenue streams have been relatively stable in recent years.

Table 4. Trends in Auxiliary Services Revenues (Actuals)

Fiscal Year	ASU Auxiliaries Revenues	DSC Auxiliaries Revenues
2011	$ 13,038,020.00	$ 2,490,485.00
2012	$ 16,264,255.00	$ 5,458,294.00
2013	$ 14,256,512.00	$ 6,009,220.00
2014	$ 14,452,252.00	$ 5,774,064.00
2015	$ 14,330,080.00	$ 5,749,422.00
2016	$ 13,159,044.00	$ 6,149,199.00
2017*	$12,503,973.00	$5,303,960.00
Six Year % Change	% -4.10	% +112.97

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*Unaudited

Table 5. Trends in Athletics & Student Activities Revenues (Actuals)

Fiscal Year	ASU E&G Tuition and Fees Revenues	DSC E&G Tuition and Fee Revenues
2011	$ 3,643,100.00	$ 2,879,885.00
2012	$ 3,533,611.00	$ 3,022,312.00
2013	$ 2,934,257.00	$ 4,132,690.00
2014	$ 2,782,405.00	$ 3,728,634.00
2015	$ 2,598,940.00	$ 3,384,862.00
2016	$ 2,957,182.00	$ 3,295,542.00
2017*	$2,446,613.00	$2,453,031.00
Six Year % Change	% -32.84	% -14.82

Office of Fiscal Affairs
*Unaudited

Foundation Resources
The new Albany State University has an institutional advancement office charged with seeking philanthropic support through fundraising events, annual or special solicitation mailings, and individual solicitations of major and planned gifts. As of June 30, 2016, the values of the ASU and DSC endowment funds were $1.3 Million and $1.3 Million respectively. For FY 2017 ASU and DSC combined have been successful in raising approximately $400,000 to support initiatives of the university.

FY 2018 Budget Revenues, Expenditures, and Cash Flow
With the effective date of the consolidation in early January 2017 and in the middle of the state of Georgia's fiscal year (July 1, 2016 – June 30, 2017), the FY 2017 budgets for ASU and DSC remained separate until the end of June 2017. However, the responsibility for budget management of both institutions was assumed by the new ASU administration beginning January 2017. Some budgetary adjustments were made in both sets of expenditure accounts to accommodate the new administrative structure's implementation in January 2017. Budget management is coordinated centrally under the new institution's Executive Vice President for Administration. Likewise, the Department of Education (DOE) FY 2017 financial aid allocations to ASU and DSC continued through year end, with the second half of the fiscal year being managed by the new Albany State University.

Throughout the 2016 consolidation planning phase, budget issues and consolidation funding redirections received much attention. Administrative structures for the new ASU were developed and approved in 2016 with an eye toward achieving operational efficiencies and budgetary savings. College structures, educational offerings, and support services were carefully considered. A significant amount of pre-planning laid the foundation for the new University's FY 2018 budget. This included the normal processes of System-level budget hearings, BOR decisions on distributions of state appropriations, and BOR decisions on tuition and fees in Spring 2017. The new ASU assembled its detailed budget documents for FY 2018 in April and May 2017, and received System and BOR approvals of the budget in May 2017.

Table 6. Summary of the revenues and expenditures for the FY 2018 budget

Fiscal Year 2017 Budgets to Combined and Fiscal Year 2018 Budget					
	DSC FY 2017 Original Budget	ASU FY 2017 Original Budget	Combined FY 2017 Budgets		First Consolidated New ASU Budget FY 2018
Revenues					
State Appropriations	$ 15,275,154.00	$ 19,231,404.00	$ 34,506,558.00		$ 35,673,967.00
Tuition	$ 10,500,000.00	$ 15,626,645.00	$ 26,126,645.00		$ 21,097,912.00
Other General	$ 2,274,900.00	$ 2,500,000.00	$ 4,774,900.00		$ 4,000,000.00
Indirect Cost Recovery	$ 50,000.00	$ 450,000.00	$ 500,000.00		$ 350,000.00
Technology Fee	$ 750,000.00	$ 400,000.00	$ 1,150,000.00		$ 892,500.00
Sponsored Operations	$ 19,100,396.00	$ 22,000,000.00	$ 41,100,396.00		$ 34,935,000.00
Dept Sales and Svcs	$ 20,000.00	$ 385,000.00	$ 405,000.00		$ 320,000.00
Total Revenue	$ 47,970,450.00	$ 60,593,049.00	$ 108,563,499.00		$ 97,269,379.00
Expenditures					
Instruction	$ 15,585,413.00	$ 22,785,197.00	$ 38,370,610.00		$ 39,164,379.00
Research		$ 715,154.00	$ 715,154.00		$ 487,112.00
Public Service	$ 1,746,730.00	$ 677,412.00	$ 2,424,142.00		$ 1,720,263.00
Academic Support	$ 3,147,536.00	$ 4,268,235.00	$ 7,415,771.00		$ 11,109,383.00
Student Services	$ 2,951,190.00	$ 3,010,955.00	$ 5,962,145.00		$ 5,101,200.00
Institutional Support	$ 4,383,016.00	$ 11,864,720.00	$ 16,247,736.00		$ 16,145,610.00
Plant	$ 3,469,910.00	$ 4,623,393.00	$ 8,093,303.00		$ 7,541,320.00
Scholarships	$ 16,686,655.00	$ 12,647,983.00	$ 29,334,638.00		$ 16,000,000.00
Total Expenditures	$ 47,970,450.00	$ 60,593,049.00	$ 108,563,499.00		$ 97,269,379.00
Net Cash Flow	-	-	-		

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As Table 6 illustrates, the budgets for ASU and DSC and their combined totals for FY 2017 are balanced, as required by BOR policy, with no net cash flow as indicated. The major assumptions upon which the projected FY 2018 budget will be realized include the following:
1. enrollment generated tuition and fees revenues will materialize as projected
2. staffing levels and their associated wage and fringe benefit costs are appropriately "sized" to maintain a positive balance of revenues to expenditures by year-end;
3. sufficient administrative cost savings from consolidation of duplicative administrative overhead will be realized during the second half of FY 2017 once the consolidation becomes effective mid-year to cover transitional costs and other necessary expenses of consolidation in FY 2017; and
4. no unexpected cuts in state appropriated funding will be forthcoming in FY 2018.

Contingency plans are in place for any unexpected revenue loss due to state funding cuts or less-than-projected-enrollment. Contingency measures and resources include the following:
1. projected enrollments for the operating budgets were estimated on a conservative basis to reduce the negative impact of less-than-projected-enrollment outcomes in FY 2018;
2. a position-by-position faculty staffing analysis was conducted in Spring 2017, in an effort to "right size" current faculty staffing levels in preparation for FY 2018 & FY 2019;
3. the upper level administrative structure will be reduced and streamlined substantially from the existing overhead levels and key

administrative leadership positions will continue to be recruited and filled in preparation for further consolidation and continued streamlining of administrative support units;

4. additional reductions in force will be considered if necessary to maintain a balanced budget in FY 2018 & FY 2019;

5. hiring freezes, delayed fills of vacant positions, cutbacks in travel reimbursements, and deferrals of equipment purchases are other tactics used if necessary.

Comparisons of the combined ASU-DSC budget figures for FY17 with those of the FY18 budget for the consolidated ASU reveal other evidence of a sound financial base and financial stability. State Appropriations increased $1.167 million dollars for FY 2018 compared to the combined consolidated ASU/DSC FY 2017 budget. Spending in the category of Instruction saw an approximate increase of $800,000, and the Academic Support budget received a generous $3.69 million increase. These three areas of the FY 2018 are instrumental to the operation of the institution and ASU fulfilling its mission. Investment to increase these key budget line items demonstrates a sound financial base and financial stability.

Statement of Financial Position of Unrestricted Net Assets

Unrestricted net assets represent resources derived from state appropriations, student tuition and fees, indirect cost recoveries, and sales and services of education departments. The statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, represents the change in unrestricted net assets attributable to operations from FY 2016 for ASU and DSC.

Total unrestricted net assets for ASU were ($29,123,295) for period ending June 30, 2017 which represents a decrease of $1,378,944 from the prior year. Darton State College had total unrestricted net assets of ($13,083,324) as of June 30, 2017, which represents a decrease of $50,365 from the prior year.

Auxiliary Enterprises for ASU consists of bookstore operations, student dining and campus catering, student housing, parking, transportation, card services, copy services, student health services, and vending. These self-supporting units are provided as a service to students, faculty, and staff. Through the years, Auxiliary Enterprises at the two consolidating institutions built up unrestricted net assets of over $3.7 million ($1,595 million for DSC and $2,188 million for ASU) that can be used by the new ASU to subsidize shortfalls in other areas if needed.

Sponsored operations at the two institutions totaled $33,578,000 in FY 2016 and is budgeted for $41,100,000 for the consolidated institution in FY 2017.

ASU charges several mandatory student fees:

1. Board of Regents Fee (Institutional Fee) was established by the BOR to help offset State Budget reductions and resulted in revenue of approximately $4,115,000 in FY 2016 for both institutions.

2. Technology fees are used to provide students with technology related tools including software packages, specialized computers and printers, and infrastructure. Technology fee revenue was $1,121,000 in FY 2016 for both institutions.

3. Student Activity Fees totaled $3,593,000 for FY 2016 for both institutions. These funds are used to support extracurricular and co-curricular life on the six campuses including all student life programs, events, organizations, services, and facilities.

4. The Athletic Fee supports intercollegiate athletics. For the consolidated institutions the Athletic Fee revenue totaled $2,286,000 for FY 2016.

Capital Project and Major Repairs & Renovations Support from State Funds

Each year the Capital Project recommendations are reviewed, discussed and approved by the President annually for submission to the Board of Regents. It is recommended that projects be separated into three lists: minor capital projects between $500,000 and $5,000,000; major capital projects for jobs valued at $5,000,000 or more; and payback projects. Other sources for capital improvements include Major Repair and Rehabilitation (MRR) funds from Bond Sales, Institutional resources, Public Private Ventures, and grants. The FY 17 MRR Allocation for the consolidated institution was $1.148 million. In FY 2017, ASU and the Board of Regents were awarded a $1 million grant to strengthen the partnership with the Flint River Aquarium. The grant will strengthen science education programming as well as jump start the Flint River Trails project. The trails project, which includes more than 20 miles of multi-use trails along the Flint River, will see the portion connecting ASU to the Albany downtown portion of the Flint River.

Two capital projects that had been previously approved for construction are currently in various phases. These projects include a new Fine Arts Building on East Campus and a renovation of the Student Center on West campus which will become a "one stop shop" for enrollment management offices. The Fine Arts Building is a $25.1 million dollar project scheduled for completion prior to Fall 2017 semester. The "One Stop Shop" renovation is a $2.3 million project scheduled to be completed Fall 2017.

Capital Project Support Available Through Public-Private Ventures

State funds are rarely used anymore to construct student housing, parking decks, and other facilities that have self-generating revenues for debt service. Because the state of Georgia does not allow agencies of the state to directly borrow from third parties, most USG institutions have entered into arrangements with certain qualifying affiliated entities whereby the affiliated entity – usually a university foundation – actually borrows from third parties to purchase or construct such facilities. The foundation typically purchases or constructs a capital asset for the university. When the asset is ready for use by the university, the university and the foundation normally enter into annual leases for the use of the asset. The lease between the university and the foundation contains a series of renewals that matches the maturity of the debt held by the foundation, which the university exercises annually. When the final payment of the last renewal period has been made, full title to the asset passes from the foundation to the university. These arrangements are known as "public-private ventures" (PPVs) within the USG.

While no lease arrangement is technically or legally for more than one year, for generally accepted accounting principles (GAAP), it is recognized that it would be extremely unlikely that a university would refuse to continue the renewals through the end of the debt payment period, both because of the nature of the relationship between a university and its foundation and because the asset often has been constructed on land that belongs to the university. As such, these one-year leases are recognized as debt/capital leases on the financial statements of each USG institution that utilizes this type of arrangement.

The debt and capital leases for Albany State University and Darton State College are detailed as follows:

Albany State University

Albany State University is a party to capital leases that are generally payable in installments ranging from monthly to annually and have terms expiring in various years between 2034 and 2040. Expenditures for fiscal year 2016 were $5,504,810 of which $3,467,082 represented interest. Total principal paid on capital leases was $1,668,944 for the fiscal year ended June 30, 2016. Interest rates range from 3.25 percent to 5.50 percent. The following is a summary of the carrying values of assets held under capital lease at June 30, 2016:

Albany State University had three capital leases with related entities in the current fiscal year. In August 2006, Albany State University entered into a Student Housing Phase I capital lease of $32,195,312 at 3.25 percent to 5.50 percent with the Albany State Foundation Inc., a discretely component unit, whereby the University leases a building for a twenty-nine year period that began August 2006 and expires

July 2034. The outstanding principal balance as of June 2016 is $30,432,276.

In July 2010, Albany State University entered into a Student Center capital lease of $17,572,962 at 4.75 percent with the Albany State Foundation Inc., a discretely component unit, whereby the University leases a building for a thirty year period that began July 2010 and expires July 2040. The outstanding principal balance as of June 2016 is $17,126,729.

In July 2010, Albany State University entered into a Student Housing Phase II capital lease of $25,581,599 at 4.75 percent with the Albany State Foundation Inc., a discretely component unit, whereby the University leases a building for a thirty year period that began July 2010 and expires July 2040. The outstanding principal balance as of June 2016 is $24,932,315.

Outstanding Principal Balance at June 30, 2016 includes current debt of $72,491,320.

Darton State College
Darton State College is a party to capital leases that have terms expiring in various years between 2040 and 2041. Payments for fiscal year 2016 were $2,946,508 of which $2,235,236 represented interest, $-50,406 represented amortization of the gain on debt refunding, and $154,433 represented executory costs. Total principle paid on capital leases was $607,245 for FY year ended June 30, 2016. Interest rates for lease payments made during FY 2016 ranged from 5.78 to 5.93 percent. The schedule below details capital leases reported as of June 30, 2016.

In July 2010 the College entered into a capital lease with GHEFA whereby the College leases a Student Center building for a thirty year period that expires June 2040. The liability for the capital lease for the student center was $19,899,129 at June 30, 2016, and the interest rate on the bond is 5.87%.

In December 2010 the College entered into a capital lease with the Darton Boosters Inc. to lease the Darton Commons student housing building. The lease is for thirty years and will expire in December 2041. The lease carries an interest rate of 5.78%, and the outstanding balance at June 30, 2016 was $10,014,984.

In July 2011 the College entered into a second capital lease with the Darton Boosters Inc. to lease the Darton Village South student housing building. The lease is for thirty years and will expire in June 2041. The lease carries an interest rate of 5.93% and the outstanding balance at June 30, 2016 was $12,549,290.

Outstanding Principal Balance at June 30, 2016 includes current debt of $42,463,403.

Net Capital Assets compared to Long Term Debt
Table 7 illustrates that the FY 2016 amounts in long term debt do not include the new GASB 68 pension liability amounts of $27,906,000 for ASU and $18,149,000 for DSC. These amounts were excluded for comparative purposes and because they were not in any previous years.

Table 7. Net Capital Assets compared to Long Term Debt

	2012	2013	2014	2015	2016
ASU					
total capital assets (net)	$160,770,279.00	$156,365,265.00	$152,010,159.00	$147,254,497.00	$138,887,060.00
total long term debt	$78,361,215.00	$75,689,881.00	$74,160,265.00	$72,491,319.00	$70,669,668.00
capital asset to LTD Ratio	48.74%	48.41%	48.79%	49.23%	50.88%
DSC					
total capital assets (net)	$79,769,319.00	$76,487,133.00	$76,487,113.00	$74,312,266.00	$71,454,294.00
total long term debt	$45,011,735.00	$44,711,484.00	$44,330,802.00	$42,463,402.00	$41,847,506.00
capital asset to LTD Ratio	56.43%	57.96%	57.96%	57.14%	58.57%

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Resources for Contractual or Support Services
Contractual and support are an important delivery strategy for the consolidated institution. Resources for contractual or support services that are out-sourced are listed below in Table 8. Due to contractual obligations with vendors, officials continue to work to identify which vendor's services will be retained to support the consolidated institution going forward.

Table 8. Out-Sources Contractual or Support Services

Name	Amount (FY16)	Description	ASU	DSC	New ASU
Knox Pest Control	$ 16,844.00	Pest Control for Main Campus		X	TBD
UniFirst Corporation	$ 24,999.99	Uniform Rental		X	TBD
Bank of America Leasing & Capital, LLC	$ 65,385.42	Cisco Smartnet Service and Maintenance, Year 1 of 3-year Lease		X	TBD
Follet Higher Education Group		Bookstore Management Services	X	X	TBD
Buffalo Rock Company, Inc.		Vending Machines	X	X	TBD
Sodexo	$ 98,201.00	College Dining Services		X	TBD
Advanced Disposal	$ 60,000.00	Solid Waste Removal		X	TBD
ASI Campus Laundry Solutions	$ 15,814.08	Commercial Washers/Dryers at Housing, Rental		X	TBD
Quality Mechanical Solutions, Inc.	$ 19,650.00	Preventative Maintenance of A/C Equipment		X	TBD
Dunnwell (Cintas Corp.)	$ 9,150.00	Clean Exhaust Hoods in Dining Hall and Kitchen		X	TBD
National Termite & Pest Control	$ 380.00	Pest Control for Cordele Campus		X	TBD
Aultman Landscaping & Tractor Services	$ 3,900.00	Lawncare Services for Cordele Campus		X	TBD
Albany Elevator Service	$30,240.00	Elevator Service	X		TBD
College Cable Services	$49,520.28	Cable Services	X		TBD
Ricoh	$245,839.00	Copier Maintenance	X		TBD
Cook's Pest Control	$24,996.00	Pest Control for Main Campus	X		TBD
Coca Cola	-	Vending Machines	X		TBD
Aramark	-	College Dining Services	X		TBD
Advanced Disposal	$69,728.00	Solid Waste Removal	X		TBD
Preferred Heating Cooling-Halls 1-6	$188,028.00	Preventative Maintenance of A/C Equipment	X		TBD
Johnson Controls	$245,000.04				

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Status of Financial Aid
Student financial aid is on a sound base of operation. The financial aid programs at ASU and DSC are subject to Georgia Student Scholarship and Grant Programs Compliance Reviews by the Georgia Student Finance Commission (GSFC) at least once every three years. A GSFC compliance review was last conducted for ASU January 2016 and for DSC April 2015. These audits revealed over-award of federal financial aid, resulting from poor administrative practices. As a result, staffing changes have been made, corrective actions taken in financial aid administration practices and procedures, and resolution of state audit findings is in progress. The financial aid program at Albany State University underwent a U.S. Department of Education (USDOE) audit August 2016. The USDOE audit revealed significant over-awards of federal financial aid dollars. The university submitted its response Spring 2017 to the initial audit report and while the institution understands it may have to remit for the over-awarding of Title IV financial aid dollars, it does not know when, how much, and for how long. The institution is awaiting the final report from the US Department of Education. While both institutions have undergone recent financial aid audits at the state and federal levels, the consolidated institution is in compliance with all state and federal regulations pertaining to the awarding of financial aid to students.

Operational, Management, and Physical Resources Available for Change
Business and financial functions for the new Albany State University have been centralized under the Executive Vice President for Administration who reports directly to the President. The Executive Vice President oversees a leadership team of professionals with extensive experience managing and planning university finances including an Associate Vice President for Fiscal Affairs, Executive Director of Student Financial Services, Controller, and Bursar. Position savings have been realized as a function of consolidating and right sizing the financial services operations for the new Albany State University.

Albany State University maintains comprehensive networks of internal controls to ensure compliance with federal, state, and local requirements. Procedures are in place to assess risk, deter non-compliance, and detect violations at the earliest opportunity. Key institutional components involved in controlling institutional finances and monitoring compliance include the Board of Regents of the University System of Georgia (BOR-USG) and the University System of Georgia Internal Audit Function, as well as university auditors. The BOR Policy Manual, Section 7, and the BOR Business Procedures Manual mandate these functions.

The USG systems group hosts the consolidated institution's budgeting and accounting systems (PeopleSoft), as was the case for ASU and DSC. Both the USG and the new ASU will continue to use the budget checking functionality that precludes any expenditure being committed should sufficient budgeted funds not materialize.

For ongoing financial planning and oversight, sound educational planning goals and objectives are set as part of the University's continuous improvement efforts, and appropriate resources are allocated to accomplish these objectives. The University's strategic plan provides the basic framework for the overall planning process.

Sources

- ASU Audit Report_FY 2015
- ASU Auxiliary Services webpage
- ASU Institutional Advancement webpage
- ASU_DOAA_Audit Report_FY 2016
- BOR approval to consolidate Nov 10_2015
- BOR meeting May 2017 Finance_Business Operations
- BOR Policy Manual 9.8 Public Private Ventures

- BOR Policy Manual Section 7.0
- DSC Audit Report_FY 2015
- DSC_DOAA_Audit Report_FY 2016
- FY2018 Tuition_Fees email Nickels to Dunning
- Spring 2017 ASU Financial Aid Audit_Program Review Response
- USG Business Procedures Manual

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Physical resources
The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.
(Physical Resources)

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Statement of Compliance
Albany State University is in compliance with this core requirement.

Impact of Consolidation
The new Albany State University (ASU) comprises all previously existing and new facilities and grounds in place or under construction prior to consolidation at East and West Campuses and existing approved off-site instructional locations. While the array of educational programs now offered by ASU is broader, the effect of the consolidation on the use and allocation of physical facilities and equipment has changed to some extent. As a result of consolidation, ASU established one new college, resulting in five colleges total. In addition to ASU's existing 1) College of Arts and Humanities, 2) College of Business, 3) College of Education, and 4) College of Sciences and Technology, the 5) Darton College of Health Professions was created to highlight the previous strengths of Darton State College in health professions programs. All colleges are based out of the East Campus, except for the Darton College of Health Professions, which resides on the West campus. As a result, all allied health academic programming that once resided on East Campus has been relocated to the West campus. Some reassignments of administrative office space have resulted from the streamlining of administrative support services on East and West campuses with consolidation. No changes were made at off campus instructional sites. Offices such as Executive Leadership, Facilities, and the Deans of the Colleges maintain offices on both East and West campuses. While this has not required physical renovation of space, it has required some minor restructuring of offices and personnel. Equipment inventories of ASU and Darton State College (DSC) were combined with little change in either inventory as a result of the consolidation. The communications networks for ASU and DSC have been combined and enhanced.

Evidence of Continuing Compliance of Adequate Facilities to Support ASU's Expanded Mission
Leadership and administrative oversight of the University's buildings, grounds, and equipment reside with the Director of Facilities within the Division of Physical Plant Operations, who is a direct report to the Senior Vice President for Administration. University leadership, the President's Cabinet, follows established capital and budget planning processes developed in accordance with governing guidance from the Board of Regents (BOR) and the University System of Georgia (USG) and the USG administration. All capital plans containing new construction or major renovations are reviewed and approved the by the President's Cabinet prior to submission to the BOR for funding. Requests for new and renovated facilities must be linked to approved campus master plans which attest to documented institutional needs and ensure adequacy of facilities to support the institutional mission. Additionally, as ASU looks toward enhancing and expanding its educational offerings, these integrated planning and review processes will help to ensure optimum use of facilities and equipment.

Description of ASU's Campuses
The consolidated ASU is comprised of two large full service campuses and four off campus instructional sites.
• Albany State University - East Campus is identified as the main campus and is situated across the Flint River and just east of downtown Albany. The campus is bordered by Oglethorpe Boulevard to the north, the Flint River to the west, and Sands Road to the east. Radium Springs Road bisects the campus and curves to form the southern boundary of the campus. The east campus sits on 206 acres of land and has 33 major campus buildings that are currently in use providing a total of 1,329,913 usable gross square footage. ASU East's current campus foot print includes seven residence halls and a dining hall that can house and support up to 1900 on campus student residents. The extensive rebuilding and relocation of most of the East Campus facilities following the disastrous flood of 1994 has ensured their contemporary condition and adequacy to support the ASU mission.

•· Albany State University - West Campus, which is now by SACSCOC definition an off campus instructional site, is situated on the west side of Albany, 5.3 miles west of the main campus off Gillionville Rd. The West campus sits on 180 acres of land and has 16 major campus buildings that are currently in use providing a total of 687,765 usable gross square footage. West campus includes two residence halls and a dining hall that can house and support up to 461 on campus student residents. Most of the major instructional and student support facilities on the West Campus have had renovations and additions over the past 10 years, ensuring their adequacy to support their mission. Furthermore, numerous existing national accreditations in health professions programs attest to the adequacy of facilities and equipment on the West Campus to support the Darton College of Health Professions.

• Albany State University in Cordele, GA at the Cordele Center (40 miles away). ASU offers the associate of science in nursing, associate of arts in core curriculum, and associate of science in core curriculum. The Cordele Center is a full service campus location comprised of office and classroom space with office and classroom technology supported by ASU main campus facilities and IT staff. The Cordele Center is supported by ASU and its operating budget.

• Albany State University in Cairo, GA at Southern Regional Technical College (54 miles away). ASU offers bachelor's degree programs there in education and criminal justice. Facilities and equipment used there include classroom/office space, and office and classroom technology owned and maintained by Southern Regional Technical College. Their condition·for program support is access to bachelor degree programs for SRTC students. There is no cost to ASU for use of these facilities.

• Albany State University in Waycross, GA at South Georgia State College's facilities (112 miles away). ASU offers bachelor's degree programs there in education, social work and criminal justice. Facilities and equipment used there include classroom/office space, and office and classroom technology owned and maintained by South Georgia State College. Their condition for program support is access to bachelor degree programs for SGSC students. There is no cost to ASU for use of these facilities.

• Albany State University in Thomasville, GA at a house near Archbold Hospital (65 miles away). Facilities and equipment used there include classroom/office space, office and classroom technology owned and maintained by Albany State University, and access to Archbold Hospital as a clinical site for ASU's associate of science in nursing program students in Thomasville. There is no financial agreement between ASU and Archbold Hospital in Thomasville.

The Albany State University master plan and Darton State College master plan are linked to this response. The ASU master plan indicates that nine buildings are currently located in the flood plain of the Flint River. These structures included three residence halls, four academic buildings, the Plant Operations Buildings, and Reese Student Union. Following a disastrous flood in 1994, these building were renovated, however, they are slated for future demolition. Between 1996 and 2009, ten new buildings were constructed along the campus ridge and five on the Upper Campus of East Campus to replace the facilities that have been flooded. These structures remain in excellent condition today. The new structures include Student Services; Dining Hall; Pendergrast Library; Seven Dormitories; Academic Building; Health, Physical Education and Recreation Building; Central Energy Plant; and Early Learning Center. Table 1 illustrates the ASU East Campus Building Inventory.

Table 1. ASU East Campus Building Inventory

Principle Buildings	Date Acquired	Additions	Renovations	Current Total Gross Square Feet
Andrews Hall	1970			40,544
Baseball Field House	1983			1,152
Billy C. Black Building ACAD Building	1997			136,000
Central Energy Plant/Police Station	1990			9,300
Coliseum	2004			1,152
Daisy Brown (Advancement)	1935			4,118
Early Learning Center	2006			8,100
East Hall	1996			46,019
Facilities MGT Building	1987			2,437
Fine Arts Center	2017	New Construction		80,279
Gibson Hall	1968			41,400
Hartnett Hall	1986			32,477
Holley Hall	1964			23,077
HPER Gymnasium	1997			108,000
JC Reese Student Center	1987			30,433
JPL Library	1992			74,197
Lovett Hall	2006			8,137
Military Science	1994			1,776
North Hall	1996			29,502
Orene Hall Building	1931			6,258
Peace Hall	1980			26,370
Plant Operations	1987			14,966
Plant Storage	1987			3,600
President's House	1942			3,230
Residence Hall 1	2006			62,138
Residence Hall 2	2006			62,138
Residence Hall 3	2006			77,588
Residence Hall 4	2006			77,588
Sanford Hall	1954			31,037
Simmons Hall	1975			32,370
South Hall	1996			29,502
Student Center	2011			51,969
Wiley Hall	1965			27,840

Source: Department of Plant Operations

Assessment of the Darton State College Master Plan confirmed that the ASU – West campus has adequate instructional, support, and administration facilities to meet the needs of the consolidated institution. However, the plan revealed a slight deficit in specialized allied health lab space and a need to expand library and media facilities. In analyzing classroom usage, the West campus utilized the Sadaki estimated needs and the USG space template guidelines. The analysis revealed that classroom space was being used at near optimum levels during 8:00 A.M. to 1:00 P.M. with a significant drop in usage between 2:00 P.M. and 6:00 P.M. The facilities at ASU West were constructed from 1966 to 2012, have been well maintained and renovated as needed, and are in good to excellent condition. Table 2 illustrates the ASU West Campus Building Inventory.

Table 2. ASU West Campus Building Inventory

Principle Buildings	Date Acquired	Additions	Renovations	Current Total Gross Square Feet
A – Technology Building	1965	1973	2010	21,265
B – Science/Math & Dental Hygiene	1965	1998		33,390
C – Student Center	1965	1972 2010 2013 2017	2017	88,636
D – Plant Operations	1966			3,755
E – Physical Education	1966			105,158
F – Humanities/Learning Support	1968	1998		29,951
G – Library & Testing Center	1970			36,921
H – Warehouse	1969			7,784
I – Business & Social Science	1977			33,511
J – Allied Health & Theater	1994			62,100
K – Academic Services Administration	2008			32,641
L – Nursing	2010			25,800
Tennis Pavilion				448
Sports Locker				5,200
Darton Commons	2009			85,560
Darton Village South	2011			93,941

Source: Department of Plant Operations

Description of ASU's Technology Infrastructure
Physical facilities and resources available for campus wide support of ASU - East include enterprise-wide technical architecture, field and service desk support, computer based testing, general purpose and program specific computer labs and classrooms, and Peachnet internet and wireless networking. Field and service desk support provide local field technicians for classroom and office support, along with a centralized service desk with customer access by phone, email, walk-up, and web, Monday – Friday from 8:00 AM to 8:00 PM. The ASU East testing center supports 11 seats for access to proctored computer-based testing. General purpose and program specific computer labs and classrooms supply 68 technology enhanced classrooms, 11 general purpose labs and classrooms with 182 work stations, 33 program specific labs and classrooms with 468 workstations, 9 housing labs with 60 work stations, and 1 SGA lab with 6 workstations. Locations may include the integration of SMART or Creston technology. Technological resources for campus wide support of ASU – West include 92 technology enhanced instructional spaces which include 9 video conferencing equipped classrooms. On the West campus, ASU maintains 2 open access computer labs for students that house a total of 96 computers and 29 closed computer labs with a total of 617 computers. Faculty, Staff, and Students are provided access to WIFI via 227 access points. All student computers run Microsoft 2007 or MAC operating systems and are equipped with software such as Microsoft Office Suite 2013, select Adobe software, Google Chrome, Mozilla Firefox, VLC Video player and Skype. Macintosh computers are available to students in select locations. Faculty members have access to both individual and group network drives which allow documents to be stored and shared.

The technological resources supporting ASU's online program delivery include a state of the art learning management system (LMS), Brightspace by D2L, to host its distance education programs and course deliveries. Within this environment, the university has also integrated many other software and technological solutions to further enhance learning, such as Collaborate (for face to face interaction), Class Climate (for surveying), Films-on-Demand (for video streaming delivery), Respondus (for online proctoring and assessment building), Turnitin (for plagiarism detection), GALILEO (for database research), and a number of publisher integrations (for textbook supplements). The technology infrastructure of ASU's server network is sufficient for the needs of the institution's distance education program. ASU hosts a 1200 sq. ft. data center which was constructed in 2009 that provides a redundant raised floor cooling system and a 200kb generator. ASU consists of two Microsoft Hypervisor Datacenters with two primary Dell storage arrays, both with Cisco Nexus data center network infrastructure, which support ASU's data center, core, housing, and campus networks. The university has upgraded all fiber optic cables to support 10G fiber optic connections and all core devices have been updated to the 10G speeds. The university also has adequate bandwidth to and from the Internet, including three separate connections; a connection for server and administrative processes to provide services to students off site, a connection for administrative and research between other USG institutions, and a connection to support wireless and student housing (50mb, 50mb, 40mb). The university also operates a 1200 sq. ft. server room that supports the online student body by providing streaming media services, in addition to the LMS administered by the USG. The university does an annual risk assessment that identifies when individual units of the technology infrastructure need upgrading. There is also a standing infrastructure plan that projects upgrades for the next two to three years.

Additionally, ASU has the Division of Distance Learning which is dedicated to online program development and delivery. This office supports faculty, staff, students, and community users. Within the department, there are online support specialists, system admins, IT support, and an executive director who assist faculty with instructional design and D2L support. The office supports students with online course enrollment and troubleshooting technology issues. Network space is provided for the storage of in-work projects and completed projects are housed on a designated network server for streaming through the LMS. Training for ASU's LMS is provided to faculty and students in a self paced online format through and available via the web in a webinar format or face to face options. ASU's helpdesk is open Monday – Friday from 8:00 AM to 8:00 PM and 24 hour support is available through the Board of Regents Help Center.

To sum up, the physical resources of the two institutions proposed for consolidation are extensive, strong, and more than adequate to support the new ASU. The fact that so many of ASU's programs have earned national accreditations as listed in the Institutional Summary Form stands as additional evidence of the appropriateness, adequacy, and quality of facilities and equipment supporting educational program delivery at ASU.

Sources

ASU Master Plan
DSC Master Plan

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CS 3.2.1

CEO evaluation/selection
The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. **(CEO Evaluation/Selection)**

Judgment
☒ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Compliance Statement
The governing board of Albany State University is in compliance with all key elements of this comprehensive standard. The governing board is responsible for the election of ASU's president, the annual evaluation of the president, and the annual reappointment of the president.

Impact on Consolidation
The Board or Regents (BOR) of the University System of Georgia (USG) is the governing board for the colleges and universities that compose the USG, including the new Albany State University (ASU). The consolidation of Albany State University and Darton State College (DSC) did not result in any changes to BOR policies and procedures for the selection and evaluation of presidents of USG institutions. Furthermore, the president of ASU before consolidation was selected to be president of the newly consolidated ASU by the BOR.

The impact of institutional consolidation had no effect on the existing role and responsibilities of a university president in the University System of Georgia. However, the administrative consolidation of two previously independent institutions in the University System of Georgia into one resulted in the retention of only one of the two institutional presidents following the effective date of the consolidation. Prior to the consolidation of Albany State University and Darton State College, Dr. Art Dunning was interim president of ASU from 2013 to consolidation. Dr. Dunning and was named President of the new Albany State University upon consolidation. Dr. Richard Carvajal, President of Bainbridge State College (BSC) – a USG institution, was on loan from BSC and served as interim President of Darton State College in 2016. The chancellor recommended and the Board approved Dr. Art Dunning as the president for the consolidated institution. Dr. Carvajal was appointed president of Valdosta State University following the effective date of consolidation.

Other Evidence of Continuing Compliance
The Constitution of the State of Georgia establishes the University System of Georgia and grants governing authority of System member institutions to the Board of Regents (BOR). As a member institution of the University System of Georgia, the Board of Regents is responsible for electing the chief executive officer of the University (i.e., President), as well as renewing the contract of the President of the University on an annual basis. These powers are outlined with the BOR Policy Manual Section 2.1: Election of Presidents and BOR Policy Manual Section 2.2: Procedure for Selection of a President for USG Institutions.

BOR Policy Manual Section 2.1: Election of Presidents specifically states:

The Board shall elect the presidents of institutions. Presidents shall not hold tenure at the institution but may hold, retain, or receive academic rank. They shall be elected each year for a term of one (1) year. The Chancellor shall notify them of their appointment, but such presidents shall not be entitled to a written employment contract. All such appointments will be made expressly subject to the Policies of the Board of Regents (BOR Minutes, October 2013).

Bylaws of the Board of Regents specify that the Board is responsible for the operation of all institutions in the University System of Georgia. The Board's policy manual describes the authority and responsibilities of university presidents and asserts that each president is on a one-year contract to be renewed at the Board's late spring meeting. The President is responsible to the Chancellor for the operation and management of the University and for the execution of all directives of the Board and the Chancellor.

Board Policy Manual, Section 2.3: Performance Assessments of Presidents calls for ongoing assessment of each president, and a process "which consists of open communication between the Chancellor and the president on both individual and institutional goals and objectives as well as on the methods and processes used to achieve them." The policy further states that, "Evaluations will be factored into the annual appointment renewal for each president."

As part of the annual evaluation, the president is evaluated on progress toward meeting individual goals, institutional strategic goals, and the strategic initiatives of the USG. In addition to the annual evaluation, each USG president undergoes a 360 evaluation using an external consultant every five years for the purpose of assessing the overall leadership and performance of presidents.

To date, President Dunning has been evaluated annually by the Board of Regents. Following each evaluation, the chancellor recommended that the BOR renew President Dunning's appointment as president of Albany State University for the following year.

One of the most notable evaluations of President Dunning's performance as ASU's President became public in November 2015 when he was named ASU's permanent president after having served for two years as Interim President. In the BOR's news release of 11-10-15, the then Chair of the Board of Regents and the Chancellor of the USG said:

"The Board and I see a bright future for Albany State University with Dr. Dunning serving as president during this historic milestone for the institution," said Chairman Neil Pruitt. "We are committed to serving the students of Albany State University, the community and Southwest Georgia and appreciate Dr. Dunning's proven leadership at this critical time." "Dr. Dunning has demonstrated great dedication to Albany State, especially the students," said Huckaby. "I have always had confidence in his ability to lead and that has further been solidified by his interim presidency at ASU which is why he is the right choice, at the right time, to lead ASU as its permanent president."

Sources

BOR Bylaws

BOR Meeting Minutes Oct 2013 p28

BOR Policy Manual 2.1_Election of Presidents

BOR Policy Manual 2.2_ Procedure for Selection of a President

BOR Policy Manual 2.3 Performance Assessmt of Pres

OCGA 20-3-50

OCGA 20-3-51

USG_BOR announces Dr. Carvajal pres of VSU Dec 9 2016

USG_BOR announces Dr. Dunning ASU president_Nov 10 2015

USG_BOR announces Dr. Dunning pres of new ASU Dec 9 2016

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CS 3.2.2

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

3.2.2.1 the institution's mission;
3.2.2.2 the fiscal stability of the institution; and
3.2.2.3 institutional policy

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
3.2.2 is addressed in areas 3.2.2.1, 3.2.2.2, 3.2.2.3 that follow.

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CS 3.2.2.1

Governing board control: Institution's mission
CS 3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing board control)**

3.2.2.1 the institution's mission

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
The governing board of Albany State University is in compliance with this comprehensive standard in that the Board of Regents has clearly defined legal authority and operating control over the institution's mission.

Impact of Consolidation
The institutional consolidation of Albany State University (ASU) and Darton State College (DSC) which formed the new Albany State University had no impact on, and resulted in no changes to the governing board's legal authority and operating control of the institution with regard to the establishment and approval of the new ASU's mission. In that regard, the Board of Regents (BOR) approval of the new ASU mission statement was required prior to consolidation and was included in the ASU-DSC Consolidation Prospectus approved by the Commission on December 4, 2016. The revised mission statement for the new ASU broadened ASU's degree program offerings to include DSC's associate degrees and certificates and expanded the access mission of the new ASU, to the level that had been in place at DSC. The new ASU's mission statement also reinforced the consolidated institution's commitment to the USG's mission priorities of facilitating student success, achieving a more educated Georgia, responding to state needs, and fostering economic development.

Other Evidence of Continuing Compliance
The State of Georgia Constitution and state law grant to the Board of Regents (BOR) of the University System of Georgia (USG) exclusive right to govern, control, and manage the University System of Georgia, including all of its member institutions. That governing board control is manifest in the BOR Policy Manual which addresses BOR control over institutional mission, institutional financial stability, and institutional policy. This legal authority and operating control over institutional mission is clearly stated as noted below.

The legal authority and operating control of ASU's institutional mission are clearly defined within the institution's governance structure. Final authority for governance, control, and management of each of the institutions of the University System of Georgia (USG), which includes ASU, resides with the Board of Regents of the USG. This authority is designated to the BOR in the Constitution of the State of Georgia (Article VIII, Section IV, Paragraph 1):

... The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia.

Final authority is also described in the Official Code of Georgia Annotated (OCGA 20-3-31): "The board of regents shall have power: (1) to make such reasonable rules and regulations as are necessary for the performance of its duties."

The authority of the BOR to approve the mission of the member institutions is included in the BOR Policy Manual, Section 2.10:

The mission of the University System of Georgia (USG) is achieved through the collective mission of our state's public colleges and universities.....The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State.

To that end, the function and mission of each institution in the University System of Georgia (USG) is determined by the Board of Regents, and any change in institutional function and mission must be approved by the Board.

The proposed institutional consolidation required the consolidation of the two institutions' mission statements, which was accomplished early in 2016 by a 40-member Consolidation Implementation Committee (CIC), composed of representative faculty, staff, and students from both institutions. With unanimous support from the CIC and stakeholders across both campuses, President Dunning recommended the new ASU mission statement to the Board of Regents for its approval. The new ASU mission statement was approved by the Board of Regents at its March 9, 2016 meeting.

Sources

🖼 BOR Meeting Minutes March 9_2016_p.1

🖼 BOR Policy Manual 2.10

🖼 CIC members

🖼 OCGA 20-3-31

🖼 SACSCOC Dec 4 2016 actions p2

🖼 State of Ga Const Article VIII_Sect IV_Paragraph 1

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CS 3.2.2.2

Governing board control: Fiscal stability
CS 3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing board control)**

3.2.2.2 the fiscal stability of the institution

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this comprehensive standard. The Board of Regents (BOR), through its policies and its Treasurer, exercises its legal authority and operating control over the financial stability of all institutions in the University System of Georgia (USG), including Albany State University (ASU).

Impact of Consolidation
No substantive changes to the governing board's control over the financial stability for the institution have occurred as a result of the institutional consolidation of Albany State University and Darton State College (DSC). Both institutions were, and the new Albany State University is, under the same governing board, the Board of Regents, which had and continues to have the same policies and procedures in place to control the financial stability of all institutions in the University System of Georgia, including the new Albany State University.

However, notable challenges to the financial stability of ASU have been in play for some time. Declining enrollment trends had existed for several years at both ASU and DSC prior to the BOR's decision to pursue institutional consolidation. Enrollments continued their downward slides at both institutions in Fall 2016 following the Board's consolidation decision in November 2015. In addition, audit findings at both institutions in recent years led to necessary changes in administrative leadership for financial affairs and financial aid. Following the appointment of a new chief fiscal officer for the proposed consolidated institution midway in 2016, substantial reductions in budgeted personnel positions at both institutions were implemented early in FY 2016-2017 to ensure the financial stability of both institutions prior to consolidation. Additional staffing reductions are anticipated as a function of declining revenues and administrative consolidation in 2017. Financial aid reimbursements from ASU to USDOE are also expected going forward. Throughout these financial challenges, the BOR, its Treasurer, the Chancellor, and other System staff have been actively engaged with the ASU and DSC presidents and personnel in exercising appropriate governing board control over the financial stability of both institutions and the new ASU.

Other Evidence of Continuing Compliance
As documented previously in the narrative for CS 3.2.2.1, the legal authority and operating control for the financial affairs of all USG member institutions, including Albany State University, are constitutionally vested in the Board of Regents of the University System of Georgia. The Board of Regents (BOR) is charged with allocating its annual lump sum state appropriation from the legislature/governor to the institutions under its control in ways that further the efficiency and economical administration of the USG. BOR bylaws indicate that the governing board allocates funds to USG institutions in April each year and approves budgets for each institution within the University System of Georgia (USG), including Albany State University, by June.

As documented in the USG Business Procedures Manual, USG institutions are directed to prepare operating budgets for review by the BOR and are allowed to amend budgets excepting amendments that both exceed $1 million and involve state general fund appropriations. Updated budgets must be reported quarterly to the USG chief financial officer, and budget deficits must be reported immediately. Tuition and fees are set by the BOR. Tuition and fees are determined by the BOR after the annual legislative session ends and the BOR's state appropriations are known for the coming fiscal year. With state appropriation levels known, the BOR sets tuition and fee levels in such a way as to ensure sufficient institutional funding and the financial stability of the institutions under its control.

The BOR has two standing committees with oversight responsibilities pertaining to the financial stability of USG institutions: the Committee on Finance and Business Operations, and the Committee on Internal Audit, Risk, and Compliance.

Recent evidence of the BOR's actions over the financial affairs of ASU can be seen in the governing board's approval of the institution's 2017-18 tuition and fees, its allocation of funds for ASU's FY 2018 budget, and its approval of ASU's balanced FY 2018 budget. The funding approved for consolidated ASU in FY 2018 amounted to $97,269,379.00. This budget along with the retained savings from administrative consolidations help to ensure the financial stability of the new ASU moving forward. (BOR Meeting Minutes, April 2017)

The BOR Bylaws identifies the Treasurer as one of the five Officers of the Board of Regents. BOR Policy Manual, Section 1.4 describes in a clear and detailed manner the responsibilities of the Treasurer for helping the Board ensure the financial stability of all institutions in the USG, including ASU, as follows:

The Treasurer shall be elected by the Board, upon the recommendation of the Chancellor; he/she shall not be a member thereof. The Treasurer shall be present at all meetings of the Board except as otherwise determined by the Board. He/she shall be placed under bond in an amount to be determined by the Board.

The Treasurer shall invest funds available for investments and shall maintain custody of securities, subject to the approval of the Board. He/she shall maintain financial supervision over trust funds of various institutions. The Treasurer shall see that all bank deposits of the USG and its institutions are adequately covered by insurance. He/she shall authorize a person or persons at each of the USG member institutions to sign checks drawn on banks where funds of the respective institutions are deposited, and shall empower the appointed person or persons to sign any documents that may be required by the banks in order to carry out this authorization. He/she shall see that fidelity bonds are secured for all persons in the USG for whom such bonds are necessary or advisable.

The Treasurer shall supply members of the Board with quarterly reports showing the financial status of the USG and of each member institution, and shall analyze all budgets and make copies of such analyses available to the Chancellor and members of the Committee on Finance and Business Operations. The Treasurer shall provide the Chancellor and members of the Committee on Finance and Business Operations with any information that will be helpful in preparing recommendations for the Board on the allocation of state funds. He/she shall assemble financial data that may be used as a basis for requests to the Governor and General Assembly for appropriations for the support of the USG and its institutions. The Treasurer shall see that USG institutions establish and maintain uniform and effective procedures of accounting, budgetary control, internal controls, inventory controls, and business practices and shall advise institutions on all problems of a fiscal or business nature. Accounting and reporting procedures of the Board of Regents shall be approved by the Chancellor and published by the Treasurer. The Treasurer shall assist each institution in preparing a manual of business procedures to be followed by that institution and shall assist the Vice Chancellor of Human Resources in developing policies governing terms and conditions of employment for classified personnel. Such policies shall include regulations regarding salaries and wages paid to various types of employees, job classification and merit plans, promotions, sick leaves, vacations, insurance, and retirement.

The Treasurer shall prepare and publish annual reports on the financial operations of the USG and its institutions. He/she shall be authorized to sign on behalf of the Board all documents necessary to convey, assign, transfer or sell investments for the various trust accounts for which the Board of Regents is the designated trustee. He/she shall perform such other duties and have such other powers as the Board may authorize or as may be assigned to him/her by the Chancellor.

The Treasurer is the USG chief financial officer and is authorized, with the approval of the Chancellor, to delegate to the chief business officer of any institution the authority to execute any and all documents that may be necessary, required, or desirable in order to provide proper fiscal management of funds given to the institution or the Board of Regents for the benefit of the institution concerned. Institutional chief business officers are responsible for enforcing the fiscal policies and procedures established by the Board of Regents, the Chancellor and the Treasurer.

Institutional chief business officers shall immediately report to the Treasurer any situation that reasonably could be expected to create a deficit at an institution in coordination with the President's reporting of a deficit as required by the Policy Manual, Section 7.1.2.2 Deficits. Institutional chief business officers also must report to either the Treasurer or the USG chief audit officer any significant instances of non-compliance with Board Policy or business procedures that cannot be effectively remediated at the institution. To ensure accountability and effective fiscal management, the president of each institution shall consult with the Treasurer on significant personnel actions involving the institutional chief business officer to include appointment, qualifications for the position, and termination. The president shall determine the organizational and operating reporting relationships of the chief business officer at his or her institution (BoR minutes, October 2013).

In order to fulfill the responsibility of the Treasurer to "see that the institutions in the USG establish and maintain uniform and effective procedures of accounting, budgetary control, internal checks and audits, inventory controls, and business practices and shall advise institutions on all problems of a fiscal or business nature" and "to prepare a business procedures manual to be followed by each institution," the USG Business Procedures Manual was created in 1978. Since that time, the USG has grown significantly in both size and complexity. This growth has been attended by many changes in public accounting principles, federal and state requirements for higher education and new technical demands that have made the task of financial and human resources management more challenging in today's environment.

The Business Procedures Manual is updated as business requirements and processes change. The Business Procedures Manual serves several purposes. Primarily, it sets forth the essential procedural components that each institution within the USG must follow to meet both Board of Regents policy mandates and the statutory or regulatory requirements of the State of Georgia and the federal government. Secondly, it is designed to provide new financial and business professionals within the USG the necessary information and tools to perform effectively. Finally, it serves as a useful reference document for seasoned professionals at USG institutions who need to remain current with changes in Board of Regents policy and state law.

Sources

- BOR Bylaws_Budgets of Institutions
- BOR Bylaws_Officers of the Board pp6-8
- BOR Bylaws_Standing Committees pp9-12
- BOR meeting minutes_2017_04_FY2018 Tuition_Fees_Allocations
- BOR Policy Manual 1.4_Treasurer
- BOR Policy Manual 7.1.2.2_Deficits
- BOR Policy Manual 7.2.3_Operating Budgets 7.2.4_Budget Amendments
- USG Business Procedures Manual
- USG Business Procedures Manual 8.3_Tuition and Fees

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CS 3.2.2.3

Governing board control: Institutional policy
The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.3 Institutional policy

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
The governing board of Albany State University (ASU) is in compliance with this comprehensive standard in that it is an active policy-making body for the governance of the University System of Georgia (USG) and its member institutions, including ASU, and has a Secretary to the Board of Regents (BOR) who maintains and publishes a comprehensive and regularly updated Board of Regents Policy Manual to which institutions of the USG and their personnel are expected to adhere.

Impact of Consolidation The consolidation of ASU and Darton State College (DSC) has had virtually no impact on the governing board's legal authority and operating control of the institution with regard to fundamental governance policies for the institution's operation. The governing board's decision to pursue and approve consolidation of ASU and DSC and form a new ASU in the process was clearly within its constitutional and legal authority in the State of Georgia. The new ASU is expected, like all other member institutions of the USG, to adhere to the policies of the Board of Regents as published in the BOR Policy Manual.

Other Evidence of Continuing Compliance
As an institution of the University System of Georgia, the legal authority and operating control of ASU are clearly defined by the Constitution of the State of Georgia, and vested in the Board of Regents of the University System of Georgia.

The Constitution of the State of Georgia establishes the BOR of the University System of Georgia and provides that "government, control, and management of the USG and all institutions" are vested in the BOR (Article VIII, Section IV, Paragraph 1, Constitution of the State of Georgia).

The Official Code of Georgia Annotated (OCGA 20-3-51) states that "the government, control, and management of the university system and all its institutions shall be vested in the board of regents". More specifically, the OCGA 20-3-31 and OCGA 20-3-32 grants the BOR the authority:

1. "to exercise any power usually granted to such corporation, necessary to its usefulness, which is not in conflict with the Constitution and laws of this state";
2. "to establish all such schools of learning or art as may be useful to the state and to organize them in the way most likely to attain the ends desired"; and
3. "to consolidate, suspend, or discontinue institutions; merge departments; inaugurate or discontinue courses; and abolish or add degrees".

Clearly, the decision to consolidate ASU and DSC fell within the legal authority of the BOR of the USG.

Board of Regents policies apply to all USG institutions, including ASU, and are clearly set forth in the BOR Policy Manual and its associated USG handbooks and manuals which serve as supplemental guides to assist USG institutions in implementing BOR policy at the institutional level. Those USG handbooks and manuals include the following:
• Academic & Student Affairs Handbook
• Business Procedures Manual
• Building Project Procedures Manual
• Human Resources Administrative Practice Manual
• Information Technology Handbook

The Secretary to the BOR is responsible for maintaining the BOR Policy Manual, including its periodic review, regular updates, and publication on the BOR/USG website. BOR actions on policy reviews and updates are recorded in BOR meeting minutes and posted on a website open to the public.

The BOR Policy Manual includes a comprehensive and wide-ranging array of hundreds of institutional governance policies. Its diversity of policy coverage can be seen most easily in the Comparison Chart published with the Manual that summarizes the last major reorganization of the policy manual's contents, which occurred in 2009. Many different aspects of institutional operation are referenced in these BOR policies. Also published with the Manual is a year-by-year accounting of nearly 200 board policy additions, revisions and deletions made since 2009. Those are listed under Policy Revisions and attest to the ongoing and active engagement of the governing board in the review and refinement of institutional policies governing the University System.

Sources

- BOR Academic_Student Affairs Handbook Introduction
- BOR meeting minutes website
- BOR Policy Manual
- BOR Policy Manual Comparison Chart
- BOR Policy Manual Revisions
- OCGA 20-3-31
- OCGA 20-3-32
- OCGA 20-3-51
- State of Ga Const Article VIII_Sect IV_Paragraph 1
- USG Building Project Procedures Manual
- USG Business Procedures Manual
- USG Human Resources Administrative Practice Manual
- USG Information Technology Handbook

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CS 3.2.3

Conflict of Interest
The governing board has a policy addressing conflict of interest for its members. **(Conflict of interest)**

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University (ASU) is in compliance with this comprehensive standard in that an extensive set of laws, policies, and operating procedures are in place to preclude conflicts of interest, and governing board members are complying with those regulations.

Impact of Consolidation State laws and University System of Georgia (USG) Board of Regents (BOR) policies prohibit conflicts of interest by governing board members. The consolidation of Albany State University and Darton State College (DSC) into ASU had no impact on and made no changes to regulations prohibiting conflicts of interest among members of the BOR of the USG.

Other Evidence of Continuing Compliance
As an agency of the state of Georgia, the BOR of the USG and its individual members are subject to rules and regulations pertaining to conflict of interest as defined in state law as well as in BOR Bylaws. There are at least seven sections of the Georgia Code and two sections of the BOR Bylaws that define and prohibit conflicts of interest for members of the BOR who are appointed by the Governor of Georgia to serve as part-time public officials in their capacity on the governing board. Those regulations are as follows:

Focus on Policy
1. OCGA 45-10-1: Code of Ethics for Government Service for "any person" in government service.
2. OCGA 45-10-20: Definitions of "any person" and "public official" apply to appointed members of the BOR.
3. OCGA 45-10-22: Avoidance of conflicts of interest involving business transactions with the state.
4. OCGA 45-10-24: Part-time public official are not permitted to do personal business with the state.
5. OCGA 45-10-26: Distinguishes between public officials and employees, but calls for full disclosure from both concerning business interests.
6. OCGA 45-10-40: Specific reference to BOR members and conflicts of business interests.
7. OCGA 45-10-41: Penalties for BOR member infractions involving conflict of interest.
8. BOR Bylaws II 2: BOR members cannot accept gifts or compensation.
9. BOR Bylaws VII 2: BOR members cannot recommend persons for USG employment.
10. BOR Policy Manual 8.2.20: Ethics Policy that includes BOR members.

Unannotated Georgia Code OCGA 45-10-1 establishes a Code of Ethics for all persons in government service. That code specifically cites several fundamental principles for the avoidance of conflict of interest and upon which other sections of the Georgia Code and Regents Bylaws are based. It states that any person in government service should:

V. Never discriminate unfairly by dispensing of special favors or privileges to anyone, whether for remuneration or not, and accept, for himself or his family, favors or benefits under circumstances which might be construed by reasonable persons as influencing the performance of his governmental duties.

VII. Engage in no business with the government, either directly or indirectly, which is inconsistent with the conscientious performance of his governmental duties.

VIII. Never use any information coming to him confidentially in the performance of governmental duties as a means·for making private profit.

State law article OCGA 45-10-20 defines the jurisdictions of these laws for "any person" and "public official" in a manner that includes the member of the BOR when it states:

(8) 'Person' means any person, corporation, partnership, proprietorship, firm, enterprise, franchise, association, organization, or other legal entity.

(9) 'Public official' means...any person appointed to a state office where in the conduct of such office the person so appointed has administrative and discretionary authority to receive and expend public funds and to perform certain functions concerning the public which are assigned to him by law.

Georgia Code article OCGA 45-10-21 is intended to protect "the integrity of all governmental units of this state and of the recruitment and retention of qualified personnel by prescribing essential restrictions against conflicts of interest in state government." In part, OCGA 45-10-21 reads as follows:

(a) It is essential to the proper operation of democratic government that public officials be independent and impartial, that governmental decisions and policy be made in the proper channels of the governmental structure, that public office not be used for private gain other than the remuneration provided by law, and that there be public confidence in the integrity of government. The attainment of one or more of these ends is impaired whenever there exists a conflict between the private interests of an elected official or a government employee and his duties as such. The public interest, therefore, requires that the law protect against such conflicts of interest and establish appropriate ethical standards with respect to the conduct of elected officials and government employees in situations where conflict exists.

OCGA 45-10-22 states that "it shall be unlawful for any public official who has limited power for himself or on behalf of any business, or for any business in which such public official or member of his family has a substantial interest to transact any business with the agency for which such public official serves." In addition, since members of the BOR are considered to be part-time public officials with state-wide powers, OCGA 45-10-24 prohibits such officials from transacting business with any state agency.

Georgia Law makes no distinction between state employees and "any public official" in the required disclosure of business transactions with state agencies as noted in OCGA 45-10-26. This is underscored specifically for members of the Board of Regents in OCGA 45-10-40 which states:

No member of the Board of Regents of the University System of Georgia or of the Board of Human Resources, no trustee or other officer of any institution which is wholly or in part supported by state funds and no partnership of which such person is a member shall make any contract with the governing board of trustees of such institution or any officer of such institution for the sale and purchase of merchandise of supplies for such institution whereby profit shall accrue to such board member or trustee or such partnership of which such person is a member. Such trustee or officer of such institution shall not make any profit or receive any money for the sale, handling, or disposal of any crop or crops or property of such institution. Such member, trustee, or other officer of such institution shall not make or be interested in any contract for supplies or merchandise for such institution when such contract of the making of the same in wholly or in part made or influenced by the action of the board governing such institution or the trustees thereof or is controlled by any officer of such institution; and any and all such contracts are declared to be illegal and void, provided that any such contracts as are described in this Code section may be made with a corporation of which any such board member or trustee is a stockholder if such member or trustee does not vote on or participate in the making of such contract.

OCGA 45-10-41 cites the potential penalties that member of the Board of Regents face for violating OCGA 45-10-40. It states:

Any member of the Board of Regents of the University System of Georgia or of the Board of Human Services or any trustee or other officer of any institution supported wholly or in part by state funds who violates Code Section 45-10-40 shall be guilty of a misdemeanor and, upon conviction thereof, shall be punished as prescribed in Code Section 17-10-3. If any member of the Board of Regents of the University System of Georgia or of the Board of Human Services is found guilty of violating Code Section 45-10-40, his office shall become vacant; and it is the duty of the Governor, where the power to fill the vacancy is lodged in the Governor, to appoint some other person to fill the vacancy. If any trustee or other officer of such institution is found guilty of violating Code Section 45-10-40, he shall be discharged from his office in such institution and shall not be eligible to be reelected or reappointed to such office; and the vacancy shall be filled by the board or the authority which, under the law, has the right to fill such vacancy.

The Bylaws of the BOR reiterate some additional specific and related restrictions. Section II, Number 2 of the BOR Bylaws states that, "Members of the Board shall not accept gifts, honoraria, or other forms of compensation from University System institutions or cooperative organizations for speaking or other activities at events sponsored by University System institutions." Section V, Number 7 states that, "Except as permitted in these Bylaws of The Policy Manual of the Board, a member of the Board of Regents shall not recommend any person for employment in any position in the University System." Both of these excerpts from Regents Bylaws are rooted in state law as described above.

On November 10, 2008, the BOR approved a new Ethics Policy to which all employees of the University System, including member of the Board of Regents, must adhere. Section 8.2.20.5 Code of Conduct specifically states "Disclose and avoid improper conflicts of interest." To enforce this policy, the Chancellor implemented annual mandatory training. This training is administered electronically and is part of a three-pronged approach the University System is taking to enhance compliance with state and federal regulations and to promote ethical conduct by USG faculty, staff, administrator, vendors, contractors, and members of the Board of Regents.

Members of the Board of Regents have a strong record of compliance with these laws and policies regarding conflicts of interest. No member has been found guilty of violating state laws in this regard, and none has had to vacate his or her position on the BOR because of such violations. Annual financial disclosure statements are routinely submitted by BOR members. Examples of the required "State Business Transaction Disclosure Report "and "Affidavit of Public Officer"are provided in the supporting documentation for this narrative. In addition, upon the completion of annual ethics training, "Ethics Training and Policy Acknowledgements"are submitted by each Regent and filed in the Board's Office of Internal Audit and Compliance. An example of those acknowledgements is also provided in the supporting documentation.

Sources

- BOR Bylaws
- BOR Bylaws p9_Communications with the BOR
- BOR Bylaws, Sect 2_BOR mbrs cannot accept gifts
- BOR Meeting Minutes Nov 10 2008 pp7-10
- BOR Policy Manual 8.2.20.5_Code of Conduct
- BOR Policy Manual 8.20_Ethics Policy
- OCGA 17-10-3 Punishment for misdemeanors
- OCGA 45-10-1
- OCGA 45-10-20
- OCGA 45-10-21
- OCGA 45-10-22
- OCGA 45-10-24
- OCGA 45-10-26
- OCGA 45-10-40
- OCGA 45-10-41
- State Business Transaction Disclosure Report Example
- USG Compliance Ethics Training

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CS 3.2.4

External influence
The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. **(External influence)**

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany.State University is in compliance with this comprehensive standard in that numerous laws, policies, and governance structures preclude the existence of undue influence, and no such undue influence has been documented in the governing board's operation.

Impact of Consolidation
The Board of Regents of the University System of Georgia (BOR-USG) is the governing board for the colleges and universities that compose the USG, including Albany State University. The Constitution of the State of Georgia, Georgia laws, and the bylaws of the BOR clearly state that the BOR members (i.e., Regents) are expected to be free from undue external influence. The institutional consolidation of Albany State University (ASU) and Darton State College (DSC) did not result in any changes to state laws or BOR policies in that regard.

Other Evidence of Continuing Compliance
The Board of Regents (BOR) of the University System of Georgia (USG) operates under numerous laws, regulations, policies, and procedures that protect the BOR from undue influence from political, religious, and other external bodies. As a public university in the state of Georgia under the control of the BOR, Albany State University operates under the same or similar laws, regulations, policies, and procedures, protecting the institution from undue influence. Article VIII, Section IV, Paragraph I of the Constitution of the State of Georgia, Georgia laws OCGA 20-3-21, 20-3-31, and 20-3-53, and the Board of Regents Bylaws, Article I, Section 2 give the governing board independence and exclusive authority over the governance, control, and management of the University System of Georgia, including ASU, thus preventing undue influence from political, religious, and other external bodies.

The BOR Policy Manual Section 12.1 states:

The Board of Regents is unalterably opposed to political interference or domination of any kind or character in the affairs of any USG institution (BOR minutes, 1941-42, p. 88). The Board's constitutional authority and independence in matters of USG state appropriations and financial management are reinforced in BOR Bylaws Article VIII, Section IV, Paragraph 1 with these words:

(c) All appropriations made for the use of any or all institutions in the university system shall be paid to the board of regents in a lump sum, with the power and authority in said board to allocate and distribute the same among the institutions under its control in such way and manner and in such amounts as will further an efficient and economical administration of the university system.

The BOR consists of one member from each congressional district in the state and five additional members from the state at large appointed by the Governor and confirmed by the Senate. The Board's composition ensures that interests of the entire state are represented in the affairs of the University System. The seven-year terms of Board members are staggered, thus assuring representation that crosses different gubernatorial administrations. Members serve until their successors are appointed and qualified (BOR Bylaws, Section I-3). The annual rotation of the chairmanship of the Board also minimizes the potential for control by a minority of the members (BOR Bylaws, Section IV-2). The BOR Bylaws, Section V-2 states that no individual Board member has the authority to commit the Board to a particular action. BOR Bylaws, Section III-4 states that a majority of the members of the Board is needed to constitute a quorum for the transaction of business. All of these features of the Board's make-up and operation serve to protect the Board of Regents, the University System, and member institutions from undue influence of special interest groups.

Other policies and procedures of the BOR have been established to prevent conflicts of interest that may result in undue external influence. The Official Code of Georgia Annotated (OCGA, Section 45-10-24), prohibits part-time public officials with state-wide powers from transacting business with any state agency, including their own. The Code of Ethics for government service contained in the OCGA, Section 45-10-1, also prohibits such conflicts of interest. Additionally, Section 21-5-50 of Georgia's Ethics in Government Act_requires all public official to annually file a financial disclosure statement with the state for payments of more than $10,000 made by any state agency or department to the individual or to businesses they own.

In addition, as an open records and open meetings state, undue influence is less likely to materialize under such public and media access to the operation of the BOR, the USG, and its member institutions. No evidence of undo external evidence has been documented to exist in the operation of the Board of Regents or its member institutions in the University System of Georgia in recent decades.

Sources

> 📄 BOR Bylaws, Article I, Sect 2_Charter and Const Authority p1
> 📄 BOR Bylaws, Article I, Sect 3_Membership p1
> 📄 BOR Bylaws, Article III, Sect 4_Quorum p5
> 📄 BOR Bylaws, Article IV, Sect 2_Election and Term of Office
> 📄 BOR Bylaws_Communications with the BOR

- BOR Policy Manual 12.1
- OCGA 20-3-21_BOR composition_powers_duties
- OCGA 20-3-31
- OCGA 20-3-53
- OCGA 21-5-50
- OCGA 45-10-1
- OCGA 45-10-24
- State of Ga Const Article VIII_Sect IV_Paragraph 1

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CS 3.2.5

Board dismissal
The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board dismissal)**

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this comprehensive standard in that the laws and policies governing dismissal of a Regent from the governing board are clear and reasonable, and provide fair due process.

Impact of Consolidation
The consolidation of Albany State University (ASU) and Darton State College (DSC) had no impact on, and resulted in no changes to the policies and procedures for board member dismissal.

Other Evidence of Continuing Compliance
Policies and procedures for board member dismissal are in place for the Board of Regents (BOR) of the University System of Georgia (USG), ASU's governing board. Justifications for board dismissal and the due process procedures for dismissal are described in the Bylaws of the USG BOR, in the Official Code of Georgia Annotated (OCGA), and in the Constitution of the State of Georgia.

According to USG BOR Bylaws, Article 1, Section 4, members may be dismissed for failure to attend meetings, and a fair process for effecting dismissal is in place:

It shall be the duty of the members of the Board of Regents to attend the meetings of the Board so as to take part in its deliberations. The office of any member of the Board shall be vacated if such member neglects to furnish an excuse in writing to the Board for absence from two consecutive meetings of the Board. If any member fails to attend three successive meetings of the Board without good and valid cause or excuse or without leave of absence from the Chair or, if the Chair for any cause cannot act, from the Vice Chair of the Board, that member's office shall be declared vacant by the Board, and the Secretary to the Board shall notify the Governor of a vacancy on the Board, and the Governor shall fill the vacancy as provided by this part.

The Executive and Compensation Committee of the Board shall meet and confer with any member of the Board who fails to attend meetings of the Board, regular or special, and to participate in a substantial way in the activities of the Board. If the Board member continues thereafter to absent himself or herself from Board meetings and from participating substantially in Board activities, the Chair shall so advise the Governor in writing and request that appropriate action be taken.

Section 20-3-26 of the OCGA has a similar provision for dismissal for failure to attend meetings.

A violation of state law on the expected ethical conduct of members of state boards (OCGA 45-10-3) is also grounds for removal of a Board member. Upon the filing of formal charges of such ethical misconduct with the Governor, the Governor or his designee shall conduct a hearing for the purpose of receiving evidence relative to the merits of such charges. The Board member so charged shall be given at least 30 day notice prior to such hearing. If the charges are found to be true and upheld by judicial review, the Governor may dismiss the Board member and fill the vacancy.

OCGA 45-10-4, 45-10-24, 45-10-26, and 45-10-28 further provide for "removal from office" due to violations of the state's laws on conflicts of interest. These state laws provide for the removal of the BOR (i.e., and appointed public official) for knowingly transacting prohibited business with the USG or its member units or for failing to file the required yearly disclosure statements concerning personal and familial business transactions with the USG. Removal from the Board is among the stated penalties for such violations of the state code. The due process provided for the Board member in such instances is inherent in the process of civil action brought for the purpose of Board dismissal by the state attorney general.

The Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1, f stipulates that "removal from office of the members of the board of regents shall be as provided by law". Thus, Regents, as public officers, are also subject to dismissal for the reasons stated in OCGA 45-5-1 and with due process procedures outlined in the law as follows:

(a) All offices in the state shall be vacated;

1. By the death of the incumbent;
2. By resignation, when accepted;
3. By decision of a competent tribunal declaring the office vacant;
4. By voluntary act of misfortune of the incumbent whereby he is placed in any of the specified conditions of ineligibility to office;
5. By the incumbent ceasing to be a resident of the state or of the county, circuit, or district for which he was elected;
6. By failing to apply for and obtain commissions or certificates of by failing to qualify or give bond, or both, within the time prescribed by the laws and the Constitution of Georgia; or
7. By abandoning the office or ceasing to perform its duties, or both.

(b) Upon the occurrence of a vacancy in any office in the state, the officer or body authorized to fill the vacancy or call for an election to fill the vacancy shall do so without the necessity of a judicial determination of the occurrence of the vacancy. Before doing so, however, the officer or body shall give at least ten days' notice to the person whose office has become vacant, except that such notice shall not be

required in the case of a vacancy caused by death, final conviction of a felony, or written resignation. The decision of the officer or body to fill the vacancy or call an election to fill the vacancy shall be subject to an appeal to the superior court; and nothing in this subsection shall affect any right of any person to seek a judicial determination of the eligibility of any person holding office in the state. The provisions of the subsection shall apply both to vacancies occurring under this Code section and to vacancies occurring under other laws of this state.

In recent decades, no member of the BOR has been dismissed for any reason.

Sources

- BOR Bylaws, Article I, Sect 4_Attendance
- OCGA 20-3-26
- OCGA 45-10-24
- OCGA 45-10-26
- OCGA 45-10-28
- OCGA 45-10-3
- OCGA 45-10-4
- OCGA 45-5-1
- State of Ga Const Article VIII_Sect IV_Paragraph 1

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CS 3.2.6

Board/administration distinction
There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. **(Board/administration distinction)**

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University and its governing board are in compliance with this comprehensive standard.

Impact on Consolidation The consolidation of Albany State University (ASU) and Darton State College (DSC) had no impact on the continuing compliance of the new University and its governing board with this comprehensive standard.

Other Evidence of Continued Compliance
The policies and practices of the Board of Regents (BOR) ensure an appropriate distinction between the governing board's policy-making authority and the responsibility of institutional administrations and faculty to administer and implement BOR policy. ASU retains its responsibility and authority for administering the institution consistent with the mission and directions set by the governing board and implementing BOR policy at a detailed and specific operational level. The distinctions between the governing board's policy-making functions and the institution's policy implementation responsibilities are clear and appropriate, in writing and in practice.

The University System of Georgia (USG) BOR Bylaws, Article I.2 stipulate that:

The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly. This authority is designated in the Official Code of Georgia Annotated, Section 20-3-31, and the Constitution of the State of Georgia, Article VIII, Section 4, Paragraph I.

In Section 3.1 of the BOR Policy Manual, the relationship between the BOR, the Chancellor, and the president and administrators of each institution is further clarified:

The Board of Regents shall rely on the Chancellor, the presidents of all USG institutions, and their deans and faculties to develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficiency of operations and most appropriate to the advancement of learning.

Without limiting the generality of the preceding paragraph, it is recognized that the following are proper functions of the academic authorities rather than of the Board:

1. To prescribe the teaching load to be carried by each member of the faculty;
2. To determine the maximum and minimum number of students permitted in a class; and,
3. To define the nature and form of records, if any, to be kept of the members of the faculties and of activities of administrative personnel.

The Board of Regents shall expect of each president, his/her faculty and staff, the deans, and the faculties of each USG institution efficient service measured by approved academic standards, and shall look to them to promote effective higher education, having in view resources available to them, and, in the discharge of its duties as a Board, must hold them responsible for a failure to achieve these results. The Board is of the opinion that it would not be reasonable to make USG academic authorities accountable for results obtained and at the same time deny them the power to choose ways and means they believe to be best adapted to achieve the ends desired.

The Board shall look to the Chancellor to survey USG institutions and to report thereon to the Board, as may be necessary to keep it fully informed of the standards of scholarship maintained at each USG institution and the efficiency and effectiveness of the administration of the institutions (BOR Minutes, 1947-48, pp. 170-172; 1989-1990, p. 179).

BOR Policy Manual 2.5 describes the authority and responsibilities of the presidents of institutions:

2.5.1 Executive Head of Institution
The president of each USG institution shall be the executive head of the institution and of all its departments, and shall exercise such supervision and direction as will promote the efficient operation of the institution. The president shall be responsible to the Chancellor for the operation and management of the institution, and for the execution of all directives of the Board and the Chancellor. The president's discretionary powers shall be broad enough to enable him/her to discharge these responsibilities (BOR Minutes, 1972-4, pp. 69-71; 1977-78, pp. 167-168; April, 2007, pp. 76-77).

2.5.3 Personnel Policies
The president shall be responsible for the initial appointment of faculty members and administrative employees of each institution, the salary and all promotions of each, and be authorized to make all reappointments of faculty members and administrative employees, except as otherwise specified in this Policy Manual. The president has the right and authority to grant leaves of absence for up to one (1) year for members of the faculty for study at other institutions or for such reasons as the president may deem proper. He/she shall make an annual report to the Board, through the Chancellor or his/her designee, of the condition of the institution under his/her leadership (BOR Minutes, February, 2007).

The president of each institution, or his/her designee, is authorized to accept on behalf of the Board the resignation of any employee of his/her institution (BOR Minutes, 1977-78, p. 12; 1982-83, p. 225).

2.5.4 Agreements

The president of each institution, or the president's designee, shall have the authority to execute, accept, or deliver, on behalf of the Board, the following types of research agreements, settlement agreements, service agreements, and reciprocal emergency law enforcement agreements affecting his/her institution:

1. Research or service agreements whereby the institution concerned, for monetary compensation or other good and valuable consideration, agrees to perform certain institution-oriented research or other personal services within a time period of one (1) year or less.
2. Agreements between USG institutions and hospitals or other organized medical facilities, both public and private, located within the State of Georgia, whereby the hospital or medical facility concerned agrees to provide clinical services to nursing and other students enrolled in nursing and allied health programs at the institution concerned. Said agreements shall be effective for one year with the option of annual renewal as specified therein and shall be subject to cancellation by either party.
3. Reciprocal emergency law enforcement agreements between USG institutions and county and municipal authorities, as authorized by the Georgia Mutual Aid Act, as amended (BOR Minutes, 1993-94, pp. 63-64; April, 2007).
4. Settlements of grievances and complaints, including those filed by state and federal agencies that do not include a monetary commitment of more than $100,000. Notice of settlements shall be filed with the University System Office of Legal Affairs (BOR Minutes, May 2006; April, 2007).
5. Any agreements necessary for the day-to-day operation of the institution (BOR Minutes, April, 2007).

Section 3.2.1.2 of the BOR Policy Manual addresses the responsibilities of administrators and their faculty status:

Faculty status of full-time administrative officers will necessarily vary with the size and complexity of the institution. A faculty member who has academic rank and rights of tenure in the Corps of Instruction and who accepts an appointment to an administrative office (other than president) shall retain his/her academic rank and rights of tenure as an ex officio member of the Corps of Instruction, but shall have no rights of tenure in the administrative office to which he/she has been appointed.

The additional salary, if any, for the administrative position shall be stated in the employment contract and shall not be paid to the faculty member when he/she ceases to hold the administrative position. An administrative officer having faculty status shall have all the responsibilities and privileges of faculty membership.

Administrative officers shall be appointed by the president with the approval of the Board of Regents and shall hold office at the pleasure of the president.

Section 3.2.4 of the BOR Policy Manual defines the role of the faculty as follows:

The faculty, or the council, senate, assembly, or such other comparable body at an institution (BOR Minutes, May 2010), shall, subject to the approval of the president of the institution:

1. Make statutes, rules, and regulations for its governance and for that of the students;
2. Provide such committees as may be required;
3. Prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and,
4. Make such regulations as may be necessary or proper for the maintenance of high educational standards.

A copy of an institution's statutes, rules and regulations made by the faculty shall be filed with the Chancellor. The faculty shall also have primary responsibility for those aspects of student life which relate to the educational process, subject to the approval of the president of the institution (BOR Minutes, 1986-87, p. 333; May 2010).

The administrative and faculty roles and responsibilities at ASU are delineated more specifically in the statutes. Additionally, administratively position descriptions are posted for each administrator -- director through president – in the response to Comprehensive Standard 3.2.8.

BOR's institutional consolidation initiative is a prime example of how the BOR's policy-making authority is distinguished in practice from the responsibility of system and institutional personnel to administer and implement Board policy. In the January 2012 BOR Meeting Minutes, the BOR charged the USG Chancellor to "take those measures which the Chancellor deems necessary and prudent to give effect to the Board's determination that these institutions be consolidated so as to enhance and improve educational offerings and student success," retaining their BOR authority to approve final determinations including the effective date.

In November 2015, the BOR exercised its policy-making prerogative to instruct the chancellor and the ASU and DSC presidents to pursue consolidation of Albany State University and Darton State College. It became the responsibilities of the Chancellor's staff and the ASU and DSC staffs to plan and implement the operational details of consolidation and to secure SACSCOC approval for the Consolidation Prospectus. Following consolidation, it became ASU's primary responsibility to demonstrate continued SACSCOC accreditation to the Substantive Change Committee and the Board of Trustees of the Commission.

Following Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approval of the ASU-DSC Consolidation Prospectus on December 6, 2016, the BOR exercised its policy-making authority to formalize the institutional consolidations effective on December 9, 2016, and officially appointed the president of the newly consolidated Albany State University.

Sources

> BOR Bylaws Article I.2
>
> BOR meeting minutes April 2007 pp. 77_79
>
> BOR Meeting Minutes January 2012_p.2
>
> BOR Meeting Minutes Nov 10 2015 consolidation approval
>
> BOR Policy Manual 2.5
>
> BOR Policy Manual 2.5.1 April 2007 meeting minutes pp.77_79
>
> BOR Policy Manual 2.5.3 February 2007 meeting minutes pp.34_35
>
> BOR Policy Manual 2.5.4 Agreements

- BOR Policy Manual 3.1
- BOR Policy Manual 3.2.1.2
- BOR Policy Manual 3.2.4
- OCGA 20-3-31
- SACSCOC Dec 4 2016 actions p2
- State of Ga Const Article VIII_Sect IV_Paragraph 1
- USG_BOR Dec 9 2016 news release

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CS 3.2.7

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

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this comprehensive standard.

Impact of Consolidation
The institutional consolidation between Albany State University (ASU) and Darton State College (DSC) in January 2017 necessitated new organizational and administrative structures, which are reflected in the organizational charts below. Compared to other institutional consolidations in the University System of Georgia (USG), this consolidation had a greater impact on the creation of the organizational structure of the new ASU. An almost entirely new leadership team was assembled to guide the new ASU during the course of consolidation in 2016 and consolidation implementation in 2017. As a result, an organizational structure made up of new executive leadership with little to no ties to either ASU or DSC worked to develop an organizational structure that best reflects the mission and guiding principles of the institution and adequately addresses the needs and resources of the students. With the support of the University System of Georgia Board of Regents (BOR) and the Chancellor, a description and illustration of the organizational structure of the new ASU follows:

President
The President is the chief executive officer of the university, and is expected to exercise such supervision and direction over all divisions and departments as will promote the efficient operation of the institution. The president is responsible to the Chancellor of the University System of Georgia for the operation and management of the institution, and for the execution of all policies and directives of the governing Board of Regents and the Chancellor. The president is the official medium of communication between the institution's members and the chancellor. President Dunning was relatively new to ASU when the consolidation was announced, having served as Interim President at ASU for two years. When the governing board announced the consolidation, he was appointed President of ASU and the lead president for the consolidation's planning and implementation.

President's Cabinet (see the President's Cabinet organizational chart)
The President's Cabinet includes the executive leadership of the university, all of whom report directly to the President. These positions include (1) Provost & Vice President for Academic Affairs, (2) Senior Vice President for Administration, (3) Vice President for Institutional Advancement (4) Vice President for Organizational Effectiveness and Strategic Initiatives and Director of Title III, and (5) Director of Athletics. In addition, the President's executive support staff includes a (6) Chief Legal Affairs Officer, (7) a Senior Advisor, and (8) an Internal Auditor. The position of Vice President for Organizational Effectiveness and Strategic Initiatives and Director of Title III is a new position for ASU. The President delegates substantial responsibility to his cabinet members for the direction and administration of their assigned divisions and areas of institutional operation as described below.

Provost and Vice President for Academic Affairs (see the Provost's organizational chart)
Of the President's Cabinet members, the Provost has the greatest administrative oversight of the university. He is considered to be the "second in command" to the President. The Provost and Vice President for Academic Affairs oversees the heart of the university's operation which includes its academic and student affairs functions. Provost Kadhi is new to the university in 2017. The Provost has ten direct reports including the Vice President of Student Affairs & Success, six Deans of the five colleges (Arts & Humanities, Sciences & Technology, Education, Business, and Health Professions) and Graduate Studies, the Associate Provost/Associate Vice President for Academic Affairs, the Associate Provost for Enrollment Management, and the Executive Director for Transitional Studies, Advising & Academic Success. Each of those reports to the Provost, except the Graduate Dean, have three to ten direct reports, covering a wide range of instructional departments, academic support units including the Libraries, distance learning, and the Cordele Center, and the full array of student support services involving admissions, Registrar, student development , and student life. Four new academic positions of significance were created to support the mission and purpose of the consolidated ASU. They are: (1) Associate Provost/Associate Vice President for Academic Affairs; (2) Dean of the Darton College of Health Professions; (3) Dean of Graduate Studies; and (4) Executive Director for Transitional Studies, Advising, and Student Success. Among other significant responsibilities, the Associate Provost serves as the primary academic administrator for the ASU – West Campus (formerly Darton State College). The Executive Director of Transitional Studies guides the advising and retention initiatives for undergraduates and leads efforts to help associate degree students with seamless transition into ASU's baccalaureate programs.

Senior Vice President for Administration (see Senior V.P.'s organizational chart)
The Senior Vice President for Administration's leadership has the second greatest administrative oversight of the university. The Senior Vice President oversees the areas of the university primarily associated with staff. Mr. Shawn McGee is new to the university in 2016. The Senior Vice President has eleven direct reports including the Associate Vice President for Fiscal Affairs, Public Safety Director, Procurement/Receiving Manager, Human Resources Director, Budget Director, Vice President for Information Technology, Executive Director for Financial Aid, Controller, Facilities Director, Auxiliary Services Director, and Bursar. Each of those reports to the Senior Vice President, have two to ten direct reports, covering a wide range of departments specific to auxiliary services, fiscal affairs, financial aid, human resources, information technology, physical plant operations, public safety and police department, and procurement and warehouse.

Vice President for Institutional Advancement (see Advancement V.P.'s organizational chart)
The Vice President for Institutional Advancement (VPIA) is currently vacant and a national search is underway. The VPIA has four direct reports including the Chief Development Officer, Chief Marketing Officer, Alumni Affairs Officer, and Special Events Coordinator. Reporting to the Vice President for Institutional Advancement, each have administrative oversight covering an array of departments such as Marketing,

Graphics, University Communications, Alumni Affairs, Special Events, and Development and Fundraising. The Chief Development Officer and Chief Marketing Officer each have four direct reports, and the Alumni Director and Special Events Coordinator do not have direct reports. In addition, the Vice President for Institutional Advancement serves as the Executive Director of the Albany State University Foundation. In this capacity, the VPIA serves as the liaison between the foundation members and the university assisting the foundation with fundraising, restricted and unrestricted fund management, and policy review in accordance with USG policy and foundation by-laws.

Vice President for Organizational Effectiveness and Strategic Initiatives and Director of Title III(see Organizational Effectiveness V.P.'s organizational chart)
The Vice President for Organizational Effectiveness and Strategic Initiatives and Director of Title III is a new cabinet level position. Dr. Kimberly Holmes is new to the University first arriving in the fall of 2016 to serve as Darton State College's chief academic officer, but transitioning to the new Vice Presidency position effective January 2017. Dr. Holmes has three direct reports including the Director of Institutional Research, Associate Director of Title III, and Executive Director of Assessment and Accreditation. Each direct report has one to three direct reports. Dr. Holmes is charged with leading the university's organizational effectiveness initiatives to include assessment, institutional accreditation, and institutional research, as well as, the university's Title III Office. Central to achieving the new mission of the university is strategic planning. The Office of Organizational Effectiveness and Strategic Initiatives is charged with creating and assessing for improvement the strategic plan of the university.

Director of Athletics (see Athletics organizational chart)
The Director of Athletics is also a position that reports directly to the president. Ms. Sherie Gordon is new to Albany State University arriving in the fall of 2016. Ms. Gordon has nine direct reports which include the Associate Athletic Director for Academics, Associate Athletic Director for Facilities, Sports Information Director, Football Coach, Women's Tennis Coach, Cheer Coach, Basketball Coach, Women's soccer coach, and Strength and Conditional coach. The Associate Athletic Director for Academics has administrative oversight of the coaches for Men's Golf, Track and Cross Country, and Softball. Management of Academics for student athletes, Athletics Compliance, Student Athlete Support Services are also responsibilities of the Associate AD for Athletics. The Associate Athletic Director for Facilities portfolio of responsibilities includes leadership of all Intercollegiate Athletic Event Facilities, Game Management protocols, and oversight of the Women's Basketball Coach, Volleyball Coach, Baseball Coach, and Athletic Trainers.

Other Evidence of Continuing Compliance
All of the individuals who occupy administrative positions are well qualified to hold their posts. The organizational charts cited above help to clearly define the organization structure of the new ASU in compliance with this comprehensive standard. The published titles of each of the executive administrators and their direct reports, and the descriptions of their responsibilities help delineate the major divisions of administrative policy oversight that exists at Albany State University.

The Board of Regents and the Chancellor of the University System of Georgia have created and published an extensive set of policies and procedures to govern the operation of the University System and its member universities and colleges. The administrators identified above, along with their faculty, staff, and students, are obligated to perform their functions at the university in compliance with these governing policies and procedures, as well as other related policies and procedures developed by the institution to supplement these governing regulations. Those key administrative policies and procedure documents are as follows:

Board of Regents Policy Manual
This is a complete and official body of policies for the governance and operation of the Board of Regents of the University System of Georgia and its member institutions. This set of policies affects all divisions of the university's administration in that its sections specifically address policies on: Institutional Governance; Academic Affairs; Student Affairs; Public Service; Research; Financial & Business; Personnel; Facilities; Information, Records, & Publications; and Information Technology. Adherence to these policies and procedures falls largely to the appropriate members of the President's Cabinet.

Academic & Student Affairs Handbook
This USG handbook addresses a comprehensive array of policies and procedures that affect the day-to-day operation of the offices of the chief academic officer and chief student affairs officer of University System of Georgia institutions. Adherence to these policies and procedures at ASU falls to the ASU Provost and his reports.

Building Project Procedures Manual
This USG manual defines the process by which facilities projects in the University System of Georgia are initiated, funded, planned, designed, bid and constructed. Adherence to these policies and procedures at ASU falls to the Senior V.P. for Administration and his reports.

Business Procedures Manual
This USG manual sets forth essential policies and procedures that USG institutions must follow to meet Board of Regents policy mandates and the statutory or regulatory requirements of the state of Georgia and the federal government; it provides new financial and business and human resources professionals in the USG the necessary information and tools to perform effectively. Adherence to these policies and procedures falls to the Senior V.P. for Administration at ASU and his reports.

Continuing Education Guidelines
These USG guidelines were generated by the USG Administrative Committee on Public Service and Continuing Education. Adherence to these policies and procedures at ASU falls to Academic Affairs.

Copyright Policy
The University System of Georgia facilitates compliance with copyright law and, where appropriate, the exercise in good faith of full fair use rights by faculty and staff in teaching, research, and service activities. Adherence to these policies and procedures falls primarily to the Provost and the academic and student affairs division.

Ethics & Compliance Program
This USG program is intended to assist the Board, the Chancellor, and institution management in the discharge of their compliance oversight responsibilities. Adherence to these policies and procedures falls to all members of USG as administered by the President's Cabinet and the President.

Human Resources Administrative Practice Manual
This USG manual identifies policies and procedures that affect and apply to the various types of employees in the University System of Georgia. Adherence to these policies and procedures falls primarily to the Senior Vice President for Administration and the Provost as well to their employee hiring agents.

Information Technology (IT) Handbook
This USG handbook sets forth the essential requirements, recommendations, procedures, guidelines, and practices that all USG institutions and organizations must follow for the acquisition, development, planning, design, construction/renovation, management, and operation of USG technology facilities and systems to meet Board of Regents policy mandates, statutory or regulatory requirements of the state of

Georgia and the federal government, and best IT practices. Virtually all administrative divisions of ASU rely on IT services and should operate in compliance with these regulations.

Records Management and Archives
The USG records retention guidelines for the University System of Georgia affect all administrative units of the university.

State of Georgia Construction Manual
This Georgia manual for best practices for planning, designing, building, delivering, and receiving facilities for use by Georgia state entities. Co-developed by the USG's Office of Real Estate and Facilities largely affects the division of the Senior V.P. of Administration and his reports.

Faculty, Student, and Personnel Handbooks
The policies and procedures described in these institutional documents are subservient to and complementary of the governing board's policies and procedures and affect all members of the ASU community.

Sources

- ASU Faculty Handbook Final Rev 07202017
- ASU Personnel Manual2_HR FISCAL AFFAIRS v7.17.17
- ASU Student Handbook Draft (071117)
- BOR Academic_Student Affairs Handbook Introduction
- BOR Policy Manual
- Continuing Education Policy and Procedures Manual
- Org Chart Academic Affars as of 08-01-2017
- Org Chart Athletics as of 8-2-17
- Org Chart Institutional Advancement as of 8.2.17
- Org Chart Organizational Effectiveness_Strategic Initiatives_Dir of Title III as of 8.2.17
- Org Chart_Fiscal Affairs as of 7.27.17
- Org Chart_PresidentsCabinet as of 8.3.17
- State of Georgia Construction Manual
- USG Building Project Procedures Manual
- USG Business Procedures Manual
- USG Continuing Ed Policy and Procedures Manual
- USG Information Technology Handbook
- USG-BOR Copyright Policy
- USG-BOR Ethics & Compliance Program
- USG-BOR Human Resources Administrative Practice Manual
- USG-BOR Records Management and Archives

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CS 3.2.8

Qualified administrative/academic officers
The institution has qualified administrative and academic officers with the experience and competence to lead the institution. **(Qualified administrative/academic officers).**

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this comprehensive standard.

Impact of Consolidation
Compared to other institutional consolidations in the USG, this consolidation had a much greater impact than any other on the identification of qualified administrative and academic officers to lead the new institution. A permanent president for the new ASU, Dr. Art Dunning, was appointed at the outset of ASU-DSC consolidation planning in November 2015, and most of his administrative team, who subsequently accepted permanent appointments, were recruited from outside the ranks of the then existing ASU and DSC personnel. Dr. Dunning had been the Interim President at ASU since 2013, and had become very familiar with the challenges facing ASU. There was an interim president in place as well at DSC in 2015 and another interim president at DSC during the year prior to consolidation in 2016. Without a doubt, there was substantial instability in the upper administrative ranks of both institutions prior to consolidation, and major challenges needed resolution in the financial and student enrollment arenas in particular. President Dunning, with the concurrence and support of the Chancellor's staff in the System Office, concluded early in 2016 that ASU and DSC lacked the "bench strength" needed to fill critical leadership positions for the new ASU from within. Interim appointments in the new administrative structure became commonplace while searches were conducted for permanent administrative appointments. Almost an entirely new leadership team was sought for the consolidated ASU, and such a team was painstakingly assembled over the course of consolidation planning in 2016 and consolidation implementation in 2017.

Other Evidence of Continuing Compliance
At the consolidated ASU, the administrative and academic officers who lead the institution are defined as the president, the provost, the divisional vice presidents, and other select line officers on the President's Cabinet such as the Athletics Director, the college deans, and associate provost. ASU has qualified administrative and academic officers with the experiences and competence to lead the institution. These individuals exercised leadership during the process of consolidation planning and have continued to demonstrate effective leadership as consolidation activities have solidified in 2017. These officers represent a diverse group of individuals with strong credentials and expertise to accomplish the mission and vision of ASU. The credentials and expertise are appropriate to the duties and responsibilities for which they are assigned, as evidenced by the summary of administrative oversight responsibilities for each position and the highlighted qualifications in their biographical sketches provided below. A more detailed description of credentials and expertise is available in the resumes and curricula vitae by clicking on the Name of the individual in the table below.

An organizational chart of the chief administrative and academic officers by name is also provided.

Administrative and Academic Officers

Name	Title & Summary of Responsibilities	Qualifications for the Position
Dr. Arthur N. Dunning	**President** The President serves as the Chief Executive Officer for Albany State University and has overall responsibility for the university. The President provides leadership and oversight for all aspects of the university, including academics, finance, planning, student affairs, enrollment, advancement, athletics, and other key areas. The Provost, vice presidents, and several other staff members report to the President. The President works closely with the Provost and vice presidents to ensure that the strategic direction and policies of the university are aligned with its mission. The President reports to the Chancellor of the University System of Georgia and works with the Board of Regents in establishing policies to guide the institution. As the Chief Executive Officer, the President has principal responsibility for the planning, development, implementation, assessment, and improvement of all programs and policies.	**Vita** Dr. Dunning has more than 40 years experience in higher education serving the university systems of Georgia and Alabama. The majority of his executive leadership experience rests with the University System of Georgia where he served the system office in various Vice Chancellorships as well as Acting Executive Vice Chancellor. As Acting Vice Executive Chancellor, Dr. Dunning was the chief administrative officer for the 34 campus system from 94-95. Prior to joining ASU in 2013, Dr. Dunning served as Vice Chancellor for International Programs and Outreach for the University of Alabama System.
Dr. Tau Kadhi	**Provost & Vice President for Academic Affairs** The Provost and Vice President for Academic Affairs (PR/VPAA) reports to the President and is the Chief Academic Officer for the University. This senior academic administrator acts on behalf of the president in his absence. The PR/VPAA defines the academic vision for the University, providing leadership for all aspects of its academic programs. This includes oversight of educational policy and programs of instruction, the development and assessment of academic programs, and the integrity of the University's curriculum. The scope of duties for this position encompasses the responsibility for academic planning, student enrollment, retention, graduation, development, and strategy, as well as institutional effectiveness, assessment, and accountability. The PR/VPAA is responsible for the operation, direction, and supervision of all academic areas, programs, and personnel in the Division of Academic Affairs, Enrollment Management Services, and Student Affairs. Reporting to the PR/VPAA are the Vice President for Student Affairs and Success; Executive Director for Research and Sponsored Programs and Dean of Graduate Programs; Vice President for Enrollment Management; Assistant Vice President/ Associate Provost for Academic Affairs; Darton College of Health Professions, College of Business, College of Arts and Humanities, College of Sciences and Technology and College of Education; Director of the Library; Director of the Academic Success Unit; Chair of Military Science; Director of the Quality Enhancement Plan; Director of the Water Policy Center; Executive Assistant; and Departmental Manager.	**Vita** Dr. Kadhi has over 15 years experience in higher education as administrator, teacher, and researcher. Joining ASU in the Fall of 2016 Dr. Kadhi has served in roles of associate provost, assistant vice president, dean, and executive director.
Mr. Shawn McGee	**Senior Vice President for Administration** The Senior Vice President for Administration, reporting directly to the president, is a member of the president's senior leadership team and is responsible for effective leadership in the University's fiscal matters. The senior vice president will be responsible for strategic planning, management and financial planning for all aspects of the University's financial and administrative activities. The senior vice president is the chief business officer of the University with direct supervision of financial operations, budgeting, contracts and grants administration, business operations, purchasing, auxiliary enterprises,	**Vita** Mr. McGee has over 20 yrs. experience in governmental accounting and auditing with a working knowledge of GAAP and Gov. Auditing Standards; familiarity with PeopleSoft and Banner Systems; and proficient at using Microsoft Excel, Word, Access, and PowerPoint. Mr. McGee is an effective communicator and manager with excellent supervisory skills.

	human resources management, facilities management, information technology, financial aid, and public safety.	
Dr. Kimberly Holmes	**Vice President for Organizational Effectiveness and Strategic Initiatives and Director of Title III** The Vice President for Organizational Effectiveness and Strategic Initiatives will report to the President and will partner with other university leaders and community leaders to research, plan, define, articulate, update, present and manage the ongoing execution of the Albany State University strategic plan; oversee organizational effectiveness; assess, measure and determine organizational metrics; identify and propose strategic initiatives, define data management and governance procedures; and initiate and carry out organizational assessments and research projects. Lead and direct the university's Title III initiatives.	**Vita** Dr. Holmes has more than 17 years" experience in higher education serving the university systems in Georgia, Kentucky and Texas; and 7 years product systems engineering experience. Dr. Holmes has held executive leadership positions in Academic Affairs, Inclusion and Innovation, Certified Public Manager Program and Public Administration, and Student Enrollment.
Vacant	**Vice President for Institutional Advancement** Reporting to the Albany State University President, the Vice President for Institutional Advancement and Executive Director of the ASU Foundation is responsible for designing and implementing comprehensive institutional advancement programs, including annual fund, corporate and foundation relations, major gifts and gift planning, endowment, capital campaigns, and alumni and constituent relations efforts. The Vice President is also the Executive Director of the ASU Foundation, the management leader responsible for achieving the ASU Foundation's mission and financial objectives and for overseeing the administration of its strategic planning and operations. Due to the recent consolidation of ASU with another higher education institution, the ASU Foundation is expected to complete the consolidation with the other institution's foundation. The mission of the consolidated ASU Foundation is to build financial and public support for Albany State University through: fundraising that provides financial support to the University and its students; building public and business awareness of the University and how it benefits our community; providing professional, community counsel to the University, and effectively administering its responsibilities of property holder. The Vice President will provide key leadership in support of the University's upcoming comprehensive and capital campaigns. The Vice President will also manage the University's events function providing key support across the University for key events, such as Homecoming, Commencement, and Founder's Day, that advance the University's mission and vision.	Vacant – Conducting search at time of submission of this report.
Ms. Sherie Gordon	**Director of Athletics** The Director of Athletics (AD) reports directly to the President and has overall responsibility for leading the Division II intercollegiate athletics programs at the University with a commitment to student-athlete excellence in the classroom and on the playing field.	**Vita** Ms. Gordon has over 13 years of intercollegiate athletic experience. Ms. Gordon has leadership experience in financial management, fundraising, compliance, marketing communication, and event management.
Dr. Olufunke Fontenot	**Associate Provost and Associate Vice President for Academic Affairs** This position is responsible for planning and oversight of projects and special academic programs to advance the academic mission of the university. The Assistant Vice-President strategically advances the priorities of	**Vita** Dr. Fontenot has over 36 years experience in higher education as administrator, teacher, and researcher. Joining ASU in Summer 2016, Dr. Fontenot brings more than 20 years administrative and

	Academic Affairs through collaborative partnerships with faculty, staff and students, maintaining our commitment to sustainable academic quality.	leadership experience serving in roles as provost, dean, and chair.
Dr. Michara Delaney (Interim)	**Vice President for Student Affairs and Success** The Vice President for Student Affairs and Success (VPSA&S) is the chief student affairs officer at the University and reports to the Provost and Vice President for Academic Affairs. The VPSA&S is a member of the senior administration team and is responsible for providing leadership and oversight for all student support services and for ensuring that these services and programs enhance student development, engagement and learning. The VPSA&S is charged with providing leadership, vision and strategic direction through advocacy, policy development/implementation, ongoing assessment and ensuring student success as demonstrated by enhanced retention, persistence and completion rates.	**Vita** Dr. Delaney has over 9 years of higher education experience in student services at Texas Southern University where she developed/implemented the Women's Resource Center, served as Asst. Dean of Students, and Asst. for Student Services.
Dr. B. Donta Truss	**Vice President for Enrollment Management & Retention** The Vice President for Enrollment Management & Retention reports to the Provost and Vice President for Academic Affairs. The Vice President is responsible for the implementation of assigned portions of the institution's strategic plan. At the direction of the Provost and in collaboration with appropriate academic and non-academic personnel of the University, the Vice President engages organizations outside the University to promote the University's educational programs and expand the enrollment of campus students and on-line degree program students. In keeping with the mission of the University to assist underserved populations, the Vice President identifies and promotes opportunities for prospective students to improve their academic credentials through innovative educational offerings and prior learning assessments.	**Vita** Dr. Truss has over 19 years' experience in higher education. Of his 19 years' experience, 10 years have been dedicated to serving in Enrollment and Retention, Institutional Research, Planning, and Effectivness within the USG. Dr. Truss joined ASU in 2016.
Mr. William C. Moore	**Vice President for Information Technology** The Chief Information Officer (CIO) is responsible for the overall management of the Information Technology Department. The Vice President/Chief Information Officer is responsible for developing and implementing a long range strategic plan for campus instructional technology, which coordinates with and serves campus clients. Activities and decisions are highly complex and require significant independent action and judgment that are subject to university-wide policies.	**Vita** Mr. Moore has more that 25 years experience in managing and leading Information Technology initiatives that include IT policy and development, IT security and compliance management, IT networking, IT disaster recovery, and IT intelligence and data analytics. Of his 25 plus year of experience, more than 19 have been dedicated to serving higher education institutions within the University System of Georgia. In addition to his work in IT, Mr. Moore is an active member of the Chief Information Officers Advisory Council of the USG. Mr. Moore holds a MEd in Educational Leadership, MLS in Library and Information Science, and a BAS in Technology from Valdosta State University.
Dr. Alicia Jackson	**Dean, College of Business** The Dean of the College of Business is the chief academic, fiscal, and administrative officer of the College and reports to the	**Vita** Dr. Jackson has more than 28 years of higher education

	Provost and Vice President for Academic Affairs. The Dean has the responsibility for all aspects of curriculum planning and development, faculty and staff evaluation and development, budgeting and budget administration. He/she is responsible for setting priorities and sustaining an environment of academic excellence, building and maintaining close relationships with alumni and the community, and generating external funding. As Dean, she/he will be expected to provide effective leadership in supporting student retention, persistence and completion.	experience as a dean, associate dean, and professor of AACSB accredited business related programs. She is published in the areas of financial accounting and international business. In addition, she has helped secure more than $2.5 million in grant funding. Her classroom experience extends in the areas of accounting, quantitative methods, and taxation. After a national search, she was appointed Dean of the College of Business in 2015.
Dr. Rani George	**Dean, College of Arts and Humanities** The Dean is the chief academic, fiscal, and administrative officer of the College and reports to the Provost and Vice President for Academic Affairs. The Dean is expected to provide strong leadership for the faculty of the College in all academic matters; champion the important roles of the College in regional educational and economic development; identify sources and develop plans for attracting external financial resources for the College's scholarly and programmatic goals; articulate the College's vision, qualities, and distinctiveness as its principal advocate and spokesperson within the University community and to national and international constituencies; create innovative and distinctive programs designed to attract outstanding students, faculty and staff; and reinforce the College's strong ties with other institutions in the University System of Georgia (USG). The College of Arts and Humanities (COAH) includes the Departments of Fine Arts; English, Modern Languages and Mass Communication; History and Political Science; Public Administration; Criminal Justice, Sociology, and Psychology; and Social Work.	**Vita** Dr.George has more than 22 years of experience in higher education as a researcher, teacher and administrator. She joined ASU in 1999 as Assistant Professor and became Full Professor in 2010. Dr. George has secured more than $3 million in grant funding. She has several peer reviewed publications and has presented at national and international conferences. In addition to her research and teaching pursuits, Dr. George was Chair of Department of Counseling and Educational Leadership from 2005-2008 and Interim Dean of the Graduate School from 2008-2010. After an exhaustive national search, Dr. George was appointed Dean of the College of Arts and Humanities effective July 1, 2017.
Dr. Rhonda Porter (Interim)	**Dean, College of Education** The Dean is the chief academic, fiscal, and administrative officer of the College and reports to the Provost and Vice President for Academic Affairs. The Dean is expected to provide strong leadership for the faculty of the College in all academic matters; champion the important roles of the College in regional educational and economic development; identify sources and develop plans for attracting external financial resources for the College's scholarly and programmatic goals; articulate the College's vision, qualities, and distinctiveness as its principal advocate and spokesperson within the University community and to national and international constituencies; create innovative and distinctive programs designed to attract outstanding students, faculty and staff; and reinforce the College's strong ties with other institutions in the University System of Georgia (USG). The College of Education (COE) is comprised of two departments (Teacher Education, and Counseling and Educational Leadership), as well as a Program Assessment & Student Support Center. The Chairs of the two departments, Director of Assessment, Field Experience Director, Admissions and Certification Specialist, and Online Learning and Technical Support Specialist report directly the Dean.	**Vita** Dr. Porter has more than 19 years experience in K-12 and higher education combined. Joining ASU in 2006 as Associate Professor, Dr. Porter has served the university in many crucial leadership and administrative roles while continuing to teach and conduct research. Dr. Porter served as Director of Assessment, Program Coordinator for Mathematics Education, and recently served as Interim Chair for Department of Teacher Education. Dr. Porter is actively involved in her field serving on numerous boards and as a peer reviewer for national accreditors such as CAEP and EdTPA. Dr. Porter was appointed Interim Dean July 1, 2017.
Dr. Sayed Roosta		**Vita**

(Interim)	**Dean, College of Science and Technology** The Dean is the chief academic, fiscal, and administrative officer of the College and reports to the Provost and Vice President for Academic Affairs. The Dean is expected to provide strong leadership for the faculty of the College in all academic matters; champion the important roles of the College in regional educational and economic development; identify sources and develop plans for attracting external financial resources for the College's scholarly and programmatic goals; articulate the College's vision, qualities, and distinctiveness as its principal advocate and spokesperson within the University community and to national and international constituencies; create innovative and distinctive programs designed to attract outstanding students, faculty and staff; and reinforce the College's strong ties with other institutions in the University System of Georgia (USG). The College of Science and Technology (CST) consists of three departments: Biology; Chemistry and Forensic Science; and Mathematics and Computer Science. Degrees are offered in biology, chemistry, forensic science, mathematics and computer science. A Regents Transfer Pre-engineering Program (RETP) with Georgia Institute of Technology is also offered.	Dr. Roosta has more than 17 years experience in the academy teaching and researching in the areas of Mathematics, Computer Science, and Computer Information Systems. Dr. Roosta joined ASU in 2008 as Associate Professor and Chair of Mathematics and Computer Science. In addition, to leading the department, teaching, and conducting research, Dr. Roosta has engaged in outreach within the STEM field via curricular review and consulting for accreditation reviews. Dr. Roosta was appointed Interim Dean of the College of Sciences and Technology July 1, 2017.
Dr. Kerri Johnson	**Dean, Darton College of Health Professions** The Dean is the chief academic, fiscal, and administrative officer of the College and reports to the Provost and Vice President for Academic Affairs. The Dean is expected to provide strong leadership for the faculty of the College in all academic matters; champion the important roles of the College in regional educational and economic development; identify sources and develop plans for attracting external financial resources for the College's scholarly and programmatic goals; articulate the College's vision, qualities, and distinctiveness as its principal advocate and spokesperson within the University community and to national and international constituencies; create innovative and distinctive programs designed to attract outstanding students, faculty and staff; and reinforce the College's strong ties with other institutions in the University System of Georgia (USG). The Darton College of Health Professions (DCHP) has three departments: Health Sciences, Nursing, and Health and Human Performance. The College offers graduate, undergraduate, and certificate programs.	**Vita** Dr. Johnson has over 20 years experience in higher education as an administrator, teacher, and accreditation evaluator. Joining ASU in spring 1998, Dr. Johnson has served in roles as dean, interim dean, director, accreditation site visitor/evaluator and teacher. Dr. Johnson has several years experience as a physical therapist assistant and as a physical therapist.
Dr. Louise Wrensford	**Executive Director of Research and Sponsored Programs & Graduate Dean** This position is responsible for providing leadership for the Office of Research and Sponsored Programs and the University's Graduate programs.	**Vita** Dr. Wrensford joined ASU in 1998 as Assistant Professor of Chemistry quickly rising through the ranks earning tenure and full professor. With dozens of published research articles and more than $12mil in grant funding to her credit, Dr. Wrensford continues to provide strong leadership to the area of Research and Sponsored Programs. In addition, her vast administrative and leadership skills serve the graduate school well.

Sources

- CV AD_Gordon
- CV AVPAA_Fontenot_2017
- CV DeanArtsSciences_Roosta_2017
- CV DeanCOAH_George_07132017
- CV DeanCOB_Jackson_2017
- CV DeanCOE_Porter_2017
- CV DeanGraduateSchool_Wrensford_2017
- CV DeanHealthProf_Johnson_2017
- CV InterimDeanStud_ DeLaney 7-20-17
- CV President_Dunning_2017
- CV Provost_Kadhi Tau_2017
- CV SVPA_McGee_2017
- CV VPEM_Truss_2017
- CV VPIT_CIO_Moore II_2017
- CV VPOE&I_Holmes_2017
- Job Description_Athletics Director
- Job Description_AVP Acad Aff
- Job Description_Dean of Business
- Job Description_Dean of Ed
- Job Description_Dean_ Arts and Humanities
- Job Description_Dean_Health Professions
- Job Description_Dean_Sci Tech
- Job Description_Exec Dir OR
- Job Description_President
- Job Description_Provost
- Job Description_Sr VP of Admin
- Job Description_VP of EM
- Job Description_VP of IA
- Job Description_VP of OESI
- Job Description_VP_CIO
- Job Description_VPSA

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Personnel appointment
The institution publishes policies regarding appointment, employment, and evaluation of all personnel. **(Personnel Appointment)**

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this comprehensive standard.

Impact of Consolidation
An analysis and evaluation of relevant practices and policies of both institutions on the appointment, employment, and evaluation of all employees were conducted in preparation for consolidating Albany State University (ASU) and Darton State College (DSC). The analysis was performed by Operational Working Groups (OWGs), comprised of members from both consolidating institutions.

Since ASU and DSC had the same governing board, the Board of Regents (BOR) of the University System of Georgia (USG), institutional consolidation had no impact on changes to the governing board's published policies and procedures for the appointment/selection, employment, and evaluation of all personnel. Supplemental policies and procedures for implementing BOR policy and procedures at the institutional level for the new ASU also were changed very little from ASU's existing policies and procedures in that regard.

There is an exception to this related to classification of faculty which influences faculty evaluation, promotion, and tenure. This exception was a result of a new BOR policy that designated institutions as having a blended mission due to institutional consolidations between selective, baccalaureate degree granting institutions and a primarily open access, two-year degree granting institutions. The institutional consolidation of ASU and DSC meets the criteria for having a blended function according to BOR Policy 2.10, Institutional Mission; therefore, the new ASU has a blended mission. Having a blended mission does have an impact on classification, teaching load, and promotion and tenure of faculty. A new faculty classification and promotion and tenure policy was created for the new ASU to accommodate the blended mission.

Other Evidence of Continuing Compliance

Governing Board & University System Policies
ASU selects, employs, and evaluates employees in accordance with published policies and procedures adopted by the Board of Regents (BOR), as outlined in Section 8.0, Personnel of the BOR Policy Manual. The manual outlines personnel categories (Section 8.1) within the University system of Georgia (USG), general policies for all personnel (Section 8.2), as well as additional policies for other classified personnel and faculty (Sections 8.3 and 8.4).

These policies include procedures for hiring, evaluating performance, and employment termination of both faculty and classified employees. The BOR-USG policies provide general guidance on personnel policies; however, specific institutional employment policies and procedures of ASU are located in its Faculty and Human Resources Policies and Procedures handbooks. ASU's policies and procedures, regarding the employment process, are in alignment with local, state, and federal laws, including equal employment opportunities and affirmative action provisions.

Institutional Employment Policies and Employment Handbooks
Albany State University policies regarding the selection, employment, and evaluation or employees are published in both the Human Resources Policies and Procedures Manual and the Employee Recruitment and Selection Manual for recruiting, selecting, and onboarding all hourly, classified and supervisory administrative employees; classifying and determining compensation; payroll; benefits; and maintaining employment records; and managing the development, employment, and evaluation processes for administrative and professional staff. The Office of Academic Affairs manages the appointment/selection, employment, and evaluation of academic administrators and the teaching faculty.

Appointment, Employment and Evaluation of Academic Personnel
Academic personnel are appointed, employed and evaluated through the oversight of the Office of Academic Affairs in collaboration with the Office of Fiscal Affairs, Office of Human Resources, and ultimately the Office of the President. The USG BOR Policy Manual 8.3.1 requires certain processes to be implemented in regards to the appointment, employment and evaluation of all academic personnel. Details of these policies and procedures specific to ASU are published in the ASU Employee Recruitment and Selection Procedure Manual, ASU Faculty Handbook, and ASU Human Resources Policies and Procedures Manual.

Appointment of Academic Personnel
The ASU Employee Recruitment and Selection Procedure Manual outlines the steps of the faculty search process. The academic department head seeks approval via ASU's employment advertising and recruitment management system PeopleAdmin. Once approved by the proper parties, a search committee is appointed. For faculty, a minimum of 3 people will serve on the committee with at least one person from outside the department. All search committee members must complete the Search Committee Training Program.

Academic Administrators from the position of chair and higher are hired using the same process described above except for the deviation of the search committee structure. Search committees for department chairs and higher include faculty representation from the academic department, administrators from other academic departments/schools/colleges, and one non-academic representative. A chair/dean/head from another academic department serves as the chair of the search committee. Search committees for academic deans include faculty representation from the academic school and a non-academic vice president. A dean/executive director from another school or department serves as the chair of the search committee.

The search committee (regardless of type) completes the process and submits up to three unranked names to the immediate unit administrator. The unit administrator recommends to the next level of administration the candidate and his or her recommendation. The Provost/VPAA makes a formal recommendation to the President who has ultimate responsibility for approving all hires.

Employment of Academic Personnel
Faculty are given a 10-month contract (BOR Policy Manual 8.3.4). Academic administrators who hold tenure in an academic unit are provided a 12-month contract which stipulates faculty rank and administrative title. All returning academic personnel receives a written contract annually.

Evaluation of Academic Personnel
The BOR Policy Manual 8.3.5 identifies the process for the evaluation of academic personnel. Faculty are evaluated annually by their immediate supervisor. The evaluation process includes a faculty self-evaluation, immediate supervisor evaluation which includes a review of students' evaluations, and a conference. Upon conclusion of the conference, the annual evaluation form is signed by both parties and forwarded to the dean, the Provost/VPAA, and Human Resources for review and signature. In the event a faculty member decides to refute the immediate supervisor's evaluation, he or she may file a written rebuttal to the supervisor, and any supervisor's response will be included in a separate document. Tenure track faculty complete additional evaluation steps: faculty who have completed three years with the institution undergo an in-depth pre-tenure review. Tenured faculty also complete a post-tenure review every five years. All evaluation documents are reviewed and filed in the Office of Academic Affairs and the Office of Human Resources.

The BOR Policy 8.3.5.3 on senior academic administrative evaluations states that academic administrators are evaluated using a performance management instrument. Academic administrator are evaluated annually by immediate supervisors. The evaluation process includes an academic administrator self-report, immediate supervisor evaluation, and a conference. Upon conclusion of the conference, the annual evaluation is signed by both parties and forwarded to the office of the President and the Office of Human Resources. Every second years, academic administrators are evaluated by direct reports (one level down). All academic personnel in the Office of Academic Affairs from the Provost/Vice President for Academic Affairs down are evaluated by immediate supervisors.

Appointment, Employment, and Evaluation of All Non-Academic Personnel
Non-academic personnel are appointed, employed, and evaluated under the oversight of the Department of Human Resources in collaboration with the Office of Fiscal Affairs. Policies for the appointment, employment, and evaluation of non-academic personnel are found in the BOR Human Resources Administrative Practices Manual, BOR Policy Manual Section 8.0, and ASU Human Resources Policies and Procedures Manual.

Appointment of Non-Academic Personnel
Prior to hiring classified employees, the following steps are followed. The supervisor of the units seeks approval via ASU's employment advertising and recruitment management system PeopleAdmin. Once approval is granted by HR and Fiscal Affairs, the steps mentioned above and outlined in ASU's Recruitment and Hiring Procedure Manual are followed.

Employment of Non-Academic Personnel
The hiring manager completes the hiring proposal in PeopleAdmin. Once the hiring proposal is approved by HR in PeopleAdmin a verbal offer is extended and pre-employment screening begins. Pre-employment screening is described below. Once pre-employment screening is complete, and official offer in writing is extended to the candidate.

In order to ensure that USG employees are cognizant of and adhering to obligations with respect to the USG Ethics Policy, state and federal laws, and appropriate hiring standards, certain conditions for employments have been designated by the University System of Georgia (BOR Human Resources Administrative Practice Manual). The conditions of employment include successful completion of a background investigation, completion of the State Security Questionnaire and Loyalty Oath, successful completion of initial and ongoing training and certification as required by the Board Policy on Ethics Training and Certification, Federal and State withholding tax forms and applicable retirement forms.

Evaluation of Non-Academic Personnel
The BOR Human Resources Administrative Practices Manual states that the performance evaluation process shall be for the purpose of career development and merit pay recommendations. All classified employees shall be evaluated by the supervisor in a systematic manner at specified time intervals, but no less than once each year. The University System of Georgia supports a performance management process that is consistent, continuous, and emphasizes communication between supervisors and employees.

Sources

- A Guide for Search Committees_2017
- ASU Employee Recruitment and Selection Manual
- ASU Faculty Handbook Final Rev 07202017
- ASU HR Manual_2017
- ASU Human Resources webpage
- ASU PeopleAdmin Hiring Manager's User Guide
- ASU Personnel Manual2_HR FISCAL AFFAIRS v7.17.17
- Board Policy on Ethics Training and Certification
- BOR Human Resources Administrative Practice Manual
- BOR Policy Manual 2.10_Institutional Mission
- BOR Policy Manual 8.0 Personnel
- BOR Policy Manual 8.1 Personnel Categories
- BOR Policy Manual 8.2 General Policies for all Personnel
- BOR Policy Manual 8.3 Additional Policies for Faculty
- BOR Policy Manual 8.3.5 Evaluation of Personnel

BOR Policy Manual 8.3.5.3 Senior Administrators
BOR Policy Manual 8.4 Additional Personnel Policies and Procedures
BOR Policy Manual_8.3.4
USG Ethics Policy_8.2.20

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CS 3.4.3

Admissions policies

The institution publishes admissions policies that are consistent with its mission. **(Admissions Policies)**

Judgment

☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Compliance Statement

Albany State University is in compliance with this comprehensive standard.

Impact of Consolidation

On November 6, 2015 Chancellor Hank Huckaby announced that he planned to recommend to the Board of Regents that Albany State University and Darton State College be consolidated to form the new Albany State University. In his statement to recommend the consolidation, Chancellor Huckaby stated, "We recognize this is a historic milestone for Albany State. We are committed to continuing to serve the HBCU mission and building upon the mission to serve an increasingly diverse student population. We also recognize the key role Darton has played in meeting the access mission and offering workforce related associate degrees. We will maintain both missions under the consolidated institution and believe this strengthens public higher education in Southwest Georgia." On November 10, 2015 the Board of Regents approved moving forward with the consolidation of ASU and DSC. On this day, Chancellor Huckaby stated, "The consolidated institution, Albany State University, will continue to serve the HBCU mission and build on its mission and that of Darton State to serve students, the community and region. We respect the passion the community, students and alumni hold for these institutions. The new Albany State University will blend the strengths and values of each institution to strengthen the community and region more deliberately." With the mandate from the Chancellor and the Board of Regents to serve the historical missions of both institutions, admission policies and procedures that accommodate selective undergraduate and graduate programs as well as open access oriented standards are in place and explained in detail below.

The consolidated university's main campus is Albany State University's East Campus (original ASU campus), which currently is home to four of ASU's five colleges. ASU's five colleges are the 1) College of Arts and Humanities, 2) College of Business, 3) College of Education, 4) College of Science and Technology, and 5) Darton College of Health Professions. The Darton College of Health Professions has its academic and administrative home on ASU's West Campus (formerly Darton State College). Each of the five colleges support ASU's certificate, associate (transfer and career), baccalaureate, and graduate programs. However, the Darton College of Health Professions administers and delivers the university's allied health and health professions curricula and degree programs which include certificates, associate career programs, and a baccalaureate degree and a master's degree in nursing.

Several changes have occurred with regard to admissions as a result of the consolidation between Albany State University (ASU) and Darton State College (DSC). The changes involve merging and supporting both selective admission standards (former ASU) and open access mission admission standards (former DSC), administrative reorganization of ASU's and DSC's Admissions Offices for improved coordination, efficiency and effectiveness, and designing a new "one stop shop" enrollment management facility slated to open Fall 2017.

To aid in all three areas, the university created a new position of Vice President for Enrollment Management reporting directly to the Provost and Vice President for Academic Affairs. This is an organizational change for both ASU and DSC as previous admission functions at both institutions prior to consolidation reported to Student Affairs or the President. The new Vice President, hired in January 2017, has a wealth of enrollment management experience working in institutions with selective admission standards and open access admission standards. The Vice President's portfolio of responsibilities include Admissions & Recruitment, Registrar, Student Orientation, Career Services, Veterans & Adult Education, and the Testing Center. As part of the administrative reorganization, a Director of Admissions and Recruitment was hired to guide admission and recruitment efforts and has administrative oversight of five Albany State University Recruiters and admission counselors. A new CRM Manager has been hired to enhance the delivery of the ASU Communication Plan.

The Office of Enrollment Management maintains full service offices on ASU East and ASU West campuses to provide the best customer service to current and prospective students. The Office of Enrollment Management also provides support to all off-campus instructional sites. As part of the reorganization of the Office of Enrollment Management, a 7867 sq. ft. space on the ASU West campus is currently undergoing renovation that will become the home of the new Office of Enrollment Management. This space will be the "one stop shop" for all activities related to Admissions & Recruitment and Registrar. While not an administrative responsibility of the VP of Enrollment Management, the Office of Financial Aid and the Office of Student Accounts will be housed in this new location. This new facility located in a prominent location on West Campus will serve as the customer service hub of the new ASU for prospective and current students. Full service enrollment management offices will remain in place on ASU East and support off-campus instructional sites to continue to provide quality service for all students.

For associate degree seeking students who wish to transition into a baccalaureate degree program, the new Albany State University has designed a process that allows for seamless transition. The process begins with the student visiting the Academic Advisement and Retention Center (AARC) and stating that he or she is continuing enrollment at which time the advisor provides services and continues the enrollment of the student. The student does not have to be readmitted or anything else as Albany State University is one institution.

Other Evidence of Continuing Compliance

Albany State University's admission policies are consistent with its institutional mission. As described in the Board of Regents (BOR) Policy Manual, Section 2.10, Institutional Mission, each institution is categorized as one of four levels based on degree offerings and research emphasis. The categories are 1) Research Universities, 2) Comprehensive Universities, 3) State Universities, and 4) State Colleges.

As a public state university in the University System of Georgia, ASU's mission is to serve according to its mission statement as approved by the Board of Regents at its March 9, 2016 meeting. The mission of Albany State University (ASU) reads as follows:

Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally divers society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University's faculty, staff, students and administrators from strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.

Albany State University follows the policies of its governing board, the Board of Regents (BOR) of the University System of Georgia (USG), and those included in the USG Academic Affairs Handbook, as outlined below.
• 4.1.2 Non-Discrimination
• 4.1.5 Students with Disabilities
• 4.1.6 Admission of Persons Not Lawfully Present in the United States
• 4.2 Undergraduate Admissions
        o 4.2.1 Admissions Requirements for Programs Leading to the Baccalaureate Degree
        Freshman (4.2.1.1) and Exceptions (4.2.1.2)
        Transfer Students (4.2.1.3)
        Non-traditional Students (4.2.1.4)
        Persons Aged 62 Years or Older (4.2.1.5)
        Non-Degree Students (4.2.2.3)
        Transient Students (4.2.2.4)
        Auditors (4.2.2.5)

Albany State University's admission policies are published on ASU's Admissions website and in various presentation materials such as the ASU Undergraduate Catalog, the ASU Graduate Catalog, and Recruitment Brochures (Male Cover & Female Cover). Admission policies are also available upon request by telephone, email, and standard mail. In addition to BOR admissions-related policies being available, the state sponsored GAcollege411 website provides the public with information on admission and educational offering for all its institutions. In addition, admission policies are disseminated regularly to prospective students during Open House campus visits, college fairs and high school visits, and by postal mail upon request. The admissions staff provide information sessions and conduct walking tours on weekdays, weekends, and in the evenings.

Undergraduate Admissions
The Office of Admissions adheres to published admission standards when determining admission decisions. General and specific admissions policies and standards, which also address the access mission of the consolidated institution, for traditional students, non-traditional students, and special admissions categories are as follows:

Regular Admission (Traditional and Access Pathway)
Traditional
Regular Admissions students with a College Preparatory Diploma must present at least a 2.0 high school GPA, minimum SAT scores of 24 for Critical Reading and 22 for Mathematics or ACT scores of 17 for English and 17 for Mathematics.

Access Pathway
Applicants not meeting regular admissions standards may qualify for Access Pathway Admission. Students who do not submit SAT or ACT scores, or who submit SAT and ACT scores below the minimum required scores for regular admissions must take the Accuplacer Placement Exam to determine whether or not Learning Support (remedial) courses are required. Access Pathway students must submit SAT or ACT scores to be eligible for immediate entry into a baccalaureate program.

Non-Traditional Admissions
Non-Traditional students, or students who have not attended high school within the previous five years or who were admitted to previous colleges as non-traditional students completing less than 30 transferable semester hours of college credit, must meet all USG and institutional admissions requirements, and meet all Accuplacer Exam requirements and Learning Support Requirements.

Online-Only Students
Online-Only students must meet the standards and requirements for Regular Admissions and may qualify for special admissions categories: transfer, transient, and international students.

In alignment with the USG mission to assure access to all students with the potential to benefit from a college education, ASU has special admission categories and standards for those who may not meet the regular admission standards.

Presidential Exceptions
In rare and special circumstances, the presidents of USG institutions grant exceptions to regular admissions policies for students who show promise for success.

MOWR and Joint Enrollment
ASU also allows high school and home-schooled students who meet eligibility requirements to enroll in college level courses. To be eligible, prospective students must have school principal and parental approval, complete and submit the ASU admission application, submit official high school transcript indicating a 3.0 GPA, and submit qualifying SAT, ACT, or Accuplacer scores.

Special Admissions Categories
Admissions policies and procedures for transient students, transfer students, auditors, and other special categories are described in the ASU Undergraduate Catalog.

Darton College of Health Professions and Specialized Degree Programs
In addition to admissions into the traditional undergraduate program offerings, ASU offers several specialized degree programs through its Darton College of Health Professions, each with their own set of admission criteria. The program directors for the specialized degree programs requiring admission requirements above and beyond entrance into the University maintain primary responsibility for evaluating applications and making decisions for those programs. The Darton College of Health Professions publishes policies and procedures describing how the college evaluates applications and makes admissions decisions. All admission applications are regularly evaluated and updated. Below are the specialized programs with links to their admission requirements.

Specialized Degree Programs
   1. Associate of Science in Dental Hygiene

2. <u>Associate of Science in Diagnostic Medical Sonography</u>
3. <u>Associate of Science in Emergency Medical Services</u>
4. <u>Associate of Science in Health Information Technology</u>
5. <u>Associate of Science in Histologic Technology</u>
6. <u>Associate of Science in Medical Laboratory Technology</u>
7. <u>Nursing</u>
8. <u>Associate Science in Occupational Therapy Assistant</u>
9. <u>Associate of Science in Physical Therapy Assistant</u>
10. <u>Associate of Science in Radiologic Science</u>
11. <u>Associate of Science in Respiratory Care</u>

Graduate Admissions
Albany State University publishes admission policies for each of its graduate programs to prospective graduate students through the _ASU Graduate Catalog_ and the <u>Graduate Admissions Webpage</u>. The catalog and webpage include policies, procedures, and next steps for prospective, accepted, and currently enrolled graduate students. The Graduate School maintains oversight of the graduate programs reporting through the school, working together with individual program coordinators to recruit and admit qualified applicants to the university. The graduate program coordinators, in concert with the Graduate School, maintain responsibility for the admission decisions of applicants.

Albany State University also adheres to SACSCOC's guidelines on "<u>Advertising, Student Recruitment, and Representation of Accredited Status</u>" as previously referenced and documented in the University's catalogs, brochures, and website.

Sources

AS_Dental Hygiene admissions webpage2

AS_Diagnostic Medical Sonography admissions webpage2

AS_Emergency Medical Services admissions webpage2

AS_Health Information Technology admissions webpage2

AS_Histologic Technician admissions webpage2

AS_Medical Lab Technology admissions webpage2

AS_Nursing webpage2

AS_Occupational Therapy Assistant admissions webpage2

AS_Physical Therapist Asst webpage2

AS_Radiologic Science admissions webpage2

AS_Respiratory Care admissions webpage2

ASU 2017_18 Graduate Catalog admissions2

ASU 2017_18 Undergraduate Catalog admissions2

ASU 2017_18 Undergraduate Catalog MOWR students2

ASU 2017_18 Undergraduate Catalog nontraditional students2

ASU 2017_18 Undergraduate Catalog student auditors2

ASU 2017_18 Undergraduate Catalog transfer students2

ASU 2017_18 Undergraduate Catalog transient students2

ASU Academic Advising and Retention Center webpage2

ASU Admission_Access Pathway

ASU Admissions webpage2

ASU Graduate Admissions webpage3

ASU-Brochure_Inside

ASU-Brochure_Outside_A

ASU-Brochure_Outside_B

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BOR Meeting Minutes Nov 10 2015 consolidation approval

BOR Policy Manual 2.10_Institutional Mission

BOR Policy Manual 4.1.2 Non-Discrimination

BOR Policy Manual 4.1.5 Students with Disabilities

BOR Policy Manual 4.1.6 Admission of Persons Not Lawfully Present in the United States

BOR Policy Manual 4.2 Undergraduate Admissions

BOR Policy Manual 4.2.1 Admissions Requirements for Programs Leading to the Baccalaureate Degree

BOR Policy Manual 4.2.1.1 Freshmen Requirements

BOR Policy Manual 4.2.1.2 Exceptions to Freshman Admission Reqmts_Special Groups of Students

BOR Policy Manual 4.2.1.3 Undergraduate Admission Reqmts_Transfer Students

BOR Policy Manual 4.2.1.4 Non-Traditional Students

BOR Policy Manual 4.2.1.5 Persons Aged 62 or Over

- BOR Policy Manual 4.2.2.3 Admission of Non-Degree Students
- BOR Policy Manual 4.2.2.4 Admission of Transient Students
- BOR Policy Manual 4.2.2.5 Admission of Auditors
- GAcollege411 website
- SACSCOC Policy Statement_Advertising, Student Recruitment, and Representation of Accredited Status
- USG Nov 6 2015 ASU_DSC consolidation recommended

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CS 3.4.4

Acceptance of academic credit
The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. *(See the Commission policy "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.")* **(Acceptance of academic credit)** Note: *Although not listed as a reference in the Principles of Accreditation, see also the Commission policy "The Quality and Integrity of Undergraduate Degrees.")*

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this comprehensive standard.

Impact of Consolidation
Prior to consolidation, both Albany State University (ASU) and Darton State College (DSC) were in compliance with this comprehensive standard. Both institutions had published policies that included criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates that were consistent with its mission and ensured that coursework and learning outcomes were at the collegiate level and comparable to the institution's own degree programs. Both institutions assumed responsibility for the academic quality of any coursework or credit recorded on the institution's transcript. Being members of the University System of Georgia (USG) and having followed the same transfer of credit policies of the governing board, both institutions were operating with transfer of credit policies that contained substantial overlap. While there was substantial overlap, the consolidation necessitated an evaluation of the relevant practices and policies of both institutions.

As part of the consolidation planning process in 2016, Operational Working Groups (OWGs) composed of faculty, staff, and administrators were formed to propose recommendations for consolidating academic policies for the new ASU. Each OWG was co-chaired by one representative from each of the consolidating institutions. Issues involving the awarding of transfer and other types of credit were the purview of OWG 32 – Undergraduate Admissions, Transfer, and Transient Policies, and OWG 11 – Graduate Admissions.

The recommendations from this evaluation resulted in either the adoption of an existing policy, modification to an existing policy, or a merging of policies from the two institutions. All recommendations were reviewed and approved by the Consolidation Implementation Committee (CIC) prior to submission to the appropriate academic approval committees. These reviewed and revised academic policies provide students with the greatest possible latitude in evaluating credits while maintaining the high standards that enhance the stature of the new University and its degrees. No changes were made to existing undergraduate policies. OWG 32 recommended that transfer policies specific to ASU's selective, baccalaureate programs and transfer policies specific to DSC's open access mission remain in place. As a result of consolidation with DSC, the new ASU will offer open access enrollment into its associate degrees in the core curriculum.

Changes were adopted in regards to Graduate transfer credit policies. OWG 11 – Graduate Admissions made the following recommendations to be implemented beginning Fall 2017:

1. Recommends that with regard to Master's Degrees: If graduate credit earned at an accredited institution constitutes a logical part of the student's master's degree program, transfer of credit may be allowed when recommended by the student's graduate coordinator and approved by the dean of the Graduate School. Such transfer of credit cannot exceed nine semester hours and must fall within the time limit of the degree. No grade below B may be transferred. The courses to be transferred may not have been used in a degree program at another institution. Transfer grades are not used in calculating cumulative averages. All requests for transfer credit, with accompanying official transcript, must be in the Graduate School by the midpoint of the semester in which the student plans to graduate.
2. Recommends that with regard to Specialist in Education Degrees candidates may transfer up to 6 hours from an accredited institution where the student had been fully admitted into an Ed.S. degree program. This credit must meet the same criteria as credit transferred for master's degrees.

Other Evidence of Continuing Compliance

Acceptance of Credit at ASU
Consistent with its mission, Albany State University will "elevate its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs" and to "prepare students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success", ASU's policies and procedures include safeguards to ensure that coursework accepted at ASU is at the appropriate collegiate level and is comparable to traditional learning experiences at the University. These policies are published in the ASU 2017-18 Undergraduate Catalog and the 2017-18 Graduate Catalog which are available online and summarized below.

The specific applicability of transferred academic credit at ASU is regulated through the endorsed standards and guidelines of regional accrediting bodies, the American Council on Education (ACE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and the Board of Regents (BOR) of the University System of Georgia (USG) transfer policy. Using these standards as guidance, the Office of Admissions, Graduate Admissions, Office of the Registrar, program coordinators, and the office of Academic Affairs conduct internal evaluation of transfer work to determine if both the transferred coursework and applicable student learning outcomes were successfully completed at the appropriate collegiate level and if the transfer work is equivalent to the rigor and scope of comparable coursework at the University.

Transfer Credit

As outlined in the undergraduate and graduate catalog, transfer credit may be awarded for coursework completed at institutions holding regional accreditation status. Additionally, course credit may be awarded for work completed at institutions accredited by alternative accrediting bodies if (1) those accrediting bodies are recognized by the American Association of Collegiate Registrars and Admission Officers (AACRAO) and (2) if the acceptance practice is reported as "AG" (generally accepted) by Georgia's flagship institution, the University of Georgia. Under university policy, review of transfer credit is two-fold: (1) As noted above, the academic sufficiency of proposed transferable coursework is reviewed by the appropriate academic unit and (2) ASU's Office of the Registrar conducts independent transfer evaluations and accepts transfer credit only from approved institutions, only in courses comparable to ASU courses or in subject fields for ASU degree requirements, and only when the GPA for all acceptable for undergraduate courses. However, individual departments may elect to restrict the age of courses applied to a specific degree program.

Course Transfer Articulation Policy among USG Institutions

ASU is compliant with the USG requirement that its constituent institutions design their core curriculum general education requirements to reflect local institutional culture and assure that students meet agreed-upon general education outcomes (USG Academic & Student Affairs Handbook, Section 2.4.9). Each institution must define a coherent set of courses reflecting the institutional philosophy of general education. The implementation guidelines balance the needs and desires of students to take courses more than one USG institution against each institution's need to maintain coherence of its curriculum requirements. The central purposes of the transfer articulation policy are to ease transferability of core courses among USG institutions and to safeguard the rigor of the collegiate level of the coursework. While students are not required to complete the entire core curriculum at one USG institution and who may have completed "core" courses to another USG institution, students are required to declare a "home" institution and follow the degree requirements of that institution.

Transfer of Credit from the Technical College System of Georgia

Credit is also accepted from the Technical College System of Georgia (TCSG) institutions in accordance with the USG/TCSG transfer policy, Complete College Georgia Articulation Agreement. The agreement includes 27 approved courses that students may transfer into degree programs at the University. This policy also permits for the individual evaluation and subsequent acceptance of courses other than mini-core courses (USG Academic & Student Affairs Handbook, Section 2.17).

Transfer of Courses for International Students

International transcripts must be evaluated and endorsed/certified/accredited by an evaluation agency that is a member of the National Association of Credential Evaluation Services (NACES). Each course for which transfer credit is sought must be independently evaluated. For transfer credit evaluations, international course descriptions must be translated by a recognized translation service and certified as a true and correct translation.

Other Transfer Policies for All Students

ASU grants transfer credit for courses completed at institutions determined acceptable by ASU policy.

Core Courses: Transfer credit evaluations of the core curriculum are determined by the Office of the Registrar staff in collaboration with academic departments. Transfer credit evaluations must adhere to USG transfer policies, reciprocity agreements, and other approved articulation agreements. Transfer credit will be awarded for coursework with a minimum grade of D (except in ENG 1101 and ENGL 1102, which require a minimum grade of C).

Major Related Courses: Unless otherwise noted in the catalog, a minimum grade of C is required for major-related courses and/or pre-requisites to major courses. Transfer credit evaluations for the major-related coursework are determined in collaboration with academic departments.

Credit across levels: Graduate students may use graduate level work to complete their degree requirements. Additionally, undergraduate coursework may not substitute or transfer more than one level: (i.e. 1000 level course may not be used for 3000 level courses and vice versa).

Graduate Credit: Graduate work taken at another regionally accredited institutions must meet institutional requirements and be (1) consistent with the Graduate School's policy and/or practice of allowing graduate credit transfers and (2) evaluated and approved by the program director and/or appropriate committee of graduate faculty members in the program in which the graduate student seeks to use the credit in order to satisfy degree requirements at ASU. Generally, no grade below a B may be accepted. Transferred coursework may not exceed nine semester hours of credit and the master's level and six semester hours at the specialist level.

Credit for Experiential Learning

ASU values the life experiences of our students, and it is possible for your to accelerate your degree through the Prior Learning Assessment option. Undergraduate college credits can be requested for job, volunteer, or life experiences that are similar to the learning outcomes for a particular course. The student must prepare and submit a Prior Learning Assessment Portfolio that demonstrates the depth and breadth of prior learning by providing compelling evidence. The dean, department chair person, and faculty will participate in the review process for student portfolios and, if warranted, are able to grant credit for prior learning that is found to be at the college level.

Military Transfer Credit Policy

In Section 2.16 of the USG Academic & Student Affairs Handbook, the BOR permits USG institutions to offer credit for certain types of military service. ASU is committed to fair, equitable, and effective policies and practices, recognizing and accommodating the special conditions faced by military students seeking to obtain a college education. Military Transfer Credit may be awarded for undergraduate students accepted to ASU who have served in the US military and who desire to have the military experience considered for transfer credit. As many as 12 semester hours of credit depending on rank and whether or not a commissioned or non-commissioned officer can be accepted.

Credit by Exam

ASU participates in the advanced placement program of the College Entrance Examination Board (CEEB) and grants credits for acceptable performance on the College Board administered Advanced Placement Examination. A minimum score of three (3) is required in all subject areas. The University also accepts International Baccalaureate (IB), College Level Examination Program (CLEP), and institutional exams. The cut scores and courses/credit hours awarded for AP, IB, or CLEP Exams, which must adhere to the American Council on Education (ACE) minimum scores and credits, are determined by the appropriate academic department.

Move On When Ready (Dual Enrollment)

ASU's Move on When Ready program provides an opportunity for academically accelerated high school juniors and seniors to take regular college courses in lieu of remaining high school requirements and use those earned college credits not only to satisfy remaining high school requirements, but also to gain advanced placement through that earned credit in collegiate degree programs.

The scrutiny given to transfer credit as detailed in this narrative ensure that coursework and learning outcomes are at the collegiate level

and are comparable to the institution's own degree programs. ASU assumes responsibility for the academic quality of any coursework or credit recorded on the institution's transcript.

Sources

- ASU Credit by Exam_CLEP_undergrad catalog3
- ASU Graduate-Catalog 2017-2018
- ASU International students_2017-18 Undergraduate Catalogue
- ASU Military Transfer Credit_2017-18 Undergraduate Catalog
- ASU MOWR students_2017-18 Undergraduate Catalogue
- ASU Operational Working Group List
- ASU Prior Learning Assessment_UG Catalog p43
- ASU Transfer Credit_2017-18 Undergraduate Catalog
- ASU Undergraduate Catalog 2017-2018 - 07-27-17
- OWG_11-Graduate_Admissions_Approved_Recommendations
- OWG_32-Undergraduate Admissions, Transfer, and Transient Policies_Final Report
- USG Academic & Student Affairs Handbook 2.16
- USG Academic & Student Affairs Handbook 2.17
- USG Academic & Student Affairs Handbook 2.4.9

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CS 3.4.5

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

Judgment
☒ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
ASU Undergraduate Catalog 2017-2018 - 07-27-17Compliance Statement
Albany State University is in compliance with this comprehensive standard.

Impact on Consolidation
No substantive changes to the process of publishing and disseminating academic policies have occurred as a result of the consolidation of Albany State University (ASU) and Darton State College (DSC). The new ASU continues to rely on University Catalogs and Handbooks for the publication of academic policies and their access to the public via the ASU website.

In the process of planning for and implementing consolidation, the 76 Operational Work Groups (OWGs), the Consolidation Implementation Committee (CIC), and ASU's central administration reviewed and considered numerous academic policies, keeping many as is and refining and strengthening others in keeping with principles of good educational practice. The campus wide effort is documented in transparent fashion on the ASU-DSC consolidation website. Academic policy development and change continue to utilize University governance structures that involve faculty and academic administrators as well as to adhere to pertinent governing board policies.

Principles of good practice in higher education and accuracy of the representation of the University's programs and services continue to be assured through ASU's adherence to University System of Georgia policies and procedures and extensive engagement in program and institutional accreditation with their associated demonstrated compliance with accepted standards of good practice.

Other Evidence of Continuing Compliance
The Board of Regents of the University System of Georgia (BOR USG) publishes academic policies to be followed by the 28 USG institutions, including ASU, in the BOR Policy Manual. The most pertinent section of the BOR Policy Manual on academic policies is Section 3.0 Academic Affairs. The USG Academic and Student Affairs Handbook further guides the institutions in the implementation of BOR academic policies. The most pertinent section of the USG Handbook on academic policies is Section 2.0 Academic Programs. These documents are publicly available online at the BOR USG Website. Both documents adhere to SACSCOC policies and guidelines as confirmed by consistently successful reviews of the USG institutions.

ASU academic policies comply with both SACSCOC and USG BOR policies and directives. The ASU Undergraduate Catalog and Graduate Catalog are the principal vehicles for communicating academic policies and representing the programs and services of the institution. The Undergraduate Catalog and Graduate Catalog are publicly available online via the university's website. The faculty handbook and student handbook serve as additional means of disseminating information about academic policies and services.

ASU's academic policies comply with the BOR Policy Manual and the USG Academic and Student Affairs Handbook. The adherence of the BOR and USG academic policies to principles of good educational practice is reflected in their adoption across a diverse and large set of 28 public colleges and universities within the University System. Internally, the development or change of ASU's academic policies proceed through a rigorous, multi-level process that includes university wide representation of faculty, staff, and administrators, further ensuring alignment with principles of good educational practice. Finally, the consolidation process itself generated additional evidence of conformity to principles of good education practice, as academic policies of the consolidating institutions were carefully examined to guide the creation of academic policies of the new institution.

The BOR Policy Manual, Section 3.2.4, states that faculty, subject to the approval by the President of the institutions have the following responsibilities:

1. Make statutes, rules, and regulations for faculty governance and for that of the students.
2. Provide committees as may be required.
3. Prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation.
4. Make such regulations as may be necessary or proper for the maintenance of high educational standards.
5. Have primary responsibility for those aspects of student life which relate to the educational process.

In accordance with BOR policies, ASU has developed its own academic policies. The oversight of faculty and administration ensures that these policies adhere to the principles of good educational practice. Per the Faculty Senate Constitution and By-Laws Transitional Document, the faculty senate shall, in keeping with the bylaws and policies of the BOR, consider any concern of interest to the faculty or a department or college, and make recommendations or express an opinion with reason thereto, to the university faculty, to the Provost/VPAA and President.

Should the President veto any action of the Faculty Senate, the President shall send a written notice of the objection to the Senate within thirty days after receipt of the action. The Senate shall then accept the veto, construct a compromise action, or return the action to the President for consideration. If either the Faculty Senate or the President refuses to recede and if arrangement cannot be reached, the matter shall be referred to the BOR through the Chancellor for review pursuant to pertinent policies of the Board.

An example important standing committee ASU relies on for developing and approving policies specific to the educational enterprise follows:

The Curriculum and New Programs Committee (CNPC) is comprised of the Provost/Vice President for Academic Affairs, who serves as Chair of the Committee, Deans of each College, University Registrar, Director of Libraries, Chair of each academic department, one faculty member from each academic department, and the Faculty Senate President. The CNPC shall review, evaluate, and make recommendations to the Provost relative to the following:
a. New programs of instructions,
b. Changes of major curricula, such as addition and deletion of course offerings, revised catalog descriptions, and changes in course number, content or credit hours, (CNP meeting minutes Mar 24 2017, April 14 2017) (CNP Forms)

In closing, the adherence of academic policies to principles of good educational practice by ASU is ensured through:

1. Compliance with academic policies and procedures of the USG that reflect good educational practice, such as those for new program approval, curriculum design, admission standards, grading practices, program length, comprehensive program review, faculty employment and evaluation, and student appeals; and

2. Compliance with the academic standards of program and institutional accreditors and state licensing boards that ensure program and institutional quality and reflect principles of good educational practice.

Sources

- ASU Consolidation website
- ASU Faculty Handbook Final Rev 07202017
- ASU Graduate-Catalog 2017-2018
- ASU Senate Constitution and ByLaws Transitional document FINAL_VERSION 7 21 2017
- ASU Student Handbook Draft (071117)
- ASU Undergraduate Catalog 2017-2018 - 07-27-17
- BOR Academic_Student Affairs Handbook Introduction
- BOR Policy Manual
- BOR Policy Manual 3.2.4
- BOR Policy Manual, Sect 3.0 Academic Affairs
- BOR website
- CNP Forms updated-Feb '17-Use
- CNP Minutes Apr 14 2017 (002)
- CNP Minutes Mar 24 2017_Recorded by Dr. McLaughlin_Reviewed by FF (002)
- USG Academic & Student Affairs Handbook, 2.0 Academic Programs

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CS 3.4.9

Academic support services
The institution provides appropriate academic support services. **(Academic Support Services)**

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with the comprehensive standard.

Impact of Consolidation
As independent institutions, Albany State University (ASU) and Darton State College (DSC) each had a wide variety of academic support services for which there was substantial overlap in function and intent. These support services were coordinated and consolidated for the new ASU through the work of several Operational Working Groups and the Consolidation Implementation Committee in 2016 and 2017. Overall, the array of academic support services is greater and their concentration of benefits are stronger due to the consolidation than was the case prior to consolidation.

Other Evidence of Continued Compliance
Academic support services are those that help fulfill the academic mission of the university by providing assistance to students and by advancing the professional skills and knowledge of the faculty who work with students. ASU recognizes that the education and support of its students extend beyond experiences generated through the academic programs of the institution, and provides programs and services as well as institution-sanctioned student organizations to ensure that multiple routes for student learning, and development are available.

ASU makes a range of academic support services available to students, faculty, staff, and administrators. Consistent with the institutional mission to "prepare students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success", ASU strives to maintain a climate conducive to student learning by providing students with assistance and support through a variety of academic support services. These academic support services are integrated throughout the University. Many programs and departments provide both academic and student support services.

Academic Advising and Retention Center (AARC)
Albany State University (ASU) recognizes the importance of a thorough program of academic advising. Advising includes course selection and preparing degree plans. Advising also introduces students to the many resources of ASU and encourages the formation of a relationship between the students and campus faculty and staff. Academic advisors strive to do the following in order to provide the best student service:
1. clarify educational, life, career goals,
2. develop an appropriate educational plan,
3. select courses for each semester,
4. know academic and non-academic campus resources, and
5. know academic policies and procedures.

New students to ASU with less than 45 semester hours of undergraduate credit who are taking face-to-face classes are advised by a professional advisor within the AARC center; students with less than 45 semester hours of undergraduate credit who are taking distance learning classes are advised by a professional advisor within the Office of Distance Learning. Once a student successfully earns 45 semester hours of undergraduate course credit, they are assigned their program advisor within the student's chosen major/concentration/field of study. All students, both distance and face-to-face, are assigned a program advisor after the completion of 45 semester hours undergraduate credit. Graduate students are assigned a major program advisor upon admittance into their program of study. One hundred percent distance students are provided the same services as on-campus students. They may schedule phone advising appointments via the ASU Distance Learning homepage. ASU employs distance learning support specialists who serve as points of contact between the distance student and campus resources. Move-On-When-Ready (MOWR), or dual-enrolled students are advised by the MOWR Coordinator in conjunction with the high school counselors to ensure proper placement. Students at off-campus instructional sites have access to professional advisors within the Distance Learning Department and to faculty advisors at their instructional site as needed by phone, email, and/or webinar technologies. Professional and Faculty advisors receive assistance and training from the AARC and within their departments regarding advising.

Cultural/Minority Advising
Cultural/Minority Affairs implements programming in support of the institution's efforts to maintain an environment of inclusiveness for all students. Throughout their matriculation, students of diverse groups have access to in-depth advising and mentoring. Additional academic and professional preparation services are offered for the purpose of helping students to achieve their full potential as change agents and global leaders. Sponsored activities are open to all students and faculty and advisement is open to all ASU students, including dual enrollment students.

Academic Tutoring Services
Albany State University provides academic tutoring services for all students enrolled. Tutoring is a part of ASU's total efforts to provide academic assistance to all students. ASU's Writing Center will assist in all writing assignments for all academic disciplines, not just English writing courses. The Math Center provides assistance for all mathematics driven disciplines as well. ASU's Office of Distance Learning offers Online Writing and Math tutoring services using webinar technologies, phone, e-mail, and other technologies to serve students at a distance who need help. Online guides for help with writing, including help with grammar, MLA style, and APA style, are also available through the Distance Learning Online Writing Center website. Online students receive tutoring assistance on an as-needed and case-by-case basis, as well as on-demand through Smarthinking Online Tutoring services which is available through ASU's learning management system. Students located at off campus instructional sites, can and do receive assistance from tutors located in the area and also through the Distance

Learning Department's online tutoring services. Most move on when ready (MOWR) students take courses on East or West campus. As such, they have the same access to services as on-campus students do. Any off-site MOWR students have access via the same services provided to our online students. In addition to all of the online services, these students may also access on-campus services.

ASU 1101 – First Year Experience: Pathways to Success

All first time freshman and transfer students with less than 15 semester credit hours earned are required to enroll in ASU 1101 – First Year Experience: Pathways to Success. The objectives of this course are as follows:
1. Develop academic skills
- Create an academic plan
- Demonstrate how to evaluate information sources
- Develop writing skills
- Identify study skills
- Improve critical thinking skills
- Recognize learning styles and implement strategies to use in the classroom
2. Develop a connection with the institution
- Connect with academic advisor
- Establish social connections with peers
- Form academic connections with faculty and staff
- Identify institutional, department, and course policies
- Recognize the purpose and value of academic integrity
3. Identify campus resources & services
- Demonstrate use of ASU technology: student email, website, D2L, etc.
- Utilize information systems (Galileo, GIL-Find) provided by the university library
4. Establishing self-exploration and personal development
- Describe concepts of diversity
- Develop skills in financial literacy
- Distinguish ways to relieve student stressors
- Improve personal strategies for success
- Recognize & apply time management strategies
5. Understanding Health & Wellness
- Heighten Drug & Alcohol Awareness
- Understand the meaning of sex awareness & sexual assault

Faculty and staff may apply to teach ASU 1101 if they have approval by their direct supervisor. Instructors are selected based on previous teaching experience, degree, and ability to attend professional development series. Professional development series includes sessions on student success techniques, retention strategies, Title IX, academic planning, financial aid, classroom techniques and strategies, and online learning. The FYE course is managed by the Transitional Studies and First Year Program Coordinator.

Honors Program

The Honors Program at ASU is designed to help academically advanced students develop their intellectual potential through small, honors designated courses. The mission of the program is to "broaden and enrich the educational experiences of bright, highly motivated and creative students."Honors students are provided opportunities for scholarships, access to special extracurricular programs, opportunities to pursue independent projects and research interests, and professional experience through internship programs and special service options. More information about the Honors Program at ASU is found on the Honors Program website.

Learning Support (Remedial Education)

Learning Support (LS) is a program governed by the Office of Academic Affairs of the USG. The purpose of this program is to improve basic skills for students to be successful in core curriculum courses. An applicant who scores below the admission requirement on either the SAT or the ACT will be required to take the Accuplacer Placement Test. Students scoring below the minimum Accuplacer score required for regular admission will be placed in Learning Support courses. Non-credit bearing courses in the Learning Support program include English and mathematics. Learning Support students are assigned to Learning Support advisors to ensure the students complete the required courses within the number of semesters allotted. Learning Support courses are also open to anyone who may choose to improve skills before taking credit bearing courses.

Writing Center

The Albany State University Writing Center provides academic support services for students in learning support English, English composition, literature courses, as well as all other programs and disciplines as requested. The Center assists students at all stages of the writing process, including (but not limited to) help with grammar, punctuation, composition, and research and citation. Support services include computer software programs, handouts and textbooks, style manuals, and professional tutorial assistance, in addition to diagnostic assessment to determine specific areas of needed instructional help. The services offered can be viewed on the Writing Center's webpage. The Writing Center staff works with faculty concerning individual needs by providing recommendations based on diagnostic assessment and lab assignments. This applies to on-campus, online, and off-campus students.

Mathematics Center

The Math Center provides support for any math class on campus, from the earliest learning support class through upper level math courses. The math center is open for students who want to drop in for homework help or need clarification on a mathematical topic. The center is open to online math students who may find it difficult to grasp a topic and need assistance. Support is provided in a number of ways. Student can receive one-on-one tutoring from any staff member. In addition to individualized assistance, different technologies are available. Students have the choice of working on a computer with different software packages or they can watch videos. Several resources used are KHANAcademy, Algebra.Help, and PurpleMath. Faculty have open access to the Math Center to meet and assist students. The Math Center website is available 24/7 and provides all students and faculty and staff, regardless of mode of delivery, with a list of services and resources.

Testing Center

The Testing Center is dedicated to supporting the University by providing professional testing and proctoring services to its applicants, student body, and community. In particular, the testing center supports academic testing required outside the classroom for (1) applicants requiring CollegeBoard Accuplacer Test for admission, (2) professor requested exams for online instructed courses, (3) non-ASU students who need a proctor service, (4) and other occasional exams. ASU's testing center maintains membership with and adheres to the standards set forth by the National College Testing Association (NCTA).

Career Services

The Office of Career Services provides students and alumni with comprehensive career related services to help students make fundamental decisions about the uses of education in their careers and life goals. The office as an academic support service furnishes individuals with a variety of resources for achieving career goals. The office assists students with choosing a major, career assessments, career exploration

and career library, resume and interviewing help, and seminar and workshops. Information about choosing a major can be found on the Albany State University Career Services webpage. The service is available as an online tool or as a one-on-one advising session. The center offers the Strong Interest Inventory, Myers-Briggs Type Indicator, and the Kuder Journey which are career assessments individuals can complete on campus. Information about each assessment is available through the Career Services website. Excellent resources on colleges, careers, and job search information are available through the Career Library. Books are available to help students learn about resumes, interviewing skills, and job searching. The Career Library offers links to career exploration information websites with up-to-date education and occupational information such as the Georgia Career Information System, The Bureau of Labor Statistics, O*net, and CareerOneStop. The Career office assists individuals with creating and reviewing resumes along with assisting student job interviewing skills and mock interview. Resume and interviewing help is provided on-campus or through online website OptimalResume. Resume and interviewing help is also provided for individuals through resume and interviewing seminars and workshops offered each semester. Career related seminars and workshops are offered each semester. Students, faculty, and staff are notified of the resources the Office of Career Services provides via email, campus flyers, and classroom announcements.

Disability Services
The Office of Disability Services provides academic accommodations for students with documented disabilities. The students who qualify for accommodations extended time on tests, a quiet room with few distractions, readers, note-takers, captions for videos, books in E-text, scribes, and use of calculators. All documentation is sent to the Regents Center for Learning Disorders. The Office of Disability Services is then notified of the accommodations each student is eligible to receive. Accommodation forms are sent to the faculty letting them know what accommodations the student will need. All students, whether on campus, online, dual enrolled, or off campus, are accommodated in the same way. Forms are sent to instructors and off campus testing sites if needed. Faculty members may also work with the Office of Disability Services if they need assistance providing support to students. A disability statement is placed on all syllabi of all classes, whether on-campus, dual enrolled, online, or off-campus, informing students that they need to self-identify. A link to the ASU website contains all information necessary for students, faculty, and staff for services.

Distance Learning
The Distance Learning Department has a distance learning support specialist assigned to each College that serves as the point of contact for online faculty, distance learning, and move-on-when-ready students who need advising, registration, and academic assistance throughout the semester. Once the distance learning support specialist has made contact with the student through phone, email, or webinar technologies, the student will receive help with advising, registration, time-management, scheduling, connecting with the instructor, tutoring services, and other college departments and services as needed. If a student is not performing well on assignments, the distance learning support specialist will make contact with the student regarding the lack of academic progress and offer help to the student by providing the same services mentioned above. The distance learning support specialist also assists students in finding appropriate off-campus proctoring sites and is the faculty's liaison to provide testing information to the approved proctors. The distance learning support specialist helps students register, connect with academic advisors, complete change of major forms, and drop or add a course and other academic processes as required. The distance learning support specialist acts as the student's point of contact for all college business so that the student is comfortable knowing that someone can always be reached to help with any educational question or concern. Any student taking a distance course, including dual enrollment students, has access to the distance learning support specialists. Our distance learning support specialists work with distance learning and dual-enrollment students by assisting them from inquiry to graduation. They act as the student's concierge on campus, which means connecting with admissions, registrar and records, and financial aid on behalf of the student and helping students make appropriate connections. The distance learning support specialist assists the faculty with retention rates by contacting students who have been falling behind or students who have not been logging in to their courses. Another way the distance learning support specialist assists faculty with retention rates is through the use of an intelligent agent that notifies the distance learning support specialist by email when students are not consistently logging into classes. The students are provided with the name and contact information for their distance learning support specialist from the Distance Learning Department's website. The information is listed by college and major. Additionally, students receive an email a few weeks prior to semester start reminding them of course start dates, giving them log-in information, and giving them instructions on how to find the name and contact information of their distance learning support specialist. The faculty receives multiple emails throughout the semester reminding them to contact their distance learning support specialist for online assistance or guidance. The distance learning support specialist also sends out weekly reminders to all online faculty and students through emails providing each with weekly announcements and assistance.

Center for Undergraduate Research
The mission of the Center for Undergraduate Research (CUR) is to provide a wide variety of undergraduate research, scholarship and creative activities that support and enhance student learning, engage students and faculty mentors in the complete research process and institutionalize undergraduate research as a vital component of the educational process at ASU. The purpose of CUR, supported by Student & Faculty Mentor relationship, provides services driven through the context of research such as advising, academic planning, coaching and guidance throughout research process, and referrals to educational programs, seminars and workshops. The CUR also provides support for the research work of faculty & staff of the university.

Center for Teaching, Learning, and Scholarship
The Center for Teaching, Learning and Scholarship drives ASU's Faculty Development Initiatives that support excellence in teaching and learning initiatives for faculty and staff. The Center supports the ASU Lecture series which targets speakers who can promote and increase students' exposure to enlightening experiences and successes beyond the classroom. A tremendous asset for faculty & staff, the Center plans and coordinates Faculty Development Workshops and Interdisciplinary Faculty Learning Communities. The Center funds the Faculty Resource Center, Financial Assistance for Travel or Programming, and a Magna Commons Online Seminar Subscription. The center also provides a number of instructional tools, supplies and equipment to assist instructors in classroom instruction. These items range from copying, printing, timers, buzzers, videoing, Scantron reading, poster making and many other support items.

Global Programs
The Office of Global Programs manages and promotes the university's study abroad programs. The office supports Faculty-Led Study Abroad Programs providing support and resources that encompass travel and academic programming. In addition, the office also engages students through scholarship and travel support. In 2017, Study Abroad programs are offered in Belize, China, Dominican Republic, India, Japan, Paris, Trinidad and Tobago.

Information Technology Services (ITS)
ASU provides its faculty and students with technology resource services to support academic programs. These services include the following:

1. The GAView course management system is the official software used in all online classes and is available to support all face to face classes. The Office of Distance Learning (separate from ITS) provides training and support to faculty regarding GAView. Students can get assistance with GAView by contacting the Office of Distance Learning or their designated Online Support Specialist. In addition, students can receive 24/7 technical assistance via the D2L Help Center.
2. Students and faculty on any campus receive assistance with online course management software, networking, e-mail, and MyASU passwords, and other IT related programs. The IT Helpdesk, and designated IT personnel provide on-campus and distance learning students and faculty with assistance through e-mail, telephone, and web pages that include tutorials and "Frequently Asked Questions" (FAQs).

Additionally, East and West campus students can receive face to face assistance at the IT Helpdesk Offices.
3. E-mail addresses are provided to faculty, staff, and students. The college email address is the official sanctioned vehicle for communication the students. Faculty and staff are provided with 99 GB of e-mail storage space and students are provided with 49 GB of e-mail storage.
4. Wireless internet access is available in all buildings on the East, West, and Cordele Campuses and off-campus instructional sites.

Information Technology Services provides 24/7 access to policies, procedures, and guidelines.

Sources

- ASU Academic Advising and Retention Center webpage2
- ASU Career Services webpage2
- ASU Center for the African Am Male (CAAM) webpage
- ASU Counseling Center webpage2
- ASU Disability Services webpage2
- ASU Distance Learning Homepage webpage2
- ASU Distance Learning webpage2
- ASU Honors Program webpage2
- ASU Information Technology Services webpage2
- ASU Math Center webpage_07112017
- ASU Office of Global Programs webpage2
- ASU Online Writing Center webpage2
- ASU Teaching and Learning Center webpage2
- ASU Testing Center webpage2
- ASU Transitional Studies_Undergraduate Catalog
- ASU Undergraduate Research Center mission webpage2

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CS 3.4.11

Academic Program Evaluation
For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic Program Coordination)**

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this comprehensive standard.

Impact of Consolidation
Because the array of degree programs did not change fundamentally as a function of institutional consolidation, faculty responsibilities and assignments for coordinating the degree programs of the new ASU were largely unchanged post-consolidation. ASU's full array of degree programs are offered through ASU's five colleges, (1) College of Arts and Humanities, (2) College of Business, (3) College of Science and Technology, (4) College of Education, and (5) Darton College of Health Professions. As described in the Institutional Summary, ASU is authorized to offer fourteen associate degrees consisting of two-transfer oriented associate degrees (the AA and AS in Core Curriculum) and twelve career track associate degrees (Dental Hygiene, Diagnostic Medical Sonography, Emergency Medical Services, Health Information Technology, Histologic Technician, Medical Laboratory Technology, Nursing, Occupational Therapy Assistant, Physical Therapy Assistant, Radiologic Science, and Legal Assistant/Paralegal). The career associate degree programs in the various health fields are housed in the Darton College of Health Professions. The career associate degree in Legal Assistant/Paralegal is housed in the College of Arts and Humanities.

Most of these two-year degree programs were programs established at Darton State College (DSC) prior to consolidation, and they retained their program coordinators post-consolidation. Because of DSC's program area overlap in the Core Curriculum and undergraduate nursing, program coordination for those curriculum areas typically shifted to ASU colleagues following consolidation, especially when baccalaureate and master's degree programs in those fields were in existence and were being coordinated by doctoral level ASU faculty.

Other Evidence of Continuing Compliance
As suggested in the Resource Manual, it is crucial to clarify ASU's operational definition of terms for compliance with this standard. A "degree program" is defined here as the combination of a degree awarded (e.g., A.S., B.S., M.S.N., Ed.S.) and the major field of study or specialization for the award of that degree (ex., accounting, business, English, nursing, or Sociology). "Field" or "field of study" refers to the specialization for the award of that degree (ex., accounting, business, English, nursing, or Sociology). "Field" or "field of study" refers to the academic disciplinary area of the program's major or specialization and is typically synonymous with a major field. "Academically qualified" refers to adherence to the Commission's published Guidelines for Faculty Credentials when assigning program coordination responsibilities, which differ according to the undergraduate and graduate levels of the degree program as well as the four-year transfer intent of associate degree programs. In accordance with those Guidelines, identifying qualified faculty gives primary attention to highest earned degree in the field, but also considers other indicators of competence in the field, including related professional experience, professional licenses, research contributions to the field, and other pertinent factors. Typical "responsibilities for program coordination" include: a) curriculum oversight of the field of study; b) coordination of curriculum development with other academically qualified faculty in the field; c) coordination of program and learning assessments with peers in the field; d) assurance of comparable program delivery and effectiveness, regardless of the location or mode of instruction for program delivery; and e) coordination of academic support for the program as needed.

It is important to note the new ASU offers what is typically referred to as a transfer associate degree program (i.e., A.A. and A.S. in Core Curriculum). The CIP code assigned to these degrees is 24.0101, Liberal Arts and Sciences/Liberal Studies. The Classification of Instructional Programs Manual describes this category as "a program that is a structured combination of the arts, biological and physical sciences, social sciences, and humanities, emphasizing breadth of study. Includes instruction in independently designed, individualized, or regular programs". The principle purpose of the A.A. and A.S. in Core Curriculum degree programs is to help students complete the first two years of a four-year baccalaureate degree program. Within the University System of Georgia, most of the courses in such transfer associate degree programs are devoted to the completion of general education requirements (at least 42 semester hours) and other lower division pre-requisites for the pursuit of an upper division major during the final two years of a four-year baccalaureate degree. Such transfer associate degree programs do not have a traditional undergraduate major since the Core Curriculum is composed of a broad distribution of required and elective courses of study from many different academic fields. Consequently, and in compliance with CS 3.4.11, rather assigning responsibility to a single individual to coordinate the entirety of the AA or AS degree, ASU has divided program coordination responsibilities by curriculum or disciplinary area of the Core as noted in the table below.

Apart from coordination of the AA and AS in Core Curriculum, the five colleges of the new ASU follow a more typical approach to academic organization and program coordination. If academically qualified for a particular degree program, a department chair may serve as the degree program's coordinator. Department chairs may also elect to appoint other faculty from their departments to serve as academically qualified program coordinators for degree programs in specific major fields, program specializations or curriculum areas. The approved academic program coordinator must be a person academically qualified to carry responsibility for program coordination, curriculum development, review, and oversight. The process by which academic coordinators are approved requires confirmation from the department chair or director, dean of the college, and Provost and Vice President for Academic Affairs.

In a number of instances, a major field of study or curricular area cuts across more than one degree program at ASU. When that occurs, and the program coordinator is the same individual, repetitive listings for that coordinator are avoided in the supporting tables by combining the programs involved into a single listing as noted below.

Qualifications of Program Coordinators

The supporting documentation for this narrative contains tables of the program coordinators for all degree programs which are organized by college at ASU. These tables identify each major field, concentration, or curricular area with its associated degree programs, its program coordinator(s), and the faculty credentials and academic qualifications of the faculty member(s) assigned the coordination responsibilities for each major field or curriculum area. As can be seen from a review of the following tables, ASU appoints program coordinators who are academically qualified:

College of Arts and Humanities

Major Field/ Concentration/ Curricular Area	Certificates/Degree Programs Where This Major Field or Curricular Area is Present	Program Coordinator for the Coursework in This Curricular Area	Faculty Credentials/ Academic Qualifications of the Curricular Area Coordinator
Addiction Counseling	Undergraduate Certificate	Carol Ann Ham	M.S.W. - Valdosta State University Licensed Social Worker in state of Georgia Certified Drug and Alcohol counselor in state of Florida. International Drug and Alcohol counselor certification held for 22 years.
Communication	A.A. Core Curriculum A.S. Core Curriculum Gen Ed of all A.S. & A.A.S career degrees B.A. Mass Communication	Dr. Alfonso Moises	Ph.D. (Radio/Television/Film), Northwestern University M.A. (Communication Arts), Loyola Marymount University More than 35 years in the field of Mass Communications specific to film, television, theatre, and communication.
Criminal Justice	Undergraduate Certificate in Criminal Justice Management B.S Criminal Justice	Jason Armstrong	MPA (Justice Administration), Columbus State University included the following coursework: JADM 5105G- Effective Leadership in Justice Administration 3 JADM 5109G- Modern Policing 3 JADM 5125G- Justice Administration Concepts 3 JADM 5555G- Felony Task Force Management 3 JADM 7106- Crime & Environment of Behavior Issues 3 MPAC 7116- Public Safety Personnel Administration 3 Total: 18 Graduate Semester Hrs PhD (in progress) (Public Policy and Administration with concentration in Criminal Justice), Walden University Served 13 years as a police officer for the City of Albany, GA Police Department. Three years teaching experience at Darton/ASU.
	M.S. Criminal Justice	Dr. Walter Bowers	Ph.D. (Human Services, Criminal Justice) Capella University M.S. (Counseling & Psychology) Troy State University More than 17 years of teaching and research experience in the fields of Criminal Justice, Human Services, and Psychology. 25 years of total active service in Law Enforcement.
Dance	A.A. Core Curriculum A.S. Core Curriculum	Dr. Elizabeth Delancy	Ph.D. (Humanities), Florida State University M.F.A. (Dance), Florida State University Dr. Delaney has more than 29 years experience teaching dance, 20 of which in higher education. She has served as the Dance program coordinator at ASU for 5 years.
English	A.A. Core Curriculum A.S. Core Curriculum Gen Ed of all A.S. & A.A.S career degrees B.A. English	Dr. James Hill	Ph.D. (American Civilization), The University of Iowa M.A. (English), Atlanta University More than 40 years experience teaching and researching in the areas of English and African American Literature. Currently serves as Chair of English department.
French	A.A. Core Curriculum A.S. Core Curriculum A.S. Nursing	Toioufik Houmadi	M.A. (Foreign Language and Literature), Southern Illinois University at Carbondale FR 414 – Translation Techniques FR 488 – Adv Fr as a Research Tool FR 411 – Linguistic Structure FR 536 – Teaching FR: College Level FR 537 – Teach French Elem School FR 540 – Lit of the 18th Century FR 470 – French Cult & Civilization FR 510 – Masterpieces: French Lit B 24 Graduate Semester Hrs B.A. (Linguistics), Southern Illinois University at Carbondale More than 13 years experience teaching French at the collegiate level.
History	A.A. Core Curriculum A.S. Core Curriculum Gen Ed of all A.S. & A.A.S career degrees B.A. History	Dr. Emmanuel Konde	Ph.D. (History), Boston University M.A. (History), Boston University More than 35 years experience teaching and researching in the fields of History, US History, African American History, World History, and Modern European History.
Interdisciplinary Studies	Bachelor of Interdisciplinary Studies	Wendy Kennedy	MEd (Special Education), Albany State University B.S. (Psychology), Mercer University More than 15 years progressive experience as a program coordinator, chair, and dean of liberal arts (interdisciplinary) minded programs and departments.
Japanese	A.A. Core Curriculum A.S. Core Curriculum A.S. Nursing	Shigeru Tanaka	Prefixes and numbering are not standard for graduate coursework, though courses were taken on the graduate level in the following areas: • Japanese Linguistics 3 • Seminar in Japanese Cinema 3 • Japanese Applied Linguistics 3 • Seminar in Japanese Literature 3

Discipline	Courses	Faculty	Credentials
			• Individual Japanese Studies 3 • Language Acquisition Research and Theory 3 Total: 18 Graduate Semester Hrs. Fourteen years teaching experience at ASU.
Latin	A.A. Core Curriculum A.S. Core Curriculum A.S. Nursing	Madison Brown	M.A. (English), Valdosta State University 18 Graduate Semester hours in Latin from University of Georgia Currently working on a Masters in Latin at University of Georgia (expected date of completion is Summer 2017). One year teaching experience in Latin. Nine years teaching experience in English.
Legal Assistant/Paralegal	Undergraduate Certificate A.A.S. Legal Assistant/Paralegal	Valerie Cochran	JD (Law), University of South Carolina Master of Studies (Environmental Law), Vermont Law School Eight years experience as Public Defender. Two years teaching experience at Darton/ASU.
Military Science	Undergraduate Minor associated with ROTC program	Maj. Thomas Smith	B.A. (Sociology/Criminal Justice), Virginia Union University Captains Career Course - : USARMY Staff Grade Officer Specialty Intermediate School- promotion to the rank Major OCS - : USARMY Officer Candidate School-promotion to rank of 2LT Officer Basic Course - : USARMY Specialty School-Supply & Logistic Officer. Maj. Thomas served as Executive Officer responsible for 188th BSB Oversaw all training, educational services, and soldier operational readiness. Managed and approved all tactical training, budgets, and equipment for deployments, training, and USARMY operation for over 1000 Soldiers. He served as Battalion Commander responsible for 6th OD Company oversaw execution of all ammunition requisitions and commanded over 200 civilians. Three deployments in live war campaigns responsible for executing several missions and tactical command, operational command, logistics and communications to over 200,000 Soldiers. Assistant Professor of Military Science at ASU for past 3 years.
Music, Music Education, Music Industry	Undergraduate Certificate Church Music A.A. Core Curriculum A.S. Core Curriculum Gen Ed of all A.S. & A.A.S career degrees B.A. Visual & Performing Arts	Dr. Marcia Hood	D.M.A. (Music Arts in Choral Conducting), University of Alabama M.A. (Music Education), University of Alabama More than 35 years experience teaching music and instrumentation in K-12 and university settings, and conducting church, community, and university chorales. Currently serves as Chair of Fine Arts Division.
Mythology	A.A. Core Curriculum A.S. Core Curriculum Gen Ed of all A.S. & A.A.S career degrees	Jeremiah Pitts	MA (Linguistics), University of South Carolina included the following coursework: LING 610 – Introduction to Phonology 3 LING 620 – Introduction to Syntax 3 ENGL 701A – Teaching College Composition 3 ENGL 701B – Teaching College Literature 3 LING 790 – Teaching Secondary Language 3 LING 795 – Print & Strategies for teaching ESOL 3 LING 740 – Intro to Sociolinguistics 3 ANTH 703 – Anthropological Inquiry 3 Total: 24 Graduate Semester Hrs MA (Theological Studies), Reformed Theological Seminary included the following coursework: HT502 Hist Christianity I 3 HT504 Hist Christianity II 3 HT506 Church/World 20th Century 2 NT504 Greek II 3 ST502 Intro to Theological Studies 3 ST504 Hist Phil/Xn Thought 3 ST604 Medieval Theology 2 ST623 Hist South Presbyterianism 2 OT502 Hebrew 2 Total: 24 Graduate Semester Hrs Meets SACSCOC Faculty Credentials Guidelines for teaching UT Mythology survey courses with a master's degree in Theological Studies and 18 graduate semester hours specific to the Mythology course learning outcomes. The MYTH1000 course is a course studying literature, culture, and religion. It is not a course on ancient Greek and Roman gods. As such the instructor should have a background capable of discussing literature, cultural anthropology and/or sociology, and religion and/or philosophy. The faculty member is uniquely qualified. He has 6 graduate hours directly in literature (ENGL 701a and ENGL701b), 3 graduate hours in anthropology (ANTH 703), and 3 graduate hours in

			sociology (LING 740, Intro to Sociolinguistics). In addition, the faculty member has studied religion (CA 673, Fieldwork in the School of Religion) and philosophy (ST504, History of Philosophy and XN Thought). Additionally, like those with degrees in classics, the faculty member has graduate coursework in Greek (NT 504, Greek II) as well as undergraduate hours in Greek (ALG 101, 101, Elementary Greek I and II). The faculty member is adequately qualified to teach a 1 credit hour survey course in Mythology. Associate Professor since 2008 at Darton/ASU.
Organizational Leadership,	B.S. Organizational Leadership	Dr. Sarah Kuck	DPA (Public Administration), Valdosta State University MS (Political Science), Troy State University BA (Political Science), Georgia State University The B.S. in Organizational Leadership is a 100% distance learning baccalaureate degree completion program via the USG's eMajor Collaborative. In addition to serving ASU as a Political Science faculty member, Dr. Kuck serves eMajor as its Executive Director of Academics where she oversees all curriculum, assessment and learning outcomes initiatives, online faculty development and credentialing, and course scheduling with other eMajor partner institutions. Dr. Kuck has more than 10 years experience in teaching, researching, and leading online learning environments. Her doctoral dissertation titled, "Online versus Traditional Course Delivery Methodologies: Case Study of Darton State College" and numerous publications and presentations in the field on online education demonstrates her commitment and competence in coordinating a baccalaureate level distance education program. Furthermore, Dr. Kuck was the recipient of the Darton State College Teacher of the Year Award for Online Teaching in 2014 and the Board of Regents' Teaching Excellence Award for Online Teaching in 2016.
Political Science	A.A. Core Curriculum A.S. Core Curriculum Gen Ed of all A.S. & A.A.S career degrees B.A. Political Science	Dr. Kwami Dankwa	Ph.D. (Political Science), Clark Atlanta University M.P.A. (Public Administration), Atlanta University More than 24 years teaching and research in the areas of Political Science, US Government, Political Theory, International Relations, and Public Administration.
Psychology	A.A. Core Curriculum A.S. Core Curriculum Gen Ed of all A.S. & A.A.S career degrees B.A. Psychology	Dr. Hema Mason	Ph.D. (Psychology), Wayne State University M.A. (Psychology), Wayne State University More than 8 years experience teaching Psychology at the university level. Research interests include child psychology and human resource development.
Public Administration	Master of Public Admin	Dr. Peter Ngwafu	Ph.D. (Political Science) Clark-Atlanta University PAD 501 Survey of Field of Pub Adm. PAD 502 Organization Theory PAD 506 Public Budgt & Finan PAD 507 Form of Public Policy PAD 521 Comp Public Adm PAD 508 Public Persnl Admin PAD 519 Resrch Meth & Data Anal PAD 529 Collect Bargain in Public Org. PAD 510 Prog Design & Implement Total: 27 Graduate Semester Hours. MPA (Public Administration) Atlanta University Dr. Ngwafu has 16 years teaching experience. In 16 years, he has attended numerous professional conferences and presented research papers on a variety of topics in Public Administration and Political Science. He has published several journal articles on public administration topics ranging from Performance and Productivity in Public Organizations through Best Practices Strategies. The multidisciplinary nature of the field of Public Administration reflects the prevalence of multiple intellectual and professional perspectives within the discipline because it draws extensively from the academic disciplines of Political Science, Business Administration, Economics, Law, Sociology and Social Work.
Spanish	A.A. Core Curriculum A.S. Core Curriculum A.S Nursing	Dr. Alvira-Watson	M.A. (Spanish), Western Michigan University B.A. (Creative Writing) World University of Puerto Rico. More than 22 years teaching Spanish at the university and secondary school levels.
Social Work	Bachelor of Social Work (BSW)	Dr. Marilyn S. Spearman	Ph.D. in Social Work, Ohio State University; MSW, University of Louisville; BSW, St. Francis College; eight years of social work practice; over 15 years teaching, research and service at university level; research includes policy

			development, social program development, and gerontological social work; currently the BSW Program Director
Social Work	Master of Social Work (MSW)	Dr. Barbara J. Nowak, LCSW	Ph.D. in Urban Studies (an interdisciplinary doctorate), University of Wisconsin; MSW, University of Wisconsin; BSW, University of Wisconsin; more than 15 years of clinical social work practice; over 24 years of teaching, research and service at the graduate university level; Research includes clinical social work practice, international social work, social justice in the juvenile justice system, and substance abuse treatment; currently the MSW Program Director
Sociology	A.A. Core Curriculum A.S. Core Curriculum Gen Ed of all A.S. & A.A.S career degrees. B.A. Sociology	Dr. Pamela Brown	Ph.D (Sociology) Social Gerontology M.A. (Sociology) University of South Alabama More than 12 years teaching and researching in the fields of Sociology, Aging, Sexuality, Gender, and Social Policies/Obligations.
Theatre	A.A. Core Curriculum A.S. Core Curriculum Gen Ed of all A.S. & A.A.S career degrees B.A. Visual & Performing Arts	Dr. Jasmin "Eve" Graves	Ph.D. (Theatre), Bowling Green State University; M.A.Ed. (Theatre), Bowling Green State University; B.A. (Theatre), Spellman; More than 20 years teaching and directing theatre in higher education. International teaching experience in field of theatre (China)
Visual Arts	Undergraduate Certificate Graphic Arts A.A. Core Curriculum A.S. Core Curriculum Gen Ed of all A.S. & A.A.S career degrees B.A. Visual & Performing Arts	Scott Marini	M.F.A (Studio Art, Sculpture), Florida State University B.F.A (Fine Art, Ceramic), University of North Florida More than 14 years experience teaching and presenting in the visual arts fields of painting, sculpture, ceramics, art appreciation, and art history.

College of Business

Concentration/ Curriculum Area	Certificates/Degree Programs Where This Major Field or Curriculum Area is Present	Program Coordinator for the Coursework in This Curriculum Area	Faculty Credentials/ Academic Qualifications
Accounting	B.S. Accounting, Master of Business Admin	Dr. Lee Washington	DBA (Accounting), Nova Southwestern University MBA (Accounting), Golden State University
Business Information Systems	B.S. Business Information Systems	Dr. Kathaleena Monds	Ph.D. (Instructional Technology), Wayne State University M.S. (Computer Science), Wayne State University M.A. (Economics and Entrepreneurship for Educators), University of Delaware B.S. (Computer Science), Spellman College More than 35 years experience in the field of Information systems, 13 years in the private sector and 22 years in higher education. Dr. Monds is AACSB certified to teach Information Systems and well versed in teaching IS and her doctoral dissertation titled "The Development of a Model of Computer Anxiety among At-Risk Students" and her master's thesis is titled "A database approach to software reusability" focused on student learning. In addition to her graduate studies work, Dr. Monds continues to research and publish in the areas of information systems and technology, learning initiatives using technology, and virtual learning environments.
Business Management, MBA (General)	B.S. Business Management, MBA (General)	Dr. Devi Akella	Ph.D. (Organizational Behavior) (University of Leeds, UK) MBA (Business Administration) (University of Leeds, UK) More than 21 years experience in higher education teaching business and management related courses and programs. 12 years experience as MBA (General) program coordinator at ASU. Dr. Akella is published in the areas of crisis management, toxic work environments, learning organizations, and conflict management.
Health Care Management	B.S. Business Management Master of Business Admin	Dr. Sherryl Johnson	Ph.D. and M.S.W (Social Work Policy, Planning and Administration), Clark-Atlanta University SSW 920 Org Development (3) SSW 930 Theories of Admin (3) SSW 912 Research Methods (3) SOC 512 Biomed Aspects Aging (3) SSW 931 Social Work Admin & Planning (3) SSW 911 Research Methods in Social Work Admin (3) SSW 932 Seminar on Admin (3) SSW 990 Dissertation Consul/Advisement (5) Total: 26 Graduate Semester hours. M.P.H (Public Health Administration), Emory University B.S. (Medical Record Administration), Clark-Atlanta University Dr. Johnson has more than 29 years experience in higher education teaching in the field of health care management and public health and policy. She has published extensively in the fields of health care delivery, health care systems, health care literacy, and health care administration.
Management, Technology Management	B.S. Management, B.A.S Technology Management	Dr. Michael Rogers	Ph.D. (Economics/Management), University of Tennessee, Knoxville M.S. (Economics and Industrial Management), University of Tennessee, Knoxville Dr. Rogers has more than 28 years experience in higher education serving as a dean, associate, dean chair, program coordinator, and faculty member in AACSB accredited business programs with a focus in management and economics. All 28 years have been with ASU.
Marketing	B.S. Marketing	Dr. Alicia Jackson	Ph.D. (Accounting), University of Texas at Austin M.B.A. (Accounting), University of Michigan Dr. Jackson is Dean of the College of Business and is serving as program coordinator for marketing program during implementation phase of consolidation. She has more than 28 years of higher education experience as a dean, associate dean, and professor of AACSB accredited business related programs.
Supply Chain and Logistics Management	B.S. Supply Chain and Logistics Management, Master Business Admin	Dr. Damitha Bandara	Ph.D. (Industrial Engineering), Clemson University M.S. (Industrial Engineering), Clemson University

College of Education

Concentration/ Curriculum Area	Certificates/Degree Programs Where This Major Field or Curriculum Area is Present	Program Coordinator for the Coursework in This Curriculum Area	Faculty Credentials/ Academic Qualifications
Early Childhood Education	B.S. Early Childhood Educ.	Dr. Dorene Medlin	Ed.D. (Science Education with Certification in Education Leadership), University of Georgia Ed.S. (Educational Leadership), Georgia Southwestern College M.Ed. (Educational Leadership), Valdosta State College M.Ed. (Science Education), Georgia State University. She holds certification in teaching grades 4-12 in science and leadership, and over 30 years of experience in K-12 instruction and leadership in science.
	M.Ed. Early Childhood Educ.	Dr. Tiffany Pogue	Ph.D. (Educational Studies, Research emphasis Literacy), Emory University M.A. (African-New World Studies), Florida International University
Middle Grades Education	B.S. Middle Grades Educ.	Dr. Anthony Owusu-Ansah	Ph.D. (Curriculum & Instruction), Ohio University Teaching Certificate in English, Grades 8-12 (Middle and High School) Dr. Owusu-Ansah has more than 44 years experience teaching, 18 of which in higher education. At the collegiate level, his teaching has focused on preparing middle grades educators.
	M.Ed. Middle Grades Educ.	Dr. Tiffany Pogue	Ph.D. (Educational Studies, Research emphasis Literacy), Emory University M.A. (African-New World Studies), Florida International University
Instructional Technology	Undergraduate Certificate	Renita Luck	Ed.D. (In progress)(Curriculum & Instruction for Distance Education), University of West Florida M.Ed. (Adult & Career Education with emphasis on Instructional Design), Valdosta State University B.S. (Office Administration and Technology), Valdosta State University More than 12 years experience in instructional design field for online education.
Secondary Education	B.S. Secondary Educ.	Dr. DaShonera Crawley	Ph.D. (Rehabilitation & Special Education), Auburn University M.Ed. (Special Education), Bowie State University State of Alabama Teaching Certificate State of Georgia Teaching Certificate
	M.Ed. Secondary Educ.	Dr. Tiffany Pogue	Ph.D. (Educational Studies, Research emphasis Literacy), Emory University M.A. (African-New World Studies), Florida International University
Special Education	B.S. Special Educ.	Dr. DaShonera Crawley	Ph.D. (Rehab & Special Education), Auburn University M.Ed. (Special Education), Bowie State University State of Alabama Teaching Certificate State of Georgia Teaching Certificate
	M.Ed. Special Educ.	Dr. Tiffany Pogue	Ph.D. (Educational Studies, Research emphasis Literacy), Emory University M.A. (African-New World Studies), Florida International University
School Counseling	M.Ed. School Counseling	Dr. Corolyn Rollins	Ph.D. (Rehabilitation), Southern Illinois University M.A. (Human Development Counseling), University of IL-Springfield Dr. Rollins has more than 40 years experience in higher education as a teacher, professor, and counselor. She has served as counseling program coordinator since 2008. In addition, she has five years of experience working for the Illinois State Board of Education and represented the State Superintendent in mediating conflict between parents/students and schools, providing training for superintendents, principals, counselors, teachers, parents, and students, and developing public policy in special education and student services.
Education Administration and Supervision	M.Ed. Education Administration and Supervision	Dr. Abraham Andero	Ph.D. (Educational Administration), University of Southern Mississippi Ed.S. (Educational Administration & Supervision), University of Mississippi M.Ed. (School Leadership), Mississippi College
	Ed.S. Education Administration and Supervision		

College of Sciences and Technology

Concentration/ Curriculum Area	Certificates/Degree Programs Where This Major Field or Curriculum Area is Present	Program Coordinator for the Coursework in This Curriculum Area	Faculty Credentials/ Academic Qualifications
Biology	A.A. Core Curriculum A.S. Core Curriculum Gen Ed of all A.S. & A.A.S career degrees B.S. Biology	Dr. Jo-Ann McCrary	Ph.D. (Biology) Atlanta University M.S. (Biology, Plant Physiology) Georgia College & State University
Chemistry, Physical Science, Physics	A.A. Core Curriculum A.S. Core Curriculum Gen Ed of all A.S. & A.A.S career degrees B.S. Chemistry	Dr. Seong Seo	Ph.D. (Analytical Chemistry) University of Arkansas M.S. (Physical Chemistry) Polytechnic University, New York. Dr. Seo has more than 27 years experience teaching and coordinating physical sciences. He is published in the fields of Organophosphate compounds, nanoparticles, bio fuel technology, and gas electron diffraction. Dr. Seo has served as program coordinator since 2008.
Computer Science, Computed Technology	A.A. Core Curriculum A.S. Core Curriculum Gen Ed of all A.S. & A.A.S career degrees B.S. Computer Science	Dr. Seyed Roosta	Ph.D. (Industrial Engineering) University of Iowa M.S. (Computer Science) University of Iowa Dr. Roosta has more than 17 years experience in the academy teaching and researching in the areas of Mathematics, Computer Science, and Computer Information Systems. Dr. Roosta joined ASU in 2008 as Associate Professor and Chair of Mathematics and Computer Science. In addition, to leading the department, teaching, and conducting research, Dr. Roosta has engaged in outreach within the STEM field via curricular review and consulting for accreditation reviews.
Engineering		Dr. Arun Saha	Ph.D. (Electrical Sys. Engr.) (Yamaguchi University, Japan) M.S. (Electrical & Electronic Engr) (Yamaguchi University, Japan)
Forensic Science	B.S. Forensic Science	Dr. Zachariah Oommen	Ph.D. (Chemistry) Mahatma Gandhi University, India) M.S. (Analytical Chemistry) University of Kerala, India The instructor is competent to manage Forensic Science courses due to the fact that 1) analytical chemistry is a sub-discipline of Chemistry that is used in Forensic Science; 2) chemistry is directly applied and foundational in the principles and techniques and instruments used in many of the Forensic Science courses such as Forensic Serology and DNA technology, Controlled Substances and Toxicology, Introduction to Forensic Science, and Forensic Chemistry. Therefore since forensic science is an applied area of science that involves many disciplines, amongst which Chemistry are prominent, faculty with degrees in Chemistry are well suited to teach in this area.
Mathematics	A.A. Core Curriculum A.S. Core Curriculum Gen Ed of all A.S. & A.A.S career degrees B.S. Mathematics	Dr. Zephyrinus Okonkwo	Ph.D. (Mathematics) University of Texas at Arlington M.Phil. (Engineering Analysis) The University of Lagos

Darton College of Health Professions

Concentration/ Curricular Area	Certificates/Degree Programs Where This Major Field or Curricular Area is Present	Program Coordinator for the Coursework in This Curricular Area	Faculty Credentials/ Academic Qualifications
Dental Hygiene	A.S. Dental Hygiene	Tammy Deese	BS (Dental Hygiene), Clayton State University AS (Dental Hygiene), Darton State College Licensed Dental Hygienist
Diagnostic Medical Sonography	A.S. Diagnostic Medical Sonography	Kacey Davis	BS (Radiologic Science), Armstrong Atlantic State University Registered Diagnostic Medical Sonographer
Emergency Medical Technician	Certificate Emergency Medical Technician	Patricia Hotz	MMSc (Medical Science), Emory University MN (Nursing), Emory University BS (Nursing), University of North Carolina, Chapel Hill AS (Paramedic), University of North Carolina Registered Nurse Registered Respiratory Therapist Certified Emergency Medical Technician Certified Paramedic Instructor Licensed Georgia Paramedic
Emergency Medical Services	Certificate Emergency Medical Services A.S. Emergency Medical Services		
Medical Coding	Certificate Medical Coding	Misty Neal	MBA (Health Care Mgt), Albany State University BS (Health Information Management), Middle Georgia State University AS (Health Information Technology), Darton State College Registered Health Information Administrator Registered Health Information Technician
Health Information Technology	A.S. Health Information Technology		
Health Information Management	B.S. Health Information Management		
Histology	Certificate Histology A.A.S. Histologic Technician	Nancy Beamon	MS (Clinical Lab Science/Medical Technology), University of North Dakota BS (Clinical Lab Science/Medical Technology), University of South Alabama Certified Allied Health Instructor Certified Medical Technologist
Phlebotomy	Certificate Phlebotomy Technician		
Medical Laboratory Technician	A.S. Medical Laboratory Technician		
Occupational Therapy Assistant	A.S. Occupational Therapy Assistant	Dr. Jeff Etheridge	EdD (Higher Education), Nova Southeastern University MEd (Education), National-Louis University BS (Occupational Therapy), Florida International University Licensed Occupational Therapist
Physical Therapy Assistant	A.S. Physical Therapy Assistant	Sarah Brinson	MEd (Adult and Career Education), Valdosta State University BS (Education), Valdosta State University AS (Physical Therapist Assistant), Darton State College Licensed Physical Therapist Assistant
Respiratory Therapy	A.S. Respiratory Therapy	Allthea Brooks	MEd (Adult Education), Valdosta State University BS (Respiratory Care), Medical College of Georgia Registered Respiratory Therapist
Computed Tomography	Certificate Computed Tomography	Kelley Castro	MEd (Adult and Continuing Education), Valdosta State University BAS (Technology Studies), Valdosta State University Diploma (Radiologic Technology), Albany Technical College Registered Radiologic Technologist
Radiologic Science	A.S. Radiologic Science		
Health and Human Performance	B.S. Health and Human Performance	Dr. Tim Hughley	Ph.D. (Athletic Training), Rocky Mountain University M.Ed. (Health & Physical Education), Albany State University
Nursing	A.S. Nursing	Larecia Gill	MSN (Nursing), University of Phoenix BSN (Nursing), Albany State University Registered Professional Nurse
	R.N. to B.S.N	Dr. Jan Rodd	MN (Neonatal Perinatal Nursing), Emory University RN-BSN (Nursing), Albany State University ASN (Nursing), Darton State College Registered Professional Nurse Dr. Rodd has 35 years experience in the nursing field as a practitioner and educator. 27 years experience in nurse education in higher education. Her research extends to international health care, rural health care, and women's health.
	B.S. Nursing	Deb Hair	DHSc (Health Sciences), A.T. Still University MSN (Nursing), Walden University Registered Professional Nurse
	M.S. Nursing	Dr. Donyale Childs	Ph.D. (Public Health), Walden University MSN (Nursing), Walden University Registered Professional Nurse

Sources

☑ SACSCOC faculty credentials guidelines

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CS 3.5.3

Undergraduate program requirements
The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. *(See the Commission policy "The Quality and Integrity of Undergraduate Degrees.")* **(Undergraduate Program Requirements).**

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this comprehensive standard.

Impact of Consolidation
Prior to consolidation, Darton State College (DSC) was a Level II institution primarily offering associate degrees and a few baccalaureate degrees, and Albany State University (ASU) offered a wide array of baccalaureate and graduate degree programs, but no associate degree programs. Consequently, the consolidation had little or no impact on the requirements of most undergraduate degree programs at both institutions which were largely complementary rather than overlapping in their disciplinary makeup.

The principal impact of consolidation involved consolidating the general education requirements of the two institutions in keeping with University System of Georgia (USG) Core Curriculum Requirements. Prior to consolidation, the core curricula of ASU and DSC were marked by some notable differences in course requirements. During the consolidation process, the relevant Operational Working Group and the Consolidation Implementation Committee developed a common core curriculum for use in the consolidated institution, effective in the Fall 2017. The consolidated core curriculum proposal for general education was reviewed by the Faculty Senate early in Spring 2017 semester and then approved by the USG Council on General Education in July 2017. Presently, the requirements of the consolidated curriculum for general education (Areas A-E of the Core Curriculum) at the new ASU represents a new core for the new institution. The new core curriculum adheres to the USG's guidelines for core curriculum and continues to be designed for seamless transfer to baccalaureate degree programs within the new ASU and the University System of Georgia. The Core Curriculum is published in the 2017-18 ASU Undergraduate Catalog.

DSC's two transfer associate degree programs (i.e., the A.A and A.S in Core Curriculum) are composed largely of general education requirements (42 of the 60 hours). However, 18 hours in Area F are devoted to lower division prerequisite and elective studies that prepare the student for intense upper division study in a chosen undergraduate major field. Curricular consolidation also ensured that the Area Fs of both DSC and ASU were consistent with one another. Differences in Area F requirements between the two institutions were reconciled through a series on inter-collegiate processes involving the like disciplinary groups of faculty affected by Area F differences.

Only one of DSC's few bachelor degree programs, the RN to BSN program, overlapped a similar program at ASU. The consolidation of those two overlapping nursing degrees involved minimal adjustments of course requirements.

Other Evidence of Continuing Compliance
Conformity of degree program requirements to commonly accepted standards and practices is ensured through several reinforcing mechanisms:
1. adherence to policies and procedures of the University System of Georgia that reflect commonly accepted standards, such as those for the content and size of the core curriculum and the length of undergraduate degree programs;
2. solicitation of internal and external peer evaluations of new program approvals prior to the governing board's approval to ensure commonly accepted practices;
3. completion of comprehensive academic program reviews and state and national review for program approval, initial accreditation, and re-accreditation to ensure adherence to regional and national standards; and
4. engagement of disciplinary peers in the consolidation of overlapping curricula in ways that comply with commonly accepted practices. Many of ASU's undergraduate degree programs are nationally accredited, including those in teacher education, business, nursing, social work, dental hygiene, diagnostic medical sonography, emergency medical services, health information technology, histologic technician, medical laboratory technology, occupational therapy assistant, physical therapy assistant, radiologic science, and respiratory care.

ASU's common and specific undergraduate degree requirements adhere to USG Board of Regents (BOR) Policy Manual and the USG Academic & Student Affairs Handbook. The general acceptability of the degree requirements is reflected in their adoption across a diverse and large set of public colleges and universities within the USG. Some relevant BOR policies are cited here.

For over three decades, the USG-BOR has promulgated a common framework for general education requirements through its Core Curriculum, which has been implemented at some 28 public colleges and universities in the state, ranging from Georgia's flagship research universities to colleges offering largely associate degrees. That framework is described in detail in the BOR Policy Manual, Section 3.3.1, and the USG Academic & Student Affairs Handbook, Section 2.4. The USG Core Curriculum has stood the test of time in terms of its acceptance by program and institutional accreditors as well as by peer institutions elsewhere for transfer credit, demonstrating that it follows commonly accepted standards and practices.

Likewise, the USG Academic & Student Affairs Handbook states that each baccalaureate degree must contain 120 semester hours (Section 2.3.1) and that each associate degree must include a minimum of 60 semester hours (Section 2.3.5). Completion of all of ASU's associate degree programs require at least 60 hours of college-level credit, and completion of all of ASU's baccalaureate degree programs require at least 120 hours of college-level credit, consistent with SACSCOC comprehensive standard 2.7.1.

Internally, approval of new modified undergraduate programs or changes in degree requirements to existing programs proceed through a

rigorous, multi-level process that includes department-level, college-wide and university-wide representation of faculty, staff, and administrators. Specifically, new program approval or changes to existing programs must first be considered and approved by the faculty within the department(s) engaged with the degree program. College faculty, and ultimately college deans, must next review and approve these proposals. Proposals are then considered by the University's Curriculum and New Program Committee (CNPC). The final internal level of review is completed by ASU's Provost and Vice President for Academic Affairs. (CNP Meeting Minutes Mar 24 2017, April 14 2017) (CNP Forms)

The internal approval at all levels leads to submission for external consideration by the Board of Regents. The BOR Policy Manual, Section 3.6.1 requires that proposals for new degree programs "indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline." New degree programs also receive external peer review once they reach the USG level. External review often involves securing disciplinary expert opinion from other institutions about the content of the new degree program proposal.

Additional external peer review of the content and quality of degree programs and their conformity to commonly accepted standards and practices is provided through state board approval and /or program accreditation. Many of ASU's undergraduate degree programs are externally approved and/or accredited, attesting to the University adherence to high standards for graduate education.

Both traditional and online undergraduate programs are reviewed on a regular basis through additional mechanisms. Departments and all of their degree programs undergo a Comprehensive Program Review every five to seven years. In addition, each undergraduate program is required to report annually on its efforts to assess student learning.

Sources

- ASU 2017_18 Undergraduate Catalog core curr2
- ASU Undergraduate Catalog 2017-2018 - 07-27-17
- BOR Policy Manual
- BOR Policy Manual 3.3.1 Core Curriculum
- BOR Policy Manual 3.6.1 Creation of Academic Programs
- CNP Forms updated-Feb '17-Use
- CNP Minutes Apr 14 2017 (002)
- CNP Minutes Mar 24 2017_Recorded by Dr. McLaughlin_Reviewed by FF (002)
- GenEdCouncil approval 07_2017 of ASU gen ed_core
- SACSCOC comprehensive standard 2.7.1
- USG Academic & Student Affairs Handbook
- USG Academic & Student Affairs Handbook, Section 2.4 Core Curriculum
- USG Academic & Student Affairs Handbook, Section 2.3.1 Majors and Minors
- USG Academic & Student Affairs Handbook, Section 2.3.5 Degree Requirements
- USG-BOR Comprehensive Academic Program Review Policy

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CS 3.6.4

Post-baccalaureate program requirements
The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this comprehensive standard.

Impact of Consolidation
Darton State College (DSC) did not offer graduate programs, so no curricular impact of consolidation was applicable there. Albany State University (ASU) offered a wide array of master's degree programs, predominantly in professional areas of study, as well as an Educational Specialist degree in educational administration, and the requirements for those programs were unaffected by institutional consolidation. The only consolidation impact of note on graduate programs was the administrative relocation of the college home for the Master of Science in Nursing from the College of Sciences & Health Professions (now the College of Sciences & Technology) to the Darton College of Health Professions (a new college resulting from consolidation).

Requirements for the completion of graduate programs are published in the ASU 2017-18 Graduate Catalog and on the ASU Graduate Studies Website.

Consolidation also had no impact on graduate program accreditations. All of ASU's graduate degree programs remain nationally accredited, except one that has no national accreditor. ASU's graduate programs in education, business, nursing, public administration, and social work are nationally accredited, affirming that ASU's graduate program requirements conform to commonly accepted national standards and practices in graduate education.

Other Evidence of Continuing Compliance
The Albany State University 2017-18 Graduate Catalog describes the requirements for the University's graduate programs, including detailed listing of coursework and other requirements for completion of each degree program. The graduate catalog is updated annually and available online for public review. Degree requirements adhere to University System of Georgia - Board of Regents (USG-BOR) policies and procedures.

Conformity of degree program requirements to commonly accepted standards and practices is ensured several ways:
1. Adherence to policies and procedures of the University System of Georgia that reflect commonly accepted standards, such as the number of credit hours of graduate degree programs;
2. Solicitation of internal and external peer evaluations of new program approvals prior to the governing board's approval to ensure commonly accepted practices;
3. Completion of periodic academic comprehensive program reviews and state and national review for program approval, initial accreditation, or reaccreditation to ensure adherence to regional and national standards;
4. Engagement of disciplinary peers in the consolidation of overlapping curricula in way that comply with commonly accepted practices;
5. Achievement of national accreditation when such is available for graduate programs.
6. And adherence to the SACSCOC Policy Statement on "Distance and Correspondence Education" and the C-RAC "Interregional Guidelines for the Evaluation of Distance Education."
Adherence to the latter is required in order to become an institutional member of the State Authorization Reciprocity Agreement (SARA).

ASU's graduate degree requirements adhere to the USG-BOR Policy Manual and USG Academic & Student Affairs Handbook. The general acceptability of the degree requirements is reflected in their adoption across a diverse and large set of public colleges and universities. For example, the USG Academic and Student Affairs Handbook, Section 2.3.5, states that each master's degree program consists of at least 30 semester hours and no more than 36 semester hours. This follows the commonly accepted practice that fulltime graduate students should typically earn at least nine semester hours of credit each semester over four semesters to complete a two-year master's degree. Internally, approval of a new graduate program or changes in degree requirements to existing programs proceed through a rigorous, multi-level process that includes department-level, college-wide and university-wide representation of faculty, staff, and administrators. Specifically, new programs approval or changes to existing programs must first be considered and approved by the faculty within the department(s) engaged with the degree program. College faculty, and ultimately college deans, must next review and approve these proposals. Proposals are then considered by the Graduate Curriculum Committee. The final internal level of review is completed by the university wide Curriculum and New Programs Committee which is chaired by ASU's Provost and Vice President for Academic Affairs. (ASU Senate Constitution and ByLaws Transitional) This rigorous, cross disciplinary review ensures conformity to commonly accepted academic standards for graduate study. Internal approval at all levels leads to submission for external consideration by the Board of Regents. The USGBOR requires that proposals for new degree programs "indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline". New degree programs also receive external peer review once they reach the USG level. External review often involves securing disciplinary expert opinion from other institutions about the content of the new degree program proposal. Additional external peer review of the content and quality of degree programs and their conformity to commonly accepted standards and practices is provided through state board approval and/or program accreditation. Almost all ASU graduate programs are externally approved and/or accredited, attesting to the University's adherence to high standards for graduate education.

Lastly, the USG requires that each degree program undergo a comprehensive review at least every 10 years. At ASU, the Comprehensive Program Review typically occurs every seven years.

Sources

ASU Graduate Studies webpage3

ASU Graduate-Catalog 2017-2018

ASU Senate Constitution and ByLaws Transitional document FINAL_VERSION 7 21 2017

BOR Academic and Student Affairs Handbook_sect 2.3.5

C-RAC Interregional Guidelines for the Evaluation of Distance Edcation

SACSCOC Policy Statement DistanceCorrespondenceEducation

State Authorization Reciprocity Agreement (SARA)

USG-BOR Comprehensive Academic Program Review Policy

☑ **Accreditation**

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CS 3.7.5

Faculty role in governance
The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this comprehensive standard.

Impact on Consolidation
The Faculty Senates of Albany State University (ASU) and Darton State College (DSC) at their November 2016 faculty senate meetings (ASU & DSC) noted that the new ASU could not run two separate faculty senates and recognized that Operational Working Group (OWG) 67 – Faculty Governance proposed combining to the Consolidation Implementation Committee (CIC) the two faculty senates into one. In keeping with that recommendation, both senates adopted the following transitional faculty senate structure in anticipation of SACSCOC and USG approval of ASU-DSC consolidation for the period of January 2017 – July 2017. The transitional structure followed:
• The senates met (physically and/or via streaming) twice per month alternating campuses for meetings.
• Each meeting followed the bylaws and constitution of the campus the meetings were held, and both executive boards set the agenda together.

In addition, a task force comprised of equal representation from each faculty senate was established effective January 2017. The task force created new bylaws and constitution for the new ASU's Faculty Senate. Eligibility requirements for the new ASU Faculty Senate were established in April 2017 so elections could be held in September 2017. The new ASU Faculty Senate Transitional Constitution and By-Laws were presented to and adopted by the transitional senate at its April 25, 2017 Faculty Senate Meeting. The new ASU Faculty Senate is expected to be fully operational, September 2017.

Other Evidence of Continuing Compliance
Policies and Practices on the Role of Faculty in Academic and Governance Matters
ASU policies on faculty role in governance follow the University System of Georgia Board of Regents (USGBOR) Policy Manual, Section 3.2.4, which states:

The faculty, or the council, senate, assembly or such other comparable body at an institution (BOR Minutes, May 2010), shall, subject to the approval of the president of the institution:
1. Make statutes, rules, and regulations for its governance and for that of the students;
2. Provide such committees as may be required;
3. Prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and
4. Make such regulations as may be necessary for proper for the maintenance of high educational standards.

A copy of an institution's statutes, rules, and regulations made by the faculty shall be filed with the Chancellor. The faculty shall also have primary responsibility for those aspects of student life which relate to the educational process, subject to the approval of the president of the institution. (BOR Minutes, 1986, p. 333; May 2010).

ASU faculty have certain responsibilities and authority to function in academic matters such as curriculum, methods of instruction, research, faculty welfare, and aspects of student life relating to the educational process. In addition, faculty participate in the general governance of the university at all administrative levels through representation of university, college, and departmental committees and councils. All faculty members from each college participate in university governance, either directly by serving on the Faculty Senate and its committees or indirectly by electing colleagues to represent them. The ASU Faculty Senate Transitional Constitution and By-Laws constitute the rules and regulations governing the conduct and procedures of the Faculty Senate.

Evidence that the ASU Faculty Senate actively participates in its assigned faculty governance responsibilities in accordance with published policy can be seen in the Senate's meeting minutes. The Faculty Senate Meeting Minutes of April 25, 2017 demonstrated active participation of the Faculty Senate in matters of faculty governance. The faculty reviewed, discussed, and voted on important matters specific to the adoption of the New ASU Faculty Senate Transitional Constitution and By-Laws, Department Chair Rotation Policy, changes to the Promotion and Tenure Policy, and several curriculum changes specific to core curriculum, and several humanities and sciences curriculums.

Sources

- 📄 11_30_16 Senate Minutes 4
- 📄 ASU Minutes from the April 25 2017 Faculty Senate Meeting
- 📄 ASU Senate Constitution and ByLaws Transitional document FINAL_VERSION 7 21 2017
- 📄 BOR Minutes, 1986, p. 333; May 2010
- 📄 BOR Policy Manual 3.2.4

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CS 3.7.5

Faculty role in governance
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Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
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📄 11_30_16 Senate Minutes 4

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📄 ASU Senate Constitution and ByLaws Transitional document FINAL_VERSION 7 21 2017

📄 BOR Minutes, 1986, p. 333; May 2010

📄 BOR Policy Manual 3.2.4

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CS 3.9.2

Student records
The institution protects the security, confidentiality, and integrity of its student records and maintains special security measures to protect and back up data. **(Student records)**

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this comprehensive standard.

Impact of Consolidation
Consolidation Operational Working Groups (OWGs) and others responsible for student publications and records collaborated to review and restructure catalogs, handbooks, policies, plans, procedures, and guidelines to align and comply with federal, national, state, or accreditation requirements.

Access to and the security, confidentiality, and integrity of student records are in compliance with governing regulation and policy. University catalogs, handbooks, plans, and procedures are restructured to ensure students and employees are aware of their respective rights and responsibilities with regard to student records.

The technologies by which the consolidated ASU protects student data have not changed as a result of consolidation, the scope of protection has been expanded to be consistent across the University's footprint. For example, the new ASU's Banner system which consolidates the previous ASU and DSC Banner student records is located in the same place as the previous ASU's Banner system and remains protected with the same technical, physical, and administrative controls. The registrar's office is located in the same building on East and West campuses and the staff continue to conduct business in compliance with <u>Family Educational Rights and Privacy Act (FERPA)</u> rules to protect student data. Additionally, the maintenance and backup of student records continues uninterrupted by consolidation.

Other Evidence of Continuing Compliance

<u>Student Records Stored at ASU</u>
The security, confidentiality, and integrity of student data and records are governed by the same policies for all ASU students regardless of their location, mode of instructional delivery, or type of courses of programs in which they are enrolled.

Three overarching laws - <u>Family Educational Rights and Privacy Act (FERPA)</u>, <u>Health Insurance Portability and Accountability Act (HIPAA)</u>, and the <u>Official Code of Georgia Annotated (OCGA 16-9-3)</u> – provide the foundation for the Board of Regents (BOR) of the University System of Georgia (USG) policy, USG procedures, and institutional policy and handbooks discussed later in this narrative.

The <u>BOR-USG Records Retention Manual</u> serves as guidance for USG institutions "to establish consistent retention practices...in order to allow ongoing compliance with federal and state law, including Georgia Records Act (<u>OCGA 50-18-90</u> et seq.) and to meet requirements of external entities, such as accrediting bodies." ASU complies with this guidance.

<u>Responsible Administrators</u>
The following ASU administrators play instrumental roles with regard to the security, confidentiality, and integrity of data and records that includes student records.

• The Chief Legal Affairs Officer handles FERPA and HIPPA compliance for the university.
• The Registrar reports to the Vice President for Enrollment Management within the Office of the Provost.
• The Chief Information Officer reports to the Executive Vice President for Administration.
• The Director of Institutional Research and Chief Data Officer reports to the Vice President for Organizational Effectiveness and Strategic Initiatives.

The <u>Chief Legal Affairs Officer</u> and the Registrar ensure University compliance with privacy and confidentiality policies related to education records through the following actions:
• Consults with the University System of Georgia Legal Affairs, the Family Policy Compliance Office in the US Department of Education, the American Association of Collegiate Registrars and Admission Officers (AACRAO), and the Council on Law in Higher Education (CLHE) to ensure compliance with FERPA law and when translation or interpretation of the law is needed to clarify ambiguous FERPA issues;
• Confirms FERPA knowledge and requires statement of understanding prior to access by any person to a student record;
• Develops or administers policy to ensure compliance with national and governing body directives;
• Creates access to policies both online and in paper format;
• Publishes information of rights under FERPA;
• Ensures access to forms regarding student privacy and third party access;
• Educates students and parents of FERPA rights and responsibilities;
• Conducts internal reviews to continually monitor compliance; and
• Participates in audits by internal and external auditors.

The <u>Chief Information Officer</u> ensures compliance with regard to the security and integrity of electronic and paper student records through the following actions:
• Develops and administers policy to ensure compliance with national and governing body directives on security, confidentiality, privacy, and integrity of University data and records;

- Ensures completion of mandatory training on security, confidentiality, privacy, and integrity of University data and confidential data for division personnel;
- Maintains redundant data centers to provide flexible support of the University's infrastructure;
- Conducts daily back-ups of enterprise systems that contain student records;
- Stores student records in multiple secure offsite locations;
- Maintains and tests restorations plans in the event of data loss or interruption of service;
- Educates University employees on established records maintenance and retention policy and practices;
- Educates faculty, staff, and students on data security through information sessions and an annual awareness week; and
- Participates in audits by internal and external auditors.

Student Records – Governing Policies and Practices
Protecting the student data and records at ASU involves protecting data and information maintained in databases and records in addition to ensuring the responsible management of access to data and information. Student data and information exist in both paper and electronic formats and are subject to the governing policies and guidance noted earlier in the narrative. The majority of student records are maintained in an electronic format. Data are keyed in by the student or an employee, or captured through an imaging process and stored within the appropriate database. Data stewards maintain control of data for their respective areas and grant access according to the governing regulation or policy.

Education records are defined as, "any records (in handwriting, print, tapes, film, computer or other medium) maintained by the University or an agent of the University which are directly related to a student except:
1. A personal record kept by a faculty or staff member if it is kept in the sole possession of the maker of the record, is not accessible or revealed to any other person except a temporary substitute for the maker of the record and is not used for purposes other than a memory or reference tool.
2. Records created and maintained by the Albany State University Police Department for law enforcement purposes.
3. An employment record of an individual whose employment is not contingent on the fact that he or she is a student.
4. Records made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional if the records are used for treatment of a student and made available only to those persons providing the treatment.
5. Alumni records which contain information about a student after he/she is no longer in attendance at the University and which do not relate to the person as a student."
Access to education records is governed by the guidelines set forth by the Family Educational Rights and Privacy Act (FERPA).

Access by a University employee to education records requires completion of:
- FERPA Training
- Banner System Training
- The ASU Banner Access Request Form and Confidentiality Agreement by the employee; and
- Disclosure of student education records to a third party is prohibited unless authorized in writing by the student. A third party includes persons such as a parent or guardian, spouse or partner, or employer.

Access to other types of student information maintained by ASU requires approval by appropriate data stewards and with ASU's Office of Legal Affairs. Scholarly research is required to have an approved IRB Protocol. Third party contractors that operate as an agent of ASU must have a signed data usage agreement on file with Office of Legal Affairs.

ASU employees (faculty, staff, and students) and contractors/vendors are held responsible for their individual actions based on the type of access granted to them to perform their written duties. ASU employees with direct job responsibilities to access student records or employees who may temporarily need access to student records are required to complete training and other actions as noted above.

Individual access to data or databases-whether a student or employee-is controlled by use of a University assigned unique identifier (RAM ID) coupled with a personal password. For students, this access is established at the admission process. For employees, it is established at the hiring process and as appropriate with promotions or position assignments. The RAM ID and personal password are used to login to an ASU database or system, thereby providing a record of access. RAM ID is a unique identifier that does not utilize the individual's social security number.

Access to student information maintained in a format other than electronic records (e.g., Banner, ARGOS) requires the same authorization and training as described above. The difference is that the person making the request would have to view the paper documents in the office maintaining those documents.

Hybrid and fully online courses are supported by the institution's course management system, Brightspace by D2L. ASU uses LDAP for D2L access, thus allowing enrolled students to use their individual RAM ID and personal password to access their student records and directory information. Student information viewed in D2L is pulled from Banner the same as with all enrolled students. This means a student must have first applied and been accepted to ASU before being able to register for an online course. D2L is hosted on a secure server by the USG's Office of Information Technology Services. If changes are made to student enrollment, the change must be verified through Banner first. The use of ASU's RAM ID ensures that each student has access only to his or her individual record in D2L.

Outlined in federal immigration regulation Title 8 of the Code of Federal Regulations, Part 214 Nonimmigrant Classes, Section 214.2(f), the International Student Coordinator maintains confidential immigration files on each of ASU's international student visas. These digital files are maintained in a secure database supported by ASU's Office of Information Technology. The files are accessible only to designated schools officials and responsible officer when reporting to the Departments of State and Homeland Security each semester. Access to student's online immigration records in the Student and Exchange Visitor Information System (SEVIS) is also restricted by the federal government to only these approved officials.

Additional means of ensuring the security, confidentiality, and integrity of student data and records include the following:

- Enterprise Information Security: includes employing information security practices for ASU technology resources, devices, and associated communication to ensure the confidentiality, integrity, and availability of University information via direct or remote access to the ASU network and its domains.
- Data Security: addresses the use and security of sensitive data university-wide, which includes data pertaining to ASU faculty, staff, and students regardless of the format.
- Network Access: addresses the appropriate use of wired and wireless access to preserve the confidentiality and integrity of university data.
- Computer Usage: addresses individual responsibility and compliance to include those directly associated with ASU as well as contractor and vendors.
- Records Retention Guidelines: define types of records (any format) and the minimum period of time to retain records and governing law, regulation, or policy.

Security of Student Records
The Office of Information Technology Services staff are responsible for securing ASU's systems, networks, and ancillary services through the use of policies and industry best practices.

• The ASU ITS Incident Response policy establishes responsibilities for the coordination of ASU's coordination of ASU's information technology incident response. The focus is on security threats and risk assessments, breach and hacking prevention, and the processes of response. The policy applies to all ASU faculty, staff, students, and affiliates (vendors, contractors, consultants, etc.).
• The Disaster Recovery and Backup Policy's primary focus is on roles, procedures, responsibilities, and information required for successful mitigation of an emergency affecting ASU information technology services and resources such as technical safeguards, disaster recovery training, and recovery exercises. Together, these measures reduce the probability of an IT emergency event and reduce the impact if such an event occurs. The Disaster Recovery and Backup Policy is confidential, but available upon request.

ASU employs industry best practices to enhance data and record security. Backup of electronic student education and student information data is stored on the Banner database server and occurs daily. ASU's Office of ITS employs specific procedures to ensure physical security of the server room. Office of ITS staff maintain these procedures. Physical student records are managed in accordance with the USG Records Retention Schedule and are in compliance with federal and state law. Physical records are securely stored in locked cabinets within rooms of a responsible office and those rooms are secured by assigned keys or card readers with personnel card access.

Examples of University offices that maintain and control access to physical student records include those shown in Table 1.

Table 1. Examples of Student Records and Responsible Offices

Type of Student Record	Responsible Office
Admission	Enrollment Management
Immigration Documents	Office of International Students
Student Directory Information	Enrollment Management, Registrar
Education	Academic Affairs, Registrar, Enrollment MGT
Medical	Auxiliary Services
Counseling	Student Services & Success
Student conduct	Student Services & Success
Alumni	Advancement
Financial Aid	Enrollment Management
Testing	Enrollment Management
Employment	Human Resources
University Housing	Student Services & Success
Identification Cards	Student Services & Success, Office of ITS

Student Control of Information
Notification of students' rights regarding the privacy and release of student education records will continue to be published in the ASU Undergraduate and Graduate Catalogs and in the ASU Student Handbook.

Students and others in the community are informed of policies and procedures governing student records through a variety of methods. At freshman orientation, parents of new and transfer students are introduced verbally to their student's FERPA rights concerning student education records and directory information.

Additional information regarding the privacy of student information and records is available to parents via the ASU registrar webpage. ASU publishes information about FERPA and the types of ASU maintains. Information concerning the types of records and policies concerning access, disclosure, and corrections of records is provided in the official University catalogs, on the ASU website, and in the Faculty Handbook.

Students may control access to their information by taking the actions below:
• Student information defined as "Directory Information" is available for release without a student's permission. Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Albany State University has designated the following types of information to be directory information: student name, mailing address, telephone number, date and place of birth, major field of study, full or part-time status, participation in officially recognized activities and sports, degrees and awards applied for and/or received, dates of attendance, previous educational institutions attended by the student, photographs and other recorded images, and, with respect to members of athletic teams, height, weight, age, hometown, hobbies, and general items of interest.
• Students have the right to withhold the release of this information by completing and submitting a "Release of Directory Information" form to the Office of the Registrar.
• Students may provide written consent to a third party such as a parent, spouse, or employer for the release of academic record information and medical information. For release of academic record information, an ASU student must complete and submit a "FERPA Authorization Form".

In conclusion, student data and information is secure and maintained as required as a result of the collaboration of the consolidation Operational Work Groups to update and revise policies, procedures, and websites in addition to ensuring the alignment of back-end systems and controls so that the consolidation process is seamless for students, faculty, and staff.

Sources

ASU Faculty Handbook Final Rev 07202017

ASU Graduate-Catalog 2017-2018

ASU Information Technology Services webpage2

ASU ITS Incident Response Policy

ASU Legal Affairs Office webpage2

ASU Student Handbook Draft (071117)

ASU Undergraduate Catalog 2017-2018 - 07-27-17

- BOR Policy Manual 10.4 Records Retention
- BOR Policy Manual 10.5 Healthcare Information
- FERPA-Authorization Form
- Health Insurance Portability and Accountability Act (HIPAA)
- OCGA 16-9-3 Crimes and Offenses
- OCGA 50-18-90 Georgia_Records_Act
- SEVIS_Student and Exchange Visitor Info Sys
- Title 8_Code of Fed Regs_Part 214_Nonimmigrant classes_214_2f
- USG Business Procedures Manual 12.1.4 Data Users p4_5
- USG Privacy Policy_FERPA

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CS 3.10.3

Control of finances
The Institution exercises appropriate control over all its financial resources. **(Control of finances)**

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this comprehensive standard.

Impact of Consolidation
In terms of policies and procedures, no substantive changes to control of finances for the institution have occurred as a result of the consolidation of Albany State University and Darton State College. Both institutions were, and the consolidated institution is, operating under the same governing board policies for financial control. The same state auditors annually reviewed the financial records of both institutions. The same accounting software, PeopleSoft Financials, was used by both institutions.

The first full year of consolidated financial budgeting and accounting for the new ASU occurred for FY 2018, beginning July 1, 2017. Consolidation largely involved adoption of ASU's accounting systems and business practices to manage the financial resources of the new institution on a larger scale than was in place prior to consolidation.

Prior to the creation of the consolidated Albany State University in January 2017 (halfway through FY 2017 which began July 1, 2016), Albany State University (ASU) and Darton State College (DSC) operated as independent institutions. For FY 2017, both continued to operate with two separate budgets and accounting systems through the remainder of FY 2017; however, ASU will prepare only one consolidated AFR and receive one review by the State Department of Audits.

The separate audit reports for FY2015 and FY2016 for Albany State University and Darton State College did show areas of weakness which are noted below. However, it is noted significant improvements were made from FY2015 to FY2016 for both institutions, especially Albany State University. ASU's consolidated audit report for FY2017 should be available September 2017 and is expected to show no weaknesses.

Other Evidence of Continued Compliance

External Audits
Each year USG institutions must complete an Annual Financial Report (AFR) as required by the BOR Business Manual Section 20.1. BOR Policy Manual Section 7.10.1 (State Audits) and Section 7.10.2 (Internal Audits) authorize audits and reviews of USG institutions. The completed AFR is sent to the USG Office of Fiscal Affairs for review. Once the review is complete, the AFR is then sent to the state of Georgia Department of Audits for engagement purposes. The result of this engagement is either an agreement upon procedures report, a full disclosure report, or a complete audit. ASU and DSC received full audit reports in FY2015 and FY2016. For FY2017, the full audit report will be available in September 2017.

The state of Georgia Single Audit Reports for FY2015 and FY2016 are provided below and show deficiencies for ASU and DSC.

For ASU, the FY2015 audit found the following Financial Statement and Financial Aid deficiencies:

1. FS 2015-001 – Deficiencies in Controls over Financial Reporting
2. FA 2015-001 – Overpayment of Student Financial Assistance
3. FA 2015-002 – Undocumented Cost of Attendance Budgets
4. FA 2015-003 – Reports Not Reconciled
5. FA 2015-004 – Verification Process
6. FA 2015-005 – Return of Title IV Funds
7. FA 2015-006 – Inadequate Control Procedures over Unofficial Withdrawals
8. FA 2015-007 – Failure to Reconcile the Federal Direct Loan Program

ASU's FY2016 audit identified no Financial Statement findings but did note the following Financial Aid deficiencies:

1. FA 2016-001 – Undocumented Cost of Attendance Budgets
2. FA 2016-002 – Return of Title IV Funds
3. FA 2016-003 – Failure to Reconcile the Federal Direct Loan Program

For DSC, the FY2015 audit found the following deficiencies:

1. FA 2015-001 – Overpayment of Student Financial Assistance

DSC's FY2016 audit identified the following Financial Aid Deficiencies:

1. FA 2016-001 – Weaknesses in Logical Access IT General Controls
2. FA 2016-002 – Overpayment of Student Financial Assistance
3. FA 2016-003 – Return of Title IV Funds

Prior to consolidation and in preparation for consolidation, both institutions addressed each deficiency with corrective actions detailed in the

attached FY2015 and FY2016 ASU and DSC DOAA audits. In addition, to the corrective actions illustrated in the DOAA audit reports, ASU and DSC implemented broader sweeping corrective actions aimed at changing and improving the broader financial affairs culture. The broad sweeping actions were:

1. A new Chief Financial Officer with extensive higher education experience leading and managing fiscal affairs units was hired in 2016.
2. Reorganized fiscal affairs personnel through a reduction in force to better streamline fiscal efficiency and right size the department.
3. A new financial aid director with extensive higher education financial aid experience was hired in early 2015. The FA director served both ASU and DSC prior to consolidation and now serves as director for new ASU.
4. Implemented a reduction in force at DSC and ASU in August-September 2016 to right size both ASU and DSC and new ASU.

Internal Audits
The new Albany State University (ASU) has an Internal Audits Department whose responsibilities are delineated in Section 7.10 of the University System of Georgia (USG) Board of Regents Policy Manual. The Internal Audits Department reports directly to the president of the University and to the USG's chief audit officer. Internal auditing is an independent, objective, assurance, and consulting activity designed to add value and improve ASU's operations. The Internal Audits Department assists ASU in accomplishing its objectives by bringing a systematic and disciplined approach to evaluate and improve the effectiveness of ASU's risk management, control, and governance processes. To aid in this process the Internal Audits Department developed a Self-Assessment protocol using the internal controls defined by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

Budgeting
The Chief Budget Officer is responsible for sound budget and management practices. After budget requests have been reviewed by the members of the President's Cabinet and the Budget Advisory Committee, the Office of Fiscal Affairs compiles the institutional budget based on available funds and direction from the ASU president. The budget is next submitted for review and approval to the president and then to the Board of Regents of the University System of Georgia (BOR USG).

Each budget manager has the ability to track his/her budget through an advanced reporting system. Each budget is controlled at the departmental level, and budget tolerances are monitored at least monthly. The budget is loaded into the Financial ERP system and expenditures and encumbrances are recorded against the budget. Any budget tolerance over a dollar threshold is reviewed by the budget office.

Control of Expenditures
The new ASU procedures for expenditures conform to Section 6.1 of the USG Business Procedures Manual.

All non-personnel expenditures are controlled through a requisition/purchase order system, purchasing card program, or check request process, which requires multiple approvals from appropriate supervisors, deans, directors, and University administrators. ASU uses an electronic routing system for payment requests when no purchase order is issued. The PeopleSoft ePro requisition system is used to purchase goods and services for the University. Both systems utilize multiple approvers.

ASU follows several policies that ensure control over expenditures related to purchase orders. The first policy relates to Contract Review and Approval, which ensures that no contracts are signed before they are reviewed by the university's Chief Legal Affairs Officer and the Office of Budgets and Contracts. This policy is supported with a Contract Review and Approval Process which designates the individuals with the authority to sign contracts which reduces the risk of employees entering into contracts for goods and services without proper authorization.

The second policy relates to Signature Authority and Delegation which provides guidelines for documenting the appropriate approval authority and delegation of signature authority for financial transactions at ASU. As purchase orders are issued, the appropriate expenditure account is encumbered in the ERP System. The ERP system, which is administrated by the University System Information System Office, uses controls to ensure that only proper approval for all purchase orders is documented and approved before the PO is issued.

The third policy is specific to Consulting Services. This policy provides clarification on policy and procedures related to acquiring consulting services. This policy helps ensure that specific objectives, measurement of performance, and performance timelines are included in the agreement. It also ensures that consultants are selected in accordance with the state's competitive bidding and selection criteria.

ASU uses the DOAS Statewide P-card program and follows the State of Georgia Statewide Purchasing Card Policy. In addition, ASU publishes a policy on purchasing card usage. Both policies provide information, references, procedures, and definitions on proper approval and use of the purchasing card. The ASU policy provides guidelines on the responsibility of card holders and the budget owners/approvers who are responsible for approving all expenditures. The policy documents consequences for policy violations and provides reference to other guidelines. The purchasing card administrator all expenditures made via the purchasing card program to ensure that the expenditure is appropriate and the expense will be posted to the correct account.

The Accounts Payable follows several ASU business processes related to accounts payable. Only valid invoices are processed and paid. The invoice is paid only after services are rendered, or after materials are received. The invoice is verified and matched to an approved request/purchase order and receiving documentation. The invoice is posted to the appropriate expenditure account, which is budget checked against the department's current budget. All budget exceptions that exceed the dollar threshold must be approved by the budget office.

Cash Management Controls
The new Albany State University follows the procedures outlined in the USG Business Procedures Manual, Section 10.0, for handling accounts receivable resulting from revenue-generating activities. For cash management, the Bursar's Office is the central location for cashiering all institution funds. A receipt is generated for all transactions. Daily updates of receipt transactions are reconciled, and monthly bank reconciliations are performed.

The new Albany State University exercises appropriate control over cash resources. All income is receipted by the institution's cashiers and credited to the appropriate accounts. The administrative computing software has security procedures in place that allow only employees who are set up with a cashiering function to process receipts. Cashiers are required to close their cashiering sessions at the end of each business day.

The BANNER cashier report lists all transactions by date and amount for each cashier. This report provides the information necessary for performing reconciliation between the administrative computing software and the bank deposit. Upon reconcilement, the cashiers prepare the daily deposit for secure transport to the bank. A monthly bank reconciliation is completed by treasury services to ensure deposits are reconciled to the balance at the bank.

Risk Management of Financial Resources
The Risk Management Policy is outlined in the Board of Regents Policy Manual, Section 7.15. This section addresses strategic, compliance, reputational, operational, and financial risk. ASU's Senior Vice President for Administration is responsible for identifying and analyzing loss exposure related to financial resources. Financial risk is reviewed and controlled for property damage, loss, and theft on a regular basis.

Investments

Most of the investments or restricted and unrestricted gifts, endowments, and other donated assets for the benefit of ASU are managed by the ASU and DSC Foundations, which are legally independent of the university.

Some financial resources are donated directly to the university. All investments are consistent with donor intent, Board of Regents policy under Section 7.5.2, and applicable federal and state laws. ASU chooses to invest only in pooled investment fund programs identified by BOR policy and that are managed by the Office of the State Treasurer (OST) and the BOR. These investments are financial instruments in the form of mutual bonds with terms greater than 13 months, the Board of Regents Pooled Fund, and the Board of Regents Legal Fund.

Albany State University accounts for its investments at fair value. Changes in unrealized gain (loss) on the carrying value of investments are reported as a component of investment income in the Statement of Revenues, Expenses, and Changes in Net Assets. ASU maintains an investment policy that fosters sound prudent judgement of safeguarding investments with a strong sense of fiduciary responsibility.

Sources

- ASU Audit Report_FY 2015
- ASU Internal Audits Department webpage2
- ASU Purchasing Card manual
- ASU_DOAA_Audit Report_FY 2016
- BOR Policy Manual 7.10 Audits
- BOR Policy Manual 7.15 Risk Management Policy
- BOR Policy Manual 7.5.2 Investments
- DSC Audit Report_FY 2015
- DSC_DOAA_Audit Report_FY 2016
- state of Georgia Statewide Purchasing Card Policy
- USG Business Procedures Manual 10.0 Accounts Receivable
- USG Business Procedures Manual 20.1
- USG Business Procedures Manual 6.1

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CS 3.11.1

Control of physical resources

The institution exercises appropriate control over all its physical resources. (**Control of Physical Resources**)

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this comprehensive standard.

Impact of Consolidation
Albany State University now includes two campuses in addition to four instructional sites, as described in CR 2.11.2 of this report. Both campuses are full-service educational locations that include buildings for academic, research, administrative, operational, and support purposes; residential student housing; dining services; and student, faculty, and employee assistance and services. The Senior Vice President for Administration, who reports directly to the president, and his direct reports are responsible for control and management of ASU's physical resources.

Other Evidence of Continuing Compliance

The control of ASU's physical resources follows the policies and procedures approved by the University System of Georgia (USG) Board of Regents (BOR), specifically those stated in the following:
• BOR Policy Manual Section 7, Finance and Business: covers finance and business activities including budget, insurance, purchasing, contracts, and risk management.
• BOR Policy Manual Section, 9, Facilities: covers facilities, including real estate, instructional sites, grounds, and asset management.
• BOR Policy Manual, Section 11, Information Technology: covers information technology (IT) to include IT physical assets, planning, design, acquisition, management, and operation.

Several administrative units and departments assist with the control of physical resources. The Plant Operations department manages construction and maintenance projects and proactively works to support a preventative maintenance schedule as well as routine and emergency maintenance situations. Plant Operations handles maintenance requests submitted through an online work management system, SchoolDude. On the ASU East, West, and Cordele campuses, Plant Operations has charge of all locks and keys, including electronic door access, and the issuance of keys and access. On the other off-campus satellite locations, the institutions in which the ASU site resides are responsible.

The Office of Public Safety serves 24/7 to protect the physical environment of the campuses. The office employs certified police officers and support staff to provide security to East, West, and Cordele campuses. On the other off-campus satellite locations, Public Safety is responsibility of the institution in which the ASU site resides. Public Safety also monitors the East and West campuses through an extensive video surveillance system.

The Director of the Distribution Center (DDC) receives deliveries of University purchase orders, and then physically tags and marks any assets costing $3,000 or more. The assets are entered and tracked through the Asset Management model of the PeopleSoft Financial software system. Checks -and-balances exist between the Procurement, Asset Management, Accounts Payable, and General Ledger modules of this system. The DDC also conducts an annual inventory of physical assets each year. Surplus property is disposed of in accordance with the rules and regulations issued by the State of Georgia Department of Administrative Services (DOAS) Surplus Property Division.

The Office of Information Technology Services (ITS) is responsible for the ordering and placement of computers and computer related technologies, including subsequent inventorying and surplus of equipment. ITS also maintains listings of all personal computers and laptops purchased by the institution that log onto the ASU network to ensure its control.

The Office of Fiscal Affairs and Office of Legal Affairs support ASU's missions and goals by minimizing the adverse effects of loss due to accidents or unexpected events that jeopardize the safety, security, and reputation of the university community. This goal is accomplished through participation in the USG's Enterprise Risk Management System, a tool that enables senior managers to identify and manage significant risks that may adversely impact the realization of key objectives. The offices of Fiscal Affairs and Legal Affairs also manage general risk management, claims management, and risk transference through obtaining adequate insurance coverage. Property insurance is maintained through the DOAS Risk Management Division.

ASU's Business Procedures Manual includes policies and procedures for asset purchases within the purchasing section of the manual. The property control section of the manual included a general introduction procedure as well as procedures for property identification, transfer of property, surplus property-disposal of property and annual inventory. These procedures reference USG and DOAS requirements and document the controls in place over assets. The annual inventory procedure relates to the annual physical inventory count which is an important part of the control environment.

Sources

ASU Fiscal Affairs webpage2

ASU Information Technology Services webpage2

- ASU Legal Affairs Office webpage2
- ASU Public Safety webpage2
- BOR Policy Manual 11.0 Information Technology
- BOR Policy Manual 7.0 Finance and Business
- BOR Policy Manual 9.0 Facilities
- Schooldude_Requester_Guide_2017
- State of Ga Dept of Adm Services_DOAS_Surplus Property Div

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CS 3.13.4

Reaffirmation of Accreditation and Subsequent Reports
3.13.4.b. Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this comprehensive standard.

Impact of Consolidation
Structurally, the number of member institutions in the University System of Georgia (USG) was reduced from 29 to 28 when the consolidation of Albany State University (ASU) and Darton State College (DSC) became effective on January 1, 2017. However, no changes in the general operations of the System or its governing board occurred as a function of the consolidation.

Other Evidence Supporting Compliance
Public higher education in Georgia is divided between the University System of Georgia (USG) and the Technical College System of Georgia (TCSG). Each system is governed by a single and separate governing board - the Board of Regents of the USG (OCGA 20-3-20)(OCGA 20-3-21) and the State Board of the TCSG (OCGA 20-4-14). The USG provides undergraduate, graduate, and first professional educational degree programs from the associate's degree through the doctorate, as established at 28 state universities and colleges across Georgia. The TCSG provides certificates, diplomas, and two-year degrees in technical and career fields of study, as established at 23 technical colleges across the state.

In recent years, both the USG and TCSG have pursued consolidations of selected member institutions to achieve greater administrative efficiencies and improve education services to their students and communities. From 2013 to 2017, the USG consolidated 14 of its member institutions into seven "new" universities and colleges. The consolidation of Albany State University and Darton State College is the seventh consolidation.

The Board of Regents (BOR) is the constitutionally-established independent state agency for policy development and governance of the University System of Georgia. Its 19 members are appointed for staggered seven-year terms by the state's governor. The BOR has exclusive authority over the affairs of the member educational institutions of the USG. In that regard, the BOR receives a lump-sum state appropriation annually for USG operations and is responsible for allocating those funds to its member institutions, setting tuition levels and student fees, approving capital improvement projects in the System, determining the structure of the System and institutional missions, approving new degree programs, and maintaining a comprehensive array of System governance policies and procedures. Policies and procedures developed at the institutional level must conform to and be consistent with the governing board's policy directives.

A University System Office staff, headed by the chancellor, who is elected by the BOR, provides administrative coordination for the implementation of BOR policies and procedures throughout the System. All 28 institution presidents report to the chancellor, along with System administrators, including the chief academic officer and executive vice chancellor, the executive vice chancellor for administration, the chief audit officer and associate vice chancellor, the senior vice chancellor for external affairs, and the vice chancellor for communications. Other System administrators report through those named above and are responsible for overseeing System coordination of academic programs, faculty affairs, student affairs, academic libraries/GALILEO, facilities, fiscal affairs, human resources, legal affairs, information technology services, risk management, and government relations.

The 28 degree-granting institutions in the USG are currently structured by the BOR into four groups of public universities and colleges as follows (BOR Bylaws, Article I, Section VI):

Research Universities
1. Georgia Institute of Technology
2. Georgia Regents University (consolidated in 2013)
3. Georgia State University (consolidated in 2016)
4. University of Georgia

Comprehensive Universities
1. Georgia Southern University
2. Kennesaw State University (consolidated in 2015)
3. University of West Georgia
4. Valdosta State University

State Universities
1. Albany State University (consolidated in 2017)
2. Armstrong State University
3. Clayton State University

4. Columbus State University
5. Fort Valley State University
6. Georgia College & State University
7. Georgia Southwestern State University
8. Savannah State University
9. University of North Georgia (consolidated in 2013)

State Colleges
1. Abraham Baldwin Agricultural College
2. Atlanta Metropolitan State College
3. Bainbridge State College
4. College of Coastal College
5. Dalton State College
6. East Georgia State College
7. Georgia Gwinnett College
8. Georgia Highlands College
9. Gordon State College.
10. Middle Georgia State College (consolidated in 2013)
11. South Georgia State College (consolidated in 2013)

Research universities are Level VI institutions with major missions in research and development as well as comprehensive arrays of baccalaureate and post-baccalaureate degree programs, including broad arrays at the doctoral and first professional levels. These institutions have large enrollments and tend to adhere to highly selective admission standards.

Comprehensive universities are Level V and VI institutions with comprehensive arrays of baccalaureate and master's programs and a limited number of doctoral programs. Their research missions are broad and substantial and often reflect applied research and development interests. These institutions have large student enrollments and selective admission standards.

State universities are Level III, IV, and V institutions with comprehensive arrays of bachelor's and master's degree programs and, in a few cases, one or two professionally-oriented doctoral programs. These institutions have a balance of service and research in their missions. Some have large student enrollments and others are small to medium in size. Some have selective admission standards, while others have access missions.

State colleges are composed of Level II institutions. They tend to have a heavy emphasis on two-year transfer degree preparations with a limited array of four-year bachelor's degrees. Teaching and community/public service are dominant in their missions. Most employ access admission standards. Institutional enrollments in this group range from small to medium in size.

The consolidated Albany State University is a Level IV State University in the USG. Albany State University, which was founded in 1903, is a public state university located in southwest region of the State, in Albany, Georgia. ASU's mission and goals within the University System of Georgia are defined by its <u>vision statement, mission statement, and guiding principles</u>.

Vision Statement
Albany State University will be a world-class comprehensive university and a powerful catalyst for the economic growth and development of Southwest Georgia. ASU will be recognized for its innovative and creative delivery of excellent educational programs, broad-based community engagement and public service, and creative scholarship and applied research, all of which enrich the lives of the diverse constituencies served by the University.

Mission Statement
Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University's faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.

Albany State University's vision and mission are further supported by the institution's Guiding Principles.

1. **Aspire to Excellence:** Albany State University will aspire toward excellence in teaching and learning, thus becoming the first-choice institution for students from southwest Georgia and garnering recognition as a premier southern regional university.

2. **Embrace Diversity:** As a historically black institution and led by a highly-diverse faculty and staff, Albany State University will embrace diversity in all its forms – including age, gender identity, race and ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status – and seek to foster a similar acceptance and celebration of that diversity.

3. **Expand Access to Higher Education:** As an access institution, Albany State University will promote student success for all by welcoming students from varying levels of academic preparation, keeping costs low, offering flexible class times and instructional modalities, and pairing high student expectations with exceptional mentoring, advising, and tutoring.

4. **Elevate Historically Underserved Populations:** Albany State University will recognize and address the many challenges that face African Americans and other students of color, adult learners, first generation students, students from low socioeconomic backgrounds, and others from underserved populations, and form strong partnerships with K-12, government agencies, and community outreach organizations to increase access and success rates.

5. **Promote Economic Development:** As part of its commitment to teaching and learning, Albany State University will promote economic development in Albany and throughout southwest Georgia by engaging in applied research, aligning its resources in support of identified needs, developing and enhancing academic programs to meet evolving needs, forming broad strategic partnerships, supplying a trained workforce, and fostering a sense of entrepreneurship.

Sources

- ASU About website_mission
- ASU Foundational Documents Vision_Mission_Guiding Principles
- ASU Guiding Principles website
- Board of Regents website
- BOR Bylaws, Article I Sect 6 p3_Institutions of the University System
- Consolidations pp 45_55
- OCGA 20-3-20 USG Board of Regents creation
- OCGA 20-3-21_BOR composition_powers_duties
- OCGA 20-4-14 Technical College System of Georgia
- USG webpage_Chancellor
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CS 3.13.5.a.

Separate Accreditation for Units of a Member Institution
Applicable Policy Statement. All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Albany State University does not have any branch campuses.

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CS 3.13.5.b.

Separate Accreditation for Units of a Member Institution

Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. ***No response required by the institution.***

Judgment
☐ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

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CS 3.14.1

Publication of accreditation status
A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. **(Publication of accreditation status)**

Judgment
☑ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this comprehensive standard.

Impact on Consolidation
Albany State University (ASU) and Darton State College (DSC) were in compliance with this standard prior to consolidation. The specific statement prescribed in the Principles under CS 3.14 continues to be used. The only change that has occurred in the new ASU's publications of the required statement post consolidation is that "associate" has been added to its list of authorized degree levels.

Other Evidence of Continuing Compliance
The address and telephone number of the Southern Association of Colleges and Schools.Commission on Colleges are published on the university website and in the Albany State University 2017-2018 Undergraduate and 2017-2018 Graduate Catalogs, which are produced annually and are available online. The statement that is used is authorized by the Commission and reads as follows:

Albany State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Albany State University.

The purpose for publishing the Commission's access and contact numbers is to enable interested constituents (1) to ask questions about the accreditation process, (2) to learn about the accreditation of ASU, and (3) to file a complaint against ASU for alleged non-compliance with a SACSCOC standard or requirement.

Questions related to ASU admissions, financial aid, educational programs, catalogs, publications, or websites as well as the policies and practices of ASU should be directed to the university and not to the Commission on Colleges.

Sources

📄 ASU Accreditation webpage2
📄 ASU Graduate-Catalog 2017-2018
📄 ASU Undergraduate Catalog 2017-2018 - 07-27-17

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Student complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions.")**(Student Complaints)**

Judgment

☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative

Compliance Statement
Albany State University is in compliance with this federal requirement.

Impact of Consolidation
Redundant policies and procedures regarding handling written complaints at Albany State University and Darton State College prior to consolidation were eliminated as a function of the merger of administrative, academic, and student support services following institutional consolidation. In most instances, the previously existing student complaint policies and procedures at ASU continued to be followed by the new ASU following consolidation. Compliant resolution remains a decentralized process managed by the units most directly responsible to receive and resolve the student complaints. (Example student complaint)

Other Evidence of Continued Compliance
Albany State University has established Policies and Procedures for addressing and resolving student complaints. The processes are published online in the 2017-18 Undergraduate Catalog and 2017-18 Graduate Catalog. Additionally, processes are outlined in the Student Code of Conduct which is published on-line as well as distributed to students who attend orientation programs and enroll in ASU 1101 – Freshman Year Experience. Student complaints may be on college-level academic matters (e.g., grade appeals) to student complaints on non-academic matters (e.g., administrative decisions).

The Student Code of Conduct, administered by the Office of Student Affairs and Success, outlines procedures for addressing student complaints regarding prohibited student conduct. Specific policies and procedures regarding discrimination complaints against students, including an overview of the Title IX sexual misconduct process, are also located in the Student Code of Conduct.

Policies and procedures for addressing discrimination complaints from students against faculty and staff, including Title IX sexual misconduct complaints, are administered by the Office of Legal Affairs and Office of Human Resources.

All of the policies from each of the offices described above are equally applicable to distance education and off-campus instructional sites.

All student complaints are investigated in a manner that protects confidentiality of the parties and the facts of the case to the extent allowed by the institution, the Board of Regents, the Georgia Open Records Act, and the Family Educational Rights and Privacy Act (FERPA).

Sources

> 🖻 ASU Graduate-Catalog 2017-2018
>
> 🖻 ASU Office of Human Resources_webpage
>
> 🖻 ASU Office of Legal Affairs_webpage
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> 🖻 ASU Student Affairs and Success webpage2
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> 🖻 ASU Undergraduate Catalog 2017-2018 - 07-27-17
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> 🖻 ASU-Student-Code-of-Conduct-2016-2017-December-2016
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> 🖻 Title IX Sexual-Misconduct-Policy-final.-revised-2016

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Title IV program responsibilities
The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Department of Education.)(Title IV program responsibilities)

Judgment
☒ Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Compliance Statement
Albany State University is in compliance with this federal requirement.

Impact of Consolidation
Consolidating two financial aid departments and award processes is a challenging endeavor with multiple layers of review and approval at the federal level. One of the lessons learned from previous University System of Georgia (USG) consolidations relates to the timing of the consolidation approval. Selecting a January consolidation date allows the new institution to avoid any disruption delays in the consolidation of the federal financial aid systems with the USDOE. A January consolidation date allows more time for the USDOE to process the necessary paperwork required to shift the financial aid accounts from the two independent institutions into the new consolidated institution. Additionally, it allows for allocation of FY 2018 funds to the new institution to occur in a timely manner and ensures a smooth transition for students.

In February 2017, ASU submitted the required Merger application to the USDOE that will be used to update the E-App and establish a new Program Participation Agreement (PPA) allowing the new institution to distribute financial aid for Fall 2017. Upon initial review of the application, the USDOE reviewer requested additional documentation relating to SACSCOC approval of the consolidation and documentation of previous reaffirmation of accreditation. We expect USDOE approval of Albany State University's PPA in early Fall 2017. USDOE has also decided not to issue a new FICE code, and the consolidated institution will continue to utilize FICE code 001544.

Other Evidence of Continued Compliance

Title IV Program Agreements
Albany State University (ASU) is in full compliance with its responsibilities as required by Title IV of the 1998 Higher Education Act of 1965 as amended and audits financial aid programs as required by federal and state regulations. ASU has a history of compliance with US Department of Education (USDOE) financial aid regulations and fully expects to maintain that record of compliance going forward.

Reimbursement Method/Letter of Credit/Complaints/Litigation
Prior to the January 1, 2017 effective date of consolidation, neither ASU nor DSC had been placed on the reimbursement method. Additionally, neither ASU nor DSC had been asked to post a letter of credit on behalf of the US Department of Education. There had been no formal complaints against ASU or DSC filed with the US Department of Education, and no adverse communication regarding compliance concerns or issues has been received by either institution. Neither ASU nor DSC had any pending infractions to regulations or litigations that would jeopardize Title IV funding. Financial aid for the consolidated institution will be disbursed for the first time for Fall 2017; therefore, the new institution will not be subjected to issues relating to reimbursement methods, letters of credit, complaints, or litigation.

Both ASU and DSC submitted all reports required by the US Department of Education, including the Fiscal Operations Report and Application to Participate (FISAP), in a timely manner. Table 1 below shows a comparison to ASU and DSC Financial Aid Default Rates.

Table 1. Comparison of ASU and DSC: Financial Aid Cohort Default Rates

Year of Repayment	ASU Rate	DSC Rate
*2014 (Draft)	11.6%	16.0%
2013	12%	15.4%
2012	13.5%	14.5%
2011	18%	13.6%

Source: Office of Financial Aid
*Official 2014 default rates will be released August 2017

Financial Compliance Audits
ASU and DSC undergo financial audits as required by federal and state regulations, which require that states undergo an annual audit in accordance with the Single Audit Act Amendments of 1996 and the US Office of Management and Budget (OMB) Circular A-133. As public institution of higher education, ASU and DSC are organization units of the Board of Regents (BOR) of the University System of Georgia for financial reporting purposes. Therefore, ASU and DSC are included in the annual financial audit of the BOR by the Georgia Department of Audits and Accounts (DOAA).

The state of Georgia Single Audit Reports for FY 2016 are provided below and show deficiencies for ASU and DSC.

Albany State University's FY 2016 audit identified no Financial Statement findings but did note the following Financial Aid deficiencies:

1. FA 2016-001 – Undocumented Cost of Attendance Budgets
2. FA 2016-002 – Return of Title IV Funds
3. FA 2016-003 – Failure to Reconcile the Federal Direct Loan Program

<u>Darton State College's FY 2016 audit</u> identified the following Financial Aid Deficiencies:

1. FA 2016-001 – Weaknesses in Logical Access IT General Controls
2. FA 2016-001 – Overpayment of Student Financial Assistance
3. FA 2016-003 – Return of Title IV Funds

Both institutions have acknowledged and addressed each deficiency with corrective actions detailed in the FY 2016 ASU and DSC DOAA audits. In addition to the corrective actions illustrated in the DOAA audit reports, ASU and DSC have implemented broader sweeping corrective actions aimed at changing and improving the respective financial affairs cultures. The broad sweeping actions are:

1. A new chief financial officer with extensive higher education experience leading and managing fiscal affairs units was hired in early 2016.
2. Reorganized fiscal affairs personnel through a reduction in force to better streamline fiscal efficiency and right size the department.
3. A new financial aid director with extensive higher education financial aid experience was hired in 2015.
4. Implemented a reduction in force in DSC and ASU in August-September 2016 to right size both ASU and DSC.

<u>Federal & State Financial Aid Audits</u>
Student financial aid is on a sound base of operation. The financial aid programs at ASU and DSC are subject to Georgia Student Scholarship and Grant Programs Compliance Reviews by the Georgia Student Finance Commission (GSFC) at least once every three years. A GSFC compliance review was last conducted for <u>ASU January 2016</u> and for <u>DSC April 2015</u>. These audits revealed over-award of federal financial aid, resulting from poor administrative practices. As a result, staffing changes have been made, corrective actions taken in financial aid administration practices and procedures, and resolution of state audit findings is in progress. The financial aid program at Albany State University underwent a U.S. Department of Education (USDOE) audit August 2016. The USDOE audit revealed significant over-awards of federal financial aid dollars. The university submitted its <u>response Spring 2017</u> to the initial audit report and while the institution understands it may have to remit for the over-awarding of Title IV financial aid dollars, it does not know when, how much, and for how long. The institution is awaiting the final report from the US Department of Education. While both institutions have undergone recent financial aid audits at the state and federal levels, the consolidated institution is in compliance with all state and federal regulations pertaining to the awarding of financial aid to students.

Approximately 86 percent of ASU students and 98 percent of DSC students received financial aid from federal, state, institutional, or outside sources in FY 2016, totaling nearly $39,069,801 for ASU and $32,216,024 for DSC. As indicated in Table 2, the financial aid departments awarded and paid $48,353,196 a combined amount of Title IV Federal Aid in FY 2016.

Table 2. Financial Aid Awarded in 2015-2016

Financial Aid Program	ASU		DSC		Combined	
	Total Paid	Total Recipients	Total Paid	Total Recipients	Total Paid	Total Recipients
Pell Grant	$8,557,943	3,466	$10,951,488	3,075	$19,509,431	6,541
Sup. Opportunity Grant	$174,078	697	$126,342	147	$300,420	844
Work Study	$530,062	74	$137,866	55	$667,928	129
Federal Parent Loans	$3,764,555	774	$830,853	165	$4,595,408	939
Federal Loans (sub & unsub)	$22,881,853	3,733	$19,060,642	3,133	$23,280,009	6,866
State Aid	$2,116,127	1,128	$398,156	229	$2,514,283	1,357
Institutional Aid	$892,507	415	$587,459	157	$1,479,966	572
Other Sources of Aid	$152,676	55	$123,218	116	$275,894	171
Total	$39,069,801		$32,216,024			

Source: Office of Institutional Research

<u>State Financial Aid Audits</u>
The financial aid programs at ASU and DSC are subject to Georgia State Scholarship and Grant Programs Compliance Reviews by the Georgia Student Finance Commission (GSFC) at least once every three years. A GSFC compliance review was last conducted for ASU in January 2016 and for DSC in April 2015.

For <u>ASU, the final report from the GSFC compliance manager</u> identified 4 findings:
1. Academic Transcript Missing
2. Exceeds Hours
3. Incorrect Reporting of Data
4. Over Award

For <u>DSC, the final report from the GSFC compliance manager</u> identified 5 findings:
1. Grade Point Average
2. Incorrect Invoicing
3. Incorrect Program of Study
4. Over Award
5. Seven-Year Limit

Both recent audits revealed significant over-awards of federal financial aid, resulting from poor administrative practices. Repayments for those errors in financial aid administration compound the financial stress under which both institutions are operating. Here too, staffing changes have been made, corrective actions taken in financial aid administration practices and procedures, and resolution of audit findings is underway.

<u>Pre-Acquisition Application submitted to the US Department of Education</u>
Contact with the US Department of Education regarding the proposed consolidation of Albany State University and Darton State College has been handled by the University System of Georgia Board of Regents Office. As noted in the previous six consolidations, correspondence from the US Department of Education confirms that the US DOE does not require consolidating institutions to provide a Pre-Acquisitions Application as part of a merger review/approval process. However, their Program Participation Agreement (PPA) must be current when they file the new eApp in 2017. Both the <u>ASU PPA</u> and <u>DSC PPA</u> are active through 2018, respectfully. The consolidated university is authorized by the DOE to disburse financial aid beginning August 1, 2017.

Sources

- ASU_DOAA_Audit Report_FY 2016
- ASU_DOE_PPA_2016
- ASU_GSFC_FA_AuditReport_2016
- DSC_DOAA_Audit Report_FY 2016
- DSC_DOE_PPA_2016
- DSC_GSFC_FA_AuditReport_FollowUP_Letter_2015
- Merger Application to DOE submission_FISAP
- OCGA 36-81-3 Georgia Single Audit Act Amendments of 1996
- OMB Circular A-133
- Spring 2017 ASU Financial Aid Audit_Program Review Response