



Title III Program

Strengthening Historically
Black Colleges and Universities

Albany State
University 
December 2014

IMPACT
ENROLLMENT RETENTION GRADUATION

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Strengthening Historically Black Colleges and Universities Program

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U.S. Department of Education Funded Noncompetitive Programs



TITLE IIIB STRENGTHENING PROGRAMS

This program provides financial assistance to Historically Black Colleges and Universities (HBCUs) to establish or strengthen their physical plants, financial management, academic resources, and endowment-building capacity. Activities may include:

- Student services; educational equipment acquisition; facility renovation and construction; faculty and staff development;
- The establishment of a program of teacher education designed to qualify students to teach in public schools; the establishment of community outreach programs that will encourage elementary and secondary school students to develop the academic skills and the interest to pursue postsecondary education;

The acquisition of real property in connection with the construction, renovation, or addition to or improvement of campus facilities; education or financial information designed to improve the financial literacy and economic literacy of students;

- Services necessary for the implementation of projects or activities that are described in the grant application and that are approved, in advance, by the Department, except that not more than two percent of the grant amount may be used for this purpose.

STUDENT AID AND FISCAL RESPONSIBILITY ACT (SAFRA)

The Title III Part F, HBCU/SAFRA mandatory funds of the Higher Education Act of 1965 allocates an additional \$85 million for each year beginning 2010 through 2019 for the Title III, Part B appropriations.

Funded

Activities 2014-2015

Title III B

Program Name	Director
Advancing Academics Through Advising and Retention	Dr. Kimberly Burgess
Scholarship of Teaching and Learning	Dr. Melvin Shelton
Strengthening Programs, Services and Professional Development	Mrs. Connie Leggett
Center for African American Male	Mr. Antonio Leroy
Empowering Students Through Career Education	Ms. Tracy Williams
Strengthening Institutional Advancement	Dr. Chanta Haywood
Enhancing Assessment, Analysis and Accreditations	Dr. Linda Grimsley
Building a Digital and Print Infrastructure Library of Resources to Enhance the Library's Research Collection	Dr. Laverne McLaughlin
Advancing Business and Academic Technology Support	Mr. Del Kimbrough
Title III Administration	Mrs. Connie Leggett

SAFRA (Title III Part F)

Program Name	Director
Preparing Teachers Through Hands on Experience	Mrs. Angelyn Lincey
Strengthening an Undergraduate Research Center	Dr. Louise Wrensford
Writing Realized. Dev. Writing Literacies in a Technological Age	Dr. Thomas Clancy
Expanding Online Degree Program	Dr. Linda Grimsley
Strengthening Enrollment Services	Dr. Patricia Wilson
Foreign Language Institute	Dr. Kimberly Harper

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Title III Activities

2012-2017

Scholarship of Teaching and Learning Center for Teaching and Learning

Faculty Development Faculty Learning Communities

Faculty Learning Communities (FLC) are multi disciplined and allow faculty members to engage with other faculty. FLC's provide opportunities for scholarly exchange, grant writing, research, and publishing. Here on the campus of Albany State University there are four (4) active faculty learning communities. The FLC's are supported by Title III funding and are managed by the Center for Teaching, Learning and Scholarship. Each FLC is directed by a Faculty Fellow who coordinates the learning community activities. ASU FLC's include: STEM Faculty Learning Community, Hip Hop in the Academy Learning Community, Researchers Analyzing Multiple Subjects Learning Community, and Critical Thinking and Learning Styles Learning Community.



Pictured: 2013-2014 Velma Fudge Grant Honors Program Participants and Staff

V.F. Grant Honors Program At-A-Glance Academic Year 2013-2014

53 % = % of Honors Program Students engaged in faculty/student collaborative projects (research, learning communities, study abroad, etc.

3.47 = Average GPA of Honors Program Members

40 = Average number of community service hours logged per semester by the V.F. Grant Honors Council

The V.F. Grant Honors Program also:

- Represented ASU in the Ford Black College Quiz Bowl Competition
- Serves, hosts and assists with collecting data for the ASU Lecture Series Program
- Is nationally recognized by the National Collegiate Honors Council

Fully Equipped State-of-the-Art Faculty Resource Center

Hours of Operation

Monday-Friday ■ 8:00 AM–4:45 PM

Reese Hall Room 126

The Faculty Resource Center is open to all part-time and full-time faculty to support instructional and research needs and to improve teaching, and learning!



Pictured: ASU Lecture Series Program—MLK Convocation January 16, 2014. Student Participants

ASU Lecture Series Program

Each year the Center for Teaching, Learning and Scholarship provides a diverse group of speakers ranging from motivational speakers to celebrities, athletes, individuals from business and industry, social and political advocates, as well as individuals from governmental agencies and the medical field. While the Lecture Series is open to all students and University constituents, it is included in the ASU 1201 Foundations of College Success course syllabus as a required course component and all students enrolled in ASU 1201 must attend each lecture.



Pictured: ASU Lecture Series Program March 6, 2014. Guest Lecture Randy Williams and Freshman Students

Center for the African American Male

The Center for the African American Male (CAAM) at Albany State University has remained committed to its mission: “CAAM seeks to enable students to discover their authentic identities by allowing them to achieve their full potential as scholars and assume leadership roles in their community upon graduation”. The goals of this program are: (1) to increase the retention rate of CAAM participants by 5% annually; (2) to increase community involvement by 15% each academic year; (3) to foster mentoring and increase participation by 25% annually; (3) to provide a Resource Guide for African American Male Initiatives (AAMI) to communities in Southwest Georgia; and (4) to provide outcome-based research results on the disparities and barriers to the academic success of African American Males in Southwest Georgia. The impact of CAAM within our university community is as follows:

Academic Activities

	Fall 2013	Fall 2014
Participants	201 (156 M/45 F)	232 (176M/56F)
First Year Retention Rate	78% (2012 cohort)	81% (2013 cohort)
Learning Community	12 students (60% pass rate) Writing About the Black Male Athletic Experience	40 students
Resource Center Use	Over 1000 students and faculty	NA

Activities and Collaborations

Fishing Rodeo	Dougherty County School System, ASU Transportation, ASU Police Department, Georgia Department of Fishing and Wildlife	Over 100 participants
<ul style="list-style-type: none"> •Saturday Academies •T-Shirts of Colors Football Game • Winter Youth Summit •The National M.A.L.E.S. Conference •Summer Underage Drinking Forum •The Skills and Drills Football and Cheerleader Camps •Male Dialogues •Dougherty Count Youth Orchestra Concert 	School systems from surrounding counties in Georgia, North Florida and East Alabama ASU Athletic Department, Music Department, College of Education	About 1300 Students



CAAM Student Volunteerism

In 2011, CAAM marked 3,000 hours of tutoring to the Boys and Girls Club of Albany, Georgia (BGC); an after school tutoring programs and also assisted with hosting their Annual Steak-N-Burger Fundraiser Dinner at Darton State College. CAAM has maintained the initiative and was recognized on January 21, 2014 for loyal support and dedication to the Boys and Girls Club (BGC) students. CAAM's efforts saved the BGC nearly \$90,000.00 over the past three years.

Building a Digital and Print Infrastructure Library of Resources to Enhance the Library's Research Collection



Title III grant activity was designed to assist the University in continuing to strengthen its library collections and library technology holdings. This activity improved the size of the library's holdings in a number of subjects such as: Nursing, Business, Math, Forensic Science, Social Work, English and Modern Languages, Fire Prevention, Chemistry and others. The library's grant has helped to address the weaknesses in the collections that have been noted by SACS and individual program accreditation and reaffirmation agencies. It has also provided additional resources in digital and print for the support of traditional and online programs.

Some of the major accomplishments are:

- Improved the library's reference collection for bibliographic instruction
- Purchased electronic databases Mergent Online, American Chemical Society Journals and Education Source
- Purchased color photo scanners for ASU archives restoration project and the Galileo Knowledge Repository submissions
- Provided workshops for library staff development
- Purchased microform scanner for Serials Department
- Purchased scanner for interlibrary loan to increase access to scholarly journals that are not owned by the JPML for library patron research
- Purchased 1,828 books in various subject areas for accreditation review
- Purchased printer for cataloging to make labels available for new books
- Purchased (2) hand held barcode scanners to use in processing books and inventory of the book collection

A One Stop Center has been developed to charge wireless devices through the purchase of two charging stations to assist library patrons in the use of mobile technology to gain access to library online resources and wireless services. A library events calendar is sent out each month that encourages students to participate in database training, library workshops, and seek tutoring in the library at the study tables section of the 3rd floor. Students are also able to use the QEP (Quality Enhancement Plan) writing lab which is now housed in the library. This grant has helped students at ASU develop the digital literacy skills to use library information and communication technologies to find, understand, evaluate, create and communicate digital resources. Funds were spent to improve the print and on-line resources which expanded the library's collection of scholarly resources.



Empowering Students through Career Education

The overall mission of Career Services is to create and maintain an educational environment which compliments, enhances and supports the broader mission of Albany State University. Career Services provides services and resources to help students choose and prepare for their careers, learn job search skills and find employment.

The staff assists students and alumni with choosing career interests, gaining related work experience, and providing guidance in their professional job search. The role of Career Services as an educational agency, is to engage in partnerships with internal and external clients which will facilitate opportunities for students to achieve career success.



The center offered career advisement/exploration activities, professional development workshops/events and networking opportunities for students and alumni. It also used technology to provide innovative service delivery and improve services and resources while promoting personal and individual services. During the academic year, all students enrolled at Albany State University received information regarding employment/experiential learning opportunities, events and/or programs and services available through Career Services.

We empowered students by educating them about the career planning process and job search and provided them with the tools they needed to thrive in a competitive professional landscape. We serve students throughout their college experience to assist them with applying their academic and real-world knowledge and skills to their careers. We also build and maintain ongoing relationships with employers, alumni and campus partners to identify learning opportunities.

Department Highlights:

- Career Passport Program for sophomores
- “Freshmen CSI” (Career Services Initiative)
- Career Carnival
- Approximately 62,481 electronic job vacancy announcements – 27% increase
- Increase in RAMlink usage by students, alumni and employers
- Established a Student Advisory Board
- ASU students and alumni participated in career/job fairs with exposure to three hundred thirty (330) employers
- Participation in the National Association of Colleges and Employers (NACE) Class of 2013 Student Survey, NACE 2013-2014 Career Services Benchmark Survey for Colleges and Universities and the 2013 National Internship and Co-op Study.
- Professional staff members are involved in local, state, regional and national organization/associations. The Director of Career Services was elected Chair for the University System Committee for Career Services and Cooperative Education (USC-CACE), a Board of Regents administrative committee for career center directors.

An addition to the 2014-2015 programming is a theme-based Career Week. This will offer an opportunity for students to connect and explore their professional options through presentations, workshops and one-on-one mentoring with alumni and employers. Each event will have the potential to speak to the needs of all students, from the undecided major to the graduating senior.

Enhancing Assessment, Analysis and Accreditation

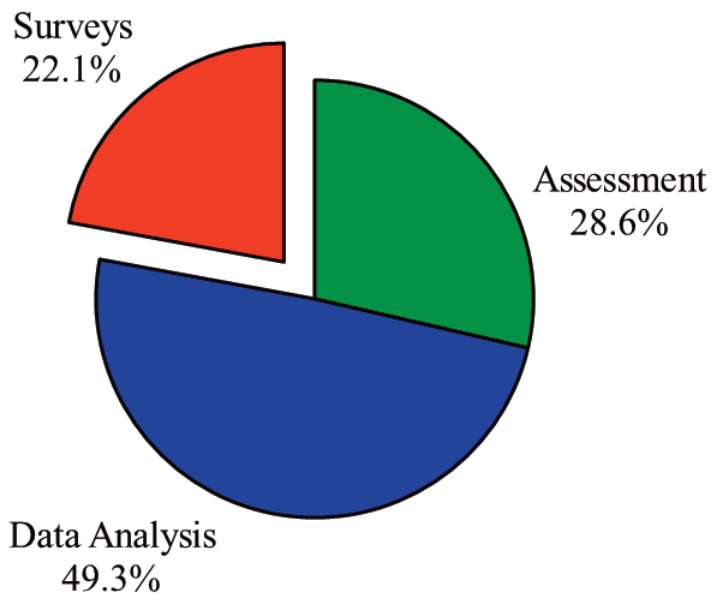
The gathering of objective information through surveys can be a helpful assessment tool to make sound data-driven decisions. The Office of Institutional Research (OIR) completes and submits a collection of federal and state surveys through the Integrated Postsecondary Education Data System (IPEDS) and University System of Georgia (USG), respectively. These online collections of institutional data support the various departments and divisions at Albany State University (ASU) in reporting retention and graduation rates as well as the number of undergraduates enrolled and the number of baccalaureate degrees awarded.

ASU has participated in the National Survey of Student Engagement (NSSE) over the last nine years, on a three year rotation cycle. The survey is a national benchmark survey designed to assess the extent to which students engage in educational activities associated with learning and personal development. Linking NSSE findings with additional institutional data can provide insight in understanding students' pattern of engagement and persistence. To this end, beginning fiscal year 2014-2015, the institutional NSSE reports from the 2011 and 2014 spring semester administrations will be reviewed to determine areas where students show significant success in campus engagement and those areas that show critical need for improvement. NSSE results are also used in assessment for accreditation purposes in areas such as institution's Quality Enhancement Plan (QEP).

The investment in a quality college education is one of the most important decisions in a student's life. College ranking resources like U.S. News and World Report rank colleges for best quality and best value. The rankings are based on measures that include graduation and retention rates, peer assessments, student-to-faculty ratio, admission test scores, the strength of the faculty, and alumni giving. OIR is the source of much of the information provided to U.S. News and World Report. Previously unranked in 2013, ASU ranked number one public Historically Black College and University (HBCU) in the state of Georgia and number fifteen in the nation in the 2014 rankings.

The Office of Institutional Research not only serves the needs of external stakeholders, it lends survey development and analysis to campus academic and non-academic support units. One example is the New Student Orientation Survey. OIR assists the Academic Advising and Retention Center with analyzing survey data for each orientation held for students and parents. The purpose of the survey is two-fold: (1) improve in making a good first impression of ASU, and (2) improve existing orientations and implement new orientation services. This type of collaboration provides evidence that informs decision making and help to shape the campus conversation on important issues regarding parents and incoming freshmen.

Office of Institutional Research and Effectiveness



Strengthening Programs, Services and Professional Development

Albany State University (ASU) values quality learning, teaching, research, and service as cornerstones to the University experience. ASU is committed to providing innovative educational programs and services to meet the diverse educational needs of its students. This activity funds the undergirding of these programs including learning communities, faculty positions in critical areas, faculty development funds for each College, customer service, strategic plan initiatives and the Centers of Excellence.

Learning Communities

A First-Year Program where a cohort of students enroll in two or more courses freshman level core course where one is the ASU 1201 Foundations of College Success course freshman seminar course. Benefits have been increased: retention, faculty engagement, graduation, understanding of interrelationship of courses. Currently there are 10 learning communities with various themes and major emphasis.

Four ASU Rhetoric and Music (RAM) Learning Community students participated in a panel presentation at the Georgia Communication Association (GCA) Conference held at Georgia State University in February. The RAM Learning Community pairs a Fundamentals of Public Speaking class with a Music Appreciation class.



2014 Customer Service Certified Employees

Customer Service

Albany State University Customer Service Training Program provides customer service certification upon the completion of eight customer service courses (16.5 hours) and a score of 85 or better on the Customer Service Certification Exam. Customer service courses are offered each semester.

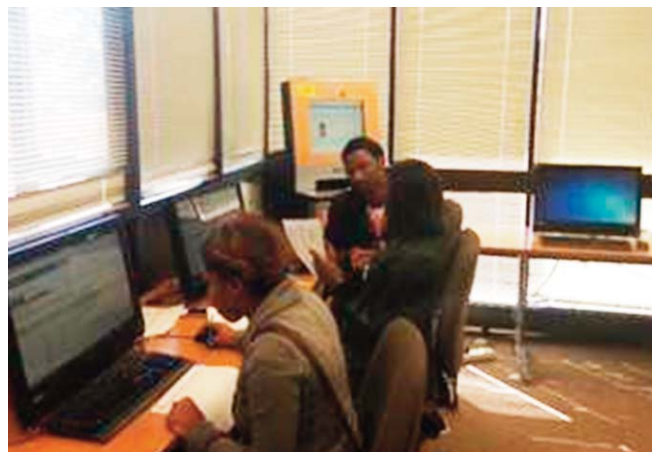
LOGIN TO OrgSync®

The Center of Excellence for Community Engagement (CECE) acquired OrgSync to track community engagement of students, faculty and staff. CECE's mission is to engage the ASU community, through community-based learning, scholarship, research, and outreach activities and projects that empower and increase the capacity of Southwest Georgia and the broader community.

Advancing Business and Academic Technology Support



Information Technology Services is the technology hub for the Albany State University campus. For the 2013-2014 year, the activity was able to purchase equipment for our data center that directly impacted the campus academic labs, classroom instructional technology, and access to the online class environment. More specifically, the wiring purchased connects all the technology equipment making our network more reliable and stable. This increases uptime with computers in the labs for student usage by 99% as well as allows instructors the ability to utilize smart boards, projectors and laptops to deliver classroom instruction.



Information Technology Services (ITS) to the “RESCUE”. ITS provides numerous services to the Albany State University community. In an effort to make the technology experience seamless and efficient, the ITS department was able to purchase multiple battery back-ups for the Billy C. Black building which consistently has had power outages that has adversely effected business and instructional systems. By installing, this new equipment, we are now able to ensure a continuous educational experience for faculty and students while providing continuous uptime for critical business systems through power management. The battery back-up manages these power outages reducing downtime to less than 1%.

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SAFRA Activities

The Foreign Language Institute

The 2013-2014 academic year has been a busy one for the Foreign Language Institute. With the update of the language lab, the addition of German to our critical languages program, and several cultural programs, we've been working to help students fulfill their foreign language potential as a Golden Ram. The language lab in Holley 204 has been updated with new software, desks, and chairs, and the student body is using the lab now more than ever! On any given day you will find students diligently working on their class assignments for a variety of language classes taught here at the University.



Japanese students with Dr. Mimi Noda, instructor

We also held our first annual poetry contest/slam. Professor Leticia Alvira-Watson's advanced Spanish class submitted their original poems in both Spanish and English to a panel of judges, and Ms. BraSheaia Shepherd won 1st place for her poem "He Hecho Cosas Estupidas/ I've Done Stupid Things". She also won a \$25.00 gift card donated by Walmart. Students enrolled in Dr. Mimi Noda's spring 2014 Japanese 1001 participated in a cooking demonstration where they cooked a traditional Japanese meal. Most recently, students enrolled in Dr. Noda's fall 2014 course volunteered at the Tallahassee Asian Festival. Students danced the "Tanko-bushi" a traditional Japanese dance and carried the Mikoshi festival icon all over the festival grounds yelling "Wasshoi" to keep out the bad spirits and invite good energy and luck.

One of our shining moments this year came when we hosted nine middle school students in a 6 week conversational Spanish summer camp taught by Ms. Anedith Clark. Over the course of the camp the students learned Spanish and created a closing program for their family and friends.



L to R Back row: Jayda Marty, Ovie Patani, and George Darrisaw III, Front row: Brent Hospedales, Gregory Lott, Lakaiya Campbell, Kennedy Banks, Sariya Burkes, and Nia Johnson

"Language is our focus, but our goal is to prepare students for participation in a global society by helping them learn about the opportunities they will face in an increasingly global world. As we work toward that goal we want to thank everyone who supported our efforts. Language is a cornerstone in the foundation of humanity so to understand diversity and appreciate another's culture and language benefits us all."

— Dr. Kimberly Harper

Strengthening the Undergraduate Research Center

The Mission of Albany State University's Center for Undergraduate Research is to promote 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 experiences at Albany State. Studies have shown that Undergraduate Research is one of the top high-impact practices, and students who participate in high-impact practices tend to have higher GPAs, retention rates, and are more prepared for graduate school and career fields (Finley and McNair, 2013). The undergraduate research program encourages and supports undergraduate research from all disciplines across the campus.



In 2013 the Center for Undergraduate Research initiated its first research boot camp series, which included workshops on human subject protections protocol, conducting field research, Mentor-Mentee training, and how to format and write a proper literature review. During the four weeks of the boot camp series there were approximately 115 attendees including faculty, staff and students. In addition to the boot camp series the program hosted its 2nd Annual Regional Undergraduate Research Symposium. The symposium attracted 264 attendees including 140 local high school students, presenters and faculty mentors from Albany State and six regional colleges and universities as well as faculty, staff and administrators.

In 2014, the Center for Undergraduate Research sponsored workshops including quantitative and qualitative data analysis, writing for research funding and publication and an interactive workshop on interdisciplinary research, which served as a kick-off to the overarching strategy of promoting interdisciplinary research across the campus. In addition to the workshops offered, the program hosted its 3rd Annual Regional Undergraduate Research



symposium, which attracted approximately 250 including approximately 70 middle school and high school students, presenters and faculty mentors from Albany State and four regional colleges and universities as well as faculty, staff and administrators.

For the 2014-2015 academic year, the Center will continue to host research skills building workshops open to faculty, staff, and students and introduce two new training series including Graduate Record Examination (GRE) preparation and Graduate School admission processes.

Strengthening Enrollment Services



ASU and Darton State College MOU signing

The strengthening enrollment services activity entails enhancing the institution's Memorandum of Understanding (MOU) with two year institutions and increasing enrollment of transfer students, non-traditional students, and adult learners. Inherent in strengthening enrollment services is the delivery of customer focused programs and services that foster seamless transitions for the targeted student populations.

In the 2013-14 award year, ASU successfully finalized three MOU agreements with Darton College; participated in statewide Transfer Probe Recruiting events; and hosted Transfer Preview Days. Additionally, the institution

held a grand opening for its Military Outreach Center and received the prestigious designation of a Military Friendly Institution for the 3rd consecutive year. These activities were instrumental in the strengthening of transfer services, programs and enrollment.

During the 2014-15 award year, goal attainment is focused on implementation of processes and procedures that will deliver 5% increases in the number of MOUs; the number of transfers enrolled; and the number of veterans and non-traditional students enrolled. To drive goal achievement the institution will utilize a state of the art social media transfer recruitment strategy. This recruitment strategy is undergirded by strategic marketing of academic programs that targets transfer students at two year institutions in targeted geographical markets.

The institution will continue its focus on increasing its MOU's with technical college and two-year college outreach within southwest Georgia, statewide, and nationally. Customer Service training for enrollment services personnel will be required to improve the delivery of services aimed at the retention and persistence of transfer students. With the institution's Military Friendly designation(s) and the successful launch of its Military Outreach Center, a continued focus on access and success of veterans and military students will be emphasized and nurtured.



The grand opening of ASU's Military Outreach Center

Writing. Realized. Developing Writing Literacies in a Technological Age

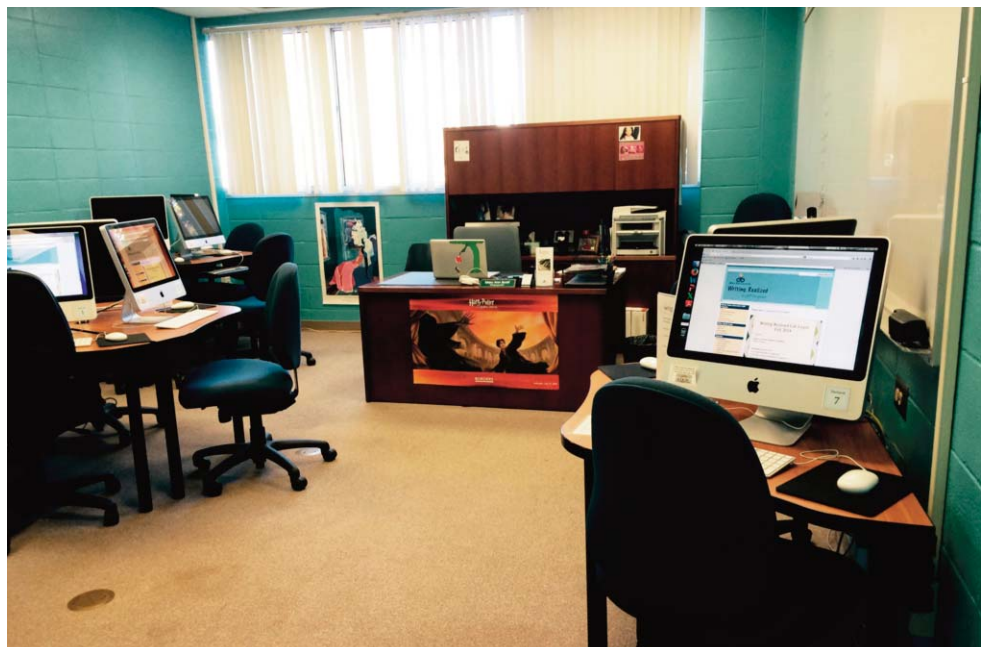


This activity supports Albany State University's first Quality Enhancement Plan which is in its sixth year of operation. The basic two-pronged format of (1) working intensively with a small cohort of faculty to help them infuse writing into one of their classes and (2) continuing an outreach to certain programs such as the ASU 1201 classes and, on a larger scale, to the entire faculty, inviting them and involving them in using their student's attendance in our writing labs as a significant part of their curriculum. Students who happen to be enrolled in a Writing. Realized. enhanced course section are tagged in Banner so that their progress through ASU can be monitored and compared to their peers who have not been in classes enhanced by our Writing. Realized. pedagogy.

The program directly links to ASU's retention and graduation efforts by helping students succeed in their classes. It's philosophy is that one of the most effective ways to enhance learning is to have the student frequently write about the course content. Faculty include writing in their assignments and also require students to visit a writing lab as partial credit for at least one assignment during the semester. It is the belief that, once a student experiences working with a writing specialist, the student

will repeat the experience not only in that particular class but in every class that requires writing, and will share that experience with peers, as well.

Following this formula, there has been a steady growth in the number of student visits in the writing labs and anticipation of increased faculty participation. The program's continued success depends on its top-down support, that is, from our President, the Vice President of Academic Affairs, the Deans and Chairs, and the entire faculty in order to become truly institutionalized.



Preparing Teachers Through Hands-On Experience

Albany State University Early Learning Center (ASU-ELC) recognizes that Early Childhood Education and Development from age birth-to-five is a growing area of specialization. This activity, Preparing Teachers Through Hands On Experience, provides students from other departments within the university an opportunity to learn about young children through structured interaction or observation in the classrooms and/or observations rooms. Students learn appropriate skills and practice techniques that are relative to their programs. They also have an opportunity to learn effective communication skills and to develop professional behavior. During the fiscal year 2013-2014, ASU-ELC collaborated with the ASU Nursing Program, Fine Arts Department and the College of Education. The College of Education partnered with the ASU-ELC to provide authentic learning experiences for students majoring in Early Childhood Education. Successful teachers must be able to observe, comprehend, and respond to the learning styles of young children. The ASU-ELC offers opportunities for observing, describing, reflecting upon, and understanding classroom skills-an important first step in developing a teaching style that is both effective and personally satisfying. Ultimately, students must develop and continue to refine their own teaching styles. The students can see instructional techniques and strategies utilized with the children in the ASU-ELC and are engaged in a classroom with pre-school age children guided by professional teachers. Classes from the College of Nursing have utilized the ASU-ELC to work with and observe students of different ages. Nursing students observe the growth and development of ELC students and have also performed assessments of temperature, pulse and blood pressure when appropriate. Students have planned and executed teaching activities for the kids and anticipate planning teaching modules for parents as well. ASU Music Department, Professor and students, have conducted interactive and creative music classes for the students at the ASU-ELC. Music majors prepared music and movement activities that were age appropriate for each class at the ELC.



Expanding Online Degree Programs

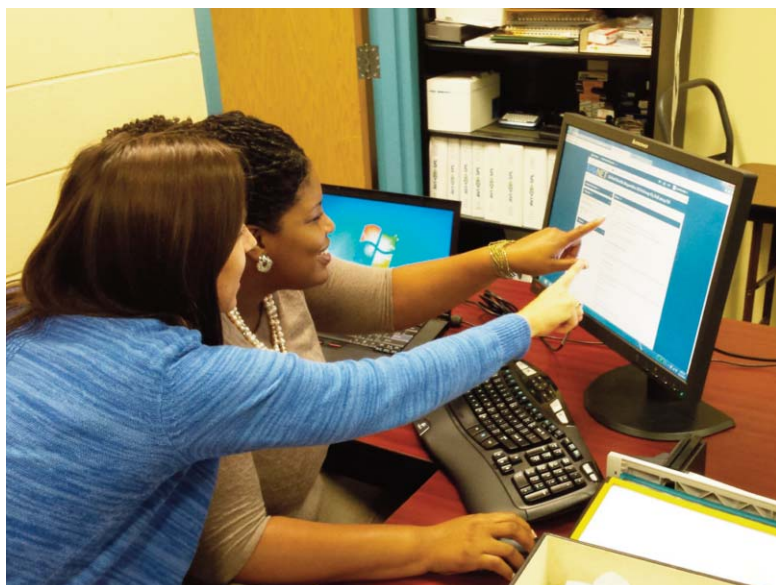
January 1, 2014, Albany State University's Office of Academic Online Instruction launched a newly upgraded online learning management system, D2L. This upgrade afforded ASU's faculty, staff and students access to an online learning environment for ASU's many online courses and online program offerings. D2L supports courses in range from web-enhanced courses where traditional face-to-face instruction is supplemented with web features such as syllabi or lecture notes, to courses that are taught completely online with no on-campus attendance requirements affording those individuals with a fully accessible and seamless online learning experience.



Campus-wide trainings, online orientations and resource applications are provided to students and faculty at Albany State University in an effort to bring all users to a fully functional position within the online learning environment. Faculty preparation specifically was designed for new and current faculty to provide resource access necessary to be successful in conducting technology-enhanced, hybrid or completely online courses. Training offerings are provided in formats through the online experience, one-on-one working sessions, grouped trainings and departmental trainings.

Additionally, the Summer 2014 semester began the collaboration between Albany State University and the University System of Georgia's eCore college core curriculum online program. This collaboration provides students additional access to completing their core courses and first two years of their collegiate careers in an online environment designed, developed, taught and supported by faculty and staff from the USG. ASU faculty and staff members Anthony Cooper and LaQuata Sumter were awarded \$10,800 from the University System Board of Regents for the Affordable Learning

Georgia Textbook Transformation Grant allowing for the ASU community to further expand and support the mission of higher education.



The Fall 2014 semester has brought further developments within the Academic Online Instruction department and Albany State University as D2L prepares for additional upgrades to further enhance the online learning experience.

RAMNET
Albany State University Online

Title III Program

Administration



Connie Leggett
Director



Maria Allan
Financial Records Coordinator



Saundrette Moody
Associate Director



Monica Reed
Administrative Secretary

The Title III administration is responsible for the oversight of all Title III activities. This includes ensuring that the activities are meeting their objectives approved by the Department of Education and that grant funds are expended to accomplish the goals and objectives of the institution's strategic plan. This office manages the programmatic and budgetary documentation as well as provides direction in the implementation of policies, procedures and budgetary guidelines in conformity with Federal and University policies and procedures. Office staff includes the Title III Director, the Associate Director, the Financial Coordinator and the Administrative Secretary.

